

CHILD PARTICIPATION GUIDE

DAY ONE

Relationship Between Adults and Children

Purpose

To discuss the different levels of participation in society

Methodology

Power Walk

Give each participant a card

Call out a set of question, if it applies to card holder they take a step forward, if not, they remain where they are

At the end, ask questions which include:

Who are you

Why are you standing where you are, why

How do you feel being there

What could be done to make you move forward

Questions

1. I contribute to decision making in my household
2. I am aware of the organisations providing aid in my area
3. I can afford health care services
4. I have enough to eat
5. I could go to school
6. When I am in trouble, there is someone I can rely on to support me
7. I can influence decisions at my local municipal level
8. I get to meet officials from ministries when they visit my area
9. I am consulted on issues affecting children and young people
10. I can influence work on an NGO in my area

Childhood experiences and involving children

Purpose

To share personal experiences and how they influence one's attitude towards involvement of children

Methodology

In pairs, participants share their personal experiences of whether or not they feel they participated in decision making on issues that affected them as children.

Feedback from participants on their personal stories

Ask participants, how has your personal experience influenced your attitude towards involving children

Take note of key issues coming up

*Remind participants that they do not have to share experiences if they do not want to

Child participation (definitions and typologies)

Purpose

2.1 Children's Participation — Definitions and Concepts

- **Brainstorming:** Allow 25 minutes to explore key definitions and concepts. Start by seeking the views of participants on their understanding of children's participation.
- Write down participants' responses of what they say children's participation is and is not.

What is children's participation?	What is not children's participation?

UNCRC Child Participation Rights:

- Article 12: The Child's Opinion
- Article 13: Freedom of Expression
- Article 17: Access to Information
- Article 23: Special Support for Children with Disabilities
- Article 29: Education for Responsible Life

'The child has the right to express his or her opinion freely in all matters and procedures affecting the child. The child's views will be given due weight in accordance with the age and maturity of the child.' (Article 12)

- ✓ This right relates to ALL children irrespective of gender, dis/ability, ethnicity, religion etc (Article 2)
- ✓ Need to take children's evolving capacity into consideration (Article 5) [parental guidance]
- ✓ Need to consider what is in the best interests of the children (Article 3)

Plenary discussions (25 min): Provide participants with the opportunity to interpret what Article 12 means and what it does not. Write down their responses on a large sheet of flip chart paper.

- After the activity, compare their responses with what you have already prepared for purposes of reinforcing the importance of Article 12

What Article 12 means	What Article 12 does not mean
<ul style="list-style-type: none"> ✓ Respecting girls and boys as social actors with rights and responsibilities ✓ Being fair – giving children a voice in decision-making processes ✓ Giving children information ✓ Negotiating and explaining reasons for decisions made 	<ul style="list-style-type: none"> ✓ Disrespecting or ignoring the views of adults ✓ Always doing what the child thinks or wants ✓ Only listening to the views of older children

•

2.2 Things to Note about Children’s Participation:

- It is important for participants to know that there are many myths and misconceptions about the rights of children — including the rights of children to participate in matters that affect them.
- Child participation does not mean having children marching in celebratory parades, presenting speeches made by adults on important days or singing and dancing at functions.
- Rather, it means facilitating space for children to initiate and implement their ideas and interact with other stakeholders within a partnership relationship.

The following could be used to further clarify what children’s participation is in order to reach a common understanding.

A Definition of Children’s Participation:

Children’s participation is defined as active engagement of children in all issues that affect their lives.¹ It is a forum for children to think for themselves while expressing their views and empowers them as individuals and as members of a society.

Children’s personal evolving capacities, experience and interest as well as social perceptions towards them play a key role in determining the nature of their participation.

¹ Getting it Right for Children CRP Guide, 2007

Why children's participation is important

- Introduction, group work and discussion (total 35 min)
- Introduction (5 min): Introduce this session by linking it to the previous session on definitions and concepts.
- Group work (20 min): Divide participants into groups and let them discuss why in their opinion children's participation is important. They should write down their responses on a flip chart.
- Plenary Discussion (20 min): After group discussions, allow time during plenary for a general discussion on group outputs. During the plenary, you may want to ensure that the points below are highlighted and discussed. Emphasise them if they are not.

Child Participation from a Child Rights Programming Perspective

- Participation is a key principle of CRP
- Children are right holders empowered to claim their rights
- Duty bearers should be prepared to listen to children
- Girls and boys should be informed and actively involved in all stages of the programme cycle
- Recognise children in context and promote children's participation rights in a range of different settings (recognising the diversity of childhood)

Barriers to child participation

Purpose

To identify barriers to meaningful child participation and how they can be overcome

Methodology

Circle analysis

Working in groups, let participants discuss what hinders children's participation using a circle analysis — right from the child him/herself, at the family, community/school and the ward level as well as at the provincial and national level. The circle analysis in this context is whereby participants draw circles on a large flip chart paper from a small circle in layers with bigger circles going out. In the smallest circle, participants write down the barriers to children's participation at the lowest geographical level, which is the family. For each circle, going out a geographical setting will be discussed and the barriers for that setting written in the particular circle.

Standards of Child Participation (*See Handout 5.1.2 Annex 3 For Handout*)

Introduction (10 min): Inform participants that through time and experience, some guiding principles have been developed to ensure consistent, high quality child participation practice that is safe and meaningful. Practice Standards in Child Participation include:

- Ethical approach – transparency and honesty
- Relevant and voluntary
- A Child friendly, enabling environment
- Equality of opportunity
- Staff are effective and confident
- Participation promotes safety and protection of children
- Follow-up and evaluation

Group work (40 min) in groups, participants do the following:

1. How would you describe these 7 principles to members of the community? (each group works on only one principle)
2. Assign each group one scenario and let them come up with ways of dealing with it.

Scenario 1: A consultation about a new project is being coordinated in the local community. Young girls and children with disabilities are being excluded from the consultation process.

Scenario 2: Children and young people have been involved in a research project and are ready to make their results public. Their views are not the same as those of adults in the community.

Scenario 3: One children's group in the area is constantly being selected to represent children and young people.

Scenario 4: Children have been invited to participate in an important conference outside their District. Parents have concerns about their children's participation.

Plenary Discussions (30 min): Allow discussions of group outputs to enrich understanding of the standards of child participation. Each group should also be given some time to share how they would handle the scenario assigned to them for others to learn from and / or provide other ways of dealing with the situation.

Closing of Day One

Day closes with participants evaluating the day's sessions by exploring the following:

1. What went well?
2. What did not go well and why?
3. What are your suggestions for improvement

Day Two

5 Session Five

5.1 Typologies of children's participation (*see Handout 5.1.3 annex 4*)

Introduction (15 min): Using power point highlight key elements of the Hart's Ladder of Participation

1. Manipulation
2. Decoration
3. Tokenism
4. Assigned but informed participation
5. Consulted and informed participation
6. Adult-initiated participation
7. Child initiated
8. Shared decisions with adults

Group work (50 min): After introducing Harder's Ladder of Participation, let participants explore in groups how the Ladder applies to their work with children. Where (at which rung of the ladder) would they say they are presently? Where would they like to be six months from now? And how would they get there? (Let participants indicate if their work does not fit anywhere on the ladder.)

Group work (40 min): In groups, participants come up with different scenarios where the different levels of participation are reflected. In plenary, let each group present one scenario.

6 Section Six

6.1 Barriers to effective children's participation

7 Session Seven

7.1 ASSESSMENT OF RISKS BEFORE INVOLVING CHILDREN IN ACTIVITIES (*See Handout 5.1.6 & 5.1.7 Annex 6 and Annex 7*)

Risk Mapping

Risk Mapping enables girls and boys to identify positive and negative aspects of their local communities, their clubs, etc. Girls and boys can also use the tool to assess which kind of risks they are likely to face when they go out during an activity. This would enable them to propose/take appropriate measures to safeguard themselves against such risks.

There are different categories of mapping, which you can use for identifying issues. They include among others resource mapping, risk mapping, wealth ranking using mapping and others. All are useful, depending on the purpose and the situation.

Required Time: 60 Minutes

Process

- Give a group of participants a large piece of paper and pencils. Ask them to draw a map of their community showing all the important places in their community. Ask them to draw places where they feel safe in their community. Let them also discuss, why they feel safe. Participants should also indicate places they feel unsafe. Like in the previous case, let them discuss why they feel unsafe. As they discuss, ask one of them to take notes.
- Different symbols or colours should be used to show safe and unsafe places. Remember that safe and unsafe places will also include the kind of people and activities found in those places. You are welcome to use other symbols and colours for other issues that may arise and need to be shown on the map.
- Using the map, let participants propose/make suggestions how unsafe places could be made safe for children's participation. Enable group discussion on the issues raised.
- Tell them to hang their reports for gallery for discussion if necessary.

Material Required: flip chart paper, masking tape, an assortment of coloured pencils or markers, chalk

Note: The drawing process and the maps are not the ultimate ends. They should be used by participants for further analysis as a source or reference material. The map is a useful resource when designing interventions or even monitoring or evaluating the impacts/changes of your intervention.

