

Participation and Children's Rights: Perspective of Bangladesh

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Abstract

This essay will discuss the developing area of participation under the UNCRC (1989). Secondly, it will explore the definition of participation and discuss the benefits and barriers. Finally, it considers the different models of participation and discusses the different ways that this can be promoted in educational settings. Participation has also termed a term which means ensuring inclusion, equality, and equity for all without any discrimination. In future Bangladesh wills these things which there are learned from the subject that will practice in their services. Also, there involved all of their areas community to ensure a clear concept of participation by sharing their earned experience. Bangladesh all these above-mentioned participation gradually increasing day by day. Especially in working area of them, they try to enlarge the teachers, students, parents, community people, and government officials.

Keyword: Bangladesh, Children's Rights, Participation, Perspective

Introduction

Participation is a term that is often debated and critiqued by scholars and practitioners (Sinclair, 2004). It is, however, necessary to consider the policy framework around this area to promote participation. Child contribution is one of the core ideologies of the Convention on the Rights of the Child (CRC), which asserts that children and young people have the right to freely express their views. There is a responsibility to listen to children's views and to facilitate their participation in all matters affecting them within the family, schools, local communities, public services, institutions, government policy, and judicial procedures. When children and young people learn to communicate opinions, take responsibility, and make decisions, they develop a sense of belonging, justice, responsibility, and solidarity.

Statement of purpose

According to Shire, 2001; Kirby and others, 2003, It is the term of the degrees of power-sharing between adults and children. It is also a gradation of thus children the children who are control of the poses, up to the eighth level where children initiate the process and invite adults to join the decision making. Different levels may be appropriate for different tasks as part of an activity, project, or organization.

It is essential to consider the diverse focus of decisions that affect children. Perhaps the first difference is between private and public decisions. This situation used in a variety of ways. Here private is taken to include decision-making within the family context or between individuals, while the public is mainly in the context of public services. Another key distinction is between decisions that relate to an individual child and those that relate to children as a group. Both are important, but the mechanisms to achieve children's involvement are likely to be different.

Participation activity can take on many dissimilar forms, each with different physiognomies. The various mapping exercises undertaken recently (LGA/IPPR, 2001; Combe, 2002a, 2002b; Cutler, 2002; Kirby and others, 2003a) include a wide range of processes and activities: one-off consultation exercises or longer-term consultation processes such as young people's forums or advisory groups; on-going involvement in the governance of institutions such as youth councils or young people sitting on boards; and Young people-led organizations such as Children's experiences.

Methodology

According to UNCRC the definition is as all those under 18 years child concealments a very diverse group, who are not only different in their circumstance like age, sex, ethnicity, culture, disability, social, and economic. Circumstances it is also related to the terms of their changing interests and capacities as they grow older.

According to Lancaster and Broadbent, 2003, about young children and Triangle regarding children with disabilities What things are appropriate for one group is not suit another; it is essential to design forms of dialogue and engagement that start from the setting of the child, whatever their age or ability. Participation by the student in classroom activity and out of classroom activity is very important. The student may do their work with the direction of their teachers. Here the teacher's direction should be very clear and concise to make them meaningful participation. Active learning is thought of as good participation of students. Students' and teacher's co-operation and collaborations are other kinds of participation. Good intimacy generates good participation. Participation by parents in the school activity is also very important for student achievement. Participation by the community of a school is required for school development to overcome local barriers that hamper school activity. Participation is engagement in a task or lively presence of somebody in a particular assignment. It might be defined as the engagement of students in their study in the class or out of school.

Literature Review

Sinclair (2004) offers three key reasons which contribute to the development of the participation agenda. This also includes the role of children in decision making. Secondly, under the UNCRC, children have been given their rights with articulation reference to the article (12) this article promotes and protects their rights to participation and being involved in decision-making processes. Finally, acknowledging that children are social actors so they have the right to shape their environment and essentially their rights to decision making. For the participation, agenda children develop the skills they need to become active citizens able to contribute positively to the societies they live in. According to the journals, Children's voices should be heard anywhere where their development, safety, and wellbeing are at risk. It is their fundamental right. Also, participation delivers significant benefits. Only listening to children can the best decisions be made, improving outcomes for both children and adults? Critically participation helps children to develop the skills. They need to become active citizens and able to contribute certainly to the societies they live in. Although, there is an undeniable scope of good participatory practice, is more to be done to mainstream children's participation to ensure that all children can realize their right to be heard and taken seriously.

