

Research by Children “Are we there yet?”

Dr Karen Malone
UNESCO Asia Pacific Director
Growing Up In Cities Project
Centre for Interdisciplinary Youth Research
University of Wollongong, Wollongong, Australia

University of Wollongong

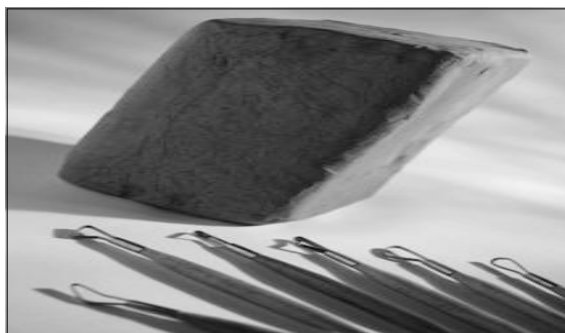


“Just call me a child. Not a child with HIV or a child with AIDS. I am just a child. I am no different from other children. I play, work, and do everything just like other children. When I get sick, I visit a doctor.... Then I get better.... I'm not living with a deadly disease as people like to think, but rather living in a deadly world with people who don't understand and are unwelcoming.” 13-year-old girl, Thailand (Schenk and Williamson, 2005).

Who are you? Children as innocent



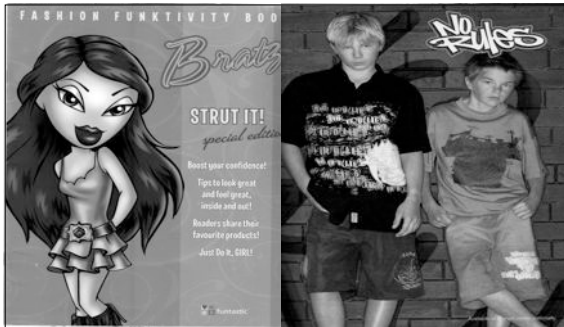
planting a seed



modelling clay



romanticised childhoods



turbo charged child

Growing up too fast???

Parents are under pressure to schedule their children and have them engage in organised sports and other activities that may be age-inappropriate.

Unhappily, the overtesting of children in public schools has become more extensive than it was a decade ago. In some communities even kindergartners are given standardised tests.

Media pressures to turn children into consumers have also grown exponentially - David Alkind (2001) *The Hurried Child*



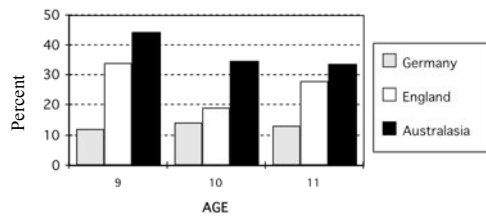
global terror
individualisation of risk



stranger danger



From this..... to this



Percent of children taken to school by car for cities in Germany, England and Australasia (Tranter, 1996)



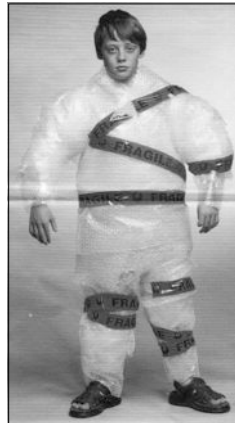
child's view of the world

Over parenting?????

"I let Sarah ride to school on her bike but I follow close behind to make sure she gets there safely" Helen, Mother of Sarah, age 12

Over parenting?????

"I brought Kate a mobile phone because she pestered me- and well all her friends had them. Even though I was worried about not knowing who she was talking to, the fact she could call me or I could call her at anytime meant I didn't have to worry that she might get stranded if I was running late to pick up her up after school or when she was at friends houses. Really I brought it more for my peace of mind than for her.- Mother of Kate, age 10



bubble-wrap generation



working child



war child

The State of World's Children 2005 makes clear, for nearly half the two billion children in the real world, childhood is starkly and brutally different from the ideal we all aspire to. Poverty denies children their dignity, endangers their lives and limits their potential. Conflict and violence rob them of a secure family life; betray their trust and their hope. HIV/AIDS kills their parents, their teachers, their doctors and nurses. It also kills them. With childhood of so many under threat, our collective future is compromised. Only as we move closer to realizing the rights of all children will countries move closer to their goals of development and peace- (Kofi Anan, Secretary General of the United Nations, UNICEF 2005).