Group work 1: You are taking a group of girls and boys camping for three days in a village for an activity. Do a risk mapping of the village to identify areas in this village that are safe and those that are unsafe for the camping. Also, assess the risks of having both girls and boys together at the camping site. What measures would you take to ensure the safety of the children?

Group work 2: Dividing participants in groups, let them work on this scenario: You organisation is taking children away from their homes to a child rights workshop in very busy town. These children have never been to this town before. Categories of children invited for the workshop include girls and boys as well as children with disabilities. What steps would you take to ensure that the children are not exposed to any risks?

8 Session Eight

8.1 Children's Feedback Sessions: How to Effectively Work With Children

The session should be linked to what was learnt in the earlier sessions in Day 1 and 2

8.2 Setting an Enabling Environment for Working with Children:

Working with children is very different from working with adults. Similar to planning a workshop for adult participants, there are a few things to consider in order to meaningfully involve children in participatory activities. Younger children demand much more attention than older children. When working with children, one need to create an environment that would keep them constantly motivated to enjoy the activity they are participating in.

- When working with children, it is critical to involve them in activities they can easily relate to. This requires a lot of creativity and patience.
- To communicate their ideas, children love to draw. Children's drawings may not mean much to adults; but certainly, for the children, they convey a message. Always give children a chance to explain what the pictures they have drawn mean.
- Use of a variety of coloured materials, e.g., coloured pencils, crayons, markers, manila paper, play materials, etc.
- Write as clearly as possible. Use capital and/or bold letters whenever you write on the chalkboard or a flip chart.
- The activities children are involved in need not be long. Ideally, they should be about 30 minutes for children between eight and eleven. Older children would equally be distracted if any activity is too long. If an activity is long, you may consider having intervals — by doing a game or a song or an energiser. Remember, children love to work while they play.
- Activities prepared for children should always be appropriate to their age.
- Make the activities with children as participatory as possible; try to capture the attention of those who are distracted back to the activity in a friendly way. Remember, their participation is voluntary.
- Always work with smaller groups of about ten children — and attend to every question that they raise. Good listening skills are very crucial.
- For every task accomplished, thank that child. You may consider to have other children to congratulate their friend, e.g., using a different style of clapping for a different child.
- When communicating with children, use a language that is very basic and easy to understand. Where need be, use a local language in order to communicate effectively to children. If you do not speak the language, ensure that you have a translator. Always talk to children in a friendly tone.
- When choosing a venue for children's activities, ensure that it is spacious enough to allow them to move around and play. A spacious room is ideal for putting up children's work. Working in an open space, e.g., in a garden, is always the best option when working with children.
- A venue away from distractions, e.g., bars, dancing, cinema and video halls, etc., would be most ideal for holding a meeting with children.

8.3 Preparing Children for Giving Feedback to Adults

Key Messages during Briefing Session to Adults Prior to Children's Presentations

It is critical to hold a briefing session with adults who will be attending the children's presentation to explain the process that the children have gone through over the past day and to ensure that the adults understand that:

- We are very happy that they have taken the time from their schedules to come and listen to what children have to say about their programmes.
- The children have been invited to give this feedback because we are interested in their viewpoints, we believe they have valuable insights to share with us, and because they have a right to have a say in issues that affect them.
- Over the past day they have grown in confidence and have trusted the process enough to be frank and honest in what they have told us. We expect they will do so in their presentations as well.
- The honesty and frankness of their presentations however may make some adults feel uncomfortable especially if there are criticisms against programmes or how the programmes are running; please remember that this process is not meant to criticize but rather it is meant to help you to strengthen your programmes.
- It is important therefore to listen to and appreciate what the children have to say even if they do not say it the same way adults would; remember that they do not yet have the same language or diplomacy skills and thus, they simply say things how they feel and see them.
- This feedback process and the confidence the children have gained as a result gives the children a strong sense of self-worth, but it is also very fragile, and it will not take much for an adult authority figure to erode the good feeling that children have about the work they have done over the past day.
- Therefore, while it is good to seek clarification and ask questions of the children, it is not good to challenge their viewpoints harshly or to demand evidence or proof in the event that allegations are made; remember these are their viewpoints and it is now up to programmers to take the information and discuss how best to act on it.
- It is also important not to lecture children today about the importance of education, their futures, or their behaviours. They have shown us over the past day that they have very good insights about these issues. Today is their day and they have something to say. We have given them the space to do this, but it will be very important for them to leave here feeling that they have spoken and that they have been listened to, rather than the other way around
- Please do not make promises to children about what you will do after the meeting to address their concerns, unless you're certain you will follow through with them. We have heard children in other meetings express concern that promises are made by adults, who then don't follow through with them. Children understand about resource problems, so you can be frank with them about this. On the other hand it is important for children to know that their input is being taken seriously and that they leave the meeting with a sense of what you can and will follow up on. Therefore, it would be good to end the meeting with some commitment by stakeholders about how you will follow up on what the children have presented, but please be honest with them about this; and if you can't implement some of their recommendations, or if you need time to discuss them with your teams, simply tell them so. And remember that often the

recommendations do not need more resources, they simply require programmers to change the way they operate.

- It is our job as facilitators to make sure that the children's best interests are protected at all times, and we feel confident that you will respect this as well. If however, at any point we do feel that an intervention by someone in the audience may, or is causing the child or children to feel embarrassed, afraid or ashamed, it's our responsibility to step in to protect the child, and we will do that.

8.4 Ensuring That Children Are Protected During the Feedback Process

- Discuss with children the risks associated with identifying people by name during their presentations to the adults, especially if it is in a bad light. This does not mean however, that facilitators should ignore allegations that children make of abuse or inappropriate behaviour by agency staff or others. Getting more details of this information should be done quietly with the child at an appropriate moment, and in a safe place.
- Help prepare the children for the presentation to the stakeholders by discussing it with them ahead of time. Ask if they have any concerns about their presentations or about the stakeholders' reactions to what they have to say, and help them think through this so they can be prepared. But don't try to make them change their presentation. One strategy used in other meetings has been that if the main child presenter is asked a difficult question by a stakeholder, he/she may choose to consult for a few minutes with the other children, to give a group response, rather than an individual response. This gives the child a few minutes to get over any apprehension he might have and the consultation process means that the entire onus for the response is not put on one child alone.
- The facilitator must tell the children about the briefing with adults. Explain that adults might still want to lecture them or ask difficult questions. As such, children need to be prepared for it. Assure the children that you will be there to protect them need be.
- Despite the briefing session that is given to stakeholders prior to the children's presentation, adults may still attempt to interrogate, inappropriately challenge or begin lecturing children. It is paramount that the facilitation team be prepared to deal with this, to ensure that an individual child or the whole group is protected from inappropriate interventions by adults. This requires a commitment by facilitators to put the children's interests above the interest of the adults, through timely, sensitive and diplomatic intervention. Under no circumstances should a child's dignity or safety be compromised in the interest of giving way to an authority figure that begins to undermine a child or the group of children. The feedback meeting needs to end with children feeling; they have spoken and been listened to, not the other way around.

8.5 Review Practice Standards for Children's Participation (Link to Day 1)

Discuss the Practice Standards with the participants again and write down on flip chart paper. Stress how important it is for the children to also know what these Standards are.

Adapting the Standards to a version that is easier for children is very crucial for children to know when and how they can participate. In other words, children need to clearly understand what their rights are during participation. It is important for the children to receive and understand information about an activity before they can take part in it.

Closing of Day Two

Day closes with participants evaluating the day's sessions by exploring the following:

4. What went well?
5. What did not go well and why?
6. What are your suggestions for improvement

Day Three

9 Session Nine

9.1 Involving Children in the Selection of Beneficiaries

Just like in any other process, involving children in the selection of beneficiaries is very crucial. Children usually have very credible views, which if used, can positively impact on decisions made in matters that affect them. In selecting beneficiaries, there are three stages to consider, namely:

- Setting a criteria, i.e., determining the kinds of children who need support
- Identifying children or households with these children who fit the agreed criteria
- Vetting children or households identified to come up with a list of beneficiaries
- Process of setting criteria
 - ⇒ Use a group discussion with children.
 - ⇒ Let children brainstorm to come up with a list of the kinds of children that need support in different sectors, e.g. education, health, etc.
 - ⇒ After the children have come up with a long list, get them to categorise the list into specific categories. Remember, children's list may contain children, for example, who have either lost one or both parents. These could be put under the category of orphans. Such characterization could be done with other categories of vulnerable children who need support. These broader categories become the criteria that will be used to guide in selection of beneficiaries.
- Process of identifying beneficiaries
 - ⇒ Prepare with interview and documentation skills to carry out the process of identifying beneficiaries.
 - ⇒ Supported by adults, let the children conduct a door-to-door survey using the set criteria. Let them identify children and households with children who fit the agreed criteria in their villages.
 - ⇒ Have the children compile a list of children or households which fit the criteria. This becomes the preliminary beneficiary list.
- Process of vetting beneficiaries

- ⇒ Organise a children's forum; and invite other children in the village to attend.
- ⇒ Have one child who participated in the survey, present the preliminary list to other children.
- ⇒ Using the criteria agreed upon earlier on, have all children vet the names of children or households with children on the list.
- ⇒ As they vet, let children record reasons for accepting or rejecting names of children or households on the list. It is this final output from children which would be considered as a semi-final list of beneficiary.

