

Mapping and Analysis of Children's Participation

GLOBAL REPORT 2015



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SE-107 88 Stockholm

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Project manager: Monica Lindvall

Author: Claire O'Kane

Layout: Emma du Pille / Unsaid Communications



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Claire O'Kane

International Child Rights Consultant

October 2015

Abbreviations

ACRWC	African Charter on the Rights and Welfare of Children
AMWCY	African Movement of Working Children and Youth
CAP	Coalition of Actors for Protection
CBO	Community Based Organisation
CERA	Children's Ebola Recovery Assessment
ChP	Children's Participation
CLMA	Child Led Municipal Assemblies
CLO	Child Led Organisation
CP	Child Protection
CRC	Convention on the Rights of the Child
CRG	Child Rights Governance
CRP	Child Rights Programming
CRSA	Child Rights Situation Analysis
CSO	Civil Society Organisation
DRR	Disaster Risk Reduction
ECCD	Early Childhood Care and Development
FGM	Female Gender Mutilation
HIV	Human Immunodeficiency Virus
HRD	Human Resource Department
IDP	Internally Displaced Person
KAP	Knowledge, Attitude, Practice
MOLACNATS	Latin American & Caribbean Working Children and Adolescents Movement
MEAL	Monitoring, Evaluation, Accountability and Learning
MIRA	Multi-Sectoral Initial Rapid Assessment
NCTF	National Children's Task Force
NGO	Non Government Organisation
oPt	Occupied Palestinian Territories
PA	Programme Area
PDQ	Programme Development and Quality
REDNNYAS	Latin American and Caribbean Network of Children and Adolescents
SC	Save the Children
SCI	Save the Children International
SCS	Save the Children Sweden
SIDA	Swedish International Development Corporation
SMC	School Management Committee
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UPR	Universal Periodic Review
WASH	Water, Sanitation and Hygiene

Executive summary

For more than two decades Save the Children has been a pioneer supporting girls and boys to learn about their rights, to express their views, and to participate in action and decision making processes on issues that affect their lives. In 2007, Save the Children Sweden undertook an analysis of children's participation working methods and materials, and identified gaps and recommendations for moving forward.¹ Eight years later and as a result of several organizational changes, including the transition to Save the Children International, a new mapping and analysis process was initiated by Save the Children Sweden to:

- Map the types of participation work supported in thematic programmes in country and regional programmes (particularly those supported by Save the Children Sweden).
- Analyse and document examples of good practice, innovation, success factors, challenges and critical issues.
- Reflect on “then and now” changes in the way Save the Children has provided organisational support to children's participation over time (comparing 2007 ChP analysis findings to now).
- Develop recommendations to support mainstreaming and sustainability of meaningful children's participation in Save the Children strategic planning and thematic programming at country, regional and global levels.

The mapping and analysis of children's participation was undertaken in 18 countries and/or regional programs which are priority countries for Save the Children Sweden. A multimethod approach was applied including use of: excel questionnaires; interviews; a desk review; consultations with staff and children; and an e-discussion on critical issues. 353 participants were involved in the mapping process, including 92 women, 70 men, 105 girls and 86 boys. The children were primarily involved through consultations in Cote d'Ivoire, Paraguay, Peru, Philippines, Senegal and Zambia.

The mapping and analysis process has identified some advancement in Save the Children's work to promote and support children's participation rights; while also identifying significant challenges, both within the external environment and internally within the organisation which hinder success. Children's participation is being implemented in many of Save the Children's thematic programmes, particularly in the child protection, child rights governance, and education programmes. Although there are some good examples of children's participation in health and nutrition, HIV, WASH, livelihood and food security, and shelter programmes, these examples are fewer than in other thematic areas. Efforts to apply child rights programming, to strengthen civil society and to engage with children as active citizens complement efforts to apply the principle of children's participation.

In some countries efforts are made to engage children in all stages of programming including: situation analysis, planning, implementation, monitoring and evaluation, and providing feedback to children. Furthermore, different forms of children's participation are being supported including consultative, collaborative and child led participation. However, in general, children are more likely to be excluded from the planning and design of programmes; and there are insufficient efforts to share feedback with children when monitoring and evaluation is undertaken. More systematic efforts are needed to build staff and partners capacity to enhance mainstreaming of children's

1. See: Clare Feinstein and Claire O'Kane, Participation is a virtue that must be cultivated: An analysis of children's participation working methods and materials within Save the Children Sweden, 2008.

participation, with attention to basic requirements for effective and ethical participation. In comparing the results of this mapping to the 2007 mapping results there are significant similarities in challenges faced, which indicates both the complexity in changing social norms concerning children's role, place and power in society; as well as indicating that insufficient strategic and practical efforts have been made by Save the Children and their government and civil society partners to identify and plan how to overcome identified barriers (e.g. organisational, socio-cultural, legal and administrative, financial, environmental etc).

THINGS THAT HAVE IMPROVED (COMPARED WITH 2007):

Conceptual understanding, as well as strategic and practical work on children's active citizenship and civil rights - through CRG programme leadership;

- Supporting children's participation in:
 - Child rights monitoring and reporting;
 - Participatory research involving children;
 - Local governance – planning and budgeting processes; and school governance;
 - Quality Learning Environment assessments;
 - Community based child protection mechanisms;
 - Media, including social media and animations;
 - Efforts to engage the business sector “Child Rights and Business Principles”;
 - Disaster risk reduction, climate change adaptation and emergency preparedness;
 - Emergency response²; and
 - Monitoring Evaluation Accountability and Learning (MEAL);

2. Some efforts made, but significantly more effort is needed.

Increased efforts to involve: girls and boys in rural, urban, peri-urban and camp settings; children with disabilities (in some countries); displaced and refugee children; stateless children; (but some countries continue to face challenges in reaching and engaging the most marginalised children);

Application of the Global Monitoring Indicator on child participation;

- Development of programme guidance on:
 - Children's participation in the analysis, planning and design of programmes;
 - Children's civil rights and freedoms; and CRG technical guidance;
 - Child led participatory action research; and advocacy with children;
 - Children's participation in health and nutrition programming;
 - Children's participation in humanitarian programming; and
 - Monitoring and evaluating children's participation (inter-agency toolkit);

Recent establishment of the OneNet Child Participation Community Site by the global Child Participation Working Group;

THINGS THAT REMAIN THE SAME (COMPARED WITH 2007):

Factors that hinder and enable meaningful children's participation; as well as critical issues facing children's organisations;

- Weaknesses in supporting children participation in:
 - Planning and design of programmes;
 - Feedback and accountability to children;
 - Health and nutrition programmes;
 - In families;
 - Supporting the participation of younger children (under the age of 10 years);

- Insufficient efforts to:
 - Include plans, budgets and monitoring indicators for children’s participation in many proposals/ thematic programmes;
 - Support networking among child led organisations at different levels (sub-national to global);
 - Ensure that HRD embed children’s participation in job descriptions, induction and training of staff and partners, and management review processes;
 - Systematically document, evaluate, learn from and exchange children’s participation practices;
 - Disseminate and apply new and existing guidance on children’s participation;

The ongoing need to implement most of the specific recommendations from the 2007 mapping to improve children’s participation (see appendix two for a status of these recommendations in 2015).

THINGS THAT HAVE GOT WORSE (COMPARED WITH 2007):

- Save the Children head office strategies on children’s participation (for example as SCS no longer applies its PA 7 Strategy on children’s right to be heard and participate);
- Lack of explicit mention of children’s participation in Save the Children’s Quality Framework;
- Organisational investments in training in child rights programming for staff and partners;
- Existence of regional advisers on children’s participation;
- Lack of formal mandate for the internal global Child Participation Working Group within SCI structure.

In efforts to achieve its vision, it is imperative that Save the Children increases organisational commitment and senior management support for strategic and practical efforts to increase fulfilment of children’s participation rights. As part of its theory of change “be the voice”, increased efforts are needed in each Global Initiative, particularly in the breakthroughs, as well as in other thematic programmes and campaigns to ensure children’s voices are heard. The Ambition for Children 2030 encompasses key strategic goals to achieve breakthroughs which recognise the importance of children’s participation including: “be the foremost campaigning force for and with children”; and “empower children as agents of change”. These strategic goals should be invested in to support increased strategic work on children’s participation and other civil rights. Furthermore, the Ambition paper, and the Global Campaign have a particular focus on reaching the most deprived and marginalised children. When campaigning with children, it is essential to ensure that their participation is not decorative, but rather that girls and boys are actually raising the issues that they have themselves selected and prioritized.

17 key recommendations are outlined to strengthen application of the child participation principle and to increase realisation and institutionalisation of children’s participation rights. The first recommendation focuses on harnessing strategic goals on children’s participation in the Ambition for Children 2030. These strategic goals must be used to advocate for increased senior management support to ensure increased human and financial investments in strategic and practical work on children’s participation and civil rights by country, regional, and head office programmes across the full spectrum.

Additional recommendations emphasise the need to:

- Ensure that objectives, indicators, activities and budgets for children's participation are clearly articulated in Global Initiative strategies and programmes, Country Strategy Plans and Annual Plans, thematic programmes, breakthroughs, and campaigns.
- Formalise the mandate of the global Children's Participation Working Group. - Ensure that children's participation is reflected in the SCI quality framework and continue efforts to increase accountability to children.
- Establish child participation focal points and child participation working groups in country and regional programmes - Increase plans and budgets for core capacity building of staff and partners on children's participation, with increased HRD role.
- Increase opportunities and budgets for children's participation in the design and planning of programmes.
- Scale up investments in child rights governance programmes supporting the realisation of children's civil rights (to expression, information, association, decision making) - Increase plans, budgets and partnership approaches to strengthen inclusive and sustainable child led organisations and networks.
- Scale up efforts to apply the Global Monitoring Indicator Child Participation - Increase documentation, monitoring and evaluation of children's participation scope, quality and outcomes; and use for evidence based advocacy
- Increase advocacy and partnerships with Government stakeholders in local and national authorities to plan, budget and monitor efforts to increase laws, policies, practices and mechanisms that support realisation of children's participation and civil rights.
- Advocate for legal and policy changes which institutionalise children's participation and allows registration of child led organisations.
- Increase collaboration with child focused agencies, coalitions and child led organisations.
- Advocate for and support the development and dissemination of child friendly information.



Introduction

The principle of children's right to participation is enshrined in the United Nations Convention on the Rights of the Child (UNCRC). It acknowledges that children are social actors in their own right, and are entitled to be involved in decision making in all matters that affect their lives, while taking into consideration the child's evolving capacity and best interests. For nearly two decades, Save the Children has been a leader supporting children's meaningful and ethical participation at local, sub-national, national, regional and international levels. Save the Children has been a pioneer supporting girls and boys to learn about their rights and to engage in action and decision making processes on issues that affect their lives. In diverse contexts children and young people have been involved in a wide range of programme and project developments across different thematic areas contributing to: research, situational analysis, awareness-raising, action planning, advocacy, practice and policy developments, monitoring, evaluation, learning and accountability. Save the Children has actively supported the formation and strengthening of child led organisations, initiatives and networks, to empower children as active citizens who can more effectively claim their rights and contribute to development and good governance processes. Through their participation children and young people have constructively influenced local practices, social norms, services, policies, laws, budgets, and other important decision-making processes affecting them.

In 2007, Save the Children Sweden undertook an analysis of children's participation working methods and materials. The project examined how different countries and regions promoted children's participation, the approaches used and the lessons learned. The report also included an overview of existing gaps and recommendations for moving forward.³

Eight years later and as a result a several organizational changes (including the transition to SCI, country/ regional office changes, Global Campaigns, etc) Save the Children Sweden took the initiative to undertake a new mapping to re-examine efforts to support children's participation. This mapping and analysis provided an exciting opportunity for countries and regional programmes to map, document and analyse their children's participation work, and to apply the learning and recommendations to strengthen meaningful children's participation through their existing country strategies and thematic programmes.

OBJECTIVES:

- To map the types of participation work supported in thematic programmes in country and regional programmes (particularly those supported by Save the Children Sweden).
- To analyse and document examples of good practice, innovation, success factors, challenges and critical issues.
- To reflect on "then and now" changes in the way Save the Children has provided organisational support to children's participation over time (comparing 2007 ChP analysis findings to now).
- To develop recommendations to support mainstreaming and sustainability of meaningful children's participation in Save the Children strategic planning and thematic programming at country, regional and global levels.

3. See: Clare Feinstein and Claire O'Kane, Participation is a virtue that must be cultivated: An analysis of children's participation working methods and materials within Save the Children Sweden, 2008.

ROAD MAP FOR THE READER

This report includes a chapter outlining the mapping methodology, and then presents the findings.

The findings are shared under seven key chapters concerning:

- Conceptual understanding, key strategies and approaches to children's participation.
- Capacity building to contribute to the conceptual understanding (and practical application) of children's participation .
- Mainstreaming of children's participation .
- Awareness raising, advocacy, and networking .
- Supporting children's organisations .
- Innovation and pilot projects .
- Monitoring the quality of children's participation.
- Factors which enable and hinder meaningful participation.

The final part of the report presents conclusions and recommendations.

“

In Save the Children Zambia there is a lot of acceptance as children's participation is key for Save the Children. It is seen as a foundation as part of child rights programming. When you join you are introduced to CRP and introduced to children's participation different levels and the quality requirements. It is part of induction in collaboration with HRD and technical staff provide follow up.”

Staff member, Zambia





Methodology

The mapping and analysis of children's participation was undertaken in 18 countries and/or regional programs which are priority countries for Save the Children Sweden namely:

- Latin America: Peru, and the regional Latin America regional programme (sharing information from regional programmes which involved children from Argentina, Bolivia, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, Guatemala, El Salvador, Honduras, Mexico, Nicaragua, Paraguay, Peru, Uruguay and Venezuela).
- South Asia: Bangladesh, Pakistan
- South East Asia and the Pacific: Myanmar, Philippines
- East and Central Africa: Ethiopia, Sudan, East Africa regional programme
- Southern Africa: Zambia, Southern Africa regional programme
- West Africa: Cote d'Ivoire; Senegal (national and regional programme)
- Middle East: Lebanon, Yemen, Occupied Palestinian Territories
- Europe: Kosovo, Sweden
- Head office

The mapping used a multi-method approach to seek qualitative and quantitative information concerning the scope, quality, and outcomes of children's participation processes, identifying good practices, innovation, and factors which help and hinder children's participation. The methods included: excel questionnaires; interviews; a desk review of existing secondary data; consultations with staff and children using participatory tools (H assessment, timeline, body map, tables to assess the quality of participation, and drama); and an e-discussion on critical issues.

While this mapping and analysis was not an evaluation, it built upon:

- Recent organizational developments to monitor children's participation including use of matrices and tools from the inter-agency "Toolkit to Monitor and Evaluate Children's Participation";
- Existing 2014 data from reporting on Save the Children's Child Participation global indicator submitted by 57 countries⁴;
- The mapping methodology and report headings from Save the Children Sweden's 2007 Analysis of Children's Participation⁵ to compare data from 2007 and now to identify changes in organizational approaches to children's participation.

The process prioritized mapping children's participation in Save the Children Sweden's priority thematic areas, namely: Child Protection; Child Rights Governance; Education; and Health, the "local to global programme", particularly programmes that were supported with SIDA funding. However, countries were also encouraged to send information and analysis concerning child participation in other thematic programmes (e.g. WASH, health and HIV, nutrition, livelihoods, shelter etc) that may have been funded by other donors. The mapping gathered information on children's participation work that has been supported by Save the Children since 2008, but primarily focused on current efforts to support children's participation in more recent years (2012 – 2015). Information was sought regarding the approaches and types of child participation work being supported across the full spectrum from humanitarian to development work. Furthermore, findings from a Save the Children UK review of children's participation in humanitarian programming in late 2012 were also drawn upon⁶.

4. Which focus on the extent to programmes support voluntary, inclusive and safe participation.

5. Clare Feinstein and Claire O'Kane, Participation is a virtue that must be cultivated: An analysis of children's participation working methods and materials within Save the Children Sweden, 2008.

6. See Save the Children Save the Children (2013) Review of children's participation in humanitarian programming. Written by Claire O'Kane.

Staged approach to mapping and analysis: choice to “opt in” for more detailed mapping:

In recognition that Country and Regional Offices were busy with existing responsibilities and priorities, the mapping and analysis process was undertaken in a “staged” approach, with progressively more opportunities for Save the Children country staff and their partners (including children) from “interested countries” to “opt in” to more actively engage in the consultation process. However, all countries and regional programmes were pro-actively encouraged to complete the stage one Overview Mapping. Each country was encouraged to identify a focal point for communication with the lead consultant, and they were encouraged to form a small team involving staff from each thematic area to complete the mapping, and to support participation in other stages of the process (if they opted in).

“

We are weaker in supporting children’s participation in the design stage and development of programs. If we get children’s ideas at the design stage it would be better for all stages.”

Adviser, Southern Africa



Stage	Key Activity	Scope	Time frame	Options & support
Stage 1	Overview mapping (excel format designed by lead consultant with request to thematic managers/staff in each country to complete)	All country and regional programmes were encouraged to request thematic programme managers to complete an excel format to provide an overview of types of children's participation work supported in thematic programmes on protection, CRC, education, health (and any other relevant programmes). Mapping format: https://docs.google.com/document/d/1mWIEjExfeSr80smxGbGv1LWV-sBTn43Xq78-cZfLXm8/edit?usp=sharing	April – July 2015	Encourage all countries to complete the “overview mapping”
Stage 2	Skype interviews between lead consultant and country/ regional focal points	Country/ regional focal points were invited to take part in a skype interviews with the lead consultant to share more information about good practices in ChP, successes, critical issues etc and to compare “then and now” (comparing with ChP 2007 data). Interview questions: https://docs.google.com/document/d/1QED0vyuc2gSMhIRdOifdbP01SCosJgRtHScAdVS2YOk/edit?usp=sharing	April – July 2015	Optional for interested countries/ regions.
Stage 3	Rapid desk review supported by local consultants	For “interested countries” a small grant was available to recruit local consultants to support a rapid desk review and summary report of children's participation work in the country. Guidance for the desk review was provided to countries by the lead consultant: Guidance for desk review: https://docs.google.com/document/d/1KmiNh2T_xLKjm782oOVrWUsEbpOdPBnZOEUXrZgUC5k/edit?usp=sharing	May – August 2015	Optional for interested countries and “funds” provided to appoint local consultant
Stage 4	Consultations with Save the Children staff, partners and children supported by local consultant	For “interested countries” a small grant was available to recruit local consultants to organize one day consultations on children's participation with a) key thematic staff (SC and/or NGO partners); and b) children and young people to collect more information on good practices, successes, key outcomes, critical issues and gaps, and to reflect on “then and now” changes in SC organizational support to children's participation. Guidance for the consultation workshops and documentation of the workshops was provided by the lead consultant. See links to guidance in the annex.	May – August 2015	Optional for interested countries and “funds” provided to appoint local consultant
Stage 5	E-discussion on critical issues and webinar on good practice	In early September an e-discussion on emerging critical issues and recommendations was organized. Members of the Save the Children Child Participation Working Group, and staff working on Global Initiatives were also invited to join the e-discussion. Link to introductory note: https://docs.google.com/document/d/1mWIEjExfeSr80smxGbGv1LWV-sBTn43Xq78-cZfLXm8/edit?usp=sharing A webinar on good practices was organized when the report was finalized.	Early September	All countries invited to participate in the e-discussion

Table: Overview of countries/ regions that participated in the mapping process

Country/ Region/ SCS Head Office	Stage 1. Mapping	Stage 2. Skype Interview	Stage 3. Desk Review	Stage 4. Consultations children	Adults	Stage 5. E-discussion
Bangladesh	Yes	Yes	Yes	No	No	Yes
Cote d'Ivoire	Yes	Yes	Yes	Yes	Yes	Yes
East Africa Region ⁷	Yes	Yes	No	No	No	Yes
Ethiopia	Yes	Yes	Yes	Yes ⁸	Yes	No
Kosovo	Yes	Yes	No	No	No	No
Latin America Region ⁹	Yes	No	No	Yes (Paraguay)	No	Yes
Lebanon	Yes	Yes	No	No	No	No
Myanmar	Yes	Yes	No	No	No	No
Occupied Palestinian Territories	Yes	Yes	No	No	No	Yes
Pakistan	Yes	No	No	No	No	Yes
Peru	Yes	Yes	Yes	Yes	Yes	Yes
Philippines	Yes	Yes	Yes	Yes	Yes	Yes
SCS Head Office	No	Yes	Yes	No	No	Yes
Senegal	Yes	Yes	Yes	Yes	Yes	Yes
Southern Africa region ¹⁰	No	Yes	No	No	No	No
Sudan	Yes	Yes	No	No	No	Yes
Sweden	Yes	Yes	No	No	No	Yes
West Africa region	No	Yes	No	No	No	Yes
Yemen	Yes	Yes	No	No	No	No
Zambia	Yes	Yes	Yes	Yes	Yes	Yes

7. Including Kenya, Rwanda

8. But the consultations in Ethiopia were not completed in time to feed into this report

9. Including Costa Rica, Nicaragua, Paraguay, and more than 10 other countries part of PRUL.

10. Including Mozambique, South Africa, Zimbabwe

In addition, to the countries and regions mentioned above, the e-discussion also invited and involved some Save the Children staff from the CRG, CP, Health, Education, and Poverty Global Initiatives, as well as some members of Save the Children's Child Participation Working Group from Finland, India, and Norway. Overall the mapping involved 353 participants, including 92 women, 70 men, 105 girls and 86 boys (see Appendix One). The children and young people were primarily involved through consultations that were organized in Cote d'Ivoire, Paraguay, Peru, Philippines, Senegal and Zambia.

Limitations

This mapping primarily focused on countries and regional programmes which were a priority for Save the Children Sweden. As indicated by the table above 7 countries (Bangladesh, Cote d'Ivoire, Paraguay, Peru, Philippines, Senegal and Zambia) contributed data either to the more detailed stage 3 desk review, and/or to stage 4 consultations with staff and children. Some other countries who initially expressed interest in the stage 3 desk review and stage 4 consultations, were unable to proceed within the necessary time frame due to competing priorities.¹¹ Furthermore, while Ethiopia is undertaking stage 3 and 4, the results were not received in time to inform the global report. Nevertheless the study has captured key data concerning the scope of children's participation in more than 18 countries and 3 regional programmes.¹² In addition, 2014 findings from the global monitoring on quality are drawn upon 57 countries.

“

Staff capacity is a factor. When we recruit new staff we are not always good at emphasising SC's approach to children's participation... It should be better included in inductions and job descriptions... If people don't know how to engage with children effectively, how to put them at ease and create a good environment is a barrier to children's expression.”

Adviser, South Africa

11. Including Myanmar, Sudan, South Africa, and Sweden

12. In addition, some brief case studies were shared by Save the Children Italy domestic programmes.

Key Findings

CONCEPTUAL UNDERSTANDING, KEY STRATEGIES AND APPROACHES TO CHILDREN'S PARTICIPATION

CONCEPTUAL UNDERSTANDING

Save the Children is a leading independent organisation working with and for children, especially the most marginalised to increase fulfilment of children's rights. Child participation is a right that is enshrined in the United Nations Convention on the Rights of the Child (UNCRC), and is included in many national laws and policies concerning children. Children's participation is one of the main principles of the UNCRC, which should be considered and applied when asserting other rights. According to article 12 of the UNCRC, the views of the child should be considered in all matters affecting them, while taking into consideration their age and maturity.

Save the Children's definition of Children's Participation¹³

Participation is about having the opportunity to express a view, influence decision-making and achieve change. Participation is the informed and willing involvement of all children, including the most marginalised and those of different ages and abilities, in any matter concerning them. Participation is a way of working and an essential principle that cuts across all arenas – from homes to government, from local to international levels.

13. Save the Children (2005) Practice Standards in Children's Participation.

Additional participation rights for children articulated in the UNCRC include: freedom of expression (article 13), access to appropriate information (article 17), freedom of association and peaceful assembly (article 15), freedom of thought, conscience and religion (article 14), and protection of privacy (article 16). Furthermore, article 23 emphasises the importance of creating conditions which facilitating the active participation of children with disabilities in the community; and article 29 encourages education which prepares the child for responsible life in a free society promoting peace, tolerance and equality. Children, especially the most marginalised, are more able to protect themselves, to fulfil their rights to survival and development and to hold adults accountable,¹⁴ when given opportunities to express their views, to access information, to form associations, to participate in decisions that affect them and to take action.

Children's participation is integral to Save the Children's vision, theory of change, child rights programming approach, and the Ambition for Children 2030.

14 See O'Kane, C. (2003) Children and Young People as Citizens: Partners for Social Change, Save the Children South and Central Asia; Save the Children, Plan and War Child Holland (2009) ... with Children: Examples of children's participation throughout the world.

Our vision is a world in which every child attains the right to survival, protection, development and participation.

Our mission is to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives.

Theory of change

Save the Children will....

- *...be the voice* advocate and campaign for better practices and policies to fulfil children's rights and to ensure that children's voices are heard, particularly those of children most marginalised or living in poverty.
- *...build partnership*
- *...be the innovator*
- *...achieve results at scale*

Ambition for children 2030 encompasses key strategic goals to achieve breakthroughs including:

- Be the foremost campaigning force for and with children
- Empower children as agents of change

Furthermore, the ambition paper has a particular focus on reaching the *most deprived and marginalised children*. It also reiterates the importance of ensuring that "all Save the Children programmes are designed, resourced, implemented and measured, taking into account quality benchmarks, the Theory of Change, and child rights principles" (p7).¹⁵

15. Save the Children (2015) Ambition for Children 2030.

In many countries, regions, and globally Save the Children is working to empower girls and boys as rights holders, valuing and recognising the role of children as agents of change and active citizens; and preparing adults to listen to children, to respect and take their views seriously. Furthermore, Save the Children has developed and applied practice standards to plan, implement and monitor meaningful participation. Practice standards that were published by Save the Children in 2005 outlined 7 practice standards for children's participation, which have since been elaborated and recognised as nine basic requirements for effective and ethical participation in a 2009 General Comment No12, The Right of the Child to be Heard.¹⁶ The requirements outline the need for participation that is: 1) Transparent and informative; 2) Voluntary; 3) Respectful; 4) Relevant; 5) Child-friendly; 6) Inclusive; 7) Supported by training; 8) Safe and sensitive to risk and 9) Accountable. Save the Children's Global Monitoring Indicators regularly gather data on the extent to which participation is voluntary, inclusive, and safe and sensitive to risk.

At the time of the earlier mapping in 2007, Save the Children Sweden's work was divided into 10 Program Areas, with a specific Program Area of work (PA7) and strategy document promoting children's right to be heard and to participate, supporting increased opportunities for girls and boys to express their views, to be informed, to participate in decisions affecting them and to be heard – to have an influence. This strategy was a significant influential document used by country and regional programmes to guide their country and regional programming to promote children's rights to participation.

“

There is a feeling that it (child participation) is there in our DNA, everybody is doing it. Unfortunately this is a big mistake and a misconception, as now if it is not in the official structure and strategy then it is not supported or resourced. We need human resources and financial resources, and we need the mandate to do this work. This has created frustrations in the field.”

Adviser, Save the Children Sweden, Head Office

During the period 2009-2012, SCI was established and SCS's regional and country programme operations were transferred to SCI. It was a period of significant changes in management system and organisational structures at SCS Head Office (HO), in preparation for new roles and responsibilities in relation to the changes in the international organisation. During such transitions SCS reduced the number of Strategic Programme Areas it was working on, and described its results and objectives in relation to the Global Initiatives. As a result there was no longer a strategic programme area of work on children's participation. However, child participation was emphasised as integral to a child rights programming approach, and ongoing efforts to empower children, to support children's organisations as part civil society strengthening efforts, and to increase government accountability to fulfil children's rights was emphasised by Save the Children Sweden.

16. CRC/C/GC/12, July 2009

Child rights programming approach promoted by Save the Children Sweden:

In its grant application to SIDA for the period 2013-2015, Save the Children Sweden's application covers five thematic programme areas: Child Rights Governance (CRG); Child Protection (CP); Education; Health and Nutrition; and Preparedness and Disaster Risk Reduction. The overall aim of Save the Children's (SC) is that every child attains the right to survival, protection, development and participation. The application includes regional programmes in Africa, Asia, Europe, Latin America and the Middle East as well as country programmes in 15 countries.¹⁷

Save the Children Sweden's results framework reflects SCI's vision, mission, and theory of change, while also placing additional emphasis on child rights programming (CRP) as a means to translate the Theory of Change into practice. The starting point in CRP is a child rights-based situation analysis focusing on assessing how the duty bearer

17. Afghanistan, Bangladesh, Ethiopia, India, Ivory Coast, Kosovo, occupied Palestine territories (oPt), Pakistan, Peru, the Philippines, Senegal, Sudan, Yemen, Zambia.

— right holder relationship works and identifying any rights violations and gaps in the provision. Programme planning builds on this analysis and focuses on bringing about change in one or more of five dimensions of change. Programmes and projects are then structured according to one or more of three essential components:

I. Strengthening the understanding and capacity of children, their caretakers and civil society to claim rights and hold duty bearers to account through awareness raising and mobilisation, and capacity building of child-led, community and other civil society organisations.

II. Strengthening the capacity of duty bearers to meet their obligations (policy, practice and legislation), and support civil society to take part in governance and accountability mechanisms, development planning and policymaking.

III. Directly responding to violations of children rights and gaps in provision to ensure child survival and development while fundamental changes take place. Focus is on building partnerships and the capacity of civil society to deliver services.

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We describe ourselves as children and youth fighting for children and youth rights... We look at the role of children as citizens, how society views children and youth and we try to address exclusion, so that they are taken more seriously..... We talk about power, and the reality that if children lack power then participation can be tokenistic.”

President, Save the Children Sweden Youth

During the 2015 mapping and analysis of children's participation interviews with focal points from 17 country and regional programmes about conceptual understandings of child participation revealed:

- A focus on children's rights to participate in decisions affecting their lives;
- Promotion of children's participation in all stages of the programme cycle; and promotion children's participation in different settings: family, school, workplace, community, municipality, local governance, national governance (influencing policies, practices, budgets), and in the global arena (e.g. UN study on violence against children, post-2015 agenda etc);
- Increased understanding of different types of children's participation including consultation, collaborative participation among adults and children, and child led participation; and increased recognition of and promotion of practice standards/basic requirements to promote meaningful children's participation;
- Support for children's groups / organisations to enhance space and opportunities for girls and boys to access information, to share and analyse concerns affecting them, and to plan action to assert their rights;
- The role of the Child Rights Governance Programme and increasing efforts to promote the concept of children's citizenship, encouraging recognition and engagement with children as active citizens;

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Save the Children recognizes child participation as an important concept, however it is not a high priority and its promotion is currently very low level. This in turn tends to have an impact in the kind of partners that Save the Children works with as most of them also have low level Child Participation/ are not Child Centred.”

Save the Children staff member,
East Africa Regional Office

- Increasing efforts to support children's representation and participation in: community based child protection mechanisms; school management structures; local governance to influence plans and budgets; and national policy developments;
- The need to increase value for the process of children's participation with increased efforts to engage with governments to institutionalise children's participation (at local, municipal and national levels), and to avoid a focus on participation events;
- New efforts to promote business sectors understanding of child rights, and dialogue between children and business, to apply child rights and business principles.

DEGREE OF PROMOTION OF CHILDREN'S PARTICIPATION:

In terms of promotion and implementation of children's participation among Save the Children staff (senior managers, different thematic staff) and partners, both positive and negative responses were shared:

- Some countries and regions have strong internal capacity on child participation among staff and partners, while some countries have relatively limited capacity.
- In some countries child participation is not prioritized by senior managers, partially because it is not prioritized in SCI strategy or planning papers.
- Application of children's participation depends on individuals understanding, commitment and confidence.
- In some countries staff have different understanding of the child participation concept, and different ideas on how to implement it as there is not systematic training for staff and partners on what it means, and how to apply it.
- Challenges in integrating children's participation across all thematic programmes, and the need to strengthen linkages between CRG programmes and other thematic programmes (e.g. on education, health, protection etc).
- Challenges to applying children's participation across the full spectrum response, especially in humanitarian programming.
- When child rights programming is promoted and capacity building on CRP and child participation is provided there is stronger focus on children's participation.
- Compared with 2007, there is less systematic focus on training on child rights programming and children's participation for staff and partners.

Theis (2004)¹⁸ suggests that how much children participate and what they are involved in depends to a large extent on an agency's 'culture of participation'. Organisations need to be clear about their reasons for supporting children's participation. Theis developed a typology of cultures of participation which he suggests may be useful, though it is necessarily simplistic. While actual practice of children's participation may cover a range of these, the culture of participation in an organisation is a useful indicator for an organisation's commitment to listening to children and to involving children in decision making. The higher children's participation is on an organisation's agenda the more reasons this agency has for children's participation and the more time, energy and resources this agency will spend on listening to children and involving them in decisions.



