

**A Comparative Study of Children's Participation in Decision
Making at Sweden and India, Uttarakhand State**

**Dissertation Report
on
Shri Bhuvneshwari Mahila Ashram
(March 01, 2014 - May 10, 2014)**

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**Under the Guidance of
Prof. Goutam Sadhu**

**Post Graduate Diploma in Rural Management
2012-2014**



**School of Rural Management
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2014**

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The Candidate has successfully carried out the study assigned to her during dissertation and her approach to study has been scientific and analytical. This dissertation is partial fulfillment of the course requirements for the award of Post Graduate Diploma in Rural Management.

I wish her all success in all her future endeavors.



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TO WHOMSOEVER IT MAY CONCERN

This is to certify that Ms. Lucky Sharma has successfully completed her dissertation from 2nd March 2014 to 10th May 2014 at Shri Bhuvneshwari Mahila Ashram, Post Anjanisain, Tehri Garhwal, Uttarakhand.

During the dissertation period, she single-handedly carried out a dissertation study on "Children's Participation in Decision Making" in Anjanisain, Tehri Garhwal, Uttarakhand, along with learning the Child Rights and child participation issues.

I highly appreciate the quality of her work and acknowledge the sincerity and conducts displayed her and wish her success in all her future endeavors.

(Gyan Singh Rawat)

Secretary

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There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace."

-- Kofi Annan

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Lucky Sharma

ABBREVIATIONS

CEDAW	Convention on the Elimination of all forms of Discrimination against
CRC	Convention on the Rights of the Child
ECCD	Early Child Care Development
FGD	Focus Group Discussions
GP	gram panchayat
HH	Household
ICCPR	The International Covenant on Civil and political Rights
IPC	Indian Penal Code
MW	mega watt
NPAC	National Plan of Action for Children
SBMA	Shri Bhuvneshwari Mahila Ashram
SPAC	The State Plan of Action for Children
UN	United Nations
UN-CRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations international children's emergency fund
YAC	Youth Advisory Committee

Table of Contents

Acknowledgement	3
ABBREVIATIONS	4
EXECUTIVE SUMMARY	9
Chapter: 1.....	11
Organizational overview.....	11
1.1: Introduction About SBMA.....	11
1.2: VISION	11
1.3: MISSION	11
1.4: STRATEGY	11
1.5: APPROACH.....	12
1.6: MAJOR AREAS OF WORK OF SBMA.....	12
1.7: MAJOR GROWTH POINTS.....	12
1.8: PARAYAVAN VIDHYALAYA (“ENVIRONMENTAL SCHOOL”).....	14
1.8.1: INTRODUCTION	14
1.8.2: MISSION OF ENVIRONMENT SCHOOL.....	15
1.8.3: IT SEEK TO	15
CHAPTER 2	16
STUDY AREA PROFILE	16
2.1 SWEDEN PROFILE	16
Rights of the child in Sweden.....	16
2.2: UTTARAKHAND STATE PROFILE	19
2.3: TEHRI GARHWAL DISTRICT PROFILE.....	21
2.3.1: TEHRI GARHWAL DISTRICT OVERVIEW	21
2.3.2: TEHRI GARHWAL DISTRICT POPULATION 2011	21
2.3.3: TEHRI GARHWAL DISTRICT POPULATION GROWTH RATE	22
2.3.4: TEHRI GARHWAL DISTRICT DENSITY 2011	22
2.3.5: TEHRI GARHWAL LITERACY RATE 2011	22
2.3.6: TEHRI GARHWAL SEX RATIO 2011	22
2.3.7: TEHRI GARHWAL CHILD POPULATION 2011	23
2.3.8: TEHRI GARHWAL DISTRICT URBAN POPULATION 2011.....	24
2.3.9: TEHRI GARHWAL DISTRICT RURAL POPULATION 2011.....	25
2.4: STUDY AREA	25
Chapter 3.....	27

CHILD RIGHTS AND METHODOLOGY OF STUDY	27
3.1: INTRODUCTION	27
3.2: REVIEW OF LITERATURE	39
3.3: AIM OF THE STUDY.....	41
3.4: OBJECTIVES OF THE STUDY	41
3.5: STUDY METHODOLOGY.....	41
3.5.1: Data Collection	41
3.5.2: STUDY TYPE	42
3.5.3: STUDY AREA	42
3.5.4: SAMPLING METHODOLOGY	42
3.5.5: DATA ANALYSIS	43
Chapter 4.....	44
FINDINGS.....	44
Chapter 5.....	54
Case Study	54
CASE STUDIES: 1.....	54
CASE STUDY 2.....	54
Case study 3	55
Case Study 4.....	55
Case study 5.	56
Case Study 6.....	56
Case Study 7.....	57
Chapter 6.....	58
KEY LEARNINGS	58
Chapter 7.....	60
CONCLUSION.....	60
Annexure.....	61
QUESTIONNAIRE	61
Reference:	75

LIST OF TABLES

Table	Table Content	Page
Table 1.	Summary of socio-economic indicators of Uttarakhand state	20
Table 2.	Demographic profile of Tehri Garhwal district	23
Table 3.	Rural Urban demographic profile of Tehri Garhwal district	24
Table 4.	Demographic profile of the villages	26
Table 5.	Disadvantages of involving young people in decision-making	47
Table 6.	Children are perceived to be incompetent in matters affecting their lives	48
Table 7.	Level of Decision making at which children should be involved	52

LIST OF FIGURES

Figures	Figure contents	Page
Figure 1	Appropriate age for starting to participate perception of young people	44
Figure 2	Appropriate age for starting to participate perception of social worker	45
Figure 3	Major reason for involving children in decision-making – Social worker's view	46
Figure 4	Children are perceived to be incompetent in matters affecting their lives perception of children	48
Figure 5	Children are perceived to be incompetent in matters affecting their lives perception of Social worker	49
Figure 6	How best children can be involved in decision-making - Children's views	50
Figure 7	How best children can be involved in decision-making – social worker's views	51
Figure 8	Areas of children's lives where they should be consulted perception of social worker	51
Figure 9	Is gender a factor in children's participation in decision-making perception of social worker	44
Figure 10	Is gender a factor in children's participation in decision-making perception of children	45

EXECUTIVE SUMMARY

This study sought to explore the participation of children in decision-making from the point of view of social work practitioners in Jhakhnidhar block of Tehri Garhwal district of Uttarakhand state. It drew from article 12 of the United Nations Convention on the Rights of the Child and tries to situate participation of children within the context of social policy. Systematic Multi-Stage Random sampling was used. Primary data was collected by the direct interview. For this a structured (closed) schedule was used for the purpose of the survey.

A sample size of 100 households was sampled. Both Quantitative and Qualitative research were carried out. Quantitative research was done through structured schedule. Qualitative research was carried out through In-Depth Interviews, Focus Group Discussions (FGD), Case Studies, Field observation and participation in various meetings and training programs, etc.

The secondary data collected to know the scenario. Secondary data were collected through organizational records, article papers, Census data and net surfing etc.

This is the comparative study done on children's participation in decision making in Sweden and in India. A descriptive cross sectional study was carried out in 15 villages of three block named Jakhnidhar, Pratap Nagar and Ghansali in Tehri Garhwal District of Uttarakhand State.

15 villages of three block named Jakhnidhar, Pratap Nagar and Ghansali in Tehri Garhwal District. A multi stage hierarchical sampling procedure was adopted to collect the household data.

Children's participation in decision-making is no longer just a chimera in Sweden and India. This was evidenced by the existing institutions that relate to children's participation like the young parliamentarians, children's ombudsman and youth councils among others. The UNCRC and the social policy can be said to be a factor in this development. Notwithstanding the foregoing, a number of variations were found as regards the availability/unavailability and application of policies relating to children's participation in decision-making among social work practitioners. It takes a position that children are active participants in society, but like any other member in society; they may

not be competent in everything. Even by merely making people laugh, they participate and contribute to a stress free, humorous and therefore happy society. But like many socially disadvantaged groups in society, sometimes they are regarded as pawns.

Children should therefore not be treated merely as objects of important decisions (guised in their best interests) but should actually be regarded as subjects of their own, as reformers in society. 'Childhood is like – and what children can do – is contingent on social structures, cultures and values and therefore subject to variation'. Therefore, we need to ask ourselves not just how and what society can do in the lives of children but also how and what they can do in society. Children therefore do not only need protection and provision, they can and need participation as well especially in determining what is in their best interest.

Chapter: 1

Organizational overview

1.1: Introduction about SBMA

Shri Bhuvneshwari Mahila Ashram (SBMA) is an independent organization that works with the people of Garhwal Himalayas.

The Ashram evolved out of years of community struggle led by the late Swami Manmathan, a crusader from Kerala who formed a passionate commitment to the progress of Uttranchal.

In the activist tumult of the 1960's and 70's the people of Garhwal, especially women, gave voice to frustration against bad governance and superstition.

As a platform for their struggle, Swami Manmathan founded SBMA in 1977 in Anjanisain, Tehri Garhwal.

1.2: VISION

Happy children from happy families from happy communities.

1.3: MISSION

To ensure that the issues and concerns of women and children are solved by the Panchayats on priority basis

1.4: STRATEGY

Sensitize and build capacities of the people so that they can actively participate in the process of their own development

1.5: APPROACH

Organize people in groups, encourage them to discuss their issues, search solutions and influence Panchayats agenda of development

1.6: MAJOR AREAS OF WORK OF SBMA

- a) Child Rights And Protection
- b) Education (ECCD and Model School)
- c) Health
- d) Participation of children in governance
- e) Water and environment sanitation
- f) Disaster preparedness
- g) Livelihood
- h) Watershed Management
- i) Leadership Development
- j) Community mobilization

1.7: MAJOR GROWTH POINTS

The growth of SBMA is a continual and on-going process, but there are a few precise moments that stick out and represent the larger changes.

First of all, the women and children who had the courage to take up residence in the ashram at the very beginning deserve commendation. Breaking tradition and leaving their impossible situations at home represented a serious shift in the normal ways of thinking that had predominated in the area for centuries. Almost none of the local villagers understood or accepted that change. The brave women, Mala Devi, Chankhi Devi, Santa Devi, Saunla Devi and others fought local perceptions and worked extremely hard, and ensured a solid ideological foundation for the ashram and its vision of change.

For the first seven years the ashram was completely self-sufficient, relying only on the hard work of its inhabitants for survival, but in 1984, funding agencies began seeing SBMA as an attractive investment. The first grant to SBMA came from Harijan Samaj Kalyan and was for 4000 rupees. Over time, money from various social development organizations began flowing in to increase the scope of SBMA's social work in the area. In the beginning no one thought that SBMA had the infrastructure to be able to manage in coming funds, let alone a larger staff. However, SBMA was successful and projects spread into the districts of Pauri, Chamoli and Terhi.

In 1991, an earthquake devastated the Uttarkashi area. SBMA staff members were some of the first relief workers on the scene. Uttarkashi is approximately 120 kilometers from Anjanisain. Originally, SBMA came only to help in the relief effort, but during that time the need for further SBMA programs became evident. Within a week, SBMA had established a presence and the ashram's coverage had greatly expanded to encompass the Uttarkashi district. Slowly, our presence in Uttarkashi grew and today there is a permanent office there. Over time, the area covered by SBMA programs continued to expand, and SBMA has worked in every district of Uttaranchal.