It is important to uphold children's rights, to fulfill legal responsibilities to improve services (Children and Young People's Unit (CYPU), 2001; McNeish and Newman, 2002; Willow, 2002). According to Sinclair and Franklin (2000) there are multiple reasons for including and involving children in decision-making processes. For example, children share the same rights as adults, and consulting with them for their success is important under the UNCRC (1989). When children consulted, services can be modified to meet their needs. It is also important because it leads to more accurate and relevant decision making and this in turn helps in the implementation. Another reason why participation is essential is it enables democracy to be strengthened and children become active members of their community. Finally, it promotes self-efficacy, self-esteem, and confidence in young children where their interests are reflected in what they are learning.

This requires an understanding of what the term participation means. Sinclair (2004) defines it as ensuring inclusion, equality, and equity for all without any discrimination. He further adds that participation in the process of getting involved in any work presenting physically and contributing actively for the successful accomplishment. It is a process where participatory decision making can take place along any real human social activity, including economic, political, management, cultural, or familial. Participation occurs when the relation of team members is good, positive changing of mind set up for the goal or work, and spontaneous activities. It is linked with human rights (UNCRC, 1989).

Results and discussion

All these mentioned of participation gradually increasing day by day In the Bangladesh. Specially In my work area I am trying to enlarge the meaningful participation of teachers, students, parents, community peoples and Government officials. Bangladeshi government very excited about participation because government direction is rules and regulations, techniques, financial supports and guideline makes easy to forward.

The models make a practitioner a co-constructor or a learner by providing a guideline and experience of children's participation. In this case, every participation model has a particular structure. Practitioners and children will be motivated and influenced by the views and guidelines. Some barriers and challenges will arise if we want to apply these models to Bangladeshi primary education. There are lots of obligations in the context of Bangladesh, such as bureaucratic and political lavish thinking that may come forward to hinder the application. To apply these models properly in primary education in Bangladesh it is needed to gradual penetration in all levels, especially top to bottom by providing good motivation and set a perfect vision. The government initiative

is needed for the application of participation models effectively. Participation of children in decision making is very significant things, it is definite Participation of children in decision-making is very significant it is pronounced in article 12.1 of the United Nations Convention on the rights of the child. In this aspect, several of participation models have been discovered sequentially one after another by reducing some limitation factors. There are several models but Hart's ladder and Shier pathways are the have better performance. Above these, some scholars have given some different ideas for promoting participation. These are briefly discussed here- Docket and Perry (2005) has given the idea to use of children's drawings to explore children's experiences and expectations in a school setting.

Clark and Moss, (2005) suggested the Mosaic Approach engages children's voices in research through multiple methods such as photography, informal interviews, drawings, and tours.

Einarsdottir (2005) invited children to take photographs using disposable cameras as a means of expression.

Kellet (2010) research identified by children, where they design and share it with adults supporting not managing. Kellet discusses the models and barriers.

Spyrou (2011) has suggested to children's voice but Spyrou asks that we need to consider the process by which we hear children's voices and the power that prevails. Interviews- some children may find these difficult- shy children may not feel comfortable intra group setting. Visual diaries have children talking about their drawing etc.

Findings

1. Practitioner's views/ attitude: the create scope for children's participation, Practitioner practitioner's views and attitude are very important. Practitioner thinks that they have knowledge better than their children so this is the one kind of participation barrier. Adults think like those Children are not always able to understand everything as their thinking level exist ridiculous and crazy attitudes. In contrast, practitioners also think that children are human being and they need extra care. From this point of view, it is clear that very important rights of children are interfered with by the influence of the practitioner's attitudes. According to Bae (2009) children, participation will be ensured through changing self-thinking views/attitudes of adults
2. Rigidity of curriculum parameters: Children's independent thinking and attention are remained disregarded due to curriculums' prescriptive design and plan. There it is needed to link between individuals and groups of learners in stage other ways real participation will be in a question. Obviously, we should take care theme of individual needs within group contexts
According to Dfe(2012) it's adults' duty to identify how each child communicate and adults should address what children's wants or not.
3. Lack of consistency and continuity: Children stay in two phases of the environment, one is his home environment and another is his school setting. If two environments contradict each other, it may be hamper student's participation in their learning zone. In the context of Bangladesh, children maybe live in peace with his family but there is a lack. Parents are not aware of children's education settings, on the other hand, education settings have some sorts of discrimination and flaw that causes hamper to children participation. So here relationships with parents and the school environment should be closer to reduce the barrier
According to Dfe (2012) If the practitioner maintains a good relationship with parents and shares the views of the institution then it is very for the children to achieve institutional matters in the family. As a result, children easily participate as active participators in the school.
4. Misunderstanding between adults and children: There is a misconception that children will take the final decision in case of participation avoiding the adult. For this, the aim of the action of children through which learning can be co-constructed is unable to act.
To ensure children's active participation adults should allow children to choose their pedagogy to create their interest. Active participation makes the original participation.
5. Practitioners Incapability to understand children's voice: Practitioners are enabling to report or act on the children's choice of decision making in case of the structures- the tools which are representing children's participation. As a result, children's experiences are unable to documentation using pedagogical aspects.