18. Theis, J. (2004) Evaluating Children's Participation. Save the Children Sweden.

Children’s views and involvement in decisions

What are children involved in?	Reasons for children’s participation		
Children make their own decisions and are supported by adults			Children’s citizenship, political education and empowerment (e.g. child-led organisations and initiatives)
Children are involved in all decisions that affect them. Children and adults share decision making power and responsibility			
Children are involved in some decisions			Child development, protection and learning (e.g. participatory learning methods)
Children’s views are taken into account by adults		Improved services, programmes and policies for children (e.g. better research results)	
Children are consulted and listened to	Understanding children		
	A few children	A representative, inclusive sample of children	All children
	Who is involved?		

Increasing understanding and promotion of children’s citizenship:

During the previous mapping and analysis process in 2007, there were debates and different positions within different countries and regions regarding the concept of children’s protagonism and concepts of children’s active citizenship. Since the establishment of the Child Rights Governance Programme in 2008 there has been increasing understanding and promotion of children’s citizenship, and children’s role as active citizens by CRG staff members. This ‘typology’ gives added incentive for Save the Children International to scale up CRG work, to recognise and promote children’s citizenship, political education and empowerment for all children. This would require increased investments in staff capacity building on concepts of participation and citizenship, as well as ongoing investments in citizenship and participation work with governments, civil society and children through each of our thematic programmes.

It seems clear that children and young people’s civil rights are less well understood than their rights to survival, development and protection; but realizing their civil rights also presents more significant challenges to adults in positions of power and to social attitudes that determine the level of respect for children as active agents in their own lives (CRG staff member, Occupied Palestinian Territories)

It takes time to change adult attitudes and power structures... Through CRG we are looking at children’s position in society and we are looking more systematically at children as citizens. Even if CRG is a very small thematic area, it is there and I believe it influences the other thematic programs, this means the position of children in society is more in focus... Constant work is needed to change children’s position in families, communities, societies – especially when it comes to the most marginalized children.

Adviser, Sweden Head Office

PURPOSE OF CHILDREN'S PARTICIPATION:

Children's participation is a goal, a principle and a means. Participation is a human right. Children have civil rights to information, expression, participation and association which should be respected. Children's participation is a key principle of a child rights based approach to programming. Furthermore, children's participation is a means to secure other rights to survival, development and protection. During stage one of the mapping process gathering data on the scope of child participation in different thematic programmes, colleagues were asked to consider the main purpose of children's participation in their programme, and to place the following reasons (a-h) in order of importance:

- a) To improve programme relevance and effectiveness
- b) To increase access to basic services
- c) To increase accountability to children
- d) To contribute to child development
- e) To increase child protection
- f) To increase realization of children's civil rights
- g) To increase democracy
- h) Other (please write)

No additional reasons (for h) were identified by participants. By giving a score of 7 for the top reason, 6 for the 2nd, 5 for the 3rd etc scores were allocated for the responses. As indicated in the chart below, analysis of the findings illustrate that children's participation is often considered as a means to achieve other rights. For example, for child protection there were higher scores for (e) participation increases child protection; and for health staff there higher scores for (b) increased access to basic services. For CRG staff there was a stronger focus on the goal (f) to increase realisation of children's civil rights, and slightly more focus (c) increasing accountability to children, and on (g) increasing democracy. However, across thematic programmes there was also recognition of the other benefits, including the importance of child participation in: (a) improving programme relevance and effectiveness; and (d) contributing to child development. In general, participation as a means to increase democracy was perceived as less important across the majority of thematic programmes.

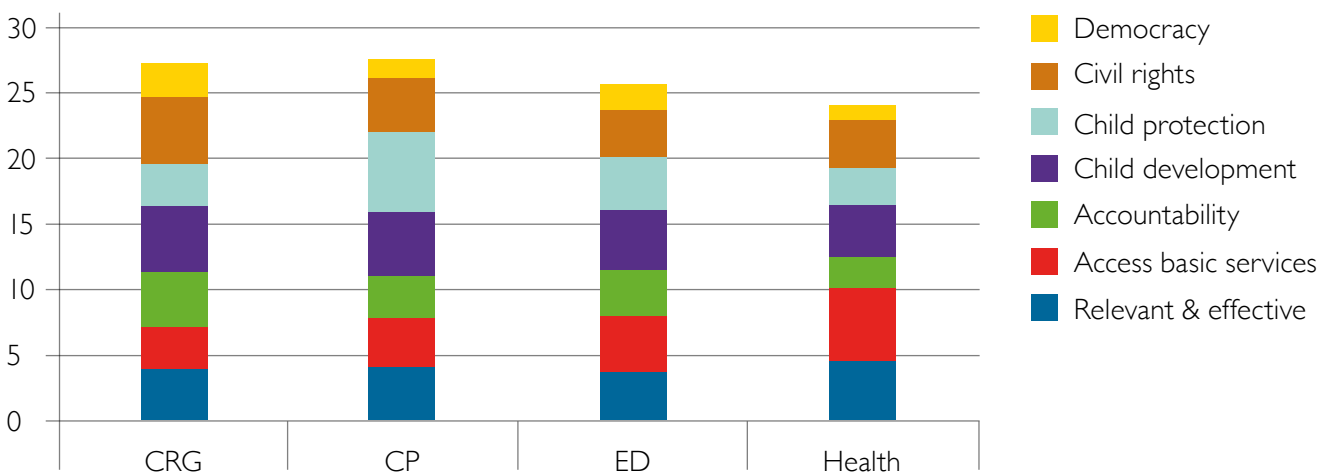


Chart: Global results for purpose of children's participation in different thematic programmes. Based on 70 sets of data submitted by 18 countries and 3 regional programmes (Latin America, East Africa, and South East Europe)

Analysis of the scores relating to the purpose of participation across thematic programmes in different regions also reveals some interesting findings. There is:

- A stronger focus on promoting realisation of children’s civil rights in Europe and Latin America; and also a strong focus on participation to contribute to child development in Latin America;
- A stronger focus on participation to increase accountability in Europe and East Africa;
- A stronger focus on participation to increase relevant and effective services in Southern Africa;
- A weaker focus on participation to contribute to child protection in Europe and MENA;
- A mix of reasons to promote participation in Asia, and in West Africa.

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In Save the Children Zambia there is a lot of acceptance as children’s participation is key for Save the Children. It is seen as a foundation as part of child rights programming. When you join you are introduced to CRP and introduced to children’s participation different levels and the quality requirements. It is part of induction in collaboration with HRD and technical staff provide follow up.”

Staff member, Zambia

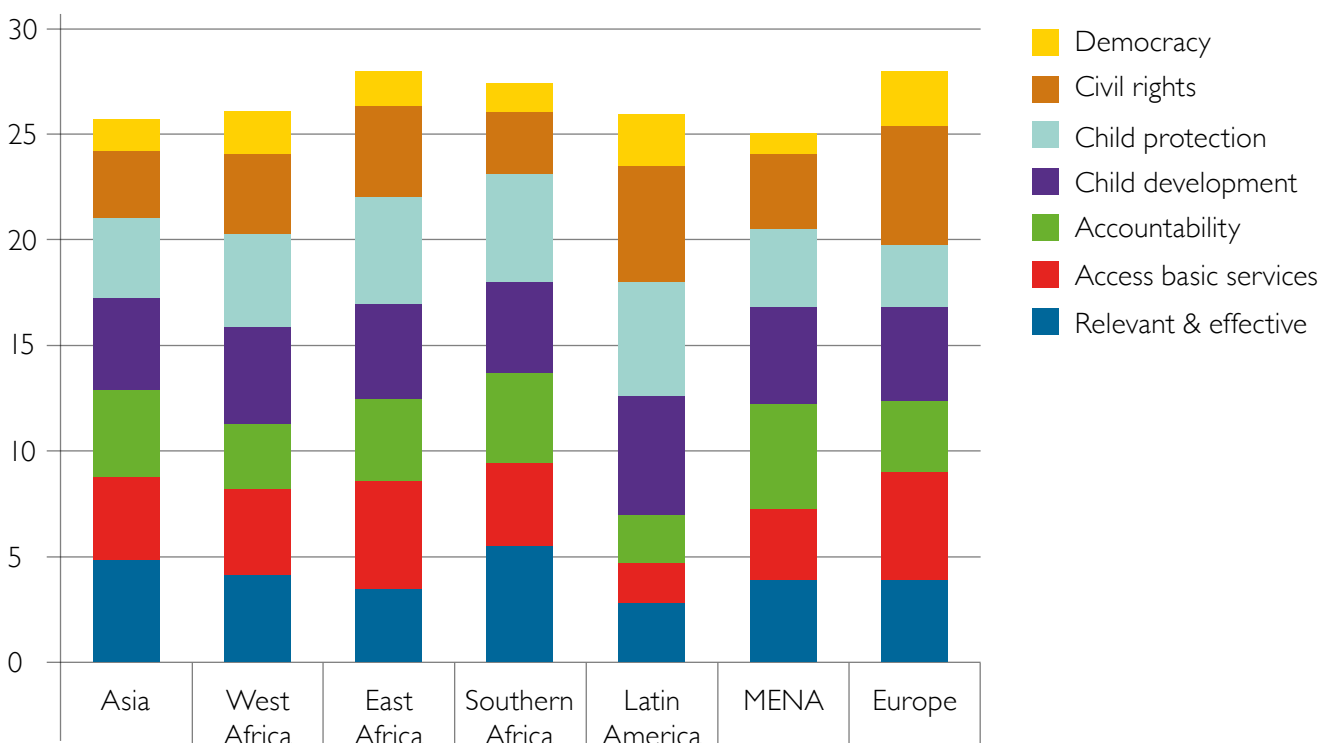


Chart: Regional results for purpose of children’s participation. Based on 75 sets of data submitted by 18 countries and 3 regional programmes (Latin America, East Africa, and South East Europe)

INTRODUCTION TO KEY STRATEGIES AND APPROACHES

In Save the Children Sweden's earlier Programme Area 7, strategic directions to promote children's right to be heard and participate were outlined (see box on p.8). However, as described by a senior adviser "The strategies and approaches are more unspoken now. Also during the transition phase there has been some waiting to see what emerges." One of the emerging strategies for Save the Children Sweden's participation work which is funded by SIDA relates to capacity building of children, children's organisations, and other civil society organisations to monitor and report on child rights, to empower children to assert their rights, and to hold governments more accountable. Efforts to engage the business sector to dialogue and learn from children, and to respect their rights is also being promoted.

Save the Children Sweden earlier on PA7 on children's participation outlined five key strategic approaches to supporting children's participation. These five strategies have been slightly adapted to present key mapping findings in subsequent chapters on:

- a) Capacity building to contribute to the conceptual understanding and practical application of children's participation
- b) Mainstreaming of children's participation
- c) Awareness raising, advocacy, and networking
- d) Supporting children's organisations
- e) Innovation and pilot projects

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In the National Children's Task Force - most of the children in the district and national committee do not come from the disadvantaged background. Although a lot of disadvantaged children are members, they have less active participation in the district and national level. Thus, the disadvantaged children's issues are being raised by middle class children in the NCTF.”

Senior Manager, Bangladesh



An overview of key strategies and approaches which are linked to each of these headings are outlined below, and more detailed findings relating to each of the headings are shared in subsequent chapters.

Strategic Priority Areas	Brief Examples of how these strategies and approaches are applied in practice
a) Capacity building to contribute to the conceptual understanding and practical application of children's participation	<p>Capacity building of Save the Children staff and civil society organisations on children's participation (e.g. Bangladesh, Cote d'Ivoire, Kosovo, Latin America region oPt, Myanmar, Peru, Philippines, Senegal, Sudan, West Africa region, Yemen, Zambia). SCS Head office is developing e-learning on CRP including a focus on child participation.</p>
	<p>Capacity building of teachers, parents/ caregivers, community members, CPC members, government officials, business sector etc (e.g. Bangladesh, Cote d'Ivoire, Ethiopia, Kosovo, Peru, Philippines, Senegal, Zambia)</p>
	<p>Capacity building of children on children's participation, children's rights and responsibilities; child protection; information about who are responsible duty bearers (e.g. Bangladesh, Cote d'Ivoire, East Africa region, Ethiopia, Kosovo, Myanmar, oPT, Pakistan, Peru, Philippines, Senegal, South Africa, Sweden, Sudan, Yemen, Zambia)</p>
b) Mainstreaming children's participation into Save the Children programmes and projects	<p>Every thematic programme has some activities to ensure children's participation (e.g. Bangladesh, Kosovo, Lebanon, oPt, Pakistan, Peru, Philippines, Sudan, Yemen, Zambia). For example, as part of a WASH in emergencies programme in Myanmar staff consulted children to try to develop child friendly water and sanitation services; and in Philippines Save the Children supported inter-agency consultations with children following Typhoon Haiyan to inform programming based on children's insights.</p>
	<p>Promoting and mainstreaming children's participation in all stages of programme cycle to apply CRP (e.g. Bangladesh, Kosovo, Lebanon, oPt, Peru, Philippines, Sudan, Yemen, Zambia). Efforts are also made to mainstream children's participation in ongoing programming through the SIDA application. Technical advisers in head office also review draft proposals and give feedback to ensure child participation is planned and budgeted.</p>
	<p>Consult children in CRSA (e.g. Bangladesh, Lebanon, Myanmar, Pakistan, Senegal, Sudan, Yemen), CSP process (e.g. Kosovo, Lebanon, Myanmar, oPt, Sudan), Annual Plan (e.g. Myanmar), thematic strategy paper (e.g. in Myanmar for child protection and CRG)</p>
	<p>Strengthening child participation and accountability to children through MEAL (e.g. Ethiopia, Myanmar, Yemen, Zambia)</p>
	<p>Establish and support Children's Advisory Councils / Boards (e.g. oPT, Peru) or establishing independent children and youth organisations (e.g. Sweden, Norway, Denmark, Aland and Iceland) to inform strategy and programming.</p>

c) Awareness raising, advocacy and networking	Creating awareness on the importance of children's participation among parents, community elders, teachers, social workers, government officials, business leaders, and children themselves (e.g. Bangladesh, Cote d'Ivoire, Ethiopia, Kosovo, oPt, Pakistan, Peru, Philippines, Senegal, Sudan, Sweden, Yemen, and Zambia)
	Organising and forming adult support groups , so that adults can share their experiences, challenges and good practices (e.g. Philippines)
	Consultations with children on national policies, laws, constitutional processes or services affecting them (e.g. Bangladesh, Kosovo, Latin America, Peru, Philippines, South Africa, Sudan, Yemen, Zambia)
	Awareness raising of children on child protection and support children to prevent and report violence against children including corporal punishment, early marriage etc (e.g. Bangladesh, Cote d'Ivoire, Ethiopia, Nicaragua, Myanmar, Pakistan, Peru, Philippines, Senegal, Sudan, Zambia)
	Support children's participation in National Events / Celebration Days to raise awareness and to express on issues concerning them (e.g. Pakistan; Sudan)
	Supported children's participation in global advocacy processes including: <ul style="list-style-type: none"> • Children's participation in UN Violence Study • Children's voices in the Omnibus Resolution • Child Rights and Business Principles (including input to CRC Committee when they drafted a General Comment on this topic) <p>For each of these processes child friendly information was developed, consultation guidance was developed and disseminated, consultation findings were analysed and children's views were used to inform the advocacy and programming.</p>
	Working with Independent Human Rights Commission and Ombudsman to raise awareness on child rights among children and adults (e.g. Bangladesh, Ethiopia)
	Advocacy with government authorities to develop a Child Participation Policy (e.g. oPT);
	Awareness and advocacy with business/ private sector to increase their accountability to children and child rights, including dialogue with children (e.g. Bangladesh, Peru, Latin America region, Senegal, West Africa region).
d) Supporting children's organisations	Support Child Clubs, Girls and Boys Groups, Children's Committees, Children's Councils, Forums in schools, communities and/or camps including Child Rights Clubs, DRR Clubs, School Health Clubs (e.g. Bangladesh, Costa Rica, Cote d'Ivoire, Ethiopia, Mozambique, Myanmar, Nicaragua, oPt, Pakistan, Peru, Philippines, Senegal, South Africa, Sweden, Sudan, and Zambia).

Table continues on the next page

<p>d) Supporting children's organisations <i>continued</i></p>	<p>Supporting Children's Parliament structures and enable children's interface with local government officials (e.g. Bangladesh, Ethiopia, Senegal, South Africa, Sudan, and Yemen) E.g. in Bangladesh the National Child Task Force is based on representatives from each district. The NCTF is involved in child rights monitoring and advocacy at district and national level.</p> <p>Support for the working children and youth movements initiatives and advocacy:</p> <ul style="list-style-type: none"> • Support and partnership with African Movement of Working Children and Youth (West Africa, Cote d'Ivoire, Senegal, Ethiopia) • African Movement of Working Children and Youth Association is also member of the Working Group on Advocacy and also member of the Task force set up for Child Rights & Business' Principles issues. • Support NNATs working children's associations (e.g. Peru, Latin America regional program) <p>Partnership management approach and Organisational development capacity building of children's organisations (e.g. Bangladesh, Peru, Philippines, Latin America region)</p> <p>Supporting coalitions and networking amongst children's organisations and CSO (e.g. Gambia, oPt, Latin America, Peru, Philippines, Senegal). Note: In Peru a network of children and adolescents with disabilities was also supported.</p>
<p>e) Innovation and pilot projects</p>	<p>Children monitoring and reporting on their rights including:</p> <ul style="list-style-type: none"> • Children's participation in local level monitoring and reporting (e.g. Bangladesh, Nicaragua, Myanmar, oPT, Pakistan, Peru, Philippines, Senegal) • Children's participation in CRC, UPR¹⁹ , ACRWC²⁰ reporting (e.g. Bangladesh, Kenya, oPT, Peru, Philippines, Rwanda, Senegal, Yemen) <p>"Young Voice" (Sweden) – large scale questionnaires with children on how their rights are implemented by SCS domestic programme every 2 years.</p> <p>Working with children and adolescents to promote Safe Internet (e.g. Latin America region)</p> <p>Support children's participation in school governance/ municipalities (e.g. Ethiopia, Kosovo, oPt, Peru, Zambia)</p> <p>Support children's participation in local municipalities / local governance to influence plans and budgets on issues concerning (e.g. Bangladesh, Cote d'Ivoire, Ethiopia, Kosovo, Lebanon, Nicaragua, Paraguay, Peru, Philippines, Sweden, South Africa).</p> <p>Support children's participation in community based child protection committees (e.g. Bangladesh, Cote d'Ivoire, Myanmar, Pakistan, Philippines, Senegal, Sudan, Zambia).</p>

19. The **Universal Periodic Review (UPR)** is a unique process which involves a **periodic review** of the human rights records of all 193 UN Member States. The UPR is a significant innovation of the Human Rights Council which is based on equal treatment for all countries.

20. African Charter on the Rights and Welfare of Children.

e) Innovation and pilot projects <i>continued</i>	<p>Participatory research involving children as researchers including:</p> <ul style="list-style-type: none"> • Participatory research on kinship care as part of the child protection and children without appropriate care programme (Ethiopia, Kenya, Zanzibar, Sierra Leone, Nigeria, DRC, Jordan) • Participatory research on migration (South Africa) • CRC research by child led groups (Philippines) • Child Led Participatory Action Research (Myanmar) • Child Led Research (Lebanon, Middle East region); and surveys (Yemen) • Children Lead the Way (Nicaragua) • On Equal Terms – support participatory research with marginalised young people (Sweden) • Child led research on public investments for children (Zambia)
	<p>Support children's media initiatives:</p> <ul style="list-style-type: none"> • Children's radio shows (e.g. Cote d'Ivoire, Colombia, Ethiopia, Italy, Mozambique, Zimbabwe and Zambia); • Children are taught how to monitor the media for irresponsible reporting that puts children at risk (Zimbabwe and Mozambique) • Children's News Agency (Bangladesh, Zambia) • Children are radio journalists (Cote d'Ivoire) • Child led animation movies (Lebanon)
	<p>Working with child rights media monitoring groups and journalists (e.g. Mozambique; Namibia, Zimbabwe)</p>
	<p>Quality Learning Environment assessment – periodically seeking views from children, parents, teachers, school directors, community members (e.g. Kosovo, Lebanon, Nicaragua, Philippines, Education GI). In Kosovo there have been innovative efforts to consult younger children about the design of an ECCD centre.</p>
	<p>Working with boys and men to promote non-discrimination, non-violence and rights (e.g. Bangladesh, Ethiopia, Zanzibar).</p>
	<p>Consult and involve children through Child Friendly Spaces in emergencies – consult children about what activities they want to do; provide training (e.g. Lebanon; Sudan) community level children's clubs were supported, children raised awareness on peace building, participation and children's rights.</p>
	<p>Children's participation in community based or school based DRR and climate change adaptation (e.g. Bangladesh, Ethiopia, Latin America, Pakistan, Philippines, Sudan).</p>
	<p>Children's participation in WASH, health and HIV projects (e.g. Bangladesh, Cote d'Ivoire, Myanmar, Pakistan, Philippines, Sudan, Yemen, Zambia).</p>

REACHING AND INVOLVING MARGINALISED CHILDREN:

As a rights based organization Save the Children seeks to promote the participation rights of all children, but with a special emphasis on reaching the most marginalized girls and boys (of different ages and abilities). In practice, the 2007 mapping identified that some countries were struggling to effectively engage the most marginalised children, particularly as school and community based participatory work tended to be more accessible to better off children. Weaknesses in organisational efforts to involve children with disabilities, younger children, and children from ethnic minorities were identified. However, efforts to work with and support participation of working children, children in IDP and refugee camps, and children with disabilities in some countries were identified as good practices that could be built upon.

This 2015 mapping has identified increased efforts to support participation of girls and boys in rural, urban, peri-urban and camp settings; and increased efforts to support participation of children with disabilities in some countries. Ongoing support to and partnerships with associations and movements of working children and adolescents are still being supported in Latin America and West Africa.

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In the children's groups interested children get involved, which may be the better off children whose families are the wealthier ones in the communities. Some of the poorer children have been excluded from the children's groups.”

Adviser, Myanmar

Save the Children and the Working Children and Youth Associations partnership to promote child rights, Cote d'Ivoire:

Save the Children has a long established partnership with Working Children and Youth Associations (AEJT) in Cote d'Ivoire to promote and protect children's rights. . The Working Children and Youth Association have:

- Organized Peace Caravan activities in different areas for social cohesion;
- Being involved in monitoring and reporting on child rights;
- Made radio broadcasts to raise awareness on child rights;
- Contributed to alternative CRC reports to the UNCRC and ACRWC;
- Organised consultations with children on public expenses for the realization of child rights in five regions of the country;
- Supported efforts to apply the Child Rights and Business principles;
- Advocated for ratification of the Optional Protocol 3 on a communication procedure²¹ providing children with the opportunity to access justice and a complaints system at the international level.

21. Providing children with the opportunity to access justice and a complaints system at the international level.

Furthermore, the Child Friendly Local Governance work is led by marginalised working children and children from disadvantaged groups in Bangladesh. In addition, there are increased efforts to work with: stateless children through the CRG programme; girls and boys on the move, without appropriate care, and other children who face increased risks to violence and exploitation through the child protection programme; and children affected or by disasters, conflict or insecurity through different thematic programmes. For example, in Sudan the programmes are more focused in areas affected by emergencies and areas that are disadvantaged, and specific efforts are being made to reach and involve children with disabilities.

In many countries (e.g. Cote d'Ivoire, the Philippines, Senegal, Sudan, and Zambia), NGO partners are encouraged to reach and involve girls and boys in rural, remote and urban communities, with particular efforts to involve children with disabilities. However, some parents who have children with disabilities, lock their children away due to stigma and discrimination. Thus more awareness raising efforts are needed to overcome such barriers. In Sudan, Save the Children have partnered with a NGO with expertise in working with children with hearing impairments to support their participation and rights work.

Inclusion of marginalized children in Philippines work: Applying the global monitoring indicator:

A 2014 assessment of the global indicators on children's participation in SIDA projects in the Philippines identified encouraging results regarding participation of marginalized children including: children affected by poverty, especially those living in informal communities in urban settings, children from minority ethnic groups, children on the streets and in institutions, working children, children with disabilities, children displaced from disasters, children at risk of being in conflict with the law. Some of these children were regularly involved in children's organizations and participatory process, while others participating in one off events.

Supporting inclusive participation of children with disabilities, Sudan:

Save the Children have partnered with a NGO that is specialized in working with children with hearing impairments. This NGO is providing more information and guidance to support inclusive participation of children with disabilities in the Girls and Boys Clubs, and in schools. Children are encouraged to include children with disabilities in their clubs, and to promote non-discrimination. Children with hearing impairments also have their own groups, and they have sent representatives to participate in the Children's Parliament. Children with hearing impairments have also been actively involved in awareness raising on their rights and prevention of violence by encouraging their peers to express their views through arts (silent theater) and through an exhibition in Khartoum and North Kordofan. Children with hearing impairments have also helped to develop a child friendly version of the Children's Act 2010.

In the Philippines, members of the Philippine NGO Coalition conducted consultations with children with disabilities on the status of social, economic and cultural rights. Furthermore, in Bangladesh, Save the Children have partnered with an NGO called CSID which has expertise in working with children with disabilities. CSID supported an advocacy group which includes children with disabilities as advocates. In Peru, Save the Children have also made proactive efforts to engage with parents of children with disabilities, to support children's participation.

Good practice experience in working with children with disabilities, Peru:

Save the Children in Peru worked with mothers and fathers of children with disabilities to encourage them to recognise the ability of their sons and daughters to exercise their right to express their interests and to participate in different spaces. The strategy was to convince parents and teachers about the importance and benefits of letting children with disabilities have a voice; as parents of children with disabilities had a tendency to interpret what their children were trying to say, and to represent them.

Despite increased efforts to reach and involve marginalised children, **ongoing challenges to support inclusive participation of younger children, children with disabilities, and other marginalized girls and boys were highlighted by a number of countries** including Bangladesh, Kosovo, Myanmar, Peru, Philippines, South Africa, Sweden, and Zambia.

In Kosovo challenges were identified with involving children of minority ethnic backgrounds. In Zambia and Ethiopia challenges in reaching children in remote rural and pastoral communities were highlighted. In Myanmar challenges in involving the poorest children in child groups were shared, however, some good practice experiences in bringing together children from different ethnic groups in Chin State were shared; as were examples of using theatre and creative arts to engage and empower Muslim children from Rohingya communities in Myanmar.



Sweden Youth Organisation, participation and non-discrimination:

“The whole question about anti-discrimination is very big for us. But we are better about talking about it in theory, rather than addressing it within our own organisation. We have increased the engagement of children and youth from different ethnicities in recent years. We have one local group that consists only of children and youth living in a refugee centre in Sweden. We have members who were former refugees. In terms of gender we are quite good at involving children who do not identify themselves as either girls or boys. We don't charge for activities, so that enables people to join. We are better at choosing venues that are accessible to children and youth with disabilities, and to we collaborate with organisations who work explicitly with people with disabilities. However, we still face limitations in this. We still do not have active members who have disabilities. We need to look at the way we reach out to different groups so that it does not seem to be a place for white middle class children... Sometimes we turn to a youth organization (e.g. working with disabilities) to give their ideas and feedback.”

Representative, Youth Organisation, Sweden

“

Girl children participate more (than boys), but as they grow older, their levels of participation is hampered by socio-cultural barriers that tend to favour boys over girls. Gender stereotyping, and negative cultural beliefs prevail, where a girl is regarded as a source of income or family property for future prosperity.”

Staff member, Zambia

In Philippines, and in the East Africa Regional Office, staff highlighted lack of information about how to support participation of children with disabilities. Children and adolescents from Paraguay who are members of children's municipal committees also highlighted challenges faced by children with disabilities, including lack of access to municipal buildings; and lack of efforts by adults and young people to communicate with children with hearing impairments. Increased efforts to ensure accessible venues, and to develop and disseminate child friendly information in diverse formats that are accessible to children who are blind, deaf or have other disabilities were emphasized by children from Paraguay who were involved in consultation workshops as part of this mapping process.

Socio-cultural beliefs and attitudes concerning gender have influenced patterns of participation by girls and boys in Zambia. Efforts to promote and support work with boys and men to address gender discrimination and gender based violence are being supported in Bangladesh, Ethiopia and Zanzibar. In South Africa and in Head Office, challenges regarding fair representation were emphasised, as some of the most vocal confident children may be repeatedly selected by adults to speak up, without giving other children a fair chance to represent their peers.

SCIs Ambition for Children 2030 and the Global Campaign has a strong focus on reaching the most deprived and marginalised children, so this should help increase a key focus on special efforts to reach and involve marginalised children in participatory processes.

SCI's Ambition for Children 2030 – clear focus on the rights of the most deprived and marginalised children

In recent decades the world has made unprecedented progress in how it treats children. Yet Save the Children's mission is as urgent and relevant as ever before: millions of children are still being left behind and denied the opportunity to survive and fulfil their potential.... In line with our vision and mission, Save the Children will harness its resources, energy and knowledge to inspire three breakthroughs by 2030:

- No child dies from preventable causes before their fifth birthday.
- All children learn from a quality basic education.
- Violence against children is no longer tolerated.

To achieve the breakthroughs, we will put the rights of the most deprived and marginalized children first in our work, and advocate for others to do the same – this will be a key measure of our success. We will reflect this focus on children left behind both in where we work, and in how we work.

*Global campaign
"Reaching the Children Left Behind"*

The Global Campaign "Reaching the Children Left Behind" aims to remove the discriminatory and financial barriers that prevent children from surviving and thriving. In line with the 2030 strategy, SCI are committed to become the foremost campaigning force with, as well as for children. Active participation of children in shaping and joining the campaign has been identified as critical for organisational legitimacy and accountability.²² At the national level, the campaign will build on Save the Children's existing engagement with children's groups, children's parliaments and other forums and organisations, and also reach out to

organisations that represent, or work with excluded groups. At the international level, Save the Children will also explore the scope to build new platforms for children's engagement, including through digital channels. As part of the planning process for the next campaign, Save the Children are also involving of children and young people in an external advisory group, which will review and shape the campaign strategy.

Q. How can I better involve children in our national-level campaign?

A. There are several practical ways in which you can ensure children are actively participating in the priority campaign in your country:

- Ask children for their input into the planning stage, and ensure that your analysis is informed by participatory engagement at the community level
- Assess which children or children's groups are already involved in your issue and how you can support them in your campaign.
- Include child participation in your campaign objectives and individual work plans.
- Ensure realistic planning timelines, which enable meaningful participation and ensure there are linkages between the campaign and program child participation efforts.
- Partner with and strengthen child-led organisations.
- Integrate child participation into grants proposals and organisational resourcing.

22. Save the Children (September 2015) FAQ Campaign: Reaching the Children Left Behind

Furthermore, the Global Initiatives (particularly child protection and CRG) are undertaking research and developing guidance and advocacy materials to increase efforts to reach and engage the most marginalized children. For example, in 2015 the Child Protection Initiative supported the development of discussion paper, an advocacy flyer and posters highlighting the importance of listening to girls and boys voices and experiences in urban poor settings, and increasing engagement of children in urban planning.

Many staff recognize that deliberate, strategic and practical efforts are needed to ensure that the most marginalized children are reached and have a voice. Careful consideration of how to supporting effective and ethical participation of children across the full spectrum is needed. Integrated programmes working may be more effective in reaching the most marginalized children. Furthermore, barriers to participation need to be identified and overcome; and ongoing monitoring on the quality of participation is required.



“

Do we (SCI) work with and partner with the “right partners”. Maybe there are civil society partners that are knowledgeable in child participation that we as SC could “use”/partner with much more?”

Adviser, Asia region



CAPACITY BUILDING TO CONTRIBUTE TO THE CONCEPTUAL UNDERSTANDING AND PRACTICAL APPLICATION OF CHILDREN'S PARTICIPATION

MAIN APPROACHES TO CAPACITY BUILDING:

The majority of programmes supported by Save the Children at sub-national, national and regional levels are implemented in partnership with civil society organisations and with government departments. Particularly in programmes funded by SIDA, working in partnership with NGOs is often a key component as civil society strengthening has been key to Save the Children Sweden's strategy. Civil society actors, including children as active citizens are engaged in capacity building and organisational strengthening processes so that they can more effectively assert their rights and hold governments to account. In diverse country contexts NGOs and CBOs are supporting capacity building and awareness raising on children's participation among children, parents/ caregivers, teachers, local and national government officials etc.

