

GUIDELINES ON CHILDREN'S PARTICIPATION



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INTRODUCTION

CIAI - Italian Association for Aid to Children - is an organization that works to promote recognition of a child as an individual person and defend its fundamental rights, wherever it may be. One of CIAI's core values is to be always on the side of the child, following the Convention on the Rights of the Child, and shunning from adult-centric approaches that interpret the needs of the child with the adult eyes.

CIAI considers that Children's participation is not only relevant to the exercise of all other children rights, but is one of its four main areas of intervention stated in the Strategic plan 2015-2017, that are: Protection, Education, Health/Nutrition, and Children participation. In the three years plan, CIAI use the term '*Children's participation*', to refer to *an informed and willing involvement of all children (including children at risk, vulnerable and those different able) in any matter concerning them (directly or indirectly)*, as established by Art. 12 and Art. 13 of the Convention on the Rights of the Child. Children's participation is a value that cuts across all CIAI work and is taken in consideration in all possible scenarios, from homes to government, from local to international levels, looking to increase the spaces and opportunities for a meaningful child participation in all its actions and countries of intervention.

“Giving a child the space for real participation means to challenge existing power relations at family, community and institutional level (i.e. school). It allows to challenge cultural and social structures that prevent/hinder the fulfillment of children rights. Besides, participation is key to the concept of the best interest of the child”. V. Lattuada, HCD CIAI 2015.

Since the adoption of the Convention on the Rights of the Child (CRC) “child participation” has been the focus of an increasing number of discussions, publications and initiatives. However, there are still many doubts about what “participation” really means, and above all about its effectiveness and promotion. The purpose of this publication is to clarify CIAI approach in terms of children participation so as to provide its staff, volunteers and board members with clear and effective guidelines about how to apply it.

The Participation Guidelines focus on:

1. Defining the concept of participation basing on the Convention on the Rights of the Child (CRC)
2. Identifying international standards of child participation

3. Providing a “Participation Checklist” to assess the participation in all the actions
4. Providing some useful indicators to measure the effectiveness of the participation in its activities
5. Illustrating some good practices based on CIAI experiences
6. Showing some relevant bibliography and useful tools about the topic of children participation

1. DEFINITIONS

1.1. What is Children Participation?

The right of children to participate was officially established by the United Nations Convention on the Rights of the Child in 1989, which also defines as children every human being under the age of 18. Even if CRC does not include explicitly a right to participation it provides a cluster of articles known as the “participation articles”. The key one is **Article 12**, which states:

“ States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child¹ ”.

The article recognizes *participation as children’s capacity to comment, to express themselves and to be taken into account, on all matters affecting them.*

Other participation articles are:

- a) **Art. 5**, which states that *parents and other guardians must take into consideration the evolving capacities of children when providing direction and guidance in the exercise by children of their rights*
- b) **Art. 13**, which *recognizes the right of children to seek, receive and give information and ideas of all kinds*
- c) **Art. 14 to 17**, which assess the child’s right to *freedom of expression, thought, conscience, religion, association, peaceful assembly, protection of privacy and access to information and material²*

Hence, we could define participation as **an ongoing process of children’s expression and active involvement in decision-making at different levels in matters concerning them.** It requires communication, information-sharing and dialogue between children and adults and it is based on the respect of children’s opinions and views³. For the participation to be comprehensive and

¹ *United Nations Convention on the Rights of the Child (CRC)*, 1989, available online at <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>.

² *CRC*, op.cit..

³ UNICEF, IPU, *A Handbook on Child Participation in Parliament*, 2011; available online at <http://www.ipu.org/PDF/publications/child-parl-e.pdf>.

effective adults must involve children in different ways according to their age and maturity, without discriminating children living in marginalized situations and with different abilities⁴.

1.2. Why is Participation Important?

The “participation articles” recognize *children as active and equal citizens and social actors*, that is why it becomes essential to assure that their needs and views are taken seriously: children themselves are the experts for their own lives, in all its aspects and dimensions, even if they need to be supported by their parents or other adults⁵. To be positive, this support has to be child-focused and truly participative. In this way we could gain a number of benefits for both children and society:

1. participation contributes to *personal development, empowerment and motivation*.
2. participation strengthens *children awareness about their rights increasing protection and self-advocacy capabilities*;
3. participation promotes children’s capacities for *civic engagement, tolerance, respect* for other people, including most marginalized ones;
4. from the society point of view, effective children participation can mean the *development of better targeted and more relevant services* accessible to everybody⁶;
5. as children are citizens with lengthy time-horizons, they can offer a *long-term perspective about future issues*, which could be difficult for older people to grasp (for example, it is proved that children are sensitive to environmental and ecological issues more than older generations)⁷.

1.3. Three Different Levels of Children Engagement: Consultative, Collaborative and Child-led Participation

Before starting up a participation programme or activity, it is important to know that there are three basic ways through which children participation can occur, and they depend on the extent to which children are enabled to participate within an initiative: consultative, collaborative and child-led engagement. All of these approaches are equally valid and significant and the choice depends on the

⁴ Save the Children, *Review of Children’s Participation in Humanitarian Programming*, 2013; available online at https://www.savethechildren.org.uk/sites/default/files/images/Children_Participation_Humanitarian_Review.pdf.

⁵ Council of Europe, *Children, Participation, Projects- How to Make it Work!*, 2004; available online at http://www.coe.int/t/dg3/children/pdf/ChildrenParticipationProjects_en.pdf.

⁶ Save the Children, 2013, op. cit..

⁷ UNICEF, IPU, 2011, op. cit..

goals of the programme or initiative. Moreover, participation is a dynamic process, meaning that an overlapping relationship is probable to occur between the following approaches⁸.

- a) ***Consultative participation*** occurs when adults initiate processes to obtain information from children because they think that this information could improve legislation, policies or services. It is started, led and managed by adults.
- b) ***Collaborative participation*** has the aim of strengthening democracy processes, creating opportunities for children to understand and apply democratic principles or involving children in the development of services and policies that impact on them. Collaborative initiatives are adult or children initiated, they involve partnership with children and they empower children to influence or challenge both process and outcomes.
- c) ***Child-led (or self-initiated) participation*** occurs when the aim is to empower children to identify and fulfil their own goals and initiatives. This generally means that children and young people themselves identify issues of concern, while adults serve as facilitators rather than leaders and children and young people control the process.

⁸ For more discussion on the issue see: Bernard Van Leer Foundation, *Can you Hear Me? The Right of Young Children to Participate in Decisions Affecting Them*, 2005, available online at http://www.bernardvanleer.org/Can_you_hear_me_The_right_of_young_children_to_participate_in_decisions_affecting_them; UNICEF, *Promoting Children's Participation in Democratic Decision-making*, 2001, available online at <http://www.unicef-irc.org/publications/pdf/insight6.pdf> ; Save the Children, 2013, op. cit..

2. WHICH CONTEXT SHOULD CHILDREN PARTICIPATE IN?

For CIAI, children's participation is a value that cuts across all our work and is taken in consideration in all possible scenarios, from homes to government, from local to international levels.

According to the General Comment n. 12 of the United Nations Committee on the Rights of the Child⁹, the right of the child to participation has to be implemented in the different settings and contexts in which children grow up, develop and learn. In particular, participation takes place in the family, in alternative care, in health care, in education at school, in play, recreation and cultural activities, in the workplace, in situation of violence and in the public arena both at a national and international level (for example within local communities, in immigration, in situation of conflict)¹⁰.

The characteristics of each context may influence the way and the extent to which children are able to get involved in decision-making processes and to affect matters concerning them.

In the following sections, we present as example some participation experiences applied to each one of the thematic areas (*CIAI Action Plan for 2015/2017*): Education, Health and Nutrition, Protection and Participation itself¹¹.

2.1. EDUCATION: the Child Friendly School Model

Since 2003, CIAI is applying in Cambodia the Child Friendly School (CFS) model proposed by UNICEF. “*CFS embraces a multidimensional concept of quality and addresses the total needs of the child as a learner*”, which gets a significant impact in the schools. CFS model foresees standard results and indicators, to be adapted to each educational context. A child-friendly school is not just a child-welcoming school but also a child-seeking school. Hence, a key feature of child-friendly methodology is the active participation of children, parents, community members, and schools (teachers, school administrators and principals) in planning, implementing and monitoring educational activities. The principle of democratic participation is applied by the actions through the introduction of schools self-assessments (SSA) and the establishment of parents’ support committees where children as right holders and their families (who are both right-holders and duty bearers) participate in a consolidated dialogue with members of the educational system. Such participation enhances local ownership and sustainability and increases the schools’ accountability to communities. The child-centered learning-teaching methodologies emphasize learner

⁹ United Nations Committee on the Rights of the Child, *General comment No. 12: The Right of the Child to be Heard*, 2009, available online at <http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/CRC-C-GC-12.pdf>.

¹⁰ For a detailed description see: *General comment No. 12*, 2009, op. cit..

¹¹ CIAI, *Moltiplicare il valore, Piano triennale 2015/2017*, 2015, available online at http://projects.intranetciai.gnucoop.com/_media/ciai_pt_2013-2015.pdf

participation, inclusion, and the schools self-improvement (a participatory planning/action processes).

One of the most successful experiences of CIAI took place in Cambodia from 2007 (see box 1).

Box 1: CHILD FRIENDLY SCHOOL DEVELOPMENT PROJECT IN CAMBODIA (CFSD)¹²

The project CSFD, cofounded by European Commission, was implemented in 2007-2010 and it targeted 80 schools.

The project generally aimed at improving Ministry of Education, Youth and Sport (MoEYS) capacity to build a national Child Friendly School policy environment, improving educational practices a key component of the national poverty reduction strategy, developing a rights-based and child participatory approach to educational development that promotes inclusive, gender-sensitive, and holistic improvements in the learning environment and learning achievements of children.

In accordance to these principles, a life skills programme was implemented with the purpose to implement extra-curricular activities that respond to the needs of children and to provide children with a choice in deciding what skill they would like to learn. Initial activities of the implementation process included selection of a representative group of disadvantaged Grade 4, 5 and 6 pupils, who conducted a research in their communities to identify a range of skills and human resources available. In this way they were able to identify skills they are particularly interested in and to learn them for a period of 10 to 15 weeks (activities included: animal raising, floor-mat making, hair-cutting, bicycle repair, sewing, bread-making, flower making, embroidery, handkerchief making, hammock making, etc). One of the interesting activities resulted from the life skills programme is the *Market Simulation*. In Phnom Penh, 142 Life Skills teachers (usually, community members) and 142 Grades 4, 5, and 6 classes and some of their parents participated in the Market Simulation activity in 2009-10. All of these teachers and other participants came from all of the schools in Streams 2 and 3 targeted by CFSDP in Phnom Penh. During the life skills activity pupils could earn a 'salary' by attending classes every day, helping teachers to keep the school environment clean, etc. However the money earned during this activity is not real. After the life skills activities finished, the market allowed pupils to make their life skills activities marketable. Pupils used their savings (fake money) for buying real products and services such as fruit, pencils, notebooks, cutting hair, and listening to traditional music. The main objectives of the market simulation activities were to develop marketing skills and generic skills such as decision-making and creativity.

