

GUIDELINES FOR CHILDREN'S PARTICIPATION IN HUMANITARIAN PROGRAMMING



Save the Children

GUIDELINES FOR
CHILDREN'S PARTICIPATION
IN HUMANITARIAN
PROGRAMMING

Save the Children works in more than 120 countries.
We save children's lives. We fight for their rights.
We help them fulfil their potential.

Acknowledgements

Written by Claire O'Kane

Acknowledgements to Katharine Williamson and Hannah Mehta for key inputs and to all practitioners who contributed to interviews and an online survey.

Published by
Save the Children
1 St John's Lane
London EC1M 4AR
UK
+44 (0)20 7012 6400
savethechildren.org.uk

First published 2013

© The Save the Children Fund 2013

The Save the Children Fund is a charity registered in England and Wales (213890) and Scotland (SC039570). Registered Company No. 178159

This publication is copyright, but may be reproduced by any method without fee or prior permission for teaching purposes, but not for resale. For copying in any other circumstances, prior written permission must be obtained from the publisher, and a fee may be payable.

Cover photo: Syrian children at a child-friendly space in a refugee camp.
(Photo: Jonathan Hyams/Save the Children)

Typeset by Grasshopper Design Company
Printed by Rapidity Communications Ltd

CONTENTS

1 Introduction	1
2 Summary of key guidelines for children's participation in humanitarian programming	2
3 Organisational strategies to overcome challenges and to move forward	5
3.1 Pragmatic challenges: limited time, human and financial resources	5
3.2 Organisational challenges: lack of priority, insufficient staff training, participation not embedded	5
3.3 Socio-cultural and attitudinal challenges: lack of value, hesitancy and fear	6
3.4 Ethical challenges: risks of doing harm, limited accountability, issues of inclusion	6
3.5 When children's participation may not be appropriate in humanitarian programming	7
3.6 Key recommendations	8
4 Understanding the relevance and principles of children's participation	9
4.1 Different types of children's participation	9
4.2 Why is children's participation relevant to humanitarian work?	12
<i>Tool 1: Applying basic requirements for meaningful children's participation</i>	14
<i>Tool 2: A risk assessment tool to support safe participation</i>	16
5 Opportunities to increase children's participation in humanitarian programming	19
5.1 Integrating children's participation into emergency preparedness	21
5.2 Strengthening children's participation in key stages of emergency response programming	23
<i>Tool 3: Participatory tools enabling children's participation in assessments</i>	27
<i>Tool 4: Body mapping</i>	28
<i>Tool 5: Participatory tools enabling children's participation in reviews and updates to programme plans</i>	33
5.3 Integrating children's participation into MEAL	35
<i>Tool 6: Participatory tools enabling children's participation in evaluations</i>	38
5.4 Strengthening children's participation in transition planning	39
Annexes	41
Annex 1: Further reading and materials on children's participation and humanitarian programming	41
Annex 2: Overview of participatory tools in ARC module on participation and inclusion	45
Endnotes	47



Sherine, a refugee from Syria, with a kite she made and decorated, including a wish for peace in her country. "These colours and flowers remind me of my home," she says. (Name changed to protect identity)

I INTRODUCTION

Save the Children is a leading international organisation working to increase fulfilment of children's rights. **The organisation** has a dual mandate to respond to emergencies as a humanitarian agency, while also supporting longer-term development programming. These guidelines have been developed to support humanitarian managers and field staff in applying meaningful and safe children's participation in different stages of the humanitarian programme response. Children's participation (UNCRC article 12, a child's right to be heard) is a principle of rights-based programming. This principle of participation is also reaffirmed in other humanitarian standards including HAP, Sphere and the humanitarian Code of Conduct.

Save the Children's Emergencies Quality and Accountability Framework (2012) helps to achieve the organisational goal that Save the Children's emergency response will be timely, at appropriate scale and scope, providing quality technical programming efficiently, effectively, safely and securely for the most vulnerable children and their families. Monitoring, Evaluation, Accountability and Learning (MEAL) standards and sector quality standards underpin the framework. The MEAL standard on stakeholder participation reflects application of Save the Children's child rights programming approach: *Country Office (CO) projects/programmes include the appropriate, relevant and meaningful participation of children, partners and other stakeholders in all aspects of monitoring and evaluation.*

In developing these guidelines, we have built upon key findings from an organisational review of children's participation in humanitarian programming.¹ The guidelines support emergency preparedness efforts to strengthen staff and partners' capacity to support meaningful children's participation, and include tips and tools to enhance meaningful children's participation in the emergency response and in transitions to relief, reconstruction and peace-building processes. The guidelines are intended for both humanitarian managers and field staff and include four key sections encompassing *information, practical action and considerations, relevant tools and good practice examples:*

- **Section 2** uses the humanitarian programming flowchart as a framework to present a *summary of the guidelines.*
- **Section 3** – *organisational strategies to overcome challenges and to move forward* – presents likely challenges, practical actions and recommendations to further embed meaningful participation in humanitarian programming.
- **Section 4** focuses on *understanding the relevance of and key principles for children's participation in humanitarian practice.* It shares Save the Children's definition of children's participation and different types of children's participation; reasons why children's participation is important; basic requirements for meaningful participation, and a risk assessment tool.
- **Section 5** explores *key opportunities to increase children's participation in humanitarian programming.* It begins by considering the importance of emergency preparedness both in terms of opportunities to invest in capacity building of staff and the benefits of building upon children's participation in disaster risk reduction (DRR) and emergency work. *The humanitarian response programming flowchart is then used as a key framework to consider how children's participation can be supported at different stages of the emergency response.* Transition to recovery, reconstruction and longer-term programming are also considered, as there are key opportunities for meaningful children's participation in these areas.

2 SUMMARY OF KEY GUIDELINES FOR CHILDREN'S PARTICIPATION IN HUMANITARIAN PROGRAMMING

TIMEFRAME	KEY PHASE OF PROGRAMMING	KEY OPPORTUNITIES AND APPROACHES TO SUPPORT MEANINGFUL CHILDREN'S PARTICIPATION	RELEVANT TOOLS AND MATERIALS (SEE ANNEX 1)	OVERARCHING CONSIDERATIONS
Ongoing	Development of emergency preparedness plans (EPPs)	<p>As part of EPPs build in plans and budgets for training managers and field staff on children's participation and psychological first aid.</p>	<ul style="list-style-type: none"> • SCI DRR and CCA strategy (2012). • Save the Children (2007), <i>Child-led DRR: A practical guide</i>. • Plan International (2010), <i>Child-centred DRR Toolkit</i>. • Children in a Changing Climate coalition website has practical resources. 	<p>Support child participation from earliest stages.</p> <p>Integrate plans and budget for children's participation in all logframes and proposals.</p>
	Support child-centred DRR and CCA	<p>Support increased capacity building of local NGO partners and child groups on child-centred emergency preparedness.</p> <p>Implement child-centred DRR, including children's participation in Hazard, Vulnerability and Capacity Assessments (HVCAs); risk mitigation and emergency preparedness planning in communities and schools.</p>		
24–28 hours	Multi-sector rapid assessment	<p>If experienced practitioners (ideally female and male with skills in communicating with children and psychological first aid) are members of the assessment team, the views of girls and boys may be sensitively elicited as part of the rapid assessment.</p> <p>In all contexts observe girls' and boys' situation and their responses to the emergency.</p>	<ul style="list-style-type: none"> • Save the Children Multi-Sector – Initial Rapid Assessment guidance. • ARC online module on participation and inclusion; guidance and participatory tools for involving children in assessments. • Save the Children Denmark training modules on psychological first aid. 	<p>Always use the nine basic requirements in children's participation to plan, implement, monitor and evaluate children's participation:</p> <ol style="list-style-type: none"> 1) transparent and informative 2) voluntary 3) respectful 4) relevant 5) child-friendly 6) inclusive 7) supported by training for adults 8) safe and sensitive to risk 9) accountable and apply HAP standards.
		<p>Identify whether there are existing NGO partners and/or child groups experienced in participation who are already part of and/or have good potential to actively participate in the humanitarian response (with support and guidance from Save the Children).</p>		

Days 2–3	<p>Response framework</p> <p>Ensure commitment to children’s participation and accountability are reflected in the response framework.</p>	<ul style="list-style-type: none"> • Save the Children Quality and Accountability Framework. • SOP Stakeholder participation. • Sector and MEAL master logframes should include activities and budgets for children’s participation. • Save the Children Accountability ‘how to’ guides on setting up CRMs. • Save the Children (2010), <i>Putting Children at the Centre</i>. • Save the Children (2013) guidance on children’s participation in analysis, planning and design. 	<p>Undertake risk assessments and risk mitigation to ensure safe participation (“do no harm”) and to inform decisions about when children’s participation may not be safe or appropriate.</p>
Days 3–7	<p>Sector programme plans</p> <p>Ensure plans, budgets and indicators on children’s participation are integrated into response strategies, sector proposals and MEAL plans.</p> <p>Develop child-sensitive indicators and ensure processes and activities to involve children and young people in monitoring, evaluation and accountability processes (including complaints and response mechanism). Include global indicator on children’s participation in the output tracker.</p>	<ul style="list-style-type: none"> • Save the Children (2010), <i>Putting Children at the Centre</i>. • Save the Children (2013) guidance on children’s participation in analysis, planning and design. 	<p>Sensitise community adults about the benefits of listening to girls and boys.</p>
	<p>Proposal development</p> <p>In proposal, ensure integration of activities, budgets and indicators on children’s participation. Also within the proposal integrate a request to the donor to allow future submission of revisions of the proposal based on children and young people’s views and priorities.</p>		<p>Build upon existing child participation/ group initiatives.</p>
	<p>Sector staff recruitment plans</p>	<p>Ensure job descriptions include a focus on children’s participation and accountability, and where possible recruit staff with existing skills in participation.</p>	
Days 7–14	<p>Detailed sector assessments</p> <p>Girls and boys (of different ages and backgrounds) can be consulted in sector assessments through interviews, focus group discussions (FGDs) and/or participatory tools. Wherever it is safe to do so, children can also be trained and actively involved in assessment teams.</p>	<ul style="list-style-type: none"> • ARC online module on participation and inclusion includes: body mapping, risk mapping, drawings, diamond ranking. • Participative ranking method. 	
	<p>Response strategy</p>	<p>Ensure response to girls’ and boys’ priorities and strategic support for participation.</p>	
	<p>Proposal feed into FLASH and CAP</p>	<p>Ensure each proposal includes activities and budget for children’s participation and accountability.</p>	
	<p>Response MEAL plans</p>	<p>Ensure each sector has integrated child-sensitive indicators to be informed by regular monitoring with girls and boys, and use child satisfaction measure’ tool.</p>	<ul style="list-style-type: none"> • Save the Children UK pilot child satisfaction measure.
Weeks 2–4	<p>Ongoing response/ implementation</p> <p>Child-friendly spaces (CFS) provide a key space for engagement with children and inter-sector collaboration supporting consultation, collaborative participation and child-led participation initiatives on issues affecting them. For example, use CFS to raise awareness on child rights, protection, hygiene, etc. and support peer education.</p>	<ul style="list-style-type: none"> • ARC foundation module on participation and inclusion. • Save the Children (2010), <i>Putting Children at the Centre</i>. 	
	<p>Inform and consult children in individual case management</p>	<ul style="list-style-type: none"> • See ACE toolkit. 	