Collaboration with governments, including local departments of education, social welfare, health etc are also key to effective practice by Save the Children in order to strengthen government capacity and responsibility to fulfil the rights of children. Thus, Save the Children and their NGO partners are also directly involved in sensitisation and capacity building with government officials to create enabling environments for children's participation and increased accountability to children. Furthermore, in some countries staff also work directly with children and communities to support capacity building and implementation of children's participation in CRG, protection, education, health, WASH, food security, DRR and other programmes.

Organisational capacity building of partners on CRP and child participation, and learning from strong partners, Kosovo and South East Europe region:

In Kosovo Save the Children organise training on child rights programming and child participation for all local partners and regional partners. As children's participation is not a value that is embedded in the local culture, it takes time to build capacity and embed children's participation. Organisational capacity building of partners supports them to embed children's participation in their strategies and plans. Exchange of good practice among partners in the region is also encouraged. For example, one of the regional partners "Child Rights Information Centre" in Moldova is very strong on children's participation. Thus practice standards that they have developed and adapted to the Moldovan context and other resources are shared with other partners.

Capacity building on children's participation involves preparing adults (Save the Children staff and partners, children's parents/ caregivers, teachers, community elders, local government officials, policy makers etc) to create enabling environments, to listen to children and take their views seriously; while also empowering children and young people to express their views and to participate in decision making processes affecting them.

Basic requirement 7²³ : Supported by training

Adults need preparation, skills and support to facilitate children's participation effectively, to provide them, for example, with skills in listening, working jointly with children and engaging children effectively in accordance with their evolving capacities. Children and young people themselves can be involved as trainers and facilitators on how to promote effective participation; they require capacity-building to strengthen their skills in, for example, effective participation, awareness of their rights, and training in organizing meetings, raising funds, dealing with the media, public speaking and advocacy.

In the majority of countries and regions various training workshops on child participation are being organised with:

- Save the Children staff and partners (especially civil society organisation partners)
- Teachers, community members, parents and caregivers, Child Protection Committee members, and government officials
- Children and young people

23. Committee on the Rights of the Child General Comment No.12, The Right of the Child to be Heard, CRC/C/GC/12, July 2009.

“

Before we had more people working on CRP and child participation in the country programme. Regional child participation people have been faded out. It is important to have child participation focal point and oversight of children's participation in each country.”

Senior Adviser, Save the Children Sweden head office

CAPACITY BUILDING WITH SAVE THE CHILDREN STAFF AND PARTNERS

Compared with 2007 mapping findings, there is currently less systematic focus on capacity building on child rights programming and child participation for Save the Children staff and partners at country, regional and head office levels.

At the global level SCI has included a module on children's participation in their training materials for implementing the new Global Campaign; and a training module on children's participation is included in the Save the Children Humanitarian and Leadership Academy. Furthermore Save the Children Sweden head office level a digital e-learning module on child rights programming, including a strong focus on child participation is under development which will be promoted and used with staff in the international and domestic programmes, including staff working in the humanitarian programme.

Although various training modules on children's participation exist within SCI and among members, there is no common SCI package that is systematically applied for training staff and partners on children's participation. Instead each country has adapted or developed its own training materials. Most training encompasses:

- An introduction to the concept of children's participation as a right that all children are entitled to, and as a principle that should be applied in all matters concerning them;
- An introduction to Save the Children 7 Practice Standards or the 9 basic requirements for effective and ethical children's participation;
- An exploration of practical ways to apply children's participation in their practice.

Training for all staff on CRG, CRP and child participation, and encouraging partners to promote participation and citizenship, Lebanon:

In 2014 a training on CRG, CRP and children's participation was organised for all staff in the Beirut country office, including finance, admin and logistics staff in order for them to have more knowledge about the programmes. Save the Children works with some partners who are experienced in child participation, and at the start of projects the partner staff are also provided with training on children's participation, conflict resolution, peace building, and citizenship.

Toolkits and workshop modules to explore power dynamics between children and adults, Save the Children Sweden Youth:

Save the Children Sweden Youth is a platform for children and youth to become active in Save the Children's work, to work for its goals and to make decisions about its programmes. Through their platform children and youth are also actively involved in advocacy and programming to increase opportunities for children and youth to have a voice and to be valued in society. Youth Organisation supported by Save the Children has developed toolkits and workshop modules which explore norms relation to age, gender, sexuality, culture, etc.), with a special focus on age power-structure. The training modules are used in schools - for both children and school staff, but also for our local members or any company which wishes to train their staff to become norm critical.

“

Nowadays there is less capacity building, as we are coming together and developing a new CSP. Before, we had a lot of capacity building. We had very good planning on how we would develop our own capacity, our partners capacity and children's capacity. The capacity building was based on child rights programming, and we developed capacity building on children's participation as part of this.”

Director, Bangladesh

In some country offices sessions on child participation are also being incorporated into staff training on accountability and MEAL (e.g. Ethiopia, Yemen). Furthermore, some training on child participation is more in-depth exploring: different types of participation (consultation, collaborative and child led); exploring children's citizenship, power relations, and opportunities to empower children as active citizens; and practical approaches to support child led organisations and initiatives (e.g. participatory research by children) and/ or collaborative efforts to support children's participation in school/ local/ national governance.

Only a few countries (e.g. Cote d'Ivoire, Kosovo, Lebanon, oPt, Philippines, Sudan, and Zambia) have systems and processes in place to systematically organise training on children's participation for all staff and partners, including orientation training for new staff and partners.

Curricula and system for training new staff and partners supported by the HRD, Zambia:

In Zambia, Save the Children's Human Resources Department in collaboration with technical advisers has developed a curricula for training new staff and partners on child rights programming and children's participation. The training is applicable to all staff and partners in all thematic programmes, not just CRG, so that staff understand that participation is a cross-cutting issue that needs to be mainstreamed in all thematic areas. The training introduces the concept of participation, the quality requirements and it enables information sharing on existing good practice within the country that can be built upon. Furthermore, a cadre of staff in the NGO partners who have been trained and who are experienced in supporting children's participation are considered to be child participation champions. These champions help to train and inspire new staff and partners.

The Human Resource Department only play a role in supporting core staff training on children's participation in a minority of the countries that were part of the mapping (e.g. Cote d'Ivoire, Zambia, and previously in Myanmar). In most cases technical advisers are supporting capacity building on child participation. In recognition that child participation is a key principle of rights based programming, and integral to Save the Children's vision and theory of change, a number of staff members suggested that there should be increased efforts by HRD (at country, regional and global levels) to support staff capacity building on child participation. In a similar way to which HRD support child safeguarding training for all staff, training on child participation should also be supported. Furthermore, in a similar way to which child safeguarding and child protection is mentioned in job descriptions, there should also be specifications regarding responsibilities to support meaningful participation of children.

The early SCS mapping identified "The importance of appointing specific child participation advisers (at national, regional and global levels) appears to have played a significant role in enhancing systematic efforts to strengthen the capacity of SCS staff and partners in a manner which supports the mainstreaming of genuine children's participation." (Feinstein and O'Kane, 2008, p63). Yet, fewer regions and country programmes have specific child protection advisers who can mentor and support staff now, compared with 2007.

Child participation officer and systematic focus on capacity building on child participation, Philippines:

In the Philippines Save the Children has a dedicated child protection officer. Capacity building with staff, partners, community members and children has been organised. Furthermore, staff have developed and applied resources and tools to strengthen their participation work, including a benchmarking tool on children's participation which is used to assess themselves, and to inform efforts apply children's participation as a cross-cutting theme with adherence to quality requirements in every thematic programme.

Through awareness-raising by CRG staff there is increased understanding among staff and partners about the concept of children's participation and children as active citizens. Children's participation and citizenship is now identified as a strategy to improving services and programs for children, rather than just as a requirement. Furthermore, in recent training with adults – local government officials, CSO staff and members participants have been encouraged to look back at their own personal experiences. Such reflections and sharing of personal experiences has facilitated internalization of the concept of participation, and has motivated adults to develop action plans using resources available to them to promote children's participation.

The critical need for more training on children's participation for staff and partners, including training of senior managers has been emphasised by Save the Children staff in almost every country and region that was involved in the 2015 mapping. Even in countries where training was organised, the need to scale up training for staff and partners was identified in recognition that changes in perceptions and practices are needed to change social norms regarding the place and roles of girls and boys in decision making.

Previous global annual meetings of focal persons on children's participation, supported capacity building and exchange of knowledge:

From 2002 – 2007 Save the Children Sweden organised annual meetings of focal persons on children's participation from each region and Head Office. This opportunity to exchange experiences, discuss critical issues, learn from one another, share information and tools was a key strategy to support capacity, sharing of knowledge, and mainstreaming of children's participation across different programmes in different settings. However, questions were raised about the costs of such meetings, and whether there was sufficient follow up to ensure that action points were implemented. In recent years there have not been any global meetings on children's participation in Save the Children Sweden.

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In the past we had a focal person on child participation. We need to have a focal person on Child Participation; to whom every staff or partner can refer to in case of need. Even if we find a lot of information in OneNet, but a direct contact is sometimes more useful.”

Save the Children staff member, Cote d'Ivoire

“

Save the Children and partners staff have inadequate capacity on child participation, which is a barrier to facilitate effective and meaningful children's participation.”

CRG staff member, Bangladesh

CAPACITY BUILDING WITH OTHER ADULT ACTORS

Save the Children, often in collaboration with or through NGO partners is supporting capacity building of teachers, parents/ caregivers, community members, CPC members, government officials, and/or business sector on children's participation (e.g. in Cote d'Ivoire, Ethiopia, Kosovo, Peru, Philippines, Senegal, West Africa region, and Zambia).

Capacity building of community based child protection networks (CBCPN) members on child protection and participation, Sudan:

Community based child protection networks have been established in IDP camps in Sudan to monitor, prevent and respond to child protection issues. Adult members of the CBCPNs are trained on child rights, child protection and harmful practices (including Female Genital Mutilation, child marriage), and the importance of listening to children and encouraging their participation. The CBCPN support the establishment and functioning of children's clubs, and they work in collaboration with children's club members to prevent and respond to risks and protection issues affecting girls and boys.

However, in some countries there is no common approach to capacity building on child participation with adults in communities across different thematic programmes (e.g. in Ethiopia), or within thematic programmes (e.g. in Senegal), so that each staff member may be applying different concepts and tools.

CAPACITY BUILDING WITH CHILDREN AND YOUNG PEOPLE

Capacity building with children and young people often focuses on awareness raising and training of girls and boys about: their rights and responsibilities; life skills and advocacy skills; as well as sharing information about thematic issues (e.g. child protection, education, health, nutrition, DRR etc), as well as information about relevant national laws, policies and responsible duty bearers. In many countries and regions there is also a strong focus on capacity building to support children and young people in forming and strengthening their own children's organisations, undertaking child led initiatives (e.g. child led research) or collaborative initiatives (e.g. child rights monitoring and reporting).

Specific capacity building initiatives involving academia, NGO partners, children and youth has also been organised in some countries to support participatory research. For example, in the Southern Africa region, young adults (youth) from 3 countries were recruited as researchers and were provided with training by an academic University partner on methodology for involving children in research, ethics, interviewing techniques. Furthermore, support for coalitions among child rights agencies, and common capacity building initiatives among coalition members has enhanced strategic and practical efforts to support realisation of children's participation rights.

Examples of training of children's groups/ clubs:

In Sudan, members of children's clubs in Sudan were provided with training on child rights, national laws (e.g. Child Act 2010), child protection and risks (including child marriage, child recruitment into armed groups, Female Gender Mutilation, mine risks etc), and life skills.

In the Occupied Palestinian Territories child led group members are provided with training on child rights, child law and related legal frameworks in OpT, child participation, meaning of violations, reporting mechanisms, how they can monitor and report on violations, advocacy – quantitative and qualitative analysis.

Evaluation of CRG regional programme in West Africa: increased capacity on children's participation contributing to increased involvement of children in CRC reporting²⁴:

During the period 2009-2014 the CRG regional programme in West Africa contributed to strengthening the understanding of the members of child rights coalition members on the importance and added value of child participation. The training workshops not only equipped child rights coalitions to meaningfully involve children in the coalitions organisation structures, as well as in the data collection and elaboration of complementary reports, but also to raise awareness among the general population and State institutions on the added value of child participation. With the deepened understanding of the importance of children's participation, child rights coalitions were able to create safe space for children to take part in the elaboration process of the complementary reports on the CRC, ACRWC and the Optional Protocol to the CRC on the Sale of Children, Child Prostitution and Child Pornography (only in Togo) submitted by coalitions in Niger, Guinea, Togo, Senegal and Gambia over the period 2009-2014.

²⁴ Save the Children (2015) Evaluation of Child Rights Governance Regional Programme in West Africa 2009 – 2014. Draft report, September 2015.

In the Latin America and West Africa regions, and in the Philippines there is a strong emphasis on strengthening children's organisations and on supporting networking and exchange among children's organisations, so that children and adolescents can share their experiences, learn from one another, and strengthen their collective efforts. Through building networks children and young people are able to represent their peers in advocacy and decision making processes at a wider range of levels (local to global).

The importance of staff training on how to better support children's group developments in other regions and countries was also emphasised during the mapping process. For example, an adviser in Myanmar suggested that "Staff need more training on how to support child group development, to encourage children and young people to reflect, to analyse and to plan their own issues."

“

Peer learning could be one of the approaches. When a boy or a girl see an equal speaking aloud, interacting with adults, explaining their own ideas and participating, they are learning from each other and are stimulated to do the same. Children are motivated if they see a children with disabilities or working children taking the lead or representing them.”

CRG Adviser, Latin America





MAINSTREAMING CHILDREN'S PARTICIPATION

In all regions and in the majority of countries Save the Children are focusing both on the promotion of the principle of children's participation in the program cycle in different thematic programmes, as well as promotion of children's rights to participate in society. Key CRP materials developed by Save the Children place more or less emphasis on both these aspects. It is crucial that both aspects are emphasised and promoted. This chapter includes sub-sections on:

- Mainstreaming children's participation in the programme cycle.
- Mainstreaming children's participation in different thematic programmes.
- Mainstreaming children's participation in different settings (schools, communities, work place, families and care settings, local governance, national governance and policy developments etc).

The scope of children's participation identifying the extent to which different types of participation: non-participation (no involvement), consultation, collaborative participation, and child led participation are being supported in different thematic programmes is explored.

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The Convention on the Rights of the Child is the framework of our program. The principle of participation of children and adolescents is promoted from the planning stage. We have a Children's Advisory Group consisting of representatives of organizations of children and adolescents. The Children's Advisory Group is consulted about programmes that are implemented nationwide.”

Adviser, Peru

MAINSTREAMING CHILDREN'S PARTICIPATION IN THE PROGRAMME CYCLE

Efforts to mainstream children's participation in all stages of the programme cycle should be integral to a rights based approach in each thematic programme. In any programme that is relevant to children's lives, the views of girls and boys should be considered in the situation analysis, planning and design, implementation, monitoring and evaluation. In addition, feedback should be provided to children to ensure accountability.

In some countries (e.g. e.g. Bangladesh, Kosovo, Lebanon, oPt, Peru, Philippines, Senegal, Sudan, Yemen and Zambia) pro-active organisational efforts are being made to promote and support mainstreaming of children's participation in all stages of the programme cycle. Efforts to mainstream children's participation in ongoing programming through the SIDA application are also made by technical advisers in Save the Children Sweden head office and regional offices who review draft proposals and give feedback to ensure child participation is planned and budgeted. However, similar to the 2007 mapping findings in many countries mainstreaming of children's participation remains ad-hoc, rather than systematic.

As indicated in the chart (overleaf), the mapping results indicate particular weaknesses in supporting children's participation in the planning and design of programmes, and in providing feedback to children. Thus, a lot more work is needed, particularly in terms of supporting meaningful opportunities for children to influence programme design and planning, as well as increase efforts to ensure quality by applying the nine basic requirements for effective and ethical participation.

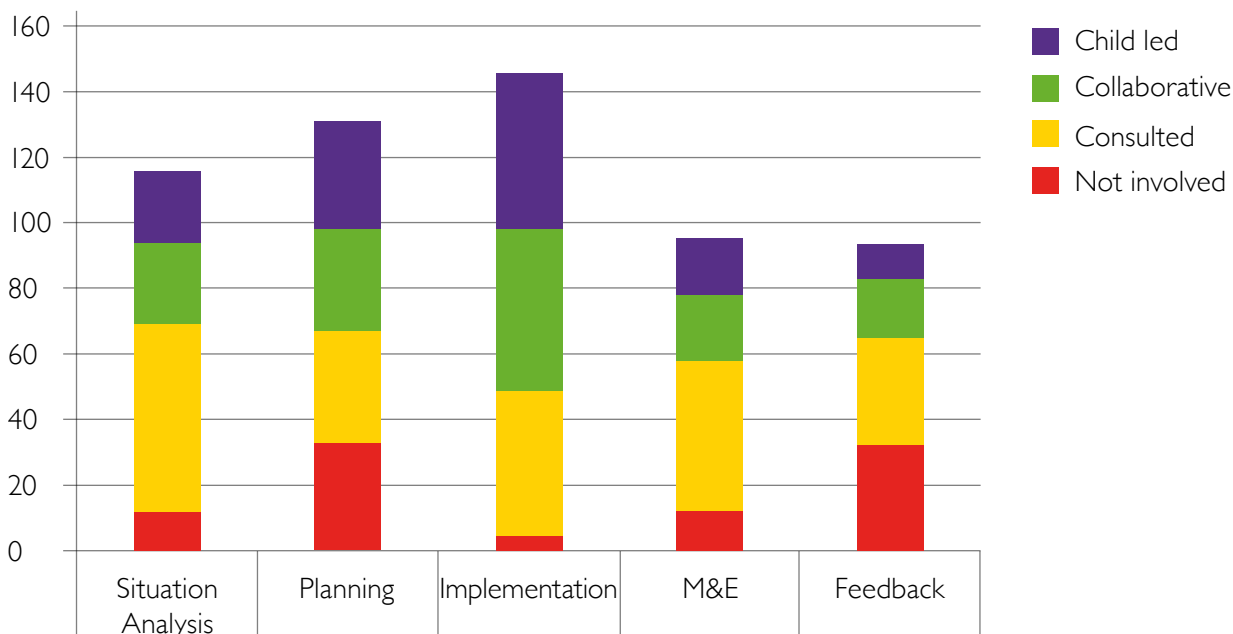


Chart: Global results for scope of children’s participation in the program cycle

Based on 75 sets of data submitted by 18 countries and 3 regional programmes (Latin America, East Africa, and South East Europe)

Situation analysis:

The chart indicates that a lot of efforts are made to consult children in situation analysis, and some efforts are made to support more collaborative processes, as well as child led initiatives for situation analysis. In a number of countries children have involved in the Child Rights Situation Analysis (e.g. Bangladesh, Lebanon, Myanmar, Pakistan, Senegal, Sudan, and Yemen) so that girls and boys understanding of their rights violations and gaps in services can inform strategy and programming developments. For example, during its CRSA exercise in Senegal in 2014, Save the Children facilitated focus group discussions with children and adolescents aged 6 to 18 years to collect data on their rights situation. Furthermore, child led data collection and participatory research has also informed increased analysis and knowledge of issues affecting children’s lives (see also chapter on innovations).

Children’s participation in CRSA, Philippines:

In 2014, children were involved in 48 focus groups discussions (FGDs), which were conducted in 8 project sites for a Child Rights Situation Analysis that informed the formulation of the Country Strategic Plan for 2016-2018. Furthermore, as part of the situation analysis, the partner child-led groups conduct their own community-based situational analysis and organizational capacity assessment annually as part of their organizational/ project assessment and planning process; and CRC reports prepared by partner child-led groups are considered in the annual situational analysis and program planning.

Planning:

In general there are weaknesses in Save the Children staff efforts to involve children when designing programmes and when developing proposals. Although reports of children's views from situation analysis are often reviewed to inform programme design, children are less often directly involved in planning. Recognising the importance of engaging children in the earliest phases of programming to enhance relevance, ownership, and sustainability, guidance has been produced by Save the Children to support children's participation in analysis, planning and design of programmes.

In some countries there are experiences in involving children in developing the Country Strategic Plan (e.g. Kosovo, oPt, Lebanon, Sudan); the development of Annual Plans (E.g. Philippines, Myanmar 2011/12); and in the development of thematic strategy papers (e.g. in Myanmar for child protection and CRG). In Bangladesh two specific objectives on child participation have been formulated in recent country strategic plan (CSP 2016 -18). The objectives are: 1) Ensure active participation of children throughout the program cycle; and 2) Adopt child participation as a cross-cutting & mainstreaming issue.

In countries where the PDQ manager believes in and pro-actively supports children's participation there are increased efforts to support children's participation in strategy and planning developments, and different thematic programmes are more encouraged to integrate children's participation in different stages of the programme cycle.

Increasing children's participation in annual planning, Myanmar²⁵:

In 2010 Save the Children in Myanmar organised a series of training workshop on child rights programming for approximately 100 coordinators and managers. During the training staff assessed when and where children's participation was most and least supported in the programme cycle. The weakest area was in the design phase, especially in influencing Save the Children's annual plan. As a result and as part of endeavours to increase accountability to children more efforts were made to consult children in a timely manner and to bring children's representatives together to inform the annual planning process. The process included the development and dissemination of a child friendly version of Save the Children's strategic plan and additional information sharing with children and young people on each thematic programme plan. Information was shared with children and young people in their communities in different programme areas.

In May 2011, 34 children's representatives from 17 townships where Save the Children were implementing programmes were brought together in a National Children's Forum to share their feedback on all the different sector programmes - child protection, education, child survival, hunger, and HIV/AIDS. The girls and boys (17 girls, 17 boys) aged 9 – 18 years were from diverse backgrounds including working children and children from poor families. Children and young people were able to share their experiences and views on the strengths and weaknesses of the existing programmes. On the final day of the Forum the children and young people were able to present their key findings and views to senior managers and programme staff. Key findings were also documented and used to inform the 2012 annual planning process.

25. Save the Children (2013) Children's Participation in the Analysis, Planning and Design of Programmes: A guide for Save the Children staff. Written by Claire O'Kane.

Good practice: Awareness and support from senior managers and technical advisers, Philippines:

The in-depth understanding and appreciation of child participation among the senior management team members and technical advisers have facilitated the integration of child participation in almost all thematic programs of the Philippines country program. The constant reminder from the PDQ Director and the commitment of Technical/ Thematic Advisers resulted in identifiable strategies on child participation in the Country Annual Plan. In this regard, it is important to ensure that staff, particularly those involved in programme development, understand not only the concept of participation, but also how child participation can be implemented in each thematic program. Having child participation focal persons and technical working groups are also effective approaches being implemented in the Philippine Country Office.

In country and regional programmes which support children's organisations and child led initiatives there are increased efforts to consult and collaborate with children in planning processes, and to support children and young people to plan their own initiatives. Good practices that can be built upon include the establishment of Children's Advisory Councils/ Boards which provide structures and processes to engage with children to influence strategy and programme developments.

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Save the Children is supporting child led organisations plans and initiatives. We are making sure that children's organisations have the chance to reflect and develop their own plans.”

Specialist, Senegal

Advisory Group of Children and Adolescents, Peru:

An Advisory Group of Children and Adolescents has been established in Peru. They collaborate with staff to inform the stages of situational analysis, planning, and evaluation. Children's input is very important as they can share information about their realities, they can dialogue and share information about their ideas and actions of their organisations, and they can increase information sharing with and collaborations among children's organisations.

Developing a Children's Board, Occupied Palestinian Territories:

In pursuit of a rights based approach and efforts to apply the principle of child participation Save the Children in OPT is developing a Children's Board to provide multiple platforms for children's voices to be heard, and to take their views into consideration. The Children's Board will meet on a quarterly basis with a set agenda and plan of action. SC will also support the children with the needed skills to meet their responsibilities, and promote their rights among their peers, community, authorities and key officials. In addition children will be involved in CRC reporting, and ensure that this initiative is shared with other international and local organizations, urging them to adopt similar mechanisms to ensure accountability to children.

The Children's Board will be formed by building upon existing participatory programmes, including the establishment of monitoring and coalition groups in 120 schools and communities; and collaborative efforts to form coalitions. Save the Children worked closely with Defence for Children International – Palestine Section (DCI), AlMezan Center for Human Rights, and the Palestinian Center for Democracy and Conflict Resolution (PCDCR) to form 2 coalitions called RASED; each composed of 25 CSOs and a child board of 25 children.

In Sweden, Denmark, Norway, Aland and Iceland there are also good examples of including children and young people in to the main governing Board of Save the Children. For example, in Sweden one representative in the Board of Save the Children comes from the youth movement.

Implementation:

Children's participation is most frequently supported during the implementation of programmes, with increased opportunities for children and adults to work together collaboratively, as well as increased opportunities supporting child led implementation of action and advocacy initiatives on issues affecting them.

Monitoring and evaluation:

Significant proportions of programmes make efforts to consult children when monitoring and evaluating programmes to assess the quality and outcomes of programmes on girls and boys lives. Furthermore, children and young people who are engaged in children's organisations or child led initiatives are encouraged to monitor and evaluate their own efforts, to learn and improve their efforts, and to see what changes they are contributing to. Some collaborative efforts engaging children and adults in monitoring and evaluation are also being supported.

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Involving children in the development of strategies and country plans has proved invaluable and in some instances led to country wide participation in the consultation process and the creation of local, as well as national structures for participation. It has helped children to claim their rights and identify, implement and monitor solutions.”

CRG Technical advisor,
Occupied Palestinian Territories

Save the Children Youth Sweden:

Save the Children Youth Sweden is a daughter organisation of Save the Children Sweden. They are a platform for children and youth who are engaged as children rights activists. They work on the same basis as their mother organisation, share the name and they delegate a youth representative into the main Board of Save the Children Sweden. Save the Children Youth Sweden started in 2006 as so many young people and children became involved in Save the Children - either as donors or staff, or as volunteers at events, fundraisers, or in target groups in projects and in campaigns. Such children and youth decided to create an organisation of their own which would give structure to children and youth participation in Save the Children and which would enable more children to become activists for Save the Children, providing them with a more child-friendly platform to participate.

Children's participation to end corporal punishment, Philippines:

Child led groups in the Philippines are actively involved in awareness raising, action and advocacy initiatives to prevent and monitor corporal punishment of children in families and schools, and they are promoting positive discipline. Children's groups and NGO partners also work collaboratively to facilitate advocacy sessions to promote the setting up of Child Protection Committees and the establishment of a Child Protection Policy in their schools. Child-led groups are involved in legal reform to end corporal punishment of children at the local level (through passage of ordinances) and at the national level they have been involved in lobbying with legislators at the House of Representatives and Senate to push for the passage of the Positive Discipline/Anti-Corporal Punishment Bill.

Inclusive Education Clubs, Senegal:

125 children from 5 Inclusive Education clubs have worked collaboratively with NGO partners in communities to raise awareness raising on the rights of children with disabilities to access education. Children used drama to sensitise parents, teachers and community members. Following the children's efforts, 40 children with disabilities were newly enrolled into their local schools. In addition, about 500 children were involved in campaign walk to call for more Government action on "Education for All with enough resources", and children have shared their own the advocacy messages for quality inclusive education for all children.

Child participation in monitoring, review and evaluation of Save the Children's programs, West Africa:

The MEAL team has recently organised trainings in the West African region for children and young people. The key aim of this training program is to allow children and young people to participate fully in the monitoring and evaluation process of their own projects or programmes. Training has taken place in a few countries like Benin, Mali and Niger. Children and young people will now be able to lead the monitoring process and be involved in all stages of programmes supported by Save the Children and its partners.

Monitoring and evaluation:

Significant proportions of programmes make efforts to consult children when monitoring and evaluating programmes to assess the quality and outcomes of programmes on girls and boys lives. Furthermore, children and young people who are engaged in children's organisations or child led initiatives are encouraged to monitor and evaluate their own efforts, to learn and improve their efforts, and to see what changes they are contributing to. Some collaborative efforts engaging children and adults in monitoring and evaluation are also being supported.

Feedback and dissemination:

In recent years there has been increased focus on accountability to children and the development of MEAL (monitoring, evaluation, accountability and learning). Through the appointment of MEAL staff, and increase processes to support MEAL there are also increased opportunities for children's participation in monitoring and evaluation.

As indicated by the chart, across different regions, countries and thematic programmes there are weaknesses in establishing accountability mechanisms and ensuring feedback to children. In a number of programmes children are not given feedback about the programme. Even when progress reports or evaluation reports are prepared there are insufficient efforts made to develop child friendly versions, and/or to provide feedback to children who have been involved in the programme.

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Through MEAL children are also involved in monitoring and collecting children's feedback.”

Staff member, Cote d'Ivoire

Using creative methods to seek children's views in a peer review of Save the Children's response to cyclone Nargis and ensure feedback to children, Myanmar²⁶:

When Cyclone Nargis struck the Ayeyarwaddy and Yangon regions in Myanmar in May 2008, nearly 140,000 people were either killed or missing and 2.4 million people lost infrastructure, food stocks, water supplies, livestock, livelihood equipment and paddies. Save the Children, which had been operational in Myanmar since 1995, responded promptly with food and non-food items, water and sanitation, child protection, education, health and nutrition and livelihood support.

In February 2009 a multi-disciplinary team undertook an external evaluation of the Save the Children emergency response, with a focus on the meaningful participation of children. The evaluation team visited 16 villages across the West and East Ayeyarwaddy Delta region and a consultant played a strategic and practical role supporting each member of the evaluation team to integrate opportunities for children's meaningful participation.

26. Save the Children (2012) Children's participation: Moving forward together: Promising practices from Save the Children thematic priorities and the EVERY ONE Campaign. Author: Claire O'Kane.

One-day children's feedback workshops taking place on non-school days were facilitated to provide children with space to share their views and experiences. Pre-workshop briefings ensured informed consent from children and necessary permission from adults. Participatory methods like icebreaker games, the development of a visual time line of Save the Children activities, the use of a body map to explore changes in children's lives before and after Save the Children activities, drama, songs and drawings were used during the workshops.

A child-friendly version of the evaluation findings, Young Voices, Big Impressions, was published both in English and in Myanmar language using cartoons and visuals. This report was widely disseminated to children and community members who had been engaged in the evaluation, and to neighbouring communities.



MAINSTREAMING CHILDREN'S PARTICIPATION IN DIFFERENT PROGRAMME AREAS

In some countries (e.g. Bangladesh, Kosovo, Lebanon, oPt, Pakistan, Peru, Philippines, Sudan, Yemen, Zambia) efforts are made to support children's participation in each thematic programme. However, overall, most efforts to mainstream children's participation are being made in the child rights governance and child protection programmes, with some good efforts in education programmes. Although there are some good examples of mainstreaming children's participation in health and nutrition, HIV, WASH, livelihood and food security, and shelter programmes, these examples were fewer than in other thematic areas.

In general children's participation is strongest in thematic programmes where Save the Children or their partner staff (NGOs, teachers etc) have regular direct contact with children, particularly children aged 10-17 years through community based or school based projects; and in programmes which value and promote engagement of children as social actors and active citizens. Programmes supporting children's organisations (child clubs, child groups, child rights forums etc) and child led initiatives tend to contribute to more meaningful opportunities for children's participation, as girls and boys have more regular opportunities to access information, to express their views, to analyse and plan how to address issues affecting them, and to implement and monitor their plans. However, equally important are efforts to sensitise and prepare adults to take children's views seriously, and the creation of genuine opportunities for children to engage with concerned duty bearers who have responsibilities to protect or fulfil their rights.

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There is less in feedback and accountability to children. This is lacking. In the new strategic planning process we want to strengthen this part. This requires a lot of efforts to share the feedback in accessible, friendly and sensitive ways.... We have not yet developed an annual report in a child friendly version.”

PDQ Manager, Kosovo

Brief examples of children's participation in different sectors:

Child rights governance (Kosovo): Six Child Led Municipal Assemblies (CLMA) involving approximately 185 children have been established for children to represent their peers. Members of the CLMAs are collecting data to identify and prioritize their problems. They are using their findings to inform and influence Local action plans for their ward municipality.

Child protection (Paraguay):

Save the Children supports the establishment and strengthening of working children's associations so that working children can defend and assert their rights to access government schools, food, health care, and participate in local decision making spaces.

Education (Bangladesh):

Save the Children and their NGO partners have supported children's participation in School Management Committees (SMC), where-by children participate in contribute to monthly SMC meetings. Children, parents and teachers have been able to contribute to developing and implementing School improvement Plans (SIP). Through their participation children have been able to prevent and address bullying, use of corporal punishment in schools, and other issues affecting them.

Livelihood and Shelter (Lebanon):

In the livelihood programme there are some opportunities for youth to gain livelihood skill training opportunities. Youth are consulted about what they want training in, and they help train others. Youth are able to come together in centres where they have space to express their views. Furthermore, in the shelter programme with Syrian refugees with disabilities were consulted in order to ask them about their needs before doing the shelter improvement.

