



A TIGER BY THE TAIL: The contribution of Child to Child to the Right of Children to participate and take an active role in their development and that of their communities

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“People may think that Child to Child is pink and fluffy, but really you’ve got a tiger by the tail.” *(Hugh Hawes, one of the founders)*

Child to Child is a means of empowering children to develop their capacities and to effect change in their communities.

Child to Child is a pioneer of children’s participation. For 40 years it 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.

Child to Child’s Vision is of a world where children are empowered to realise their rights. Its Mission is to create spaces where children and young people are listened to and taken seriously in the exercise of their rights

Child to Child began as a movement to improve the health of children and their communities through teaching children in primary schools to pass on health messages. It was quickly taken up for other issues, as the Mpika Inclusive Education Project in Zambia demonstrated:

Core teams of teachers in each of three schools were trained in running classes with mixed groups of children and varying degrees of ability. Children were encouraged to help each other, especially those with difficulties. In many cases, two or three children would support one with difficulties. Sometimes, the children and the teacher would visit a disabled child at home to befriend them and encourage the parents to send the child and the child to want to come to school.

Not only did many more children with disabilities start to come to school, but attitudes at every level changed. The Zambian government made inclusive education a legal requirement. There were benefits to the children (both disabled and those without disabilities), the teachers, the parents, and the whole community.

In general terms, Child to Child was established in the 1970s as an approach to give expression to, and mobilise, children's potential as communicators and educators to contribute positively within their communities. It was rooted in a fundamental recognition of children's capacities and strengths. Its value lay in its simplicity (mentioned by several survey respondents), effectiveness and potential for sustainability. Communities were able to build on their initial introduction to the approach to replicate the model, thus reaching out, and engaging, ever greater numbers of children over many years and in multiple countries. A twofold benefit arose: it achieved positive changes within communities and also transformed perceptions of children's potential as active citizens within those communities where it was applied. However, as an organic and autonomous movement, it has been a challenge to fully capture or evaluate its impact or reach.¹ In 2020, Child to Child is carrying out a survey of as many organisations and individuals as can be found, who have been involved in some way with Child to Child, the approach and the organisation: through present and former board members and staff, organisations, consultants, implementers and young people, and through documentation over the last 42 years of its existence.²

"Child to Child was ahead of its time".

(Long-time practitioner)

When the UN Convention on the Rights of the Child was adopted by the United Nations General Assembly in 1989 and subsequently achieved almost universal ratification, the issue of children's participation began to be explored far more widely across many international and national NGOs and UN agencies throughout the world. The inclusion in the Convention of Article 12, of the right to express views and be taken seriously, required a profound reconsideration of the status of the child from one of passive recipient of protection to one of agent with potential to influence and inform. However, importantly, the programmatic developments that evolved to give expression to this right were not taking place in a vacuum. Indeed, they were significantly influenced and underpinned by the theoretical and practical groundwork that Child to Child had established.

Child to Child was often not given explicit recognition for this contribution. However, the language, methods and respect for children embedded in the Child to Child philosophy were, albeit often unconsciously, widely incorporated and absorbed into the new post-Convention thinking about children's participation. It has thus provided a crucial first step on the ladder of cultural change, facilitating and enhancing progress.

¹ There have been several attempts to do this over the years: Feuerstein, M.-T. 1981 *Child-to-Child Evaluation*; Somerset, H.C.A. 1987/8 *Child-to-Child: A Survey*; Wheeler, David (ed.), 1996 *Directory of Child-to-Child Activities Worldwide*; Hawes, H. 2005 *Survey of Child-to-Child Activities Worldwide*, London: Child-to-Child Trust; Babul, Farah n.d. *Child-to-Child: A Review of the Literature (1995–2007)*, Molteno, M. 2013 *The Child to Child Movement: What is it for; What it has Achieved and What Still needs to be Done*, and several more dissertations and articles.

² The survey (also distributed in Spanish) is deliberately not conducted online. First, a personal approach reflects the values of Child to Child and the authors are able to thank respondents personally with a view to future networking; second, the internet is not always available in remote areas or to poor people; third, further information can be asked for when necessary, especially important when the respondent is replying in a second or third language. The survey is still on going. Please contact susandurstonchildtochild@gmail.com to take part.

What the Convention contributed to these developments was to raise the bar in relation to child participation. Where Child to Child had the vision to recognise children's potential to contribute for the benefit of themselves and their communities, the Convention established participation as a fundamental right of every child. Thus it moved beyond an instrumental role for participation to recognition of its intrinsic importance as a human right. It recognised participation as both a means and an end in itself – central to the dignity of the child.