Group work (20 min): Divide participants in groups and have them work on the following scenario: An assessment was conducted to find out what the situation was in Bulawayo. Based on its findings, the project would like to support vulnerable children to go to school. In your group, come up with a list of beneficiaries prioritizing identified children in order of their vulnerability. It is important that your group first defines which (groups of) children are vulnerable.

9.2.1 Child Friendly Methodologies

9.2.2 Body Mapping

Objective: To identify changes for children achieved through an action initiative

Required Time: 60 min

- **Process**

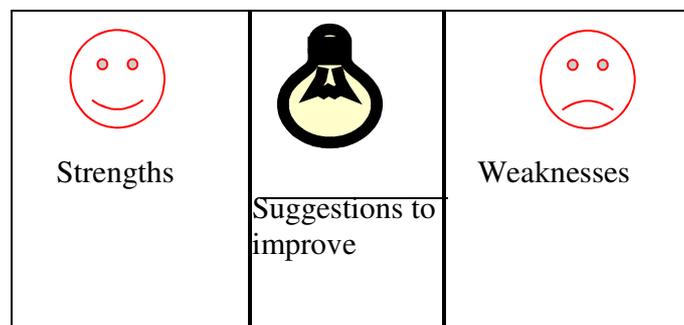
1. Find a clean area on the ground or place large sheets of paper on the floor. Ask for a volunteer child to lie on the sheets so that the shape of their body may be drawn around. Draw around their body shape with chalk or (non-permanent!) pencils/pens.
2. Enable the children to sit around the 'body' shape. Draw a vertical line down the middle of the body. Explain that this child is a girl or boy from their community, however, the left hand side is the child BEFORE their action initiative, and the right hand side represents the child AFTER their action initiative.
3. Encourage the child to think about any changes in children in their community before and after their action initiative and record the children's ideas on the body through images or words. Use the body parts to facilitate discussion on different changes BEFORE /AFTER in relation to:
 - a. The *head*: any changes in what children think about/ worry about/ feel happy about?
Any changes in the way adults think about children?

- b. The *eyes*: any changes in the way children see their world/communities/families/themselves etc? Any changes in the way adults see children?
 - c. The *ears*: any changes in what they hear? Any changes in how adults listen to them?
 - d. The *mouth*: any changes in the way they speak? Any changes in the way adults speak to them?
 - e. The *heart*: any changes in the way they feel? Any changes in the way adults feel about them?
 - f. The *stomachs*: Any changes in their stomachs?
The *hands and arms*: any changes in what activities they do? Any changes in the way adults treat them?
 - g. The *feet and legs where do they go*: Any changes in where they go?
4. Discuss the changes achieved. Also discuss any challenges faced during the action initiative and what they can do to improve their efforts.

Material Required: Flipchart paper, an assortment of coloured pencils or markers and masking tape

9.2.3 H-Assessment

- **Objective:** To identify the strengths and weaknesses of actions and initiatives as well as to suggest ways in which to improve them. It is called ‘H’ assessment because of its shape. It can be used for internal assessment of children’s groups
 - **Required time:** 30 minutes
 - **Process**
1. Let the children, as shown, make the shape of ‘H’ in the middle of a large sheet of flipchart paper. When they are done, let them write down the name of their initiative.



--	--	--

2. Ask children to list the strengths of their initiative (what has worked well, what has achieved positive change for children etc).
3. Ask the children to think about and list the weaknesses of their initiative (what has not worked so well, any negative impact on children etc).
4. Children and young people should share and list their suggestions of what they can do and/or what support they need to receive to improve their action initiative.

Material Required: Flipchart paper and pens

Note: Consult handouts for other child participatory tools

Closing of Day Three

Day closes with participants evaluating the day's sessions by exploring the following:

1. What went well?
2. What did not go well and why?
3. What are your suggestions for improvement

Day Four

10 Session Ten

10.1 Children's Participation in Decision-Making

- Objective: To present different modes through which children can participate in decision making

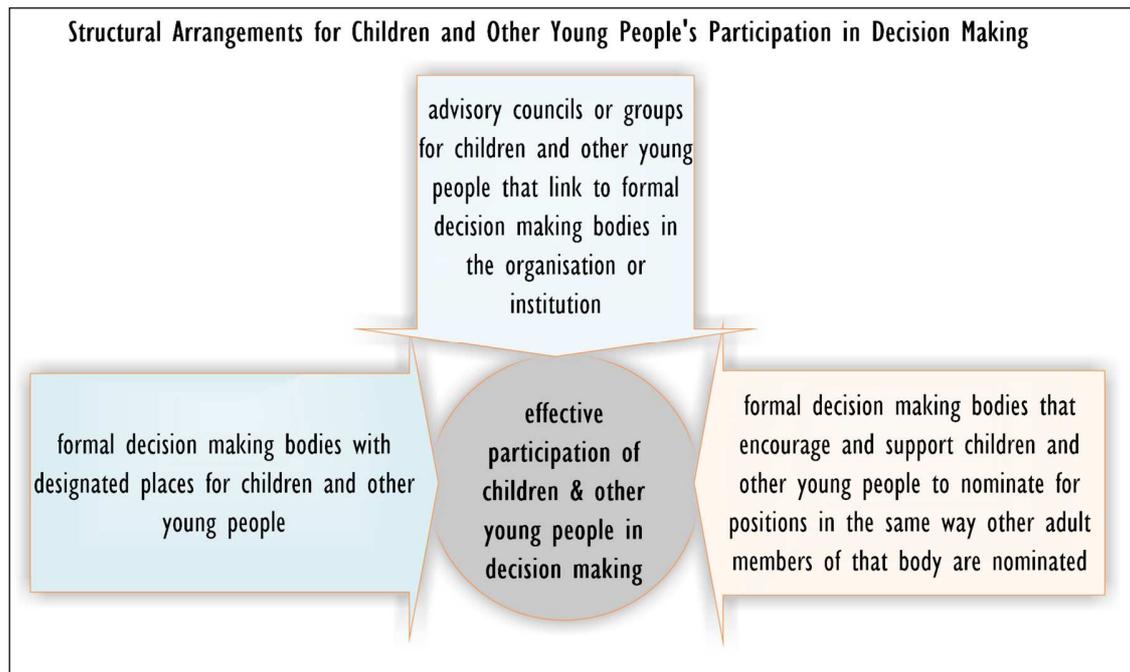
- Introduction (10 min): Before presenting the structural arrangements for children's participation in decision making, this session begins by highlighting the opportunities available and some key questions as shown.
- Providing opportunities to children to participate in decision making in any policy environment, organisation and programme is one of the key principles of good practice in children and young people's empowerment and development.²
- Key questions arise — namely, how do we increase participation of children in decision making and advocacy? How do we ensure that their participation is meaningful to bring about the desired change that is in line with the views of children?

⇒ One way is to ensure that appropriate structures and mechanisms are in place to facilitate children's participation in decision making processes.

Different organisations have taken on different structural arrangements to facilitate children and other young people's participation in decision making. These can be grouped in three broad categories as indicated in the diagram below (Present the diagram using power point).

Structural Arrangements for Children and Other Young People's Participation in Decision Making

² AUSYOUTH, <http://www.thesource.gov.au/ausyouth/pdf/learning-from-young-ppl/5-partcptn-decision-making.pdf>.



Explanations for the three structural arrangements

Advisory councils for children that link to formal decision making bodies in the organization: This is an all children and young people's advisory council or group that meets separately. Usually there is another decision making body whose members are adults. Overall, the link between the children and young people's advisory council and the other decision making body is critical to the effectiveness of the council or group.

The following should be considered for the advisory council or group to be effective:

- The advisory council or group should be a resource for the other decision making body in the organization or institution. Children should be consulted about any issues under discussion.
- Information should be communicated down the chain.
- Children's views should be heard and taken into consideration. Provide constructive responses and realistic feedback when children make suggestions.

Formal decision making bodies that have designated places for children and other young people: In this case, the decision making body has a specific number of children's representatives as members. For example on a body of 10 members, 5 places could be reserved for children while 5 are occupied by adults.

Formal decision making bodies that encourage and support children to nominate for positions in the same way other adult members of that body are nominated: In this case, there are no designated places for children. Children go through similar procedures as

adults to secure places on the decision making body. There is no guarantee that children and other young people will be part of this decision making body.

It is therefore crucial that you determine which structural arrangement — given your context — works best to facilitate effective participation of children and other young people in decision making processes.

Group work (30 min): In groups, participants either discuss the question “Once appropriate structures for children’s participation in decision making are in place, how do we ensure quality and inclusive participation of children in decision making and advocacy?” or “How do we ensure effectiveness of ‘Junior Councilor’ and ‘Children’s Parliament’ structures in facilitating children’s participation in decision making and advocacy?”

