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Annex H-2.1

Child-to-Child Approach

Child-to-Child

(source: <http://www.child-to-child.org>)

The Child-to-Child Approach is an educational process that links children's learning with taking action to promote the health, wellbeing and development of themselves, their families and their communities. Through participating in Child-to-Child activities the personal, physical, social, emotional, moral and intellectual development of children is enhanced.

Child-to-Child: A Rights-Based Approach

Child-to-Child is a rights-based approach to children's participation in health promotion and development that is grounded in the United Nations Convention on the Rights of the Child (CRC). The Convention's guiding principles of inclusion, non-discrimination and being in the best interests of the child underpin the Child-to-Child approach. We believe in a child's right and responsibility to participate in health and education as well as their right to play.

Characteristics of the Child-to-Child Approach

The following are the characteristics of the Child-to-Child Approach:

- Respects children's views and voices to enable them to grow into responsible adults.
- Advocates for children's active participation that links learning with living and promotes reflection.
- Facilitates children's understanding of development issues and why healthy behaviors are important.
- Includes relevant, do-able and fun activities that promote life skills, confidence and self-esteem.
- Encourages children to take ownership and identify health and development priorities relevant to themselves and their communities.
- Develops children's decision-making and problem-solving abilities in order to take action on identified priorities.
- Develops children's ability to communicate, empathize and cope with difficult circumstances.
- Recognizes children's capacities as change agents, who require the facilitative support but not the dominance of adults.
- Ensures that the personal development of the children implementing activities are as important as those of children with whom they are working (e.g. older children working with pre-schoolers).

Child-to-Child Approaches to Learning and Action

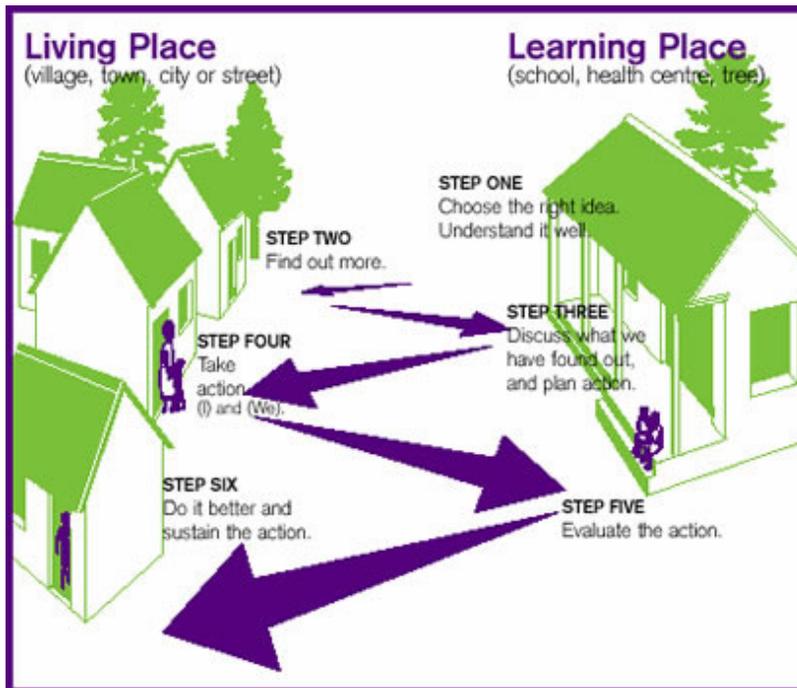
The Child-to-Child approach links children's learning (in or out of schools) with their lives (home and community) so that knowledge translates into behavior and action.

The Child-to-Child matrix shows how a child or children can participate in health and development. Group activities should be integral to the Child-to-Child approach.

One child	}	- spreading knowledge to	}	- younger child/children
or		- teaching skills to		- a same-aged child/children
A group of children	}	- demonstrating by example to	}	- a family/families
		- working together with		- the community

The Child-to-Child Step Approach: A Health Action Methodology

Using a series of linked activities, or 'steps', children think about health issues, make decisions, develop their life-skills and take action to promote health in their communities, with the support of adults.



The Six-Step Approach

Choose and Understand	Children identify and assess their health problems and priorities.
Find out More	Children research and find out how these issues affect them and their communities.
Discuss What We Found and Plan Action	Based on their findings children plan action that they can take individually or together.
Take Action	Children take action with support that they have identified as needed from adults.
Evaluate	Children evaluate the action they took: What went well? What was difficult? Has any change been achieved?
Do it better	Based on their evaluation, children find ways of keeping the action going or improving it.

Child-to-Child is much more than:

- one child helping another child
- older children passing on health messages to younger children
- an approach to peer education
- a one time activity

Child-to-Child is not about:

- children being asked to act as loudspeakers for adults
- children being used to do things adults do not want to should do
- richer children helping poorer ones
- a few children being put into positions of authority over their peers (e.g. as "little teachers")