“What it has proven is that the original concept tapped into a profound and revolutionary principle”.

(Child to Child Board member)

The original organisation, Child to Child, evolved as a registered INGO in response to these developments. It successfully capitalised on the emerging enthusiasm for Article 12, and the commitments now made by governments to implement it, in order to promote and expand the tried and trusted Child to Child methodology. Over the past 42 years, as well as a continuation of health education (for example, Health Action Schools in Pakistan, malaria prevention in Cambodia) and a health and social response to HIV/AIDS and Ebola, it has engaged children in an ever wider field of activities, including inclusive education, child protection, peace-building, early years, post conflict rehabilitation, environment and water and sanitation. Even now, it is promoting children's potential to engage positively in the context of COVID-19.

However, just as the Tiger cannot be tamed, Child to Child has also continued to evolve as a movement, retaining an autonomous life of its own. In many of the countries where it was first introduced, individuals and groups have taken it upon themselves to sustain and replicate the work for years after its inception and without any external resources or support. Children have huge potential as agents of change which, when respected and facilitated, inspires them with motivation and enthusiasm to contribute towards tackling social injustice and building better societies. The essential truth of this principle has kept the flame of child participation burning globally, often in spite of huge economic, political and cultural barriers. It will continue to burn because it acknowledges and speaks to the fundamental humanity of children and their potential.

The Tiger Reproduces: how has Child to Child spread?

Child to Child has worked through partners in many countries of all income levels. It has had no overseas offices, has not imposed a structure, and, certainly in the first two decades, has largely been “caught and taught”. The majority of respondents in the survey to date were introduced to the approach by the founders, staff members and trainers, all of whom have been called inspirational. Interestingly, two of four nominated regional centres in the Global South, which were provided with support, have largely not endured as resource centres for Child to Child. Those that have endured, and new centres which have emerged,

demonstrate belief in the philosophy, acknowledgement of the evidence, and the commitment of their directors and staff to take up a simple idea capable of improving the lives of children and their communities, rather than the imposition of any external model.

So, if an approach of centrally planned (and sometimes funded) dissemination has not worked, how has Child to Child spread?

In the report of 2013, the following question was posed:

“What then accounts for the rapid spread of the movement?”³

- **The power of inspiring example**

The founders shared the idea with anyone who was interested. Talented individuals responded and started putting it into practice. When others saw that it worked, they wanted to learn how to do it.

- **Professional expertise, freely shared**

The materials are uniquely simple, useable, and jargon free. They are low cost, copyright-free, and people are encouraged to copy and share them. They draw on years of professional experience in developing countries and are based on the best current knowledge in health, education and participatory approaches – yet they are simple enough for non-specialists (like children) to understand and use.

- **International links**

UNICEF and the World Health Organisation were represented at the launch. They saw its potential and helped spread the idea. It was picked up by people working in international organisations, who then trained local groups in its methods.

- **A network of enthusiasts**

People who try out the approach get excited when they see how much children can do, and how it benefits them and their communities. Many have gone on to train as facilitators, and then to train others. A loose network of practitioners has acted as consultants to local projects across the world. The Child to Child Trust in London continues to spread the skills through training courses, workshops, newsletters and the website.

The current survey of partners, funders and implementers supports much of the analysis from 2013. “Passion” [for Child to Child] is a word commonly used in responses, both among project leaders and past and present staff and board members. It also demonstrates the continuation of values learned in Child to Child

³ Molteno, *The Child to Child Movement*.

in future life and careers. The values of participation, respect for and the importance of children's views, and the transfer into other aspects of life and levels of education were frequently mentioned. The human value of Child to Child is obvious at all levels, as one former board member, consultant, researcher and trainer articulated in the current survey:

“Working with Child to Child ideas and methods in so many countries around the world has inspired me for over 40 years to do everything possible to help children living in especially difficult circumstances; this intense commitment will never leave me”.

Child to Child has, over the years, adopted several different **models of operation**.

While dependence on **luminaries**, especially the late founders, had been thought of as unsustainable, over the years, health professionals, inspired by Professor David Morley, and education professionals, inspired by Dr Hugh Hawes, have had enough confidence in the available evidence to incorporate Child to Child in courses of higher education at institutions such as the Universities of London and Bristol in the UK and the Aga Khan University. Whether a course lasts appears to depend mainly on the continued involvement of the staff member who promoted it. However, this phenomenon has resulted in many **alumni and ex-students around the world** gaining familiarity with the approach over the decades, and being able to apply it to their own situation. What is very interesting from the current research is that **alumni, many rising to high office** in their countries or agencies, have been actively involved over the years in incorporating Child to Child into their work on a national and international scale.