Allow time for a plenary discussion after groups have generated a number of suggestions.

Some key suggestions — In case they don’t emerge from the group discussions, the following issues will need to be highlighted:

- Open opportunities to participate in decision making processes to all children and other young people whether in their organisations (e.g., in clubs or associations, etc.) or programmes targeting them.
- Circulate available and upcoming decision making opportunities or positions throughout the group of participating children to enable all those interested an equal chance, rather than adult leaders selecting one or several children to participate in decision making.
- Put in place a clearly defined and fair selection process to identify the few who will participate in decision making
- Encourage and support children selected to participate in the organisation’s or programme’s decision making processes to consult with other participating children and young people. It is also important that a feedback mechanism be set up to allow children in decision-making to feedback information and learn from other participating members to facilitate a wider learning and information sharing environment.
- Make information about how children might get involved in decision making processes available to all of them.
- Devise decision making processes that are friendly to children. The formal decision-making processes of organisations and programmes — with lengthy agendas taking on the same format from meeting to meeting — can put off children and discourage involvement and discussion.
- Involve young people in setting the agendas.
- Train, support and mentor the children who are participating for the first time in formal meeting procedures, e.g. how to run meetings etc. It is also important that opportunities and support, such as mentoring on how to learn about decision-making structures and processes as well as how to participate are available to all participants.

- Make children experience success from their participation in decision making by taking up and acting upon their ideas.

Session Eleven

11.1 Who Is an Ideal Facilitator to Facilitate Meaningful Children’s Participation?

Provide participants with (4) large sheets of flip chart paper stuck together. On it, sketch a body map. Let them work in groups and present their work in plenary.

Session Twelve

12.1 Action Planning To Mainstream Child Participation in the Project Cycle (Design, Implementation, Monitoring & Evaluation, Decision Making)

Mainstreaming Child Participation into programming

Name of Project / intervention:	Activities in each cycle	Spaces for children to participate/ methodologies	Indicators
Design/planning	e.g., preliminary consultations, baseline	FGD with children, using body mapping	Views of children incorporated in planning process
Implementation			
Monitoring & Evaluation			
Feedback			

The matrix above is meant to show opportunities/spaces where children can be involved in the project cycle, right from the design to the evaluation stage. This will ultimately result into the mainstreaming of children’s participation into programming. In this case, children not only benefit from projects as beneficiaries; but they are involved in all the stages of the project cycle which ensures that the processes adhere to the needs of children as beneficiaries.

12.2 Next Steps

At this point, participants engage in action planning on how they would like to prioritise children’s participation in their (future) work.

Session Thirteen

Conduct a post workshop quiz to assess the extent to which participants have grasped the principle of children's participation. Thereafter participants do end of workshop evaluation.

Annexes

Annex 1: Pre workshop Quiz

Knowledge and Concepts of Children's Participation

Time: 10 minutes

Name: _____ Position: _____ Date: _____

State whether TRUE or FALSE, by circling the correct answer

1. Children's participation is having a voice and being heard in a meaningful way.
(a) TRUE (b) FALSE
2. The UNCRC does not establish a minimum age of children's participation.
(a) TRUE (b) FALSE
3. The UNCRC gives children the right to veto decisions made by adults.
(a) TRUE (b) FALSE
4. To involve a child in an activity, you do not have to seek permission from a parent or guardian if the child does not want to.
(a) TRUE (b) FALSE
5. Children are easily manipulated, so we should protect them from participating in activities organised by adults.
(a) TRUE (b) FALSE
6. Children do not remain children, but will grow up; so, the problem of their participation in decisions that affect them will be solved when they become adults.
(a) TRUE (b) FALSE
7. Child protection outcomes improve when children's opinions are listened to.
(a) TRUE (b) FALSE
8. There are various perceptions of 'who a child is' in different communities; therefore, social definitions can override legal definitions in enforcement of child related provisions by state and non-state authorities.
(a) TRUE (b) FALSE
9. Children are represented by their elders, so there is no need to involve them.
(a) TRUE (b) FALSE
10. Children participate whenever they speak at adult conferences.
(a) TRUE (b) FALSE

Annex 2: Answers to Quiz

1. (a) TRUE

2. (a) TRUE: It refers to children's evolving capacities to be involved in decisions that affect them.
3. (b) FALSE: But it requires adults to seek out children's views, and to take them into account.
4. (b) FALSE: Permission **MUST** be sought at all times. You may need to talk to the parent about the importance of his/her child's participation in the event.
5. (b) FALSE: We should not exclude them; but we must have appropriate safeguards and standards. Participation improves skills in representing view clearly.
6. (b) FALSE: We need to involve younger children routinely, so that the practice of participation is institutionalised.
7. (a) TRUE
8. (b) FALSE
9. (b) FALSE: Children do not always see things the way adults do. Their point of view is valuable.
- (10. FALSE: Only, if the process leading to the conference is participatory. Children should not deliver speeches prepared for them by adults. They should be heard, and their opinions taken into account.

Annex 3: Practice Standards: Ensuring Quality Participation

Seven practice standards³ to guide children's participation

1. An ethical approach: transparency, honesty and accountability
2. Children's participation is relevant and voluntary
3. A child-friendly, enabling environment
4. Equality of opportunity
5. Staff are effective and confident
6. Participation promotes the safety and protection of children
7. Ensuring follow-up and evaluation

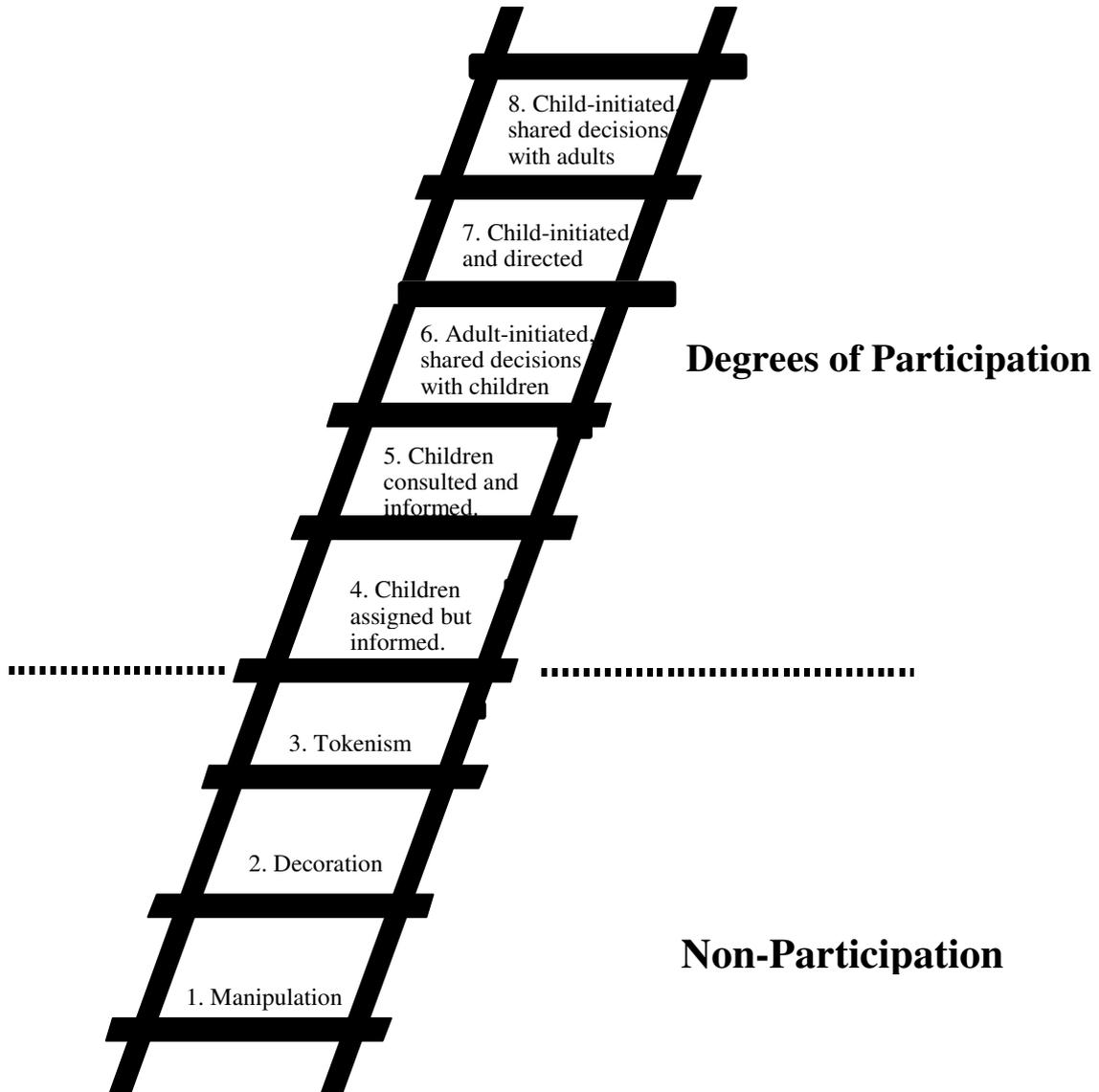
³ A more in-depth exploration of these practice standards can be found in *Practice Standards in Children's Participation*, Save the Children, 2005.