continued overleaf

TIMEFRAME	KEY PHASE OF PROGRAMMING	KEY OPPORTUNITIES AND APPROACHES TO SUPPORT MEANINGFUL CHILDREN'S PARTICIPATION	RELEVANT TOOLS AND MATERIALS (SEE ANNEX 1)	OVERARCHING CONSIDERATIONS
Months 1–3	Sector programme plan review	<p>Consult and collaborate with children to identify their priorities and suggestions to strengthen sector responses and to increase collaborative and child-led participation.</p>	<ul style="list-style-type: none"> Use participative ranking method and/or 'H' assessment with girls and boys of different age groups (8–12, 13–17 years) – see ARC online module participation and inclusion. Article 15 (online) resource kit tools to strengthen child groups. See Save the Children (2013), CRG guide on children's civil rights and freedoms. 	<p>Integrate plans and budget for children's participation in all logframes and proposals.</p>
	Response strategy review	<p>Ensure girls' and boys' priorities influence updates to the response strategy and that the strategy supports increase collaborative and/or child-led participation.</p>		<p>All field staff and emergency response team members should be trained in children's participation and psychological first aid as part of preparedness.</p>
	Request amendments	<p>Make written requests to donors for programme amendments based on girls' and boys' priorities and ensure plans and budgets to support child-led initiatives.</p>		<p>Always use the nine basic requirements in children's participation to plan, implement, monitor and evaluate children's participation:</p> <ol style="list-style-type: none"> transparent and informative voluntary respectful relevant child-friendly inclusive supported by training for adults safe and sensitive to risk accountable and apply HAP standards.
	Implementation	<p>Strengthen and/or form child groups and support child-led initiatives.</p>		
		<p>Support children's participation and representation in community-based committees (eg. protection, education, health, WASH, accountability etc) and/or in camp governance to voice their concerns, to reduce discrimination and to increase action on issues affecting them.</p>		
	Real-time evaluation	<p>Ensure real-time evaluation/project evaluation/evaluation of humanitarian action team has a focal person with skills in children's participation. Also consider opportunities to train and support children as evaluators.</p>	<ul style="list-style-type: none"> ARC module on participation and Save the Children Norway 'Kit of Tools' have M&E tool including time line, before/after body map, 'H' assessment, stories, 'drama, drawing. 	
Months 4–6	Project evaluation	<p>In each evaluation use participatory tools with girls and boys (in different gender/age groups) to seek their views, experiences and suggestions.</p>		
	Evaluation of humanitarian action	<p>Ensure that a user-friendly summary report is prepared and shared with stakeholders who participated in the evaluation.</p>		<p>Undertake risk assessments and risk mitigation to ensure safe participation ("do no harm") and to inform decisions about when children's participation may not be safe or appropriate.</p>
	Transition to recovery, reconstruction, peace-building or long-term programming			
6–9 months and beyond	Transition to recovery, reconstruction, peace building or long-term programming	<p>Inform, consult and collaborate with girls and boys in 'transition' planning and/or phase-out of any humanitarian interventions.</p> <p>Advocate for and support children's participation as active citizens in Post-Disaster Needs Assessments (PDNA), reconstruction and/or peace-building processes at local, sub-national and national levels.</p> <p>Support children's role in peace building and 'build back better' reconstruction initiatives – especially through collaborative and child-led participation.</p>	<ul style="list-style-type: none"> Save the Children Norway 'Kit of Tools' and ARC participation module. Save the Children Norway website has resources on children's role in peace building. Save the Children CRG guide on civil rights and freedoms; Save the Children training modules on CRG and humanitarian practice. 	<p>Sensitise community adults about the benefits of listening to girls and boys.</p> <p>Build upon existing child participation/ group initiatives.</p>

3 ORGANISATIONAL STRATEGIES TO OVERCOME OBSTACLES AND TO MOVE FORWARD

This section identifies anticipated challenges, organisational strategies and practical steps that can be applied by Save the Children to increase support for meaningful and safe children's participation in humanitarian programming.

3.1 PRAGMATIC CHALLENGES: LIMITED TIME, HUMAN AND FINANCIAL RESOURCES

In a humanitarian disaster (natural or man-made) the humanitarian imperative is to respond urgently and at scale to ensure humanitarian assistance wherever it is needed. Because of the urgency of the response, children's participation is rarely prioritised, and there may be insufficient staff with skills and confidence to facilitate meaningful children's participation.

Practical steps to prevent and overcome pragmatic challenges include efforts to:

- ensure that the Save the Children humanitarian manual highlights the relevance of children's participation in the humanitarian response
- ensure that training for staff and partners on children's participation is included in emergency preparedness plans and strategies, and that the training is budgeted for and implemented
- extend partnerships with existing NGO partners and child/ youth-led organisations by Save the Children country programmes to support the humanitarian response (as these organisations have existing networks, and staff/ volunteers with skills in children's participation)
- disseminate brief guidelines (especially the summary on pages 2–4) on children's participation in emergency contexts which can be promptly applied by humanitarian managers and field staff.

3.2 ORGANISATIONAL CHALLENGES: LACK OF PRIORITY, INSUFFICIENT STAFF TRAINING, PARTICIPATION NOT EMBEDDED

Save the Children's organisational focus has been on speed of response, to deliver at scale in order to assist as many children as possible wherever there is a need.² However, with the development of Save the Children's Accountability and Quality Framework, and a stronger donor agenda on accountability to beneficiaries, there is an increasing focus on quality, including a stronger emphasis on human capacity development and resources for participation and accountability in the humanitarian response.

Practical steps to prevent and overcome organisational challenges include efforts to ensure that:

- children's participation is reflected in Save the Children's humanitarian quality and accountability framework; and that this is highlighted in training of humanitarian managers
- training on children's participation is integrated into core training of humanitarian managers, EOPs and field staff, and (as above) that country programmes include training for field staff in children's participation and psychological first aid in their emergency preparedness plans
- the sector and MEAL logframes, indicators, activities and budgets for the humanitarian response encompass a focus on children's participation.³

3.3 SOCIO-CULTURAL AND ATTITUDINAL CHALLENGES: LACK OF VALUE, HESITANCY AND FEAR

In many societies in different parts of the world, prevailing socio-cultural attitudes towards children are not conducive to children's participation, as children (especially girls) are expected to obey adults, not to ask questions or to express their views. Thus, challenges are faced in explaining the relevance and value of listening to girls and boys within their own community or family setting. Apprehension among Save the Children staff and partners about facilitating children's participation in a humanitarian response has also been a key stumbling block.

Practical steps to prevent and overcome socio-cultural challenges include efforts to:

- engage and explain to community leaders, religious elders, parents and caregivers the benefits of listening to girls and boys (of different ages and backgrounds)
- ensure (as above) that staff and partners have access to training on children's participation and psychological first aid as an integral part of training of humanitarian staff and/or as part of emergency preparedness or ongoing development programming.

3.4 ETHICAL CHALLENGES: RISKS OF DOING HARM, LIMITED ACCOUNTABILITY, ISSUES OF INCLUSION

In all contexts, but particularly in emergency contexts, ethical concerns may arise regarding the potential 'harm' of involving children in programmes. Thus, it is crucial that the principles of 'best interests' and 'do no harm' are applied when determining how and when to support children's participation.

Practical steps to prevent and overcome ethical challenges include efforts to:

- work collaboratively with local staff (and partners) who have good awareness of the local and national socio-cultural, religious and political context
- 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 (see page 18)
- ensure (as above) staff training on children's participation and psychological first aid
- apply a community-based (or camp-based) approach to children's participation whereby parents/caregivers, community elders and other significant adult stakeholders are sensitised about the value of children's participation, and child-friendly approaches are used to engage with children
- build upon existing good practice in children's participation that is underway in the community/country
- harness children's participation to reach the most marginalised children and to address exclusion and discrimination in the humanitarian response
- collaborate with people with disability organisations to reach and actively engage children with disabilities
- apply Minimum Standards for Child Protection in Humanitarian Action, INEE, Sphere and HAP standards which encompass a key focus on reaching and involving the most marginalised.

3.5 WHEN CHILDREN'S PARTICIPATION MAY NOT BE APPROPRIATE IN HUMANITARIAN PROGRAMMING

While we seek to apply the principle of children's participation to enable children's voices to be heard and to influence decisions that affect them, other child rights and humanitarian principles, including the principle of the child's best interests and the principle of 'do no harm', may override the principle of children's participation in some contexts. Every context is unique. Thus, a good understanding of the local context (socio-political, cultural, religious, geographic situation, etc) and risk assessments and risk mitigation in relation to different types of children's participation is required in order to inform decision-making about when and how children's participation may or may not be appropriate.

Examples of when children's participation may not be appropriate include the following:

- **In the rapid assessment in a sudden-onset emergency, if qualified staff with skills and confidence to facilitate meaningful participation and to provide psychosocial support are not available.**⁴ However, it can be very useful and appropriate to engage children and young people and to use qualitative participatory processes and tools in later, more detailed assessments. Furthermore, it was recognised that where experienced staff are available, children's participation in the initial assessment can provide valuable insights and triangulation of information from other data sources regarding the protection concerns most affecting girls and boys in an emergency context.
- In some child-focused DRR work **it may not be appropriate for children and young people to be part of search and rescue**, as such roles may place them at increased risk.

- **Children should not participate in construction (eg, of shelter, schools, etc) or food distribution if the work is heavy or exploitative**, as it can be a form of child labour. However, children can undertake safe and age-appropriate activities; as 'age-appropriate' contributions by children towards reconstruction can enable psychosocial benefits, giving children a sense of purpose, community and hope. Thus, again, risk assessments and decision-making in the best interests of the child, and taking into consideration children's own views and feelings, are required.
- **In any situation where risk assessments indicate that the risks of harm outweigh the benefits, children's participation should not be supported.**

3.6 KEY RECOMMENDATIONS

Overall, there are some key recommendations for strategic steps that Save the Children can take in order to enhance children's participation in humanitarian practice.

1. **The responsibility of management to promote children's participation and accountability:** In line with its organisational mandate, vision and mission, Save the Children management has a responsibility to promote children's participation in humanitarian programming.
2. **Applying basic requirements in children's participation:** Save the Children staff and partners need to apply nine basic requirements when planning and monitoring children's participation, to ensure participation that is: (1) transparent and informative, (2) voluntary, (3) respectful, (4) relevant, (5) child-friendly, (6) inclusive, (7) supported by training for adults, (8) safe and sensitive to risk, and (9) accountable.
3. **The importance of increased training in children's participation:** Save the Children needs to scale up training opportunities for staff and partners so that they can gain necessary knowledge and skills in children's participation, and staff must be encouraged by their managers to apply their learning. Training on children's participation needs to be embedded in all core training programmes for humanitarian staff, including: the Humanitarian and Leadership Academy, online EOP training, ERPs training, and emergency preparedness training.
4. **Building upon opportunities through emergency preparedness:** Children's participation in humanitarian programming can be strengthened by increasing their participation in emergency preparedness.
5. **Expanding partnerships with local NGOs and child-led organisations:** In many countries, Save the Children has partnerships with local NGOs and/or child-led organisations. In humanitarian contexts, increased efforts should be made by humanitarian managers and staff to identify and review whether there is the potential to extend or expand partnerships with such organisations to support the humanitarian response.
6. **Addressing exclusion through children's participation:** Supporting children's participation in beneficiary selection, in community-based committees and in monitoring, evaluation and accountability mechanisms will help Save the Children address exclusion and discrimination concerns.
7. **Strengthening transitions into reconstruction and longer-term development programming:** This can provide strategic opportunities for increasing realisation of children's rights and supporting children's engagement as active citizens.

4 UNDERSTANDING THE RELEVANCE AND PRINCIPLES OF CHILDREN'S PARTICIPATION

SAVE THE CHILDREN DEFINITION⁵

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

4.1 DIFFERENT TYPES OF CHILDREN'S PARTICIPATION

At each stage of developing a programme there are three potential levels of engagement for children and young people – **consultative, collaborative and child-led.**⁶ All three are valid approaches and can be appropriate, depending on the goals of the humanitarian programme or initiative, the time and resources available and the socio-political context. There is a dynamic and often overlapping relationship between them. In general, consultative participation may be the most relevant in a first-phase emergency, while collaborative may be most appropriate during second-phase/chronic emergencies or through pre-existing networks and partnerships with NGO partners who are experienced in facilitating children's participation. Child-led participation takes time to develop and may be most appropriate in chronic emergencies, and/or in contexts where Save the Children has pre-existing partnerships with child-led organisations or networks.