privilege of concern

**What do you know?
Children as knowledge
brokers**



smart kid with an attitude

“ Even in
the middle
of all this
chaos,
I don't need
you”



resourceful child



children as expert



child as competent

**What can you do?
Children as social agents**

A convergence of forces in modern life - including such factors as television, the Internet and changing child rearing patterns - has resulted in the erosion of the wall of enforced ignorance that has surrounded childhood in Western society for the past several hundred years. (McDonnell 2005: 190)

By-passing
adults



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z		
1																												
2	CHILD																											
3	SEX																											
4	DATE																											
5	ENVIRONMENT	LOCATION (ZONE)																										
6		OBJECT INVOLVED																										
7		# on equipment																										
8	PLAY BEH.	State of play group																										
9		FANTASY																										
10		CONSTRUCTIVE																										
11		FUNCTIONAL																										
12		UNCLEAR																										
13	NON-PLAY BEH.																											
14																												
15	TRANSITION																											
16	BEHAVIOR NET	TEACHER																										
17																												
18																												
19																												
20																												
21	SOCIAL INTER.		S	P	P	N	S	P	P	N	S	P	P	N	S	P	P	N	S	P	P	N	S	P	P	N		
22			O	A	D	G	A	D	E	D	O	A	D	G	A	D	E	D	O	A	D	G	A	D	E	D	O	
23			R	S	G	L	R	S	G	L	R	S	G	L	R	S	G	L	R	S	G	L	R	S	G	L	R	S
24			I	A	I	A	I	I	I	A	I	I	I	I	A	I	I	I	I	I	A	I	I	I	I	I	I	
25			A	L	N	A	L	N	A	L	N	A	L	N	A	L	N	A	L	N	A	L	N	A	L	N	A	L
26			R	E	T	R	E	T	R	E	T	R	E	T	R	E	T	R	E	T	R	E	T	R	E	T	R	E
27			Y	L	E	Y	L	E	Y	L	E	Y	L	E	Y	L	E	Y	L	E	Y	L	E	Y	L	E	Y	
28			N	A	A	A	N	A	A	A	N	A	A	A	N	A	A	A	N	A	A	A	N	A	A	A	N	
29			C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
30			T	L	L	L	T	L	L	L	T	L	L	L	T	L	L	L	T	L	L	L	T	L	L	L	T	
31			V	E	E	E	V	E	E	E	V	E	E	E	V	E	E	E	V	E	E	E	V	E	E	E	V	
32			E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	

This investigation is based upon the assumption that the original nature of the child is so subject to environmental influences that the only way to arrive at any conception of original nature is to study it as modified by different environmental conditions. The repetition of such observations will in time give us far better basis of generalisation than can be obtained by the observations of individuals within the confining walls of one type of social environment (Mead, 1963)

research *with* children



“We, the children, are experts on being 8, 12, or 17 years old in the societies of today.... To consult us would make your work more effective and give better results for children. My proposal is that you make us part of your team.”
 Girl, age 17, Norway (Schenk and Williamson, 2005).

UNESCO
Growing Up in Cities Project

is an international action research initiative to create better cities with children and youth. It engages children, youth and adults as co-researchers in evaluating local environments to plan and implement change.



Start with what they know.
Build with what they have.

GUIC Goals

- **Enable** young people to voice their perspectives and opinions about where they live.
- **Understand** how young people perceive and use their environments.
- **Create** opportunities for child and youth participation and leadership.
- **Value** young people's creative insights and capacities.
- **Connect** young people and adults to advocate for change.
- **Educate** policy makers, practitioners and the public about research outcomes and processes.
- **Transform** local environments to make them more supportive places.

