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Taking the child's perspective

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Propositions accompanying the dissertation

Taking the child's perspective

**Exploring children's needs and participation in the Dutch
child protection system**

Helen Bouma

1. Meaningful participation of children is essential to protect and empower children in child protection, whereas non-participation can leave children in child protection even more vulnerable. (this dissertation)
2. The relationship of professionals with parents is intertwined with their relationship with children and the protection of children. (this dissertation)
3. Also professionals who see themselves as 'just a passer-by' can make a difference in the life of a child. (this dissertation)
4. Children are the experts on their own experiences. (*'Everyone can tell things about me, but they can never... Yes, it feels better when I tell it myself. I am who I am, and you cannot know that, do you understand?'* - 16-year old girl who participated in this study)
5. Children have a lot of knowledge and competences adults don't have, for instance their ability to find creative solutions; there is much to learn from children. (this dissertation)

6. Adequately informing children is essential for children to experience a sense of control and safety. (*'I just like to know what is going on. Also surprises, you know, I can't handle that. I need to be able to prepare myself. Actually many children just have that.'* - 12-year old boy who participated in this study)
7. The required permission of children's parents and/or guardians can go at the expense of children's right to participation. (this dissertation)
8. Long and fragmented child protection trajectories (with the involvement of several organizations and professionals) challenge professionals in building relationships with children and parents, are not child-friendly, and could hinder children's participation. (this dissertation)
9. 'Not everything that counts can be counted, and not everything that can be counted counts.' (Albert Einstein)
10. 'Doubt is the key value of science.' (Sanne Blauw)