1. **Consultative participation**, where adults seek children's views in order to build knowledge and understanding of their lives and experience. It is often characterised by being initiated, led or managed by adults. It may or may not allow for sharing or transferring decision-making processes to children themselves. However, it does recognise that children have expertise and perspectives which need to inform adult decision-making.

In humanitarian contexts, consultation can be an appropriate means of enabling children and young people to express their views, experiences and ideas, for example, when an assessment or situation analysis is being undertaken, in strategic planning or programme design, in implementation, or in monitoring or evaluation. Girls and boys may also be consulted collectively or individually to inform decision-making processes concerning their care, protection and other rights. Informal conversations with children during assessments or monitoring may also be considered a form of child consultation.

CONSULTING CHILDREN TO ASSESS OUTCOMES OF THE HUMANITARIAN SECTOR RESPONSES AND ACCOUNTABILITY EFFORTS IN MYANMAR

Following Cyclone Nargis, which hit the south-west of Myanmar in July 2008, Save the Children implemented large-scale sector responses (health, nutrition, livelihoods, child protection, education, shelter and food and NFI distribution). As part of ongoing monitoring, evaluation and accountability processes, girls and boys (aged 7–18 years) were consulted every three months on their views, experiences and feedback concerning the outcomes of sector interventions and positive or negative changes. Focus group discussions were organised with girls and boys aged 13–18 years, and child-friendly participatory tools (including 'H' assessments to better understand the strengths, weaknesses and suggestions to improve programmes) were used with children aged 7–12 years.

2. **Collaborative participation**, where there is a greater degree of partnership between adults and children, with the opportunity for active engagement at any stage of a decision, initiative, project or service. It can be characterised as adult-initiated, involving partnership with children, and empowering children to influence or challenge both process and outcomes. It may also allow for increasing levels of child-led action over a period of time, and there are examples of collaborative participation which are child-initiated.

In humanitarian contexts, examples of collaborative participation might include: children and young people collaborating with adults to gather information to inform assessments; children and young people collaborating with adults to design and implement a child-friendly space or a child-friendly accountability mechanism; and/or children's representation and involvement in committees (eg, child protection, WASH, DRR, etc).

HEALTH OUTREACH ACTIVITIES THROUGH CHILD PARLIAMENTS IN MOZAMBIQUE⁷

Following the floods in Mozambique in 2008, Save the Children worked for four to six weeks with groups of child parliamentarians in local districts and communities to train and sensitise them on key health issues and messages. The child parliamentarians were able to take their newly acquired skills to the resettlement centres where they worked with children of all ages. The child parliamentarians have used large pictorial flipcharts to engage other children in discussion about health issues such as diarrhoea and cholera and their dangers. They have helped children identify good and bad health practices and what must be done about the harmful practice.

3. **Child-led participation**, where children and young people are afforded the space and opportunity to initiate activities and advocate for themselves. Its characteristics are that the issues of concern are identified by children themselves, adults serve as facilitators rather than leaders, and children control the process.

Children can initiate action as individuals: for example, in utilising complaints mechanisms. They can also initiate action as a constituency through their own child groups or associations. Children can manage their own organisations and can plan and implement various initiatives themselves, such as awareness raising, peer education, or advocacy initiatives on child rights, healthcare or nutrition, etc. Children may also elect their own peers to represent them in committees and/or in local or national governance processes that affect them. The role of adults in child-led participation is to act as facilitators to enable children to pursue their own objectives, through provision of information, advice, training and/or support.

WORKING CHILDREN'S ASSOCIATIONS RESPOND TO THE EMERGENCY IN CÔTE D'IVOIRE⁸

In late November 2010, Côte d'Ivoire plunged into a political-military crisis during the election process. The working children and youth associations (WCYAs) (which are part of a wider African movement of working children and youth – AMWCY) carried out humanitarian and solidarity actions in strategic villages where they are based. In the pre-election phase, members of working children's associations raised awareness among children and youth to prevent violence in cities (Aboisso, Adiaké, Bonoua and Bassam) and in neighbouring villages. They organised awareness on the theme "No to violence in solving the conflicts between groups of the two camps (political parties)". To reinforce these violence-prevention actions, WCYAs also supported leisure activities, such as organising a football tournament and encouraging youth to sign a 'non-violence commitment protocol'. The WCYAs also broadcast messages of peace and tolerance on local radio stations.

In the post-election phase during the civil conflict in their country, the WCYAs were active in the humanitarian response, using scarce financial means to support working children and their families. Many affected families were displaced and turned to this association for help. The displaced people were accommodated by families and friends among WCYA members. For example, more than 150 children and youth were identified and placed with families in Bassam and Bonoua by the WCYA. The WCYA also organised sports and leisure activities to support children's psychosocial wellbeing in the aftermath of the conflict.

GENERAL COMMENT BY THE COMMITTEE ON THE RIGHTS OF THE CHILD ON CHILDREN'S RIGHT TO BE HEARD (2009)

includes a section on emergencies: "Children affected by emergencies should be encouraged and enabled to participate in analysing their situation and future prospects. Children's participation helps them to regain control over their lives, contributes to rehabilitation, develops organisational skills and strengthens a sense of identity."

4.2 WHY IS CHILDREN'S PARTICIPATION RELEVANT TO HUMANITARIAN WORK?

ARTICLE 12

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

Supporting children's participation in humanitarian contexts enables Save the Children to achieve its vision, mission and theory of change and to develop more effective, accountable programmes to improve children's rights.

Children's participation is a human right as well as a process and a means of accessing and securing other survival, development and protection rights: Children's participation is a key principle of the UN Convention on the Rights of the Child (UNCRC), and is integral to the application of a rights-based approach. Children have rights to information, expression, association, and participation in decision-making before, during and after emergencies. Through their participation children can assert their rights, increasing access to services and responses which can increase fulfilment of children's rights to survival, development and protection.

Participation supports child development: it helps children develop personal and social skills: communication, negotiation, problem-solving and decision-making. Meaningful children's participation leads to increased confidence, self-esteem, self-efficacy and positive coping.

Participation promotes protection, psychosocial wellbeing and resilience. Children's expression and participation can enhance their recovery and wellbeing and strengthen their resilience and positive coping strategies.

Girls and boys have different perspectives and priorities which need to be considered in order to develop effective programmes.

Children should be acknowledged and recognised as social actors and active citizens. Children often have roles and responsibilities within their families, and these may change, and often increase, during times of emergency. As a result of the death or illness of a parent, children may take on more responsibilities to care for younger siblings, manage a household, or contribute to the family income.

SPHERE STANDARDS PROMOTE PARTICIPATION

The Minimum Standard 1 of the Sphere Humanitarian Charter and Minimum Standard in Disaster Responses states: "The disaster-affected population should actively participate in the assessment, design, implementation, monitoring and evaluation of the assistance programme."

Children's participation can lead to increased value for children in their community, resulting in improved relationships between adults and children, and increased respect for children's rights and their role as agents of change.

Children can be more effective in reaching other children: they have effective communication skills in undertaking peer education. Children are also perceptive and able to identify, monitor and support humanitarian organisations in reaching the most marginalised children and their families.

Participation increases accountability. When children have opportunities to express themselves, to access information, to share their views and feed back on projects and programmes affecting them, and when adults share information and feedback with children, it can help increase accountability to children.



Following the devastating earthquake that struck Sichuan province in China in April 2013, children wait for a distribution of toys in a village in Shiyang Township.



TOOL 1: APPLYING BASIC REQUIREMENTS FOR MEANINGFUL CHILDREN'S PARTICIPATION

Nine basic requirements for meaningful children's participation are outlined in the Committee on the Rights of the Child General Comment on Article 12.⁹ These requirements can be used by programme staff as a tool to plan, monitor and evaluate children's participation in humanitarian practice.

BASIC REQUIREMENT	KEY QUESTIONS TO HELP APPLY THE BASIC REQUIREMENT
1. Participation is transparent and informative	<ul style="list-style-type: none"> ● Do children have enough information about the humanitarian programme to make an informed decision about whether and how they may participate? ● Is information shared with children in child-friendly formats and languages that they understand?
2. Participation is voluntary	<ul style="list-style-type: none"> ● Is children's participation voluntary? ● Have children been given enough information and time to make a decision about whether they want to participate or not? ● Can children withdraw (stop participating) at any time they wish?
3. Participation is respectful	<ul style="list-style-type: none"> ● Are children's own time commitments (to study, work, play) respected and taken into consideration? ● Has support from key adults in children's lives (eg, parents, carers, teachers) been gained to ensure respect for children's participation?
4. Participation is relevant	<ul style="list-style-type: none"> ● Are the issues being discussed and addressed of real relevance to children's own lives? ● Do children feel any pressure from adults to participate in activities that are not relevant to them?
5. Participation is child-friendly	<ul style="list-style-type: none"> ● Are child-friendly approaches and methods used? ● Do the ways of working build self-confidence/self-esteem among girls and boys of different ages and abilities? ● Are child-friendly meeting places used? Are such places accessible to children with disabilities?

BASIC REQUIREMENT	KEY QUESTIONS TO HELP APPLY THE BASIC REQUIREMENT
6. Participation is inclusive	<ul style="list-style-type: none"> ● Are girls and boys of different ages and backgrounds, including younger children, children with disabilities, children from different ethnic groups, etc, given opportunities to participate? ● Are parents encouraged to allow children with disabilities to participate? ● Are children encouraged to address discrimination through their participation?
7. Participation is supported by training for adults	<ul style="list-style-type: none"> ● Have staff been provided with training on child rights, participation, safeguarding children, child-friendly communication and participatory tools? ● Do staff have confidence to facilitate children's participation?
8. Participation is safe and sensitive to risk	<ul style="list-style-type: none"> ● Are the principles of 'do no harm' and 'best interests of the child' applied? ● Have risks been identified and efforts taken to minimise them? ● Are child safeguarding policies applied? ● Do children feel safe when they participate? ● Are referrals established for psychosocial support to children if needed?
9. Participation is accountable	<ul style="list-style-type: none"> ● Are children supported to participate in follow-up and evaluation processes? ● Do adults take children's views and suggestions seriously and act upon their suggestions? ● Are children given feedback from Save the Children about any requested support needs and follow-up?



TOOL 2: A RISK ASSESSMENT TOOL TO SUPPORT SAFE PARTICIPATION

An ethical approach to children's participation ensures a focus on risk assessment and mitigation to ensure that children do not face harm as a result of their participation. It requires awareness and consideration of the local and national socio-cultural, religious and political context.

RISK ASSESSMENT AND MITIGATION TO ENSURE CHILD SAFEGUARDING

- We need to undertake risk assessments (and regularly monitor, assess and mitigate risks). We need to assess risks associated with participation, but we also need to analyse the risks of not consulting and not listening to children (eg, increased risks of humanitarian staff abusing children if there are no channels for children to share their concerns and complaints).
- Within their initiatives, children and young people should also be actively involved in risk assessments and strategies to reduce risks and to inform decisions about when and how participation may not be safe or appropriate.
- To prevent child abuse by humanitarian staff, we should ensure all are aware and signed up to child safeguarding policies, that staff travel and work in pairs (one male, one female) and that safeguarding policy and codes of conduct are systematically implemented.
- When undertaking assessments, the team members need to be able to respond to emergency health and protection concerns (including unaccompanied children). Staff need to know where referrals can be made for health, protection, etc.
- Approach consultations on sensitive issues (eg, sexual harassment) in a sensitive and culturally appropriate way.

A MINIMUM PROCESS AND SET OF QUESTIONS FOR RISK ASSESSMENT AND RISK MITIGATION

- Consider the socio-political, geographic, socio-cultural and religious context, as well as children's and families' current reactions and responses to the emergency context.
- Consider each scenario:
 1. No participation or consultation with children.
 2. Consultation with children (through informal interviews, FGDs or use of participatory tools).
 3. Collaborative participation whereby children collaborate with adults and are able to influence planning, decision-making and/or implementation.
 4. Child-led participation – activities that are initiated and/or led by children and young people.
- Complete the table overleaf regarding potential benefits and risks/threats inherent in supporting different types of children's participation, and actions that have been or could be taken to reduce risks, in order to make a decision about whether it is in the child's best interests to involve them. Wherever time allows, involve children and young people in identifying the benefits and risks/threats inherent in their participation.



