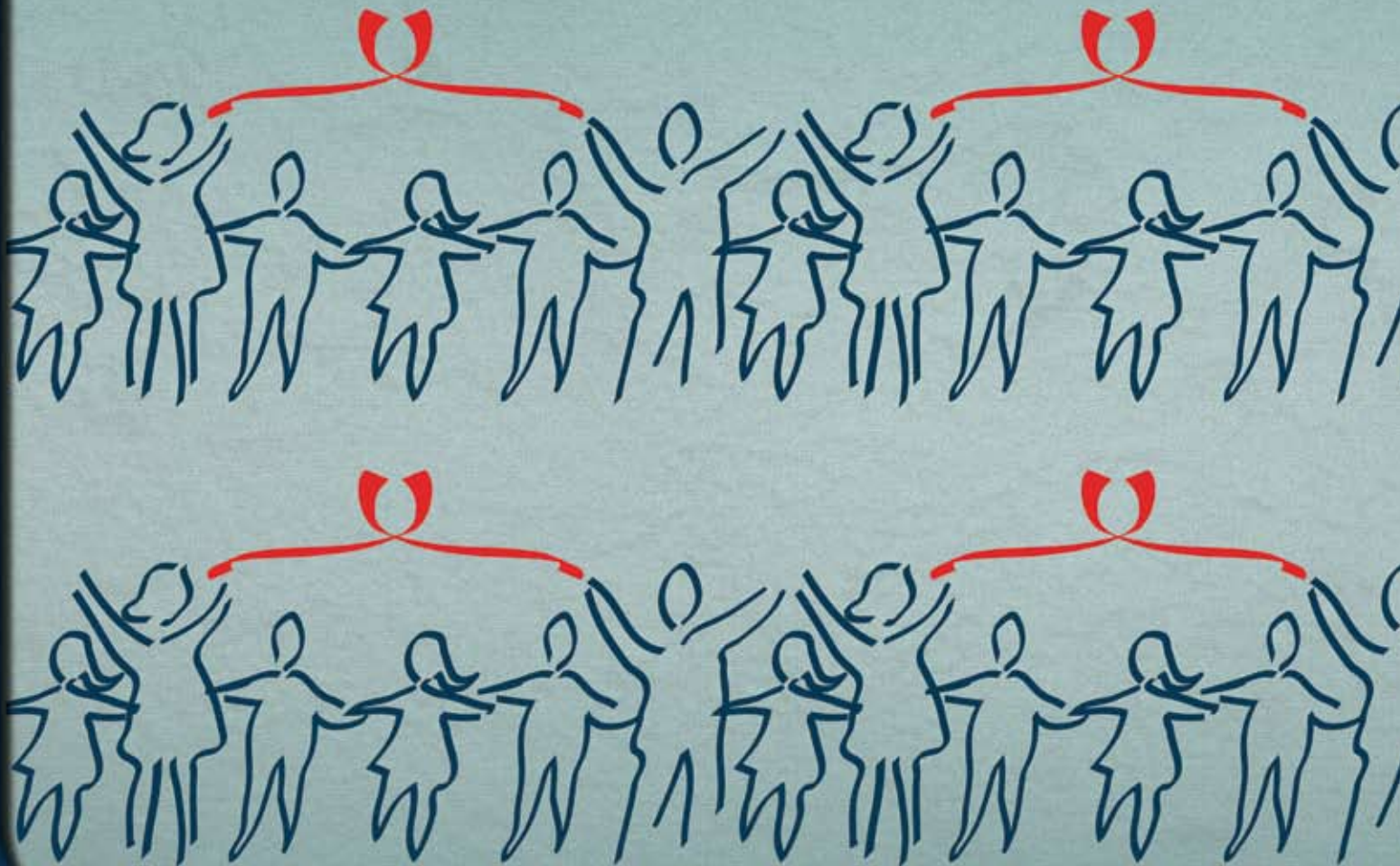




Canadian International
Development Agency

Agence canadienne de
développement international

LESSONS LEARNED ON CHILDREN AND YOUNG PEOPLE'S PARTICIPATION IN DEVELOPMENT



Canada

Lessons Learned on Children and Young People's Participation in Development

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Glossary

ACAP	Children As Peacebuilders Project
CBO	Community-based organization
CEA	Canadian executing agency
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CP	Children's participation
CPU	Child Protection Unit (at CIDA)
CRC	Convention on the Rights of the Child
CRP	The Child Rights Project in Sri Lanka
DAC	Development Assistance Committee of the OECD
EDP	Educator Development Program in Kosovo, Serbia and Montenegro
HRAD	Human Rights Approach to Development
LFA	Logical framework analysis
MSMEs	micro, small and medium-sized enterprises
NGO	Non-governmental organization
ODA	Official Development Assistance
OECD	Organization for Economic Cooperation and Development
PAC	Project advisory committee
PM & E	participatory monitoring and evaluation
PO	Partner organization
PPIC-Work	Promoting and Protecting the Interests of Children who Work in Egypt
PRA	participatory rural appraisal
PSC	Project steering committee
PTC	Project technical committee
RBM	Results-based management
SDP	Social Development Priorities (health and nutrition, basic education, HIV/AIDS and child protection)