Health and WASH (Sudan):

School health clubs are formed in both rural and urban areas, especially in conflict affected areas. Girls and boys aged children 6-14 years are involved. Children participate in immunization activities, school health education and health awareness campaigns. School health clubs are led by children and are trained by WASH staff to deliver hygiene messages. School children also participate in delivering health messages and information to their parents, siblings and relatives. Through their school health clubs children have contributed to improved hygiene practices.

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Child protection, CRG, education, and HIV programmes are all supporting children's participation. Nutrition and health are requesting support from CRG staff to support to improve their participation work and the committees they work with.”

CRG adviser, Cote d'Ivoire

As part of the stage one mapping exercise data indicating the scope of children's participation in different stages of programming (and other details) was received for: 23 child protection programmes; 22 CRG programmes; 19 education programmes; 6 health programmes (encompassing 2 WASH projects, and 1 HIV programme); 2 DRR programmes; 2 food security or livelihood programmes; and 1 shelter programme. The fact that fewer health programmes submitted data, combined with interview findings indicated that less efforts are being made to mainstream children's participation in health and nutrition programmes, particularly as the programmes tend to focus on children under the age of 5 years. In recognition of barriers faced, specific guidance on how to integrate children's participation in health and nutrition programming was published by Save the Children UK in 2015. Increased efforts are needed to disseminate and apply such guidance.

The charts (below) allow for comparative analysis regarding the scope of children's participation in different thematic programmes (CRG, child protection, education, and health). These charts indicate that there is relatively less involvement of children in the planning of education programmes and health programmes, compared with CRG or child protection programmes. Furthermore, CRG programmes appear to be more accountable in providing feedback to children.

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Children's participation is being left out, especially in the health programming... staff are mostly doing mostly maternal and child health, targeting pregnant women and children under 5 years. So there is no children's participation.”

Specialist, Myanmar

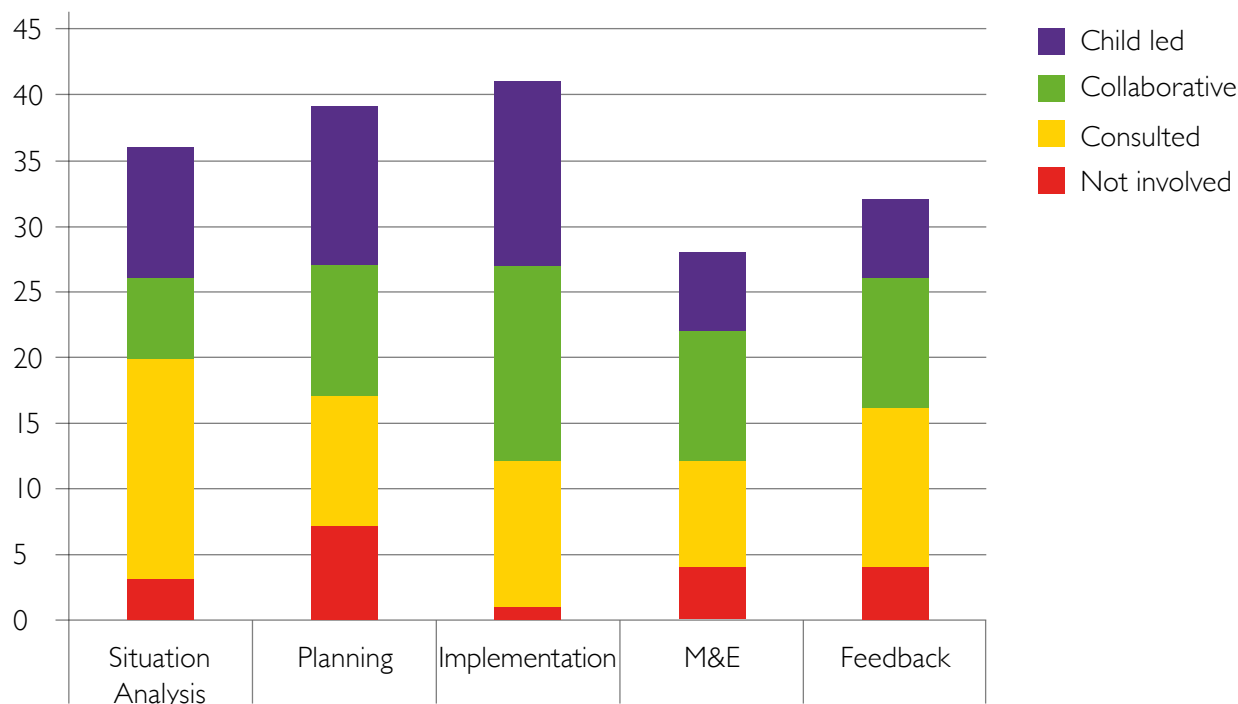


Chart: Scope of children's participation in CRG programmes

Based on 22 sets of data of CRG programmes submitted by 16 countries and 3 regional programmes (Latin America, East Africa, and South East Europe)

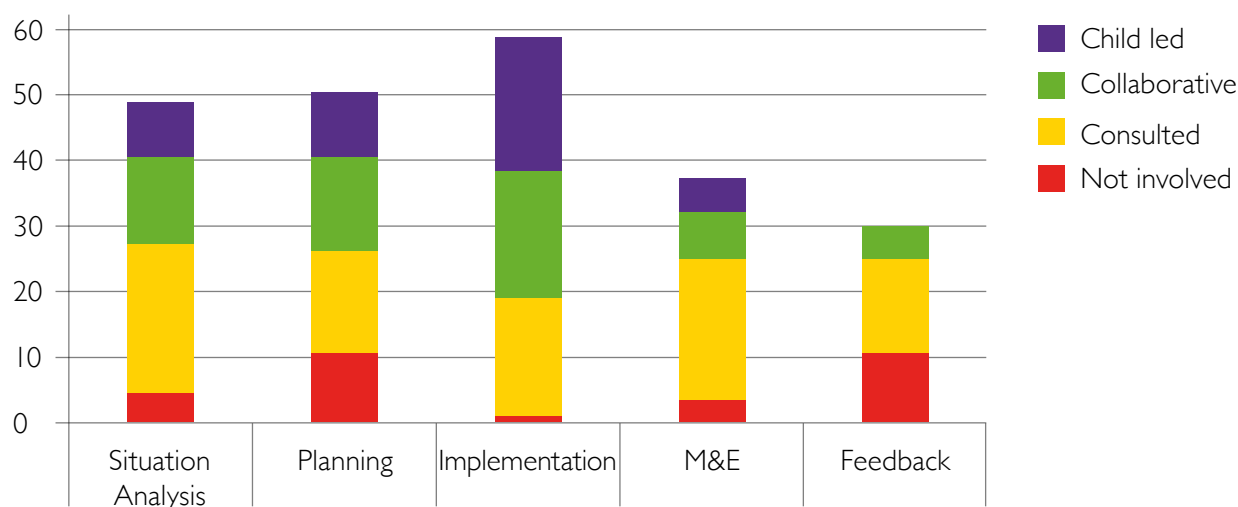


Chart: Scope of children's participation in Child Protection programmes

Based on 23 sets of data of protection programmes submitted by 14 countries and 2 regional programmes (Latin America and East Africa)Body copy

Key findings



Chart: Scope of children's participation in Education programmes

Based on 19 sets of data of education programmes submitted by 13 countries and 1 regional programme (Latin America)

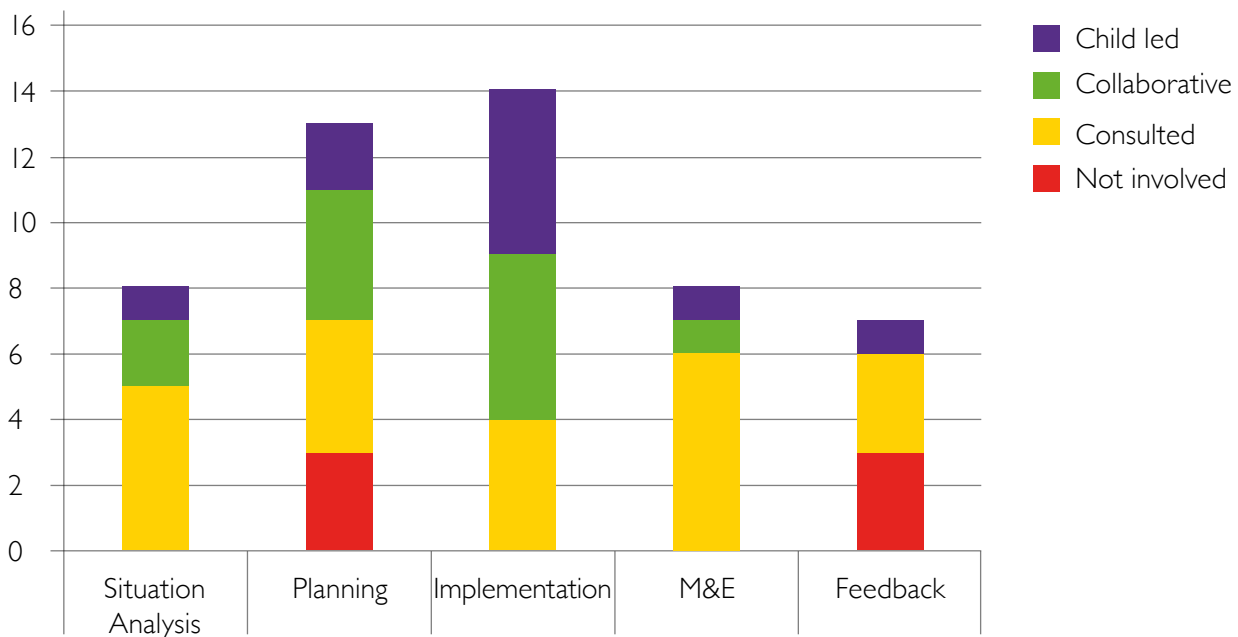


Chart: Scope of children's participation in Health programmes

Based on ONLY 6 sets of data of health programmes submitted by 4 countries

In a number of country and regional programmes Staff from CRG and child protection are recognised as resource persons on child participation who can be requested to advise and support the development and strengthening of children's participation in other thematic programmes. Furthermore, children's groups supported through CRG, child protection or education programmes are sometimes consulted by WASH or health staff to develop more child friendly services.

Learning from children's participation in CRG and child protection to promote in other sectors, Philippines:

In the Philippines the CRG team is showcasing and modelling children's participation and support for children as active citizens. Within PDQ there are discussions among technical advisers of different sectors about how to mainstream children's participation. Staff would often refer to the experiences of CRG and child protection to build upon. For example, the WASH adviser would see how children's involvement in a hand-washing session is different from the form of participation children experience within child-led groups or child rights campaigns. Now WASH staff are striving to engage children in designing of WASH facilities in schools, as well as in monitoring if children are using these facilities regularly.

“

We don't want to get on a moving train, we want journey with you.”

Young person, South Africa, member of the Save the Children UK Global Panel 2011

CHILDREN'S PARTICIPATION ACROSS THE FULL SPECTRUM:

When considering Save the Children's commitment to programming across the full spectrum, the 2007 mapping identified limited child participation in emergency settings. While there are increasing numbers of good practice in supporting children's participation in DRR, emergency preparedness, and some examples of children's participation in the emergency response, challenges continue to be faced in implementing children's participation across the full spectrum. The majority of child participatory work supported by Save the Children is undertaken as part of ongoing development programmes, and very few examples of children's participation in emergency responses were recorded in the stage 1 mapping process for this study.



Insights from a Save the Children UK review of children’s participation in emergencies:²⁷

In 2013 a desk review, 18 interviews among key head office humanitarian technical advisers and MEAL staff, and a survey completed by 26 humanitarian staff was undertaken to seek the views and experiences of field staff regarding children’s participation in the humanitarian response. While there is awareness on the principle of children’s participation, in practice meaningful children’s participation is not yet systematically implemented across Save the Children’s humanitarian programming. Although there are more examples of children’s participation in child protection (and to some extent in education) in emergencies programming, increased efforts are needed across sectors to improve the scope and quality of children’s participation.

Humanitarian responses, particularly in sudden onset emergencies are characterised by speed of delivery, large scale need, precarious security and often highly charged emotional contexts. The review identified significant challenges regarding children’s participation in humanitarian contexts. These challenges are mutually reinforcing and linked are: pragmatic (limited time, human and financial resources); organisational (lack of priority, insufficient staff training, participation is not embedded); socio-cultural and attitudinal (lack of value, hesitancy and fear) and ethical (risks of doing harm, limited accountability, issues of inclusion).

To what extent was children’s participation supported in different stages of the humanitarian programme cycle in your sector?

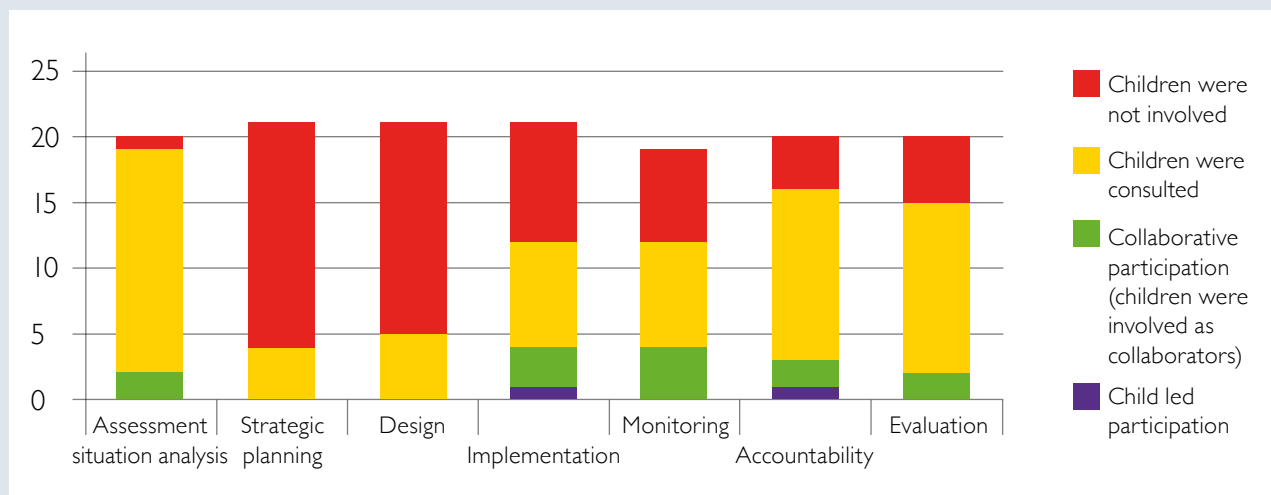


Chart: Scope of children’s participation in humanitarian programmes²⁸

Based on an online survey with 26 Save the Children staff working in humanitarian settings in 15 countries.

27. Save the Children (2013) Review of children’s participation in humanitarian programmes. Written by Claire O’Kane.

28. Ibid

The review further identified practical steps to prevent and overcome pragmatic, organisational, socio-cultural and ethical challenges including efforts to:

- Ensure that children's participation is reflected in Save the Children's humanitarian quality and accountability framework;
- Ensure that the Save the Children humanitarian manual highlights the relevance of children's participation in the humanitarian response.
- Ensure that the sector and MEAL logframes, indicators, activities and budgets for the humanitarian response encompass a focus on children's participation.
- Ensure that training for staff and partners on children's participation and psychological first aid is integrated into: emergency preparedness plans and budgets; core training of humanitarian managers and EOPs; ongoing training of staff and partners.
- Work collaboratively with local staff (and partners) who have good awareness of the local and national socio-cultural, religious and political context;
- Extend partnerships with existing NGO partners and child/ youth led organisations by Save the Children country programmes to support the humanitarian response
- Develop and disseminate brief guidelines on children's participation in emergency contexts which can be promptly applied by humanitarian managers and field staff.
- Understand and apply basic requirements in children's participation.
- Undertake risk assessments and risk mitigation to ensure safe participation of children and/or to inform decision making about when children's participation may not be safe or appropriate in humanitarian programming.
- Apply a community based (or camp based) approach to children's participation
- Engage and explain to community leaders, religious elders, parents and caregivers the benefits of listening to girls and boys (of different ages and backgrounds).
- Build upon existing good practice in children's participation that is underway in the country.
- Harness children's participation to reach the most marginalised children and to address exclusion and discrimination in the humanitarian response.

Compared with 2007, there have been significantly more efforts to support children's participation in DRR and emergency preparedness. In addition there have been increased efforts by some humanitarian teams; and by the CRG GI to develop guidance and training materials to support children's participation in humanitarian programming, particularly in child friendly assessment tools. Further efforts to identify and build upon existing efforts by child led groups, to support child led and collaborative participatory initiatives in humanitarian contexts are needed.

Children's participation in emergencies, Senegal:

In 2012 Senegal Country faced political tensions and conflict related to the Presidential Elections. As part of its emergency preparedness plan Save the Children encouraged children's participation including awareness raising and capacity building initiatives with children and existing child led organisation partners, such as the African Movement of Working Children and Youth (AMWCY) on how to protect themselves in an emergency situation. Members of the AMWCY were also trained in DRR, and they play an active role in prevention of risks facing children during the political election period.

Ongoing efforts to document, disseminate and apply learning from children's participation in humanitarian programming are needed to scale up good practices.

Children's Participation in Haiyan Response, Philippines:

In relation to typhoon Haiyan Response, 124 children were engaged in the children's Multi-Sectoral Initial Rapid Assessment (MIRA) which was conducted in 5 areas in Visayas. Now that the response is in the rehabilitation stage, there were children's consultation activities. These activities served as crucial in the project implementation because there insights were forwarded in the consultations with adults and eventually integrated in the DRR policies and plans at the local level. In the rehabilitation phase, the country office supported collaborative participation of children and adults from a civil society partner to review the existing DRR policies and plans, to identify the extent to which these policies and plans were implemented during the response. Furthermore, through the CRG programme, Save the Children are strengthening government rehabilitation efforts and DRR programs by monitoring government actions on children, strengthening service delivery coordination systems and facilitating civil society and children's participation in the rehabilitation/ DRR process through social accountability mechanisms.

Lessons learned from supporting children's participation in the assessments undertaken in the Philippines, and in Sierra Leone have also been disseminated have also been disseminated within Save the Children and among other child focused agencies, and have informed efforts to involve children in humanitarian assessments and responses in other countries, including in the recent earthquake response in Nepal. Following the earthquake in Nepal in April 2015, Save the Children, Plan International, World Vision International and UNICEF collaborated with the government to support consultations with children to inform the wider humanitarian community and agencies' recovery planning processes.

“Children's Ebola Recovery Assessment”, Sierra Leone:

Following the Ebola crisis in West Africa, the Government of Sierra Leone drafted an “Ebola Recovery Strategy” aimed at supporting communities to recover from this crisis, to put the country back on track to meet development targets. In mid-March 2015, a country wide consultation process with children was supported by the Ministry of Social Welfare, Gender and Children's Affairs, Save the Children, Plan, World Vision, UNICEF, and the Children's Forum Network. The ‘Children's Ebola Recovery Assessment’ (CERA) was conducted in eight districts across Sierra Leone to create a mechanism for more than 1,100 boys and girls, to discuss issues of concern; assess the impact of the crisis on their roles, responsibilities and future opportunities; and to formulate their recommendations for recovery. The findings from the assessment are being used to inform and influence the Government Strategy.

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Children's participation happens in various settings, especially in community level, school setting, local governance and national governance. We support community based children's organisations to undertake child rights awareness and action on issues affecting them. We support school based child clubs to address corporal punishment and violence in school settings. Children have raised issues with local and national governance e.g. talking to congress to encourage positive discipline, or organising concerts to share messages on positive discipline.”

Child Participation Officer, Philippines

MAINSTREAMING CHILDREN'S PARTICIPATION IN DIFFERENT SETTINGS

In different countries and regions Save the Children is supporting children's participation in decision making in families, schools, communities, municipalities/ local governance, media, national policy and practice developments, as well as in some regional and global arenas. However, similar to the 2007 mapping findings, the 2015 mapping results identified that in many countries the children's participation is stronger in communities and schools.

Challenges in children's participation in schools was also identified in Sudan and in the Occupied Palestinian Territories, due to lack of institutional support to support child clubs as part of school curricula or extra curricula activities; and fears in oPT that the establishment of children's boards with schools may encourage children to be political.

Compared with the 2007 results there are increased efforts and results in supporting children's participation in local governance/ municipalities (e.g. Bangladesh, Ethiopia, Philippines; South Africa; Sweden); and at the national level (Bangladesh, Yemen). Children's participation in media has also been strong and influential in some countries (e.g. Zambia, Zimbabwe).

Constraints in supporting meaningful participation of children at the national level were also identified. Challenges included: the lack of legitimate structures and regulatory frameworks for children's participation (e.g. Peru, Zambia); lack of child friendly information, venues and approaches (e.g. Bangladesh, Cote d'Ivoire, Ethiopia); lack of accountability and feedback from government duty bearers to children (e.g. Bangladesh, Ethiopia, Lebanon, Myanmar, Sudan, and Zambia); lack of coordination (Peru, Latin America region); and fragile or non-functioning governments (e.g. Yemen).

School and community based children's groups work on DRR and climate change adaptation (CCA), Philippines:

Children's groups working on DRR and CCA concerns in schools and communities have: raised awareness and shared information on DRR and CCA among their peers and identified hazards and risks affecting them in their schools and communities. Children and youth were able to conduct various activities on emergency preparedness which is now part of the Comprehensive School Safety.

The need to ensure widespread commitment to children's participation at the national level, Peru:

The experiences of participation of children and adolescents who urge with partners and allies have a positive impact on the family, school and community. They have also been recognized experiences of this participation at the national level, such as "All the Children campaigns. Vote for Children Now ". However, there are sectors of society that do not recognize the capacities of girls and adolescents to participate. Proof of this is the decline meant that a committee of the Congress withdrew from the proposed new Code of Children and Adolescents creation of the Consultative Councils of Children and Adolescents.

Encouraging parents to listen to their children's views, Cote d'Ivoire:

In Cote d'Ivoire, as part of the community based work, parents were really encouraged to listen to their children and to let them express their views. Through dialogue with children they could better understand their children and their needs, and they encouraged children to share their needs, especially during adolescence.

“

Our strongest participation work is the Child Friendly Local Governance, and the National Children's Task Force (NCTF) as a lot of union parishads (local level government structure) are promoting children's participation in their own constituencies. We are working with 50 union parishads, and in many of these children are regularly attending the planning sessions; and they are implementing the complaints and response mechanism; they have regular dialogue with union parishad chairpersons; and union parishad have allocated budgets for children.”

Adviser, Bangladesh

The 2007 mapping identified limited efforts in promoting children's participation in families. Despite increased efforts to promote positive parenting schemes, primarily through the child protection programme, weaknesses in children's participation in families was expressed by Save the Children colleagues working in oPt, Philippines, Senegal, Sudan, Sweden, Yemen, Zambia, and in the international office.

Children who were consulted during the mapping also emphasised the crucial importance of engaging their parents to sensitise them and gain their support for children's participation. Children in Cote d'Ivoire and Zambia emphasised how children have very limited say in decision making in families, which hinders their participation in other settings.

While there are some efforts to support children's participation in families as integral to child right approaches, there are some weaknesses when translating into practices. Increased efforts to target families, to explore power relations and encourage dialogue between children and their parents/ caregivers, and to develop tools that support children's participation rights in family contexts are needed. There are some good examples about how children's participation in families is being promoted and supported through the community work. For example, in Zambia parent-child forums are supported. There are also examples of how community or school based participation work has positive "spill over" effects in relation to parents/ caregivers value and support for children's participation in families. However, more systematic efforts are needed to support children's participation in families.

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We face ongoing challenges to support children's participation in families. Children can speak up in communities, schools, camps, but they still face some challenges in speaking up at home. However, their knowledge of rights and their increased confidence increases their ability to negotiate with their parents and to speak up in their families..... But we need to do more promotion of participation in families through health outreach workers, positive parenting schemes, and through the increasing work with fathers.”

Adviser, Save the Children Sweden Head Office



AWARENESS RAISING, ADVOCACY, AND NETWORKING

In many countries and communities traditional social norms and cultural beliefs regarding children continue to negatively affect opportunities for their participation (e.g. East Africa region, Lebanon, Myanmar, oPT, Paraguay, Peru, Philippines, Senegal, Sudan, and Zambia). Parents, teachers, community elders, government officials tend to think that girls and boys lack capacity to participate in decisions concerning them. Furthermore, in many cultures children are not expected to speak up in front of their elders, but rather as a sign of respect they are expected to listen to and obey adults, without asking questions or offering their own opinion. In addition, many parents, caregivers, and teachers place more emphasis on academic performance or contributing to the family livelihood, rather than on opportunities for children to participate in child groups and other participatory processes.

In the majority of countries children under the age 18 years also continue to be excluded from voting for their government representatives. Such legal barriers contribute to the exclusion of children's participation in decisions affecting them; and the de-prioritisation of government investments in children. Thus, significant sensitisation and awareness raising among adults is required to change social norms in a manner in which children's participation is considered respectful and beneficial, rather than disrespectful or irrelevant. Recognising children as competent social actors and active citizens necessitates changes in children's status and role in society. Many staff recognise that this takes time, and requires significant investments in awareness raising, advocacy and capacity building processes.

Creating awareness on the importance of children's participation among parents, community elders, teachers, social workers, government officials, business leaders, and children themselves is integral to the efforts of Save the Children in many countries and regions (e.g. Bangladesh, Cote d'Ivoire, Ethiopia, Kosovo; Latin America region, oPt, Pakistan, Peru, Philippines, Senegal, Sudan, Sweden, Yemen, and Zambia).

Partnering with local organizations and building champions for children among opinion leaders within the community (e.g. tribal leaders and elders, village officials etc) has been a strategic approach used by Save the Children in some countries (e.g. oPT, Philippines). Furthermore, encouraging dialogue with parents, community members, and other actors about children's participation, and working with children in empowering ways to demonstrate what children are capable of has been a key approach in many countries. Recognising the importance of working with children in the context of their families, schools, and communities the relevance of community participation, providing opportunities for women and men to have a voice, as well as opportunities for children has been emphasised as a key learning by colleagues in different contexts. For example, in the Philippines Save the Children have organised and formed adult support groups, so that adults can also share their experiences, challenges and good practices. Furthermore, partnerships between adults and children have been fostered.

Ethnographic or participatory action research to better understanding existing attitudes, values, practices relating to children, gender, adult-child relationships, roles and responsibilities, and child participation was also identified as an enabling strategy and approach during the e-discussion, so that existing strengths could be identified and built upon.

CAPS Model: Coalition of Actors for Child Protection, Senegal:

The CAPS model has been implemented by Save the Children with ENDA and this model of “elder protector” has been recognized by the Ministry of Social Welfare. The Coalition of Actors for Child Protection in Senegal includes child led organizations who play an active role. In communities where Save the Children supports child protection interventions a CAP (Coalition of Actors for Protection) is formed in each quartier (district). The CAP members know and have identified all children living in the village and district. They are monitoring each and every child to be able to do referrals in the case of child concerns. Adolescent children who are members of children's organisations are members of the CAP. These adolescents are well recognized within the community. They are a link between children and adults, and between informal and formal services. All family and community members recognize them and they support identification and referrals of child protection.

Example of building upon existing traditional practices, Cote d'Ivoire:

In many families children are traditionally involved in housework, taking care of younger siblings, and other tasks. In some communities children aged 16-17 are considered adults and take part in village decisions. However, in general few younger children have a say in decisions. When we talk about child participation with parents and community members, we first discuss the ways in which children are already playing active roles in their families and communities, and we can build upon their good traditions, while also discussing practices which are harmful for children, for example the need to protect children against worst forms of child labour. We can then talk about more opportunities for children to speak up and have a voice.

Awareness raising of children and young people on their rights and responsibilities, on child protection and participation has also been integral to Save the Children's participation and protection work, with particular efforts to support children to prevent and report violence against children including corporal punishment, early marriage etc (e.g. Bangladesh, Cote d'Ivoire, Ethiopia, Nicaragua, Myanmar, Pakistan, Peru, Philippines, Senegal, Sudan, and Zambia). As will be further described in the next chapter, support for children's organisations and child led initiatives has also been a key strategy and approach to support meaningful participation of children. In many regions and countries children are raising awareness and getting support for their participation through demonstrating the power and value of their collective organisational efforts.

Children have been empowered with information, knowledge, skills and confidence to assert themselves and to communicate in respectful ways. In some contexts creative forms of expression have been encouraged both as a means to engage and motivate children, and as a means to increase awareness and support from adults.

“

Societal beliefs regarding the place of children in the society are a challenge. There is too much emphasis on academic performance by schools, thus not creating time for children to engage in wider community issues, caregivers who are yet to understand and embrace child participation.”

CRG staff member, EARO

Use of creative arts to engage children and adults in creating a protective environment in a humanitarian setting, Myanmar:

In Rakhine Save the Children has been using arts, forum theatre, photography and painting to engage children and adult members of Rohingya communities to analyse and interpret information, and to strengthen a protection environment in the humanitarian programme. Theatre forum has been used in camps with children acting as facilitators inviting adults to work on issues that are affecting them within the camp. Such use of creative arts has been a sensitive and effective way of enabling children's voices to be heard, and to gain increased interest from adults in listening to children.

Policy advocacy supporting child participation in community participation, Philippines:

Save the Children support policy advocacy initiatives that support the establishment of mechanisms enabling children's participation in community processes and mandate children's representation in relevant bodies, because policies and laws shape social standards.

At sub-national, national, regional and global levels Save the Children and their NGO partners are often involved in awareness raising and advocacy for children's participation among key decision makers and service providers such as development agencies, UN bodies, and government officials. Advocacy has been undertaken with national and local authority levels to help overcome social barriers to children's participation and to get supportive legal and policy frameworks for children's participation in schools, local governance etc. Networking among child focused civil society organisations at national, regional or global levels have supported such efforts.

Practical ways to demonstrate the value of children's participation; and to ensure children's views influence policy and practice issues concerning them, have also been taken forward by Save the Children and their partners and allies. For example, collaborative efforts have been made to support consultations with children on national policies, laws or constitutional processes affecting them (e.g. the Latin America region, Peru, Philippines, South Africa, Sudan and Yemen).



Draft Child Participation and Representation Policy, Occupied Palestinian Territories:

In the Occupied Palestine Territories Save the Children in collaboration with members of the High Council for Youth²⁹ and Sport drafted a Child Participation Policy – Palestine (2012).

The policy supports increased opportunities for children's participation in decisions affecting their lives to contribute to positive change, community development and nation building.

Several plans and programs have been developed to promote child participation³⁰, and Palestinian laws and international conventions provide for freedom of expression, opinion and participation by children, including the Palestinian Basic Law 2003, and the Palestinian Child Law (2004, and amended 2012). However, there are no regulations requiring children's representation in community, local,

district, or central bodies which programs or services to children, and the majority of children in Palestine remain unaware of their rights. Thus, the proposed Participation Policy has been developed outlining a clear vision, mission, target groups, partners, goals, intervention levels, policy priorities, policy rational, long term and mid-term strategies, and best practices. Anticipated challenges and risks are also

identified, so that efforts can be made to overcome them. Furthermore, monitoring indicators and M&E plans are mentioned.

Best Practices which the policy seeks to promote and implement include:

- Regulating and mainstreaming student councils.
- Institutionalization of the Palestinian Child Parliament.
- Development of national policies and comprehensive programs to build children's capacity and protect their right to participation.
- Awareness raising on children's rights and promotion of reading and general knowledge through community awareness raising, mobile libraries, theatre, and arts festivals; and website.
- Development of capacities and potential through: capacity building of youth; launching a national civil service project; increasing resources allocated to children's activities and programs promoting participation; and supporting Creating a national network to coordinate the work of all youth organizations and agencies.

29. Which works with age group 13-29 years

30. For example children and young people have been stakeholders, along with partner agencies, in the preparation of national action programs for Palestinian children since 1997; workshops have been held with children to get their feedback on government programmes; school councils have been established; and child friendly municipal projects are being supported.

Children’s consultations on the new constitution, Sudan:

As part of the CRG programme in Sudan children from different groups (parliament, street children, boys and girls groups, children with disabilities) were consulted on the CRs articles to be integrated into the new constitution. Children were actively involved and organized themselves in the process of identifying CRs articles. Children agreed and provided the 14 articles to be included into the new constitution.

Latin America regional consultation with MOLACNATS and REDNNYAS to inform a report “Towards a Better Investment in Childhood”:

A regional consultation with children and adolescents from children’s networks, and associations of working children from 11 countries in Latin America was organised to explore children’s views and priorities about investments in children, and to share their views on child rights with members of the committee on the rights of the child, and the Special Representative of the UN Secretary-General on Violence against Children. Key findings from the regional consultation were included in a report presented to the Human Rights Council in March 2015, “Towards a better investment in Childhood.”