Annex 4: Typologies of Children's Participation

Hart's Ladder of Participation

1. **Manipulation:** young people are manipulated, adults rule and make all the decisions
2. **Decoration:** involvement of children is just a show or window dressing
3. **Tokenism or symbolic participation:** children are involved as part of a process to merely show that children are represented. They are not consulted nor are their opinions taken into consideration
4. **Children assigned and informed:** children are invited, assigned or given tasks by adults and are informed of the significance of the project.
5. **Consultation:** adults initiate the activity, children are consulted and their views respected. Children fully understand what is being done and why
6. **Adult initiated:** adults initiate the activity and children are involved in planning and implementation and have a role in decision making.
7. **Child initiated:** children lead and initiate action supported by adults. Children initiate the idea and consult adults in its execution.
8. **Share decisions with adults:** children in charge and they initiate the activities and decide how it will be carried out. Adults are available and only play supportive and facilitative role.

The Ladder of Children's Participation



From: 'Children's Participation: from tokenism to citizenship' by Roger A. Hart, Innocenti Essays No 4, UNICEF, 1992.

Westthorp's Model of Participation⁴

1. **Ad hoc or unstructured input:** involves information being passed between young people and an organization and its decision makers, e.g., youth weeks, speak outs, suggestion boxes, information sessions, discussions with staff.
2. **Structured consultations:** involves information being passed between young participants and decision makers, e.g., workshops, discussion groups, forums, focus groups, cooperation with youth organisations, survey, etc.
3. **Influence:** Once an organization guarantees that young people can have formal input in decision making, some level of influence is assured. This may take place in a number of fora, e.g., youth advisory groups, youth representatives on decision-making structures, etc.
4. **Delegation:** Young people are given responsibility for a particular task or an aspect of an organisation's work, e.g., appointing a youth spokesperson, employing young people, establishing youth sub-committee structures, etc.
5. **Negotiation:** Young people have some bargaining power and decisions should be both acceptable to them and to those with the ultimate power of decision making, e.g., mentoring, appointing youth advocates to negotiate between adults and young people, integrating young people into existing structures, etc.
6. **Control:** Young people make all crucial decisions, e.g., youth-led groups without adult involvement, central involvement of young people in planning and strategic direction setting, and adults solely occupying support roles.

Rajani's Model of Adolescent⁵ Participation

Young people can participate at different levels taking on different roles — from the personal to the global, and in a range of institutional settings, from within the household and school to becoming involved in councils and international conferences. For meaningful adolescent participation, the following considerations must take into account:

1. **Setting:** While all settings are likely to be of relevance; some are likely to be more so than others, e.g., schools may be the most significant setting for young people because they spend most of their time there. Participation that is embedded in the major institutions and processes of young people's lives is more likely to have a deeper impact and to be sustainable.
2. **Frequency of participation:** One time events have limited value if they are not linked to ongoing processes. Special events, e.g., surveys or conferences, can provide useful opportunities for adolescent participants.
3. **Rationale for selection of participants and transparency of the process:** There is always a tendency to focus on particular groups or categories of children (e.g., older children) in the context of national and international conferences — often

⁴ Adapted from The African Child Policy Forum, 'Youth Participation: Concepts, Models and Experiences'

⁵ Adolescents are taken to be young people aged 10-19 years old

- neglecting local critical spheres (e.g., village primary school, out of school children, etc.)
4. **Young people often thrive in different types of settings:** It is important to focus not only on settings such as schools or organised youth groups that are more accessible for those who create space for youth to participate; rather, participation can be particularly meaningful in unusual settings where youth culture flourishes.
 5. **Youth participation should not be limited to marginal settings:** The right to participation in part implies the right to choose the spheres and parameters of participation. It is therefore important not to limit young people's participation by focusing on domestic, limited or alternative settings. Young people should be enabled to participate in as many and diverse settings as they desire, to the maximum extent of their competence.

Annex 5: Practice Standards in Children's participation

© International Save the Children Alliance 2005

Introduction to practice standards in child participation

What are practice standards?

Practice standards¹ are statements that describe an expected level of performance. These practice standards state what children and others can expect of Save the Children's practice in child participation.

They are designed to apply to all Save the Children's child participation work and represent minimum expectations of the ways in which staff will behave and operate.

These practice standards have been developed through years of experience

supporting children's participation at both the local and global levels. This final set of standards is based on feedback and consultations with Save the Children staff, partner organisations and children in various countries and community settings.

Why practice standards?

The primary purpose of these practice standards is to ensure consistent, high quality child participation practice throughout Save the Children's programmes. They aim to provide a framework that gives guidance and direction first and foremost to field staff in continuously improving their participatory practice. They are also intended for sharing with partners and others as the basis for dialogue about ways to ensure meaningful children's participation.

The standards can be used to:

- assist Save the Children staff in assessing their practice in child participation and identifying areas of improvement
- inform training and other approaches to competency that ensures that staff working with children have the attitudes, skills and confidence required to deliver the practice standards
- provide a basis for accountability and challenge if practice falls below a certain standard
- review and evaluate current practice and identify goals for the future
- establish a safe and meaningful environment for the participation of children and minimise the risk to children from involvement in participatory practice
- share Save the Children's understanding of meaningful

children's participation with children's organisations and other partners.

Using these practice standards

These practice standards are intended to guide the practice of staff working to support children's participation. Each standard is accompanied by a set of criteria that can be used as indicators to see whether or not the standard is being met. The standards are designed to be relevant and achievable. At the same time, given the enormous

Guiding principles

Save the Children supports meaningful, good quality children's participation that gives children a genuine opportunity to express their views, be involved in decisions or take action. The practice standards should be interpreted within the context of the following general principles

derived from the UN Convention on the Rights of the Child.

- Children have rights to be listened to, to freely express their views on all matters that affect them, and to freedom of expression, thought, association and access to information.
- Measures should be put in place to encourage and facilitate their participation in accordance with their age and maturity.
- Participation should promote the best interest of the child and enhance the personal development of each child.
- All children have equal rights to participation without discrimination.
- All children have the right to be protected from manipulation, violence, abuse and exploitation.

Definitions

Child/Young person

Following the UN Convention on the Rights of the Child, a child means every human being below the age of eighteen years.

Participation

Participation is about having the opportunity to express a view, influencing decision-making and achieving change. Children's participation is an informed and willing involvement of all children, including the most marginalised and those of different ages and abilities, in any matter concerning them either directly or indirectly. Children's participation is a way of working and an essential principle that cuts across all programmes and takes place in all arenas – from homes to government, from local to international levels.

Overview of practice standards in child participation

Standard 1

An ethical approach: transparency, honesty and accountability

Standard 2

Children's participation is relevant and Voluntary

Standard 3

A child-friendly, enabling environment

Standard 4

Equality of opportunity

Standard 5

Staff are effective and confident

Standard 6

Participation promotes the safety and protection of children

Standard 7

Ensuring follow-up and evaluation

Standard 1

An ethical approach: transparency, honesty and accountability

What

Adult organisations and workers are committed to ethical participatory practice and to the primacy of children's best interests.

Why

There are inevitable imbalances in power and status between adults and children. An ethical approach is needed in order for children's participation to be genuine and meaningful.

How to meet this standard

- Girls and boys are able to freely express their views and opinions and have them treated with respect.
- There is clarity of purpose about children's participation and honesty about its parameters. Children understand how much impact they can have on decision-making and who will make the final decision.
- The roles and responsibilities of all involved (children and adults) are clearly outlined, understood and agreed upon.
- Clear goals and targets are agreed upon with the children concerned.
- Children are provided with, and have access to, relevant information regarding their involvement.
- Children are involved from the earliest possible stage and are able to influence the design and content of participatory processes.
- 'Outside' adults involved in any participatory processes are sensitised to working with children, clear about their role and willing to listen and learn.
- Organisations and workers are accountable to children for the commitments they make.

- Where the process of involvement requires representation from a wider group of children, the selection of representatives will be based on principles of democracy and non-discrimination.
- The barriers and challenges that participating children may have faced in other spheres of their lives are considered and discussed with the children involved to reduce any potential negative impacts from their participation.

Standard 2

Children's participation is relevant and Voluntary

What

Children participate in processes and address issues that affect them – either directly or indirectly – and have the choice as to whether to participate or not.

Why

Children's participation should build on their personal knowledge – the information and insights that children have about their own lives, their communities and the issues that affect them.

Recognising their other commitments, children participate on their own terms and for lengths of time chosen by them.

How to meet this standard

- The issues are of real relevance to the children being involved and draw upon their knowledge, skills and abilities.
- Children are involved in setting the criteria for selection and representation for participation.
- Children have time to consider their involvement and processes are established to ensure that they are

able to give their personal, informed consent to their participation.