The closest Child to Child came to **“pilot and scale-up”** was the **GETTING READY FOR SCHOOL** programme piloted with UNICEF in six countries, in very different settings. The respondents from those settings, in answer to the question in the current survey: “Why did you use the Child to Child approach?” reported that it was because UNICEF Headquarters (the partner and sponsor) told them to. In only one pilot country has the approach endured in its original form, though other countries have found the materials useful.

However, GETTING READY FOR SCHOOL was found to meet the need in some contexts and has been taken up in various settings. It has lasted well in some, particularly Ethiopia where GETTING READY FOR SCHOOL was piloted in 2009. It has since been replicated in many of the country's regions and forms one of the four pillars for early childhood education in the national Education Plan of 2020. Partners in non-pilot countries, such as Sierra Leone and Pakistan, have now taken up GETTING READY FOR SCHOOL to serve the needs of children disadvantaged by lack of early childhood education, supported by funders such as Comic Relief and the British Government.

Requests from members of the wider development community who have seen the potential of peer influence, have led to the involvement of Child to Child in many areas, for example: in the creation of material for Land Mine Awareness, Rehabilitation of Child Soldiers, and Peer Mentoring.

The current survey has revealed many perspectives on Child to Child, including its journey as an organisation over the last four decades, results of projects previously unknown to a wider audience, successes, gaps and aspiration for the future. The survey is still ongoing and, when the research is completed, these aspects will be analysed.

Child to Child has succeeded as a low-cost initiative, simple to implement, relevant and adaptable to local settings and appealing as a contribution to reducing inequity and improving the capacities and role of children in development.

As one former board member observed:

“When innovations or methods diffuse well, there is often not a single cause, but a combination of causes – appropriateness, relevance, effectiveness, cost, support of policymakers and key stakeholders, local adaptations, etc.”

The Tiger Grows...: What is the reach of Child to Child?

To date, the current research has revealed that **Child to Child has been implemented in over 80 countries** around the world, mainly, but not exclusively, in low-resource settings. Three years after the initiative was launched it was already documented in 52 countries and estimated to have been used in 60⁴; and by 1987 in 57 countries and 10 Indian states.⁵ It has proved its worth as a model in settings where modern communications and technology are inaccessible, thus addressing one aspect of a growing digital divide. It has also, as an essentially human to human approach, found its way into the area of LifeSkills, especially giving voice where it is needed, for example in Kenya and South London (Hearing All Voices).

The fact that a teacher, or youth leader could pick an activity sheet, with all they needed to know about an issue, and find participatory activities alongside, was a huge success. **The early materials, especially the Activity Sheets and storybooks, were translated into 33 languages**, and the Resource Manual and other materials into several languages also.

Actual numbers of children who have benefitted are hard to calculate, as every report since the inception of Child to Child has documented. The first estimate in

⁴ Feuerstein, *Child-to-Child Evaluation*.

⁵ Somerset, *Child-to-Child: A Survey*.

1981 was 1.5 million, the second in 1987/8 over 2 million Two further reviews did not attempt to calculate the reach, but one in 2006 estimated that

*“on average at a conservative estimate the Child-to-Child approaches and materials are reaching some 1.5 million children around the world every year”.*⁶

On this assumption, **Child to Child could have reached 60 million children over 40 years.** This would really have been grabbing the Tiger by the Tail!

Constraints to recording more exact numbers were eloquently expressed in the various reports which found it easier to catalogue Child to Child projects.

The current survey aims to catalogue these invisible earnings by documenting the absorption of the Child to Child approach into national materials and approaches, and their contribution to policy. For example the approach was incorporated into textbooks on health education, national school and teacher training curricula in Papua New Guinea, Uganda, Lesotho

and South Africa, and into publications on child rights (Philippines). Other books promoting Child to Child as standard practice are continuously updated and still used around the world today, for example *Helping Health Workers Learn* and *Disabled Village Children*, both produced by the Hesperian Foundation.

“There are many occasions where Child-to-Child ideas and approaches have been absorbed into national programmes and materials. These are the ‘invisible earnings’ of Child-to-Child and may well prove to be its biggest impact”

(Somerset, Child-to-Child: A Survey, p.xxi)

The Tiger’s longevity: how long do Child to Child initiatives last?