With the expansion of SBMA programs came, necessarily, the growth of the ashram's staff and organizational capacity. For example, the first SBMA vehicle was introduced in the late 80's and allowed greater access to and expansion of the coverage area. Organizational capacity was also greatly aided by the introduction of computers and innovative techniques in the early 90's. The first computer at the ashram was a bit of a spectacle, and the kids dragged Cyril ji to ponder the new machine on many occasions. The technical network of computers and equipment used in keeping track of accounts and programs, making reports, and keeping in touch with other organizations and partners. Along with technology, there has been a focus on human resource development. Staff members at the ashram began to expand their research and deploy new organizational techniques that came from other parts of India and beyond. All of this has allowed SBMA to be a successful and well-run catalyst for positive change throughout Uttaranchal.

The on-going change that is occurring at the ashram is a shift from a direct implementation force to a support organization that began with the formation of the Uttaranchal state. Research and advocacy to influence policy in the new state have

become a focus. We have also been working closely with the local government in the Panchayat program, helping the panchayats to grow and gain capacity. Many other community-based organizations have arisen since SBMA began, and they are working with direct implementation programs. We are beginning to see ourselves in the role of facilitator. This means we would like to support them by sharing the expertise gained during our years of providing services, holding trainings to build their capacity, conducting research, and by increasing communication between the various groups. Positive change continues to occur throughout Uttaranchal, and the SBMA organization is evolving within that context.

1.8: PARAYAVAN VIDHYALAYA ("ENVIRONMENTAL SCHOOL")

1.8.1: INTRODUCTION

In October of 2003 a series of dialogues began revolving around the relationship of societal progress and education. What became clear was that there is a vast difference between educations, as we would like to define it, and 'schooling'. The dialogues reflected upon how systems of forced learning tend to produce children who are reserved, uncreative, highly competitive and finally, under achieving. In order to make children work, stand up strait, or be quiet, rigid discipline was enforced upon them. So it seems that traditional education is less focused on child psychology and rather has a tendency to act as a police force making sure children are able to regurgitate a certain set of information. Memorization enforced through competition replaces learning. (Of course acknowledging that the reason for this is pressure put on schools by government 'standards,' while teachers receive inadequate training.) So the social question stands, how will these young minds help our society to progress?

Emerging from the dialogues was a consensus that relevant learning or learning originating from the mind of the child, ideally, should be a part of the educational paradigm. Is it necessary that reward and punishment be the means by which we force our children to learn? Or is it possible that by offering ample opportunities to experience new concepts and new ideas, and environments where creativity, mindfulness, individuality and confidence are at the foundation of all learning, that children will naturally blossom?

These discussions in which we are continuously engaged, have given us the inspiration to work with children. We believe that it is our privilege and responsibility to provide the most creative, motivating and nurturing learning environment possible for our children and ourselves.

1.8.2: MISSION OF ENVIRONMENT SCHOOL

Our goal is to create an environment for students, teachers and teacher trainers where intelligent living is possible. A focus on dealing with present realities becomes a habit and learning an on-going and natural process.

1.8.3: IT SEEK TO

- Eliminate forced learning (both physical and psychological force: abuse, grades, exams, and other competitive activities).
- Introduce a relevant learning environment where children are presented with fun and real challenges.
- Move away from abstract and 'book-based schooling' and move towards concrete activities with practical applications.
- Focus on making mindfulness a part of every activity. Whether we are singing, doing a math problem or cleaning a classroom, that we do it from the heart. We will do things for the process rather than an end.
- Create an environment where all members are constantly learning about themselves and the world around them.

Some of their valued characteristics are: confidence, mindfulness, open-mindedness, honesty, healthy relationships and sensitivity.

CHAPTER 2

STUDY AREA PROFILE

2.1 SWEDEN PROFILE

The total population of Sweden was estimated to be 9,644,864 on 31 December 2013. The population density is 20.6 people per km² (53.3 per square mile) and it is substantially higher in the south than in the north. About 85% of the population live in urban areas. The capital city Stockholm has a population of about 800,000 (with 1.3 million in the urban area and 2 million in the metropolitan area). The second- and third-largest cities are Gothenburg and Malmö.

Rights of the child in Sweden

Every child up to the age of 18 has special rights. Children are competent individuals who must be respected and allowed to participate in decisions that concern them. They have the right to a secure upbringing and opportunities to develop. The Government's child rights policy aim to apply and strengthen the rights and interests of the child in society, based on the UN Convention on the Rights of the Child.

The Government's child rights policy support the rights of the child. Children must be able to grow up in a secure environment and to develop at their own pace and on the basis of their own abilities and needs.

A child perspective and a child rights perspective are to be mainstreamed into all areas and activities involving children, such as educational policy, migration policy, cultural policy and social services policy.

For decision-makers and others, applying a child perspective means that before taking decisions or measures they must consider whether these affect the child or children and, if so, in what way.

Adopting a child perspective is a matter of attitudes, knowledge and working methods. It reflects a view of children as fully fledged citizens and competent individuals who should be met with respect in all circumstances.

If the measures or decisions are considered to affect the child or children, consideration must be taken of the human rights that children have, for example, under the Convention on the Rights of the Child.

The Convention on the Rights of the Child guides Sweden's child rights work

The Convention on the Rights of the Child was adopted by the UN General Assembly in 1989. Sweden ratified the Convention following a decision by the Riksdag in 1990. Almost every country in the world has ratified the Convention on the Rights of the Child.

The Convention contains different kinds of rights - civil and political rights, as well as economic, social and cultural rights. The Convention also pays special attention to the exposed and vulnerable situation of children, as manifested in the rights intended to give the child protection from exploitation and abuse.

The Convention must be viewed as a single unified document and the various rights it sets out are equally important. It focuses on the individual and the right of the child to have his or her fundamental rights and needs met. In summary, the Convention recognises the right of the child to respect, and that childhood is valuable and must therefore be protected.

Optional Protocols to the Convention on the Rights of the Child to which Sweden has acceded

To strengthen and deepen the commitments in the Convention on the Rights of the Child, there are two facultative - i.e. optional - protocols to the Convention to which Sweden has acceded:

- Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict
- Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography

Sweden reports to UN Committee on the Rights of the Child

Under the Convention on the Rights of the Child, Sweden is to report every five years to the UN Committee on the Rights of the Child on how it is implementing the Convention and living up to its commitments in the protocols mentioned above.

Strategy to strengthen the rights of the child in Sweden

In 2010 the Riksdag approved the Government's strategy to strengthen the rights of the child. This strategy replaces the strategy adopted by the Riksdag in 1999.

The strategy consists of nine principles expressing the fundamental conditions for strengthening the rights of the child in Sweden. It is based on the human rights that every child up to the age of 18 has under the international agreements, in particular the Convention on the Rights of the Child.

To strengthen the rights of the child, the following strategy is to apply:

- All legislation concerning children must be designed in accordance with the Convention on the Rights of the Child.
- The child's physical and mental integrity must be respected in all circumstances.
- Children must have the right to express their views in all matters that concern them.
- Children must receive information about their rights and what they mean in practice.
- Parents must receive information about the rights of the child and be offered parenting support.
- Decision-makers and relevant professional groups must have knowledge of child rights and put this knowledge into practice in their relevant professional activities.
- Actors involved in activities concerning children must strengthen child rights by working in partnership.
- Current knowledge of children's living conditions must form the basis of decisions and priorities affecting children.
- Decisions and measures affecting children must be monitored and evaluated based on a child rights perspective.

The Ombudsman for Children in Sweden

The Ombudsman for Children (Barnombudsmannen, BO) is a government agency whose task is to represent the rights and interests of children and young people, based on the Convention of the Rights of the Child, and to monitor compliance with the Convention.

Its main responsibilities include participating in efforts to implement the Convention in Sweden by pushing for its implementation in municipalities, county councils, regions and government agencies.

Another important task involves putting forward proposals to the Government for amendments to Swedish legislation or other measures needed to ensure that the rights and interests of children and young people are met, and also to inform about the rights and interests of children and young people.

The Ombudsman for Children is not a supervisory authority but has legal powers to summon parties for deliberations. By law, the Ombudsman for Children is not permitted to intervene in individual cases but is obliged to report cases of child maltreatment.

2.2: UTTARAKHAND STATE PROFILE

Uttarakhand was formed on the 9th November 2000 as the 27th State of India, when it was carved out of northern Uttar Pradesh. Located at the foothills of the Himalayan mountain ranges, it is largely a hilly State, having international boundaries with China (Tibet) in the north and Nepal in the east. On its north-west lies Himachal Pradesh, while on the south is Uttar Pradesh. It is rich in natural resources especially water and forests with many glaciers, rivers, dense forests and snow-clad mountain peaks. Char-dhams, the four most sacred and revered Hindu temples of Badrinath, Kedarnath, Gangotri and Yamunotri are nestled in the mighty mountains. It's truly God's Land (Dev Bhoomi). Dehradun is the Capital of Uttarakhand. It is one of the most beautiful resort in the submountain tracts of India, known for its scenic surroundings. The town lies in the Dun Valley, on the watershed of the Ganga and Yamuna rivers.

It is blessed with a rare bio-diversity, inter-alia, 175 rare species of aromatic & medicinal plants are found in the State. It has almost all major climatic zones, making it amenable

to a variety of commercial opportunities in horticulture, floriculture and agriculture. It has a vast tourism potential in adventure, leisure, and eco-tourism.

The State is rich in mineral deposits like limestone, marble, rock phosphate, dolomite, magnesite, copper, gypsum, etc. The number of small scale industries is 25,294 providing employment to 63,599 persons. As many as 1802 heavy and medium industries with an investment of Rs 20,000 crore employ 5 lakh persons. Most of the industries are forest-based. There is a total of 54,047 handicraft units in the state.

With levels of literacy higher than the national average, the State has abundant availability of quality human resources. Within a short span of its existence, Uttarakhand has emerged as a significant destination for investments in manufacturing industry, tourism and infrastructure. Emphasis is on stimulating all three sectors of its economy (agriculture, industry and services), to their fullest potential in tandem with the geographic profile of the state. The Government of Uttarakhand has undertaken several policy measures and incentives in order to encourage inflow of investment into the various sectors of its economy.

Table 1: Summary of socio-economic indicators of Uttarakhand state

State Capital	Dehradun
Area (Sq. km)	53,483 Sq KM
Population (Census 2011)	1.01 Crore
Per capita GSDP (2009-10)	Rs 42,031
No. of Districts	13
Important Rivers	Ganga and Yamuna
Mountains	The Great Himalayas
Population Density(Sq. Km) Census 2011	189
Poverty (FY2004-05)	39.60%
Literacy Rate (2011 Census)	79.6
Sex Ratio (2011 Census)	963

(Source: Census2011)

Uttarakhand is a state in the northern part of India. The provisional capital of Uttarakhand is Dehradun, the largest city in the region. The state is divided into two divisions, Garhwal and Kumaon, with a total of 13 districts. Uttarakhand has a total area of 53,483 sq km, of which 93% is mountainous and 65% is covered by forest. Most of the northern part of the state is covered by high Himalayan peaks and glaciers. According to census 2011 total population is 1.01 crore. Sex ratio of the state is 963, and the literacy rate is 79.6.

2.3: TEHRI GARHWAL DISTRICT PROFILE

The district of Tehri Garhwal is one of the western most districts of the Uttarakhand State located on the outer ranges of the mid Himalayas which comprise low line peaks rising contiguously with the planes of the northern India. Tehri is situated at the holy confluence of Bhagirathi and Bhilangna rivers and is the important halting station enroute to Yamunotri-Gangotri and Kedarnath-Badrinath. The district of Tehri Garhwal stretches from the snow clad Himalayan peaks of Thalaiya Sagar, Jonli and the Gangotri group all the way to the foothills near Rishikesh. The gushing Bhagirathi which runs through seems to divide the district into two, while the Bhilangna, Alaknanda, Ganga and Yamuna rivers border it on the east and west. Its neighbouring districts are Uttarkashi, Chamoli, Pauri, Rudraprayag and Dehradun. Dev Prayag is set on the confluence of Alaknanda and Bhagirathi rivers and is considered to be one of the 'Panch Prayag'. Tehri Dam, a major hydroelectric project located on the Bhagirathi River, has a height of 855 feet (261 m), making it the 5th tallest dam in the world. The dam's intended capabilities include a power generation capacity of 2400 MW.