- Children's participation is voluntary and they can withdraw at any time they wish.
- Children are involved in ways, at levels and at a pace appropriate to their capacities and interests.
- Children's other time commitments are respected and accommodated (eg, to home, work and school).
- Ways of working and methods of involvement incorporate, and build on, supportive local structures, knowledge and practice and take into consideration social, economic, cultural and traditional practices.
- Support from key adults in children's lives (eg, parents/guardians, teachers) is gained to ensure wider encouragement and assistance for the participation of girls and boys.

Standard 3

A child-friendly, enabling environment

What

Children experience a safe, welcoming and encouraging environment for their participation.

Why

The quality of children's participation and their ability to benefit from it are strongly influenced by the efforts made to create a positive environment for their participation.

How to implement this standard

- Ways of working build the self-esteem and self-confidence of boys and girls of different ages and abilities so that they feel they are able to contribute and that they have valid experience and views to contribute.

- Methods of involvement are developed in partnership with children so that they reflect their preferred mediums of expression.
- Sufficient time and resources are made available for quality participation and children are properly supported to prepare for their participation.
- Adults (including children's own parents/ guardians) are sensitised to understand the value of children's participation and are enabled to play a positive role in supporting it (eg, through awareness-raising, reflection and capacity building).
- Child-friendly meeting places are used where girls and boys feel relaxed, comfortable and have access to the facilities they need. The meeting places must be accessible to children with disabilities.
- Organisational or official procedures are designed/modified to facilitate (rather than intimidate) children and make less experienced boys and girls feel welcome.
- Support is provided where necessary to share information and/or build skills and capacity to enable children, individually and collectively, to participate effectively.
- Children are asked what information they need and accessible information is shared with children in good time, in child friendly formats and in languages that the children understand, including children with visual or hearing impairments. In situations where children meet with different native/first languages, access to written information and professional interpretation is provided that allows for children's full participation in discussions.

- Non-technical language is used in all discussions involving children and/or all jargon or technical terms are clearly explained.

Standard 4 **Equality of opportunity**

What

Child participation work challenges and does not reinforce existing patterns of discrimination and exclusion. It encourages those groups of children who typically suffer discrimination and who are often excluded from activities to be involved in participatory processes.

Why

Children, like adults, are not a homogeneous group and participation provides for equality of opportunity for all, regardless of the child's age, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status (or those of his or her parents/guardians).

How to implement this standard

- All children have an equal chance to participate and systems are developed to ensure that children are not discriminated against because of age, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- Children's involvement aims to include all rather than a few, this could mean reaching out to children in their local settings rather than inviting representatives to a central point.
- Participatory practice with children is flexible enough to respond to the needs, expectations and situation of

- different groups of children –and to regularly re-visit these concerns.
- The age range, gender and abilities of children are taken into account in the way participation is organised (eg, in the way information is presented).
 - Those working with children are able to facilitate an environment that is non-discriminatory and inclusive.
 - No assumptions are made about what different groups of children can and cannot do.
 - All children are given an equal opportunity to voice their opinions and have their contributions reflected in any outcomes of a participatory process, including in processes that involve both children and adults.
 - If there is a limit to how many children can participate, children themselves select from among their peers those who will represent them in participatory initiatives based on the principles of democracy and inclusion.
 - Influential adults are engaged to gain family and community support for the participation of discriminated-against groups.

Standard 5

Staff are effective and confident

What

Adult staff and managers involved in supporting/facilitating children's participation are trained and supported to do their jobs to a high standard.

Why

Adult workers can only encourage genuine children's participation effectively and confidently if they have the necessary understandings and skills.

How to implement this standard

- All staff and managers are sensitised to children's participation and understand the organisational commitment to children's participation.
- Staff are provided with appropriate training, tools and other development opportunities in participatory practice to enable them to work effectively and confidently with children of different ages and abilities.
- Staff are properly supported and supervised, and evaluate their participation practice.
- Specific technical skills or expertise (eg, in communication, facilitation, conflict resolution or multi-cultural working) is built up through a combination of recruitment, selection, staff development and practice exchange.
- Relations between individual staff, and between staff and management, model appropriate behaviour, treating each other with respect and honesty.
- Support is provided for managers and staff for whom children's participation represents a significant personal or cultural change, without this being regarded as a problem.
- Staff are able to express any views or anxieties about involving children in the expectation that these will be addressed in a constructive way.

Standard 6

Participation promotes the safety and protection of children

What

Child protection policies and procedures form an essential part of participatory work with children. *Please note: Save the Children staff should use these*

practice standards in conjunction with the organisation's child protection policy.

Why

Organisations have a duty of care to children with whom they work and everything must be done to minimise the risk to children of abuse and exploitation or other negative consequences of their participation.

How to implement this standard

- The protection rights of children are paramount in the way children's participation is planned and organised.
- Children involved in participation work are aware of their right to be safe from abuse and know where to go for help if needed.
- Skilled, knowledgeable staff are delegated to address and coordinate child protection issues during participatory processes.
- Staff organizing a participatory process have a child protection strategy that is specific to each process. The strategy must be well communicated and understood by all staff involved in the process.
- Safeguards are in place to minimise risks and prevent abuse (eg, children are adequately supervised and protected at all times; risk assessments are in place for residential activities away from home; children are protected from abuse from other children).
- Staff recognise their legal and ethical obligations and responsibilities (eg, in respect of their own behaviour or what to do if they are told about the inappropriate behaviour of others). A system for reporting critical incidents is in place and understood by all staff.
- Child protection procedures recognise the particular risks faced by some groups of children and the extra barriers they face to obtaining help.
- Careful assessment is made of the risks associated with children's participation in speaking out, campaigning or advocacy. Depending upon the risks identified, steps may be needed to protect children's identity or to provide follow-up measures to give protection (eg, to ensure their safe reintegration into their communities).
- Consent is obtained for the use of all information provided by children and information identified as confidential needs to be safeguarded at all times.
- A formal complaints procedure is set up to allow children involved in participatory activities to make a complaint in confidence about any issue concerning their involvement. Information about the complaints procedure is accessible to children in relevant languages and formats.
- No photographs, videos or digital images of a child can be taken or published without that child's explicit consent for a specific use.
- Unless otherwise agreed, it must not be possible to trace information back to individual/groups of children.
- Responsibilities relating to liability, safety, travel and medical insurance are clearly delegated and effectively planned for.

Standard 7

Ensuring follow-up and evaluation

What

Respect for children's involvement is indicated by a commitment to provide feedback and/or follow-up and to

evaluate the quality and impact of children's participation.

Why

It is important that children understand what has been the outcome from their participation and how their contribution has been used. It is also important that, where appropriate, they are given the opportunity to participate in follow-up processes or activities. As a key stakeholder, children are an integral part of monitoring and evaluation processes.

How to implement this standard

- Children are supported to participate in follow-up and evaluation processes.
- Follow-up and evaluation is addressed during the planning stages, as an integral part of any participation initiative.
- Children are supported and encouraged to share their participatory experiences with peer groups, local communities, organisations and projects with which they may be involved.
- Children are given rapid and clear feedback on the impact of their involvement, the outcome of any decisions, next steps and the value of their involvement.
- Feedback reaches all children involved.
- Children are asked about their satisfaction with the participation process and for their views on ways in which it could be improved. The results of monitoring and evaluation are communicated back to the children involved in an accessible and child-friendly way, and their feedback is taken into account in future participation work.
- Mistakes identified through evaluation are acknowledged and

commitments given about how lessons learned will be used to improve participatory processes in the future.

- Adults will evaluate how they have translated and implemented children's priorities and recommendations into their policies, strategies and programmes.
- Sustainability of support is discussed with children. Adults will provide clear feedback to children regarding the extent/limit of their commitment to support children's ongoing initiatives and organisations. If ongoing support is not possible, adults will provide children with resources and support to make contact with other agencies who can support them.

Annex 6 Example: Risk Assessment for Children’s Event

Activity / Event:**Date:**

.....

The assessment process involves a straightforward way of identifying hazards, estimating the probability of harm and identifying the appropriate control measures to reduce risk to an acceptable level.