Save the Children have also supported efforts to establish and support the functioning of Independent Human Rights Commission and/or Children’s Ombudsman who play a role in raise awareness on child rights, including participation rights among children and adults (e.g. in Ethiopia).

Save the Children has also invested significant resources to support children’s participation in global advocacy processes including children’s participation in: the UN Violence Study; the Omnibus Resolution; and developing and advocating for implementation of the Child Rights and Business Principles. For each of these processes child friendly information was developed, consultation guidance was developed and disseminated, consultation findings were analysed and children’s views were used to inform the advocacy and programming.

In most countries multiple efforts at different levels are being used to raise awareness and change social norms towards children to increase enabling environments for their participation.

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As children do not have the right to vote in most countries, their voices are not heard; they are a forgotten constituency. The dominant concept of childhood provides no role for children in the public political sphere.”

Save the Children staff member, Bangladesh

Consultations with children on child rights and business principles, Latin America, Asia, Africa³¹:

From June to August 2011, over 400 young people ages 7-17, participated in consultations to discuss the Children's Rights and Business Principles Initiative. Save the Children, Plan International, UNICEF and other partner organizations supported the participation of children in nine countries, including: Brazil, Argentina, Philippines, Zambia, Bangladesh, Ethiopia, Senegal, Paraguay and Peru.

A consultation package and facilitators guide was prepared by Save the Children to support children and adolescent participation in reviewing the draft General Comment on State Obligations regarding children's rights and the business sector. The package included practical guidance for preparation and planning; information about the CRC, the general comment, and about business; and consultation questions and activities.

In each of the country consultations girls and boys explored what business is; how business affects children's lives and rights; the role of business in protecting children's rights; and reviewed and submitted proposals for the draft principles which will set standards for child-friendly businesses everywhere. Each of the nine countries prepared a report providing an overview of the preparations made to support children's meaningful participation as well as an overview of children's realities and recommendations.

The children's views have influenced the design of the Children's Rights and Business Principles (CRBP) which was launched in November 2011 as the first comprehensive set of principles to guide companies on the full range of actions they may take in the workplace, marketplace and community to respect and support children's rights.

31. Save the Children (2013) Children's Participation in the Analysis, Planning and Design of Programmes: A guide for Save the Children staff. Written by Claire O'Kane.

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It seems clear that children and young people's civil rights are less well understood than their rights to survival, development and protection; but realizing their civil rights also presents more significant challenges to adults in positions of power and to social attitudes that determine the level of respect for children as active agents in their own lives.”

Adviser, oPT

Using multiple approaches and working at different levels to change social norms: examples from Palestine, India and Peru:

Save the Children in Palestine works at different levels, from the child level, up to family, community, school, institutions and decision-makers level, including work on legislation, policy, strategy/ planning and budgeting. Partnering with NGOs / civil society organisations, and building champions at different levels in the community have proven to be effective in influencing traditional values and practices that negatively affect children to create an environment that is conducive to children's participation. A Child Ombudsman is being supported. In addition, support to children's learning, skills development and own initiative is also important to allow children to participate effectively. Data collection and analysis, child rights monitoring and reporting, involving child led monitoring groups also supports efforts to improve the environment for children.

Save the Children in India has also used multiple approaches to change social norms including:

- Supporting children's groups, through which children have more access to information, opportunities to discuss, analyse and address issues concerning them like child marriage, gender inequality. Through their child groups, children have changed the opinion of the adults in the local area on children's role in decision making.
- Working with children on governance and accountability issues utilising a Youth Parliamentary model, by making Children Alliances at village, Block (cluster of villages), District, State and National Level.

- Advocacy work on the importance of children's participation with Government bodies working with children and who are mandated to ensure a response to child right concerns.
- To replicate this work at scale so that more children in India are empowered necessitates work at many levels and has to involve government and the Civil Society Organisations putting this agenda on the top of the list of many conflicting priorities.

Save the Children in Peru combines parallel approaches including:

- Strengthening the skills of children and adolescents to participate (especially those who are more vulnerable);
- Increasing the capacity and resources to adults who are closest to children (their mothers, fathers, teachers, etc.) so that help create an environment which values and encourages children's participation in their everyday experiences (rather than participation being associated with an event);
- Hold meetings with government officials and advisors to improve public policies aimed at children and adolescents;
- Produce attractive material aimed at the private sector and civil society to inform them about the contributions of children and adolescents in their community.

Furthermore, additional strategies and approaches that can help overcome traditional and social barriers to children's participation that were identified and shared by colleagues during the e-discussion included:

- Better use of Knowledge, Attitude, Practice (KAP) surveys to better understand the situation in different communities, to inform the best ways forward. The KAP survey can also be repeated to monitor changes.
- Scale up support to parenting education and positive discipline training (with parents and teachers) including a key focus on the value of listening to girls and boys.
- Support peer learning and exchange visits among children's organisations, community based organisations, NGOs and other key actors.
- Influence mainstream education approaches to encourage critical thinking of children and parents.
- Use of media (TV, radio, social media) to scale up sensitisation and awareness raising on child rights and child participation.
- Supporting efforts to establish a Child Ombudsman program.

Anecdotal evidence that sustained awareness raising, advocacy and demonstration projects contribute to changed social norms regarding children were shared by some colleagues during the mapping process. However, increased efforts are needed to monitor, evaluate and document the quality, outcomes and impact of child participation to inform evidence based advocacy.

At the global level networking, collaborative efforts to better document, monitor and evaluate children's participation, sharing of learning and collective advocacy for children's participation can be better supported through Save the Children's internal Child Participation Working Group.

Save the Children's Child Participation Working Group:

A global Child Participation Working Group (CPWG) on children's participation has been functioning within Save the Children for 15 years. In 2005 the CPWG became the Professional Exchange Network on Children's Participation (PEN-CHP) with formal status as a Save the Children Alliance working group. However, since 2008, the Child Participation Working Group has been an informal group, and does not have any formal status as a structure within Save the Children International. The current CPWG is seeking more formal status with SCI to support its strategic and practical efforts to enhance exchange and learning among countries, regions and head offices to increase meaningful participation in all strategy and programme areas, and to promote children's participation in society. The CPWG has recently established a Child Participation Community Site on OneNet to enhance knowledge sharing and exchange among practitioners: Child Participation Community Site.



SUPPORTING CHILDREN'S ORGANISATIONS

STRATEGIES AND APPROACHES SUPPORTING CHILDREN'S ORGANISATIONS

Children have rights to freedom of association and peaceful assembly (article 15, CRC). Save the Children's Sweden's earlier PA 7 Strategy included a strategy focus on supporting children's initiatives to organise themselves to express their views collectively and to enhance their rights and interests. Support to children's organisations (e.g. child clubs, groups, associations, councils, committees, boards, parliaments, forums etc) continues to be a key strategic approach to children's participation by Save the Children and their partners in many countries in each of the regions. Child clubs and groups have been supported in schools, communities and in camps. Furthermore, there are increasing efforts to support networking among children's groups and to engage children's representatives in school governance, local governance/ municipal planning processes (e.g. Bangladesh, Ethiopia, Kosovo, Latin America, Lebanon, Paraguay, Peru, Philippines, South Africa, Sweden and Zambia). In addition, some country programmes are supporting national level Children's Parliaments, Task Forces, Consultative Groups or National Children's Forums (e.g. Bangladesh, Ethiopia, Myanmar, Peru, and Senegal). Furthermore, in the Save the Children Sweden Head Office there are some increased efforts to support the organisational development of children's organisations as part of SIDA grants to strengthen child focused civil society.

As described in the 2007 Mapping report there has been a long history of supporting children's organisations, particularly working children's organisations and networks in the Latin American and West African regions.

Long history of supporting working children's organisations in Latin America and West Africa:

Save the Children Sweden has been partnering with the African Movement of Working Children and Youth (AMWCY) in West Africa since 1996. The experience of AMWCY has been documented and the lessons learnt have been disseminated among partners to further strengthen children's participation in the whole regional programme.³² Similarly, in Latin America, Save the Children Sweden has supported MOLACNATS a regional organisation of working children since its creation in the late 1980s; and continues to support national movements and associations of working children in countries across the region.

In Peru Save the Children supports the network of working children's associations (MNNATSOP) which has bases of working children organizations in ten regions of the country. In turn, this network is part of the Latin American Workers Movement of girls, boys and adolescents (MOLACNATS). Representatives of this network shared spaces for exchange with members of the NNA Network of Latin America and the Caribbean (REDNNYAs).

In 2013, together with the other associations of children and adolescents, representatives drafted the "Manifesto of the participants of the III Meeting of Organizations of children and adolescents in Latin America and the Caribbean". This manifesto urged governments to ratify the Third Optional Protocol to the Convention on the Rights of the Child on a communications procedure.

32. Ketel, H. (2002) Proud to Work and Happy to be Organised! Working Children in West Africa and their participation in their own Movement. Save the Children Sweden.

In addition to supporting working children's associations, networks and movements, Save the Children are also supporting other types of children's organisations and networks in both regions (Latin America and West Africa) including:

- School based child clubs (Cote d'Ivoire)
- Municipal Councils and School Municipalities (e.g. Peru, Paraguay)
- Child Consultative Group / Council (e.g. Senegal, Peru)
- Children's Committees (Paraguay)
- Inclusive Child Education Clubs (Senegal)
- Networks of children and adolescents with disabilities (Peru)
- Community based child groups which are involved in prevention and response to child protection concerns (e.g. Cote d'Ivoire)
- Children's safer internet groups (Latin America)
- Children's networks (e.g. across Latin America)
- Inclusion of children's representatives in a Coalition of Actors for Child Protection (Senegal)

In both Latin America and West Africa children's organisations are usually provided with financial, material and technical support to strengthen their organisations and to undertake child led action and advocacy initiatives. Creative approaches using theatre, music, photography, art etc are used to build children's capacity and to support their advocacy initiatives. Organisational capacity of child led organisations in emergency preparedness and DRR is also being built in some contexts (e.g. Senegal). Furthermore, sensitisation of adults and advocacy to create an enable environment are also supported.

Using creative approaches to build capacity and influence change, Peru:

Save the Children works in collaboration with partner organizations in different geographic areas. The partners are supporting initiatives to promote the participation of children and adolescents in their community. Different creative approaches and tools (e.g. theater, music, audiovisual, photography) are being used to promote their rights and to generate public opinion in favour of participation, without discrimination based on gender or age.

Supporting children's clubs in schools, and linking them to Community Based Child Protection Networks, Sudan:

In Sudan Save the Children and their NGO partners are supporting children's clubs in schools. Child Clubs are being linked to Community Based Child Protection Networks, so that children can help prevent and protect girls and boys from different risks and protection concerns affecting them in their community or in IDP camp settings. Children are provided with training in child rights, child protection, the Child Act 2010, disaster risk reduction, and how to manage meeting. The Sudan Child Act 2010 confirms children's rights participate in decisions on issues affecting them and provides more mandate for children's clubs or committees. However, poor implementation of the Child Act continues to contribute to limited enabling environments for children's participation, and there continues to be insufficient space for child club extra-curricula activities in the school system. Furthermore, a research study on child protection mechanisms in Sudan³³ revealed that the presence of child led groups is very limited.

33. Save the Children Sweden Khartoum Office (2015) A Study on Child Protection Mechanisms.

In Southern, Central and East Africa there continues to be a focus on strengthening school based children's clubs (or child rights clubs) enabling children to have increased space to set the agenda, to analyze issues affecting them and to have an influence in school and/or community governance structures to gain adult support in addressing their issues. Information about child rights and responsibilities, protection and other relevant topics are shared with children, and links are often built between child clubs and community based child protection groups/ networks enabling girls and boys to play an increased role in prevention, monitoring and protection from different forms of abuse, violence and exploitation (e.g. in Ethiopia, Sudan, Zambia). In Sudan information on inclusive education and disaster risk reduction has also been shared with members of child clubs, and some school health clubs have been formed. School and community based DRR clubs have also been supported in Rwanda and Ethiopia.

In Zambia child rights clubs and children's councils are supported in schools. Children are provided with training and simple creative methodologies are used to engage and motivate children, such as use of play and art. One to one mentoring and peer support are also encouraged, as well as exchange visits for child club members to learn from one another, to share challenges and good practices.

In Ethiopia, a Children's Parliament with representatives at sub-national levels, as well as various child led groups or clubs (including DDR clubs) are being supported in schools and communities by Save the Children and their partners. Ongoing efforts to engage boys and men in reducing discrimination and violence in Addis are also underway; and various children's media initiatives are also being supported (see next chapter on Innovations).

In the Philippines children's groups are supported to engage in municipal planning and governance processes, disaster risk reduction, health and nutrition awareness, and in child rights monitoring and response, particularly on protection issues affecting them.

Child-led group and children's representation in local governance, Philippines:³⁴

The children's group AKKAP, which means "Let us protect children's rights", was founded by children in Manila, capital of the Philippines. The group was founded because the children had experienced abuse and felt that their communities gave no priority to children. Now the children's group has representatives in the barangay councils for the protection of children (BCPCs) and in the barangay participation committees, which are part of the local government structure. The children's representatives are working to make the BCPCs more active. AKKAP invited the councillor for children in its barangay to visit its children's groups, and sent representatives to the municipality hall when a meeting was held by an NGO network providing funds for BCPCs.

34 Save the Children, Child Rights Governance: Children in politics. A collection of inspiring, motivating and suggestive case studies on children's engagement in governance, Save the Children, 2012

In Myanmar there has been a focus on establishing and strengthening community based children's groups in both the child protection and the child rights governance civil society strengthening programme since 2010. Child group members are provided with training in child rights, the Child Act, child protection, and life skills and are encouraged to identify and plan action on issues concerning them. Some group members have received training on child led participatory action research. Furthermore, linkages are developed between the Child Groups and relevant actors at the community level (e.g. child protection committee, community based organisation, village head), and with the Township Child Rights Committee which brings government officials from different departments together with a mandate to promote and protect children's rights.

Children's participation in Civil Society Strengthening, Myanmar:³⁵

Children's participation has been integral to a Civil Society Strengthening Project implemented by Save the Children in Mandalay, Magway, Kayin and Rakhine. As part of the project, 20 children's groups were formed at the community level. These children's groups were equipped with skills to conduct Child Led Participatory Action Research and they used their findings to advocate with duty bearers on child rights issues and violations. Children from 20 children's groups became more confident in expressing themselves and in communicating with adults. Participating children saw increases in their access to information and their ability to express themselves. Children were also engaged in monitoring child rights situation and implementing micro-action research projects. Children's active and effective participation was strengthened by the support and encouragement of influential persons such as parents, care givers, and teachers. In the beginning of the project, most children in communities rarely spoke up or communicated with adults and children did not have access to information or were not consulted on the issues directly affecting their lives.

In some instances, achievements in child participation were hampered by language barriers and lack of parental permission to participate. As the main language of communication was Myanmar, in some cases children belonging to ethnic minority groups faced challenges in understanding child rights. With ethnic children, visual aids and explanation through translation were used simultaneously for better understanding. For children's groups from Magway and Mandalay Region, some parents and caregivers declined

to approve children's participation in children's groups as children had to help in household chores and looking after younger siblings, and there was a focus on study and passing exams. In spite of these challenges, children groups were active and motivated.

In each of the 20 children's group, child representatives were selected by their peers and to present child rights issues to duty bearers at Township, State, Region, and National level. In order to establish strong networking among children groups and share good practices, exchange visits among children groups were carried out. Furthermore, as a preparation for the National Children Forum 2013, 4 regional children forums were conducted in Rakhine, Kayin, Mandalay and Magway where children had an opportunity to meet with duty bearers at region and state level.

Children were most proud of having an opportunity to participate in the National Children Forum in 2013 and 2014. At National Children Forum, children representatives including boys, girls, and children with disabilities from different parts of the country were gathered together to engage through events such songs and dances of different ethnic group performed by children. Children also presented child rights violation issues across the country through drama show, role play, and other forms. Notably, a children's group in Sittwe, Rakhine witnessed a significant achievement: the children's group presented at national forum that their primary school was ruined and there were not enough teachers. As a result, the State and Township Child Rights Committee members (local officials) responded to children's presentation by repairing the school and increase more teachers for the school.

35. Save the Children International Child Rights Governance Programme (May 2015) Fulfilling Children's Rights through Civil Society Strengthening in Myanmar, 1st May 2012– 31st March 2015. PROJECT REPORT.

In the South Asia region, children's groups have also been actively supported. In Bangladesh, Save the Children and their NGO partners have been supporting children's councils at local and sub-national levels, and children's representation in local governance for approximately 15 years. In recent years there has been an increasing focus on strengthening child friendly local governance, and in supporting the National Child Task Force. In Pakistan, a variety of children's clubs are being supported by Save the Children and their partners including child clubs that focus on child rights monitoring, child protection prevention and protection, and child health and education clubs. Children's participation in DRR and emergency preparedness has also been actively supported in Bangladesh and Pakistan.

In the Middle East and North Africa region, a range of children's organisations are also supported by Save the Children and their partners including: the Children's Parliament (Yemen); child led groups for monitoring and reporting on child rights (OPT); and child led research groups (Lebanon, Yemen). More information about the child led monitoring and reporting groups and the child led research groups are shared in the next chapter on innovations.

National Child Task Force, Bangladesh:

NCTF is a government recognized national level child-led organization consisting of around 40,000 members. Every district has an elected NCTF executive committee to manage and run the planned activities. 200-300 members in every district. Bangladesh Shishu Academy (under Ministry of Women and Children Affairs) is supporting NCTF. NCTF members (and especially the Child Parliament members) are engaged in child rights activities all over the country. They are engaged for strong and collective voice on child rights issues affecting their life and to hold duty bearers and policy makers accountable. NCTF is organizing advocacy events such as the Child Parliament and Round Table Session at national level, Public Hearing and Dialogue sessions at district and sub-district level based on emerging issues on child rights following the media and research findings. Through ICT (website, facebook and web portal) NCTF is also documenting and communicating their activity and achievements for wider publicity and advocacy. NCTF engaged in evidence-based advocacy at the national level to influence policies and processes such as the national mock Child Parliament, which took place bi-annually, most recently in December 2014. The last child parliament highlighted child marriage and physical and humiliating punishment as policy areas that needed urgent reform, and presented these issues to the national speaker of Parliament. At the district level, NCTF members organized public hearings and dialogue sessions with duty-bearers to discuss child rights issues and instill mechanisms for accountability.

Children's Parliament, Yemen:³⁶

In 2002 an NGO Democracy School (which is a partner of Save the Children) initiated elections in all schools to form a Children's Parliament. Every two years, the Children's Parliament holds an election which follows democratic processes in accordance with Yemeni election laws. In the 2010 election, the Children's Parliament members increased from 38 children to 50 children, making it a body that represents all groups of Children in Yemen, including: boys, girls, working children, orphans, children with disabilities, and children from minorities. The most recent election was organised in April 2014. More than 30,000 students from 60 schools in Yemen participated in the voting. The Children's Parliament is the national venue for children to voice their views on issues affecting them, to promote child rights; and to strengthen children's participation in decision making in other settings.

36. <https://yemen.savethechildren.net/news/childrens-parliament-conducted-their-election-yemen>

In the European region, child led groups which are promoting child rights, and municipal child led assemblies are also being supported in Kosovo, and in other South Eastern European countries.

In Sweden, the Save the Children Youth continues efforts to function as an independent children and youth organisation, to engage in Save the Children governance and programming, and to promote and strengthen the role of children and young people as active citizens in society.

Furthermore, Save the Children Youth has been active in organisational efforts to establish a global network of children and youth movements in Save the Children. A network was initially established in 2014 and it serves as a platform for children and youth groups that are associated with Save the Children from 11 countries: India, Jordan, Italy, Germany, UK, Romania, Sweden, Denmark, Norway, Bolivia and Guatemala.

There are also examples of promoting children's own media initiatives and sensitizing journalists towards child friendly journalism by Save the Children in almost every region. Examples of children's media initiatives will be shared in the next chapter.



Municipal child led assemblies, Kosovo:

In Kosovo Save the Children's child rights governance programme is supporting the development of Municipal Child Led Assemblies and the development of child focused municipal action plans in 7 municipalities. The capacity of members capacity is being built so that they can build the capacity of their peers, so that children's voices can be heard at the local level, and at the national level. Each year the municipal child led assemblies produce a report. The first year adults did not make significant efforts to act on children's suggestions, thus there is now a stronger focus on developing policy papers and supporting children's participation in developing the municipal plans in collaboration with adults. In particular, small practical initiatives are being supported to increase visibility of children's participation in municipality plan, budget, and to address violence against children in schools. These are the first platforms for children's voices in the country. Thus, a lot of work needs to be done to develop an inclusive and sustainable mechanism.

Save the Children Youth Sweden:

As mentioned earlier, Save the Children Youth Sweden is a daughter organisation of Save the Children Sweden. Save the Children Youth Sweden is an organization by and for children and youth aged 7 to 25 years that is fighting for the rights of the child. The organisation members describe themselves as a political organization which believes that children are to be seen as an important part of society.... and given power and possibilities to change their own and the situations of others here and now. Each year the members organise an annual meeting to elect board members and members of working groups. Members organise different activities to promote and support the role of children and young people as active citizens. They share information about child rights with children and adults, and encourage dialogue on power relations between children and adults, encourage adults to share power and give children more space in decisions affecting them in their families, schools, local governance and at higher levels.

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In the program it is currently like a formula – that children's groups are formed, and the children's groups may do the same thing as each other. If one group does something then others may copy it, and they have taken some ideas from a video they saw about child clubs in Nepal. Staff need more training on how to support child group development, to encourage children and young people to reflect, to analyse and to plan their own issues.”

Adviser, Myanmar

CRITICAL ISSUES AFFECTING CHILDREN'S ORGANISATIONS

In the 2007 mapping critical issues facing children's organisations included:

- Legal constraints and difficulties in registering children's organisations (if all members are under the age of 18 years);
- Limitations in organisational development support provided to children's organisations and weaknesses in organisational capacity in terms of management skills, skills to develop and submit proposals, to develop and manage budgets;
- Concerns regarding exclusion of marginalised children and issues regarding fair representation;
- Concerns about how to sustain children's organisations as girls and boys grow older and leave the organisation, and graduation issues about how to support engagement of youth who leave the organisation;
- Lack of accessible child friendly information on policies and practices.

All of these same critical issues were highlighted 8 years later in this current mapping and analysis process, perhaps indicating that insufficient organisational learning and strategic efforts have been made to support children's organisations. However, the mapping also revealed some good practice efforts to overcome or minimise some of these critical issues; as well as identifying some additional critical issues including:

- Government sensitivities and restrictions regarding children's organisations;
- Challenges in sustaining children's groups and supporting meaningful participation of children in decisions affecting them (in families, schools, local communities, local governance etc) after Save the Children or the NGO partner phases out;
- Lack of accountability of governments to children and their organisations;

- Lack of integrated programming that could enable more effective engagement of and support for children's organisations.

Legal constraints continue to be a challenge faced by children's organisations in many countries. For example the National Child Task Force in Bangladesh does not have any legal status which is a critical issue in relation to ensuring the mandate for children and young people to represent their peers in national governance processes. Challenges and opportunities to address the legal status of child groups in Philippines were mentioned above. CRG guidance on children's civil rights and freedoms encourages regional and country programmes to review laws and policies concerning children's legal rights to form and be part of associations, and to lobbying for reforms to allow legal registration of child-led organisations and networks.³⁷

Limitations in organisational development and concerns about the capacity of some children's groups were mentioned by colleagues in Cote d'Ivoire, Myanmar, Senegal, Sudan, Sweden and Zambia. The need for critical reflection and creative thinking skills among children and young people to develop their own action and advocacy initiatives, combined with ongoing efforts to sensitise and ensure that adults are prepared to take children's views seriously were called for.

In the Asia region in both Bangladesh and the Philippines, Save the Children there is a focus on strengthening the organisational development of children's organisations, and Save the Children has adopted a partnership management approach to enter into more formal partnership agreements with child led organisation partners. Support for organisational development of children's organisations is also emphasised in Peru and other countries in Latin America.

37. See Save the Children Child Rights Governance Global Initiative (2013) Pushing the boundaries: A guide to increasing the realisation of children's civil rights and freedoms. Written by Claire O'Kane.

A Partnership Management approach with children's organisations, Philippines:

In the Philippines Save the Children are adapting a partnership management approach with children's organisations to establish children's organisations as independent organisations. They have adapted finance guidelines to provide funding support and they have a written agreements with children's organisations, including an MoU about how to support each other, for example, how Save the Children will ensure technical support and funding for children's initiatives.

One of the challenges that needs to be overcome is that it is difficult to get legal registration, due to bureaucratic requirements. However, Save the Children are advocating with local authorities to enable recognition of children's organisations. For example, a Barangay (smallest unit of local government in the Philippines) can provide certificates that recognise children's organisations in their area. Once a government agency provides a certificate of recognition, the children's organisation can also participate in local governance projects.

ICT and Innovative Partnerships with child led organisations, Bangladesh:

In Bangladesh Save the Children has a pilot project to identify the scope, opportunity and sustainability of partnering with a child led organisation in Savar a sub-district within Dhaka. In this sub-district students of 30 secondary high schools have elected representatives to form an 11 member central committee at the sub-district level. This child led organization is following the rules and regulations of the National Child Task Force, which has credibility with the government and with other development partners in Bangladesh. Capacity building support is provided by adult agencies. The child led organisation members meet monthly and are raising their voice towards school authority and local level government officials for upholding their rights at school and at their society. The children are using ICT as a means of raising their voice to school authority, as an Android Application has been developed to collect child rights data to encourage monitoring and response. The school authorities have started to invite children's representatives in the decision making meetings at school and to respond to the issues raised.

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After phasing out of a project there is no mechanism to follow up... We have lot of examples that children become very frustrated and start talking about child participation very negatively.... So – Children participation should not be considered as a project work, it should be design as a process. Organisation shouldn't phase out without putting a real sustainable plan before phase out.”

Director, Bangladesh

Concerns regarding exclusion of marginalised children and issues regarding fair representation were expressed by colleagues in a number of countries. During the e-discussion a question relating to additional efforts that we can take to “more effectively reach and involving the most marginalized children” led to the following suggestions:

- Ensure that our staff and partner staff have non-discriminatory attitudes (e.g. to marginalised children, children with disabilities, stateless children, children who are lesbian or gay etc) and that they encourage inclusive participation processes. Integrate a focus on non-discrimination in staff training on child rights and children's participation.
- Encourage and support the marginalised children to be actively involved in child groups and networks; and encourage child members of existing children's groups and initiatives to reflect on which children and young people are included or excluded.
- Encourage inclusive models of representation that do not favour the better off, more educated, more confident children.
- Strengthen partnerships with child led organisations, networks and movements which involve marginalised children e.g. African Movement of Working Children and Youth
- Work in partnership with Associations of People with Disabilities. When children's parents are involved, particularly the parents of children with disabilities or parents who themselves have disabilities they are more likely to support children's participation.
- Disseminate and share existing good practice experiences and guidance empowering girls and boys in refugee camps, working children, children with disabilities, children affected by armed violence and children recruited into organised crime, boys groups in Addis that included children affected by HIV, children affected by disasters etc

The sustainability of children's groups was identified as a critical issue by colleagues in Bangladesh, Myanmar, oPT, Sudan, Sweden and Zambia. Particular concerns were identified about how to ensure that children's groups sustain after Save the Children or the NGO partner phases out. This issue was explored through the e-discussion.

- Save the Children staff ideas and experiences about the best way to ensure sustainable children's groups and meaningful participation of children in decisions affecting them after Save the Children or the NGO partner phases out included the following:
- Increase efforts to plan and support ongoing sustainable children's participation processes, rather than “project limited” approaches to child participation.
- When developing children's groups see if there are existing structures and platforms that can be built upon.
- Recognition that ownership is key to sustainability. Ensure a focus on genuine child and community participation, and participation of the concerned authorities.
- Support partnerships with children's groups and involve children in design and planning, as well as monitoring. Be transparent about the scope of the partnership from the beginning of the engagement; and ensure children have freedom to develop their organisation in the way they think is most relevant to them.
- Recognise that long term involvement is required to establish and support sustainable child groups (for example over a 3 year period) with adequate capacity building and support in the initial 1-2 years, and then to plan a phased approach.
- Involve the local authorities in all stages of projects to design and support sustainable child participation, and advocate with national and local governments and municipalities to allocate resources (financial and human) for the support of child led organizations.

- Explore possibilities to institutionalise child groups (including child led monitoring groups to monitor child rights) with schools and educational institutions and/or with clear links/ connections to local governance mechanisms or other decision making structures (e.g. community based child protection committees).
- Strengthen children’s organisational development, management skills, community mobilisation and advocacy skills. Consider using the article 15 resource kit <http://crc15.org/> which has useful modules to support reflection and planning among children and young people on membership, inclusion/ exclusion, mobilising community resources etc.
- Encourage children and supportive adults to develop “sustainability” and “graduation strategies” to continuously recruit children, recognising that children grow up and after 18 years are no longer children.
- Encourage opportunities for youth engagement, enabling support to youth organisations, as well as enabling youth to play a role in advising and mentoring children’s organisations.

Lack of accessible child friendly information on policies and practices was identified by colleagues from Ethiopia, and Philippines. Children have a right to information, and they need access to information about laws and policies concerning them in child friendly language and formats, so that they can assert their rights and hold duty bearers accountable.

Government sensitivities and restrictions regarding children’s organisations were highlighted by colleagues working in oPT, Sudan and Zimbabwe. For example, in Zimbabwe it is difficult for Save the Children staff to have direct access to a group of children without written permission from government and often a government official is assigned to accompany the staff members when they meet with children. This makes regular informal work with children much more difficult. In Sudan there are also some government restrictions for establishing clubs. Furthermore, in

the Occupied Palestinian Territories fear of children’s engagement in politics has played a role in preventing the Ministry of Education from institutionalizing children’s participation in schools.

Lack of accountability of governments to children and their organisations was also emphasised by a number of staff working in Bangladesh, Cote d’Ivoire, Ethiopia, Kosovo, Sudan, and Sweden. Thus, increased efforts are needed to better support governments to institutionalise children’s participation and to ensure accountability to children, taking their views seriously, and giving feedback on how their suggestions have or have not been taken forwards.

Power struggles between children’s organisations and adult agencies were identified by youth and adults working in Sweden, and in the Head Office. It was identified as important to encourage discussions on children’s power – at least to acknowledge and to try to do something about it, as children’s lack of power affects their decision making at all levels. Furthermore, power struggles and conflicting ways of working between younger and older generations were highlighted in the domestic programme in Sweden.

Lack of integrated programming that could enable more effective engagement of and support for children’s organisations. Save the Children needs to encourage integrated approaches to programming so that children’s groups are supported in a holistic way by protection/ education/ health/ CRG programmes and that all encourage local and national authorities to support child participation.

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Government are good at listening to children in one meeting, but not following up or acting on children’s views.”

Save the Children staff

Reflection and action by children on issues of inclusion and exclusion, Peru:

In recent years, members of some children and adolescents organisations are taking into account their peers who are the most vulnerable, in order to integrate them into the spaces of dialogue (such as working children or children with disabilities). Some organizations pro-actively promote gender equality and equal opportunities for children and adolescents.

Continuous recruitment of children to child led groups, “protégé” approaches to mentor younger members and organisational capacity building approaches, Philippines:

In the Philippines, child-led group regularly encourage other girls and boys who are taking part in community based activities to join their group. They also release announcements for membership recruitment and regularly conduct house to house visits. In order to transfer knowledge and skills among experienced (often older members) to younger members, one of Save the Children's partner child-led organizations has adopted a transition process which they called “protégé” wherein group members who turned 17 years old are required to buddy with younger members for one year to facilitate the learning of younger members. In addition to this Save the Children supports child led group members in developing their own organizational capacity building strategy. There are also on-going discussions about: (a) the role of young people and grassroots organizations in raising funds for children's initiatives; and (b) how to support children in identifying initiatives that can easily be carried out using the resources available in their community.

Learning from the African Movement of Working Children and Youth:

The African Movement of Working Children and Youth has involved children in the design of children's groups and networks that are sustainable. Children are encouraged to form local grassroots' organizations and they gather on (usually) a weekly basis. The AMWCY carries out income generating activities which attracts children and encourage them to stay in the Movement, while also building their capacity to do child rights promotion and child protection prevention and promotion initiatives in their local areas. Youth members who are more experienced actively support and mentor younger children.

Power struggles and clashes between youth movement and Save the Children, Sweden:

There is clash between traditional way and new youth movements. There is a movement of young people led movements in suburbs in Sweden. Young people want to have a voice and they are challenging established orders. “On Equal Terms” project has collaborated with these groups, but it is kept to this programme. 2 years ago there were riots, and one of the groups that SCS Domestic program partnered with was vilified. Thus, the leadership wanted to separate themselves from this group as it was seen too controversial. There are fears of adults and authorities losing power. If you really do participation you do have to let go of power, and people are scared that there may be some negative consequences, so it is stopped before it is even tried. Though it is still happening within “On Equal Terms”. But to keep it separate is problematic.