Executive Summary

To demonstrate the potential for children and young people's participation in its programming, the Canadian International Development Agency (CIDA) launched a series of pilot projects integrating participation of children and young people at different levels of the project cycle. In 2005, CIDA commissioned the following review to capture lessons learned and good practices from those pilots to inform and strengthen current and future programming. The projects are:

- Education and Peace Building for Children Affected by Armed Conflict in Colombia, implemented by Save the Children Canada;
- Conflict Resolution for Adolescents in Colombia, implemented by Foster Parents Plan – Canada;
- Child Rights Project, Sri Lanka, implemented by the Foundation for International Training;
- Promoting and Protecting the Interests of Children Who Work in Egypt, implemented by Partners in Technology Exchange and Mennonite Economic Development Associates;
- Kosovo Educator Development Project of the Educator Development Program, implemented by Universal Management Group and the University of Calgary.

This review notes that there are several significant reasons to include children and young people's participation in CIDA projects:

- Stakeholder participation is an integral part of good development practice, and children and young people are stakeholders with a right, eagerness and capacity to participate.
- Children and young people's participation improves the quality of developmental results.
- Children and young people's participation strengthens their capacities to contribute to their societies.

By promoting children and young people's participation, CIDA supports Canada's international commitments and development priorities, including contributing to the international effort to achieve the Millennium Development Goals, CIDA's mandate of poverty reduction, and its commitment to strengthening its aid effectiveness.

Overarching Lessons Learned from the Pilot Projects

Three overarching lessons about children and young people's participation in CIDA projects were identified in the course of this review:

- It is important to commit sufficient time, at all stages of the project cycle, to building trusting relationships with all stakeholders, in particular children and young people.
- It is vital that there be a clear understanding, by all partners, of the definition of children and young people's participation in a particular project. This definition can take time to build and can change as contexts and capacities evolve.

- In exploring the potential for participation in different contexts, donors and projects may need to accept that ‘best practices’ might not be achievable at the outset or, indeed, at all. In balancing best practices with what is possible in a given context, children and young people should not be put at further risk.

Recommendations

Building on these lessons, this review makes several recommendations to CIDA and its executing agencies to strengthen future programming, based on the different stages of the project cycle. Some of the key recommendations are:

- CIDA should ensure that meaningful participation begins at the conceptualization stage of project development and plan ahead for longer timeframes and greater levels of risk than are normally anticipated.
- Practitioners should continue to pursue participation at the inception phase but avoid the tendency to ‘over-design’ for children and young people’s involvement. Explore project designs that allow for evolutionary approaches extending into the implementation period.
- Practitioners should ensure that all stakeholders (including children, young people and adults) are prepared for participation through appropriate means. Joint training on participation and human rights approaches to development to launch projects can be very effective in this regard.
- Practitioners should budget appropriate time and financial resources, recognizing that children and young people’s participation in implementation, governance and reporting does require greater effort.

Ultimately, this review concludes that supporting the participation of children and young people in CIDA projects (both as the focus of projects and as a cross-cutting issue) is good development practice that improves project results and contributes to the longer-term development of strong democratic societies.

Introduction

Background

To demonstrate the potential for children and young people's participation in its programming, the Canadian International Development Agency (CIDA) launched a series of pilot projects integrating participation of children and young people at different levels of the project cycle. In 2005, CIDA commissioned the following review to capture lessons learned and good practices from those pilots to inform and strengthen current and future programming.

The present review refers both to children and young people's participation. The Convention on the Rights of the Child defines children as all human beings under the age of 18. Young people are generally defined by UN agencies as being between the ages of 10 and 24. Although the pilot projects include young people from 18 to 22, the majority of the participants are children and young people under the age of 18.