Step 1- Identify the Hazards Step 2 – Who can be Harmed? Step 3 – Consider the Existing Control Measures Step 4 – Calculate level of Risk Step 5. Record & Review

Activity	Hazards (something that can cause harm)	Who might be Harmed?	Existing Control Measures	Assess Risk, & Measure Further A
Travel to the centre/venue	<ul style="list-style-type: none"> • Participants being injured or killed whilst waiting to be picked up. • Coach involved in an accident • Inappropriate behaviour during the journey. • Young people traveling Unaccompanied particularly if not traveled before (16/17 year olds). 	<ul style="list-style-type: none"> • Participants. • Leaders. 	<ul style="list-style-type: none"> • Parents informed of picking up/drop off times and location. • Group leaders on the coach to supervise behaviour. • Ground rules set & agreed in advance for behaviour. • Professional driver, driving to Ministry of Transport regulations etc. • Provided all information for participants and checked that they feel confident / competent to travel. 	Risk factor – lo action necessar
The Venue	<ul style="list-style-type: none"> • Set on steep slope by Coastline - risk of falling. • Traffic on site 5mph speed limit. Majority of activities on site on very evident permanently sited equipment 	<ul style="list-style-type: none"> • Participants. • Leaders. • Venue staff. 	<ul style="list-style-type: none"> • Briefing on arrival by Centre staff regarding all potentially dangerous areas. • Some fenced areas 	<ul style="list-style-type: none"> • Risk factor • Warn partici inappropria without sup • Consider ce and alter if
Activity	Hazards (something that	Who might be Harmed?	Existing Control Measures	Assess Risk, & Measure

	can cause harm)			Further A
Swimming Teambuilding	<ul style="list-style-type: none"> • Water safety. • Falling/catching someone awkwardly. • Potential for injuries. 	<ul style="list-style-type: none"> • Participants 	<ul style="list-style-type: none"> • Trained lifeguards. • All activities carried out under the supervision of Qualified/experienced staff. • All activities risk assessed in accordance with legislation. • Leaders will be present at all activity sessions and will constantly assess risk undertaken. 	<ul style="list-style-type: none"> • Risk factor • Leaders wi <p>Discuss pro Regular ba If necessary</p>
General	<ul style="list-style-type: none"> • Wasp / bee stings etc causing allergic reaction and/or anaphylactic shock. • Sun burn • Sun / heat stroke • Food allergies • Epilepsy, asthma and other conditions • Other injuries. 	<ul style="list-style-type: none"> • Participants 	<ul style="list-style-type: none"> • Participants should bring sunscreen and hats. Leaders will have sunscreen for those who forget. This will be carried by leader on particularly sunny days. • Those leaders not first aid trained will be briefed on the immediate treatment of anaphylactic shock, heat-stroke etc. (and medical help would be sought immediately) • Regular breaks for refreshments will be provided. Participants will be told to bring drink container. • Course registration forms will be checked prior to the residential for stated allergies and any other medical conditions. 	<p>Risk factor – lo</p> <p>If participant h bring medicatio after advice fro emergency app sought to get / prescription.</p>
Activity	Hazards (something that can cause harm)	Who might be Harmed?	Existing Control Measures	Assess Risk, c Measur Further A

<p>Disruptive or violent behaviour from participants</p>	<ul style="list-style-type: none"> • Threats or actual violence directed at other participants, leaders or other user of the site. • Dangerous or inappropriate behaviour during activities. • Racist or other prejudiced behaviour. • Use of controlled drugs, solvents and / or other intoxicants. • Thefts from other participants, leaders or other users of the site 	<p>Participants, Leaders, other user on the site.</p>	<ul style="list-style-type: none"> • Code of conduct/ground rules drawn up and agreed at the beginning of the project by all participants. • Agreed ultimate outcomes of breaches of code. • Pre agreed response plan. 	<p>Risk factor – low</p> <ul style="list-style-type: none"> • Ground rules • Any breach of conduct – participants warned about and reminded of possible consequences • Manager to be responsible for all breaches • Police may be called if appropriate • Manager to be responsible for all breaches with situational awareness • If appropriate, parents may be sent information
--	--	---	---	---

Annex 7: Risk Assessment Form

Description of activity / event:

.....

Organiser of the EventContact
 Details.....

Child Safeguarding Co-ordinator of the event
Contact Details

Location of the Event:Date(s) of the
 event:.....

SC UK Lead Manager's Name:Sign-Off:
Date.....

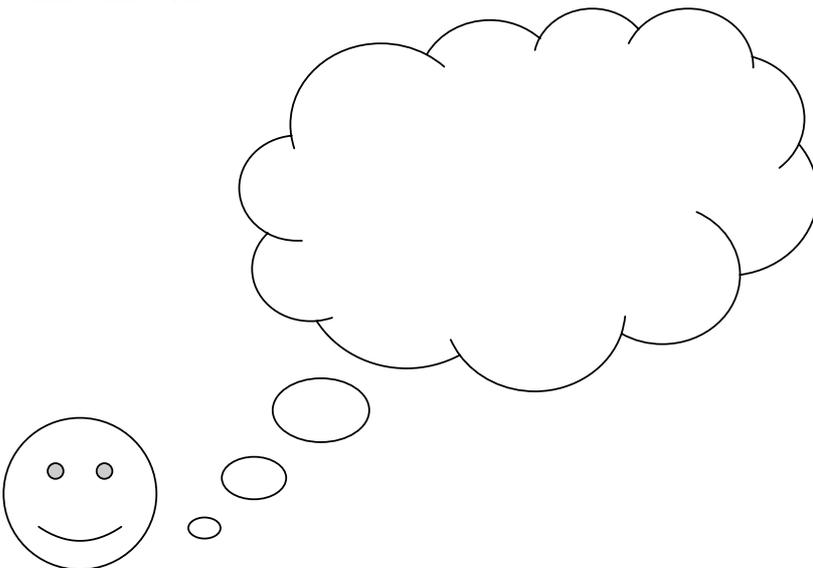
SC UK Country Director orSign-off
Date:.....
 CSP Designate Name (e.g. Child Protection Advisor)

Activity	Hazards (something that can cause harm)	Who might be Harmed?	Existing Control Measures	Assess Risk, c Measures, Id Action
----------	---	-------------------------	------------------------------	--

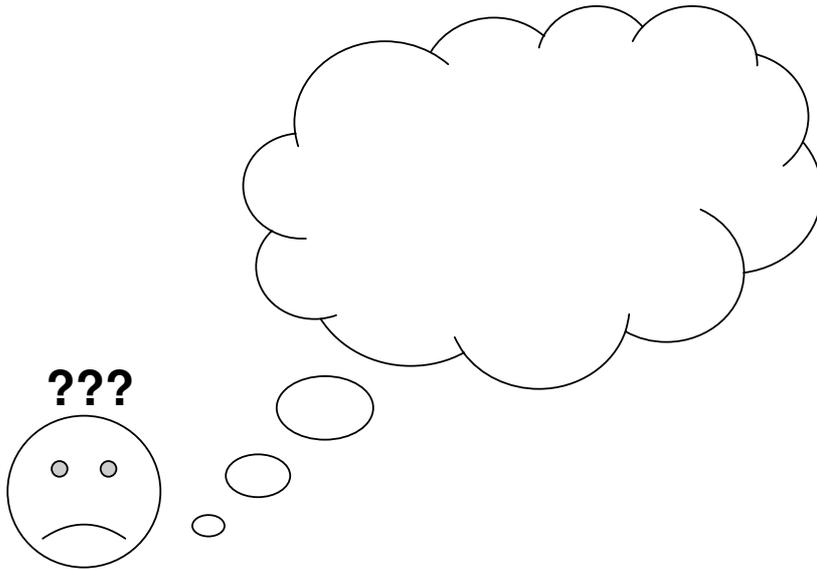
Activity	Hazards (something that can cause harm)	Who might be Harmed?	Existing Control Measures	Assess Risk, c Measure Further A

Annex 8: Daily feedback form

What went well...?



What did not go well and why...?



What are your suggestions for improvement...?
are your suggestions for improvement...?

Annex 9: Workshop Evaluation

1) Please describe your overall impression of the workshop

2) How was the level of participation of attendants?

3) What was your overall impression of the facilitators (strengths / areas of improvement)?

4) What was/were the most useful session(s) of the workshop?

5) What was the least effective session of the workshop?

6) Will you be able to apply what you learned during this workshop in your work?

Definitely not Probably not Not sure Most likely yes Definitely yes

Please explain:

7) How could this workshop be improved?

8) What other suggestions or feedback do you have at this time?

Thank you! Your comments suggestions and feedback are important!

Annex 10: Parental / Child Consent Form

Finding out from children, what they think about our programmes

Dear(*fill in name of caregiver / guardian*)

We have been implementing interventions to support vulnerable children and their families, and we would like to talk to children about what they think of these programmes, and what recommendations or suggestions they have to improve them. It is important for us to know what children's viewpoints are so that we can make sure our programmes are helping them in the best way possible.

In order to get this information
..... (*fill in name of*

agency(ies)) will be holding a one and a half day meeting with children, and we would like your child to join us.

The meeting will take place at *(insert name of venue, location, village, ward, district*

.....
.....
.....
.....

On the following dates:

.....

During the one and a half days of the meeting we will do some activities to help children tell us what they think about our work - the good things and the bad things. We will do drawing, games, role plays and talking. We will record and write down what the children have to tell us and then use this information to think about how to improve our programmes.

Talking about the work we are doing may make the children also talk about their own lives, and this may make them feel sad but we will try to help them with this sadness. They will also be able to choose what they talk about. No one will make them talk about things they choose not to.

We will not use their names or identify them in any way in the report we write. We may also take photos during the meeting, but we will not use any of these photos without their permission and without your permission.

You can choose to allow your child to take part. We are not promising to help your child in any way with the problems they face but the workshop will allow them to talk about their lives which may be helpful to them.

We will make sure that the things they tell us about their lives are used in our organisation to think about how best to help the most vulnerable children in our programmes.