2.3.1: TEHRI GARHWAL DISTRICT OVERVIEW

An official Census 2011 detail of Tehri Garhwal, a district of Uttarakhand has been released by Directorate of Census Operations in Uttarakhand. Enumeration of key persons was also done by census officials in Tehri Garhwal District of Uttarakhand.

2.3.2: TEHRI GARHWAL DISTRICT POPULATION 2011

In 2011, Tehri Garhwal had population of 618,931 of which male and female were 297,986 and 320,945 respectively. In 2001 census, Tehri Garhwal had a population of

604,747 of which males were 295,168 and remaining 309,579 were females. Tehri Garhwal District population constituted 6.14 percent of total Maharashtra population. In 2001 census, this figure for Tehri Garhwal District was at 7.12 percent of Maharashtra population.

2.3.3: TEHRI GARHWAL DISTRICT POPULATION GROWTH RATE

There was change of 2.35 percent in the population compared to population as per 2001. In the previous census of India 2001, Tehri Garhwal District recorded increase of 16.24 percent to its population compared to 1991.

2.3.4: TEHRI GARHWAL DISTRICT DENSITY 2011

The initial provisional data released by census India 2011, shows that density of Tehri Garhwal district for 2011 is 170 people per sq. km. In 2001, Tehri Garhwal district density was at 166 people per sq. km. Tehri Garhwal district administers 3,642 square kilometers of areas.

2.3.5: TEHRI GARHWAL LITERACY RATE 2011

Average literacy rate of Tehri Garhwal in 2011 were 76.36 compared to 66.73 of 2001. If things are looked out at gender wise, male and female literacy were 89.76 and 64.28 respectively. For 2001 census, same figures stood at 85.33 and 49.42 in Tehri Garhwal District. Total literate in Tehri Garhwal District were 407,994 of which male and female were 227,406 and 180,588 respectively. In 2001, Tehri Garhwal District had 337,816 in its district.

2.3.6: TEHRI GARHWAL SEX RATIO 2011

With regards to Sex Ratio in Tehri Garhwal, it stood at 1077 per 1000 male compared to 2001 census figure of 1049. The average national sex ratio in India is 940 as per latest reports of Census 2011 Directorate. In 2011 census, child sex ratio is 897 girls per 1000 boys compared to figure of 927 girls per 1000 boys of 2001 census data.

2.3.7: TEHRI GARHWAL CHILD POPULATION 2011

In census enumeration, data regarding child under 0-6 age were also collected for all districts including Tehri Garhwal. There were total 84,657 children under age of 0-6 against 98,524 of 2001 census. Of total 84,657 male and female were 44,634 and 40,023 respectively. Child Sex Ratio as per census 2011 was 897 compared to 927 of census 2001. In 2011, Children under 0-6 formed 13.68 percent of Tehri Garhwal District compared to 16.29 percent of 2001. There was net change of -2.61 percent in this compared to previous census of India.

Table 2: Demographic profile of Tehri Garhwal district

Description	2011	2001
Actual Population	618,931	604,747
Male	297,986	295,168
Female	320,945	309,579
Population Growth	2.35%	16.24%
Area Sq. Km	3,642	3,642
Density/km2	170	166
Proportion to Uttarakhand Population	6.14%	7.12%
Sex Ratio (Per 1000)	1077	1049
Child Sex Ratio (0-6 Age)	897	927
Average Literacy	76.36	66.73
Male Literacy	89.76	85.33
Female Literacy	64.28	49.42
Total Child Population (0-6 Age)	84,657	98,524
Male Population (0-6 Age)	44,634	51,116
Female Population (0-6 Age)	40,023	47,408
Literates	407,994	337,816
Male Literates	227,406	208,251
Female Literates	180,588	129,565
Child Proportion (0-6 Age)	13.68%	16.29%
Boys Proportion (0-6 Age)	14.98%	17.32%
Girls Proportion (0-6 Age)	12.47%	15.31%

(Source: Census 2011)

Table 3: Rural Urban demographic profile of Tehri Garhwal district

Description	Rural	Urban
Population (%)	88.67 %	11.33 %
Total Population	548,792	70,139
Male Population	259,381	38,605
Female Population	289,411	31,534
Sex Ratio	1116	817
Child Sex Ratio (0-6)	902	846
Child Population (0-6)	76,718	7,939
Male Child(0-6)	40,333	4,301
Female Child(0-6)	36,385	3,638
Child Percentage (0-6)	13.98 %	11.32 %
Male Child Percentage	15.55 %	11.14 %
Female Child Percentage	12.57 %	11.54 %
Literates	352,776	55,218
Male Literates	195,356	32,050
Female Literates	157,420	23,168
Average Literacy	74.73 %	88.77 %
Male Literacy	89.18 %	93.43 %
Female Literacy	62.21 %	83.05 %

(Source: Census 2011)

2.3.8: TEHRI GARHWAL DISTRICT URBAN POPULATION 2011

Out of the total Tehri Garhwal population for 2011 census, 11.33 percent lives in urban regions of district. In total 70,139 people lives in urban areas of which males are 38,605 and females are 31,534. Sex Ratio in urban region of Tehri Garhwal district is 817 as per 2011 census data. Similarly child sex ratio in Tehri Garhwal district was 846 in 2011 census. Child population (0-6) in urban region was 7,939 of which males and females were 4,301 and 3,638. This child population figure of Tehri Garhwal district is 11.14 % of total urban population. Average literacy rate in Tehri Garhwal district as per census 2011 is 88.77 % of which males and females are 93.43 % and 83.05 % literates

respectively. In actual number 55,218 people are literate in urban region of which males and females are 32,050 and 23,168 respectively.

2.3.9: TEHRI GARHWAL DISTRICT RURAL POPULATION 2011

As per 2011 census, 88.67 % population of Tehri Garhwal districts lives in rural areas of villages. The total Tehri Garhwal district population living in rural areas is 548,792 of which males and females are 259,381 and 289,411 respectively. In rural areas of Tehri Garhwal district, sex ratio is 1116 females per 1000 males. If child sex ratio data of Tehri Garhwal district is considered, figure is 902 girls per 1000 boys. Child population in the age 0-6 is 76,718 in rural areas of which males were 40,333 and females were 36,385. The child population comprises 15.55 % of total rural population of Tehri Garhwal district. Literacy rate in rural areas of Tehri Garhwal district is 74.73 % as per census data 2011. Gender wise, male and female literacy stood at 89.18 and 62.21 percent respectively. In total, 352,776 people were literate of which males and females were 195,356 and 157,420 respectively. All details regarding Tehri Garhwal District have been processed by us after receiving from Govt. of India. We are not responsible for errors to population census details of Tehri Garhwal District.

2.4: STUDY AREA

District:- Tehri Garhwal

Block :- Jakhnidhar, Ghansali and Pratapnagar

Table 4: Demographic profile of the villages

S. No	Village name	Tehsil	No_ HH	Tot_P	Tot_M	Tot_F	P_06	P_SC	P_ST	P_Lit	P_III
1.	Pujar Gaon	Ghansali	34	169	94	75	17	0	0	105	6
2.	Bhatwara	Pratapnagar	94	406	108	226	67	140	0	265	141
3.	Barkot	Jakhnidhar	32	98	47	51	11	30	0	63	35
4.	Genwali	Jakhnidhar	107	442	180	262	55	64	0	281	161
5.	Jagethi	Jakhnidhar	32	139	56	83	22	5	0	87	52

6.	Kandiyal Gaon	Jakhnidhar	49	177	77	100	14	36	0	123	54
7.	Lonthar	Jakhnidhar	32	88	43	45	6	0	0	66	22
8.	Pajiyara	Jakhnidhar	53	195	90	105	34	0	0	127	68
9.	Gothiyara	Jakhnidhar	14	26	9	17	1	0	0	13	13
10.	Mengwali	Jakhnidhar	255	1040	533	507	125	350	0	854	186
11.	Ghogas	Jakhnidhar	44	129	47	82	20	19	3	85	44
12.	Bainsoli Malli	Jakhnidhar	36	115	50	65	5	0	0	91	24
13.	Kaintholi	Jakhnidhar	52	158	72	86	23	0	0	123	35
14.	Karas	Jakhnidhar	67	287	118	169	36	54	0	200	87
15.	Polkhand	Jakhnidhar	21	36	15	21	4	0	0	26	10

(Source: Gram panchayat Data)

Chapter 3

Child Rights and Methodology of Study

3.1: INTRODUCTION

Child Rights an overview

Children also have rights. Children are citizens of a nation right from their birth. The Constitution of India covered child rights in 1950. The United Nations (UN) announced the Convention on the Rights of the Child (CRC) in 1989. India ratified the United Nations Convention on the Rights of the Child (UN – CRC) in 1992. UN-CRC is the most widely ratified Human Rights Convention in history. According to UN-CRC, a child means every human being below the age of 18 years.

India, home to one fifth of the world's children, ratified the Convention on the Rights of the Child in December 1992.

Children should have rights because Children are human beings and require safety and opportunities for development. Personality formation takes place faster during early childhood. Therefore child friendly services and nurturance are of utmost importance. Children are young in age, small in size and low in energy as compared to adults. Therefore, they need much more care and help, than grown ups do. Being young in age, they cannot participate in politics or judicial system despite contributing to the society's progress. During early years, they are dependent on adults and therefore need extra protection and appropriate guidance.

Difference between Needs and Rights

The most basic needs of children are referred to as rights. Rights emerge from needs and desires. One can make a long list of what a child needs or desires. However, the most. Without fulfillment of the basic needs, a child's normal development cannot take place.

Rights are fair and just for a person to have. Rights and responsibilities go together.

Needs are not linked to responsibilities. Rights have a framework of rules and laws, which make it possible for a person to seek legal action if her/his rights are violated. In

case of needs, one cannot seek legal action nor can one demand fulfillment of one's needs because nobody can be legally held responsible to meet the other persons' needs.

The CRC draws attention to the four sets of civil, political, social, economic and cultural rights of the child:

1. **The Right to Survival:** includes the right to life, the highest attainable standard of health, nutrition and adequate standard of living. It also includes the right to name and nationality.
2. **The Right to Protection:** includes freedom from all forms of exploitation, abuses, inhuman or degrading treatment and negligence including the right to special protection in situation of emergency and armed conflicts.
3. **The Right to Development:** consists of the rights to education, support for early childhood, development and care, social security and right to leisure, recreation and cultural activities.
4. **The Right to Participation:** includes respect for the views of the child, freedom of expression, access to appropriate information and freedom of thought, consensus and religion.

The CRC states that the rights shall be extended to all children without discrimination of any kind, irrespective of the child's or his or her parents legal guardians race, nationality, colour, sex, language, religion, political or other opinion, national, social origin, property, disability, birth or other status. The CRC also provides legal basis for initiating action to ensure the rights of children in society. Yet around the world, children are denied the right that could enable them survive, develop fully and participate actively. In both developing and developed countries, children have to cope daily with street violence, pressure to use drugs and sexual exploitation and all sorts of abuses.