PHOTO: COLIN GROWLER/SAVE THE CHILDREN

After fleeing fighting in her village in Sudan, Innsaf, 13, is living in Doro refugee camp, South Sudan. Her mother and brothers and sisters stayed in Sudan. At the camp she goes to school and to a child-friendly space run by Save the Children where she plays sports, sings with other children and has learned about children's rights.

POTENTIAL BENEFITS AND RISKS/THREATS INHERENT IN SUPPORTING DIFFERENT TYPES OF CHILDREN'S PARTICIPATION, AND ACTIONS THAT HAVE BEEN OR COULD BE TAKEN TO REDUCE RISKS

Type of children's participation	Key identified benefits associated with no participation or different types of child participation	Key identified risks/threats associated with no participation or different types of child participation	Likelihood of risk (high, medium, low)	Severity of risk (high, medium, low)	Risk mitigation – what actions have been taken to reduce risks?	Further action needed to ensure best interests and 'do no harm'
1. Children are not involved						
2. Consultation						
3. Collaborative participation						
4. Child-led participation						

5 OPPORTUNITIES TO INCREASE CHILDREN'S PARTICIPATION IN HUMANITARIAN PROGRAMMING

Save the Children's emergency response programming flowchart (see overleaf) is used as a key framework for considering when and how children's participation can be supported at different stages of the emergency response.

Broader processes of emergency preparedness, DRR before an emergency, and recovery and reconstruction phases following the emergency response are also considered.

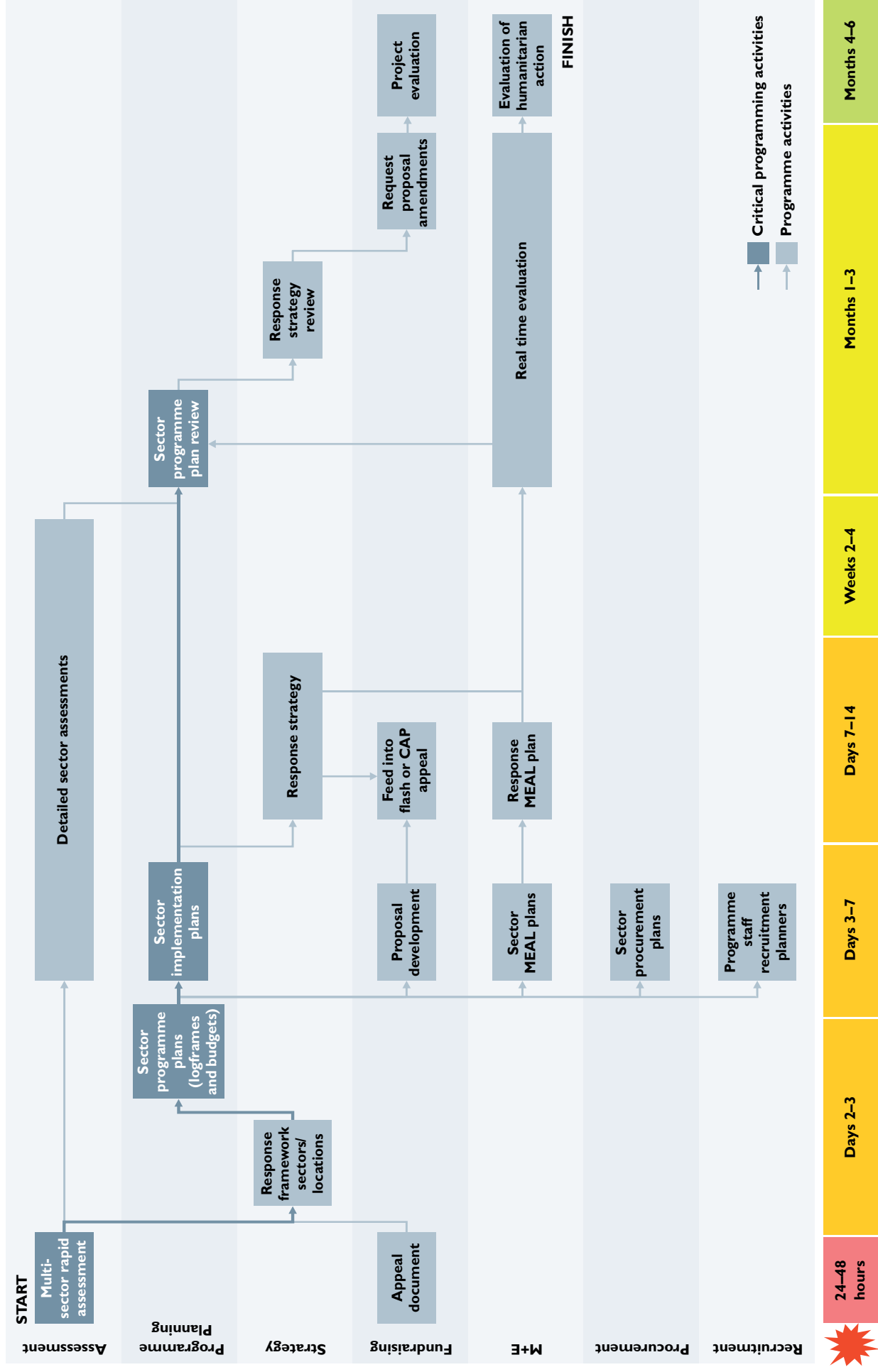


If we have existing programming or partnerships that involve children's participation and this has been factored in to emergency preparedness planning, then the scope for children's participation is much greater from the outset of an emergency response. Furthermore, there are key opportunities for strategic children's participation in the transition to recovery, reconstruction and longer-term programming.

Key opportunities for increasing children's participation are described under four key headings:

- Integrating children's participation into emergency preparedness.
- Strengthening children's participation in key stages of emergency response programming:
 - Initial rapid assessment (limited opportunities in initial 24–48 hours).
 - Rapid response planning phase (days 2–7): ensure plans, budgets and indicators on children's participation are integrated into response strategies, sector proposals and MEAL plans.
 - Detailed sector assessments (weeks 1–4).
 - Sector programme plans and implementation, response strategy review and proposal amendments (months 1–3).

SAVE THE CHILDREN'S EMERGENCY RESPONSE PROGRAMMING FLOWCHART



- Integrating children's participation into MEAL, including in real-time evaluation (months 1–3), project evaluations and evaluation of humanitarian action (months 4–6).
- Strengthening children's participation in transition planning (months 6–9) from emergency response to recovery and reconstruction 'build back better' programming, phase-out and/or development programming.

5.1 INTEGRATING CHILDREN'S PARTICIPATION INTO EMERGENCY PREPAREDNESS

With Save the Children's dual mandate and the transition to Save the Children International there is a new impetus for the development of good emergency preparedness plans (EPPs) and child-centred DRR and CCA work. Save the Children International's DRR and CCA strategy (2012–2015)¹⁰ places children at the centre of planning and implementation. Children's participation in emergency preparedness enhances children's resilience and community resilience. It is recognised that in countries where there is existing good practice in children's participation and where local staff and partners have skills in facilitating meaningful children's participation, it is easier to support meaningful children's participation in emergency preparedness and humanitarian response.

Practical action

- As part of emergency preparedness and EPPs, ensure capacity building of Save the Children staff and partners on children's participation is planned and implemented.
- Make use of training modules on children's participation in humanitarian practice¹¹ to equip staff and partners with the skills, knowledge, values and confidence they need to facilitate and support meaningful participation of children before, during and following the emergency response.

MINIMUM KNOWLEDGE	KEY SKILLS	KEY ATTITUDES
<ul style="list-style-type: none"> • UNCRC • Different types of children's participation • Basic requirements in children's participation • Accountability to children (theory and 'how to') • Risk assessment • Safeguarding children policy and code of conduct • Participatory tools • Knowledge of local context (socio-political, cultural, etc) 	<ul style="list-style-type: none"> • Communication skills • Listening skills • Facilitation skills (supporting participatory processes and applying participatory tools) • Community mobilisation skills • Analytical skills • Psychological first aid • Risk assessment and risk mitigation skills 	<ul style="list-style-type: none"> • Non-discriminatory • Valuing children • Recognising children as social actors and citizens • Open, honest and transparent • Friendly and encouraging • Patient and kind • Creative and willing to play

- Strengthen and scale up child-centred DRR and CCA programmes, particularly through collaborative partnerships with child- and youth-led organisations, child-focused NGOs and government duty bearers.
- Capacity building of existing civil society partners (NGOs and child/youth-led groups) on emergency preparedness can increase support for children's participation and association during emergency programme interventions.

CHILDREN'S PARTICIPATION IN DRR AND CCA INITIATIVES, ASIA

Many countries in South-East Asia are vulnerable to natural disasters (tsunamis, cyclones, floods, earthquakes, etc). Save the Children is including children at all stages of disaster management and resilience building in their communities. Child-centred DRR activities in Thailand, the Philippines, Vietnam, Indonesia and Myanmar encompass community- and school-based DRR initiatives with and by children. Among these are advocacy with state and provincial authorities to include child-centred DRR in the school curricula or after-school activities; orientation of community members, parents, school directors and teachers on child-centred DRR; building children's capacity in DRR; supporting children to develop risk and resource maps in their communities, and supporting action planning by children to minimise risks and better prepare for emergencies. Practical skills such as first aid, swimming and monitoring a rain gauge are also taught. In addition, emergency drills in schools and communities are carried out involving children so that they are better prepared to respond to emergencies.

Within the region, Save the Children has learned that child-centred DRR activities lay the foundation for activities to reduce the impacts of climate change. Several children participating in DRR observed changes in temperature, seasons and rainfall in their areas, which affect their lives at different levels. On the basis of knowledge they have gained from DRR activities, children initiated their own activities such as recycling, campaigning on reduction of plastic usage and replanting trees.

Ideas to apply learning in other contexts

Support children's participation in DRR and CCA initiatives. Ensure that adults are sensitised about the value of children's contributions so that their views and contributions are taken seriously and acted upon by concerned duty bearers.

5.2 STRENGTHENING CHILDREN'S PARTICIPATION IN KEY STAGES OF EMERGENCY RESPONSE PROGRAMMING

To be effective, meaningful children's participation should be supported from the earliest opportunity where it is safe for children to participate, and should be embedded throughout the humanitarian response process (See Emergency Response Programming Flowchart on page 20).

INITIAL RAPID ASSESSMENT (LIMITED OPPORTUNITIES IN INITIAL 24–48 HOURS)

Our multi-sector initial rapid assessment tool is critical to defining the needs and vulnerabilities of children and establishing a programme strategy that addresses these holistically through integrated programming.

Practical action and key considerations

- If trained practitioners (field staff with training and skills in communicating with children and providing psychosocial support)¹² are members of the assessment team, the views of girls and boys may be sensitively elicited as part of the rapid assessment.
- In all contexts, assessment team members should observe the situation of girls and boys (of different ages and abilities), including observing and recording the roles and responsibilities undertaken by girls and boys of different ages and backgrounds. Assessment team members will also learn from informal age-appropriate conversations with girls and boys on issues affecting them (eg, education, access to water, food, nutrition, shelter, etc).¹³
- In some emergency contexts, there may be opportunities to involve children and young people in more active ways in the rapid assessment, depending on the scale of the emergency, the nature of the disaster and young people's previous knowledge and experience. For example, if children and young people have been actively involved in DRR and/or participation processes, and express interest and a readiness to inform rapid assessments, it may be appropriate to involve them. **It is crucial that a rapid assessment of the risks and risk mitigation options is undertaken to determine if it is safe enough to consult and/or involve children and young people** (see risk assessment tool on page 18).
- As part of the assessment, identify existing child/youth-led initiatives in the emergency response that may be supported.