¹² For more details see: http://projects.intranet.ciai.it/projects/child_friendly_school/start

2.2. HEALTH: Child-to-child Experience

CIAI truly believes that children play a central role in the promotion of health and hygiene, which is the reason why CIAI applies the called “*Child-to-child approach*”¹³ (*EPE, Enfant pour Enfant*) in West Africa. This approach implies the active participation of children in scholar age, above all at school and at home, where they can help peers, families and the whole community addressing issues of health. This approach ensures that children are provided with the relevant knowledge, behaviours and attitudes about the most significant problems in the field, helping them to use these competences both in the family and at school, and consequently in everyday life. In 2011, CIAI started in Burkina Faso the Project of support for family hygiene in rural areas and for the reinforcement of the local community capabilities for durable management of the “water and sanitation” sector in the Central Plateau and Central-west regions. The project included a significant participatory activity for children based on the *EPE* approach, which aimed at creating positive behaviours and changes of attitudes towards hygiene and sanitation (see box 2)¹⁴.

Box 2: CHILDREN CLUBS ABOUT “HYGIENE AND WATER SANITATION”¹⁵

After a training period from November to December 2013, teachers from 30 schools of the villages of Bingo et Kokologho developed an action plan for the creation of children clubs about “hygiene and water sanitation”. The purpose of these clubs was to actively involve children in the formation of correct and appropriate behaviours relating to hygiene and water resources management, so that they could spread these good attitudes in their own families and communities. To do so, the methodology used was the SARAR, which is based on the building of the following capabilities:

- S** : Self-esteem
- A** : Associative strengths
- R** : Resourcefulness
- A** : Action planning
- R** : Responsibility

To regulate each club, a statute and an internal regulation were defined. In the statute it is possible to find rules about the involvement of children, the composition of the club itself, the hierarchy and authorities instituted within the clubs. In particular, Article 2 of the internal regulation describes

¹³ Translation of the term *Enfant pour Enfant* available at http://www.unicef.org/education/bege_61646.html .

¹⁴ For more information see *Formation Des Encadreurs Pedagogiques Et Des Enseignants En Hygiene Et Assainissement*, 2011.

¹⁵ For more details see http://projects.intranet.ciai.it/projects/appui_a_l_assainissement_familial_en_milieu_rural_et_renforcement_des_collectivites_locales_pour_une_gestion_durable_du_secteur_%C2%A0eau_et_assainissement%C2%A0_dans_les_regions_/st_art

the most relevant activities encompassed by the club.

Article 2

The activities held by the club of hygiene and sanitation promote health in the schools through:

- The maintenance of the latrine and of the water resources
- The cleanness of classrooms
- The cleanness of the school yard
- The personal hygiene of the students, as well as the cleanness of the clothing
- The entertainment and awareness through sketches
- The gardening
- The redaction of a bulletin about environmental education (poems, games, riddles, etc.)

Additionally, to encourage children and to stimulate a “chain effect” among schools involved in the project, a contest was organized.

2.3. PROTECTION: Inclusive Child Protection Policy

With regard to the field of Protection, it is relevant to underline that greater efforts have continuously been made so as to maximize the promotion and fulfilment of children’s rights to protection from abuse, neglect, exploitation and violence. In 2015, this will brought to the creation and release of a significant tool for CIAI, the CIAI *CPP- Child Protection Policy in 2015*¹⁶. In the year 2012, in the Framework of the project “Participation for all”, cofounded by DIAF¹⁷, a group of Cambodian children were involved in the preparation of an inclusive Child Protection Policy. Thanks to their active participation, it was produced a valuable and relevant document that was the based for the CPP approved in 2015 (See Box 3).

Box 3: FOCUS GROUP “PARTICIPATION FOR ALL”, GET CHILDREN INVOLVED IN OUR POLICY¹⁸.

“We aim to be a Child Safe and Child Friendly organization, meaning that welcomes children’s ideas and opinions and incorporates them into their preventative approach to protecting children from harm. We need the views of the children to do our Child Policy. Views of children with special needs and girls will be highly Inputs for our CHILD Policy, taking in account all views, especially vulnerable children, considered, because they are more vulnerable to abuse and harm.”

¹⁶ CIAI, *Child protection Policy (CPP)*, 2015; available online at http://procedure.intranet.ciai.it/wiki/child_protection_policy.

¹⁷ Disability Inclusion Assistance Found, founded by Australian Red Cross and AusAID.

¹⁸ For more details see ANNEX 8 of CIAI CPP, Methodology *Focus Group to Get Children Involved*, and http://projects.intranet.ciai.it/projects/partecipazione_per_tutti_mondulkiri_pailin_e_andong/start

The project was carried out through four different focus groups of different length: three 2 consecutive days focus groups respectively in Andong, Pailin and KPF Centre, and a 1 day focus group in Andong. The participants were children from the kindergarten (during the 1 day focus group) and children from 7 to 12 years old, including children with disabilities. During the activities six specific questions were asked children to assess their perception of safety and participation:

- 1) What is safe for children? What children understand with this word?
 - Answer: a) children feel safe when there is an adult around, when there is a protected area for games and fresh air, when the environment is friendly (meaning that they recognize where they are); b) children feel unsafe when there is a corporal punishment, when they have to play alone, when they feel sick.
- 2) How a child protection officer should be?
 - Answer: a child Protection officer should be not a very young person, able to encourage the children, and able to solve problems.
- 3) How children can communicate?
 - Answer: children believe that expression is a right which should be facilitated not only by adults, but also by children themselves. Examples of facilitating tools are: letter box, drawing, talking in safe places, sign language.
- 4) What is good behaviour? (In adults to children, children to adults, and children to children relationships)
 - Answer: a) good behaviour for adults consists in give advice, provide basic needs, teach and play with them; b) bad behaviour for adults consists in being violent, abusing and exploiting children, not loving them because of their disabilities; c) children are good with adults when they obey them, when they are polite, when they try to end quarrels between parents; d) they behave bad with adults when they are rude and so bad things (such as steal); e) children are good with other children when they share and help each other, and they are bad when they fight.
- 5) Do you have specific rules for a code of conduct?
 - Answer: a) if you take something that is not yours, you will ask forgiveness, give it back, and promise not to do that again; b) if you make fun of someone, you will say sorry in front of everybody; c) if you hit someone, nobody will play with you; d) if you disturb the class, you have to follow the class standing; e) if you trough papers or materials, you will clean.
- 6) How and when children like/can participate?
 - Answer: all children believe that games are important, hence, they suggested always

playing games where all children are able to participate (including children with disabilities). Adults should help children to choose appropriate games.

Each question was answered in a child-friendly way through different sort of activities, such as arts, discussions, games.... The three guiding rules for the groups to take place were: a. Explain what is the objective of the focus group; b) Explain why participation is important; c) Make sure all children participate.

2.4. PARTICIPATION: Children's Parliaments

Participation is not only a mean to reach other goals, but it could also be a goal on its own. CIAI is fully engaged in enforcing children's participation, giving voice and power to children in their families, communities and schools. One of the most illustrative and successful initiative recently held by CIAI in this field took place in India. The project Promoting right to education and health, empowering and improving opportunities for communities in Kutch district (Gujarat State) was implemented from 2011 and 2013 in collaboration with Prem Nivas, and it intended to contribute to the creation of a sustainable development process for the rural areas of Gujarat, together with the facilitation of the promotion of people's organisation. *Children's Parliament* is one of the initiatives promoted to ensure participation of children (see box 4).

Box 4: CHILDREN'S PARLIAMENT¹⁹

“Children are the key to build the democracy of future nation of the country. Hence there is a need to promote the awareness level of the children on their rights and educate them over their responsibilities in the country. Prem Nivas considered formation and strengthening of children parliament as a means to promote child participation in ensuring right to education, basic needs of the children from school and society, protection of environment, and improving their knowledge on the governance structure of the economy. Children were involved in this process to enable them to understand their roles and responsibilities in the society and own the family, school and society for their betterment and raise their demands as right holders”.

31 children's parliaments were established with the membership of 347 children at the end of 2013, among the children studying in the evening tuition centers founded by Prem Nivas. Members of Childrens' Parliament accepted the roles and responsibilities assigned to them through continuous capacity building training. Children's Parliament is structured in a similar way to that of the Lok

¹⁹ For more details see http://projects.intranet.ciai.it/projects/phase-out_from_ciai_s_intervention_with_prem_nivas_gujarat_india/start

Sabha, the directly elected lower house of the Parliament of India. Hence, members (President and Ministers) were elected through a participatory process and the Parliament met bi-monthly in every village. In this way children were able to discuss issues affecting their lives (such as education, health, village facilities, environment issues) in front of the project team members, parents and community members. In accordance to the issues raised by the meeting, children were provided with the appropriate guidelines to choose the suitable strategy to address the problem (e.g. writing a petition, rally for enrolment campaign, inclusion of marginalized children and parents). In addition, children released a '**Bal Sansad**' (Children's Parliament) magazine once in six months, which was fully prepared by children under the facilitation of the project team of Prem Nivas. The purpose of the magazine was to identify the results achieved by the Parliament, and to provide children with some useful and interesting information about health, hygiene and other relevant issues.

ACTIVITIES OF CHILDREN'S PARLIAMENT

- **Children Bank.** It was very useful for children to develop some capacities in financial management, such as the habit of saving money. Children's bank was established in 8 villages and acquired a savings of INR 2,94,398/- at the end of the year 2013.
- **Social and cultural activities.** A number of activities were held so as to promote national culture, such as celebration of National Days with children as protagonists.
- **Environmental activities.** Children's parliament made 2699 tree plantation in their own villages. Apart from tree plantation, the members of children parliament took care of 80% of the saplings regularly by watering the plant.

3. PRACTICE STANDARDS

Practice standards, also called minimum quality standards, are assertions that describe an expected minimum level of performance. Since they are usually built on past experiences and feedbacks, they can play an important role in the context of children participation, above all for the improvement of quality of initiatives and programmes²⁰.

3.1. The Nine Basic Requirements for Children Participation

Through the years a number of guiding principles and standards have been developed by United Nations agencies and different international organizations. To try and harmonize the attitudes towards participation in 2009 the United Nations Committee on the Rights of the Child published its General comment n. 12 about the right of the child to be heard, which defines “**Nine Basic Requirements for Effective and Ethical Children’s Participation**”²¹. The Committee recommended that States parties integrate their legislative or non-legislative measures with these requirements. Since then, many NGOs and institutions agreed to follow these standards, the first one being Save The Children, which in 2011 supported a broad consensus that child participation should meet these nine basic requirements, not only the seven standards developed by the organization in 2005²².

CIAI endorse these standards, already drawn in CIAI values and work since 1968, with the purpose to guarantee that every action is child-centred, meaningful and participative.

Below we provide the definitions of the nine basic requirements, together with some useful questions to assess whether you are meeting them or not, and to identify deficiencies for improvements.

<i>Nine Basic Requirements for Effective and Ethical Children’s Participation</i>		
<i>PARTICIPATION IS</i>	DEFINITION²³	KEY QUESTIONS²⁴
<i>1. Transparent and informative</i>	Children must be informed about: their right to express their views freely, the weight of their	• Do children have enough information to decide whether and how they want to participate?

²⁰ UNESCO, UNICEF, *A Human Rights-Based Approach to education for All*, 2007, available online at http://www.unicef.org/publications/files/A_Human_Rights_Based_Approach_to_Education_for_All.pdf

²¹ *General comment No. 12*, 2009, op. cit..