INNOVATION AND PILOT PROJECTS

Innovative approaches to children's participation, including demonstration or pilot projects have been strategically developed and implemented within countries in each of the regions as an effective strategy to help adults to understand and support children's participation, while at the same time empowering children and young people to develop their confidence and skills to assert their rights. In comparison with the 2007 mapping there are increased programming efforts through child rights governance to support children's participation in:

- Child rights monitoring and reporting;
- Participatory research;
- Children's media initiatives, ICT, and ensuring safe internet use;
- Local governance, including planning and budgeting processes; and/or school governance

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We are developing a group of graduated youth of those who leave NCTF. They are organising their own youth organisation. Youth can also support children's advocacy, it will be more strong and it can support sustainability if the youth organisation take the responsibility to support children's organisation.”

Through the education programme there are increased efforts to support children's participation in Quality Learning Environment assessments; and other innovative efforts to support children's participation in improving accessible, inclusive, child friendly and safe learning environments. Through the child protection programme there are increased efforts to support children's participation in community based child protection committees as part of child protection system building efforts in rural, urban and camp contexts. There are also ongoing efforts to engage boys and men in prevention of violence and discrimination, and increased efforts to promote positive parenting initiatives which also encourage efforts to respect children's views. In emergency contexts children's participation in child friendly spaces and other services has also been supported. Furthermore, there have been significantly more efforts by DRR, protection, education and other staff to support children's participation in disaster risk reduction and emergency preparedness. There are also some innovative efforts to support children's participation in WASH, health and hygiene projects.

Children monitoring and reporting on their rights has significantly increased in the past eight years through Save the Children's CRG programme. Children are participating in local level monitoring and reporting on their rights in countries in each region (e.g. Bangladesh, Kosovo, Myanmar, oPT, Pakistan, Peru, Philippines, and Senegal); and children are contributing to the development of complementary CRC, UPR³⁸, and ACRWC³⁹ reporting processes (e.g. Bangladesh, Kenya, oPT, Peru, Philippines, Rwanda, Senegal, and Yemen).

38. The Universal Periodic Review (UPR) is a unique process which involves a periodic review of the human rights records of all 193 UN Member States. The UPR is a significant innovation of the Human Rights Council which is based on equal treatment for all countries.

39. African Charter on the Rights and Welfare of Children.

Encouraging children to identify and report on child rights violations, Occupied Palestinian Territories:

215 children aged 6-18 year olds participated in focus groups in West Bank cities, villages and camps; and in schools and centres in Gaza to assess children's understanding and perceptions of their rights and their situation; and to share their recommendations on how to improve their access to rights and services. The children consulted included: children with disabilities, school going children, working children, and children in conflict with the law. In addition, child led groups were formed to enable children to identify, discuss and take action on child rights violations affecting them in their community. Through these child led groups children have used interviews and discussions to gather data from other children on rights violations affecting them. The child led groups also have their own facebook page as a communication channel to raise awareness, prevention and action on child rights violations. With support of NGO partners DCI and PCDCR children's representatives have formed a children's coalition to prepare their own report of key findings and recommendations. Children's representatives have used their reports to raise advocate with decision makers in their schools, communities, and in the local authorities to address concerns affecting them.

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We have recently explored the Children as Researchers concept and proved that it works successfully.”

SC regional staff member, EARO

In the West Africa region, Senegalese children developed a child-friendly guide on the African Charter and how to advance children's rights which has been shared with children in other countries in the region. Children's representatives (including working children and school going children) in West African countries (including Cote d'Ivoire, Gambia, Senegal) have also been involved in data collection and analysis to contribute to the development of complementary CRC reports. Children have contributed to the development on strong recommendations based on their concerns and priorities. Furthermore, children's representatives who are members of Coalitions supported by Save the Children have been consulted by the African Committee on the Rights and Welfare of the Child.

In Europe in 2012 Save the Children Kosovo supported the creation of three local groups of children who were involved in developing a CRC report on 3 articles. The local groups were then transitioned into a national group “Respect Our Rights” which involves children from different ethnic groups, who have capacity building to collect data and develop their own alternative reports on child rights.

Participatory research involving children as researchers has increased in recent years in many regions and countries are actors are using participatory research involving children to inform practice and policy developments.

In the Africa region, for example, participatory research on kinship care involving children and caregivers as researchers was part of the child protection and children without appropriate care programme in West and Central Africa (DRC, Nigeria, Sierra Leone), in East Africa (Ethiopia, Kenya, Zanzibar) and with Syrian refugees in Jordan. Child researchers were actively involved in all stages of the research process – planning, implementation using child friendly participatory research tools, analysis and contributing to the development of reports, including developing their own child led “kinship care album”. In South Africa participatory research on migration

was undertaken involving children and youth with collaborative support from a university. Furthermore, in Zambia a child led research on public investments for children was initiated. The children interviewed different stakeholders in the area of public policy makers, economics and children's rights; from this they developed a policy brief.

Jozi Lights: Participatory research with migrant children, Southern Africa:⁴⁰

In 2014, an award from Save the Children's Urban Strategy Initiative granted the Southern Africa Regional office the opportunity to conduct research with 96 migrant children in six cities in Mozambique, South Africa and Zimbabwe, to investigate the strategies they recommend for improved protection of children migrating from rural to urban locations. To inform the design of programmatic interventions that improve protection for children engaging in rural to urban migration in the era beyond 2015, the Jozi Lights study was designed to draw specifically upon children's experiences and advice, and to build upon children's resilience. Two young research assistants (one man, one woman) were recruited for every site (12 research assistants in total) to facilitate contact sessions and collect data. Three training days for research assistants were conducted by the University of Kwa Zulu Natal in Durban, South Africa, in order to equip them with the necessary knowledge and skills to roll out 6-8 weekly group sessions with children in each area. In addition to the content of each weekly session, training covered aspects of child safeguarding, professional responsibility, ethics, and conducting research with children. The children's recommendations for safe migration prioritise access to essential information before the start of the journey, and include very practical hints ranging from not travelling at night to how much money to have on hand, and who to trust.

40. See Save the Children (2015) Jozi Lights: How to Protect Children Engaging in Rural to Urban Migration. A participatory study with migrant children from 6 cities in Mozambique, South Africa and Zimbabwe.

In Nicaragua, CESESMA an NGO which works in coffee making areas is a partner of Save the Children which has expertise in supporting children as researchers. Child researchers have been involved in participatory action research on different issues affecting them, including: violence; human rights at school; right to play; and sexual and reproductive health.

In Asia, in Myanmar child led participatory action research has been supported, where-by children are trained in research approaches, encouraged to undertake research on issues affecting them, and to use the research findings to inform local action and advocacy initiatives. Furthermore, in Afghanistan guidance on child led participatory action research has been developed;⁴¹ and in the Philippines child-led groups have conducted research on child rights and a child rights report.

In the Middle East and North Africa region there has also been a strong focus on capacity building of children in research skills, and support for child led data collection, analysis, action and advocacy.

In Europe, a participatory research with marginalised young people was also supported in Sweden, as part of the "On Equal Terms" project which focus on young people who are growing up in areas of high level of poverty and deprivation, and engages children and young people from minority ethnic backgrounds. Furthermore, every two years Save the Children Sweden facilitate "Young Voice" a large scale questionnaires with children on how their rights are implemented in Sweden. While this research is primarily planned and led by adults, the report is produced in a user friendly accessible format so that children and young people can use it in their own local and national level advocacy initiatives to influence practice and policies affecting children.

41. Juraev, J. (2015) Child Led Participatory Action Research: Manual for Practitioners. Save the Children, Afghanistan.

Child Led Data Collection on child rights situation, Middle East and North Africa:⁴²

Child Led Data Collection (CLDC) is a children's participation methodology that was piloted, tested and finalised by Save the Children Sweden (SCS) and its MANARA Child Rights Network of partners in the Middle East and North Africa region. CLDC methodology engages young researchers in gathering evidence of children's situations and child rights violations. The methodology is child friendly and produces qualitative and quantitative evidence of everyday needs and priorities which can be used to inform change. Policies and programmes can then use this evidence to focus on needs that children themselves have asserted and reported in detail.

In the CLDC Pilot, teams of 26 young researchers in each of the four participating countries in the MENA Region (Lebanon, occupied Palestinian territory, Yemen and Morocco) interviewed children and young people in their own neighbourhoods about their everyday lives, and how they would change these if they could. These interviews were

42. Save the Children (2013) Children's Participation in the Analysis, Planning and Design of Programmes: A guide for Save the Children staff. Written by Claire O'Kane.

subsequently analysed and used to develop surveys to measure the extent to which the needs and priorities of the sample interviewed were shared across a larger sample of children in each of these settings. Around 1000 children were surveyed in each country. The qualitative and quantitative evidence was then combined and each country's young research team generated their own findings report, and regional trends were studied.

The CLDC evidence base from the Pilot includes evidence gathered from over 4000 children and young people in the region, and details everyday experiences, needs and priorities. Advocacy is an intrinsic part of CLDC, given that the methodology focuses on driving evidence-based change. Young researchers are being supported to present and share their findings with those in a position to shape policies and define interventions in children's lives. For example, these child led research processes can be used to influence and inform Save the Children's CRSA, country strategic plan, annual plan and programme design processes; as well as government policy and planning processes.

Children's media initiatives: The previous mapping recognized that "children's own media initiatives have a range of benefits - raising the status of and amplifying children's voices, allowing widespread sharing of children and young people's views on issues affecting them, contributing to the development of child friendly materials (more visual, interactive, creative) for the sharing of information among children and young people (and adults) and creating more awareness among children about key child protection issues" (Feinstein and O'Kane, 2008, p78) Children's participation in media initiatives, as well as sensitisation and engagement of media journalists on child rights and participation continues to be supported in different countries and regions. For

example, work with child rights media monitoring groups and journalists is supported in Mozambique, Namibia, and Zimbabwe.

Children are planning and producing their own radio stations in a number of countries, including Cote d'Ivoire, Colombia, Ethiopia, Italy, Mozambique, Zimbabwe and Zambia. For example in Cote d'Ivoire children's groups have used radio broadcasting to deliver messages and sensitize adults and children on child rights. In Zimbabwe and Mozambique children are also taught how to monitor the media for irresponsible reporting that puts children at risk.

“Young Voice” publication, Sweden:

In 2014, 24,777 children aged 12-16 participated in the consultation process and completed questionnaires to inform the Young Voice publication. The report includes sections on: respect for the views of the child; right to feel well and safe; growing up under different circumstances; school and education for everyone; knowledge about rights; and the future. The ‘Young Voice’ report is used as an advocacy tool, and the findings have influenced the development of programmes and interventions in different localities in Sweden.

B-reporters using text messages and radio to identify and encourage local authority responses to concerns affecting children, Ethiopia:

One of Save the Children's NGO partners called Ratson has supported the formation of groups of children as B-Reporters who encourage sending of text message or Voice mail to report incidents and concerns relating to basic government services. The application is monitored by an administrator, who organizes and analyzes the response to each case as per a designed protocol. Using the protocol, all discussion and decision are documented, and relevant concerns are referred to the local authorities to promote accountability and transparency. If the stakeholder does not take action according to the allotted buffering time, the reports will be forwarded to the next higher concerned body, media or website. In some communities child reporters also have access to community radio stations to share positive success stories with community members. For example, in one community B reporters identified 19 out of school children who required school support to get children in school and took this issue to local officials. They mobilised support from community and local officials supported their enrolment.

Children's role in media and child rights monitoring and reporting, Zambia:

The media project supporting Children's News Agencies started in 2008. It involves girls and boys aged 10 – 18 years from urban and rural settings. While children are selected through schools, it is encouraged that girls and boys from vulnerable backgrounds are also selected. Children who are part of Children News Agencies (CNA) have been working collaboratively with Hot fm (radio station) and Zambia Daily mail (government newspaper) on weekly programmes to increase awareness and dialogue on child rights issues. Some children are also members of the local governance structures, as Junior Mayors and councilors. In 2014, a focus on accountability was also increased to support children's participation in governance and increased transparency. Partnerships have been expanded to work with councils through the Local Government Association of Zambia. There are increased efforts by children to hold duty bearers accountable through budget tracking and engaging the community using media in Lusaka, Petauke and Kitwe. Members of the CNA were also consulted during the preparation of the complementary CRC report. After the CSO coalition presented the report to the Committee of experts in Geneva, the Media Network on Children's Rights and Development (MNCRD) had meetings with CNA's members in 3 districts to give feedback as they participated in the formulation of the report.

In Lebanon children living and working on the streets were engaged in developing innovative and powerful child led animation movies to illustrate their stories and to advocate on issues affecting them. Guidance for trainers and children on how to use animations to promote children's rights has also been developed by Save the Children in the region.

Children's participation in web radio to promote social inclusion in schools, Italy:

Save the Children Italy supports innovative participatory work in schools in Italy to further realization of children's rights to education, non-discrimination and participation. Working in collaboration with the government and school authorities they promote application of best practice on participation of children, with special attention to the schools in the most marginalized areas of Italy engaging young people from different ethnic groups. There is strong focus on social inclusion, and prevention of bullying and school dropout. Young people have had opportunities to run their own web radio "UndeRadio" as a tool to share information and to discuss issues concerning integration, tolerance, and non-discrimination. Students produce a daily on-air radio show and organize local public events which are accessible to young people in schools in three Italian cities. Another complementary project has also targeted unaccompanied minors (aged 15-18 years old), and teenagers and youth living in day-care centers and community centers, through Italian language trainings. This program aims to encourage social inclusion and the effective exercise of rights and duties through participatory and innovative teaching methods. In response to requests from children themselves, in 2013 Save the Children Italy supported the creation of "SottoSopra": a network of teenagers involved in Save the Children Italy's projects. 9 local groups of youth (14-22 years old) were set up with the aim of increase the active role of young people in society and improving their societies.

In the Latin American region there have also be substantial efforts to work with **children and adolescents to promote Safe Internet.**

Support children's participation in local governance to influence plans and budgets on issues concerning them (e.g. Bangladesh, Cote d'Ivoire, Ethiopia, Kosovo, Lebanon, Nicaragua, Paraguay, Peru, Philippines, Sweden, South Africa). For example, in Ethiopia, in three districts in the capital city of Addis, representatives of child led initiatives (from different social and ethnic backgrounds) are included in local governance meetings, and in annual budget hearing and planning to influence practice and policy developments concerning them. In South Africa children's committee members have been equipped with knowledge and skills to interact with rural municipality at the local level. Children are informed about who is responsible for what, so that children can organize targeted meetings with the "right" duty bearer in their municipality to get a response. For example, children were able to get their bridge repaired after flooding in order for them to be able to get to school. The children's committees are promoting responsible citizenship and advocacy.⁴³

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The most significant change is the increasing number of children who are able to engage in local and national level governance processes. Children are more involved in local governance, they have more information about programmes and budget.”

Child Participation Officer, Philippines

43. See Save the Children (2012) *Awakening the Giant Within: Children's Committee Case Study*. Save the Children South Africa.

Children's use of ICT to increase child protection, Costa Rica:

In Costa Rica, one of Save the Children's partners PANIAMOR has supported strategic and practical collaborative initiatives with children and adolescents, parents, NGOs, and business actors working in the technology sector to promote to develop advice and recommendations to raise awareness about the safe, responsible and productive use of mobile and internet technologies, thus enabling digital citizenship. Based on consultations and workshops, various resources have been developed and disseminated through the website "Raising Technology" (see <http://www.crianzatecnologica.org/>), reaching users with messages and practical advice for family members for responsible, safe and inspiring use of mobile technologies by children.

Children's participation in school governance/ municipalities (e.g. Ethiopia, Kosovo, oPt, Peru, and Zambia) are also being supported. For example, in Addis Ababa in Ethiopia school based Child Clubs are actively involved in efforts to create violence free school environments, and are enabling children to have a say on issues concerning them. In Peru, children's participation in school municipalities are supported, and children and adolescents have been actively involved in action initiatives to prevent and address corporal punishment in schools and to support violent free schools.

Children's participation in Quality Learning Environment assessments – periodically seeking views from children, parents, teachers, school directors, community members (e.g. Kosovo, Lebanon, Nicaragua, Philippines, Education GI).

Child Friendly Local Governance, Bangladesh:

Child Friendly Local Governance comprises a rights-based child programming approach and a set of interventions that, in concert, work to facilitate, promote and institutionalize the democratic empowerment and participation of children and adolescents in the governance arrangements at the local level. Thus, CFLG places children and adolescents at the center of the development agenda of local government. It facilitates their inclusion in local government institutional mandates such as ward shovas (participatory council meetings) and open budget sessions as well as building their understanding and capacity to effectively raise their voices and influence decision-making processes. Simultaneously, CFLG supports the capacity of local government to better engage with and respond to the needs and concerns of children and adolescents in their communities. It does this through institutionalizing the requirement to consult children and adolescents regularly through dialogue sessions, as well as mechanisms such as a complaint and response register, and citizen's charters. In this way, CFLG strengthens transparency of local governance processes, the responsiveness and the accountability of local governance actors to the most youthful members of their electorate, which should improve service delivery at the local level, especially those affecting children and adolescents. Children, adolescents and young people are now engaging more than ever in local decision-making processes as a result of CFLG interventions. 241 ward child forums have been formed consisting of around 16,340 children aged between 12-18 years so that they can collectively press for accountability of budgets and services for children. The members of ward child forums are from middle class family, poor family, disadvantaged family and from marginalized group. The complaints and response mechanism have given greater opportunity for children to hold decision makers to account.

Participation in school municipalities, Peru:

Save the Children and their civil society partners are working in collaboration with the Regional Directorate of Education of Junin and Local Education Management Units, to support training (including an online module course) about school municipalities for experienced teachers, so that they can better support children's participation. Children and adolescents' organisations are strengthened and representatives of the school municipalities learn to influence and plan with the Municipal School District Coordinators, so that joint action can be taken to influence public policy.

Children's participation in Quality Learning Environment, Nicaragua:

In Nicaragua Save the Children and its NGO partners (FUNARTE and CESESMA) have been implementing the Quality Learning Environment (QLE) framework since 2012. Involving children in data collection and seeking the views of girls and boys, as well as the views of parents and teachers is essential to the QLE approach. Children have also been actively involved in data collection, getting information from their peers about 'how teachers behave in classrooms', 'teacher-child relationship', inclusion, non-discrimination, protection and other themes. Child friendly data collection tools have been developed using games, a secret ballot box, and coloured cards for voting about children's experience of protection issues in schools. Facilitators are trained to include children with different abilities e.g. children with disabilities, and ensure children's participation is established on sound child safety principles- voluntary, informed and safe participation of children.

In the Balkans, especially in Kosovo, Albania and Bosnia and Herzegovina Save the Children and partners have also supported inclusive education. Within different projects in all three countries, for example, school staff, the children themselves, their families and communities were involved in the use of the Index for Inclusion, a participatory methodology that helps to assess the degree of inclusion of a school and then improve it by preparing targeted development plans. This methodology helped to identify and remove many of the barriers that limited access and learning of vulnerable children and helped to create more inclusive attitudes and practices within the school and the larger community. In Kosovo there have also been innovative efforts to consult younger children about the design of an ECCD centre.

Children's participation in community based child protection committees (CBCPCs) and in wider child protection system strengthening initiatives are being supported in a number of countries in Asia, Africa and Latin America. In Bangladesh, for example child club members are working collaboratively with CBCPCs to plan and implement child protection and prevention initiatives in their communities; and some child club representatives are members of the CBCPC. They are: raising awareness on child rights, child protection, positive discipline etc among adults and children; and child club members and CBCPC members are referring concerns to the union parishad (comprised of locally elected representatives) to resolve the issues. Similar processes are taking place in Cote d'Ivoire, Myanmar, Pakistan, Philippines, Senegal, Sudan and Zambia. In Zambia, Child Protection Clubs are represented in the District Child protection Committee and children's views are taken into consideration during developmental planning processes. Similarly, in the Myanmar context children's group representatives have opportunities to interact with members of Township Child Rights Committees (which bring together government officials from different departments including: social welfare, education, health, police etc) to raise their concerns and to seek responses to child rights violations affecting girls and boys in their township.

Consulting children in the early years to inform the reconstruction of a Kindergarten, Kosovo:⁴⁴

In December 2012 children in the early years who were attending a kindergarten in Klina municipality in Kosovo were consulted about their views, choices and preferences regarding their future learning spaces to inform the designs for reconstructing the kindergarten. Focus group activities were organised by a Save the Children staff member and an architect both with young children, and with a group of parents. Considering children's capacities at a young age, the consultation methods used drawing, and discussion on photos of the kindergarten. Children were asked to draw their dream kindergarten. In addition, children were presented photos of 3D designs of the project, and they were asked to tell us how they felt about each version, whether they felt happy or sad.

Findings from the consultation revealed that children wanted: bigger rooms; larger windows for more light in the inside area of the kindergarten; toys and materials for the garden (swing, slide and sleigh), a TV, and brighter colours for the rooms and toilet.

44. Save the Children Kosovo (December 2014) Report on focus groups with Children and Parents in kindergarten "XhevëLladrovc" Klinë. Prepared by: Linda Hoxha M&E Officer.

Working with boys and men to promote non-discrimination, non-violence and rights (e.g. Ethiopia, Bangladesh, Zanzibar) is also integral to some child protection programmes, and it is actively promoted by the child protection GI.

Supporting children's participation through Child Friendly Spaces in emergencies has increased in some countries (e.g. Lebanon, Myanmar, Sudan). While coming together in child friendly spaces children have been consulted about what activities they want to do; they have been provided with training on child rights, protection and other issues; and they have been supported to develop their own collective action and advocacy initiatives.

Children's participation in community based or school based DRR is being supported by DRR, protection, education, or other staff in some countries (e.g. Bangladesh, Ethiopia, Latin America, Pakistan, Philippines, and Sudan). In addition, Save the Children and their partners have supported children's participation in national, regional and / or global level advocacy initiatives on climate change and DRR. In 2011 over 600 children from 21 countries in Africa, Asia and Latin America were involved in consultations which led to a global "Children's Charter", an action plan for DRR for children by children.



Children's participation and collaboration with child protection committees to prevent children on the move, exploitation and trafficking, Cote d'Ivoire:

In two communities in the Gbêkê region, children groups collaborated with the adults members from the child protection committees to map risks areas in order to identify, collect and analyse protection issues which affect boys and girls. Children groups have been working in collaboration with the child protection committees (CPC) members to plan prevention activities initiatives for the protection of children. Children's groups have developed a plan of outreach and advocacy with administrative authorities, religious and community leaders, CPC members, and parents to prevent children from being on the move; and to prevent and protect children from trafficking and exploitation.

Engaging boys and girls as change makers, Bangladesh:

A child protection (REACH) programme in Bangladesh supported the formation of youth groups and provided training on life skills, peer education, facilitation, and on gender and masculinities. Members of the youth groups have been actively involved in prevention of child marriage and violence against girls and boys, and they have promoted birth registration. One of the youth club leaders, a 17 year old boy represented his peers in a global symposium on engaging men and boys that was held in New Delhi, India in November 2014.

Children's participation in WASH, health, nutrition, and HIV projects are being supported in some countries (e.g. Bangladesh, Cote d'Ivoire, Myanmar, Pakistan, Philippines, Sudan, Yemen, Zambia). In many places collaborations between WASH staff and children's groups are enhancing WASH programmes. For example in Bangladesh, children's group representatives influenced the school management committee to improve WASH situation in schools, and to monitor the improvements. Similarly in Yemen, in 2 communities Child Club members have collaborated with adults to undertake mapping to identify and analyse hygiene issues affecting girls and boys. Child Clubs members have also developed their school radio and theatre for development to raise awareness, prevention with teachers, pupils, parents on hygiene issues affecting girls and boys. In a number of countries children have been trained in health programme and health messages. For example, in Sudan School Health Clubs have been supported, and IDP children have received training to enhance their learning environment, and they have helped develop school WASH facilities and plant trees in the school compound. In Myanmar children from 30 project villages received Hygiene Promotion Training, and they have conducted the peer to peer hygiene promotion activities.

In the Philippines Members of child led groups have been involved in analysis of the national health budget and they have been engaged in dialogue with representatives from the Department of Health to improve the national health budget. Furthermore, Children's Health and Education Clubs have been supported in Pakistan, and a Child Focused Health Education curriculum is used with girls and boys aged 6-10 years and 11-14 years. However, increased efforts to support children's participation in health and nutrition programmes are needed in many countries.

Children's participation in child protection and DRR in Child Friendly Spaces and Schools, Sudan:

In 25 Schools and 11 Child Friendly Spaces in Sudan, more than 600 children collaborated with animators, teachers, and members of Community Based Child Protection Networks (CBCPN) to carry out mapping exercises to assess risks, hazards and protection concerning them in their camps and communities. With the support of the NGO partner, children's representatives prepared their report of key findings and recommendation which they shared with the local authorities to influence action planning to reduce risks (e.g. in one area the road traffic situation was improved to prevent traffic accidents by the school). Children's representatives have also received training in emergency preparedness planning, DRR and life skills. Furthermore, children representative and CBCPNs members are working collaboratively to raise awareness on child rights, child protection, and positive discipline; and they are encouraging girls and boys to report any protection concerns or risks affecting them to the CBCPN.

DRR Clubs with children in schools, Ethiopia:

Save the Children in collaboration with NGO partners in Ethiopia has provided children with training in DRR. Children have identified risks in schools, and developed and implemented mitigation plan for the school. Some children have established DRR clubs to support regular action and advocacy initiatives to mitigate and reduce risks, and to raise awareness about disability issues, climate change and other issues concerning children and the environment.

Children's participation in school health and nutrition, Philippines:

Save the Children staff conducted consultations with children and supported children aged 8-14 years to undertake mapping of their schools in rural and urban areas to identify possible activities for the school health and nutrition program. Child Health Promoters (CHP) were trained, together with their teachers to plan their school activities related to School Health and Nutrition (SHN). Teachers and children collaborate to share information and messages about health, nutrition and sanitation. Children also lead sessions on hygiene such as good grooming, hand-washing and tooth brushing, eating nutritious food, dengue prevention, bad effects of smoking, advantages of de-worming, proper waste disposal and segregation of wastes and school safety.

Children's participation and protection in DRR, emergency preparedness and response, Pakistan:

In Pakistan Save the Children is support child centred community based DRR. In 2012 consultations were organised with 50 children (both girls and boys) to seek their ideas and inputs to inform the development of the Children's Charter on DRR. Children are also part of community based committees which receives small grants (\$200 - \$2000) to support the development and implementation of small scale mitigation projects in their communities. Furthermore, as part of the child protection programme Child Club members are trained on DRR (identification, mapping and prioritization of risks) and develop and implement action plans to reduce risks and to be better prepared for emergencies.

Children's participation in HIV programming, Zambia

In 2011 a children's consultation was held with children & young people to assess comprehensive sexuality education programs in and out of school settings in Zambia. Furthermore, in 2014 a baseline knowledge, attitude and behavioural practices study on HIV and sexual reproductive health (SRH) services was conducted that sought children's views. Child led clubs in schools and communities such as the Young4Real clubs, CASH clubs, Girls & Boys Forums were supported and children and young people were provided with training to be peer educators on HIV prevention. The children and young people also run a facebook page, SMS platform called U-Report where they discuss issues around sexuality, SRH and child rights affecting them. The clubs were able to lead, coordinate & collect 500 letters across 5 districts called "Letter to My Leader" targeted at policy makers highlighting the issues that young people are facing in terms of their sexual and reproductive health rights (SRHR) & what needs to be done.

Save the Children also supports Community Learning Centres in 5 districts which are run by young people in collaboration with health care providers so that children and young people can access Voluntary Counselling and Testing, SRH services and HIV prevention education in a child friendly environment. Furthermore, children are involved in identification and reporting of cases related to child sexual abuse, child labour and domestic violence for referral and response.



MONITORING THE QUALITY OF CHILDREN'S PARTICIPATION

Nine basic requirements for quality children's participation are articulated in the General Comment on a Child's Right to be Heard, which build upon Save the Children's seven practice standards. In recent years there has been increased monitoring of the quality of children's participation, because as part of the Global Monitoring Indicators for SCI, each Save the Children programme is requested to monitor and report on the extent to which programmes apply 3 basic requirements/ practice standards for children's participation, namely participation that is voluntary, inclusive, and safe.

There are some concerns regarding:

- Save the Children and partner staff understanding and application of the indicators;
- Constraints faced in understanding the value of the indicators if the data is collected by MEAL staff without sufficient collaboration of programme staff, partner staff, children or community members;
- The extent to which these global monitoring indicators on participation are applied in each thematic programme. For example, there is under-reporting on thematic programmes such as health and nutrition;
- The extent to which children and parents/ caregivers views inform the results.
- However, despite such limitations the results that are available still reveal some useful and interesting analysis that can be applied to improve the quality of child participation processes.

Furthermore, Save the Children played a key role in supporting the piloting and development of an inter-agency "Toolkit for Monitoring and Evaluating Children's Participation" that provides guidance, matrices, indicators, and tools for monitoring the quality, scope and outcomes of child participation through participatory evaluation processes involving children, young people and adults as evaluators.

“

The last two years we have been systematically using the 3 Global Indicators on child participation. We have been asking our partners to fill in the form. However, the indicators we have are not really showing the real child participation work that we are doing. I am not sure that the partners fully understand the indicators and the type of information we are seeking. They report 100% rate, but we know that this is not the reality. Thus, capacity building is needed regarding improved monitoring.”

Adviser, Cote d'Ivoire

The Toolkit for Monitoring and Evaluating Children’s Participation published by Save the Children, Concerned for Working Children, Plan International, World Vision International and UNICEF includes a set of six booklets:

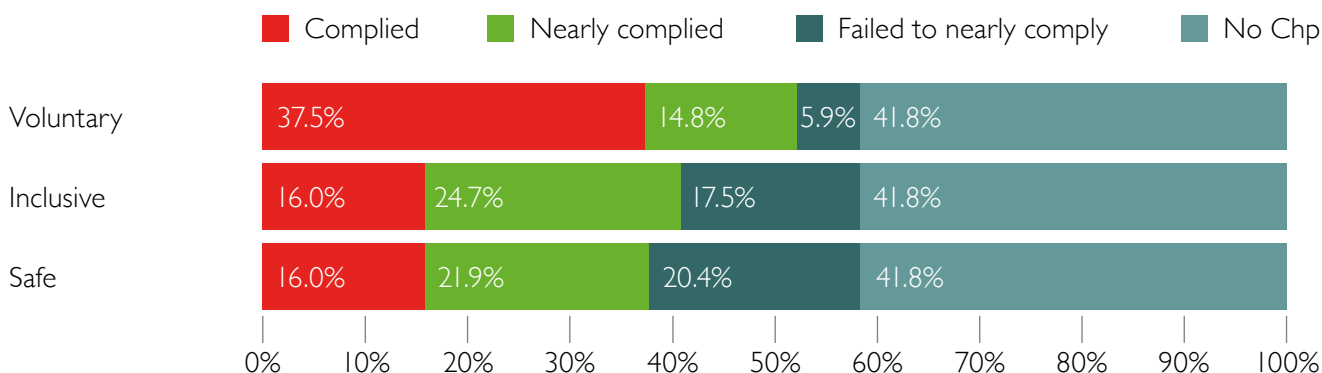
- 1) Introduction to Monitoring and Evaluating Children’s Participation.
- 2) Measuring the creation of a participatory and respectful environment for children;
- 3) Matrices for the scope, quality and outcomes of children’s participation;
- 4) A 10 step participatory process to monitor and evaluate children’s participation:
- 5) Tools for monitoring and evaluating children’s participation;
- 6) Children’s perspectives on monitoring and evaluating children’s participation (developed by young people)

Increased efforts to disseminate and apply the Toolkit are needed within Save the Children to strengthen monitoring and evaluation of the scope and quality of participation, and to strengthen the evidence base of the outcomes of children’s participation. Increased efforts are needed to design projects which involve children to: ensure baseline data collection at the outset; and the development and application of data collection on indicators concerning the outcomes of participation, as well as on the quality and scope of participation.

KEY FINDINGS FROM 2014 GLOBAL INDICATOR ON CHILD PARTICIPATION⁴⁵

A Save the Children International Summary report for 2014 global indicator findings on child participation brings together results that were shared by 57 countries. Overall, the summary report indicates that 58.2% of projects support efforts to promote meaningful participation of children; and 41.8% projects have no children’s participation. In general compliance on the voluntary standard is more than twice as high as on inclusive and safe.