Principles of UN-CRC

Whenever one faces a dilemma while deciding any issue pertaining to a child, one should refer to the principles underlying UNCRC outlined below:

a. Non-discrimination:

Every country that ratifies UN-CRC has to make sure that all the rights in this Convention apply to every single child in that country.

b. Best Interests of the Child:

UN-CRC requires the legislature, the executive, the major agencies of government, courts of law and private social welfare institutions within a country to make the "best interests of the child" a primary consideration in their action and decisions. UN Convention on the Rights of Children

c. The Rights to Life, Survival and Development:

UN-CRC envisages that the state should provide adequate services to children both before and after birth and through the period of growth to ensure their full physical, mental and social development.

d. Respect for the Views of the Child:

UN-CRC as well as the Constitution of India lay emphasis to the freedom of expression. In the family situation as well as in judicial system, a child's views should be taken into consideration.

NATIONAL AND INTERNATIONAL CONVENTIONS

International Legal Conventions

India is a signatory to most of the international human rights instruments that are relevant to the prevention of all forms of sexual abuse and exploitation and to the effective protection of child victims. The conventions are as follows:

1. Convention for the Suppression of Traffic in persons and the Exploitation of prostitutes and others, 1949
2. The International Covenant on Civil and political Rights (ICCPR)
3. The anti- slavery Conventions.
4. Convention on the Elimination of all forms of Discrimination against women (CEDAW), 1979
5. Convention on the Rights of the child, 1989
6. The minimum age convention, 1973

7. Forced Labour Convention, 1930 (some section of which India has not yet ratified)
8. The Copenhagen Declaration and Platform for Action of the Fourth World conference on Women, 1995, aims to eliminate trafficking in women and assist victims of violence due to prostitution and trafficking.”
9. The world conference on Human Rights, Vienna, 1993, stresses elimination of all forms of sexual harassment, exploitation and trafficking, in women
10. India is in the process of ratifying the International Protocol to prevent, suppress and punish trafficking in persons, especially Women and children.

Constitutional Provisions

The constitutional provisions that deal with the rights of the child are as follows:

Article 1 (Definition of the child): The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 4 (Protection of rights): Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as

levels of funding for these services. Governments are then obliged to take all necessary steps to ensure that the minimum standards set by the Convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed, but come about through the same process by which any law is created or reformed within a country. Article 41 of the Convention points out that when a country already has higher legal standards than those seen in the Convention, the higher standards always prevail.

Article 5 (Parental guidance): Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues "in a manner consistent with the evolving capacities of the child". The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

Article 6 (Survival and development): Children have the right to live. Governments should ensure that children survive and develop healthily.

Article 7 (Registration, name, nationality, care): All children have the right to a legally registered name, officially recognised by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

Article 8 (Preservation of identity): Children have the right to an identity – an official record of who they are. Governments should respect children's right to a name, a nationality and family ties.

Article 9 (Separation from parents): Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

Article 10 (Family reunification): Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 (Kidnapping): Governments should take steps to stop children being taken out of their own country illegally. This article is particularly concerned with parental abductions. The Convention's Optional Protocol on the sale of children, child prostitution and child pornography has a provision that concerns abduction for financial gain.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making -- not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 13 (Freedom of expression): Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

Article 14 (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not

stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. Religious groups around the world have expressed support for the Convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the Convention recognizes that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The Convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others.

Article 15 (Freedom of association): Children have the right to meet together and to join groups and organisations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children's books.

Article 18 (Parental responsibilities; state assistance): Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children – the Convention does not take responsibility for children away from their parents and give more authority to governments. It places a responsibility on governments to provide support services to parents, especially if both parents work outside the home.

Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.

Article 20 (Children deprived of family environment): Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

Article 21 (Adoption): Children have the right to care and protection if they are adopted or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.

Article 22 (Refugee children): Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.

Article 25 (Review of treatment in care): Children who are looked after by their local authorities, rather than their parents, have the right to have these living arrangements looked at regularly to see if they are the most appropriate. Their care and treatment should always be based on "the best interests of the child".

Article 26 (Social security): Children – either through their guardians or directly – have the right to help from the government if they are poor or in need.

Article 27 (Adequate standard of living): Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.

Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Article 32 (Child labour): The government should protect children from work that is dangerous or might harm their health or their education. While the Convention protects children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the tasks they do be safe and suited to their level of development and comply with national labour laws. Children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play.

Article 33 (Drug abuse): Governments should use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

Article 34 (Sexual exploitation): Governments should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

Article 35 (Abduction, sale and trafficking): The government should take all measures possible to make sure that children are not abducted, sold or trafficked. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

Article 36 (Other forms of exploitation): Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

Article 37 (Detention and punishment): No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.

Article 38 (War and armed conflicts): Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or join the armed forces. The Convention's Optional Protocol on the involvement of children in armed conflict further develops this right, raising the age for direct participation in armed conflict to 18 and establishing a ban on compulsory recruitment for children under 18.

Article 39 (Rehabilitation of child victims): Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

Article 40 (Juvenile justice): Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

Article 41 (Respect for superior national standards): If the laws of a country provide better protection of children's rights than the articles in this Convention, those laws should apply.

Article 42 (Knowledge of rights): Governments should make the Convention known to adults and children. Adults should help children learn about their rights, too. (See also article 4.)

Articles 43-54 (implementation measures): These articles discuss how governments and international organizations like UNICEF should work to ensure children are protected in their rights.

Indian Legal Framework

In India there is no separate law for child sexual abuse. In fact it is barely recognized except scattered in various legal provisions. There are a few sections in the Indian Penal Code that can be used in cases of child sexual abuse. Unless rape has taken place, the offence and it is not considered to be very traumatic to the child. To prevent the children from abuse and offences against them the general penal code and various other protective and preventive 'special and local laws' are available. The cases in which the children are victimized and abused can be categorized under two broad sections.

1. **Crimes committed against Children which are punishable under Indian Penal Code (IPC)** – This includes punishable crimes, such as, Foeticides, Infanticides, Abetment of Suicide, Exposure and abandonment, kidnapping and abduction (for exporting, ransom, camel racing, begging, compelling marriage, Slavery, for seduction or illicit intercourse, prostitution, unnatural offences. The Indian Penal Code deals with the sexual abuse of children in the form of rape (Section 375), unnatural practices (Section 377), molestation and outraging the modesty. Exploitation is addressed in the form of obscenity, indecent representation and procuring persons for the purpose of prostitution and trafficking (Section 372 and 373). The common forms of sexual abuse of children do not come under the definition of rape.
2. **Crime Against Children which are punishable under 'Special and local Laws' – includes**
 - i. Immoral Traffic Prevention Act, 1986 (where minors are abused for in prostitution)
 - ii. Child Marriage Restraint Act
 - iii. Child Labour (Prohibition and Regulation) Act, 1986
 - iv. Juvenile Justice (Care and Protection of Children) Act, 2000 - is the most comprehensive legislation for 'juveniles in conflict with law' and the 'children in need of care and protection', including the abused, abandoned and runaway children, in India. It ensures that no child is deprived of his/ her liberty arbitrarily or unlawfully.

Some Milestones Leading towards Child Rights

1950

Constitution of India covered provision for children's well being.

1974

National Policy for Children formulated by Government of India.

1992

India ratified UN-CRC, which was announced by the UN in 1989.

2001

India's first periodic report on UN-CRC submitted to the UN Committee on Child Rights.

2003

National Charter for Children announced.

2005

National Plan of Action for Children (NPAC) was launched by the Government of India.

2005

The State Plan of Action for Children (SPAC) was revised from the year 2005 to 2010 by the Government of Gujarat.

2006

A National Commission to Protect Child Rights Bill was passed by the Parliament.

3.2: REVIEW OF LITERATURE

A number of studies have been done in this subject area but without specific focus on the current topic, more so in reference to social policy - because the welfare of children is undoubtedly a social policy matter.

Alison and June.; "Listening to Young Children: Experts in Their Own Lives"

2005, explored a mosaic approach, a methodology for listening to young children that brings together verbal and visual tools to reveal young children's' perspectives. In this multi-method approach, children's own photographs, tours and maps were combined with discussions and observations to gain deeper insight of their perspectives in early childhood.

Bryson and Kirby.; "Evaluating and researching young people's participation in public decision making" 2002 for instance carried out an evaluation study on why and how to involve young people in public decision making. They found that while young people are increasingly being involved in participatory projects, they are still having little impact on public decision-making although this had both a contextual and organisational variation. They also found substantial evidence that good participatory work benefits the young people but that token involvement may not. The authors identified what issues needed to be examined further (among which is the current one) as well as future challenges for evaluation and research in this field.

Sinclair.;"Participation in practice: making it meaningful, effective and sustainable "volume18, pages 106–118, April 2004 studied on how to make young people's participation meaningful, effective and sustainable. Her work is grounded on putting young people's participation in decision making into practice. She argues that children's participation in decision-making is complex. Sinclair concludes by suggesting that if participation is to be more meaningful to children and effective in influencing change, it is necessary to move beyond one-off or isolated participation and consider how participation becomes embedded as an integral part of our relationship with children.

Another study by **Thomas.;** **"children, Family and the State: Decision-making and Child Participation" 2002** focused on children, family and the state as they influence children's participation in decision-making. He sadly notes in his study that it is still common practice not to invite these children and young people to decision-making meetings. In his findings, where invitations are made, they are done so to adult children who most times would not attend because of being bored, embarrassed or mystified by the meetings. However, the author cautions against misinterpreting the mere attendance of meetings vis-avis participation and notes that the former does not warrant the later. In his view, participation is multi-dimensional thus: choice, information, voice, control, support and autonomy. He further found out that children's views were mediated by either social workers or adults. His study found a mutually supportive relationship between carers who encouraged children's involvement and children who expected to play an active part in decisions about their lives.

3.3: AIM OF THE STUDY

The aim of this study was to understand how participation of children in decision-making is perceived among social work practitioners in Jakhnidhar block of Tehri Garhwal district of Uttarakhand state compare to Sweden and how participation is situated in the obtaining social policy.

3.4: OBJECTIVES OF THE STUDY

1. To explore factors that hinders or facilitates children's involvement in making decisions.
2. To discuss how involving children at home or work places affect decisions made.
3. To explore how much or how far children can be involved in decision making
4. To find out whether gender is a factor in children's participation.

3.5: STUDY METHODOLOGY

3.5.1: Data Collection

Primary Data Collection

Systematic Multi-Stage Random sampling was used. Primary data was collected by the direct interview. For this a **structured (closed) schedule** was used for the purpose of the survey.

A sample size of 100 households was sampled. Both Quantitative and Qualitative research were carried out. Quantitative research was done through structured schedule. Qualitative research was carried out through In-Depth Interviews, Focus Group Discussions (FGD), Case Studies, Field observation and participation in various meetings and training programs, etc.

Secondary Data Collection

The secondary data collected to know the scenario. Secondary data were collected through organizational records, article papers, Census data and net surfing etc.

3.5.2: STUDY TYPE

A descriptive cross sectional study was carried out in 15 villages of three block named Jakhnidhar, Pratap Nagar and Ghansali in Tehri Garhwal District of Uttarakhand State.

3.5.3: STUDY AREA

15 villages of three block named Jakhnidhar, Pratap Nagar and Ghansali in Tehri Garhwal District of Uttarakhand State.

3.5.4: SAMPLING METHODOLOGY

A multi stage hierarchical sampling procedure was adopted to collect the household data.