²² Save the Children, *Practice standards in Children’s participation*, 2005, available online at

https://www.savethechildren.org.uk/sites/default/files/docs/practice_standards_participation_1.pdf

²³ For detailed definitions see: *General comment No. 12*, 2009, op. cit.; Save The Children, *A Toolkit for Monitoring and Evaluating Children’s Participation, Booklet 1 and Booklet 3*, 2014, available online at

<http://www.savethechildren.org.uk/resources/online-library/toolkit-monitoring-and-evaluating-childrens-participation>

²⁴ Based on: Save the Children, 2013, op. cit.; UNICEF, IPU, 2011, op. cit..

	<p>opinions, the scope of participation, how it will take place and its potential impact. This information must be accessible, diversity-sensitive and age-appropriate.</p>	<ul style="list-style-type: none"> • Is the purpose of participation clear and are the goals agreed with the children? • Is information shared with children in child-friendly formats and languages they understand? • Are the roles and responsibilities of everyone involved (children, adults or other stakeholders) clearly explained and understood?
2. Voluntary	<p>Children cannot be forced to participate in any activities, and they should be informed about their right to give participation up at any time.</p>	<ul style="list-style-type: none"> • Is children's participation voluntary? • Have children been given enough information and time to make decisions about whether or not they want to participate? • Can children stop participating at any time they wish?
3. Respectful	<p>Adults working with children should respect their views and opinions, and give them the opportunity to initiate activities and ideas. Adults should also take into considerations the socioeconomic, environmental and cultural context of children's lives.</p>	<ul style="list-style-type: none"> • Are children's own time commitments (ex, to study, work, play) respected and taken into consideration? • Are children views expressed freely and treated with respect? • Do the ways of working with children consider and build upon local cultural practices? • Has support been gained from key adults in children's lives (ex. parents, carers and teachers) to ensure respect for children's participation? • Do ways of working build self-esteem and self-confidence, enabling children to contribute?
4. Relevant	<p>Children should express their view in matters that affects their lives, which enable to rely on their knowledge, skills and capabilities. Children should also work in a space enabling them to identify themselves relevant issues.</p>	<ul style="list-style-type: none"> • Are the issues being discussed and addressed of real relevance to children's lives? • Do children feel any pressure from adults to participate in activities that are not relevant to them?
5. Child-friendly	<p>Children should work in a safe, welcoming and encouraging environment, with adequate time and resources specific for</p>	<ul style="list-style-type: none"> • Are child-friendly approaches and methods used? • Are these approaches built in partnership with children?

	different ages and maturity.	<ul style="list-style-type: none"> • Are procedures and methodologies designed or modified to encourage children participation? • Do the ways of working build self-confidence among girls and boys of different ages and abilities? • Are child-friendly and accessible meeting places used?
6. Inclusive	Participation must avoid discrimination of every kind. On the contrary, participation is equal and it should provide opportunities to marginalized children.	<ul style="list-style-type: none"> • Are girls and boys of different ages and backgrounds – including younger children, children with disabilities, children from different ethnic groups, etc – given opportunities to participate equally? • Is the process inclusive and non-discriminatory? • Are those working with children are able to facilitate an environment that is non discriminatory and inclusive?
7. Supported by training for adults	Adult staff and managers working with children should be provided with the right preparation and skills to do their jobs to a high standard. Children themselves can be involved as trainers and facilitators on how to promote effective participation	<ul style="list-style-type: none"> • Are staff provided with appropriate training and tools in participatory practice to enable them to work effectively and confidently with children of different ages and abilities? • Are staff able to effectively support children’s participation? • Are staff and their participation practices properly supported, supervised and evaluated?
8. Safe and sensitive to risk	Adults should minimize the risk to children of violence, exploitation or any other negative consequence of their participation. To do so, adults should develop a clear child protection strategy, involve parents and communities, and inform children of their right to be protected.	<ul style="list-style-type: none"> • Do children feel safe when they participate? • Have risks been identified? • Is CIAI Child Protection Policy being implemented? • Do children know where to go for help if they feel unsafe while participating in the project? • Are skilled and well-informed staff delegated to deal with child-protection issues during participatory processes?
9. Accountable	To proof a true respect for children’s involvement adult staff should provide regular feedbacks and evaluation of the participation	<ul style="list-style-type: none"> • Are children involved from the earliest possible stage and are they able to influence the design and content of participatory processes?

	<p>activities. Children must be informed about how their views have been interpreted and used, and about the outcomes of the participation. When necessary children should also be given the chance to influence the analysis of findings or to participate in follow-up process.</p>	<ul style="list-style-type: none"> • Are children encouraged to share their experiences with peer groups, local communities and organizations? • Are children supported to participate in follow-up and evaluation processes? • Do adults take children's views and suggestions seriously and act following their suggestions? • Are children given feedback about any requested support needs and follow-up?
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4. PARTICIPATION CHECKLIST

Participation in activities and projects with children can be successful and effective only if careful and appropriate preparatory work is carried out. This means that, from the very beginning, the whole process should be designed in a child-friendly way, remembering that children are the right holders and main protagonists of their own lives. Hence, a high-quality activity or project should not only provide methods to listen to children's opinions and views, but it should mainly be able to turn these suggestions and ideas into reality. CIAI endorse this relevant principle, and therefore uses the following checklist, which has the purpose to guide CIAI staff, board members and volunteers into the planning, design and evaluation of activities and projects involving children. Even though every activity and project is unique and needs to develop its own methodology accordingly to its specific aims, it is important to keep focused on participation issues, so as to make the projects or activities as relevant as possible²⁵.

²⁵ Based on: UNICEF, 2001, op. cit.; Council of Europe, 2004, op. cit.; Save The Children, 2014, op. Cit.; New Zealand Ministry of Social Development, *Involving Children, a Guide to Engaging Children in Decision-making*, 2003, available online at <https://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/2003-involving-children.pdf>; Ministry of Gender, Labour and Social Development of Uganda, *The National child participation Guide for Uganda*, 2008, available online at http://en.kindernothilfe.org/multimedia/KNH/Downloads/Fremdsprache_+Englisch/Child+Participation+Guide+Uganda+Final.pdf; World Vision, *World Vision's Guidelines for Child Participation*, 2009, available online www.wvi.org/sites/default/files/WV_Guidelines_on_Child_Participation.pdf.

QUESTIONS	YES	NO
Before (when planning)		
Are you and your staff aware of the CIAI Child Protection Policy and the nine basic requirements for effective and ethical children's participation? Did you consider practical ways to implement them?		
Policy Analysis: Are you aware of laws and policies concerning children in that particular country (such as the national legal framework, international conventions signed...)? (see the Child protection Policy Annex 1)		
Did you perform a risk analysis about children's participation in your project? Did you identify and eventually remove potential dangers? (Methodology to follow is available in the Child protection Policy Annex 2)		
Did you identified key duty-bearers: institutions and potential partners (including parents, local authorities, schools and other child/youth related institutions, NGOs, social workers, relevant media...)? Did you create strong networks among them?		
Is the topic of the project of real relevance to children themselves?		
Have the children been involved and consulted during the identification and planning of the activity/project? Are you going to involve children in all the phases of the programming cycle?		
Did you plan to develop child-friendly materials and tools to inform and involve children?		
Did you plan trained and experienced facilitators to engage with the children? If not, do you plan to organize any required training for adults involved in the project?		
Did you consider time and other resources needed for participatory evaluation process so as to involve children?		
During		
Is CIAI Child Protection Policy being implemented? Are all the stakeholders, especially children, informed about it?		
- Do you have an accessible and child friendly Protection officer?		
- Did you consider introducing a confidential reporting mechanism to ease reporting of eventual child risks or abuse?		
Are children and key adults (such as parents) clearly informed about the reasons, the methods and the purposes of their participation?		
Are children selected fairly?		
Is participation voluntary? Did children and care-givers give their informed consent for children to participate?		
Is the project inclusive? Does it consider the equal participation of every group of interested children (without discrimination based on sex, age or disabilities)?		
Are activities accessible? (This means that the ways of working with children are built upon local cultural practices, and that children's own time commitments are respected)		
Are children encouraged to share their experiences with peer groups, local communities and organizations?		
Did you define a method for creating trust and inclusiveness with the children? (For example, are you going to implement a truly meaningful involvement of children, listen to their freely expressed views and take them into account?)		
Did you consider using child-friendly settings, methods and facilitation techniques (such as small working groups, amusing games, varied materials, arts)?		
Are you conducting child participation in ways that lead to empowerment of children, to the building of self-esteem and self-confidence?		
Do you apply participatory monitoring devices and conduct frequent sessions?		
After		
Are children actively participating in the evaluation process? (This includes: participation in deciding the evaluation criteria, collecting children's opinion about the project, informing them about the results of the evaluation)		
Are you planning a way to share the children's feedback and the result of their participation in a child-friendly way?		
Are you making sure that any mistakes identified through evaluation are acknowledged and that the organization will take into account the lessons learned to improve its practice around children's participation in the future?		
Are you evaluating how key adults and duty-bearers have understood and implemented children's priorities and recommendations into their policies, strategies and programmes?		

5. PARTICIPATION INDICATORS

The purpose of the following paragraph is to identify the most relevant and generally applicable indicators to **evaluate** children's participation in all of CIAI actions and projects. The evaluation compares the actual outcomes with the planned and foreseen objectives of the participation process, looking particularly at what was done concretely, how you did it, what you achieved, and how you achieved it.

With the term *indicator* we mean *qualitative or quantitative factors which provide an objective measurement for assessing the state or level of children's participation objectives*. Preferably, indicators should be defined before the start of any activity or project, in this way their effects and performances can be continuously and systematically measured. The notion of indicator is strictly linked to the *outcomes or short-term or medium-term objectives* accomplished by the project or activity. It is necessary to identify them so as to know whether the action you took led to the changes you wanted to achieve²⁶. Indicators are not only about quantity (for example number of children, parents, staff or institutions involved), but also about quality. This means that it deals with the actual experiences of the different stakeholders, and it provides an insight into whether the participation itself, the legislation, policies and services that have been introduced by the project to enable children to participate are actually working as projected.²⁷ To proper monitoring of indicators during the action of project, it is necessary to have a clear baseline data, stating initial level or value of every indicator. Baseline data serve as the basis for comparing and measuring any change resulting from the participation.

In general, we can say that there are two types of outcomes, which bring about different indicators²⁸:

- A. ***Behaviour or attitudinal outcomes***: they are associated with children's participation that have influenced those directly or indirectly involved in or affected by participation initiatives – for example, children themselves, their parents or caregivers, staff of the supporting organisation, or members of the wider community.

- B. ***Wider external outcomes***: outcomes which indicate that a concrete change has happened in the community, or at local or national level, as a consequence of the children's participation.

²⁶For further definitions see Save the Children, 2014, *Booklet 3 and 4*, op. cit..

²⁷ Save the Children, *Booklet 2*, 2014, op.cit..

²⁸ Council of Europe, *Participation Assessment Tool*, 2014; available on line at http://www.coe.int/t/dg3/children/participation/Child_participation_AssessmentTool_en.pdf

The following indicators could be used as guidelines, however, it is important to stress again that in the planning, *specific, fitting, objective and smart indicators*²⁹ should be defined and added, since they should take into consideration the particular characteristics and goals of that specific activity or programme.

PARTICIPATION OUTCOME INDICATORS³⁰

What happens as result of the participation process on the different stakeholders?