Figure: Estimated % of projects involving ChP complying with ChP practice standards



45. Save the Children (2015) SCI Child Participation (ChP) Global Indicator: Summary Report for 2014

Focusing just on projects involving ChP, 13.0% complied with the three standards (voluntary, inclusive and safe) and more than half either complied or nearly complied – an improvement from the 2013 data. Projects involving child-led participation scored best across all measures, followed by those involving collaborative participation and then consultative. Also, 17 projects reported an element of non-participation alongside other forms.

The Latin America and Caribbean region is the best performing region, with an estimated one third of all projects complying with all three standards. South Central Asia was the only other region where more than 10% of projects are estimated to have met all ChP standards. Lower compliance was reported in West Central Africa. In terms of specific countries, achievement on the indicator was highest in Nicaragua (61.4%), Bangladesh (35.5%) and Georgia/Azerbaijan (33.3%). However only 13 of the 51 countries included in the analysis scored 10% or more. Compared with the 2013 data there were noticeable improvements in Kenya, Mozambique, Nigeria and Vietnam, and to a lesser extent in China, Cote d'Ivoire, Nicaragua, Uganda and Yemen. However, in 26 countries none of the assessed projects met all three standards, so these scored 0% on the overall indicator.

Figure: Estimated % of projects involving ChP complying with ChP practice standards

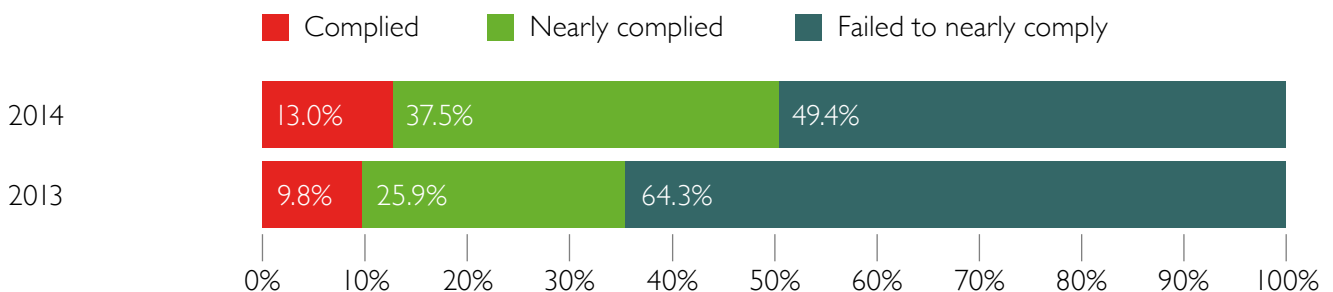


Figure: Estimated % of all projects complying with all ChP standards, by region

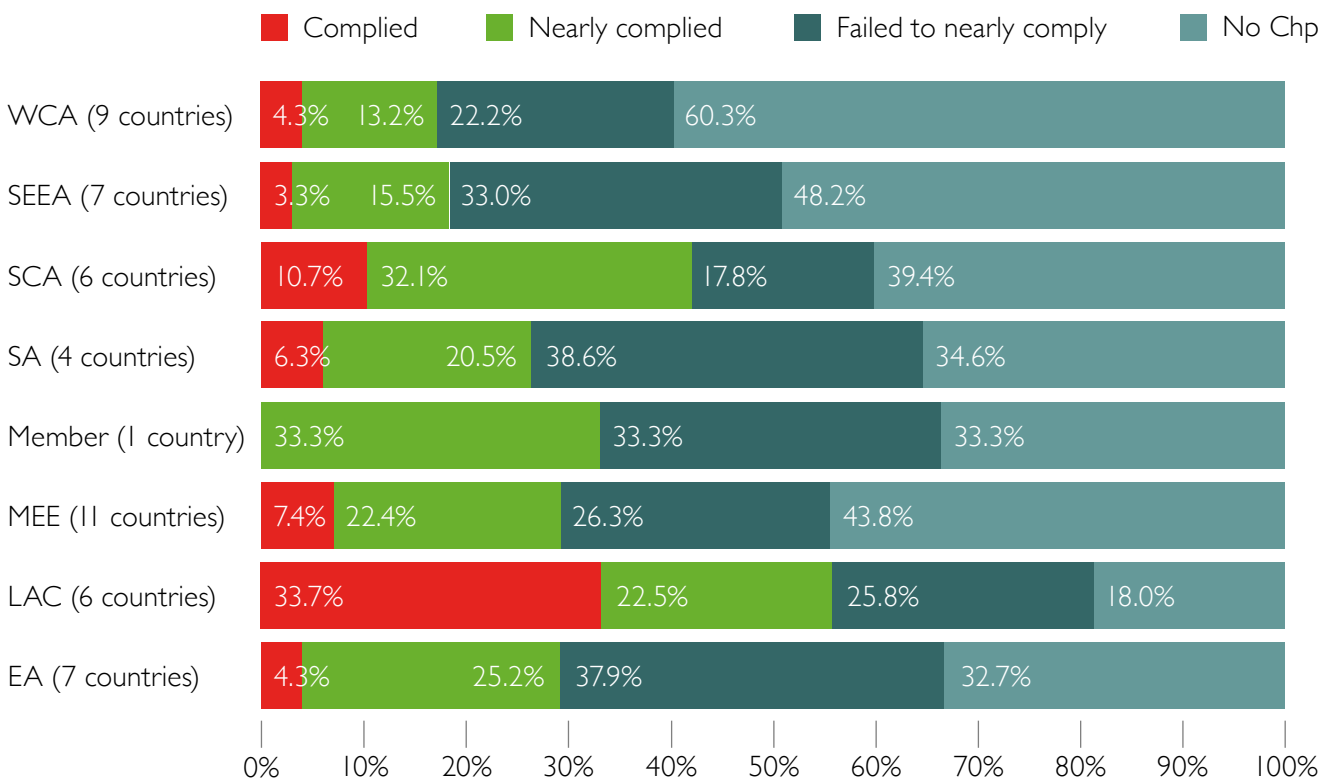
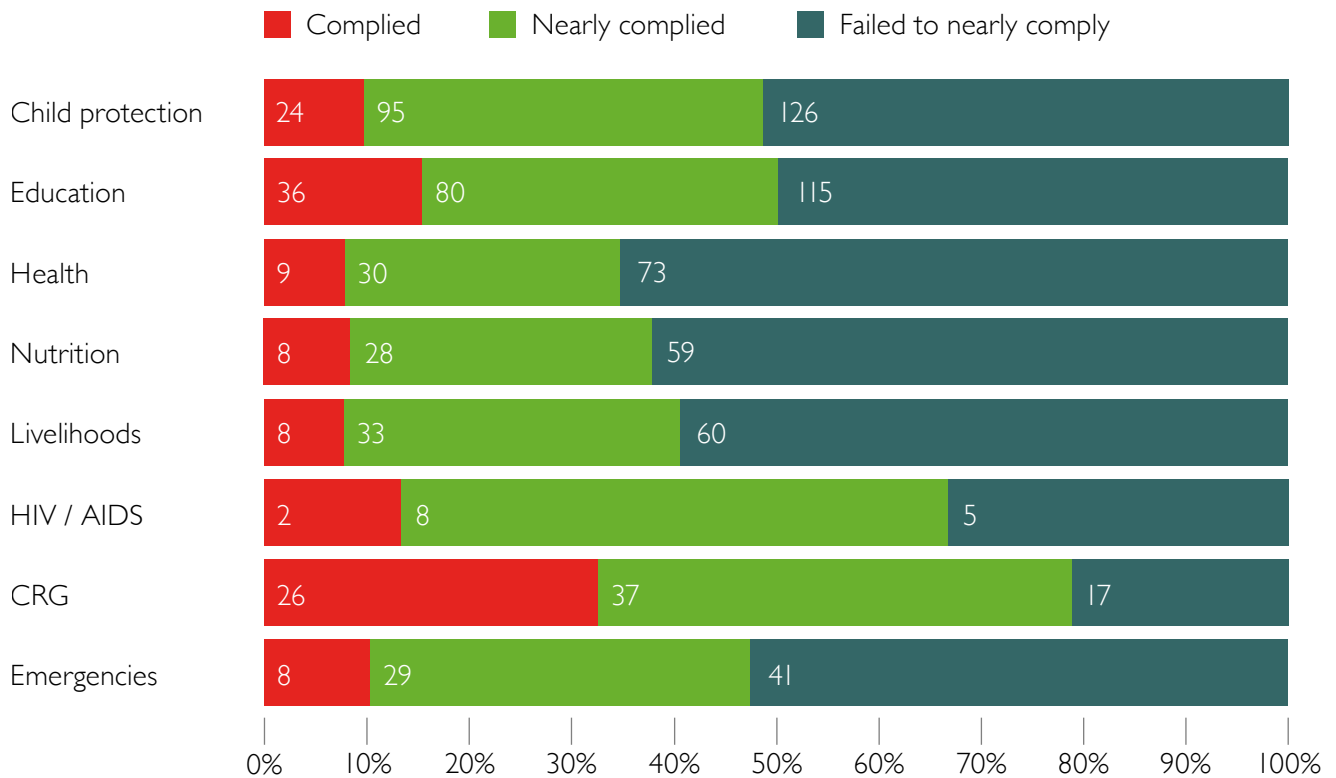


Figure: Assessed projects complying with all ChP standards, by thematic area

Compliance across all standards and for each standard was highest for CRG and HIV/ AIDS projects, although figures for the latter were small. CRG also improved the most, with compliance on all standards increasing from 19.0% to 33.5%. Much of this can be explained by an increase in compliance with item 6b (risk assessment), which rose from 41.7% to 67.5%. Compliance on risk assessments was particularly low for emergencies (28.2%) and nutrition (30.2%).

Voluntary participation receives the highest compliance. In almost 80% of projects which involve children reports indicate that the participation is always voluntary. Compared with the 2013 data there are also increased efforts being made to inform children about their right to withdraw from a participatory process.

Figure: Estimated % of projects involving ChP complying with voluntary, by year

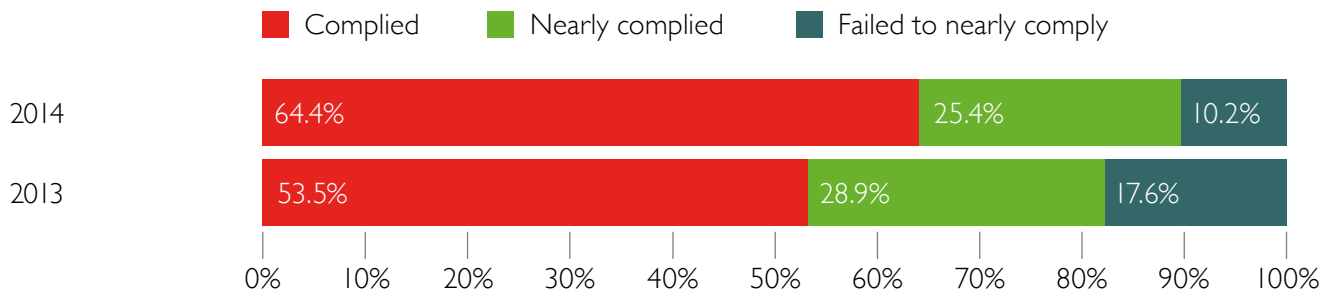
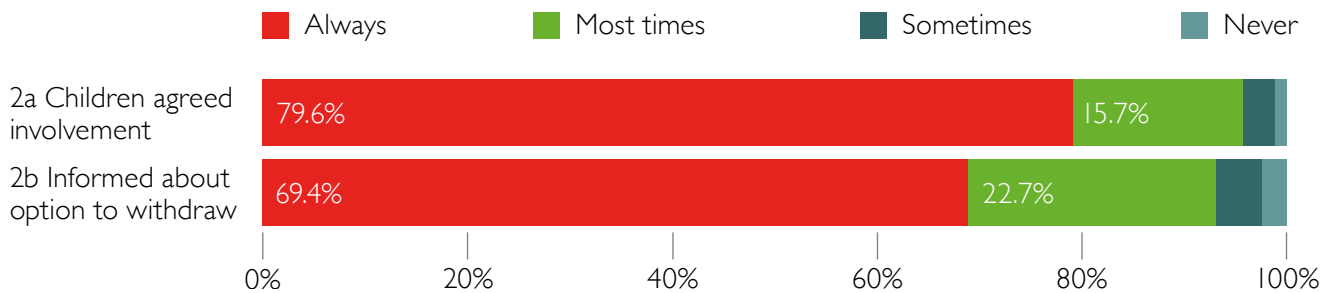


Figure: Estimated % of projects involving ChP complying with voluntary participation



Inclusive participation also received improved results compared with 2013 with more efforts to involve marginalised children, 40-60% of girls, and to support some kind of staff training on inclusive participation.

Figure: Estimated % of projects involving ChP complying with inclusive, by year

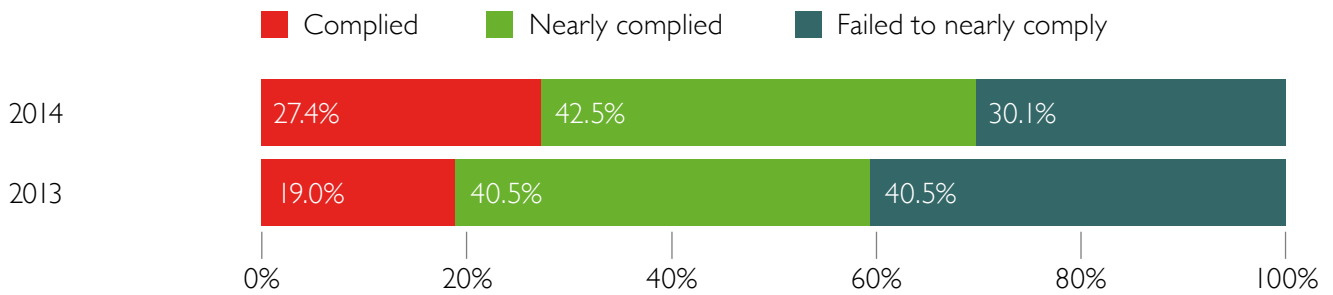
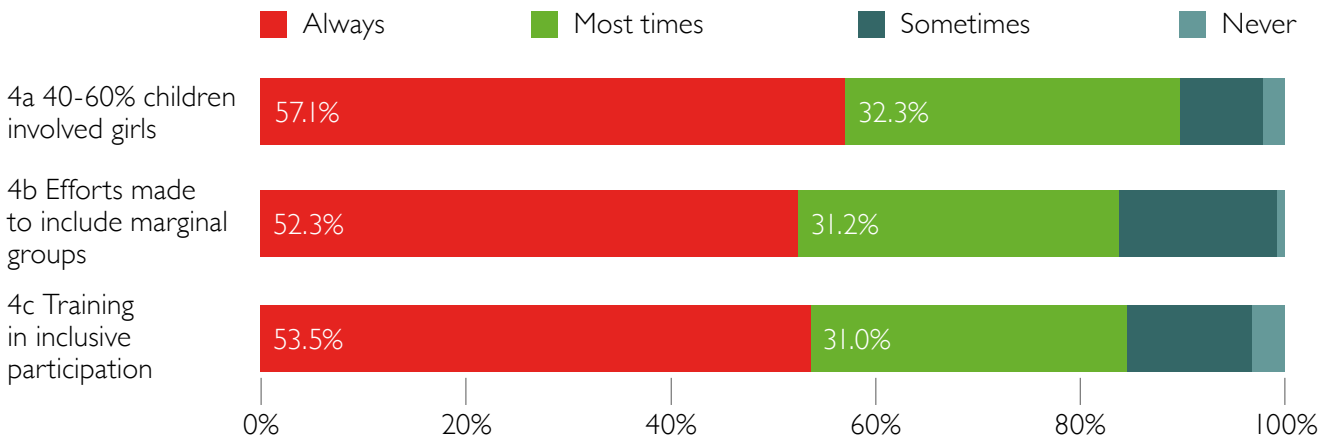


Figure: Estimated % of projects involving ChP complying with inclusive items



Safe participation also showed some improvements in compliance compared with 2013. However, more than a third of projects involving children still fail to nearly meet all four safe criteria efforts made. In particular, there are insufficient made to assess risks.

Figure: Estimated % of projects involving ChP complying with safe, by year

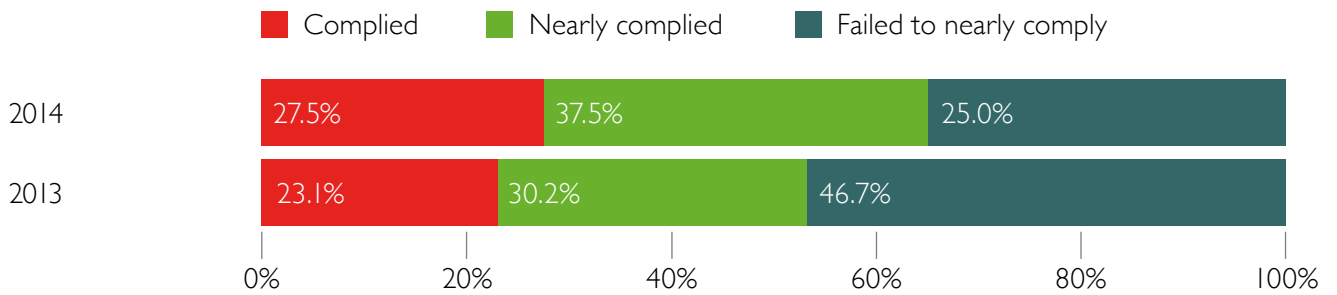
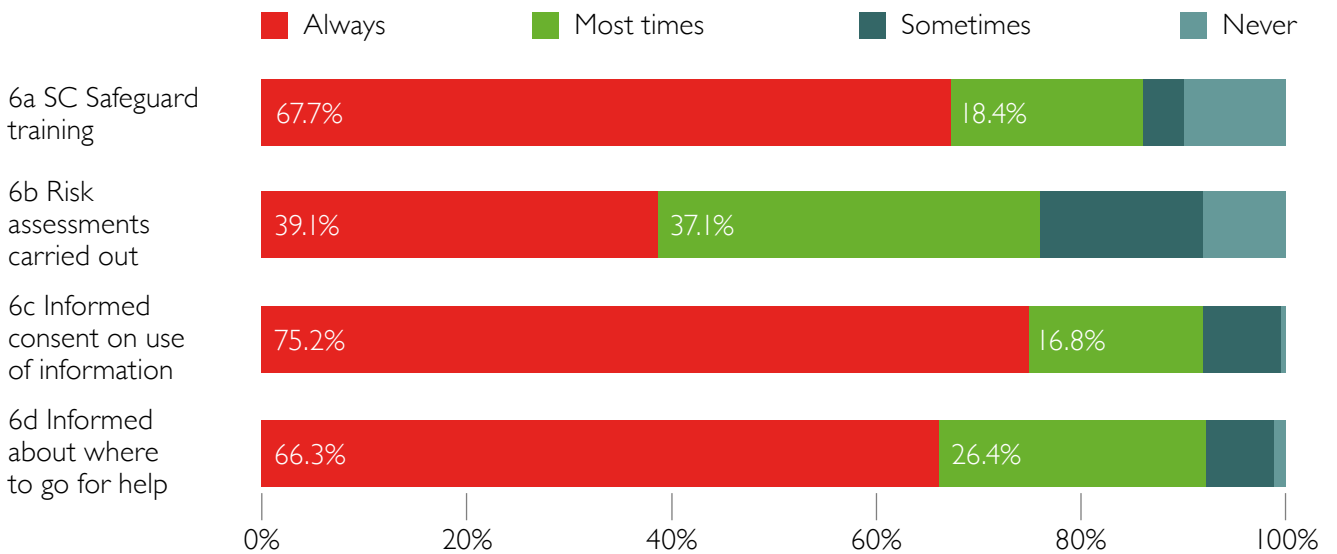


Figure: Estimated % of projects involving ChP complying with safe items



In order to improve compliance with the practice standards the need to increase strategic planning on children’s participation is called, including increased efforts to: ensure that plans and budgets for child participation are included in concept notes and proposals; to strengthen accountability mechanisms for children’s participation in programming; and to align with the strategy 2016+ results.

CHILDREN AND ADULT PERSPECTIVES ON APPLICATION OF THE BASIC REQUIREMENTS:

As part of this mapping process countries were encouraged to opt into stage 4 to consult a) Save the Children and partner staff; and b) children and young people regarding their views and experiences of children's participation. The consultations included an activity for both adults and children to (separately) assess the extent to which the nine basic requirements for participation that is: 1) Transparent and informative; 2) Voluntary; 3) Respectful; 4) Relevant; 5) Child-friendly; 6) Inclusive; 7) Supported by training; 8) Safe and sensitive to risk and 9) Accountable. Consultation results from adults, children and young people were shared from Cote d'Ivoire, Paraguay, Philippines, Senegal, and Zambia.

Key insights shared by children and adolescents:

- Medium to good scores were provided by children in Cote d'Ivoire, Paraguay, Senegal, Zambia) for **participation that is transparent and informative**. However, in some places in Cote d'Ivoire and in the Philippines (Luzon, Visayas and Mindanao) children mentioned that there were times when adults were not able to properly communicate the objectives of the activities to the children ahead of time; children from Paraguay also identified weaknesses in sharing information in child friendly formats. Children suggested that information about the activities must be provided ahead of time and if possible, the information should be directly channelled to the children, not only to the adult supporters (Philippines).
- Good scores were provided for **participation that is voluntary** by the children consulted (Cote d'Ivoire, Paraguay, Philippines, Senegal, Zambia). Furthermore, children from Philippines emphasised that there were given clear information about choices to withdraw.
- Weaknesses in support **participation that is respectful** as: some adults (including parents and teachers do not respect children's opinions (Cote

d'Ivoire, Zambia); some methods are not adapted to be appropriate and respectful to children with disabilities, and other groups of marginalised children (Senegal); children's time availability is not sufficiently considered (Paraguay, Senegal). Need to actively involve and sensitise parents and teachers on various activities in the organisation (Zambia).

- Weaknesses in supporting **participation that is relevant** as some activities are not appropriate in terms of children's abilities and interests (Cote d'Ivoire, Paraguay).
- Medium to good scores were often provided for **participation that is child friendly** (Cote d'Ivoire, Paraguay, Philippines, Senegal, Zambia). Challenges were also identified that venues were sometimes not child friendly or accessible to children with disabilities (Paraguay, Philippines); and in using approaches that build children's confidence (Paraguay). Children from the Philippines suggested that organizers should consider children's safety when choosing a venue; and that there should be some separate sessions organised for children and adults, for children to have more freedom of expression.
- Weaknesses in supporting **participation that is inclusive** as children with disabilities are not effectively reached and involved in their organisations (Cote d'Ivoire, Paraguay, Senegal, Zambia); some children's participation initiatives are organised in schools and thus exclude out of school children (Senegal); and not enough participation of girls in some projects (Zambia) Children suggested that more efforts must be made by other children to encourage children with disabilities to be part of their groups and associations (Senegal, Zambia); the government and school authorities should make more efforts to make their buildings accessible to children with disabilities (Paraguay); to develop child friendly information that is accessible to children with disabilities (Paraguay); and need to make more efforts to involve girls (Zambia).

- Children gave medium to good scores for **participation that is supported by training for adults** (Cote d'Ivoire, Paraguay, Philippines, Senegal, Zambia).
- In some places weaknesses were identified in **participation that is safe and sensitive to risk** as sometimes children do not feel safe when they participate (Paraguay); sometimes children's parents and caregivers are not adequately informed (Cote d'Ivoire); and some children do not know where to go for help if they feel unsafe while involved in participation activities (Paraguay, Zambia). Parents and caregivers need to be better informed about the participation opportunities and encouraged to support children's participation (Cote d'Ivoire); children need to know who can they report to if they feel unsafe (Zambia);
- In some places weaknesses were identified in **participation that is accountable** as adults rarely give feedback to children (Cote d'Ivoire, Senegal; Zambia) Feedback mechanisms need to be strengthened (Philippines, Zambia); and children should be informed about the source of the support and how the funds are used (Zambia).

“

Safe participation is a requirement. We monitor and capture information on the child safeguarding policy and we have deliberate efforts to make sure that children are kept safely at all times. For example, children need to be chaperoned by adults if they are moving outside of their community.”

Adviser, Zambia

Overall, similar weaknesses were also identified by adult staff members from Save the Children and NGO partners. In particular, staff recognised significant weaknesses in participation that is accountable (Zambia); and the need to ensure that venues are accessible to children with disabilities (Zambia). To increase fulfillment of the nine basic requirements adult staff in the Philippines staff also suggested increased efforts to:

- Develop and share child friendly information in a timely manner (e.g. develop and share child friendly versions of the Country Strategic Plan and the annual plan);
- Support child-led organizations in developing information dissemination and communication protocols;
- Re-orient partners and provide training to new partners about children's participation with a strong emphasis on the nine basic requirements and ensure systematic planning to apply them;
- Develop and apply guidelines/ checklist on how to make processes and presentation materials child-friendly;
- Carefully consider children's time availability and balance time children also need for study and other responsibilities;
- Encourage the teachers to be more inclusive in terms of recruitment and selection of participants in activities; and encourage children from marginalized groups to participate;
- Increase staff understanding of risk assessment and ensure risk assessment for all planned participation activities;
- Develop and strengthen feedback mechanisms.

CHILDREN'S PERSPECTIVES ON OUTCOMES OF THEIR PARTICIPATION:

As part of this stage 4 consultations with children, girls and boys from Cote d'Ivoire, Paraguay, Philippines, Senegal, and Zambia used a "H" assessment to assess strengths, weaknesses and suggestions to improve their participation. They also used a "before and after" body mapping exercise to explore outcomes of their participation. Analysis of existing consultations with children and adolescents in Peru was also shared.

Key results on the outcomes of participation that were shared during the "H" assessment or body map are shared below. Other findings relating to factors that hinder or enable success in children's participation are integrated into the next chapter.

As a result of their engagement in participatory processes, child groups and other action and advocacy initiatives, children and young people:

- Have more knowledge about their rights (Cote d'Ivoire, Paraguay, Peru, Philippines).
- Are less shy and have more confidence, courage and autonomy to express their views in public, to participate in decision making, and to take action (Cote d'Ivoire, Paraguay, Peru, Philippines, Zambia).
- More able to speak out about child rights violations (Cote d'Ivoire, Paraguay, Peru, Philippines, Zambia)
- Feel that more listened to, respected, and trusted by parents and teachers (Cote d'Ivoire, Paraguay, Peru, Philippines, Zambia).

“

Before there was insufficient knowledge and awareness which can lead to abuse; Now we have enough knowledge and awareness where to find help if we experience abuse.”

Young person, Philippines

- Think and care more about other people, their community and society (Paraguay, Philippines)
- Have more respect and tolerance for others, and listen more to other people's opinions - including their parents (Cote d'Ivoire, Paraguay, Philippines, Zambia).
- Get more information and knowledge about issues concerning them, which they can share with their peers (Cote d'Ivoire, Paraguay, Peru, Philippines, Zambia).
- Improved analysis, problem solving, critical thinking and advocacy skills (Cote d'Ivoire, Paraguay, Philippines, Zambia).
- Sharing information with other children and adults about child rights (Cote d'Ivoire, Paraguay, Peru, Philippines, Zambia).
- Have more friends and communicate better with others (Cote d'Ivoire, Paraguay).
- More knowledge on what is good and bad; we fight and bully others less, and play more with others (Cote d'Ivoire, Philippines, Zambia).
- Have more knowledge and information that helps to protect them (Philippines, Zambia). For example, before we used to carry things too heavy for our age, now we are able to say no to carrying heavy loads (Zambia).
- Feel more responsible and are motivated to take action to improve their communities, schools and wider society (Cote d'Ivoire, Paraguay, Philippines).



- Have become more ambitious and determined (Cote d'Ivoire, Paraguay, Philippines).
- Committed to reducing violence against children and to improving social justice through children's groups and movements (Cote d'Ivoire, Paraguay, Philippines, Zambia).
- Changing other people's attitudes and behaviours in their community (e.g. on child protection, DRR, CCA, sexual health, hygiene etc) (Cote d'Ivoire, Paraguay, Peru, Philippines).
- Uphold the provisions of the "Code for Children and Adolescents" (Paraguay).
- Avoiding dangerous places where there are more risks of physical or sexual abuse, and are more able to protect ourselves from HIV, AIDS and sexual exploitation (Cote d'Ivoire, Zambia).
- Participate in activities and have a better place in their community and town (Cote d'Ivoire, Paraguay, Peru, Philippines).
- Are part of the Municipal Council (Paraguay, Peru); and have been part of an electoral campaign (Philippines).
- Have made the government more conscious about protecting the rights of the children (Philippines, Paraguay, Peru).

While the majority of changes were overwhelmingly positive, children from one group in the Philippines also identified some negative changes: that some children were so busy doing community activities that they had less time for household tasks and study; and some children had become over confident which had a negative effect on their attitudes.

“

We are confident and are able to speak out against abuses. We can report to adults and authorities.”

Young people, Zambia



“

Before we were weak and powerless. Now we are strong and empowered children.”

Young person, Philippines

FACTORS WHICH ENABLE AND HINDER MEANINGFUL AND SUSTAINABLE PARTICIPATION

In the 2007 mapping factors which help and hinder meaningful and sustainable participation of children were identified. It was also recognised that the various strategies and approaches to support participation often reflect attempts to build upon key factors which promote children's participation and to overcome key obstacles which hinder children's participation. Factors identified in the 2015 were very similar to the 2007 findings.

KEY FACTORS THAT ENABLE CHILDREN'S PARTICIPATION:

- **Systematic organizational efforts to create an enabling and safe environment for children's participation**, recognizing that it takes time and process to support meaningful and sustainable children's participation in programmes and in society.
- **Senior management support** for children's participation.
- **Organizational and thematic strategies** and frameworks that articulate and encourage children's participation.
- **A child rights programming approach** which promotes and supports the principle of children's participation in all matters affecting the child; and recognizes and supports the concept and practices of children as active citizens.
- **Capacity building of staff and partners** (civil society, government, private, media, academia) on child rights and children's participation.
- **Organisational focal points for children's participation and internal child participation working groups.**
- **Gaining adult support - sensitisation and awareness raising** on the value of children's participation among parents, caregivers, teachers, CBCPM members, social workers, government officials etc; and information sharing with parents/ caregivers about participation activities that their children may engage in.
- **Identifying and building upon existing practices and structures** in schools, communities and other settings that can be adapted to promote and sustain children's participation.
- **Practical experiences demonstrating the benefits** of children's participation.
- **Strong child focused civil society organizations** which can advocate for and support children's participation rights; and the **CRG programme** which is promoting and strengthening engagement of children's organizations as part of civil society and strengthening children's role as active citizens.
- **Supporting the establishment and strengthening of children's organizations, networks and movements.**
- **Reflecting on issues of inclusion and exclusion** and supporting particular efforts to reach and engage marginalized girls and boys.
- **Capacity building for children** on child rights, children's participation, life skills, advocacy skills etc.
- **Increasing children's access to information** on topics, practices and policies concerning them (e.g. on child rights, child protection, national laws, DRR, CCA, sexual and reproductive health, hygiene etc).
- **Development, dissemination and use of guidance, tools and child friendly materials** in local languages.
- **Using media** (including social media) to promote child rights and participation and to raise awareness on concerns affecting girls and boys; and supporting children's participation in the media.
- **Advocating with government authorities** (including local authorities and school authorities) to **develop and implement policies and practices which institutionalize children's participation** and support children's associations.
- **Increasing space for children's participation and representation in school governance, local governance, community based child protection mechanisms; and in organizational governance** (e.g. of NGOs, including Save the Children); and strengthening links between child groups and governance mechanisms.

- **Applying practice standards / basic requirements** to plan, monitor and evaluate the quality of children’s participation; including efforts to implement the SCI global indicators on child participation that is voluntary, inclusive and safe. Sensitisation and application of child safeguarding policies also supports safe participation.
- **Documentation of key learning and evidence based advocacy.**



Save the Children is a very busy organisation with huge demands on staff time. Although many of us wish we could work more on participation issues and approaches, unless it is given a high priority by management then it does not happen.”