GUIC principles

Young people's voices and participation

1. Be inclusive of all young people.
2. Facilitate different types of meaningful participation that enable young people to make choices.
3. Provide tools and spaces for children and youth to voice their perspectives and ideas.
4. Invest ownership of the project in young people; ensure transparency in all aspects of the project.
5. Act ethically; protect the interests and rights of children and youth.

GUIC principles

Research and Action

6. Focus on the local environment as a starting point for young people's exploration of community issues.
7. Use engaging methods for participatory research and problem solving.
8. Work toward long term goals; ensure that participants see short term outcomes and successes.
9. Create child and youth friendly policies and improve how institutions and communities function.

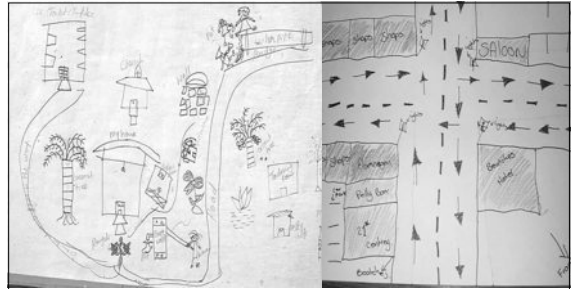
Growing Up in Cities, around the world



Interviews and surveys



Observations and behaviour mapping



Children's drawings and spatial maps



Children guided neighbourhood tours



Photography

Jeremy's Daily Time Schedule	
Time	Activity
6:00 am	I wake up - go to the creek to fetch water - go with her friends to help all collecting water for their families. Take about 15-20 mins. But some have to go to school.
7:00am	Bring the milk to school. Clean the school area inside and out. If it's quick enough might have a short time to play before school starts.
8:00am	School starts with assembly
8:30am	Read and write /maths. Also some reading and writing the week.
10:00am	All rooms are play queues - vocabulary, one new (spelling) if we like and I didn't have breakfast. I can light some books to get something to eat.
10:30am	Break - some milk and - mathematics/language, spelling and free writing. This is my favourite.
12:00pm	Played school walk back home.
12:30 pm	On to the creek with the w walking and clean family clothes with water of her friends. Wash the pots and peak. Then I go home and wait for my mother.
3:00pm	Collect firewood, fetch water for making tea. If it is hot sometimes we might do for a while in the shade when.
5:30pm	My friends and I then go to the village garden and pick some food for our tea.
6:00pm	Make a fire, cook up food for tea - usually rice, beans, vegetables. Eat together with her family.
6:00pm	Take the pots and pass to the creek - clean up
7:00pm	If I have time I can play with friends
8:00pm	I go to bed



time schedules



Interviewing community adults



Workshops and focus groups



Story maps

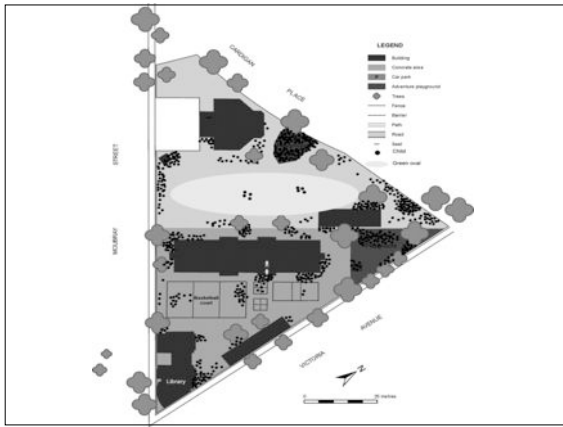


Virtual interactions

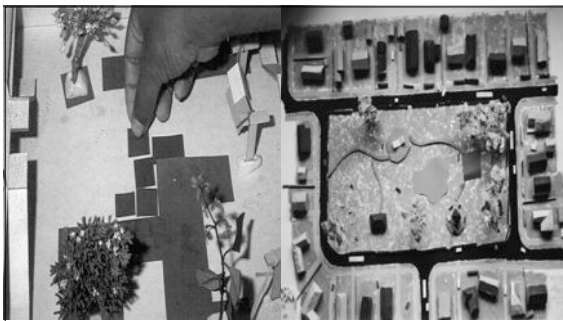
www.earth4kids.typepad.com/guic



analysing data



ISSUES	Important for US	Importance for all health	Total Score
Elevators	8	9	17
Stairways	8	5	13
Pit bulls	3	0	3
Pcc center is too expensive	3	0	3
Violence & Fighting → GANGS	23	0	23
Drug Dealers & others hanging out around car buildings	6	0	6
Young people giving up on school	12	0	12
Basketball Courts - unsafe and/or in need of repair	4	0	4
Relationships with the Police	6	0	6
Pregnancy, AIDS, & STDs	7	0	7
	3	0	3



