

## Uitnodiging derde studiebijeenkomst DfC/ECPAT

**Wanneer:** Donderdag 3 december, 11.30-12.30, vergaderzaal.

**Tekst:** Thomas, N. & O’Kane, C. (1998) ‘The Ethics of Participatory Research with Children’ *Children & Society* 12.

### Introduction

Thomas and O’Kane in the current article reflect on the ethics of participatory research. To my mind, this can be read as well as “the ethics of child participation” in general, because in all forms of child participation that involves adult professionals, we as adults are looking to learn something from children. Therefore I think the text is most useful for our deliberating on child participation.

In the article, Thomans and O’Kane discuss the ethical considerations they faced during their studies in the UK with children who were looked after by local authorities. Issues that they discuss are:

1. whether consent has to be obtained from children or from so-called “gatekeepers”, or both;
2. the relation between participation and choice (as we discussed a little in our last meeting);
3. how we as adults can listen to children (being open to their agenda’s?);
4. participation and communication techniques for participation;
5. child participation in analyzing the data (what we discussed as “giving meaning” by children)

Underlying the ethical issues, they argue, is the perspective one takes on children and childhood (p. 338), whereby the text is linked to issues as raised by Jenks (1996).

### Possible points of discussion

- Who gives consent for participation; the child, the adult/gatekeeper, both (p. 339)? What happens when a child wants to participate but the adult/gatekeeper opposes this?
- What are Thomas’ and O’Kane’s principles for (obtaining) consent? Are they similar to DfC’s principles?
- What to do when a child discloses a harmful situation during a participatory activity (for example, confesses to abuse) (p. 339-340)?
- Thomas and O’Kane identify different stages of research where child participation can play a role (p. 340-341). Do we have similar stages in DfC procedures?
- In what way are we at DfC “open to children’s agenda’s” (p. 341-342)? And/or should we be?
- What are important aspects of participatory activities, things to take into account ... ? (p. 342-345)
- How can we involve children in analyzing the data they provide (p. 345)? Do/should we want to do so?