The secondary data for the number of total households and total population and children's population in all the 15 villages of 3 Blocks of the district from the period of March 2014 to May 2014 was obtained from the 2011 Census data. Overall sampling process is shown in Figure. The broad features of the process in sampling the households are as follows:

First Stage Sampling: First of all a list of block followed by villages where work on children's right has been done were taken from SBMA documents with the help of working team. There were only 35 villages under three blocks in tehri district in which work on children's participation has done. From which 15 villages selected for the purpose of study, the reason behind selecting these villages was regular follow up, Different and active village level working, major participation of youth and child population, awareness among the community about child rights and related issues etc. which were found better than others. After that block-wise secondary data of the number of household total population, total population of children was obtained from the census 2011.

Second Stage Sampling: Using the information of total no. Of household and children's population in the villages the individual village data were collected from the SBMA. Number of hoseholds arranged in ascending order and then random sampling has been

done. Then 10% household with the total sum of 100 household were selected from each village. For sampling of social workers, there were 37 social workers working in the Anjanisain Campus of SBMA so I selected my sample size as 37.

If the selected sample respondent was missing or not present, the preceding or succeeding name of the sample clients in the list were taken as a replacement.

3.5.5: DATA ANALYSIS

The collected data is processed and analyzed with the Help of MS Excel

Chapter 4

Findings

This section provides the key findings and related observations on the various aspects for which the data was collected from various households.

1. Factors that hinder or facilitate children's participation in decision making

There are two perspectives that support the child's having a say in society. They are the child welfare and the judicial or rights perspectives respectively. The former views the child as an object (human-to-be) and therefore require a guardian while the later presupposes a child as a subject with rights like any other human and therefore competent. Only at the age of twelve (12) will children have acquired an understanding of the situation that is required to be able to participate in decision-making. Going by this view, children are 'becoming' not 'being' and therefore their right to participate must be postponed until they reach that age. Age therefore seems to be a factor in hindering or facilitating children's participation in decision-making although there were variations as regards the appropriate age.

(1) Appropriate age for starting to participate

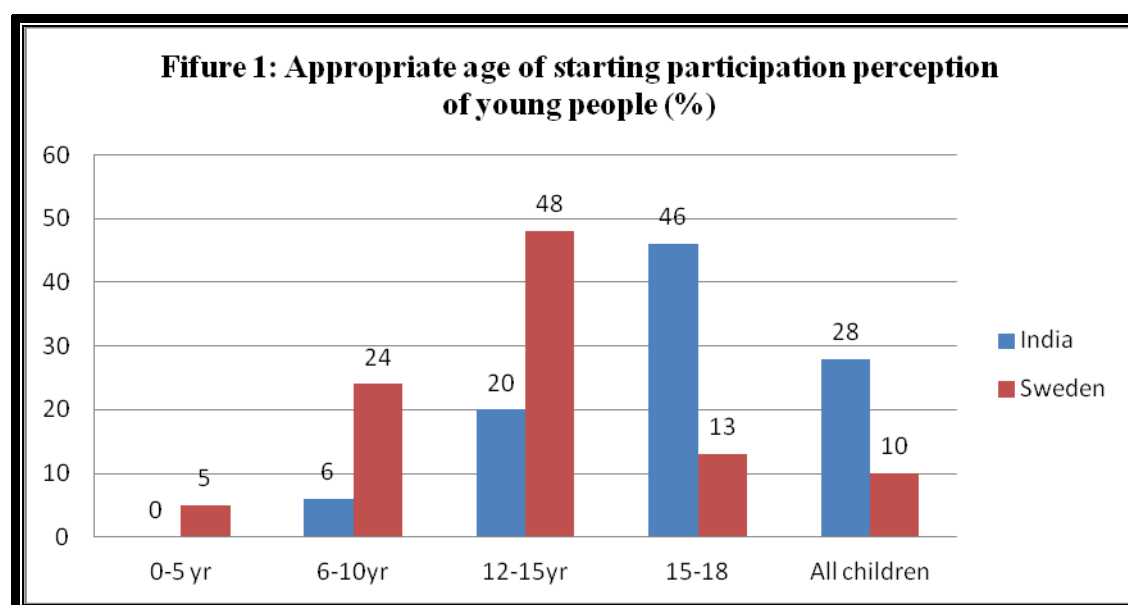
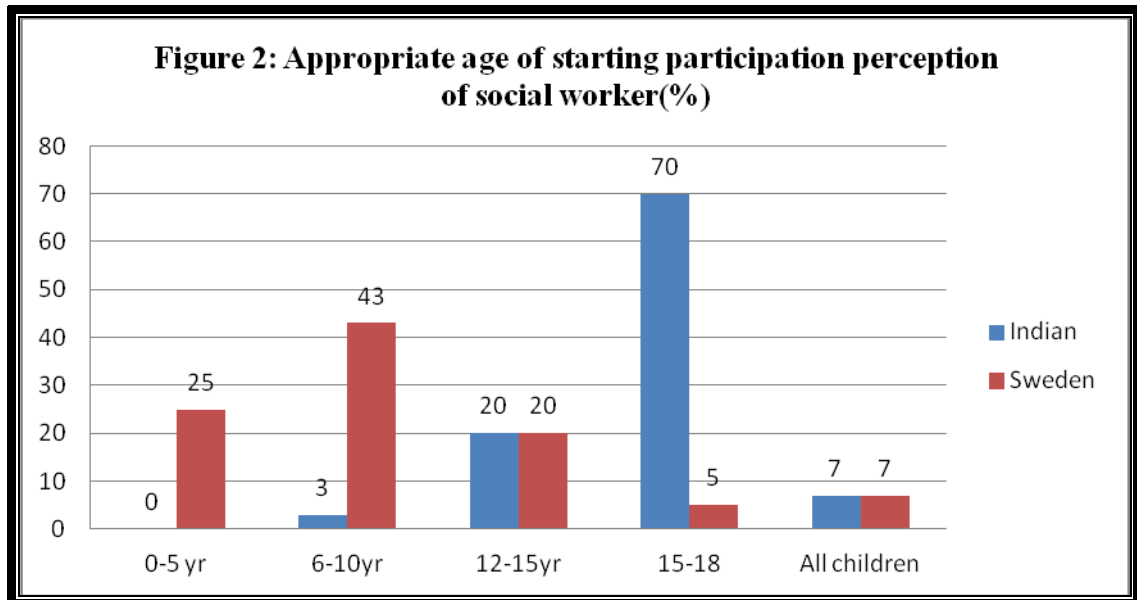


Figure 1 revealed the perception of young people towards the age of starting participation in decision making. Majority of response states for the age group between 12-15 yr in

case of Sweden while least for 0-5 yr, similarly in case of India most of respondent response that for the decisions making the correct age group is 15-18 yr while least for 0-5yr.



From the figure 2 it is clearly depicted that more than two fifth (43 per cent) social workers respondents for the age group between 6-10yr to starting the participation in decision making in case of Sweden while in case of India 7 out of ten (70 per cent) social workers respondents for the age group of 15-18 yr, which states that increment of one fifth (20 percent) respondent are due to increase in age group simultaneously.

(2) Major reason for involving children in decision-making – Social worker's view

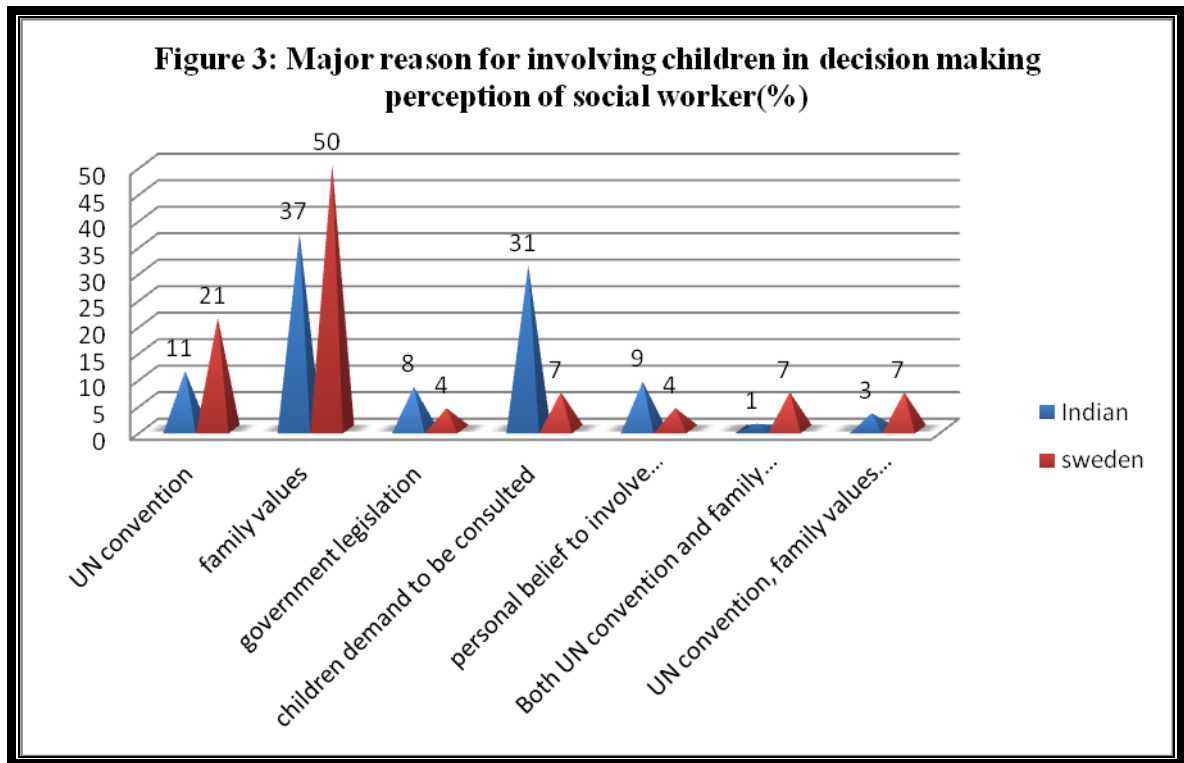


Figure 3 shows the perception of social worker towards the reason for involving children in decision making. Family values states higher proportion as more than one third (37 per cent) and half (50 per cent) for the India and Sweden respectively while least for both UN convention and family values as 1 per cent in case of India and government legislation/personal belief to involve as 4 per cent in case of Sweden.

Theme 2: How involving children in decision-making at home and work place affect the decisions/policies made

Participation rights beneficial to the affective developmental prospect of children. Denying participation will eventually damage the emotional and social development of children.

"They give you honest answers or views as they see things. If they say no, it is not merely to please you but that they don't like what you are telling them, therefore even if their views would not be the final decision, you can win their confidence and you get another way of looking at issues. They will not blame you if something goes wrong. It is also good for their self esteem because they feel valued", one parent enthused.

Table 5: Disadvantages of involving young people in decision-making

	Children		Social Worker	
Responses	Sweden(%)	India(%)	Sweden(%)	India(%)
They would lose respect for adults	19	16	27	19
Adults would lose control of outcomes	33	16	21	30
Decisions are usually wrong	24	6	22	32
No Disadvantage	10	55	10	19
No Opinion	14	7	20	7

Table 5 shows that more than half (55 per cent) of young at India said there was no disadvantage in involving them in decisions making while in case of Sweden 33 percent youth was in the opinion that involving youth in decisions making will led to lose control of adult on them. It also reflect that nearly two fifth (19 per cent) of the respondent at India feel that involving youth in decisions making would lose respect for adults and almost same per cent (16) at Sweden has same opinion. Surprisingly it was noted that almost one fourth (24 per cent) of the respondent was in the opinion that youth generally take wrong decisions, while in Sweden the case is different, only 6 per cent of the respondent thing that youth decisions are usually wrong.