designing solutions



Reporting to Community



taking action

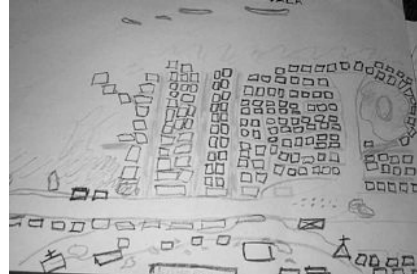


Papua New Guinea

Hanabada Village, Port Moresby

- Urban Village on ocean
- Indigenous village, Port Moresby
- Built 1950
- Population 50 000
- Pollution, poverty, resources, health, development

Hanubada Village



Drawings



time schedules

		Karo's Time Schedule		
Time	Activity	Time	Activity	
6-6:30am		6-6:30am	Wake up. Wash hair and put on school uniform, brush hair - bread or tea.	
7:00am	Walk to school. Leave my myself by see the ends on the way walking and I meet up with them. I house of walking to get to school. Plenty of dust - dirt road, lots of rubbish and on road. Dangerous walking - crossing the road cars can run you over. Some children have died on the road to school.	7:00am	Walk to school. Leave my myself by see the ends on the way walking and I meet up with them. I house of walking to get to school. Plenty of dust - dirt road, lots of rubbish and on road. Dangerous walking - crossing the road cars can run you over. Some children have died on the road to school.	teacher and his family. We like places and clean up the bulk of the house together.
8:00am	Wait and wait for teachers to come into the class. Some kids will go outside and play.	8:00am	Wait and wait for teachers to come into the class. Some kids will go outside and play.	and I like about our situation in fact I don't have to walk far for the teacher.
9:00am	School work starts - English, mathematics.	9:00am	School work starts - English, mathematics.	
12:00	Go to play relay on school ground, volleyball/sometimes netball - nothing to eat. Then I walk home.	12:00	Go to play relay on school ground, volleyball/sometimes netball - nothing to eat. Then I walk home.	and have my drink and the bread if someone has some rice or so.
1:30 pm	No lunch yet - all friends come home - wash plates, help with chores around the house and cook the rice for everyone. Sometimes might go and play or visit the sports house in the afternoon if I have time.	1:30 pm	No lunch yet - all friends come home - wash plates, help with chores around the house and cook the rice for everyone. Sometimes might go and play or visit the sports house in the afternoon if I have time.	but the village. Sometimes I see from the other school. We like I can play with my friends.
5:00pm	Pray before meal, share prayers - family then has a meal. I wash the plates after the meal on the pier with my friends.	5:00pm	Pray before meal, share prayers - family then has a meal. I wash the plates after the meal on the pier with my friends.	my evening meal. We usually have some fish.
6:00 pm	Wash/bathe shower at the front of the house.	6:00 pm	Wash/bathe shower at the front of the house.	but I can play with my friends.
7-9:00pm	Watch television.	7-9:00pm	Watch television.	my evening meal. We usually have some fish.
9:10:00pm	Go to sleep.	9:10:00pm	Go to sleep.	play with my friends. Usually I like with my friends. Usually I like with my friends. Usually I like with my friends.

participants tour guides



play environments



home environments



significant sites



Siremi Village, Popendetta



local environment



cognitive maps



places of concern



GUIC Braybook 1972-1997



Growing Up in Cities
Braybrook Research Site
Aerial Photograph Analysis & Discussion
1951