Like humans, tigers have varying longevity (dependent on genes and environment). So, too, do projects and approaches. The fact that Child to Child has been relevant and endured for 42 years says something about its intrinsic value (its genes).

We do not always know how long individual Child to Child initiatives last on the ground. Unlike most development projects there has not always been a robust end evaluation, except for projects funded by large donors in the last 20 years, and like most development projects, ex-post evaluation is hard to find. In 1997/8 it was suggested that the average programme lasted three years. Some were, however, substantially longer.

⁶ Hawes, Hugh 2006 *The Child-to-Child Online Website Directory: Taking Stock of our Impact Worldwide.*

The current research has uncovered some surprising results. Child to Child initiatives are noted for having a life of their own (the Tiger cannot be tamed!).

The GETTING READY FOR SCHOOL initiative described above has endured in Ethiopia for over 10 years. After careful desk research, a visit to Ethiopia by the then Director of Child to Child and one of its trustees in 2018 discovered that the initiative had grown and spread to several regions. In Ethiopia, regions have responsibility for pre-primary education, and several had introduced their own adjustments to the programme, including materials in the local language and incentives-in-kind, such as bags for the Young Facilitators. In the absence of more universal quality early education, and certainly little that reached remote areas, the GETTING READY FOR SCHOOL approach has been continued, and is now part of a path for early learners in the system enshrined in the Education Plan 2020. Secondly, some technical supervision was given by UNICEF, and the programme is believed to have catalysed policy discussions on early childhood education. In one region, it was also credited with having convinced communities of the importance of Early Childhood Education for the national system to build upon.

In Cambodia, one large agency recognised the part children could play in malaria prevention and has continued this approach over 13 years within a much bigger anti-malarial initiative. In addition, a local agency now offers training in the Child to Child approach and local youth volunteers support the programme.⁷

One organisation in Philippines has been using the Child to Child approach for street children since before 1989, as its director explained:

"It has been the core of our work. It has allowed us to reach, and have impact, on the lives of many, many children who would otherwise have slipped through the gaps."

Programmes do not need to last if they have done their job, and while it is somewhat easier to research the longevity of programmes, it is much harder and perhaps more important to determine how the investment in children has made a difference both to themselves and to their communities.

The Tiger's footprint: How large is the impact of Child to Child?

Research on health education programmes has demonstrated the effectiveness of the Child to Child approach to improve health knowledge and to some extent, change behaviour for health, when compared with other approaches.⁸ However, there is less evidence of children changing their communities, and of the power of

⁷ Reports from Partners for Development, see <https://pfd.org/>

⁸ See for example Plan Bangladesh, *Horizontal Learning Fact Sheet Validated Good Practices in 2007-8 Child-to-Child Hygiene Behavior Change*; Pridmore, Pat *Children as Health Educators: The Child-to-Child approach (Botswana)*, PhD thesis, IOE; Fierens, P., 1998 *The educational method "Child to Child": a multidisciplinary field research-action in Katanga* [Dem. Rep. of Congo]; Horeau, M. 13 février 2000 "L'enfant pour l'enfant: Sensibilisation des écoliers aux questions d'hygiène, de santé et de prévention", *Développement et Santé*; Wembonyama, O. et Mbuy, B. "Les enfants des écoles au service de la santé", *Développement et Santé*, 1992: 20-2; Kitsao, Patricia Kadzo and Waudo, Judith N. 2002 *Health Education At Kitooni Primary School, Machakos District, Kenya, With Reference To The Child-To-Child Approach: An Ethnographic Study*.

children acting together. This is partly because funders' reporting requirements have been largely based on measurable outcomes, such as children's acquisition of knowledge, rather than their social and emotional learning and their capacity to take action.

One exception is the documentation on the Child Clubs of Nepal. In some cases, international NGOs using the Child to Child approach started child clubs. In others, the approach improved the quality of existing clubs. In fact the first child club in Nepal pre-dated the input of any INGO using Child to Child. According to the latest documentation available (2012),⁹ there were 17,864 child clubs in all 75 districts. Child club members contacted in the 2020 survey, largely did not know that they were using the Child to Child approach. However, their responses, and document research, demonstrate that the child clubs and the Child to Child approach have clearly had a lasting **impact**.