CHILDREN'S ROLE IN SITUATION ASSESSMENT DURING FLOODS IN NEPAL¹⁴

Floods and landslides in Nepal in 2004 affected more than 300,000 people in 25 districts. In the Tarai region, children who were members of the Junior Red Cross Circle participated in situation assessment, surveys and identification of the affected people and their families. Children's participation resulted in a realistic assessment of the situation that helped to prevent duplication and exaggeration of the situation to get more funds to the affected villages. In addition, it helped to identify and reach the most marginalised children and families.

Ideas to apply learning in other contexts

Identify whether child-led or youth-led organisations exist and are functioning in geographic areas affected by the emergency. Determine whether it is safe and appropriate for the child/youth groups to be actively involved in the assessments (for example, use the risk assessment format on page 18 to inform the decision). If it is considered appropriate, include child/youth representatives and their adult supporters (eg, from an NGO partner) in practical training on assessment information gathering.

RAPID RESPONSE PLANNING PHASE (DAYS 2–7)

Practical action and key considerations

- Master logframes, budgets and quality checklists developed by sectors and MEAL at the headquarter level and sector plans and logframes developed in the rapid response planning phase must include activities and budgets for children's participation (consultation, collaboration and/or child-led participation).
- Wherever possible, indicators on children's participation should be included in the sector logframes.
- Proposals must include indicators, activity plans and budgets for children's participation.
- The global children's participation indicator (children's participation that is voluntary, safe and inclusive) should be included in the output tracker.
- The MEAL plan by each sector should include child-sensitive indicators (which are informed by listening to children's views and feedback).
- MEAL plans need to support processes and activities to involve children and young people in monitoring, evaluation and accountability processes (subject to their interest and informed consent).

TIP

Proposals submitted to donors can include a note that creates space for future revisions based on children's and young people's views and priorities. For example: "Note: This proposal has been developed as part of the rapid response. Subject to participatory planning processes with affected children, young people and community members in the next one to two months, we seek donor cooperation in allowing us to submit a revised logframe, budget and work plan to ensure responsive and effective programming concerning children's needs and rights in the emergency."

DETAILED SECTOR ASSESSMENTS (WEEKS 1–4)

Practical action and key considerations

- Children and young people can be consulted and/or actively involved in detailed sector assessments that are relevant to them. A commitment to process, preparation and application of the basic requirements (see page 14) is required to ensure ethical, safe and meaningful participation.
- The views and experiences of girls and boys (of different ages and backgrounds) with regard to sector issues affecting them (eg, education, protection, nutrition, health, livelihoods, shelter, WASH, etc) can be sought through interviews, FGDs and/or participatory tools (see page 27). Participatory tools and creative communication methods (eg, participative ranking, transect walk, body mapping, drawing, drama) may be more conducive to reflecting children's interest, engagement, perspectives and priorities.

ARC GUIDELINES TO SUPPORT CHILDREN'S PARTICIPATION IN ASSESSMENTS¹⁵

- **Assess risks.** Before each consultation or initiative, assess the risks participants may face by taking part, and take steps to minimise these risks
- **Do no harm.** Efforts should always be made to ensure that children's participation does not harm them in any way. This includes taking measures to protect children from abuse by those working with them.
- **Gain consent and provide information.** Families should be consulted well in advance regarding the involvement of children in the consultation, to seek their consent wherever possible. It is also important to seek the support of community leaders or others who play an important role in children's lives. Children (and adults) should always have a choice about whether or not they take part in the consultation. To make this choice, they need to understand the purpose of the consultation and how the findings will be used. They must be aware that their participation is voluntary and that they can withdraw from the consultation at any time.

continued overleaf

ARC GUIDELINES TO SUPPORT CHILDREN'S PARTICIPATION IN ASSESSMENTS *continued*

- **Avoid raising expectations** about the direct benefits of the consultation. Be honest and clear about how the outcomes of the research will affect those who are taking part.
- **Ensure representation of a wide range of children** in terms of age, gender, dis/ability, circumstances, ethnicity, religion, etc. Make sure that your programme does not reinforce existing inequalities in the society by acting upon the opinions of a few more advantaged children and excluding others. Separate FGDs using participatory activities should be arranged with girls and boys of different age groups (for example, under seven years, 8–12 years, 13–17 years) and from different backgrounds.
- **Consider the timing and location.** Consultations must take place in appropriate settings at times that are suitable to children. The location should ideally be a local place where children have privacy and space to share their views, experiences and feelings.
- **Use child-friendly communication skills.** Staff should be patient and non-judgemental, use language appropriate to a child's age/culture and encourage children through listening attentively and respecting their views.
- **Prepare resources.** Trained staff (including training in child protection and psychological first aid), working in pairs to enable monitoring of colleague's behaviour), food, transport, materials.
- **Plan follow-up and seek advice** on how to respond to any allegations or disclosures (eg, of abuse), make referrals and provide further support to children and families.

Children might be harmed by consultations/communication processes if:

- consultations encourage them to talk about upsetting issues without offering support to deal with the problems raised
- they believe that they will gain materially from consultations and are disappointed when their expectations are not met
- sensitive information that they reveal is shared with others in the community
- they get tired and hungry during long consultations
- they are pushed into taking part when they don't want to
- those conducting the consultations abuse them
- they miss school or work and/or do not have proper consent from their parents, teachers or employers and consequently get into trouble
- their views are not fully understood, are manipulated and/or are not taken seriously

TOOL 3: PARTICIPATORY TOOLS ENABLING CHILDREN'S PARTICIPATION IN ASSESSMENTS

Participative ranking methodology (PRM)¹⁵ is a participatory method that can be used in humanitarian contexts, enabling children and community members to inform assessments and to prioritise concerns most affecting them. The method has three key steps: **pile**, **rank** and **account**.

Pile: The basic process of PRM is very similar to that of an open-ended focus group discussion: the facilitator first defines the scope of the research/assessment question for the participants, and then works to elicit responses from the individuals in the group. However, instead of relying on a note-taker to capture the key features of discussion, PRM uses objects that are selected by participants to represent key themes of their discussion. Depending on the tendencies of the group and the sensitivity of the research question, the facilitator may need to prompt participants to elicit feedback and responses on specific issues. As participants' responses are linked to specific themes or topics, objects representing these issues are 'piled' in front of the group.

Rank: The facilitator then defines a continuum along which participants can rank the importance of the issues represented by each of the objects in the pile. This can simply be a line drawn on the ground with a heel. Participants are then encouraged to place objects along the continuum in an order that reflects their relative importance. When an individual places an object, the facilitator asks others if they agree with its positioning, inviting others to reposition it as appropriate. Adjusting the positions of objects continues until a final ordering is agreed among the group.

Account: At each step of the process, responses are recorded. This includes recording all of the responses free-listed in the 'pile' section, as well as the final 'rank' of each agreed afterwards. Crucially, however, the note-taker records the reasons stated by any participant – their 'account' for the positioning of any object. These accounts – generally expressed as clear, propositional statements – often provide a rich insight into local circumstances, attitudes and challenges.

For a brief guide to the methodology see: <http://www.cpcnetwork.org/learning-details.php?ID=2>

TOOL 4: BODY MAPPING

In the aftermath of an emergency, this method should only be facilitated by experienced facilitators who are confident in communicating with children and are able to provide psychological first aid. Additional staff/partners with skills in psychosocial support should also be available. Furthermore, the body map should be facilitated with small groups of same gender and age range (eg 8–12 years, 13–17 years), with female facilitators for the girls' groups. The questions can be adapted to enable more explicit exploration of sector questions.

- Start with icebreaker games and introductions.
- Introduce the body map as a participatory tool to help children explore how the emergency has affected their lives, experiences, views and feelings. Explain that listening to and understanding children's views will inform the assessment that will be used to develop appropriate programme responses.
- Provide flipchart pages stuck together and ask for a child volunteer to lie on the paper and have a line drawn round their body to create a large body map which represents children. Record the gender, age group and background of the child above the body shape.
- Use the body map and body parts as a focus to explore and record girls'/boys' views regarding their situation. For example, key questions relating to the body map include the following:
 - **Head:** How has the emergency context affected their mind, the way they think, and/or their learning? (Explore both positive and negative examples.)
 - **Eyes:** What do they see in their communities in the aftermath of the emergency? What changes are there in children/families/schools/environment?
 - **Ears:** Do they hear about any new things in their families or communities in the aftermath of the emergency? How has the context affected the way adults listen to children and young people? How has it affected the way children and young people listen to adults?
 - **Mouth:** How has the emergency context affected what children and families have to eat? How has it affected the way people communicate with each other?
 - **Shoulders:** Do they have any new responsibilities in the aftermath of the emergency? Are there changes in the responsibilities of their mothers, fathers or other relatives?
 - **Torso:** How has the emergency context affected children's health? How has it affected the health of babies, infants or pregnant women? Are there new protection concerns facing children since the emergency (in terms of abuse, neglect, violence or exploitation)?
 - **Heart:** How has the emergency context affected children's feelings? How has it affected the feelings people have for different people in their community or nation? Who do children get support from in times of distress?
 - **Arms and hands:** As a result of the emergency context are there any kinds of activities that girls/boys are doing more or less than before?
 - **Legs and feet:** As a result of the emergency context are there any changes in the places where girls and boys go or do not go?
- Discuss whether children think these impacts are similar for all groups of girls and boys in the community. Which children do they feel are most vulnerable and/or have faced most negative impact from the emergency? Why?
- Thank the children for taking the time to share their views. Explain the next steps in the process of how Save the Children will use the information. Be transparent and honest about the next steps.

SECTOR PROGRAMME PLANS AND IMPLEMENTATION, RESPONSE STRATEGY REVIEW AND PROPOSAL AMENDMENTS (MONTHS 1–3)

After the initial four to six weeks of the sudden-onset emergency response, opportunities for children's participation in programme planning and implementation start to increase in contexts where the situation has become more stable. In contexts where children and families are living in their own communities, or in established refugee or IDP camps, there may be increased opportunities for community-based work and regular interactions with children and community members, providing a basis for meaningful participatory processes supporting collaborative and/or child-led initiatives.

Ongoing efforts to address issues of exclusion, to reach and empower the most marginalised girls and boys (including children with disabilities, working children, stateless children, children from ethnic minorities and/or other groups) are also important. Children's participation in community-based committees and in accountability mechanisms can also be harnessed in order to identify and reach the most marginalised children and their families and to ensure that the humanitarian response is benefiting those who are most in need. Furthermore, partnerships with disabled people's organisations can help efforts to identify, reach and empower children with disabilities.

Practical action and key considerations

- Sector programme planning and integrated programming and implementation offer a range of opportunities to increase children's access to information and to support consultative, collaborative and/or child-led participation. See table overleaf.
- Children's individual views, feelings and suggestions should always be elicited and taken into account in case management relating to child protection, social welfare and related needs (education, health and nature). Children may face increased risks if they are not listened to.

CONSULTATIVE PARTICIPATION

Consultations on various issues affecting children: protection concerns, education, health, hygiene, nutrition, family livelihoods, shelter; views/feedback about the programme.

Consultations with children to help identify and reach the most marginalised children and families.

Consulting individual children to inform the development of their care plan (individual case management).

Consulting girls and boys to seek their views, experiences and scores concerning the organisation's humanitarian response using the 'child satisfaction measurement tool'.

COLLABORATIVE PARTICIPATION

Peer education, eg, on child rights, child protection, WASH, health, nutrition, HIV, accountability, etc.

Children's representation in community-based committees, eg, child protection, WASH, education/school management, village development, etc.

Children's representation in refugee/IDP camp governance and/or in community governance processes.

Collaborative processes with children and young people to design, implement and monitor child-friendly space activities and other sector responses, including: school improvements, community health and hygiene, community-based protection, etc.

Supporting children's participation in monitoring and reporting on abuse and exploitation.

