ICCRP
International and Canadian Child Rights Partnership

🔍 **Jargon Buster Glossary of Terms** ✕

🔍 What is the ICCRP

🔍 Children's rights

🔍 Research terms

🔍 **Jargon Buster**

This Jargon Buster Glossary of Terms was inspired and developed by the International and Canadian Child Rights Partnership's Child and Youth Advisory Committee (CYAC) members from Brazil, Canada (Ontario & New Brunswick), China, and South Africa. Young people aged 10-24 were recruited to the CYAC as partnership advisors from 2017-2020. The goal of the Jargon Buster is to support young people's equal and respectful participation in the partnership's research design and implementation. The Jargon Buster helped CYAC members stop meetings when 'research jargon' or unfamiliar or confusing research terms were used. This glossary was updated and distributed to CYAC young people as needed. It has been reformatted in 2023.

Social Sciences and Humanities Research Council of Canada

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Canada

ICCRP

Our research project is named ICCRP. It stands for **International and Canadian Child Rights Partnership**. We have team members and partnerships from Brazil, Canada, China, and South Africa, the United Kingdom, and more! Children's voices and opinions are important when there are changes being made to their protection and welfare. Sadly, child participation is not fully practiced or understood. Our research project looks at the connections between children's rights to participation and protection and how we can monitor them. In other words, we are interested in how we can measure/check children's participation in children protection programs and policies.

Convention on the Rights of the Child

The 1989 United Nations (UN) Convention on the Rights of the Child is the **most successful human rights treaty ever** ratified (when something is signed and then added into law in a country) by 196 countries (UNTC, 2015). (Only the USA has not yet ratified it.) The CRC supported the international legal obligations (where they by law have to follow it) of these countries to **respect, protect, and fulfill the human rights of anyone under 18 years old**. Rights are things that every child should have or be able to do. Rights of the children include rights to development (e.g. education), survival (the right to life), protection (e.g. to be safe), and participation (e.g. to share your opinion and be part of decision-making).

Participation

Participation means **sharing information, talking with and listening to children and youth** in a way that is respectful. Participation can include many different forms of expression, such as poetry, art, drama, writing, etc. Participation is continuous and not just a one-time thing. Participation includes giving feedback to children and youth about how their views influence and have impact on decisions.

Protection

UNICEF (2009) defines child protection efforts as those **"preventing and responding to violence, exploitation and abuse against children** – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage".

The CRC inspired the ICCRP's working definition of international child protection: **Children have the human right to protection from violence, abuse, neglect, and exploitation**, and more generally to support from all sectors in realizing all of their rights and freedoms.

Monitoring

To **observe and check the progress or quality of (something) over a period of time.** It can also assess or evaluate the situation of child right(s). Monitoring involves three main steps: gathering information (data); assessing the data (what does the data mean?); and reporting the results.
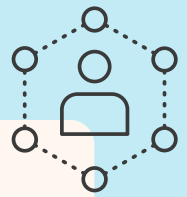
Monitoring & Evaluation (M&E)

Is a process that helps improve performance and achieve results. Its goal is to improve current and future management of programming results and impact. It is **mainly used to assess the performance of projects, institutions and programs** set up by governments, international organizations and NGOs. It establishes links and supports learning between the past, present and future actions.

Key Informants

Are **people who know what is going on in the community**. The purpose of key informant interviews is to **collect information from a wide range of people**—including scholars, practitioners, members of the United Nations Committee on the Rights of the Child (that monitors the CRC), and funders —from different geographical areas, employment sectors, etc. who have first-hand knowledge about the research topic.

Stakeholders

A person with an **interest** or **concern** in something, e.g. children, facilitators of their participation, local decision-makers

Anti-Oppressive Practice (AOP)

To us this means that we are **mindful of those who are marginalized in society** because of their **race, gender, disability, sexual orientation, class, etc.** We will take action when we hear things that are discriminatory, offensive, or oppressive. If we hear something, we will address it with each other and have a conversation about it to learn and grow. We will not use offensive or discriminatory language.

Socio-political Contexts

Concerns or identifies **social and political factors that relate to or influence things or people**. An example of something that is sociopolitical is the issue of environmental conservation, which is influenced by both social attitudes towards "going green" and by political policies by governments that support conservation in society.

Child-centered

Giving **priority** to the **interest and rights of children**

Curriculum

A **subject** or **course** offered at a school, college or university

Canada

Data

Are **facts** or **information** about something or people

Focus Group

A **formal research conversation about the topic involving a group of individuals.** In this project, the focus groups involve play-based participatory activities to gather data and engage young people only.

Interview

A formal research conversation that follows **a list of questions with one or two individuals in order to learn about their understanding of the topic**. In this project, interviews involve adults only.
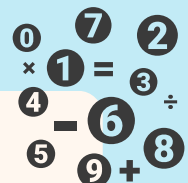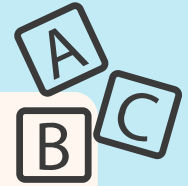
Methodology

Identifies the methods **(types of activities** that support research) used in a specific study or process.

Quantitative data or research methods

Measure something or people by the **quantity or numbers.** An example of quantitative information or data is the number of people who live in a country that would be identified by a national census.

Qualitative data or research methods

Measure something by **quality or describe** how something is experienced. For example, qualitative information or data could describe people's opinions about the nature of violence and the reasons for it.
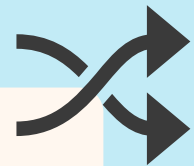
Literature Review

Gathers and assesses the published contributions that relate to a specific topic. The "academic" or "scholarly" literature has **undergone a thorough process of review by academic peers or scholars** (usually people studying or working in universities) to ensure that each piece makes a valuable academic contribution. The grey literature describes other publications that have been produced by non-academics, usually international organisations, non-governmental organisations (NGOs), government or service organisations.

Mixed-methods

Describe the **use of both quantitative and qualitative** research methods to gather information about something or people who are being studied.

Research Design

Describes the **parts of a research project that have been specially chosen to respond to** the research question(s). A research design can involve quantitative or qualitative methods or rely upon both in a mixed-method design. For example, the ICCRP's research design has three phases to examine the monitoring of children's participation in their protection: the first phase involves the creation of the Child and Youth Advisory Committee, key informant interviews, and the literature review.