- **One club took the issue of child marriage to the community and reduced its incidence**
- The clubs have built **children's capacity to lead and work in teams.**
- **Children have an opportunity to express their views** on matters concerning themselves, their family, community institutions, and schools at all levels of government from the **local to district and national levels**
- Child (child club) **representatives are official members in various school level committees:** i) school midday meal management; ii) social audit; iii) school level child protection; iv) school library)
- There are now **four youth organisations for child club "graduates"** and other youth, who undertake support to children. One of these volunteered to help distribute relief after the earthquake in Nepal in 2014 and another has set up a child club for deaf children where children raise their voices and suggest solutions to their issues
- One child club "graduate" is, in 2020, at the age of 17, the **Team leader of the Child-led Report Writing Team for Child Rights in Nepal** for the country Office of the High Commissioner for Human Rights (OHCHR)

⁹ Bhattarai, P.C. (2014) "Child Clubs in the Schools of Nepal: An Exemplary Practice", *Interpedia magazine* pp. 42-44.

Apart from this, there are only allusions to the **long-term benefits** either to young children or to their young mentors,¹⁰ but it is acknowledged as a worthwhile subject for further study. Lack of funds has prevented Child to Child from carrying out this research.

In Kenya, a study on Child to Child clubs

“revealed that the project had initiated and/or sustained pre-existing Child to Child after-school clubs facilitated by school teachers in over 700 schools in all Provinces except the North Eastern which is troubled by conflicts and drought. In each school club members were asked to list club activities, and indicate who decided on these activities and how.... The data showed that at their best these clubs were being run democratically with children taking turns to act as chair-person and note-taker at weekly meetings and being involved in deciding most of the activities that members would do. Children were also learning useful communication and collaborative learning skills”¹¹

As we know, numbers and knowledge alone do not always demonstrate true impact, and where, as in Cambodia mentioned above, Child to Child was a part of a larger initiative, it can be difficult to determine the specific contribution of the approach.

The Impact of Child to Child on Young Facilitators (older children)

Information on the impact on children who act as facilitators for others or those younger is sparse, as the emphasis has generally been on those they are helping. Older children have been seen as instruments for other or younger children to benefit. GETTING READY FOR SCHOOL is a particular case where the design was just that. However, evaluations have acknowledged the benefits to the Young Facilitators in this programme, as for example:

“There is also evidence that Young Facilitators benefited from their participation in the programme, including recognition of their efforts by the community, and reported gains in self-confidence and enthusiasm for school”¹²

In Ethiopia the current Young Facilitators in GETTING READY FOR SCHOOL who were encountered on the visit by Child to Child in 2018 all remembered the Young Facilitators who helped them when they were young. They knew where they all were. With one exception, the previous Young Facilitators had gone on to further education, and were clearly role models for the current cohort. In remote areas, where children, especially girls, have few role models, the role of the Young Facilitators in increasing aspirations is key.

The evaluation report highlighted the outcomes for Young Facilitators:

¹⁰ University of Toronto 2014 *An Evaluation of the Child-to-Child School Readiness Programme in Ethiopia*.

¹¹ Pridmore, *Children as Health Educators*.

¹² UNICEF Evaluation Office, June 2012 *Summary of Getting Ready for School Programme: A Child-to-Child Approach: Programme Evaluation for Year One*.

“Young Facilitators felt happier at school, were more confident, and had more positive attitudes towards learning as a result of participating in the CtCSR [Child to Child School Readiness Programme]. Their performance in school improved as a result of participating in the CtCSR. Both teachers and key stakeholders remarked upon the improvement of literacy skills among Young Facilitators and noted that the programme enhanced their leadership skills, their interest in becoming teachers, and increased their sense of belonging in the community.”¹³

There are also benefits documented in other initiatives. In Zambia’s Mpika Inclusive Education Project, highlighted at the start of this paper:

“The teacher sought to democratize the educational process through cooperative learning in mixed-gender, mixed-social-class, and mixed-ability study groups. Learners engaged in community service activities and contributed to the nurturant care of younger children. Young adults interviewed seventeen years after completing the program recalled their experience and reflected on how it had promoted their personal agency, cooperative disposition, and civic responsibility in early adulthood.”

Street children in the Philippines have also benefitted from teaching others, as explained by one respondent in the current survey:

“It has been invaluable for all the children in the equation. Teaching other children has proved to be a powerful healing tool for children and young people who have experienced extreme hardships”.