Collaborative processes to seek and respond to children's feedback and complaints, including identifying and responding to issues of exclusion and/or discrimination.

Participative ranking methods can be used to involve children in identifying their views and priorities in order to influence the strategy review and programme plan updates.

CHILD-LED PARTICIPATION

Formation and/or strengthening of child groups and networks, including training or capacity building for children on child rights, child protection, life skills and other relevant issues (identified by girls and boys).

Supporting child-led awareness-raising and action initiatives, eg, through children's radio broadcasts, wall newspapers, drama groups, etc.

Supporting child-led DRR, eg, supporting children's participation in community-based risk and resource mapping and action planning on their priorities.

Encouraging members of child-led groups/initiatives to reflect on patterns of inclusion and exclusion and to determine how they would like to better address exclusion.

STRATEGIES FOR COMMUNICATING EFFECTIVELY WITH CHILDREN¹⁰

- **Facilitators should engage with children respectfully**, whatever the children's age, ability or background.
- **Meet children in a location chosen by them**, which facilitates effective communication. For some young people, a quiet space with comfortable and culturally appropriate seating may be the ideal choice; for others, going for a walk or playing or working together may provide the best opportunity for communication. Regardless of the location, facilitators should be able to ensure privacy and create a non-distracting environment, especially when children discuss personal or potentially painful information, and/or if the child has been exposed to an environment of uncertainty, change and anxiety.
- **Allow time for building trust**, to help children feel relaxed, to develop mutual trust and to enable them to feel that they are being taken seriously. Time for playing together may be helpful in developing rapport, and conversation about neutral issues (eg, school, games) may be appropriate before more personal or painful topics are discussed.
- **Use a quiet tone of voice** in an effort to help children feel safe, and show sympathy and ask open questions to encourage children to explain something in their own way. Ask open questions.
- **Use language and concepts appropriate to the child's age and stage of development and culture**, and share information in accessible, child-friendly ways.
- **Listen attentively to children**, even when their language is limited and concepts are difficult to communicate. Facilitators can demonstrate attentive listening by summarising what children have said, seeking clarification, not interrupting them, and using gestures such as nods of the head (or whatever is appropriate within the particular culture) and an appropriate degree of eye contact.
- **Use creative forms of expression** which allow for engagement with children through their preferred style of communication, for example, using play or art as a medium of expression.
- **Use creative participatory tools** which enable children to identify, analyse and discuss the issues which most affect them, rather than relying on interviews or questionnaires which may not be effective.
- **Observe cultural norms** associated with interpersonal communication. In many societies there are rules about what topics can be discussed with particular adults. For example, girls in some cultures may be forbidden to discuss sexual topics with persons other than their aunts or grandmothers. Some may be restricted from contact with anyone outside the family. Practitioners who communicate with children need to understand the cultural norms for expressing feelings and emotions.
- **Use interpreters, as appropriate.** There are obvious advantages in communicating in a child's native language. Facilitators who are not from the same culture as a child may have difficulty interpreting the child's gestures and body language. Where the use of an interpreter is unavoidable, it is vital that the interpreter is fluent in both the language of the facilitator and the language preferred by the child. It is vital to ensure that the interpreter has good skills for communicating with children, can cope with any emotions expressed, and does not influence the conversation by mistranslating, summarising, omitting selected sections of what is said, or interpreting what she or he thinks a child may have said when this is not clear.

Child-friendly spaces provide a space to support children's participation in the community, as girls and boys tend to come together in CFS on a regular basis with staff/volunteers who usually have some training in working with children.

- Children and young people of different ages and backgrounds should be consulted and involved in the design, implementation, monitoring and evaluation of CFS.
- Children and young people can inform the development of rules for the day-to-day running of CFS, and of activity plans and schedules.
- CFS should be considered a crucial 'space' by other sectors (education, health, nutrition, WASH, etc) to support consultations, collaborations with children, and/or support for child-led initiatives on a range of issues concerning girls and boys.
- Child-led initiatives and peer education (eg. on child rights, child protection, WASH, health, nutrition, hygiene, accountability) can be supported through CFS activities.
- Information on child rights and relief programmes should be provided through CFS, education and/or other responses.
- CFS can also be used more strategically to support 'transformational' empowerment initiatives for children and young people, including efforts to support child-led groups and children's participation in camp governance and/or local governance.
- Efforts to reach out beyond the CFS centre-based approach are also required in order to reach and empower the most marginalised children (including children with disabilities, children from ethnic minorities, working children and/or children from child- or elderly-headed households, etc).

Children's participation in camp governance models also enable more effective and accountable humanitarian responses to better address the specific needs and rights of girls and boys.



- If refugee or IDP camps are established and are likely to be maintained for more than a few weeks, the formation of child groups with a focus on inclusion of the most marginalised children (including children with disabilities) should be supported.
- It is important to advocate for and support children's participation and representation in camp management/coordination as a mechanism to increase accountability to children and to respond to children's needs and rights within the camps.

MEAL and sector staff can support children's participation processes which enable girls and boys (especially the most marginalised) to be involved in reviewing and updating programme plans.

- Two to three months after a sudden-onset emergency response, MEAL and/or sector staff should elicit children's views, perspectives and priorities on their situation and the humanitarian response interventions so that these can inform and influence the response sector review, sector programme plans and requests for proposal amendments. Plans and budgets for children's participation can be reviewed and updated on the basis of girls' and boys' suggestions and/or children's own plans for child-led initiatives.
- Space and processes should enable girls and boys (especially the most marginalised) to inform the development of child-sensitive indicators for monitoring and evaluating outcomes and changes in children's lives resulting from the humanitarian sector interventions. Inclusion of child-sensitive indicators and indicators on children's participation will increase opportunities for more meaningful engagement of children in monitoring.

TOOL 5: PARTICIPATORY TOOLS ENABLING CHILDREN'S PARTICIPATION IN REVIEWS AND UPDATES TO PROGRAMME PLANS¹⁸

- **Child-led tours** of early childhood care and development (ECCD) centres/schools/camps/communities so that the children and young people can explain changes/improvements they would like to see through programme interventions.
- **'H' assessments** enabling children and young people to assess the strengths and weaknesses of existing sector programmes and make recommendations for improving them.

	Sector programme	
	Suggestions to improve	

- **Puppets, drawing, drama and/or child-led photography** can also be used to involve children and seek their views and ideas about existing programmes and their suggestions for improving them.
- **A visioning tree** to explore a vision of how children's needs and rights can be better addressed through the humanitarian responses.
 - The fruit represents their vision (individual and collective).
 - The roots represent existing strengths (of children, communities, Save the Children's or partners' humanitarian response).
 - The trunk represents their recommendations and action planning to move towards their vision(s).
- **Diamond ranking** or **sticker voting** to identify the priorities of girls and boys of different ages and backgrounds. (Stickers of different colours can be used by girls/boys of different ages/backgrounds.)

CHILDREN'S DRAWINGS TO INFLUENCE PLANS, HAITI¹⁹

Following the January 2010 earthquake in Haiti, UNICEF supported youth facilitators to consult children regarding reconstruction planning. The facilitators encouraged children to draw how they wanted their community or new school to look and to explain their drawings. The drawings were used as a tool for developing proposals. For example, some of the children suggested projects to clean up the trash in the camps for displaced people, while others wanted to band together to improve security where lighting wasn't adequate for girls to feel safe at night. One 14-year-old girl suggested that giving children flashlights was a good way to protect them from gender-based violence. UNICEF followed up on such practical suggestions.

Ideas to apply learning in other contexts

Drawings can be an easy tool to use with girls and boys of different ages to explore their views, experiences and suggestions regarding the emergency response or reconstruction processes. It is crucial to ask children to explain what their drawing means to them.

More recent innovative participatory work with children in refugee camps supported by UNHCR and Save the Children has also enabled the development of practical guidance and creative methods to support the registration of refugee children, and to develop services that respond to their protection concerns.

INNOVATION THROUGH REFUGEE CHILDREN'S PARTICIPATION²⁰

A project supported by GIZ, UNHCR and Save the Children worked with refugee children as innovators in Kyaka II, a long-term refugee settlement in Uganda to explore what might constitute a more child-friendly, child-specific and participatory refugee protection process for children. This was done through participatory workshops with groups of refugee children (aged 6–10 and 11–16) to map out their broad perspectives, as well as focus on specific points (arrival, registration, best interest determination) and aspects (environment, child/adult interaction, information) of the refugee protection process. Observation of protection interviews with refugee children and interviews with humanitarian practitioners also informed the innovation process.

Ideas to apply learning in other contexts

As a result of this project, alternative and age-appropriate child-friendly protection processes and methodologies have been developed. See: UN High Commissioner for Refugees, *Listen and Learn: Participatory assessment with children and adolescents*, July 2012, available at: <http://www.unhcr.org/refworld/pdfid/4fffe4af2.pdf>

5.3 INTEGRATING CHILDREN'S PARTICIPATION INTO MEAL

The increasing global humanitarian agenda and donor emphasis on accountability to beneficiaries has been identified as a driving force that can help increase Save the Children's focus on participation and accountability during the humanitarian response. Integrating a strong focus on children's participation into MEAL standards and guidance to be applied by each sector (as part of Save the Children's Quality and Accountability Framework) is another key entry point to embed and increase meaningful children's participation in the humanitarian response.

Practical action and key considerations

- Apply standard operating procedures on 'stakeholder participation' and 'ethical standards':
 - All data collection processes (baseline, monitoring, evaluation, research) must adhere to recognised ethical standards and the best interests of the child.
 - All projects and programmes must include appropriate, relevant and meaningful participation of children, partners and other stakeholders in all aspects of design, monitoring, and evaluation.
 - Conduct stakeholder mapping to ensure the power dynamics within the community are understood and that all vulnerable groups are enabled to participate.
 - Document how children are able to participate and influence each stage of the programme cycle.
 - Use child-friendly approaches, languages and tools to enable meaningful participation.
- Monitoring activities should promote child and community participation (with opportunities for girls, boys, women and men from diverse backgrounds to participate).
- Child-sensitive indicators (which require monitoring data from girls and boys) need to be included in sector logframes, MEAL plans, and the output tracker.
- Feedback from girls and boys should be incorporated in pre- and post-distribution surveys to assess the child impact of such distributions.
- Apply MEAL standards/standard operating procedures to establish feedback and complaints mechanisms which should be accessible to children. Consultation and/or collaboration with children can also help inform the design and implementation of child-friendly accessible complaints and response mechanisms.
- Use the 'child satisfaction measurement tool' to listen to and act upon children's feedback on Save the Children's humanitarian response.

CHILD SATISFACTION MEASUREMENT TOOL

A child satisfaction measurement tool using a child-friendly 'H' assessment tool with girls and boys (in different age groups) should be piloted/implemented to capture girls' and boys' perceptions of the emergency response interventions so that these can inform programme monitoring, evaluation, accountability and learning. See *Facilitator's Guide for Piloting a "Child Satisfaction Measurement Tool" in Save the Children's Humanitarian Programmes*.²¹ The overall purpose of the tool is to learn from girls' and boys' feedback in order to increase the effectiveness and accountability of child-focused humanitarian programming towards improved outcomes for children and their families (especially the most vulnerable).

SUPPORT CHILDREN'S PARTICIPATION IN ONGOING MONITORING AND EVALUATION PROCESSES

- Support girls' and boys' participation in ongoing monitoring and evaluation processes and mechanisms. Wherever possible, this should include providing training and support to use child-friendly participatory M&E tools (eg, photography, videos, child-friendly PRA tools – before/after body mapping, drawings, stories,²² etc).
- Ensure disaggregated data collection (according to age, gender, dis/ability, ethnicity, religion and other key diversity factors) as part of programme monitoring, and analyse who is not reached.
- Ask questions about whether our programmes are accessible and reaching the most marginalised children and families. For example, are CFS accessible to children with disabilities and reaching other marginalised groups of children (eg, working children)? Include monitoring questions about which girls and boys are/are not participating. Ask why this is the case, and how can we ensure inclusion and active participation of the most marginalised girls and boys?
- Harness children's participation in order to help better identify and address issues of exclusion and inclusion. Support children's participation and representation in accountability processes and mechanisms.