(B) Children are perceived to be incompetent in matters affecting their lives

Table 6 - Children are perceived to be incompetent in matters affecting their lives

	Children		Social Worker	
Responses	Sweden(%)	India (%)	Sweden(%)	India(%)
Strongly Agree	5	2	0	11
Agree	5	11	0	5
Partly Agree	19	25	4	14
Disagree	24	53	36	65
Strongly Disagree	33	6	57	0
No Opinion	14	3	4	5
Total	100%	100 %	100%	100 %

Table 6 reflected that one third (33 per cent) of the youth of the Sweden strongly agree that children are perceived to be incompetent in matters affecting their lives while more than half (53 per cent) of the youth respondent disagree that children are perceived to be incompetent in matters affecting their lives.

In case of social worker more than half of the social worker (57 per cent) strongly disagree on this issue while in India 65 per cent social worker disagree on the issue of Children are perceived to be incompetent in matters affecting their lives

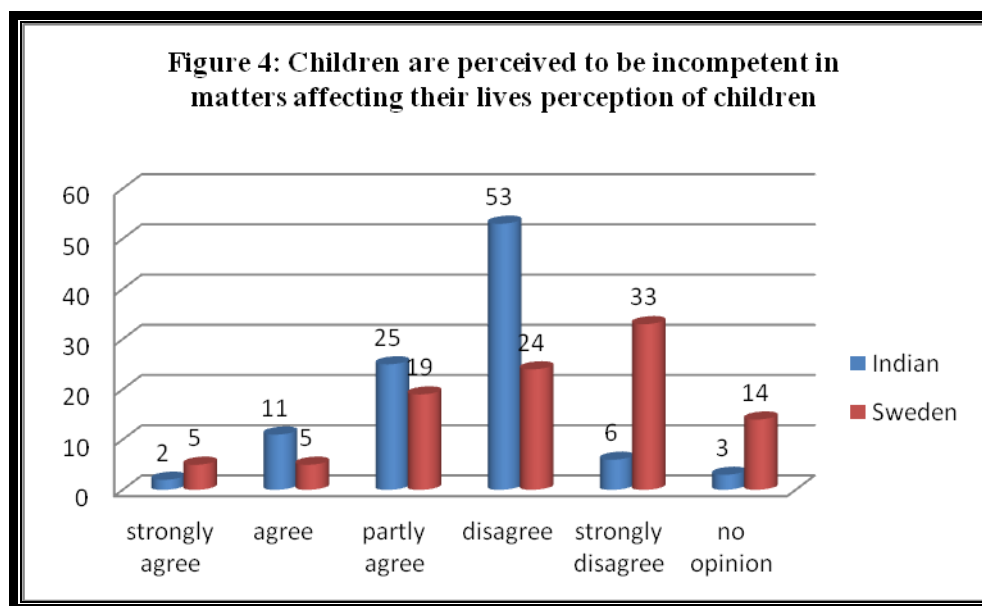


Figure 4 shows the perception/opinion of children to involve the children in decision making. In case of India more than half of the youth (53 per cent) children respondents towards the disagree because culture of India favored to decision of old-age person while in case of Sweden only one third (33 per cent) respondent answered for the strongly disagree.

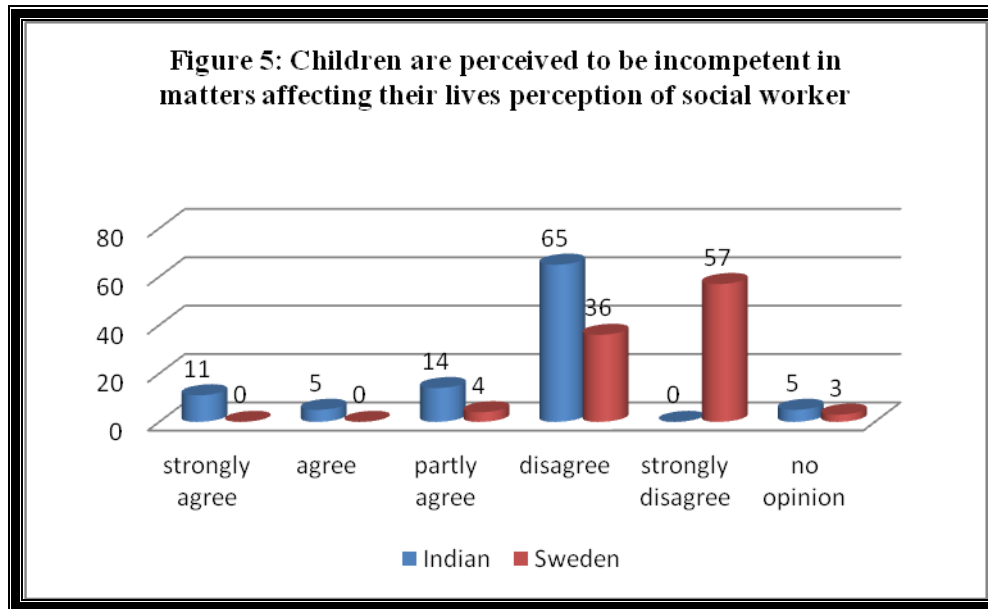


Figure 5 shows that the children's are perceived to be incompetent in matter affecting their lives the perception/opinion of social worker to involve the children in decision making. In case of India 65 per cent social worker respondents towards the disagree because culture of India favored to decision of old-age person while in case of Sweden 57 per cent respondent answered for the strongly disagree.

Theme 3: Extent to which children can participate in decision-making

Children become involved in what opinions are to be considered but it is adults that make the final decision of what is in a child's best interest. This seems to make a distinction between being consulted (opinion) and being involved (make the final decision). As one interviewee (a parent) said:

"Yes, they should be allowed to express their points and feelings but not provide the last word. Their age should be taken into account and perhaps the type of decision".

Going by the socialization perspective children are in the process of development. Therefore their participation in decision-making would and should be cumulative – increasing as they grow-up.

(a): How best children can be involved in decision-making - Children's views

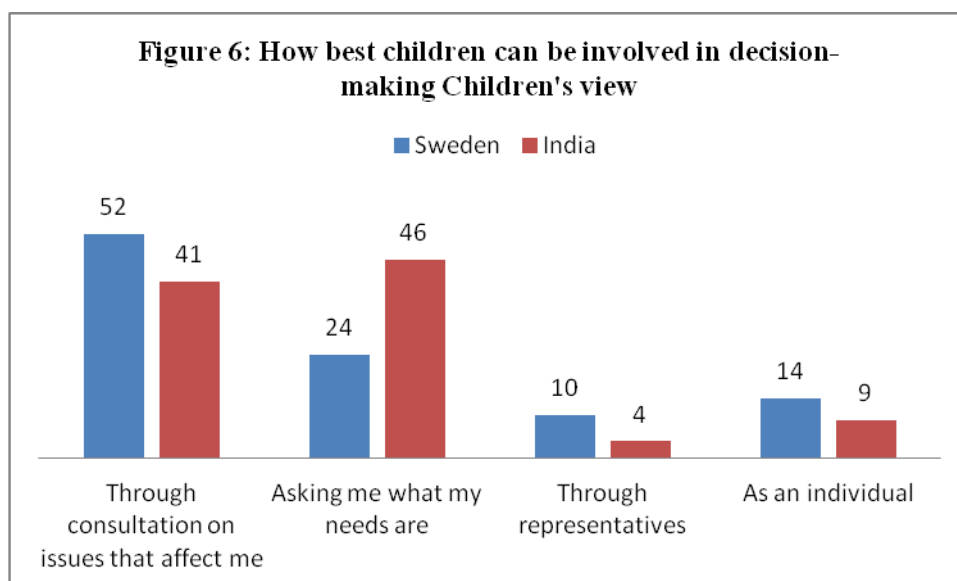


Figure 6 depict that more than half (52 percent) youth respondent of Sweden consider involvement of children through consultation, while little less than half (46 percent) of the Indian youth respondent were consider involvement of children by asking their needs.

(b).How best children can be involved in decision-making – social worker's views

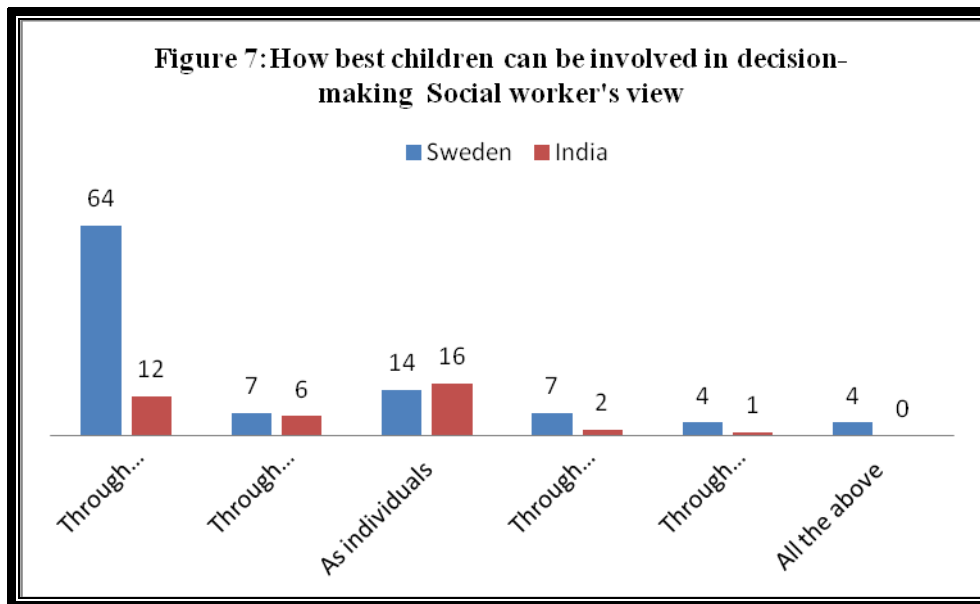


Figure 7 depict that more than nearly two third (64 percent) social worker respondent of Sweden consider involvement of children through consultation, while less than (46 percent) of the Indian social worker respondent were consider involvement of children by asking their needs or as a individual.

C. Areas of children's lives where they should be consulted

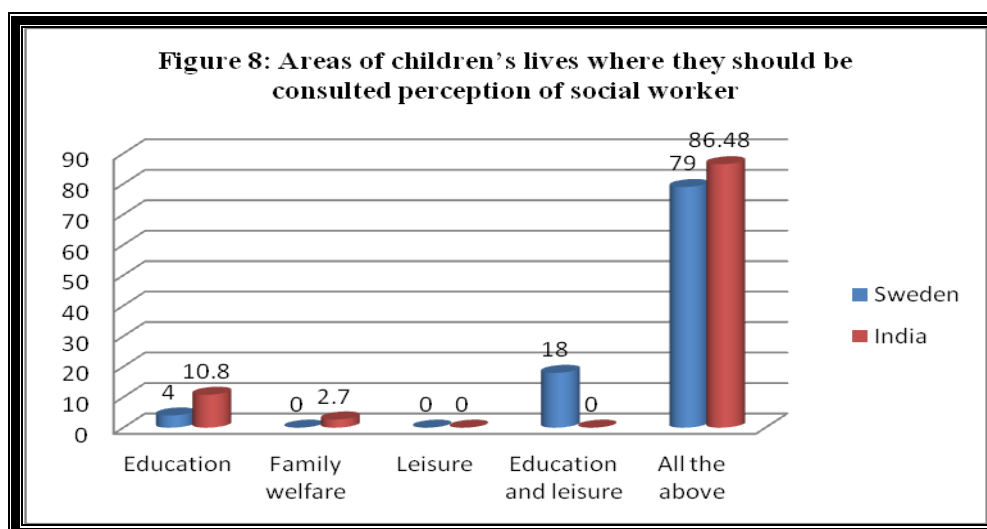


Figure 8 shows that nearly 9 out of 10 (86.48 percent) of the social worker respondent favor that children should consult about all the issues which affect them directly or indirectly for an example education, family welfare, leisure etc.