1) On children

- Improved capacity of children to express their views in all matters affecting them: A) better access to relevant information at home, in school, in community, in media; B) greater self-esteem, self-confidence, rights awareness and capacity to report abuse; C) improved sense of efficacy and empowerment, active participation in children groups or organizations
- Increased participation of children in decision-making processes that may be relevant to their lives: A) involvement and/or representation by peers in decisional processes affecting them at home, in school, in community, in media and at policy level; B) representation by peers in local or national governance structures; C) development of quality and more child-friendly services and resources

2) On parents/care givers and CIAI staff

- Greater awareness of children's rights and capacities
- Greater perception of children's rights and needs
- Better understanding of the importance of listening to children and willingness to consult with them in matters affecting them.
- Better dynamics and relations in family settings
- Greater accountability and commitment to strengthen participation

3) For the local community

- greater awareness of children's rights and more respectful attitudes towards children
- improved status of children within the community
- increased willingness to involve children in decision-making processes

²⁹ For more details see https://en.wikipedia.org/wiki/SMART_criteria and http://procedure.intranet.ciai.it/wiki/linee_guida_cooperazione.

³⁰ CIAI Impact Assessment 2014; Save the Children, *Booklet 3*, 2014, op.cit..

4) On local institutions

- Change in organizational culture towards greater respect of children rights and willingness of the staff to reconsider power balances
- Inclusion of children's participation in all programme areas
- Changes in programmes to reflect children's concerns and priorities
- transformations in public and private local institutions

5) On national/international institutions

- Modifications in the regulatory framework
- Transformations within the judicial system
- Transformations within the education and health system
- Transformations in public policy
- Modifications in the number of human resources, adults and adolescents, trained or in the process of being trained, in every setting involved
- Existence of modifications in training proposals in every setting involved in the number of participation strategies made available for the promotion of child participation in every setting involved

6. GOOD PRACTICES

As recalled at the beginning of these Guidelines, participation is now recognized to play a fundamental role in children right's promotion. Therefore, we tried to define the concept as clearly as possible and to give some basic and simple tools to assess whether the programme or activity you want to implement is truly participative or not. However, to give a complete and comprehensive picture of this broad issue we would like to provide you with some good practices, which could guide you through the implementation of participation in your present and future works. Looking at good experiences is not only useful, but above all necessary, so as not to commit the same mistakes and to improve future performances. In chapter 2 the guide described four CIAI participatory experiences in different countries (see box 1, 2, 3 and 4). However, in this section we would like to add three more positive and recent CIAI experiences, since we believe they are particularly relevant and exemplifying.

6.1. ITALY: Philosophy for Children

In 2011 CIAI decided to promote an initiative called *GIRO, GIRO TONDO, CHI SONO IO IN QUESTO MONDO?* as part the project ³¹ “ *A scuola di cittadinanza- dall'integrazione all'interazione culturale*”³². The aim of the whole project was to support children in developing intercultural interaction, as the “right and ordinary way” to create relationships among pupils in a multicultural context composed by second generation children and Italian ones. In particular, the initiative *GIRO, GIRO TONDO, CHI SONO IO IN QUESTO MONDO?* had the purpose to involve children, parents and teachers in the *Philosophy for Children/Community(P4C)* model. The P4C aims at the creation of “research community” through a process of circular communication inspired to the principles of democracy (active participation, freedom, same opportunity for all to speak, duty to listen to each other's opinions) and respect of differences. Circular communication works through some simple rules, such as prohibition of overlapping and respect of the order of intervention. Each P4C meeting was accompanied by a creative workshop, which lead to a contest and to an exposition at the end of the scholar year. The initiative wanted to involve first of all children, then create a bond community composed of children and parents, and finally provide teachers with the appropriate formation. In this way it was possible to create communication spaces based on the point of view of children, where they could build a sort of “global identity” able to recognize the value of differences. Children were enabled to create positive relationships with other

³¹ For more details see http://projects.intranet.ciai.it/projects/a_scuola_di_cittadinanza_milano_italia/start

³² The title of the initiative could be translated as *Who am I in This World?* and the project as *Citizenship School – from Integration to Cultural Interaction*.

children and with their families, to participate actively in the community and to be responsible for the involvement of other actors.

CIAI and its partner, Istituto Comprensivo Statale Palmieri in Milan, decided to involve pupils from the last year of primary school aged from 10 to 11 years, for two consecutive years (almost 300 children). All children from all classes involved participated the initiative (to be noticed that some classes had a high percentage of foreign students, sometimes more than 80%). In 2012 the project was enriched with the formation of teachers.

HOW DOES A CHILD GET INVOLVED IN ACTIVITIES?

As mentioned before, the model of P4C is based on the core elements of democracy: dialogue, listening, sharing, participation and freedom of thought. In practice, children are guided through this new dialogic approach, which is the base of the research community that P4C wants to build. Within this community pupils learn how to value critical thinking, how to criticize weak reasoning and to create strong one, they learn the importance of equality, sharing and dependency from each other. Finally, they learn to be accountable for their contribution, to formulate correct judgments, and to be proud of personal achievements as well as collective ones. Together with these cognitive activities, P4C involves important psychological and social factors to help children to build their personality, grounded in positive relationships with other children or adults, defeating individualism. In this context the role of teachers is to facilitate and guide positive dialogue and discussion, without prevailing over children, since they are inner members of the research community.

These are the activities carried out in every class involved in the initiative:

- 10 P4C meetings in each class (on average once a week)
 - To enhance interesting discussions, during the meetings some philosophic tales were read to children
- 3 workshops, one at the beginning of the initiative, one in the middle and one in the end
 - During these workshops children were introduced to the philosophic practice and they were engaged with graphical and physical activities. In this way they could deal with some relevant issues, such as: friendship, family, trust, identity, dependency and independency. Moreover, children were encouraged to critical thinking based on: thinking, meditation, choice and change of point of view.

- An assessment meeting in the intermediate phase of the initiative, with the participation of all teachers, the expert in P4C, the educator and the responsible for the workshops
- 1 final meeting at the end of the initiative, with the presence of all children, parents and teachers
- 1 final meeting, opened to all the citizenship, in the public library, to describe and share the experience and to spot future prolific perspectives for the continuation of the project

HOW DOES A CHILD GET INVOLVED IN THE EVALUATION PROCESS?

For every class involved in the initiative, the facilitator wrote a diary, where we can find topic of the discussion, relevant intervention, behaviours of the children and whole mood of the group. Moreover, a videotape was recorded to show in a creative way how the activities were carried out.

6.2. INDIA: Building a Child-friendly Environment at Andaman Islands³³

In 2010 CIAI and Butterflies (an Indian NGO), established the *Child Development Centre (CDC)*, in under the Project “Building a child-friendly environment at Andaman Islands, India: strengthening child participation and community awareness for the protection of children’s rights”. The aim was to empower children, creating the space to learn and participate in a safe and conducive environment. Under the CDC the project established the concepts of Child Club and Bal Sabha³⁴ in order to bring the children to effectively influence the decision-making process at the local level (local Gram Sabha³⁵). 26 CDC were established in culturally diverse communities from 3 Islands of Andaman, involving 1333 vulnerable children aged between 6 to 18 years. The CDC operates as the base unit through which all actions are managed, including support to participation and education. Specifically, the participation of children, including to the project management, is facilitated by means of open forums which are promoted in CDCs. Let us describe them one by one and learn their mechanisms:

³³ For more details see http://projects.intranet.ciai.it/projects/building_a_child-friendly_environment_at_andaman_islands_strengthening_child_participation_and_community_awareness_for_the_protection_of_children_s_rights_-_little_north_and_south_andaman_andaman_islands_india./start

³⁴ Monthly Bal Sabhas, or children’s assemblies, provide an opportunity for children to engage in a healthy environment with their peers. The assemblies introduce complex ideas through interactive mediums, such as skits, debates, and question/answer sessions, which enable children to voice their opinions and ask questions freely. Sabhas are typically run by youths that have been raised and educated in the same locales, making it easier for them to relate to the children’s concerns and attitudes. The Bal Sabha provides value-based education about the importance of participation, respect for elders, communication with parents and community stakeholders, and basics such as no cursing, no violence, no stealing, and etiquette. Children are given an opportunity to practically apply their lessons at recitals, festivals.

³⁵ A village having population not less than 1500 forms Gram Sabha and every adult of the village is a member. If the population of several villages are less than the prescribed minimum, then the villages are grouped together to form a Gram Sabha.

- The practical tool used to promote participation is the ***Butterflies Children's Club (BCC)***, a child-managed association through which the activities of CDC are self designed by children. The Club manages the functioning of CDC through monthly meetings where the activities are reviewed and the future course designed. The Club is headed by an elected Secretary and convener.
- ***Bal Sabha*** is a participatory platform for children aimed at approaching the different issues affecting their lives at the community level. Bal Sabha is functioning at three levels: 1. At the CDC level, 2. At the zonal level and 3. Island level. Children are brought together to share their village agendas and address these via combined actions. Convener Secretaries are elected by the children via democratic election process. Bal Sabha closely works with local institutions (police, health centers, schools, Panchayats raj) in addressing the children needs.
- ***Children Development Khazana (CDK)*** is a pro-active forum through which children learn key life skills with regards to savings and keeping of account books, economy and budget management (see paragraph 6.3).
- ***Child Health Co-operative (CHC)*** is a child forum meant to promote the basic health conditions in the community. Is run by Child Health Organizer (CHO). Trainings and sensitization sessions are provided to children under the CHC program. Child health educators (CHE) are then selected within the CDCs, taking up the responsibility of providing awareness to their peers and the community in general.
- BCC, Bal Sabha, CHC and CDK hold regular meetings assessing their achievements and promoting their capacities. The frequency and level of their participation varies according to the nature of forum.

HOW DOES A CHILD GET INVOLVED IN THE EVALUATION PROCESS?

- The Butterflies Children Club (BCC) is the forum in charge of reviewing the outputs/outcomes of interventions at each CDC level. ***Butterflies Children Club Meetings (BCCM)*** are the core activity reflecting the effective participation in the decision making process.
- CIAI and Butterflies follow a monitoring and evaluation system (M&E) at the central level. The team monitors the project although it doesn't focus solely on child participation. Still the M&E system includes children in all of its steps, encouraging their contribution in steering the entire project management. Besides within each forum a dedicated monitoring and evaluation board is built.

- The experience of children participation are analyzed and quarterly published in *Andaman and Nicobar Children's Times (ANCT) magazine*. The learning and feedback are not only integrated into the project, but also disseminated to all key stakeholders.

6.3. INDIA: the Experience of Child Development Khazana

From 2013 CIAI and Butterflies promote the concept of *Child Development Khazana (CDK)* in the framework of the Project "Building a child-friendly environment at Andaman Islands, India". CDK is an institution that train children on economy, saving and banking. It is meant to promote the long term development attitudes and self-esteem among children. CDK works on the "banking & co-operative" principles. Any child in the community can save money with the Khazana which is owned & managed by Child Volunteer Managers (CVMs), Assistant Child Volunteer Managers (ACVMs) & Advance Committee members, under the guidance of adult facilitators. CDK enables its members to earn an interest on their deposits and help accessing loans to pay school fees, buy text books, & enroll for further studies. For older adolescents CDK helps starting small enterprises or job cooperatives.

Box 5: Illustrative Experiences of CDK

In connection with YUVA MELA festival at RK Pur area, 6 children, 1 male and 5 female, decided to get a loan to open a food stall. They applied for INR 2400 and planned to prepare tea and Indian snacks. The initiative was successful and the team earned Rs. 5000Inr of profit. The experiment proved that girls can easily run economic initiatives and earn money.