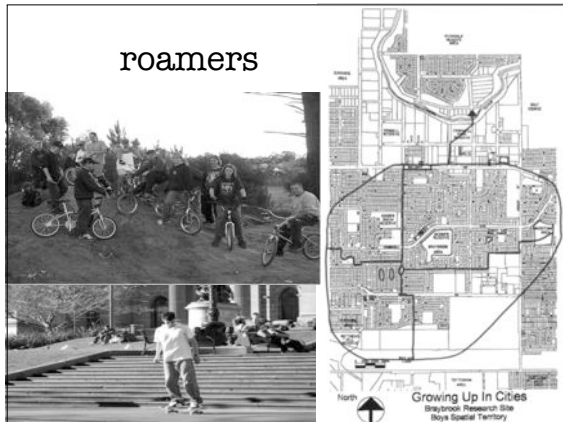


Growing Up in Cities
Braybrook Research Site
Aerial Photograph Analysis & Discussion
1956

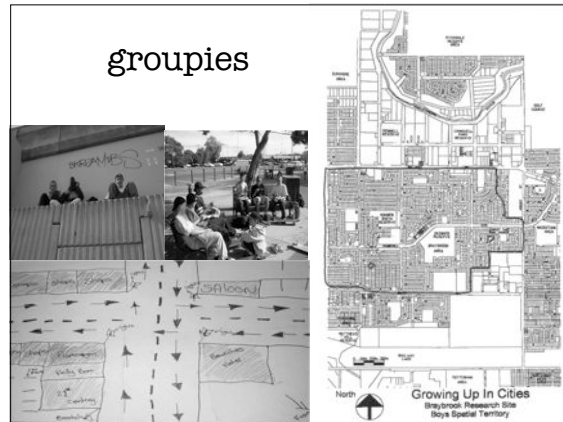
streetspace



roamers



groupies



workers (carers)



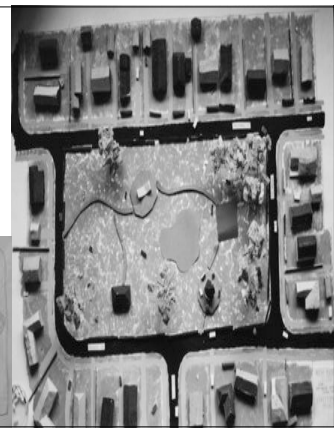
homebodies



players



Children's designs



research in action



adventure play park



community and children's centre



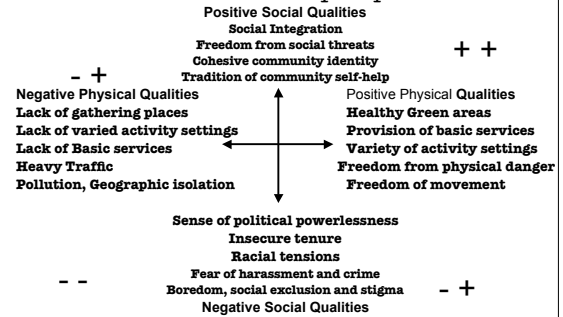
community garden



GUIC Outcomes

- New Global Baseline Data
- Indicators of 'Life Quality'
- Lessons of Partnerships with Practitioners, Government Officials and Academics
- Local Participatory Research with Children
- Model and Methods Tool Kit of Children's Participation and Evaluation for UNICEF CFC

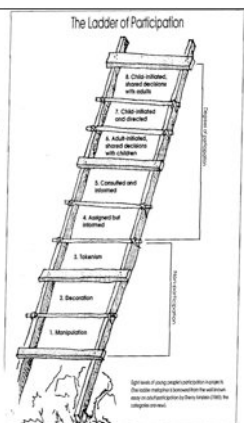
Indicators of Local Environmental Quality -from a child's perspective



Chawla, Louise (2001) (ed) *Growing Up In An Urbanising World*, Earthscan: London.

ethics of participation

- manipulation
- decoration
- tokenism
- assigned but informed
- consulted and informed
- adult-initiated shared decision
- child-initiated and directed
- child-initiated and shared decision adults



types of participation



research *by* children

taking participation seriously

“Usually when we children talk about participation and making our views heard, most adults see it as a passport to disrespect. The adults have forgotten that the world is dynamic and things we know now they didn't at our age and might still not know. We have to move from the stage where children are to be seen and not heard to a stage where children should have a voice in decision making in matters that affect him or her.” Girl, age 14, Ghana (Schenk and Williamson, 2005).