Table 7 – Level of Decision making at which children should be involved

	Children		Social Worker	
Responses	Sweden(%)	India(%)	Sweden(%)	India(%)
Identifying the problem or need	10	15	14	5
Suggesting Alternatives	19	10	11	0
Choosing the final alternatives	5	16	0	0
Both Identifying the problem or need and Suggesting Alternatives	10	5	25	17
Both Identifying the problem or need and Choosing the final alternatives	5	4	5	7
Both Suggesting Alternatives and Choosing the final alternatives	5	3	11	0
All of the above	48	47	39	71
Total	100	100 %	100	100 %

Data of table 7 reveal that almost half of the children (48 per cent in Sweden and 47 per cent in India) responded that they have to involved in all the process of identification of the problem or need, or suggest alternative options and in the selection of final alternatives.

Theme 4: Is gender a factor in children's participation in decision-making?

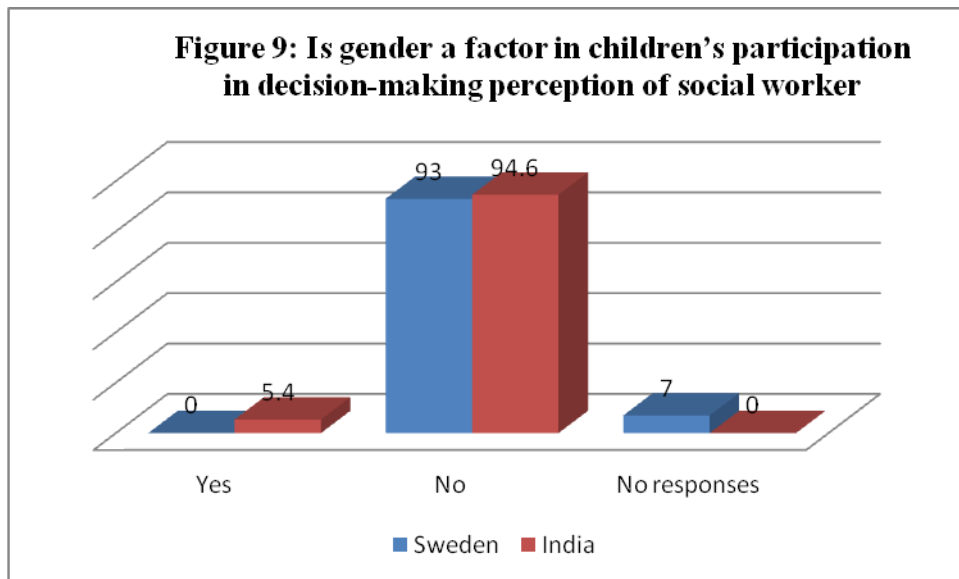


Figure 9 shows that majority (94.6 per cent in India and 93 per cent in Sweden) of the social worker does not believe that gender is a factor in children's decision making.

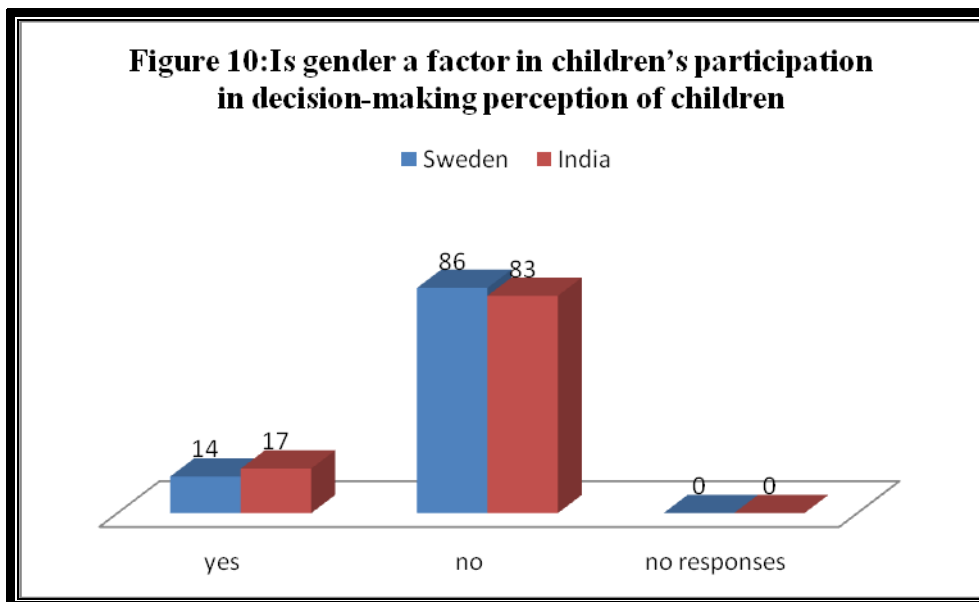


Figure 10 shows that majority (83 per cent in India and 86 per cent in Sweden) of the youth does not believe that gender is a factor in children's decision making.

Chapter 5

Case Study

CASE STUDIES: 1

DROPPING OUT OF SCHOOL

Sushma is a 12-year-old girl. She dropped out of school two years ago, while she was in class 5, due to her mother's untimely death. Her father was not very keen to make an effort to earn a living for the family so Sushma had to leave school to shoulder this responsibility. At this tender age, Sushma found herself taking care of her father, two sisters and a brother. It is only when she earns some money that food is cooked for everyone. Her father and brother eat first and Sushma and her sister have to eat whatever is left.

CASE STUDY: 2.

DROPPING OUT OF SCHOOL

Mohan is a boy of 15 years of age. Mohan's father works at the road sites and is also engaged in agriculture. Mohan dropped out from school in class 8 as other children who migrate for work influenced him. Mohan also wanted to enjoy life as his friends did and earn so that he could also afford a mobile and nice clothes. Everyone in the family tried to convince him to not leave school, but he left for Gujarat with his friends and started to work as a labourer at a construction site. He left the site after 15 days due to strenuous working conditions. He then joined his other friends working in a small roadside restaurant. Mohan got badly burnt while working and also fractured one arm. The employer took him to the hospital and bore all the expenses but his whole body got badly injured and it will take years for him to recover completely. Three months later, Mohan returned home. He says, 'I am afraid that I will never be able to work again'.

CASE STUDY: 3

Children's Parliament benefits from consulting children and young people

The Committee on Children and Young People conducted an inquiry into the needs of children and young people aged 9–14 years in some villages. The Committee considered it important that children and young people were consulted in this inquiry and have an opportunity to voice their opinions. Students from seven primary and secondary schools were invited to make submissions to the inquiry and to appear at the public hearing at SBMA organization head office.

The Committee found that children and young people's input throughout the inquiry was both inspiring and informed. They provided valuable information about children and young people's needs in key areas of their lives, such as family, education, health, technology and transport. The participation of children and young people benefited the Committee and assisted the Committee in developing their recommendations.

CASE STUDY: 4.

Children and young people benefit by being on the Youth Advisory Committee

Youth Advisory Committee is open to young people between the ages of 8–18 years who have links to the Anjanisain area. It aims to represent young people's views and to provide a forum to discuss and act on issues of importance to young people. Committee members also participate in planning activities and events for young people. The committee consists of up to 12 young people including representatives from local high schools.

Young people benefit in several ways by being a YAC member. They have opportunities for training and skill development to learn how to represent the broader needs of young people in the area. YAC members also learn how to plan and run events, including how to manage a budget of over Rs 10,000

per annum. Members are provided with rewards for their participation.

In addition to event planning and management, YAC members gain invaluable skills in leadership, advocacy, mentoring, lobbying, public speaking and dealing with the media.

CASE STUDY: 5.

A FATHER'S POOR HEALTH

Kumari, Sunita and their younger brother, Rakesh, were taken out of school once their father's health started to deteriorate due to tuberculosis. The girls have joined their mother as construction workers in Uttarkashi. Rakesh stays at home to look after his father, a younger sister and also to manage household chores. The father says, 'my children are not able to get an education due to my poor health condition and I feel bad about it.'

CASE STUDY: 6.

WHEN THE FATHER DIES AND THE MOTHER LEAVES

Sharda's father died of tuberculosis and the responsibility of the entire family fell upon Sharda's mother, Beena. However, Beena abandoned her children soon after her husband's death. Sharda (10 years old) and her brother Kamal (6years old) were left alone. The grandparents started looking after the children. Sharda and her grandmother are not keeping well. They do not have money to consult a doctor. Sharda has become very weak due to inadequate food and a lack of medication. Ultimately, she had to leave school. Kamal says, 'if Sharda is not taken to the doctor she will also die, like my father.' As long as Sharda was going to school she was getting dress and food from mid day mil programme, but this has now been stopped as she dropped out of school. Her grandfather receives an old age pension but this amount is not enough for managing the family. He also tries to work at the construction site to at least get some money to be able to buy food for the household, but due to his age he cannot work long hours

CASE STUDY: 7.

BECOMING AN ORPHAN

Anshul is 14 years old and lost both his parents and a sister last year. Anshul's father used to work in Dehradun while his mother was working as a "Bhojan Mata" in the village government school. The family was doing well by local standards and even managed to build a new house with the income received from Dehradun. Anshul and his siblings were studying in the village school. One day his father returned to the village with fever. The family consulted a local chemist and his father bought some medicines. He died 15 days after this. Within a year Anshul also lost his mother. She had shown no signs of illness. She was found dead in the morning, sitting near the front door of their house. The sudden death of their mother seriously impacted on Anshul and his sister. Their grandmother told that his sister wept constantly for three days and, on the third day, she suddenly fainted while walking and died. She was only 15 years old. Anshul became seriously traumatized and dropped out of school. Anshul's grandmother receives a widow's pension- this is the only source of regular income for the family. Neither Anshul nor his grandmother are living in their house as they are scared and feel that it has become haunted. The grandmother is living with her nephew and in return she gives the pension to him. Anshul has no place to live and keeps on moving from one relative to another. He is severely traumatized and is not able to work. His grandmother says that she is too old to take care of him now and she is worried about his well-being.

Chapter 6

KEY LEARNINGS

KEY- LEARNINGS

Benefits of involving children and young people in decision making

Organizational benefits:

The more organization effectively involves children and young people in decision making, the more organization will be able to make accurate and relevant decisions. Specific benefits to organization can include: gaining new perspectives on an issue, by obtaining new knowledge and a better understanding of children and young people's issues developing more effective policies and services based on the identified needs of children and young people developing policies and services that are more credible with children and young people increasing the relevance of organization to children and young people enhancing relationships between staff and children and young people.

Benefits for children and young people in being involved:

The children and young people who participate in organisational decision making can also benefit in many ways.

Some of these benefits include:

1. Being personally empowered to make a difference Through the participation process, children and young people develop their abilities to investigate, evaluate and act on issues that are important to them. As a result, they may have increased skills to participate in other decisions that affect their lives.
2. Developing an awareness of, and value for, their own knowledge, understanding and insights Participating in decision making helps children and young people gain a better understanding of their own wants and needs, and how these can be expressed to adults. It also helps them to accept that their views and understandings are respected, valued and can contribute to the knowledge and understanding of others.
3. Acting and being recognised as citizens Children and young people feel a sense of social inclusion when they are recognised by others as social actors with rights and the

capacity for responsibilities. It also gives them a sense of social responsibility to the wider community.