During Durga Pooja Festival in 2015, the CDK members further opened 2 Khazana Food Stalls at Farm Tikery and Ongee Tikery raising 12.000Inr of profit.

Any child aged between 9-18 years can be a CDK member irrespective of gender, religion, community and abilities. However, the CDK also bears moral standards and children involved in illegal activities (such as pick pocketing, trafficking of drugs) cannot be member of Khazana. a range of strategies are used to involve children: from community meetings and membership drives, to visits to already running Khazana branches and role-plays. The majority of the children of CDK are members of Child Development Centers, already identified under the CIAI project as vulnerable as per the sponsorship criteria.

HOW DOES A CHILD GET INVOLVED IN CDK ACTIVITIES?

- When a child aims at opening a new account he/she has to fill a membership form, upon whose completion he/she gets a new member ID card. A welcome pack containing the pass book and cash book are provided to the child.
- Monthly meetings of CDK members are conducted in each branch, favoring the discussion on CDK's efficiency. The meetings are convened by CVMs (Child Volunteer Managers) & ACVMs (Assistance Child Volunteer Managers) in presence of Butterflies staff as supporters.
- Every six months new elections of CVMs & ACVMs are held at each branch. At that time CDK members elect the new suitable candidates.
- CDK trainings are regularly held both for CVMs/ ACVMs & the CDK members, focusing on management skills and development of the concept. These trainings are conducted by CDK Focal Persons & respective CDCs staff.
- Whenever the child wants to employ his/her money or get an advance, he/she has to follow the formal procedures: the child's application is accordingly processed by the CVM / ACVM.
- Besides the monthly meetings, children participation is also promoted through regular focus group discussions on the performances of CDKs, or by means of dedicated promotion events at the branch/village level (rallies).

HOW A CHILD GETS INVOLVED IN THE EVALUATION PROCESS?

The CDK is a open and transparent institution, in which all members have the faculty to influence its direction:

- Child Volunteer managers, advance committee & the members are thoroughly involved in the evaluation system, via General Body Meetings (GBMs). Butterflies employs a set of participatory monitoring tools to assess the functioning of CDK.
- After any activity completion, be it trainings, a workshops or a meetings, a feedback session is organized among CDK children to further boost their information and participation. Children are also given feedback on CDK activities through experience sharing, showing of photographs or recorded videos. Minutes of any meetings or trainings/ workshops are kept in CDK documenting register as well in reports.
- Children's feedback on CDK functioning or CVM/ ACVM/ Advance committees' performance is also taken into account and accordingly the viable modification adopted.
- In addition, every year the 'International CDK Workshop' is also held in a selected city within India, in which all the CDK Partners across India & worldwide participate. Selected

CVMs/ ACVMs of respective states/ country participate in this workshop & present the status of CDK within their areas, share their achievements & issues with other partners & seek collective solutions. The feedback thus received is fed into the CDKs in the respective target area for improving the model, functioning of CDK and improving the participation of children.

6.4. CAMBODIA: Focus Group about Awareness Raising about Child’s Rights, Child Labour and Participation

Shown below is the Facilitator Guide for the workshop about Awareness Raising about Child’s Rights, Child Labour and Participation, held in Cambodia as part of the New Education Support Program in Siem Reap Province³⁶.

Facilitator Guide Awareness Raising about Child’s Rights, Child Labour and Participation Length: 1 day

Agenda

1. Objective:

- The children can describe about the children’s rights,
- The children can describe various beliefs, attitudes, view that violate children’s right
- The children be able to spread the information to promote children’ right in their community

Time	Topic/content	Facilitator
7:30am-8:00am	Arrival and registration of participants	Channa
8:00am - 8:30am (30 minutes)	Introduction, expectations, rules,	Channa
8:30am - 9:30am (1 hour)	The myths on common negative, attitude, view about children’s rights and participation.	Tlai Tno
9:30am - 9:45am (15minutes)	Short break	
9:45am-10:00am (15 minutes)	• Energizer	Kinmay
10:00am - 11:00am (1 hour)	• Understanding the basic rights of children (definition, description of main child’s rights).	Channa
11:00am - 12:30am (1h 30 minutes)	Lunch break together	
12:30pm – 12:50pm (20 minutes)	• Energizer	Channa
12:50pm- 13:30pm (40 minutes)	• Definition of child abused Form of child abused	Channa
13:30pm-14:30pm	• Roles play (child’s right, child labor exploitation,	Channa

³⁶ The version here proposed is not the final one.

(1hour)	child's participation)	
14:30pm-14:45pm	Break	
14:45pm-15:00pm	• Energizer	Channa
15:00pm-15:30pm (30 minutes)	• Watch the documentary on child abused and labor in Cambodia • The convention, law to promote the right of children	Kinmay
15:30pm -15:45pm (15 minutes)	○ Recap and evaluation	Kinmay

SESSION ONE: Introduction, expectations, ground rules,

Duration: thirty minutes

Specific objectives	Contents and sub contents	Methodology	Materials
<ul style="list-style-type: none"> - Children get to know each other well - Children be able to express their expectation - Children feel safe and ready to attend the session 	<ul style="list-style-type: none"> • Introduction, expectations, rules, 	<ul style="list-style-type: none"> - Introduction - Pair interview 	<ul style="list-style-type: none"> Flip chart paper and pens

Step one:

The facilitator asks children to sit in pair with another child they don't know and let them exchange name, where they are from and what they like to do on free time, their dream in the future....etc. Do it around and ask each child to introduce her/his partner she was pairing with.

Step two:

In order to distract children to the session, the facilitator asks why they are here and what is their expectation from the session? If all children could write, give them time to write one expectation on piece of paper and stick it on the flip chart.

If the child cannot write, let them say, and the facilitator writes it down on the flip chart.

It assumes that some expectations of children will be discussed during today's sessions and some may not but the facilitator will try to look at at the end of the session. The facilitator starts asking what we should have to ensure the sessions going smoothly and respond to your expectation? Should we have the rules during this one day session? Do you think it is helpful?

When the children confirmed, the suggested ground rules can be:

- Active participation
- Raise your hand when you have any questions
- Be punctual

SESSION TWO: Child's views about their rights and participation **(I think this session could be focused just in participation)**

Duration: one hour

Specific objectives	Contents and sub	Methodology	Materials
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	contents		
<ul style="list-style-type: none"> • Children be able to express their view/perception about the children rights and participation • Children reflect their own view and perception and how it affects to their rights and participation 	<ul style="list-style-type: none"> • The myths on common negative, attitude, view about children's rights and participation. 	1. Understanding each myth/statement and then choose True or False.	The sheet about myth/child's rights and participation

Step one:

The facilitator asks the children to stand up. He/she marks the line down the centre of the room or outdoor space.

The facilitator explains that He/she has some myths/common belief about child's rights and participation. He/she is going to read it. The child who believes that the statement and think it is true will go to one side of the line, those who think it is untrue go to another side.

The children should listen and think carefully their experiences whether or not it occurs in community before deciding the myths/common belief are True or Untrue

• Myth one:

Example: The facilitator picks up one statement/myth below:

Myths

1. The children should have their future dream and decided for their career opportunity
2. Children should not involve during adult meeting because they are so young. They will not understand what adults are talking.
3. In all circumstances, All the Children have to listen and follow their parents/care giver's advice.
4. Children should involve in community or public meeting as they are part of their community

Ask the children to move either side of the line depending on if they believe that.....is true or untrue. You may end up with children either side of the line.



Myth is True....



Myth is Untrue

If all children identified the myths correctly congratulate them. If you have children on both sides of the line encourage them to debate between themselves for 5 minutes with each side presenting why they are correct. See if they can encourage their peers to move from where they stand to a different side of the line.

Note to facilitator: try to make the feeling of a debate – control the children so that they take it in turns to present why they believe or do not believe the myth or perception; do not let one child or side of the line dominate.

After 5 minutes provide the correct answer:myth or perception is not true is True

Step three:

Explain that most of the myths/perceptions are not true. Myths are beliefs created by with no evidence basis to prove on the myths. However they are often beliefs we have learned from/during childhood. Community/adult perceptions are based on negative stereotypes and considering that all children are the same. Though children do need help for fulfilling their daily activities it is not true for everyone.

Note to facilitator: As cultural beliefs they are very strong and we cannot expect that adult/community will change their perceptions quickly. The goal of the session is to create a discussion and reflection amongst the children on what is the impact of these beliefs on the participation of children.

SESSION THREE: Understanding the basic rights of children (definition, description of main child's rights

Duration: one hour

Specific objectives	Contents and sub contents	Methodology	Materials
<ul style="list-style-type: none"> Children be able to give the definition of PARTICIPATION Children be able to exercise their right and lead to improve their participation 	<ul style="list-style-type: none"> Understanding the PRINCIPLE OF PARTICIPATION 	<ul style="list-style-type: none"> Drawing Brainstorming Picture demonstration 	<ul style="list-style-type: none"> Colour paper Flip chart, Colour pencil Flip chart Piece of paper containing heading about main rights and its each description

Step one:

The facilitator divides the children to 4 groups. Each group spend maximum 20 minutes to draw the pictures related to participations of children in their community/school.

When finishing drawing, each group choose one representative to present their drawing.

Note: During their presentation, the questions that lead to be discussed are: What activities have been participating by children? What do they feel about their participation? What thing to do to

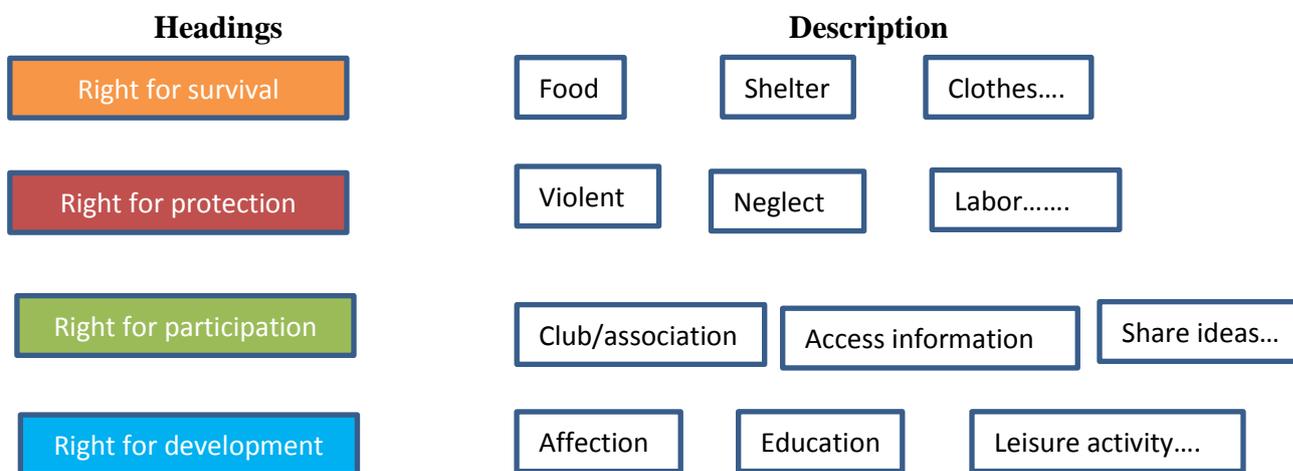
improve child's participation. The facilitator will need to group the pictures that have the same/similar meaning in order to be easy in the discussion.