choices of types of participation and
research role

choices: when
where
how
who





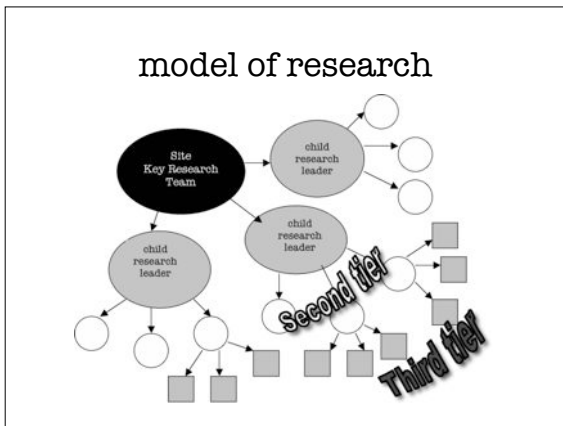


GUIC regional Victoria

shared methods workshop
 interview community
 surveyed young people

plan and design research project
 Interactive feedback weblog
 conduct individual research

analyse, document, report and act
 feedback to youth, community policy makers
 make changes



shared methods workshop



collecting data reporting back





I live in Condah. It is half way between Hamilton and Heywood. I live on a farm, it is very dry. I travel to Hamilton each Saturday to play hockey and each Sunday I travel to Heywood to play football. I am in a family of six. I am the second oldest. I love to work on the farm and to feed the calves. I also love to ride my motorbike, I have a track with some good jumps. I have a cow, her name is Eddy, she had a heifer calf called Eddy Junior. - Josh age 13

weblog

- Background Info
We think that the Hamilton Skatepark is no good! It's small, ghetto and restricts kids from learning because of the lack of stuff to do there.
If you look around in local areas they all have descent parks like Coleraine, Heywood and Warnamboolas examples.
If this idea isn't thought about soon kids will just start skating the streets.Plus being dangerous it's booming a hang out place for people who smoke and drink.
- Methodology
Video Interviews
Behaviour Mapping
Photos
- Key Questions
*What we want to find out like if they think its is bad, small or just boring
*We want to find out if a new skatepark can be built.
- Posted by: Tom, Jarrod, Jean and Michael | May 31, 2006 11:44 AM



Penny's research

... and then I formed my conclusion, which basically stated that more lighting was needed on the Tyrendarra netball courts. Solar lighting appeared to be the best option as its harmless to environment and inexpensive. I presented the project to the football and netball club and my opinion was taken into consideration. Earlier this season word came through that more lighting was on its way ready for the new season.

research *by* children are we there yet?

- negotiation** - relationships and roles
- scaffolding** - moving towards child centred
- ethics** - formal and informal
- methods** - for and of authentic engagement
- analysis** - process and purposes
- action** - expectations and realities

key references

- Cadzw, Jane (2004). The Bubble-wrap Generation, *Good Weekend The Age*, January 17, pp. 18-22.
- Chawla, Louise (2001) *Growing Up In An Urbanising World*, Earthscan: London..
- Christensen, Pia and Allison James (2000) (eds) *Research with Children: Perspectives and Practices*, London: Routledge
- Darbyshire, Phillip, MacDougall, Colin and Wendy, Shiller (2005). Multiple methods in qualitative research with children: more insight or just more? *Qualitative Research*, 5 (4) pp. 317-336.
- Mayall, Berry,(2000). Conversations with Children: Working with generational issues, in Pia Christensen and Allison James (eds) *Research with Children: Perspectives and Practices*, London: Routledge.
- Scott, Jacqueline,(2000). Children as respondents: The challenge for qualitative methods in Pia Christensen and Allison James (eds) *Research with Children: Perspectives and Practices*, London: Routledge.
- Schenk, Katie and Jan Williamson. (2005). *Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources*. Washington, DC: Population Council.