4. becoming familiar with group and democratic processes Through participation, children and young people can develop an understanding of different points of view and the need for compromise. They can also feel a sense of responsibility for group decisions

5. Acquiring and expanding their problem-solving, negotiation and communication skills These skills are particularly developed when decision making is group based.

6. Developing improved relationships with adults and peers This can include an improved ability to work with others, as well as social benefits such as making new friends and creating contacts in the business community.

Chapter 7

CONCLUSION

CONCLUSIONS

The results show that children are active participants in society, but like any other member in society; they may not be competent in everything. Even by merely making people laugh, they participate and contribute to a stress free, humorous and therefore happy society. But like many socially disadvantaged groups in society, sometimes they are regarded as pawns. Children should therefore not be treated merely as objects of important decisions (guised in their best interests) but should actually be regarded as subjects of their own, as reformers in society.

Being personally empowered to make a difference Through the participation process, children and young people develop their abilities to investigate, evaluate and act on issues that are important to them. As a result, they may have increased skills to participate in other decisions that affect their lives. As the results show, there is a close relationship between areas where children are thought to be involved in decision-making and extent or levels of participation. And as both literature and empirical information has shown, involving children in decision-making does not only make decisions relevant to their needs but also important for the emotional development of the children. It also gives the platform, context to parents and practitioners as regards the welfare of children and guards against taken for granted misconceptions of childhood. According to the interpretive reproduction perspective, they are innovative and creative hence decisions made through their involvement would more likely reflect these characteristics. While age has been cited several times as a factor in hindering or facilitating children's involvement in decision-making, sex has not. However, there seems to be more gender equality in childhood than in adulthood. The parliamentary composition in most countries is a case in point. Additionally gender is a cultural concept and therefore the involvement of children would be situated and reflected in the value system. Some value systems are patriarchal; others are matriarchal while others are balance.

Annexure

QUESTIONNAIRE

1. Questionnaire for youth / Children

Please answer by ticking (✓).

A. Background information

1. Age

2. Sex

1. Male ☐

2. Female ☐

3. Highest level of education attained

1. None ☐

2. Basic education (1 – 5) ☐

3. High School ☐

4. Other (specify)...

4. current Occupation

1.

2.

5. Nationality.....

6. Religion

1. Hindu

2. Muslim

3. Christianity

4. Other(Specify).....

B. Factors that hinder or facilitate young people's participation in decision making

7. "Young people should be involved in decision-making on matters affecting their lives

1. Strongly agree ☐

2. Agree ☐

3. Disagree ☐

4. Strongly disagree ☐

5. No opinion ☐
8. Do you participate in making decisions about your life/welfare (e.g care, treatment, education, leisure) at home?
1. Yes ☐
2. No ☐
9. If yes, how often do you participate in decision making?
1. Often ☐
2. On every issue ☐
3. In some issues ☐
4. Not often ☐
5. Not at all ☐
6. No opinion ☐
10. If no, what do you think is the reason for not involving you?
1. Not competent ☐
2. Too young ☐
3. Am not ready ☐
4. Would not understand issues at hand ☐
5. Would make regrettable decision ☐
6. Other (specify).....
11. Would you remember any time that you were involved in making a decision (s) about your life?
1. Yes ☐
2. No ☐
12. If yes to question (11) above, what type of decision (s) was it or were they?
-
13. Why do you think children should participate in decisions about their welfare?
1. It is their right ☐
2. It would give them a greater sense of self-worth ☐
3. It would improve service delivery ☐
4. No opinion ☐
5. Other (Specify).....
14. In your opinion how best do you think you can be involved in decision-making?
1. Through consultation on issues that affect me ☐
2. Asking me what my needs are ☐

- 3. Through representatives ☐
- 4. As an individual ☐
- 5. Other (specify).....

15. What do you think is the appropriate age for a child to start participating in making decisions about issues that affect his or her life?

- 1. 0 -5 years ☐
- 2. 6 - 10 years ☐
- 3. 12 – 15 years ☐
- 4. 15 – 18 years ☐
- 5. Above 18 years ☐
- 6. All children ☐
- 7. No opinion) ☐
- 8. Other (specify).....

C. Impact of involving children in decisions making

16. What do you think are some of the disadvantages in involving young people in decision-making?

- 1. They would lose respect for adults ☐
- 2. Adults would lose control of outcomes ☐
- 3. It would be a long process ☐
- 4. Other (specify)

17. "Children are perceived to be incompetent in matters affecting their lives"?

- 1. Strongly agree ☐
- 2. Agree ☐
- 3. Partly agree ☐
- 4. Disagree ☐
- 5. Strongly disagree ☐
- 6. No opinion ☐

D. Extent to which children can participate in decision making

18. In which of these areas do you think you should be consulted?

- 1. Education ☐
- 2. Family welfare ☐

- 3. Leisure provision ☐
- 4. All the above ☐
- 5. None of the above ☐
- 6. No opinion ☐
- 7. Other (specify).....

19. At which of the following levels of decision making do you think children should be involved?).

- 1. Identifying the problem or need ☐
- 2. Suggesting alternatives ☐
- 3. Choosing the final alternative ☐
- 4. Only 1 and 2 ☐
- 5. Only 1 and 3 ☐
- 6. Only 2 and 3 ☐
- 7. All the three ☐
- 8. None of the above ☐
- 9. Other (specify).....

20. In your view, who should determine the 'child's best interest'?

- 1. The child ☐
- 2. Parents ☐
- 3. Government ☐
- 4. The child together with parents ☐
- 5. Parents and government ☐
- 6. All the three ☐
- 7. No opinion ☐
- 8. Other (specify).....

E. Gender and children participation in decision making

21. In your view do you think there should be different times for starting to participate in decision-making between male and female children?

- 1. Yes ☐
- 2. No ☐

22. If yes, which category should start early?

- 1. Male ☐
- 2. Female ☐
- 3. Both ☐
- 4. one of the above ☐

23. What is your reason to question (22) above?

.....

.....

24. Do you have any additional comments?

.....

.....

.....

.....

Thank you!

2. Questionnaire for social worker

Please answer by ticking (✓).

A. Background information

1. Age

2. Sex

1. Male ☐

2. Female ☐

3. Marital Status

1. Single – never married ☐

2. Married ☐

3. Divorced ☐

4. Widowed ☐

4. Number of children

1. ☐ 2. ☐ 3. ☐ 4. none ☐ 5. Other (specify).....

5. Highest level of education attained

1. High School ☐

2. University degree ☐

3. Masters degree ☐

4. Doctorate ☐

5. Other (specify).....

6. Professional background

1. Economist ☐

2. Social worker ☐

3. Psychologist ☐

4. Sociologist ☐

6. Other (specify).....

7. Current occupation

1. Social worker ☐

2. Other (Specify).....

8. What is the main type of work that you do?

1. Health related ☐

2. Child care ☐

3. School social work ☐

4. Mental health ☐

5. Youth work ☐

6. Administrative ☐

7. Other (specify).....

9. Nationality.....

10. Religion

1. Christianity ☐

2. Muslim ☐

3. Hindu ☐

4. Other (specify).....

B. Factors that hinder or facilitate children's participation in decision making

11. "Children should be involved in decision making on matters affecting their lives"

- 1. Strongly agree ☐
- 2. Agree ☐
- 3. Disagree ☐
- 4. Strongly disagree ☐
- 5. No opinion ☐
- 6. Do not know ☐

12. Do you involve children in making decisions about their lives/welfare (e.g care, treatment, education, leisure) at home?

- 1. Yes ☐
- 2. No ☐
- 3. Not applicable ☐

13. If yes, how often do you involve them in decision making?

- 1. Very often ☐
- 2. Often ☐
- 3. Not often ☐
- 4. Not at all ☐
- 5. No opinion ☐
- 6. Not applicable ☐
- 7. Other (specify)

14. If no, why don't you involve them?

1. Not competent ☐
2. Too young ☐
3. They are not ready ☐
4. Would not understand issues at hand ☐
5. Would make regrettable decisions ☐
6. Other (specify)

15. Do you involve children in making decisions about their lives/welfare (e.g care, treatment, education, leisure) in your work?

1. Yes ☐
2. No ☐
3. Not applicable ☐

16. Is there any policy (ies) in your organisation that aim to promote children and young peoples' participation in decision making?

1. Yes ☐
(please name the policy
2. No ☐

17. If No, do you think there should be such policy?

1. Yes ☐
2. No ☐
3. No opinion ☐

18. How important do you think it is to have such policies?

1. Very important ☐
2. Important ☐

3. Less important ☐

4. Not important ☐

5. No opinion ☐

19. Would you remember any time that you involved a child to make a decision (s) about his/her life?

1. Yes ☐

2. No ☐

20. If yes to 19 above, what type of decision (s) was it or were they?

.....

21. Please tick the major reason why you involve children in making decisions!

1. UN convention on the rights of the child ☐

2. Family values ☐

3. Government legislation ☐

4. Children demand to be consulted ☐

5. Other (specify).....

22. What do you think is the appropriate age for a child to start participating in making decisions about issues that affect his or her life?

1. 0 -5 years ☐

2. 6 - 10 years ☐

3. 12 – 15 years ☐

4. 15 – 18 years ☐

5. Above 18 years ☐

6. All children ☐

7. No opinion ☐

8. Other (specify).....

23. Why do you think children should participate in decisions about their welfare?

1. It is their right ☐

2. It would give them a greater sense of self-worth ☐

3. It would improve service delivery ☐

4. No opinion ☐

5. Other (Specify).....

24. What are some of the disadvantages in involving them?

1. They would lose respect for adults ☐

2. Adults would lose control of outcomes ☐

3. No opinion ☐

4. Other (specify)

25. How do you think children can be involved in decision making?

1. Through consultation on issues that affect them ☐

2. Through representatives ☐

3. As individuals ☐

4. Other (specify).....

C. Impact of involving children in decisions making

26. What are some of the advantages in involving them?

Tick all that you think apply.

1. It would improve service provision for them ☐

2. They would become better adults ☐

3. They understand their needs better ☐

4. Other (specify)

27. "Children are perceived to be incompetent in matters affecting their lives".

1. Strongly agree ☐

2. Agree ☐

3. Partly agree ☐

4. Disagree ☐

5. Strongly disagree ☐

6. No opinion ☐

D. Extent to which children can participate in decision making.

28. In which of these areas do you think children should be consulted?

1. Education ☐

2. Family welfare ☐

3. Leisure provision ☐

4. All the above ☐

5. None of the above ☐

6. No opinion ☐

7. Other (Specify)

29. At which of the following levels of decision-making do you think children should be involved?

1. Identifying the problem or need ☐

2. Suggesting alternatives ☐

3. Choosing the final alternative ☐

4. Only 1 and 2 ☐

5. Only 1 and 3 ☐

6. Only 2 and 3 ☐

7. All the three ☐

8. None of the above ☐

9. Other (specify).....

30. In your view, who should determine the 'child's best interest'?

1. The child ☐

2. Parents ☐

3. Government/state ☐

4. The child together with parents ☐

5. Parents and government ☐

6. All the three ☐

7. No opinion ☐

8. Other (specify).....

E. Gender and children participation in decision making.

31. In your view do you think there should be different ages for starting to participate in decision making between male and female children?

1. Yes ☐

2. No ☐

32. If yes, which category should start early?

- 1. Male ☐
- 2. Female ☐
- 3. Both ☐
- 4. None of the above ☐

33. What is your reason to question (32) above?

- 1. Males mature faster than females ☐
- 2. Females mature faster than males ☐
- 3. There should be no difference ☐
- 4. Other (specify)

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34. Do you have any additional comments?

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