In the Mpika Inclusive Education Project

“Disabled children have learnt from non-disabled children, and non-disabled children have also learnt many skills from their disabled friends, such as signing. Many children and teachers were thrilled to learn sign language and use it to communicate with their friends with hearing impairments — as well as creating a ‘secret’ language, impenetrable to most adults. As one head teacher stated, ‘All the children, both disabled and non-disabled, have benefited socially and academically.’”

In Northern Uganda, a Child to Child project

“changed teachers’ attitude towards peer learning, revitalised child centred approach among the teachers. To the young facilitators [the older children], it helped them to exercise their leadership skills and helped them to know that they can also teach their young ones”

The impact of Child to Child could be summarised in the following quotation from a respondent working with children linked to the streets:

¹³ University of Toronto 2014 UNICEF *An Evaluation of the Child-to-Child School Readiness Programme in Ethiopia*.

“For many of the [street] children who we talk to about what is important for them....., ‘learning about their rights’ is the thing they cite most often as the most important thing we have given them”.

The Danger of Extinction: the ongoing need for Child to Child

In this time of COVID-19, the approach of Child to Child, which builds the capabilities of children to take action in their own communities, is never more needed. Given that 20 million children and young people have been unable to connect online during the pandemic, it is obvious that, until connectivity is universal and affordable, print material and face-to-face contact, such as that of Child to Child, is still needed, in a world where many large organisations and funders are looking for technological solutions.

“We believe that it is very empowering for children to be told, by their peers, that they have dignity and deserve to be protected”.

(Project manager)

This realisation has partly been responsible for Child to Child, a year ago unsure of its future due to lack of funding, to change its model from one of paid staff into an organisation run by volunteers. This leaves it free to pursue its purpose, and to call for funds for specific initiatives, such as the Resource Pack on COVID-19 for active Child Participation, while still accepting requests and funding for its services.

The Tiger’s Habitat: What is needed for Child Participation to thrive?

Many lessons have been learned over the decades, both on the ground and for the organisation. One in particular stands out.

On the ground, it is clear that children need to be supported by adults. This example from a school in Pakistan describes the follow-up to their survey which showed a disregard of dental hygiene in their community. The students chose drama as a method of communication to disseminate the results of their survey and measures which could be taken, but were rather too honest, to the extent of potentially offending the very people they were trying to help.

“[The project] was a classic example of striking a balance between children’s initiative and the teacher’s intervention. Teachers appreciated the children’s initiative and gave them opportunities to present their views in the classroom, but then had to take a polite but firm stand to make the children realise that the health messages might not be effective if they offended the audience. This was the whole essence of the children’s participation and they needed support and help to work with the culture instead of going against it.”

In Kenya “Where these [Child to] child clubs worked well there was open and friendly communication between teacher and children with teachers providing opportunities for children to select useful and appropriate activities and helping them to build agreement within the group and to relate their new learning and experiences to their own social world.”

Child to Child as an organisation is now at a critical juncture. It is very difficult to obtain funding for core costs. Donors prefer to fund specific projects with measurable outcomes, which are top-down. By contrast, Child to Child has always grown organically in response to local needs.

The current survey has shown that practitioners would like support and to learn from each other, and certainly the quality of some programmes could be enhanced by more support. There are many excellent initiatives both published and unpublished. The development of the Child to Child COVID-19 material for Child Participation has shown that convening an international group of volunteers to continue the approach is still as possible as it was in the early days, linking people up from various parts of the world.

All this has led Child to Child to consider its future direction in support for increased child participation. There is now an online forum for exchange of experience, the evidence base is being researched and extended, and will be used to advocate for child rights and participation. Child to Child stands ready to respond to needs arising with thematic printed (and other) materials for child participation, and to continue and develop the movement for children to play a part in their own development and that of their communities.

Our Call for Action to Governments and donors

is 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.

With your help we can contribute to the future of children worldwide:

- Download our **resources** and methods, from the [Child to Child Resource Centre](#) free of charge. Use and improve them.
- Share **your own materials and experiences** in the Child to Child Forum [LinkedIn \[IN2\]](#)
- [Email info@childtochild.org.uk](mailto:info@childtochild.org.uk) if you would like to **join the forum**
- Deploy our [Covid response resources](#) and **use the Child to Child approach to prevent COVID-19** and address its effects. Help us improve them.
- Use and disseminate our new version of [Getting Ready for School](#) to **give children a fair start, especially the disadvantaged.**
- 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!

“Even though we are children, we can make things change”.

(Student in Hearing All Voices, a programme for new arrivals in the U.K.)

CHILD to CHILD November 2020