According to Dfe(2012) and porter(2008) children need both room and space to make their choice and take initiative. We need to develop a children's agency and support them to develop their views. A small room with no space cannot make proper participation so take this kind of initiative as early as possible.

Recommendation

According to Bac (2009), Active children's participation is one of the best ways of children's mental and physical growth. If we want to activate children's participation properly, we should give them to find their way and their own time. Here he said that participation is a process that becomes children more active. We should take care of them of individual needs within group contexts. We should keep more attention to children's voices. He also said that by participation every child finds out more attention by his voice. Here relationships with parents and the school environment should be closer to reduce the barrier. It is said that close relation with father, mother, school, the community can make close relation by the involvement of participants.

The aim of the action of children through which learning can be co-constructed can achieve. This kind of work makes fruitful effects by participation. Children's experiences can documentation using pedagogical aspects. Participation makes the documentation easily.

Consider the different models of participation starting from the two theoretical models Arnstein and Hart. The following models are appealing to children's participation. These are Arnstein (1969) states that— ladder of citizen participation was the most influential model. This model declared that citizen participation is citizen power and also declared that it will not be participation without sharing and redistributing power. Power makes the perfect citizen. Citizen participation is a categorical term for citizen power. It is the redistribution of power that enables the have-not only citizen, presently excluded from the political and economic processes which are deliberately included in the future. (Sherry Arnstein (1969): A ladder of citizen participation. In: Journal of American Planning, Vol. 35, No. 4, pp. 216-224)

After that, to reduce limitation of children participations, Roger Hart built a model on the basis of Arnstein ladder of citizen that reflection was on children participation through democracy. It was called youth participation. He also said his essay that It is for this reason that there should be gradually increasing opportunities for children to participate in any aspiring democracy, and particularly in those nations already convinced that they are democratic (Roger Hart (1992). Children's participation: from to citizenship. Essay for UNICEF (Innocenti Essay N° 4) According to Harts ladder, Phil Treseders model was invented. Phil criticised Harts ladder and he gave some solution in his model. He added that there is no limit to the involvement of children and youth .Treseder rests his model on Hodgson's five conditions that must be met if youth participation and empowerment is to be achieved.

Among the four models 'Sheir-Pathways to Participation diagram' is the best model of participation. Because this model engages with practical planning and evaluation of children's participation. In all situations, adults can work with children. Through this model, adults can identify children's participation. This model could be used in Bangladesh easily as the whole diagram is well defined in five levels. Every level has three stages of commitment, such as opening, opportunities, and obligations. There is no imaginary or verbose or purposive statement or stages that may not be possible to implement in the field.

Pathways to participation models are different among other models in terms of children's participation. It is more rational and practical. Children's participation in decision making is really challenging. It will not come overnight. Shier's ordered sequence of 15 questions can serve an effective tool for practitioners of Bangladesh. If adults using this model to set their minds to enable children in decision making, then children's participation will increase in Bangladesh. This model can be useful for practitioners while they work with children in school. If children are listened to or adults support them expressing their views in line with this model, then a school goes into a participatory process. Teachers also can learn a lot from children that will help to make effective decisions. This model could help practitioners start building a culture of participation within a setting because the model is not so complex with five levels of participation and three stages of commitments.

Conclusion

Participation activities motivated from an administrative perspective or a citizen perspective on a governmental, corporate, or social level. In this writing general discussion of participation agenda, the importance of participation key dimensions outlined by Sinclair (2004) of participation in decision processes, and reference to other contexts in which participation is of (growing) relevance. Also in this writing said about promoted the participation agenda, issues of Sinclai (2004) and Bac (2009), discuss Barrier and benefit of participation, discuss the participation model and how we promoted our counterexample of kanyal(2004),khoja(2015),Clark and Moss(2001). In future Bangladesh this thing which has learned from the subject of participation should be practice in respective job area. Also, there are involved all of job areas community to ensure a clear concept of participation by sharing experience.

Bangladesh all these above-mentioned participation gradually increasing day to day. Especially in respective work area trying to enlarge the teachers, students, parents, community people, and government officials. Children's rights require a change approach that children and young people and their capacities and involves them as active participants. However, children's rights to participation are difficult to realize in practice. Clarifying the nature and requirements of effective children and young people's participation in international

child protection is challenging. See the all notes Children's rights; in contrast, require the respect and implementation of both the protection and participation of children and young people. If all above mentioned a right way in an above-mentioned way, we ensure children's safe and sequential environment. If all the above mentioned performed in the right way we can ensure a safe and secure environment for children.

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