SUPPORT CHILDREN'S PARTICIPATION IN REVIEWS AND EVALUATIONS

- Support children's participation in real-time reviews in internal and technical reviews and in the evaluation of humanitarian action (external). In addition to consulting girls and boys during the evaluation, explore additional 'collaborative' opportunities to actively involve children and young people in evaluation teams and/or to support some child-led evaluation initiatives.
- Ensure evaluation team members include at least one technical expert on children's participation, and provide children access to training and/or support so that they can be actively involved in evaluation processes.
- User-friendly/child-friendly summary reports of reviews and evaluations must be shared with children and adults in communities that participated.

CHILDREN'S COMMITTEES FOR EVALUATION AND ACCOUNTABILITY, ZIMBABWE²³

A 2003 survey on the distribution of food aid in Zimbabwe's 'hungry season', from November to April, revealed that children whose parents had died or were absent were often not included during the registration process. Many child-headed households did not know of their entitlements. Complaints were not made, for fear that food aid might be terminated. In response, Save the Children established a children's committee to collect feedback, complaints and suggestions for improvement. By April 2004, seven committees had been established in seven communities. Children raised issues on the allocation of food, including within households, and the marginalising of orphans by caregivers. They also reported cases of child abuse. Child representatives on the committees had been trained in information-gathering skills, accountability and documentation. Parents and community leaders were also involved in the setting-up phase in detailed discussions to gain their permission and agreement with the process. The mechanism was considered a success. The local management board "generally believes that this intervention has provided information of a nature and quality that may not have been possible through the normal post-distribution monitoring visits conducted by international NGOs."²⁴ However, it also threatened some established interests. "As one councillor remarked, it is a short step from promoting the accountability of food aid deliveries to demands for greater accountability among elected office holders."²⁵

Ideas to apply learning in other contexts

This case illustrates the benefits of involving children in feedback and complaints mechanisms to inform efforts to reach the most marginalised children in Save the Children's relief efforts. The importance of involving and sensitising key adults (parents, caregivers, community elders, local officials) to gain their permission and support for children's participation is also evident, as is the need to provide children with access to training in information gathering, reporting and accountability. Clear knowledge and systems for child protection reporting and response also need to be in place when complaints and/or accountability mechanisms are being established.



TOOL 6: PARTICIPATORY TOOLS ENABLING CHILDREN'S PARTICIPATION IN EVALUATIONS

TIMELINE

- Introduce the timeline as a tool to explore how the humanitarian response has developed over time and to identify key successes and challenges.
- Draw a horizontal line on a number of pieces of flipchart paper stuck together. On the left-hand side record the nature and date of the emergency (eg, earthquake May 2012, etc).
- Use the timeline to explore with children and to record (either visually or in words) their understanding of when Save the Children (or its partner agency) arrived in their community/camp and what programmes activities were implemented (and when) (eg, rice distribution end May 2012, CFS set up 5 June 2012, etc).
- Where necessary, share brief information about humanitarian programmes/key interventions run by Save the Children that children are not aware of (ideally, share such information through photographs). (Mark the date on which these activities started and add an exclamation mark to indicate that children were unaware of these interventions.)
- Encourage children to share their views about the main successes of these interventions (record the key ideas on Post-it notes and place them on the timeline).
- Encourage children to share their views about the main challenges or weaknesses of these interventions (record the key ideas on Post-it notes and place them on the timeline).

The timeline can also be used to explore the nature of children's participation in Save the Children's response:

- Explore with children whether they were informed, consulted or actively involved in decision-making relating to these Save the Children activities in their camp/community (and record their main views on Post-it notes).
- Ask whether certain children (eg, girls or boys of different ages or backgrounds) have more or less opportunity to participate, and why.

The 'H' assessment (see page 33) can be used as an evaluation tool.

The body mapping tool can be adapted to explore changes in children 'before and after' the humanitarian response.²⁶

Children can use drama, poetry, drawings, photos or videos to share their views and experiences regarding the strengths and weaknesses of the humanitarian response, as well as their recommendations to improve the response.

Opportunities for children and young people to use social media for participatory evaluations can also be explored.

5.4 STRENGTHENING CHILDREN'S PARTICIPATION IN TRANSITION PLANNING

The timing of the 'transition phase' varies according to the scale of the disaster and the response. However, generally around four to nine months after a sudden-onset emergency some of the emergency response interventions are either phased out, handed over to local authorities or local groups and/or transitioned into longer-term reconstruction or development programming interventions. This transition phase is an important phase of programming, in which children's voices, participation and accountability mechanisms are crucial.

Practical action and key considerations

- As a minimum, children and young people need to be informed in a timely and transparent manner about which interventions will end and why.
- Consult and collaborate with children and young people so that their views and priorities influence transition planning.
- Use the transition phase as an opportunity to strengthen structures, systems and processes that increase realisation of children's rights. For example, children and young people should be involved in the phase-out and/or transition of CFS which could potentially be transitioned into community-run centres, 'child/youth group' centres and/or ECCD centres.

There are important opportunities to support children's participation as active citizens in reconstruction, transitional justice, peace building and development processes. In post-disaster/post-conflict scenarios, government, donors, the UN and INGOs may be more obliged to listen to those affected, and children and young people can be powerful advocates, especially when speaking from their own direct experiences and analysis. Children and young people can be effective advocates and can inform strategies, plans and budgets to 'build back better' and to better address and realise children's rights.

- Support children's participation in post-disaster needs assessments, 'build back better' reconstruction processes and/or peace processes. (Collaborate with Child Rights Governance country staff who have expertise in supporting children's role as active citizens in governance processes affecting them.)
- Sensitise government, the UN, donors, civil society and media about the importance of children's involvement in reconstruction and/or peace-building processes.
- Ensure that children's involvement in advocacy is not just symbolic or tokenistic. Support meaningful processes of participation and advocacy among children, especially those most affected and/or marginalised.
- Ensure ongoing efforts to provide feedback, and be accountable to children about whether and to what extent their recommendations have been acted upon.

CHILDREN'S PARTICIPATION IN THE PEACE TALKS AGENDA ISSUES, UGANDA, 2007²⁷

Peace talks between the government of Uganda and the Lord's Resistance Army took place in Juba between 2006 and 2008. Children's representatives from associations and peace clubs in northern Uganda have highlighted the importance of children's participation in the formal peace talks – as children's perspectives are vital, they can help push forward the peace talks, and may support the release of children who remain in captivity.

NGOs (Concerned Parents Association, Trans-cultural Psychosocial Organisation, Save the Children in Uganda) and UNICEF took the opportunity to engage children and youth in civil society consultations on agenda 3 of the formal peace talks, concerning accountability and reconciliation. In September 2007 more than 200 children and young people from four districts of northern Uganda and Teso region were consulted. Ethical guidelines on children's participation were shared with all concerned agencies. The methodology was designed to be child-friendly and participatory, and trained counsellors were on hand during the workshops.

Some of the main messages from children and youth included:

- finding a process for forgiveness and reconciliation
- the importance of children's involvement in the process
- the benefits of using traditional justice mechanisms, which will help revive culture and tradition in their communities as part of post-conflict community building.

The outcomes of the consultations were presented to government representatives who were involved in the peace talks. The government officials also met directly with children's representatives to gain further insight into children's perspectives. In the emerging agreement on agenda 3 between the government of Uganda and the Lord's Resistance Army there is a section on children which includes the need to 'recognise and consider the experiences, views and concerns of children', to 'protect the dignity, privacy and security of children in any accountability and reconciliation proceedings', to 'ensure that children are not subjected to criminal justice proceedings but may participate in reconciliation processes', and to 'encourage and facilitate the participation of children in the processes for implementing this agreement'.

Ideas to apply learning in other contexts

Save the Children Norway has a lot of experience in supporting children's participation in peace building which can be applied in countries that have been affected by conflict and/or insecurity. Various tools and guidance are available on: http://tn.reddbarna.no/default.asp?V_ITEM_ID=10963

ANNEX I: FURTHER READING AND MATERIALS ON CHILDREN'S PARTICIPATION AND HUMANITARIAN PROGRAMMING

Action for the Rights of Children, *ARC Resource Pack, Foundation module 4: Participation and inclusion*, Action for the Rights of Children 2009
www.arc-online.org

Ager, A et al, *Participative Ranking Methodology: A brief guide*, 2010
<http://www.cpcnetwork.org/learning-details.php?ID=2>

ALNAP, *Participation by Crisis-Affected Populations in Humanitarian Action: A handbook for practitioners*, ALNAP, 2003
http://www.alnap.org/pool/files/gs_handbook.pdf

Boyden, J and Mann, G, 'Children's risk, resilience and coping in extreme situations', background paper to the Consultation on Children in Adversity, Oxford, 9–12 September 2000

CERG et al, *Article 15 Resource Kit : Online modules to strengthen children's management of their own organisations*, CERG et al, 2012
<http://www.crc15.org/>

Child Protection Working Group, *Minimum Standards for Child Protection in Humanitarian Action*, Child Protection Working Group, 2012
<http://cpwg.net/wp-content/uploads/2012/10/Minimum-standards-for-child-protection-in-humanitarian-action.pdf>

Children in a Changing Climate Research, *Children, Climate Change and Disaster: An annotated bibliography*, Children in a Changing Climate Research, 2012
http://www.childreninachangingclimate.org/database/CCC/Publications/CCC_Children-Climate-Disasters-Bibliography.pdf

Children's participation cluster (Myanmar language) booklet on children and women's participation. Produced by Hannah Thompson

CRINMAIL, *Child Rights and Emergencies*, CRIN, 2007
<http://www.crin.org/resources/infoDetail.asp?ID=12614&flag=report>

Global Education Cluster, *The Joint Education Needs Assessment Toolkit*, Global Education Cluster, 2010
<http://www.savethechildren.org.uk/resources/online-library/joint-education-needs-assessment-toolkit>

Groupe URD, *Participation Handbook for Humanitarian Field Workers: Involving crisis-affected people in a humanitarian response*, Groupe URD
<http://www.urd.org/Participation-Handbook>

Hart, J, *The Participation of Conflict-Affected Children in Humanitarian Action: Learning from zones of armed conflict*, 2004. Refugee Studies Centre, University of Oxford. Available at <http://www.rsc.ox.ac.uk/>

Hilhorst, T and Jansen, B, Paper 3 'Participation and Humanitarian Aid: Biting realities?' in PSO, *You Never Walk Alone: Participation, partnership and coordination in humanitarian aid*, PSO, 2005

IASC Child Protection Working Group, *Inter-agency First Phase Child Protection Assessment Resource Kit*, IASC Child Protection Working Group, 2009

INEE, *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*, INEE, 2004
http://www.unicef.org/violencestudy/pdf/min_standards_education_emergencies.pdf

INEE, *Education in Emergencies: Including everyone. INEE pocket guide to inclusive education*, INEE, 2009
http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1007/INEE_Pocket_Guide_Inclusive_Education_EN.pdf

O'Kane, Feinstein, C and Giertsen, A, 'Children and Young People in Post-Conflict Peace-Building' in D Nosworthy (ed), *Seen, But Not Heard! Placing children and youth on the security agenda*, DCAF, 2009.