Step two:

Let them sit in the same group and ask them the reason/main factors that allow children to participation in these activities? Try as much as possible to prompt them to think about "Right of children" then asks what do they understand about "Right"? What child's right they know? Let them try to describe each right of children.

Step three:

The facilitator distributes the pieces of paper containing the heading of main rights and another pieces of paper description of each main right to each group. Let them discuss and pick up which description will go to which heading. Then the facilitator tells them to take their work to put on the wall.



Finally, the facilitator shows them the slides picture that demonstrate the main rights and its description to children and let them re arrange their works to be correctly with correct heading.

Ask them if they have any questions.

SESSION FOUR: Understanding of child abused

Duration: forty five minutes

Specific objectives	Contents and sub contents	Methodology	Materials
<ul style="list-style-type: none"> Children be able to describe the meaning and forms of child abused Children be able to 	<ul style="list-style-type: none"> Definition of child abused Form of child abused 	<ul style="list-style-type: none"> Watch movie Quiz about child abused (definition and kinds of child 	<ul style="list-style-type: none"> Movie excercise about kind of child

identify the attitudes and condition that are harmful to their rights		abused	abused.docx - Ppt child labour
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Step one:

The facilitator is going to play the movie. Let them watch it then asks following questions: What did they feel after watching? What the story tell them? According to them, what mean by child abused?

What kind of child abused they know?

Then the facilitator gives the definition of child abused.

Step two:

The facilitator gives them exercise of the definition of different kind of child abused. Give them 15 minutes to do it then let them exchange their answers with their peer to correct it.

Check the answers altogether in big group and find who get the highest score and say congrats to him /her.

SESSION FIVE: Roles play (child’s right, child labor exploitation, child’s participation)

Duration: one hour

Specific objectives	Contents and sub contents	Methodology	Materials
<ul style="list-style-type: none"> Children be able to reinforce their knowledge about child’s rights, child’s labor exploitation, and child participation through role play 	<ul style="list-style-type: none"> Roles play (child’s right, child labor exploitation, child’s participation) 	<ul style="list-style-type: none"> Role play 	

Step one:

Divide the group into three, ask one of each group members to come and pick up the topic. Tell them they are going to make role play. They can create any story they want but it shall be linked to the topic they have picked up.

Each group has 15 minute to prepare their role play and maximum 10 minutes to make role play.

This activity aims at strengthening children’s knowledge on right and their creativity. In addition, this activity shall make them feel fun and learn.

When all the roles play are finishes, ask children what do they feel? What they learn from the role play? Was it helpful?

SESSION SIX: Law and convention to promote and protect child’s rights (The documentary on child labor and abused in Cambodia)

Duration: 30 minutes

Specific objectives	Contents and sub contents	Methodology	Materials
<ul style="list-style-type: none"> Children are aware and identify about the real situation of child labour and abused 	<ul style="list-style-type: none"> Watch the documentary on child abused and labor in Cambodia The convention, law to promote the right of children 	<ul style="list-style-type: none"> Watch documentary 	<ul style="list-style-type: none"> documentary

The facilitator plays the movie then asks the children: What they feel after watching the movie? What story/movie tells them? What they get to do if they were in that situation? The facilitator adds that in Cambodia many children have been abused by family, relatives, traffickers, employer...etc. In order to stop that The Royal Government of Cambodia ratified the UN Convention on the Rights of the Child in 1992.

SESSION SEVEN: recap and evaluation

Duration: 30 minutes

Specific objectives	Contents and sub contents	Methodology	Materials
Reinforce learning and summarise the session Collect feedback for future improvement	<ul style="list-style-type: none"> Recap and evaluation 	1. Participants identify what they learned, felt/experienced and will do in the future through games	Ball Recap question

Hot potato

The facilitator will play music and the ball have to pass through someone who is seating next you. When the music is stop, the child who has the ball with him/her have to say one thing they remember from the session, one thing they like from the training, one thing they feel not happy about the awareness raising.

The facilitator does this with around 10-15 of children in big group.

What was expressed by children should be taken note for the future improvement.

Give thanks to everyone for their participation

7. USEFUL TOOLS AND RESOURCES

BASIC READINGS ABOUT CHILDREN'S PARTICIPATION

Here you can find the basic knowledge about children's participation in the programming cycle and child rights-based approach:

- [*A Toolkit for Monitoring and Evaluating Children's Participation*](#), Save the Children, 2014. In particular, see [*Booklet 1: Introduction*](#).
- [*Guidelines for Children's Participation in Humanitarian Programming*](#), Save the Children, 2013.
- [*Children's Participation in the Analysis, Planning and Design of Programmes, a Guide for Save the Children Staff*](#), Save the Children, 2013.
- [*The Participation of Children and Young People in UNICEF Country Programme and National Committee Activities*](#), UNICEF, 2009.
- [*Involving Children and Young People, Participation Guidelines*](#), Commissioner for Children and Young People Western Australia, 2009.
- [*Child Rights Programming, How to Apply Rights-Based Approaches to Programming*](#). Save the Children, 2005.

STANDARD INDICATORS

Here we provide you with some useful resources specifically about indicators' identification and importance:

- [*A Toolkit for Monitoring and Evaluating Children's Participation*](#), Save the Children, 2014. In particular, see [*Booklet 3: How to measure the scope, quality and outcomes of children's participation*](#).
- [*Child Participation Assessment Tool, Indicators for measuring progress in promoting the right of children and young people under the age of 18 to participate in matters of concern to them*](#), Council of Europe, 2014.
- [*Menu of Indicators and Monitoring System for Children's Right to Participation*](#), Inter American Children's Institute (Specialized Organization of the OAS), 2010.

PARTICIPATION ACTIVITIES AND CASE STUDIES

Here you can find some creative activities to enable children to participate in your initiative or project (more activities can be found inside BASIC READINGS ABOUT CHILDREN'S PARTICIPATION):

- Council of Europe provides some child-friendly materials online for the [*Programme “Building a Europe for and with children”*](#)
- [*Involving Children in Decision making: Your Quick, Practical Guide*](#), Commissioner for Children Tasmania, 2015. In particular, see the Activity Booklet and the chapter regarding Good Practices.
- [*Case studies: Child participation and accountability*](#), Save the Children 2012.
- [*The national child participation guide for Uganda*](#), Ministry of Gender, Labour and Social Development on Uganda, 2008. In particular, see *Section 2: Involving Children-Tips, Tools, and Techniques*, and *Appendix 1: Ice Breakers Activities*.

EVALUATION PROCESSES

The list below provides specific resources about the evaluation process:

- [*A Toolkit for Monitoring and Evaluating Children's Participation*](#), Save the Children, 2014. In particular, see [*Booklet 4: A 10-step guide to monitoring and evaluating children's participation*](#) and [*Booklet 5: Tools for monitoring and evaluating children's participation*](#).
- [*Evaluating Participation Work: the Toolkit*](#), Participation Works, 2008.

CHILD FRIENDLY SCHOOL

For more information about Child-Friendly School Model see UNICEF web site at <http://www.unicef.org/cfs> and http://www.unicef.org/lifeskills/index_7260.html. Moreover, you can read the [*Child-Friendly School Manual*](#), UNICEF, 2009.

8. BIBLIOGRAPHIC RESEARCH ON CHILDREN 'S PARTICIPATION IN THE ANALYSIS, PLANNING AND MONITORING OF PROGRAMMES

The purpose of the following bibliographic research is to provide an adequate and comprehensive picture of the available materials about children participation in the programme cycle. Children

participation is not only a key principle in CIAI action but also a core practice, which is necessary to comply with the organization goals in terms of children's rights. To make the research as relevant as possible the following criteria were used:

- The research includes only documents written from 2000
- To simplify consultations only documents written in English and Italian were selected
- The research involves documents from intergovernmental organization (ONU, EU, CoE), governments and non-governmental organizations (both Italian and international ones)

ACRONYM INDEX

UN: United Nations

UNHCR: United Nations High Commissioner for Refugees

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

IES: Institute of environmental studies, University of Zimbabwe

IPU: International Parliamentary Union

CoE: Council of Europe

EU: European Union

ENOC: European Network of Ombudspersons for Children

CIDA: Canadian International Development Agency

MAE: Ministero degli Affari Esteri

PIDIDA: Coordinamento per I diritti dell'infanzia e dell'adolescenza

TYPE OF ORGANIZATION	NAME	YEAR	TYPE OF DOCUMENT	TITLE	LINK	KEY POINTS
Intergovernmental Organization	UN General Assembly	2012	Report	Child participation as a key element in preventing and combating the sale and sexual exploitation of children	https://www.google.it/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0CCwQFjACahUKEwjH7pnGtOLIAhUCA3MKHRb aBsw&url=http%3A%2F%2Fwww.childlinesa.org.za%2Fin dex.php%2Fdocuments-for-download%2Fdoc_download%2F297-un-report-child-participation-as-a-key-element-in-preventing-and-combating-the-sale-and-sexual-exploitation-of-children-2012&usg=AFQjCNEHnGtenXrb9yTP9rvJ68OGH0937A	<ul style="list-style-type: none"> - Definition of child participation and its benefits in preventing sale of children and sexual exploitation (p.4) - International human rights principles and standards (p. 6-7) - Child participation practices and guidelines: access to appropriate information, school programmes and helplines, creative arts, child-friendly media and spaces, child participation in project design and implementation, child participation in online safety , judicial proceedings and public policy development, child-led organizations (some brief examples from p. 7 to 18)
Intergovernmental Organization	UN General Assembly	2011	Report	Building rights-based and comprehensive national child protection systems to prevent and combat the sale of children, child prostitution and child pornography	http://documents-dds-ny.un.org/doc/UNDOC/GEN/N11/441/45/pdf/N1144145.pdf?OpenElement	<ul style="list-style-type: none"> - Definition of right-based child protection approach and its general principles in the sale and sexual exploitation of children (see figure on Comprehensive child protection system, p. 6) - Legal and conceptual framework, early identification, effective protection, care and follow-up of child victims - Child participation in child-rights approach and its empowerment , internationally recognized standards (P 18) - Monitoring and assessment (p. 19) - Guidelines for international cooperation (p.24)
Intergovernmental Organization	UN Committee on the Rights of the Child	2009	General Comment	GENERAL COMMENT No. 12 The right of the child to be heard	http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/CRC-C-GC-12.pdf	<ul style="list-style-type: none"> - General and legal analysis of Article 12 of the Convention on the Rights of the Child, focus on “the right of the child to be heard” (p.3 and p. 5) - Obligation of State parties (p.11) - Article 12 and the rest of the CRC (article 2, 3,5, 6, 13, 17) - The implementation of the right of the child to be heard in different settings:

						<p>family, alternative care, health care, school, play and cultural activities, workplace, situation of violence, prevention strategies, immigration, emergency situation (p.18 to p.26)</p> <ul style="list-style-type: none"> - 9 basic requirement of children participation (p. 26/27)
Intergovernmental Organization	UN General Assembly	2002	Resolution	A World Fit for Children	http://www.unicef.org/specialession/docs_new/documents/A-RES-S27-2E.pdf	<ul style="list-style-type: none"> - Adoption of the document “A world fit for children” and its principles (p.2)
Intergovernmental Organization	UNHCR	2012	Framework	A Framework for the Protection of Children	http://www.unhcr.org/50f6cf0b9.pdf	<ul style="list-style-type: none"> - Framework for the protection of children within UNHCR: the 6 goals (safety, participation, child-friendly procedures, legal documentation, targeted support, acting for children’s best interest; see figure p. 13) - A three step process for developing child protection (p. 30)
Intergovernmental Organization	UNHCR	2012	Research	Refugee children’s participation in protection: a case study from Uganda	http://www.unhcr.org/503de69c9.pdf	<ul style="list-style-type: none"> - Some brief debates on children participation in protection in refugee context, gap between theory and practice (p.3) - Case study: Kyaka II camp in Uganda and the protection of children (p.6) - Research methods: semi-structured interviews, a participatory workshop with practitioners about practice of child participation and eight participatory workshops (game and activity based) conducted with groups of refugee children (aged between six and sixteen). - Recognition of a positive relationship between children’s participation and their protection - Definition of “child friendly and participatory spaces” (p.16)
Intergovernmental Organization	UNHCR	2011	Handbook	Field Handbook for the Implementation of UNHCR BID Guidelines	http://www.refworld.org/cgi-bin/texis/vtx/rwmain?docid=4e4a57d02	<ul style="list-style-type: none"> - Definition of the principle of the “best interest of the child” and the necessity of a child-centred view based on participation for the principle to work. - Definition of Best interests determination (BID), which is the formal process with

						<p>strict procedural safeguards designed to determine children’s best interests for particularly important decisions affecting them</p> <ul style="list-style-type: none"> - Chapter 6: ethics and principles of communicating with children for a successful participation, the role of the interviewer, child-friendly interview techniques, other creative techniques (role play, storytelling, workshops...), differences of methods according to the age of children - Case study from Rwanda with “Do’s” and “Don’ts” when Interviewing Children and Young People
Intergovernmental Organization	UNHCR	2008	Guidelines	UNHCR Guidelines on Determining the Best Interests of the Child	http://www.refworld.org/cgi-bin/texis/vtx/rwmain?docid=48480c342	This publication offers guidance on how to apply the best interests principle in practice (Chapter 1), defines the situations in which UNHCR must undertake a BID (Chapter 2), and provides detailed guidance on BID Procedure (Chapter 3).
Intergovernmental Organization	UNESCO; UNICEF	2007	Framework	A Human Rights-Based Approach to EDUCATION FOR ALL	http://www.unicef.org/publications/files/A_Human_Rights_Based_Approach_to_Education_for_All.pdf	<ul style="list-style-type: none"> - Focus on educational rights for children; historical overview , framework of the rights -based approach to education and its principles, why it is important in “good programming”, the importance of participation at all levels in educational environments - Some case studies about children participation in Mexico (p.78), Mali (children’s government p.80), Brazil (p. 94) - Appendix IV: 7 Practice standards in children’s participation
Intergovernmental Organization	UNICEF; IES	2014	Report	Children and Climate Change in Zimbabwe	http://www.unicef.org/zimbabwe/Children_and_Climate_Change_in_Zimbabwe_Report_2014.pdf	<ul style="list-style-type: none"> - The study recognizes the importance of soliciting children’s views on the impacts of climate change, so that their special needs can be incorporated into national policies, planning and practices (for specific objectives see p. 8) - Methods: questionnaire to 373 primary and 625 secondary school children, and 231 Junior Parliamentarian (see p. 11), key

						informant interview, focus group discussion
Intergovernmental Organization	UNICEF	2011	Resource Guide	Every child's right to be heard A resource guide on the UN Committee on the rights of the child general comment no.12	https://www.google.it/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&cad=rja&uact=8&ved=0CDoQFjADahUKEwbzIe22oXJAhUDZ3IKHe_VBlo&url=http%3A%2F%2Fwww.unicef.org%2Ffrench%2Fadolescence%2Ffiles%2FEvery_Childs_Right_to_be_Heard.pdf&usq=AFQjCNH4rln1sQASzSp5s6xnlGLlhr_zaQ	<ul style="list-style-type: none"> - Analysis of 9 Basic Requirements proposed by the UN Committee on the rights of the child
Intergovernmental Organization	UNICEF; IPU	2011	Handbook	A Handbook on Child Participation in Parliament	http://www.ipu.org/PDF/publications/child-parl-e.pdf	<ul style="list-style-type: none"> - Some of the key ways in which parliamentarians can guarantee that children's voices find expression in parliaments. - Chapter 4: methods of children participation and some brief case studies
Intergovernmental Organization	UNICEF	2009	Desk Review	The participation of children and young people in UNICEF country programme and national committee activities	http://www.unicef.org/adolescence/files/Desk_study_on_child_participation-2009.pdf	<ul style="list-style-type: none"> - The review provides reflection on children participation importance and useful examples of effective practices - Five roles of children and adolescents in a participating framework (p.11) - Four main categories of participative actions (p.11-12) - Successful outcomes and challenges (p.12) - Regional trends (p.22) - Some programmes and activities (p.37)
Intergovernmental Organization	UNICEF	2001	Publication	Promoting children's participation in democratic decision-making	http://www.unicef-irc.org/publications/pdf/insight6.pdf	<ul style="list-style-type: none"> - Characteristics of effective and genuine participation (p.11) - Three practical examples of children's participation: consultative process, participative initiatives, promoting self-advocacy (p.16) - Involving children in conferences: planning group, speakers, delegates (p.30) - Some examples (p.39)
Regional Intergovernmental Organization	CoE	2011	Child-friendly material available	Council of Europe Programme "Building a Europe for and with	http://www.coe.int/t/dg3/children/Child_friendly_material_CoE_Programme_Building_a	The Council of Europe has produced child-friendly material to encourage and promote children's participation.

			online	children”	Europe for and with children_25052011.pdf	All professionals working with children are encouraged to use and disseminate this material.
Regional Intergovernmental Organization	CoE	2014	Assessment tool	Child Participation Assessment Tool	http://www.coe.int/t/dg3/children/participation/Child_participation_AssessmentTool_en.pdf	The purpose of the Assessment Tool is to support States in putting into place real and active child participation in all settings. It provides specific and measurable indicators to identify progresses <ul style="list-style-type: none"> - Ten indicators divided into Structural indicators, Process indicators and Outcome indicators (p.8)
Regional Intergovernmental Organization	CoE	2012	Recommendation	Recommendation CM/Rec(2012)2 of the Committee of Ministers to member States on the participation of children and young people under the age of 18	http://opac.minori.it/VSRV01_EOS03_Linked_Documents/Giuridico2/2012%20Sec.Trim%28apr-giu%29/Europeo%20ed%20internazionale/CM%20Rec%202012%202.pdf	The document provides definitions, principles and measures of participation, stressing the importance of promoting and informing about this essential right, so as to enable the creation of the appropriate spaces for participation.
Regional Intergovernmental Organization	CoE	2004	Guide	Children, participation, projects – how to make it work!	http://www.coe.int/t/dg3/children/pdf/ChildrenParticipationProjects_en.pdf	The paper gives useful definitions of participation, together with its benefits. Moreover, it provides specific principles to create a participation project (p. 10)
Regional Intergovernmental Organization	EU	2015	Final Report	Evaluation of legislation, policy and practice on child participation in the European Union (EU)	http://www.eurochild.org/policy/library-details/article/evaluation-of-legislation-policy-and-practice-of-child-participation-in-the-european-union	See chapter 4 about Effectiveness of participation practices, and annex Two about Good practice in children’s participation (Austria, Belgium, Bulgaria, Croatia, Cyprus...)
Regional Intergovernmental Organization	Inter American Children’s Institute (Specialized Organization of the OAS)	2010	Publication	Menu of Indicators and Monitoring System for Children’s Right to Participation	http://www.iin.oea.org/iin2011/english/documentos/Menu-Indicators-and-Monitoring-System.pdf	The purpose of the paper is to design a system of indicators which will make it possible to monitor the right to participation of children in subjects which concern them, in accordance with the articles of the Convention on the Rights of the Child. In particular, for the Menu of Indicators see chapter 7(p.30), where each indicator is described, defined and measured.
Government	NSW Advocate for Children and Young People	2015	Resources online	Participation resources	http://www.acyp.nsw.gov.au/participation-resources	The websites provides different kind of useful resources about children participation: checklists, ethical considerations, case studies, Australian and international resources..

Government	Commissioner for Children Tasmania	2015	Guide	Involving children in decision making	http://www.childcomm.tas.gov.au/wp-content/uploads/2015/06/Guide-to-making-decisions-booklet.pdf	The guideline provides resources for organizations, both government and non-government, to ensure that there is support for children's participation in the planning and development of their communities and in decision making processes <ul style="list-style-type: none"> - Activity booklet (p.24): guidelines for planning child-friendly and creative activities - Examples of good practices (p.44)
Government	State of Victoria, Department of Education and Early Childhood Development	2012	Guide	Planning for Children in School Age Care	http://www.education.vic.gov.au/Documents/childhood/providers/regulation/nqfplanscare.pdf	See chapter 4: Planning cycle (collecting information, question and analysis, plan, act and do, reflect)
Government	Healthy Child Manitoba		Best practice	Best Practices for Guiding Children's Behaviour	https://www.gov.mb.ca/fs/childcare/pubs/behaviourguidancestragies_web.pdf	The guide offers some strategies and practices to enhance the emotional and social well-being of a child <ul style="list-style-type: none"> - Strategies to encourage positive social interaction and to discourage inappropriate behaviours - Strategies to plan the schedule and to prepare materials
Government	Commissioner for Children and Young People Western Australia	2009	Guidelines	Involving Children and Young People	http://www.hrc.act.gov.au/res/Participation%20Guidelines.pdf	The guidelines are designed to assist organizations, whether government, non-government or private, to involve children and young people in decision making about your services and activities <ul style="list-style-type: none"> - The participation cycle (see figure p. 5) - Chapter 3: the practicalities of involving children and young people - Chapter 5: positive examples
Government	Ministry of Gender, Labour and Social Development on Uganda	2008	Guide	The national child participation guide for Uganda	http://en.kindernothilfe.org/multimedia/KNH/Downloads/Fremdsprache+Englisch/Child+Participation+Guide+Uganda+Final.pdf	This Guide is intended to facilitate meaningful participation of children from family to national, regional and international levels. <ul style="list-style-type: none"> - Section two: involving children tips, tools and techniques ("Be the cause!" slogan, consultation, organization, advocacy, checklist for consulting children, engagement process, tools for engaging children, examples at p. 42)
Government agency	National	2005	Guide	Young Voices:	http://www.comhairlenanog.ie	<ul style="list-style-type: none"> - Chapter two: planning for participation