If you have any questions you can ask: *(name of person and how to contact him / her):*

If you agree to have your child participate in this research please complete the consent form on the back of this page.

Parental / Guardian Consent Form

For activities with children under 18 years

1. Name of
Centre/program/Project

Venue/Activity

Date/Time

Name of Team Leader/Staff in
Charge

2. Name and Sex of Young
Person

Address

Telephone # (
parents/caregiver)

Age and date of birth (if available) of young person

Give details of ANY medical condition of which the Organizers ought to be aware, please include details of any medication which has to be taken or any dietary requirements. (This information will be treated with confidentiality).

3. I have read all the information provided concerning the programme of the above activity. As the parent or guardian of the above named child/young person I hereby give permission for them to participate in the above activity.

4. As the **child** who is being invited to this activity, it has been explained to me what the meeting is about, and any of my questions have been answered. I consent to participate in this meeting, and I also understand that if I don't want to participate I may choose not to accept the invitation.

5. The *organization* only accepts liability or responsibility for an incident or accident caused by the negligence or breach of statutory duty of the *organization* its staff or agents.

Name _____ Signature or verbal consent _____
(Parent / Guardian)

Date _____ Address _____
(if different from above)

Name _____ Signature or verbal consent _____
(Child)

Date _____ Address _____
(if different from above)

Annex 11: Child Consent Form

Finding out from children, what they think about our programmes

Dear *(Fill in name of child)*

We have been implementing interventions to support vulnerable children and their families, and we would like to talk to you and other children about what you think of our programmes, and what suggestions you have to make them better. It is important for us to know what children have to say so that we can make sure our programmes are helping them in the best way possible.

We will be holding a one and a half day meeting with children, and we would like to invite you to join us.

The meeting will take place at *(insert name of venue, location, village, ward, district)*

.....
...
.....
.....

On the following dates:

.....

During the one and a half days of the meeting we will do some activities to help you and other children tell us what you think about our work - the good things and the bad things. We will do drawing, games, role plays and talking. We will record and write down what the children have to tell us and then use this information to think about how to improve our programmes. You'll be able to choose what you decide to talk about, and nobody will make you talk about things you don't want to.

We will not use your name or tell people who you are in any report we write. We may take photos during the meeting, but we will not use any of these photos without your permission and the permission of your parent / caregiver.

If you don't want to take part in this meeting you can decide not to, and nothing bad will happen to you. If you decide not to take part in the meeting, you will still get the same assistance from us.

We can't promise to give you anything if you come to this meeting, but we will make sure that the things you tell us are used to help us think about how best to help the most vulnerable children in our programmes.

Do you have any questions you'd like to ask me? (record questions)

If you agree to participate in this meeting we'd like to get some information from you and ask you to sign this form or put an "X" on the line. .

Child Consent Form

For activities with children under 18 years

1. Name of
Centre/program/Project

Venue/Activity

Date/Time

Name of Team Leader/Staff in
Charge

2. Name and Sex of Young
Person

Address

Telephone # (
parents/caregiver)

Age and date of birth (if available) of young person

Name of Parent / Guardian of Child Who Has Signed the Parental Consent Form

3. It has been explained to me what the meeting is about, and all of my questions have been answered. I consent to participate in this meeting, and I also understand that if I don't want to participate I may choose not to accept the invitation.

Name _____ Signature or verbal consent _____
(*Child*)

Annex 12: Assessing Levels of Children's Participation

A few questions to ask, when determining where an initiative, organisation or institution fits along the level of spectrum:

1. How free are children to express their views or to choose not to express their views?
2. In what ways are children encouraged to express their views, and what efforts are made to ensure a supportive environment for their expression?
3. How much power or authority do children's views have in decision making processes?
4. To what extent do children understand the parameters of their opportunity to be heard?
5. To what extent are children in charge of their own initiatives?
6. To what extent are children working in equal partnerships with adults?
7. To what extent do child representatives have opportunities to consult with their constituency and ensure meaningful participation of this constituency?

Annex 13: Adaptable Programme for Child Participation Training

OVERALL AIM

To support organisations to mainstreaming child participation in programming so that children play an active role in programmatic design, monitoring or implementation.

OBJECTIVES OF THE TRAINING PROGRAMME

- To build knowledge and skills in working effectively with children
- To enhance understanding of children’s participation building on available knowledge and experiences.
- To introduce standards for children’s participation and a variety of child friendly participatory tools for use while working with children.

Training program (Adapt to suit your plans and time you need for the training)			
		2:30 – 4:20 pm	<ul style="list-style-type: none"> • Scenarios on safe and meaningful childre • Practice standards for ensuring quality ch
Day 1			
Time	Content		Activity ⁶
08:30 – 10:30 am	<ul style="list-style-type: none"> • Welcome • Introductions & warm-up • Hopes and fears • Ground rules / social contract • Assigning roles to participants (evaluation committee and volunteers for recap & energizers, time keeper, etc) • A brief introduction PoS Phase I and its link to PoS Phase II • Aims, objectives and methodological approach of the workshop • An introduction to the four-day training programme • QUIZ ON CHILDREN’S PARTICIPATION 	4:20 – 4:30 pm	<ul style="list-style-type: none"> • Opening remarks • Evaluation of the day & Evening Break • Brain storm (re • Review & ado • Brain storm • Brain storm
10:30 – 11:00 am	Tea Break		
11:00 – 1:00 pm	<ul style="list-style-type: none"> • Children’s participation — definitions and concepts • Why children’s participation is important • Situating children’s participation in the UNCRC framework; and in the African Charter • Children’s participation in the local context (e.g. Zimbabwe context) — legal and policy frameworks and practice; what does the context say on children’s participation? What are the gaps? 		<ul style="list-style-type: none"> • PPt. presentati • Group work & • PPt. presentati • PPt. presentati • Group work &
1:00 – 2:00pm	Lunch Break		
2:00 – 2:30 pm	<ul style="list-style-type: none"> • Identifying socio-cultural perceptions about children and/or children’s participation from different regions of your country (e.g. Zimbabwe) 		<ul style="list-style-type: none"> • Plenary to ide (from differen child participa

⁶ Handouts to be provided at end of each session

Day 2		
Time	Content	Activity
8:30 – 8:45 am	<ul style="list-style-type: none"> Recap of Day Two Feedback on previous day's evaluation 	<ul style="list-style-type: none"> Presentation (
08:45 – 10: 30 am	<ul style="list-style-type: none"> Typologies of children's participation (Hart's Ladder of participation; Shir's Pathways to Participation; Westthorp's model of participation; Rajani's model of participation; Rocha's ladder of participation) 	<ul style="list-style-type: none"> PPt presentati (45 min) Group work organizational Plenary (I HR
10:30 – 11:00 am	Tea Break	
11:00 – 1:00 pm	<ul style="list-style-type: none"> Barriers to effective children's participation 	<ul style="list-style-type: none"> Review of opp participate in programme (e different level Group work hinders childr Plenary (IHR PPt presentati participation"
1:00 – 2:00pm	Lunch Break	
2:00 – 4: 20 pm	<ul style="list-style-type: none"> Risk Analysis: "How can you ensure children's safety during participation?" 	<ul style="list-style-type: none"> Introduction & assessment u plenary (IHR Group work 2 out a risk organization)
4:20 – 4:30 pm	<ul style="list-style-type: none"> Evaluation of the day's sessions 	<ul style="list-style-type: none"> Evaluation by
4:30 pm	Evening Break	

Day 3		
Time	Content	Activity
8:30 – 8:45 am	<ul style="list-style-type: none"> Recap of Day Two Feedback on previous day's evaluation 	<ul style="list-style-type: none"> Presentation (
08:45 – 10:30 am	<ul style="list-style-type: none"> Children's feedback sessions: How to effectively work with children General principles of children's participation linked to DAY I Facilitation skills with children (child friendly participatory tools) Involving children in beneficiary selection 	<ul style="list-style-type: none"> Ppt. presentat Group work o & Ppt. presen in beneficiary
10:30 – 11:00 am	Tea Break	
11:00 – 12:00 noon	<ul style="list-style-type: none"> Involving children in beneficiary selection continued Body mapping (helps identify impact of situations of children's lives and bring out child protection issues) 	<ul style="list-style-type: none"> Plenary cont Introduction on impact — 30 min)
12:00 – 1:00 pm	<ul style="list-style-type: none"> Body mapping continued H-Assessment (helps assess strengths/weaknesses of initiatives and map out solutions) 	<ul style="list-style-type: none"> Plenary on bo Gloria — in group work o has not" & pl
1:00 – 2:00pm	Lunch Break	
2:00 – 4:15 pm	<ul style="list-style-type: none"> H-Assessment continued Children's participation in decision making and advocacy (modes of participation) — structures to facilitate children's participation, e.g., junior councilors and children's parliament 	<ul style="list-style-type: none"> H-Assessmen Presentation effectiveness o parliament str participation (Ppt. Presenta children's par
4:15 - 4:30 pm	<ul style="list-style-type: none"> Evaluation 	<ul style="list-style-type: none"> Evaluation
4:30 pm -	Evening Break	