Plan, *Understanding and Evaluating Children's Participation: A review of contemporary literature*, Plan, 2003
http://www.plan.org.au/~media/Documents/Research%20and%20Reports/Child_Participation_Literature_Review.ashx

Plan International, *Child-Centred DRR Toolkit*, Plan International, 2010
<http://resourcecentre.savethechildren.se/content/library/documents/child-centred-drr-toolkit>

Save the Children UK, *Children and Participation: Research, monitoring and evaluation with children and young people*, Save the Children UK, 2000
http://www.crin.org/docs/resources/publications/hrbap/SCUK_participation.pdf

Save the Children, *Practice Standards in Children's Participation*, Save the Children, 2005
<http://www.savethechildren.org.uk/resources/online-library/practice-standards-children%E2%80%99s-participation>

Save the Children, *Children's Feedback Committees in Zimbabwe: An experiment in humanitarian accountability*, Save the Children, 2005
http://www.sarpn.org/documents/d0001151/PI270-Children_Feedback__Zimbabwe_Jan2005.pdf

Save the Children, *Child Rights Perspective in Response to Natural Disasters in South Asia: A retrospective study*, Save the Children Sweden, South and Central Asia, 2006
<http://resourcecentre.savethechildren.se/content/library/documents/child-rights-perspective-response-natural-disasters-south-asia-retrospect-0>

Save the Children Sweden, *"Participation is a Virtue that Must be Cultivated": An analysis of children's participation working methods and materials within Save the Children Sweden*, Save the Children Sweden, 2008

<http://resourcecentre.savethechildren.se/library/participation-virtue-must-be-cultivated-analysis-childrens-participation-working-methods-and>

Save the Children Norway, *Global Report: Adult's War and Young Generation's Peace: Children's participation in armed conflict, post conflict and peace building*, Save the Children Norway, 2008

http://tn.reddbarna.no/default.asp?V_ITEM_ID=19028

Save the Children Norway, *Ethical Guidelines: For ethical, meaningful and inclusive children's participation practice*, Save the Children Norway, 2008

http://tn.reddbarna.no/default.asp?V_ITEM_ID=19028

Save the Children Sweden, *Catalysts for Change: A thematic review of Save the Children Sweden's collaboration with civil society in emergencies*, Save the Children Sweden, 2009

<http://resourcecentre.savethechildren.se/library/catalysts-change-thematic-review-save-children-swedens-collaboration-civil-society>

Save the Children, *Putting Children at the Centre: A practical guide to children's participation*, Save the Children, 2010

<http://www.savethechildren.org.uk/resources/online-library/putting-children-centre-practical-guide-childrens-participation>

Save the Children, *Speaking Out, Being Heard: Experiences of child participation and accountability to children from around the world*, Save the Children, 2010

http://wearelomos.org/sites/default/files/research/Speaking_Out_Being_Heard_lo-res.pdf

Save the Children, *Living with Disasters and Changing Climate: Children in Southeast Asia telling their stories about disaster and climate change*, Save the Children, 2010

<http://www.savethechildren.org.uk/resources/online-library/living-with-disasters-and-changing-climate>

Save the Children, *Accountability Matters in Emergencies: Listening to children and responding to their feedback during Save the Children's humanitarian response in Myanmar (Burma)*, Save the Children, 2010

http://www.savethechildren.org.uk/sites/default/files/docs/Accountability_Matters_in_emergencies_1.pdf

Save the Children, *Guide for Setting-up Child Friendly Complaints and Response Mechanisms (CRMs): Lessons learnt from Save the Children's CRMs in Dadaab Refugee Camp*, Save the Children, 2011

<http://www.hapinternational.org/pool/files/guide-to-a-child-friendly-crm-lessons-from-dadaab-kenya-final-draft.pdf>

Save the Children and UNICEF, *Every Child's Right to be Heard: A resource guide on the UN Committee on the Rights of the Child General Comment No. 12*, Save the Children and UNICEF, 2011. Gerison Lansdown.

http://www.unicef.org/adolescence/files/Every_Childs_Right_to_be_Heard.pdf

Save the Children, *Save the Children Humanitarian Review and Strategy*, Mike Penrose, Emergency Director, Save the Children International, Save the Children, 7 October 2011

Save the Children's 'How to' series on accountability

Save the Children Denmark, *Psychological First Aid to Children – training*, Save the Children Denmark, 2011

<http://resourcecentre.savethechildren.se/content/library/documents/psychological-first-aid-children-training>

Save the Children, Emergency Quality and Accountability Framework, Save the Children, 2012

Save the Children Norway, *"To build peace, it is hard but not impossible. We have to do it."* (Advocacy booklet), Save the Children Norway, 2012

http://www.reddbarna.no/Media/topicn_temp/pub.pdf

Save the Children, DRR and CCA Strategy, Save the Children, 2012

Save the Children, Children's participation in humanitarian practice Pre-reading developed for Humanitarian and Leadership Academy for a 1 hour introductory training, Save the Children, 2012

Save the Children, CRG guide on children's civil rights and freedoms, Save the Children, 2013

Skuels, A, *Refugee Children's Participation in Protection: A case study from Uganda*, UNHCR, New Issues in Refugee Research, Research Paper No. 241, August 2012

<http://www.unhcr.org/503de69c9.html>

UNCRC, *General Comment No. 12: The right of the child to be heard*, CRC/C/GC/12, UNCRC, 2009

www.unhcr.org/refworld/docid/4ae562c52.html

UNHCR, *Listen and Learn: Participatory assessment with children and adolescents*, UNHCR, 2012

<http://www.unhcr.org/refworld/pdfid/4fffe4af2.pdf>

UNICEF, Child and Youth Participation Resource Guide (web page)

www.unicef.org/adolescence/cypguide/index_child_adult.html

UNICEF, *The Participation of Children and Young People in Emergencies: A guide for relief agencies, based largely on experiences in the Asian tsunami response*, UNICEF, 2007

<http://www.unicef.org/adolescence/cypguide/files/theparticipationofchildrenandyoungpeopleinemergencies.pdf>

ANNEX 2: OVERVIEW OF PARTICIPATORY TOOLS IN ARC MODULE ON PARTICIPATION AND INCLUSION

A range of participatory tools that can be applied with children to help identify, prioritise, analyse, plan, monitor and evaluate issues or processes affecting them is included in the Action for the Rights of Children Foundation Module 4: Participation and inclusion: www.arc-online.org

PARTICIPATORY TOOL	PURPOSE	LOCATION IN ARC MODULE
Tools to support children to identify issues affecting them		
Timeline of a day in a child's life	Identifies roles and responsibilities taken on by children and difficulties they face in their day-to-day lives	Section 1
Risk mapping	Identifies risks faced by girls or boys in their locality	Section 5
Body mapping	Identifies children's experiences, eg, what they like/ do not like in what they hear, see, feel, do, etc	Section 5
Transect walk	Identifies difficulties, opportunities and resources in their locality	Section 5
Drawings, poetry	Encourages children to use drawings or poetry to express their experiences, hopes or fears	Section 4
Drama	Encourages children to use drama as a medium to analyse, present and encourage dialogue on issues affecting them	Section 4
Tools to support children to prioritise issues affecting them		
Diamond ranking	Prioritises which issue is most important to them and why	Section 4
Matrix ranking		
Tools to support children to analyse issues affecting them		
Children's participation balloon	Explores what children's participation means, its purpose, what hinders and helps it	Section 1
Problem tree analysis	Identifies the root causes and impact of a problem	Section 5
and Why? Why? Why?		Section 7
Discrimination analysis	Explores and analyses discrimination and exclusion	Section 1
Power ball	Identifies differences in power within families, communities and organisations, with attention to gender, disability and other forms of difference	Section 1

continued overleaf

PARTICIPATORY TOOL	PURPOSE	LOCATION IN ARC MODULE
Tools to support children to plan action on issues affecting them		
How? How? How?	Helps identify practical action planning steps	Section 5
Visioning and next steps?	Uses a visioning exercise to identify what children want to achieve and practical steps to reach it	Section 6
Tools to support children to monitor and evaluate initiatives or programmes affecting them		
Timeline	Uses a timeline to identify key achievements (milestones) and challenges faced during their participatory initiative	Section 7
'H' assessment	A simple tool to analyse strengths, weaknesses and suggestions to improve an initiative/project	Section 7
Before and after body map	Uses a body map to explore changes in children arising from their participation and/or the programme interventions	Section 7
Spider tool	Introduces the spider tool – a self-assessment and planning tool for child-led organisations and initiatives	Section 7

ENDNOTES

¹ See O'Kane, C, 'A review of children's participation in Save the Children's Humanitarian Programming', 2013. Available from Save the Children UK Humanitarian Technical Unit.

² See note 1.

³ As part of this review the logframes from each sector and for MEAL were reviewed, and feedback was shared with the MEAL team on how various sectors could strengthen their logframes, indicators, activities and budgets to increase opportunities for meaningful participation of children in the humanitarian response. For example, child-sensitive/child-informed indicators, activities and budgets for children's participation are essential.

⁴ Furthermore, as participatory assessments take time, it was suggested that they may not be the most suitable methodology for a rapid assessment, as it would take too long to gather sufficient qualitative data from a reasonable sample.

⁵ Save the Children, *Practice Standards in Children's Participation*, Save the Children, 2005

⁶ See Save the Children and UNICEF, *Every Child's Right to be Heard: A resource guide on the UN Committee on the Rights of the Child General Comment No. 12*, Save the Children and UNICEF, 2011. Gerison Lansdown.

⁷ Save the Children UK, Mozambique, Health Outreach Activity in Mopeia (March, 2008)

⁸ Calao Express, Monthly Internet edition of the African Movement of Working Children and Youth (AMWCY), January 2011

⁹ 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. These basic requirements are in large part based on the Save the Children practice standards which were published in 2005.

¹⁰ Save the Children, *Save the Children International Disaster Risk Reduction and Climate Change Adaptation Strategy: 2012–2015*, Save the Children, September 2012

¹¹ One-hour, three-hour and two-day training modules on children's participation in humanitarian programming have been developed. Contact Save the Children UK Humanitarian Technical Unit.

¹² For example, training in psychological first aid.

¹³ Seeking girls' and boys' views on protection issues and other sensitive concerns should be facilitated by staff who are experienced in communicating with children and able to provide and/or make referrals for psychosocial support if needed.

¹⁴ Save the Children, *Child Rights Perspective in Response to Natural Disasters in South Asia: A retrospective study*, Save the Children, 2006

¹⁵ Action on the Rights of the Child (ARC), *ARC Resource Pack: Foundation Module 4: Participation and Inclusion*, ARC, 2009

¹⁶ See Ager, A et al, *Participative Ranking Methodology: A brief guide*

¹⁷ See note 16.

¹⁸ For detailed guidance on these tools, see Save the Children Norway, *A Kit of Tools for Participatory Research and Evaluation with Children, Young People and Adults*, Save the Children Norway, 2008.

¹⁹ http://www.youtube.com/watch?v=_x9onfSvr78

²⁰ By Anna Skeels, Centre for Migration Policy Research, Swansea University: <http://www.humanitarianinnovation.org/projects/small-grants/CMPPR>

²¹ Available from the Save the Children UK Humanitarian Technical Unit MEAL team.

²² See note 16.

²³ Mclvor, C, *Children's Feedback Committees in Zimbabwe: An experiment in humanitarian accountability*, Save the Children, 2005

²⁴ Mclvor, C (2005) *Children's Feedback Committees in Zimbabwe*, Save the Children, page 3

²⁵ Mclvor, C (2005) *Children's Feedback Committees in Zimbabwe*, Save the Children, page 4

²⁶ See note 16.

²⁷ See Concerned Parents Association (CPA), *Accountability and Reconciliation: Perspectives from children and youth in northern and eastern Uganda*, CPA with TPO, Save the Children and UNICEF, 2007

GUIDELINES FOR CHILDREN'S PARTICIPATION IN HUMANITARIAN PROGRAMMING

COVER PHOTO: JONATHAN HAMSSAVE THE CHILDREN

Save the Children is a leading international organisation working to increase fulfillment of children's rights in humanitarian and development contexts.

These guidelines have been developed to support humanitarian managers and field staff in applying meaningful and safe children's participation in different stages of the humanitarian programme response.

The guidelines support emergency preparedness efforts to strengthen staff and partners' capacity to support meaningful children's participation. It includes guidance and tools to enhance meaningful children's participation in the emergency response, and in transitions to relief, reconstruction and peace-building processes.

savethechildren.org.uk