	Children's Office, Children's Rights alliance, National Youth Council of Ireland			guidelines on how to involve children and young people in your work	/wp-content/uploads/2013/11/31267_Young_Voices .pdf	- Chapter three: implementing participation (consultation, preparation)
Government agency	CIDA	2004	Report	Children as partners Child Participation promoting social change	http://www.acdi-cida.gc.ca/inet/images.nsf/vLUImages/Childprotection/\$file/CAP_CIDA_reportENG.pdf	- Examining good practices in partnership programmes: ten case studies where children entered into partnership with other children or adults to improve their lives (p.25)
Government	New Zealand Ministry of Social development	2003	Guide	INVOLVING CHILDREN: A guide to engaging children in decision-making	https://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/2003-involving-children.pdf	This is a practical guide for organizations, government departments, community groups and individuals who want to engage children up to the age of 181 in effective decision-making. - Feedback and evaluation at p. 22 - Interesting checklist at p. 24
Government	Government of the UK	2001	Guide	Learning to Listen Core Principles for the Involvement of Children and Young People	http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/CYPUCPI-PDF1.pdf	The Government wants children and young people to have more opportunities to get involved in the design and evaluation of policies or services that affect them. - Some examples and case studies
International NGO	Save the Children	2014	Toolkit	A Toolkit for Monitoring and Evaluating Children's Participation	http://www.savethechildren.org.uk/resources/online-library/toolkit-monitoring-and-evaluating-childrens-participation	Booklet 4: A 10-step guide to monitoring and evaluating children's participation. Booklet 5: Tools for monitoring and evaluating children's participation Booklet 6: Children and young people's experiences, advice and recommendations
International NGO	Save the Children	2013	Guidelines	guidelines for Children's Participation in Humanitarian Programming	http://www.savethechildren.org.uk/sites/default/files/docs/Children_Participation_Humanitarian_Guidelines.pdf	- 9 basic requirements for meaningful children's participation p. 14 - Chapter 5 and Annex 2: Opportunities to increase children's participation in humanitarian programming and participatory tools (PRM, Body mapping, child-led tours, visioning tree, timeline...)
International NGO	Save the Children	2013	Review	Review of Children's Participation in Humanitarian	https://www.savethechildren.org.uk/sites/default/files/images/Children_Participation_Humanitarian_Review.pdf	- Chapter 3: Key opportunities to increase children's participation in humanitarian programming - Some examples

				Programming		
International NGO	Save the Children	2013	Guide	Children's Participation in the Analysis, Planning and Design of Programmes	http://www.savethechildren.org.uk/sites/default/files/docs/Children_Participation_in_Programming_Cycle.pdf	<ul style="list-style-type: none"> - Useful tools for Children's participation in the programme cycle from earliest stages: in child rights situational analysis (p.4), strategic planning, annual planning (p.6) and the design of programmes (p.9) - Chapter 3: Three levels of engagement and power-sharing (consultative, collaborative and child-led participation)
International NGO	Save the Children	2012	Case Studies	Case studies: child participation and accountability	http://www.alnap.org/resource/10617	10 case studies about children's participation and accountability
International NGO	Save the Children	2010	Publication	Speaking Out, Being Heard Experiences of child participation and accountability to children from around the world	https://www.wearelumos.org/sites/default/files/research/Speaking_Out_Being_Heard_lo-res.pdf	Principles of children's participation and accountability and case studies: different strategies and approaches
International NGO	Save the Children	2007	Guide	Getting it Right For Children A practitioners' guide to child rights programming	http://toolkit.ineecms.org/toolkit/INEEcms/uploads/1101/Getting_it_Right.PDF	The guide is about Child rights-based approach and its effectiveness for children, their families and communities <ul style="list-style-type: none"> - CRP (children rights programming): key tools and cycle
International NGO	Save the Children	2005	Guide	Practice Standards in Children's Participation	https://www.savethechildren.org.uk/sites/default/files/docs/practice_standards_participation_1.pdf	These practice standards are intended to guide the practice of staff working to support children's participation.
International NGO	Save the Children	2005	Handbook	Child Rights Programming How to Apply Rights-Based Approaches to Programming	http://resourcecentre.savethechildren.se/sites/default/files/documents/2658.pdf	Section 4: Child rights programming: the programme cycle
International NGO	Plan International	2014	Report	Young People's Engagement in Strengthening Accountability	https://plan-international.org/young-people%E2%80%99s-engagement-strengthening-accountability	This report argues that young people, both male and female, should be an integral part of any post-2015 accountability framework. Young people will be the key stakeholders (beneficiaries and partners) in the new global framework, which is why it is necessary to fulfil their right to participate for a future sustainable development.

International NGO	Plan International	2010	Programme Guide	Promoting child rights to end child poverty	https://plan-international.org/promoting-child-rights-end-child-poverty	The guide aims at supporting staff and equipping them with a set of information, guiding principles and standards about children's participation. These will help develop and implement quality programmes that are relevant for children in the context in which they live, that are locally owned and that bring about lasting changes in the lives of as many children as possible.
International NGO	Inter-Agency Working Group on Children's Participation	2007	Booklet	Children's participation in decision making: Why do it, When to do it, How to do it	http://ovcsupport.net/wp-content/uploads/Documents/Childrens_participation_in_decision_making_Why_do_it_when_to_do_it_how_to_do_it_1.pdf	The paper provides useful information about participation, such as definitions and concepts. Moreover, in chapter 5 a list of relevant resources about good practices is presented.
International NGO	Gram Chetna Kendra	2013/2014	Report	Annual Report	http://www.gck.org.in/pdf/annualreport2013-2014.pdf	<ul style="list-style-type: none"> - Project 2 Educated and confident children: implementation of children participation through different activities (p.10-12)
International NGO	Partnerships for Every Child	2012	Case Study	Case study on child participation in Moldova	http://www.p4ec.md/en/projects/reports/default.aspx	Case study about Children participation in decision-making process. Tools used: <ul style="list-style-type: none"> - Workshops , Advisory Boards of Children, consultation, Child's helpline service
International NGO	World Vision	2011	Guidelines	Children as change agents: Guidelines for child participation in periodic reporting on the Convention on the Rights of the Child	http://rightsofchildren.ca/wp-content/uploads/Guidelines_for_Child_Participation_in_CR_C_Reporting.pdf	<ul style="list-style-type: none"> - Reflections about the importance of children participation - Stages of the reporting process (p.26) and practical practices for gathering children and fair representation, methods for collecting information from children (p.29) - Appendix A: producing child-friendly documents
International NGO	World Vision	2009	Guidelines	World Vision's Guidelines for Child Participation	www.wvi.org/sites/default/files/WV_Guidelines_on_Child_Participation.pdf	This document gives guidance on the minimum basic expectations to uphold the quality of child participation across World Vision. The Guidelines help ensure meaningful and safe child participation by explaining what is expected from World Vision staff, adult and youth volunteers, and partner organizations prior to, during, and after participatory engagement with children.
International NGO	Participation Works	2008	Toolkit	Evaluating Participation Work: The Toolkit	http://www.healthwatchwarwickshire.co.uk/wp-content/uploads/Link-7-diy_evaluation_toolkit.pdf	The toolkit is a compilation of sample forms and activities that you can adapt or copy to collect information during your evaluation. they are adaptable to every situation, or they can simply be a

						starting point for reflection .
International NGO	Asian disaster Preparedness centre; Center for disaster preparedness	2007	Toolkit	Child-oriented participatory risk assessment and planning: a toolkit	https://www.gdnonline.org/resources/ADPC_CDP_COPRAP_toolkit.pdf	The toolkit takes into consideration the special needs of children in case of disaster situations <ul style="list-style-type: none"> - Representation of self - Safe and dangerous places/ things - Portraits - My needs before/during/after the disaster - Suggested solutions
International NGO	Bernard Van Leer Foundation	2005	Publication	Can you hear me? The right of young children to participate in decisions affecting them	http://www.bernardvanleer.org/Can_you_hear_me_The_right_of_young_children_to_participate_in_decisions_affecting_them	<ul style="list-style-type: none"> - Principles of children participation - Degrees of participation (ch.4) - Opportunities for the participation of young children in different settings (ch.5) - A matrix for measuring child participation (ch. 7)
International NGO	Tearfound	2004		Children's participation in the project cycle	http://www.cindi.org.za/files/Child_participation_E.pdf?phpMyAdmin=1d843ca0e4a935eb5028bf19ee8fe75a	<ul style="list-style-type: none"> - Section 3: children inclusion in community life through clubs, movements, councils, parliaments - Section 4: Children participation in the project cycle, some tools and activities
International NGO	International Youth Foundation	2002	Case studies	What Works in Youth Participation: Case Studies from Around the World	http://www.iyfnet.org/sites/default/files/WW_Youth_Participation.pdf	The paper provides a selection of useful case studies from around the world.
Italian Government	MAE Direzione Generale per la Cooperazione allo Sviluppo	2012	Guidelines	Linee Guida della Cooperazione Italiana Linee Guida sui Minori 2012	http://www.cooperazioneallosviluppo.esteri.it/pdgc/documntazione/PubblicazioniTrattati/2011-12-12_LineeGuidaMinori2012.pdf	The paper presents 7 brief monographs about relevant children issues: education, sale and sexual exploitation, trade, justice, work, contest of crisis, disability and migration. (Italian)
Italian Government	MAE Direzione Generale per la Cooperazione allo Sviluppo	2004	Publication	L'impegno dell'Italia per i diritti di bambini, adolescenti e giovani	http://www.cooperazioneallosviluppo.esteri.it/pdgc/italiano/pubblicazioni/pdf/impegno1.pdf	Italian Cooperation is increasingly engaged in the promotion of children's rights. The paper provides a description of the methodologies and strategies implemented by Italian Cooperation through the years. (Italian)
Network of national associations	Pidida Gruppo di lavoro sulla partecipazione	2011	Report	The Italy we live in, the Italy we want.	http://www.infanziaediritti.net/web/pdf/rapporti/PIDIDA_The_Italy_we_live_in_The_Italy_we_want_Introduction.pdf	Questionnaire as a way to listen to children's opinion and promote participation (direct/indirect questions, open/closed questions, single/multiple questions)
National NGO	Legambiente	2010	Good practice	ECOSISTEMA BAMBINO 2010	http://www.viviconstile.org/upload/vivi-con-	The project aims at involving children in environmental issues (such as pollution, importance

				Buone pratiche per l'infanzia e l'ambiente	stile/materiali/reportecosistemabambino2010.pdf	of public transports and road safety), and presents some good practices. (Italian)
National institution	Gruppo di lavoro sulla partecipazione e – Osservatorio nazionale per l'infanzia e l'adolescenza	2009	Publication	Il diritto alla partecipazione e ad un ambiente a misura di bambino	http://unipd-centrodirittiumani.it/public/docs/lav1.pdf	The paper gives an overview of national, European and international policies about children's participation. Additionally, it describes the basic context in which children should participate: in the family, at school, in community life, in local institutions... (Italian)
National institution	Regione Emilia-Romagna	2008	Regional law	Legge regionale Emilia-Romagna, n. 14 del 28.07.2008, "Norme in materia di politiche per le giovani generazioni"	http://www.provincia.rimini.it/progetti/sociale/02_minori/03/2012_10_12_garante/lr_14_2008.pdf	This law represents an important implementation of CRC at a regional level in Italy. As said in Art. 1, children, adolescents and young people are recognized to have specific rights to autonomy and are an important resource for the development of the community. (Italian)
National institution	Regione Lazio	2007	Regional law	Legge della Regione Lazio 7 dicembre 2007, n. 20 (1) Promozione degli strumenti di partecipazione istituzionale delle giovani generazioni alla vita politica e amministrativa locale.	http://opac.minori.it/VSRV01_EOS03_Linked_Documents/Giuridico/Lazio_LR_7_dic_2007_n_20.pdf	This law represents an important implementation of CRC at a regional level in Italy. Regione Lazio states the importance of children and young people participation in political, administrative and social life of the community. (Italian)
National institution	Centro di Ricerca innocenti Unicef	2005	Research	La città con i bambini Città amiche dell'infanzia in Italia	https://www.unicef.it/Allegati/citta_bambini.pdf	The project promotes the development of child-friendly cities and towns through the active participation of children and young people: <ul style="list-style-type: none"> - Ch. 2 initiatives and innovations of Italian experiences - Ch. 3 some good practices in methods and project making and guidelines (Italian)

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