Adviser, Head Office

Enabling factors emphasised by children in the mapping children’s consultations

(Cote d’Ivoire, Paraguay, Philippines, Senegal, Zambia):

- Having children’s groups and associations (Cote d’Ivoire, Paraguay, Philippines, Senegal, Zambia)
- Raising awareness and training children on their rights (Cote d’Ivoire, Paraguay, Philippines, Zambia); and using the International Day of the Child, and the Day of the African Child to bring together children and the local authorities to raise awareness and action on issues affecting children (Cote d’Ivoire)
- Active and responsible members who conduct regular meetings and activities (Paraguay, Philippines)
- Strong support from NGOs and adult support – committed skilled adults who accompany and support children’s participation (Cote d’Ivoire, Paraguay, Philippines, Zambia)
- Efforts to ensure support from children’s parents, teachers, elders, government officials etc (Cote d’Ivoire, Paraguay, Philippines, Zambia)
- When children get support from their parents to participate (Cote d’Ivoire, Philippines)
- Participation of young and old together (Cote d’Ivoire)
- Organising fun activities for girls and boys from different backgrounds which gives opportunities to express themselves in creative ways - especially during school holidays (Cote d’Ivoire, Paraguay, Philippines, Zambia)
- Access to media (e.g. radio, TV, newspapers) and social networks (e.g. facebook, youtube) to raise their voices and issues (Paraguay, Zambia)
- Providing life skills or leadership training (Philippines, Zambia)
- Coordination and collaboration among children’s associations and coordination with adult supporters (Paraguay)
- Teaching out of school children to read and write (Cote d’Ivoire, Philippines)

KEY FACTORS THAT HINDER CHILDREN'S PARTICIPATION:

- **Social norms, traditional beliefs and practices, and patriarchal power structures** that contribute to children's low status, voice and role in society, communities and families; and **negative adult attitudes towards children's participation.** Children's capacities and contributions are often under-estimated and under-valued, and in many cultural contexts children and young people – especially girls and marginalised groups are not expected to express their views, to ask questions or to participate in decisions affecting them.
- **Lack of parents or other adults support.**
- **Lack of senior management support** for children's participation.
- **Organisational and/or thematic strategies that do not prioritise children's participation.**
- **Limited human and financial resources** to support children's participation.
- **Competing priorities** by organisational and government staff;
- **Limited capacity building of staff and partners** on meaningful children's participation which contributes to lack of confidence and skills to facilitate meaningful participation; and **staff turn-over.**
- **Focus on one off events, rather than processes and mechanisms.**
- **Insufficient efforts to plan and budget for children's participation processes and limited budgets allocated to support child led organisations and child led initiatives.**
- **Challenges in securing donor funds** to support participation and citizenship work; and/or delays in programs due to donor procedures.
- **Insufficient efforts to apply basic requirements/ practice standards** as a planning tool; and insufficient consideration of risks and ethical concerns.
- **Language barriers and insufficient efforts to use child friendly tools and approaches.**
- **Weak civil society movement** and government restrictions on civil rights and freedoms.
- **Weak implementation of government laws and policies** which in theory promote children's participation; and or **limitations in national laws and policies which restrict spaces for children's participation and associations.** In the majority of countries children do not have legal rights to register children's organisations if all members are under the age of 18 years.
- **Resistance to incorporate space for child participation structures and processes with the school curricula.**
- **Governments and agencies that are not sufficiently accountable to children.** Children's views are often not taken seriously by government officials, or by other duty bearers; and children are not given sufficient feedback to children and young people.
- **Emergency contexts** which may: increase risks for safe participation; contribute to de-prioritisation of participation processes by government, humanitarian and/or civil society organisations.
- **Constraints in the environment** for example, crowded classrooms in schools and teachers' use of conventional teaching methods; or children living in remote communities that have less access to NGOs and government services.
- **Weaknesses in documentation, monitoring, evaluation and learning** on children's participation (scope, quality and outcomes) which contributes to weaknesses in evidence based advocacy.

Hindering factors emphasised by children in the mapping children's consultations

(Cote d'Ivoire, Paraguay, Philippines, Senegal, Zambia):

- Not enough or late arrival of information (Cote d'Ivoire)
- If fathers, mothers or other caregivers are not informed or if they do not agree to their child participating in an activity (Cote d'Ivoire)
- Children lack opportunities to express their views and to participate in decision making in their own families (Cote d'Ivoire, Zambia); and in schools where teachers make the rules and timetable (Zambia)
- Not having enough children's group members – failure to recruit new members to replace the older members who leave when they are 18 years (Paraguay, Philippines)
- When children are not active (Paraguay, Philippines)
- Children are not allowed to participate due to household or other work responsibilities (Philippines).
- Venues that are not accessible to children from different villages (Philippines); and overcrowded schools (Zambia)
- Gender stereotypes (Zambia)
- Lack of legal recognition children's organisations (Paraguay)
- Insufficient budget or material support for children's initiatives (Philippines)
- Some adults who interrupt or negatively interfere in children's efforts (Paraguay)
- When children's views are not respected or taken seriously by the adults (Cote d'Ivoire, Paraguay, Philippines, Senegal)
- Not enough contact with adult decision makers (Zambia)
- The authorities do not respond favourably to our letters and requests; sometime the authorities are inactive which hinders their projects (Cote d'Ivoire, Paraguay, Philippines)
- If adults insult, scold or beat children it makes it harder for them to express themselves (Cote d'Ivoire)
- Some adults do not speak to them in a good way with them (Cote d'Ivoire)



*Statement from children's representatives,
Paraguay outlining key challenges:*

Asuncion, August 1, 2015: From the National Coordination of Working Children and Adolescents (CONNATS-Paraguay) we would like to share these suggestions for children to play a leading role to transform this unjust reality. These suggestions build upon our reflections from our experiences in participation processes and local groups and organisations over a number of years.

- Some groups are not open and able to share their views and experiences with different organisations.
- Many international events convene meetings with children and adolescents, but they do not recognise all children from all backgrounds, for example indigenous people, peasants and working children are sometimes not reached.
- Some adults open spaces for participation “for show”, but we want to be given space to build our organisations of girls, boys and adolescents. We want our organisations to be recognised so that we can given proposals to adults.
- Some groups and organizations are only supported when there are projects, and the will of the adults.
- There is not enough communication between organised children and political leaders. Children's organisations should be able to have political influence.
- Some forms of participation are criminalised and demonised when organised children fight for their rights.
- There are a lot of adults in spaces where there should be representation children and adolescents.

During the mapping and analysis process one of the e-discussion questions focused on concerns raised regarding Save the Children's lack of prioritisation for children's participation, which contributes to a lack of senior management support and human and financial investments in children's participation in some country, regional and head offices.

E-discussion critical issue: Children’s participation is often not given enough priority in Save the Children strategies, which creates challenges to ensuring sufficient allocation of human and financial resources to mainstream meaningful children’s participation in all thematic programmes across the full spectrum of development to humanitarian work.

Question: How can we ensure that children’s participation is given increased priority in strategy and programming?

A summary of key responses included the following:⁴⁶

- In recognition of Save the Children’s vision, mission and Theory of Change (be the voice – ensure that children’s voices are heard) and the Ambition for Children 2030 (e.g. empower children as agents of change), SCI needs to make child participation a compulsory issue, so that each programme must ensure plans and budgetary allocation for children’s participation (including budgets for capacity building of staff and partners).
- In applying our Theory of Change we need to increase efforts to ensure that children’s voices are heard, rather than adults trying to be the voice for children.
- Children’s participation needs to be more clearly articulated in SCI’s Quality Framework.
- Children’s participation objectives, activities, monitoring indicators, results and budget lines need to be visible in strategies, reporting frameworks, proposals and plans for each thematic program, and in the CSP, Annual Plans, and GI strategies.
- The MEAL plan by each sector provides a key opportunity to develop child-sensitive indicators and to ensure processes and activities to involve children.
- Proposal to allocate 10% of budget for child participation. Also there should be a specific “financial code” to identify and monitor the spending on child participation/ active citizenship.
- Ensure children’s participation is included in job adverts, job descriptions, performance review systems, and in orientation and training of new staff, with opportunities for refresher training.
- Give child participation a mandate similar to child safeguarding, so that HRD have a mandate and must ensure a plan and budget to support training of all new staff and partners on children’s participation. Also ensure refresher training for older staff.
- Assign children participation focal points in each office, and encourage the establishment of internal child participation working group groups bringing together staff from different thematic programmes, as well as admin and at least one senior manager.
- Increase dissemination of existing guidance (tools, checklists, case studies).
- Increase monitoring and evaluation of children’s participation to strengthen the evidence base; and ensure that the Global Indicators on child participation are applied by more thematic programmes across the full spectrum.
- Create spaces and mechanisms for senior managers to engage with and listen to children e.g. Children’s Boards/ Advisory Groups.
- Increase opportunities for networking and communication among children’s organisations within and across, regions, and globally.
- Combine “top down” and “bottom up” approaches to support child participation.

46. For further details see XX (add link of e-discussion key learning)

EFFORTS TO MAKE CHILDREN'S PARTICIPATION SUSTAINABLE

In the earlier mapping in 2007 it was identified that “Working with the government to ensure that processes and spaces for children’s participation are integrated / institutionalized into local institutional structures (schools, local government etc) is widely seen as a key to ensuring sustainability” (Feinstein and O’Kane, 2008, p140). Good relations with partners within communities, schools and/or with the national or local government were also seen as crucial to ensuring sustainability; and that a genuine wider organisation for participation processes was supported. Recent work relating to the “child rights and business principles” is also supporting efforts to engage the business sector to support child rights and participation work.

“

It is important to work with governments in country level efforts to support child participation. When governments are seen as strategic partners, they can actually even fund our work as opposed to the other way round.”

Director RMCPU, EARO

E-discussion critical issue: Few governments have developed and implemented national strategies to support meaningful participation of children in decisions affecting them in families, schools, local and national governance.

Question: How can we better support governments to develop and implement national strategies to support meaningful participation of children in decisions affecting them in families, schools, local and national governance etc?

A summary of key responses included the following:⁴⁷

- Strengthen Partnerships with Governments and collaborations with other NGOs and INGOs to advocate with the government authorities to ensure that children’s participation is part of National Plans of Action, Children’s Act, education laws etc.
- Ensure a focus on system strengthening in each country. This requires collaboration and support from regional directors and country directors and senior managers.
- Collaborate with the government to institutionalise children’s participation in local and national governance planning and budgeting processes, while ensuring a focus on basic requirements for quality participation.
- Monitor, document and evaluate children’s participation processes so that we can demonstrate evidence regarding the benefits to the local and national authorities, and work in partnership with the authorities to use the lessons learned to inform replication and scale up.

47. For further details see <https://drive.google.com/file/d/0B43mEPoi-WBWThBNnlvd09ZeDg/view?usp=sharing>



Conclusions and recommendations

Increasing fulfilment of children's rights to participation is integral to Save the Children's vision. Save the Children has been at the forefront of promoting children's participation rights for more than two decades. The organisation is internationally recognised as one of the leading agencies supporting children's participation in decision making processes affecting them in different settings, from local to global levels. Internally, children's participation is being implemented in many of Save the Children's thematic programmes, particularly in the child protection, child rights governance, and education programmes. Although there are some good examples of children's participation in health and nutrition, HIV, WASH, livelihood and food security, and shelter programmes, these examples are fewer than in other thematic areas. In some countries efforts are made to engage children in all stages of programming including: situation analysis, planning, implementation, monitoring and evaluation, and providing feedback to children. However, in general, children are more likely to be excluded from the planning and design of programmes; and there are insufficient efforts to share feedback with children when monitoring and evaluation is undertaken.

This mapping and analysis process has identified some advancement in Save the Children's work to promote and support children's participation rights; while also identifying significant challenges, both within the external environment and internally within the organisation which hinder success (see the table on the next page). It is increasingly recognised that efforts to promote and sustain meaningful participation of girls and boys, particularly the most marginalised, requires changes in social norms towards children, as well as changes in laws, policies, and governance mechanisms at different levels. Efforts to apply child rights programming, to strengthen civil society and to engage with children as active citizens complement efforts to apply the principle of children's participation. Safe and meaningful children's participation needs to be nurtured in families, alternative care settings, schools, communities, local and national governance;

as well as in organisations, and in online virtual settings) by working in respectful ways with adults (parents, caregivers, teachers, religious and community elders, social workers, government officials, business leaders, media and academia). Supporting meaningful and sustainable participation requires significant investments in human and financial resources by government and civil society actors to develop and institutionalise inclusive processes and mechanisms for children's participation and representation.

Within Save the Children increased organisational commitment and management support is required to ensure adequate allocations of human and financial resources to support meaningful participation in programmes, and in society. Save the Children Sweden's Programme Area 7 Strategy on children's right to be heard and participate has not been systematically applied following the transition to Save the Children International, as Save the Children Sweden aligned its programmes to match the SCI structures and global initiatives. As a result there have been reduced investments in regional child participation advisers, an end to annual meetings on child participation, and less systematic documentation of program updates on children's participation. In SCI increased efforts are needed to increase capacity building on children's participation to staff and partners, and to increase feedback and accountability to children.

In comparing the results of this mapping to the 2007 mapping results there are significant similarities in challenges faced, which indicates both the complexity in changing social norms concerning children's role, place and power in society; as well as indicating that insufficient strategic and practical efforts have been made by Save the Children and their government and civil society partners to identify and plan how to overcome identified barriers (e.g. organisational, socio-cultural, legal and administrative, financial, environmental etc). While some thematic programmes, particularly the CRG programme has supported some strategic and practical efforts to identify and overcome barriers to children's participation rights, increased organisation wide strategies are required.

In efforts to achieve its vision, it is imperative that Save the Children increases organisational commitment and senior management support for strategic and practical efforts to increase fulfilment of children's participation rights. As part of its theory of change "be the voice", increased efforts are needed in each Global Initiative, particularly in the breakthroughs, as well as in other thematic programmes and campaigns to ensure children's voices are heard, particularly those of children most marginalised or living in poverty.

The Ambition for Children 2030 encompasses key strategic goals to achieve breakthroughs which recognise the importance of children's participation including: "be the foremost campaigning force for and with children"; and "empower children as agents of change". Furthermore, the Ambition paper, and the Global Campaign has a particular focus on reaching the most deprived and marginalised children which should motivate and mobilise staff and partners to increase efforts to engage and support the active participation of the most deprived and marginalised children so that their voices are heard. Furthermore, when campaigning with children, it is essential to ensure that their participation is not decorative, but rather that girls and boys are actually raising the issues that they have themselves selected and prioritized. The Ambition paper reiterates the importance of ensuring that "all Save the Children programmes are designed, resourced, implemented and measured, taking into account quality benchmarks, the Theory of Change, and child rights principles" (p7).⁴⁸

“

It is crucial to walk the talk: how can we push for mechanisms or strategies (to sustain meaningful participation) if we as SCI do not have them ourselves?"

Adviser, Finland

48. Save the Children (2015) Ambition for Children 2030.

Example of integrating a focus on child participation into the Africa wide draft strategy on appropriate care, 2015:

Over the next 3 years Save the Children's child protection sector across the continent will focus its strategic contribution to strengthen families, prevent violence and separation and support alternative care in 5 strategic areas: 1) Support to strengthen families and prevent violence, separation and institutionalization of children; 2) Prevention and response to care and protection concerns ; 3) Implementation of legal and policy frameworks to prevent unnecessary institutionalisation and to promote family based care; 4) Close the data & knowledge gaps; and 5) Transform the norm – from institutions to the importance of family-based care. Children's participation is integrated throughout to ensure that children's voices are heard to influence their care and protection. A gender lens is systematically applied throughout to better understand how boys and girls are affected by care arrangements and decisions and how decisions are made between male and female care givers.

Increasing organisational efforts to apply child rights governance strategies and approaches across different thematic programmes (e.g. education, child protection, health and nutrition, WASH) in development and emergency programmes can also enhance strategic and practical efforts to enhance children's participation and civil rights. CRG supports: capacity building and engagement with children as agents of change; sensitisation and preparations with adult duty bearers to share power, information and space with children; collaborations with child led organisations and child rights coalitions to support child rights monitoring and reporting, advocacy and campaigns; advocacy and capacity building for increased institutional space for children's participation and representation in good governance and accountability processes and mechanisms; and increased investments in children.

RECOMMENDATIONS:

While recognizing that there is significant inter-linkages between internally and externally focused efforts to support children's participation and children's civil rights, the recommendations are organised into internal and external categories, as it is crucial that we ensure that Save the Children has the mandate, know how, human and financial resources to support quality children's participation processes within our own organisation, if we want to be recognised and engaged as key agency promoting children's participation rights in society.

INTERNAL

1. Harness opportunities articulated in the Ambition for Children 2030 and the Global Campaign to "empower children as agents of change" and to "be the foremost campaigning force for and with children"; and the Theory of Change "be the voice" to ensure children's voices are heard, particularly those of children most marginalised or living in poverty.
2. Use these strategic goals to advocate for increased senior management support to ensure increased human and financial investments in strategic and practical work on children's participation and civil rights across the full spectrum by country, regional, and head office programmes.
3. Ensure that objectives, indicators, plans and budgets on child participation are clearly articulated in: Global Initiative strategies and programmes, especially in the breakthrough; Country Strategy Plans and Annual Plans; Thematic programmes; and campaigns.
4. Ensure that the global Children's Participation Working Group is given a formal mandate within the SCI structure. The CPWG can play a key role to: develop a common package of training on child participation for use and adaptation by countries; improve dissemination and application of existing guidance; promote and support mainstreaming of

children's participation; strengthen exchange of learning and practice; increase application of basic requirements; support collaborative campaigning and advocacy work. The CPWG are encouraged to use these mapping findings to inform the development of a Strategic Plan of Action.

5. Ensure that children's participation is reflected in the SCI quality framework and continue efforts to increase accountability to children.
6. Encourage regional and country programmes (and sub-national offices) to establish child participation focal points and child participation working groups bringing together representatives from each thematic programme, HRD, admin and finance, as well as at least one senior manager to enhance mainstreaming of children's participation and application of the basic requirements. Ensure dissemination and application of checklists for field teams to plan, budget, develop indicators, and monitor children's participation. Encourage dialogue, learning and action planning on approaches to reach and meaningful engage the most marginalised and deprived children.
7. Increase plans and budgets for core capacity building of staff and partners on children's participation. Encourage collaboration between HRD and technical advisers with expertise in children's participation to ensure inclusion of children's participation in: job descriptions; induction training; refresher training; and performance reviews. Also ensure capacity development plans for Save the Children partners (civil society, government, business, media, academia etc) encompass a focus on capacity building on child participation.
8. Increase opportunities and budgets for children's participation in the design and planning of programmes, supporting children's involvement in CRSAs, CSP, annual planning, and programme design processes.

9. Scale up investments in child rights governance programmes supporting the realisation of children's civil rights (to expression, information, association, decision making) – sensitising adult duty bearers to create and institutionalise space for children's participation and representative; and empowering girls and boys, especially the most marginalised assert and defend their rights. Integrate child rights governance approaches in different thematic programmes (e.g. education, child protection, health and nutrition, DRR etc) to enhance: engagements with children as active citizens; collaboration with child led organisations; and participation of children in governance, planning and budgeting processes concerning them.
10. Increase plans, budgets and partnership approaches to strengthen inclusive and sustainable child led organisations and networks. Engage children and community members in planning, design, implementation and monitoring of “transition strategies” to ensure ongoing value and support for child groups when Save the Children or the NGO phases out.
11. Scale up efforts to apply the Global Monitoring Indicator Child Participation (participation that is voluntary, safe and inclusive) with more thematic programmes and by more partners; and expand the indicators to assess all nine basic requirements.
12. Increase documentation, monitoring and evaluation of children's participation scope, quality and outcomes; and use the results to inform programme learning and evidence based advocacy for scaling up and institutionalising meaningful participation.

EXTERNAL:

13. Increase awareness-raising and meaningful engagement with adults (parents, caregivers, teachers, social workers, government officials, media etc) to identify and build upon existing positive traditions and to transform negative attitudes to increase value for and practices which encourage the expression and participation of girls and boys (especially the most marginalised) in families, schools, communities, municipalities and in national, regional or global decision making processes.
14. Increase advocacy and partnerships with Government stakeholders in local and national authorities to plan, budget and monitor efforts to increase laws, policies, practices and mechanisms that support realisation of children's participation and civil rights.
15. Advocate for legal and policy changes which: institutionalise children's participation in national governance, local governance, and school governance; and which allow registration of child led organisations.
16. Increase collaboration with other child focused agencies, coalitions and child led organisations to advocate with government and school authorities to institutionalise children's participation and representation in school governance, local governance and national governance.
17. Advocate for and support the development and dissemination of child friendly information on laws, policies, practices, budgets and issues affecting children and young people; and child friendly tools for girls and boys of different ages and abilities to express their views and participate in decisions affecting them in different settings.

Annexes

METHODOLOGY:

- ToR: <https://docs.google.com/document/d/1qm0WzkIkEUnki7i3VXEjWIVV86UmOmWrNTcwsfTl6f8/edit?usp=sharing>
- Stage 1: Excel Mapping Document: https://docs.google.com/spreadsheets/d/1ZDZZEohs_KIS518G4LIXgG7EbNxM5014GNbPxeB7DyE/edit?usp=sharing
- Stage 2: Interview Schedule: <https://docs.google.com/document/d/1QED0vyuc2gSMhIRdOifdbP01SCosJgRtHScAdVS2YOk/edit?usp=sharing>
- Stage 3: Desk review Guidance: https://docs.google.com/document/d/1KmiNh2T_xLKjm782oOvrWUsEbpOdPBnZOEUXrZgUC5k/edit?usp=sharing
- Stage 4: One day consultation with Save the Children and Partner staff (detailed plan): https://docs.google.com/document/d/1SCG90Bddc_vcvMhRH1ApPbbQslffVdRL0OgUXU1LH0s/edit?usp=sharing
- Stage 4: One day consultation with children and young people (detailed plan): <https://docs.google.com/document/d/1f5nyEROTNITMHAqDZ78LWTVbwculOq48yyZb2BSAfqY/edit?usp=sharing>
- Stage 5: E-discussion Key Learning: <https://drive.google.com/file/d/0B43mEPoi-IWBWThBNnlvd09ZeDg/view>
- Cote d'Ivoire desk review: https://docs.google.com/document/d/1wpaFqY0cx_WvXEDumULDxr0VtNh8bH9NGXSr2avF478/edit?usp=sharing
- Paraguay consultations: <https://docs.google.com/document/d/15ILiDhx9AiDXbsY-XdVRWzWeYU1tleEcJEUACU3vW8/edit?usp=sharing>
- Peru desk review: https://docs.google.com/document/d/1Czp0zENtJAScHen_kqpEHTI74ghhE5_OuXz1Z-QELA8/edit?usp=sharing
- Peru consultation findings: <https://docs.google.com/document/d/1v9eo99VVHvncUgb0M36WbnQjcrfM3oPqz6azlcGSTA4/edit?usp=sharing>
- Philippines desk review and consultation findings: <https://docs.google.com/document/d/1Sj0DdHH9dQoMWmMrTGyNI5OzL93uQxonYipXssFRF8/edit?usp=sharing>
- Senegal desk review: https://docs.google.com/document/d/1edTuMQsvL3ZZgXBL00F_TSaAgJyB1Cvqv4T'TvdG1fMU/edit?usp=sharing
- Zambia desk review: <https://docs.google.com/document/d/1X9qNg9OB46R2iLIAKd38Eur582JzCVIJ7F1bOjAsXLg/edit?usp=sharing>
- Zambia children's consultations: https://docs.google.com/document/d/1_FME4tMho0LbiPdPqb9DmV5LDVj_7UJFPKWuHkwrJPE/edit?usp=sharing
- Zambia staff consultations: https://docs.google.com/document/d/1QjcwDBh5Iyi_stVR1695B_FsGQSlx0K69aEXjoIVScQ/edit?usp=sharing

FINDINGS FROM STAGE 3 DESK REVIEW AND STAGE 4 CONSULTATIONS

- Bangladesh desk review: <https://docs.google.com/document/d/1Cg-Erdczfe6ovcYzj7niAb0c4GAo6Sb1hZFoxngEt0Q/edit?usp=sharing>
- Cote d'Ivoire consultations with children: contact claireokane2008@gmail.com for consultation reports as there are four reports from consultations with different groups.
- Cote d'Ivoire consultations with adults: <https://docs.google.com/document/d/1IABNXKQhZAPfDvyJSW7kMNU4BOtcKKPhkTU9RfJ8ydY/edit?usp=sharing>

APPENDIX ONE: OVERVIEW OF MAPPING PARTICIPANTS

Country/ Region/ SCS Head Office	Women	Men	Girls	Boys
Asia regional office	1			
Bangladesh	2	3		
Cote d'Ivoire	11	12	17	11
East Africa Region ⁵⁰	3	1		
Ethiopia		5		
Finland	1			
Italy	1			
Kosovo	4	1		
Latin America Region ⁵¹	7	3	12	11
Lebanon	2	2		
Myanmar	3	2		
Norway	1			
Occupied Palestinian Territories	1			
Pakistan	1	3		
Peru	12	8	34	29
Philippines	21	6	29	19
SCS Head Office	4			
Senegal	4	5	6	7
Southern Africa region	1			
Sudan	2	5		
Sweden	2	1		
Yemen	1	4		
Zambia	6	8	7	9
Totals	74	70	105	86

49. Including Kenya, Rwanda

50. Including Costa Rica, Nicaragua, Paraguay, and more than 10 other countries part of PRUL.
The consultations with children were undertaken in Paraguay.

APPENDIX TWO: STATUS OF 2007 MAPPING RECOMMENDATIONS

The table below presents recommendations from the 2007 mapping and uses a “traffic light” colouring system to provide the current status, indicating the extent to which the recommendation has been followed up and implemented: systematic efforts made, some efforts made in some places, very little/ no efforts made.

Recommendations:	Status 2015
Concepts:	
SCS needs to strengthen the conceptual and practical links between children's participation (PA 7), non-discrimination (PA 4), the role of children's organisations in civil society (PA 10) and good governance (PA 9), particularly in relation to SCS priority areas on: violence, adult support and education.	●
Need increased conceptual reflections and analysis within SCS to determine how best to promote the inter-linkages between children's participation, protagonism and citizenship with respect to differences in socio-political cultural contexts	●
Need increased organisational clarity on the results that SCS wants to achieve by the end of the current and next planning periods with regards to children's participation, protagonism and citizenship.	●
Need to support children to identify and protect themselves from significant risks that they may face as a result of their protagonism.	●
Capacity building:	
Ensure capacity building focuses both on children and adults and that it is more specialised and differentiated according to different needs and abilities of the children and young people as well as adults – for example, according to age, gender and culture.	●
Expand capacity building efforts with SCS partners, including exchange visits to support the sustainable development of meaningful children's participation processes.	●
Institutionalise the inclusion of child participation training as part of the induction process for all SCS staff; in addition to other mechanisms which strengthen an understanding and promotion of meaningful participation of children such as efforts to implement SC practice standards.	●
Support efforts to develop a pool of trainers (children, young people and adults) within each region.	●
Develop and disseminate child friendly materials and information.	●
Ensure access to existing children's participation materials within and across the regions – adapt, translate and disseminate materials into local languages.	●
Mainstreaming:	
Each regional office should develop a written strategy document for mainstreaming children's participation, and should have a designated budget for implementation of the strategy.	●
SCS offices should consider the appointment of designated child participation advisers (where they do not already exist) at various levels.	●
Increase program efforts to promote and support children's participation in the family, for example through parenting education; increase the development and/or dissemination and sharing of materials and tools which enable children's participation in the family.	●
In regions, where institutional care is commonly used, develop strategies to enable the voices of children within institutions to be heard and support program efforts (as part of 'adult support').	●
Increase program efforts to support and promote the meaningful involvement of children in emergency work, for example through links to 'Re-write the Future'.	●

Awareness-raising, networking and advocacy:	
Support the SCS global network for child and youth participation and broader networking with SC Alliance members to promote information and experience sharing, reflection and analysis, and collective advocacy towards the promotion of meaningful children's participation.	●
Ensure quality documentation of the global annual meetings of children's participation focal points, as this is a key source of experience and information sharing for SCS as an organisation.	●
Support networking amongst child led organisations, particularly at local, district and national levels.	●
Support the SCS youth organisation to continue to network with other SC youth organisations and networks, through the Brussels project, the Nordic initiative and more generally.	●
Support for Child Led Organisations and Initiatives (CLOs and CLIs):	
Increase strategic efforts which support the development and strengthening of child led initiatives and organisations; ensure that children's organisations are recognised and engaged as key partners and actors in civil society.	●
Create enabling environments by preparing adults (parents, teachers, government officials etc) to share power and empowering children to assert their rights in respectful ways; ensure that adults (at various levels) are responsive to children's agendas.	●
Ensure increased reflection amongst existing children's organisations with regard to inclusion and democratic representation; Use the Spider Tool with and by child led organisations and initiatives to help them assess and plan how to strengthen their organisations and initiatives.	●
Share more tools, guidelines and materials which support the organisational development of child led organisations.	●
Adapt existing policies, planning and reporting (including financial) procedures and structures to become more child friendly when working with CLOs.	●
Identify, document, disseminate and act upon key lessons learnt by SCS from partnering with working children's associations to inform strategic developments and partnerships with child led organisations.	●
SCS needs to become more responsive to children's own agenda issues and requests for support. Opportunities for children to directly invite and involve adults in their own organisational structures and decision-making processes need to be further explored.	●
Pilot projects and innovative approaches:	
When developing pilot projects, build upon the strengths of local socio-cultural practices and traditional structures so that the initiatives are embedded in the local context.	●
Ensure systematic documentation, monitoring and evaluation of pilot projects which can inform advocacy efforts for scale up.	●
Support cross-regional analysis and documentation of pilot projects which share common characteristics, such as school based child clubs, partnerships with men and boys, support to working children's movement - to inform lessons learnt for scale up in diverse contexts.	●
Research and the Development of Materials:	
Support research and documentation in under-developed areas of children's participation such as: children's participation in institutions and the role of adult supporters; children's participation in emergency contexts; children's participation in contexts of organised violence; the participation of younger children; and the participation of children with disabilities.	●
Advocate for and support the development of a SC Alliance Handbook on children's participation (similar format to the CRP Handbook to increase a common conceptual understanding and practical approaches to promote children's participation rights).	●
Research and documentation of the approaches and methods used to promote children's participation in the education sector could be supported to inform programme learning and advocacy as part of 'Rewrite the Future'.	●
Support members of child led organisations and initiatives to develop and disseminate their own documentation to share their experiences and as a means of amplifying their perspectives.	●

Increase the development of child (age and diversity) friendly information and materials.	●
Increase efforts to document and disseminate processes, tools and outcomes of children's participation in each region, ensuring systematic mechanisms for the exchange of documents between regions (see suggestions above).	●
Facilitate the use of regular e-discussion as an effective mechanism amongst SCS focal persons on children's participation to enhance sharing, reflection and analysis on critical issues.	●
Promote an exchange of experiences at different levels between the regions prioritizing the use of internet tools.	●
Planning, Monitoring and Evaluation:	
Strengthen mechanisms to allow children's diverse experiences and views to influence SCS policy, strategy and program development at all levels (including Head Office).	●
Develop and disseminate effective guidelines for involving children in planning, monitoring and evaluation; and for increasing accountability to children.	●
Develop and share effective indicators, tools and systems for monitoring and evaluating the process and impact of children's participation at all levels, including participatory mechanisms which support children's participation in monitoring and evaluation. This should aim to recognise successes and challenges in working towards the desired goals and outcomes of participatory work	●
Continue to support strategic efforts to involve children in CRC monitoring and reporting.	●
Improving Quality and Sustainability:	
Increased efforts are required to institutionalise children's participation in ongoing organisational and governance structures (in schools, local and national government), as well as in policy formation processes.	●
Systematic documentation of good practices globally, rather than individual case studies are needed for example, the work to support school based children's clubs or school councils; work to support and strengthen working children's associations and movements etc.	●
Ensure that in program efforts to promote children's participation rights are given priority in terms of time, human and financial resources is given to local and national level work with children; investments in global processes should build upon national (and regional processes) and should ensure adherence to minimum practice standards.	●
Key lessons learnt from children's participation in the UN Special Session on Children and the UN Violence Study on Children should be used to inform SCS's current work to support children's participation in 'Rewrite the Future', as appropriate and relevant.	●
Minimum requirements (practice standards) which guarantee that the process is meaningful for all involved need to be in place and ensured before SCS decides to involve itself in global processes.	●
SCS should feel confident to not be involved in or to withdraw from processes in which minimum standards are not being upheld.	●
Didactic tools need to be produced for both children and adults to ensure that participation is informed, meaningful, effective and sustainable	●
Increase support for children to access and make use of modern technology as an additional means for children to have a voice within countries and globally.	●

Photographs

Lynette Lim/Save the Children - page 4, 61

Kim Hoang/Save the Children - page 11

Simine Alam/Save the Children - page 13 (top)

Souvid Datta/Save the Children - page 13 (bottom), 25, 29, 41, 47

Mats Lignell for Save the Children - cover, page 14, 16, 55, 67, 75, 81, 88, 97, 100, 111, 112, 120

Lucia Zoro/Save the Children, page 36

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Allan Gichigi/ Save the Children, page 48, 70

Dario Bosio/Metrography for Save the Children, 116

Luca Kleve-Ruud/Save the Children, back cover



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