Box 1: Children and young people's participation pilot projects

Promoting and Protecting the Interests of Children who Work in Egypt (PPIC-Work), 2002–2008

Beginning in Aswan, PPIC Work aimed to develop concrete solutions to improve the health, safety and learning opportunities for children who work in small businesses. The purpose of children's participation in this project was to empower girl and boy participants to identify labour hazards in their workplace, and to design and deliver interventions aimed at improving their working and learning conditions. The project collaborated with 350 working girls and boys in Aswan ranging in age from 6 to 18 years, with an average age of 15.

The Child Rights Project (CRP), Sri Lanka, 2001–2006

The CRP was designed to promote and protect the rights of children in Sri Lanka through developing the capacities of selected non-governmental organizations to implement rights-based and advocacy programs. Children's participation was not only an approach in this project, it was also defined as a result at both the outcome and output levels. The project worked to build the capacity of local partner organizations to both understand children's rights and rights-based programming and to actively support children in fulfilling these rights. The project collaborated with children aged 8 to 18.

Educator Development Program (EDP), Kosovo, Serbia and Montenegro, 2001–2007

The EDP was primarily a capacity-building program for educators, educational administrators and senior leaders at the ministerial level. It supported their ability to implement educational reform processes with an emphasis on professional development activities. Children and young people's participation was a cross-cutting theme in this project and was implemented through modeling participation practices within the CEA's own project, and by supporting local partners (including both adult and young people's organizations) to build their own capacities to include children and young people in educational reform processes. The project worked with children aged 4 to 22, with direct participatory programming focused on those 16 and older.

Box 1 (Cont'd)

Education and Peace Building for Children Affected by Armed Conflict in Colombia, 2003–2006

The Education and Peace Building for Children Affected by Armed Conflict Project in Colombia aimed to support the creation of sustainable alternative education models (both formal and non-formal) for children affected by armed conflict. Its goals were to build peaceful schools and communities and to offer alternatives to violence and recruitment by illegal armed groups. In striving towards these goals, the project pursued a holistic approach, using strategies that included research, psychosocial intervention, conflict resolution, gender equality, teacher training, engagement with government and the general public, and most significantly, the creation and promotion of young people's organizations and networks. In this project, children and young people were not only the primary beneficiaries; they were also active participants in planning, implementation and monitoring activities. The project worked with children aged 6-18, with roles in project governance focused on those aged 16-18.

Conflict Resolution for Adolescents in Colombia, 2002–2005

This three-year project aimed to improve Colombian capacity to progress towards peace building while addressing some of the key causes and intensifiers of violence among adolescents. The project supported measures to prevent adolescents in project areas from becoming participants in violence and, more importantly, enabled them to become active participants in conflict resolution and peace-building processes in the country. The project also helped young women and men to develop their interpersonal, communication, self-expression, negotiation, and leadership skills, and with support from teachers and parents, to build a unified Peace Building Proposal that will reinforce peaceful coexistence among young people. The project worked with children aged 12-22.

For a detailed description of the projects please refer to Appendix I.

Children and Young People's Participation: Making Results Sustainable

Participation is a matter of rights ...

The importance of involving children and young people in development processes is increasingly gaining recognition and acceptance worldwide. Article 12 of the United Nations Convention on the Rights of the Child, to which all but two states are signatories, clearly indicates that children and young people have a right to participate in decisions regarding all matters that affect them. Other related articles of the Convention further support and define the parameters of participation of children by noting their right to freedom of expression and access to information (Article 13), their right to freedom of thought, consciousness and religion (Article 14) and their right to freedom of association and peaceful assembly (Article 15).

While the right to participate is clearly outlined in the Convention on the Rights of the Child, and eagerness to participate is evident in the proliferation of children and young people's organizations, the issue of capacity to participate is the key argument made against the participation of children and young people. However, it is becoming increasingly understood that children and young people have a much greater capacity to participate than generally believed, and that children as young as six or seven years old are able to play meaningful, valuable decision-making roles in development activities. The pilot projects under review, for example, involve children as young as four years of age and young people as old as 22, with the average age ranging between 12 and 18.

...and development effectiveness

The participation of key stakeholders in development processes is also a fundamental component of aid effectiveness. The Organization for Economic Cooperation and Development's (OECD's) Development Assistance Committee (DAC), for example, outlines local ownership and strong partnerships as key factors in strengthening the efficacy of development investments. The acceptance of participation as a component of good development practice is also reflected in the tools commonly used by individuals and organizations to plan, implement, monitor and evaluate development interventions. Human rights approaches to development, results-based management (RBM) models, participatory rural appraisal (PRA) tools, participatory monitoring and evaluation (PM&E) models and a range of other commonly used frameworks all directly and explicitly refer to the need for local participation in development processes and systems to help ensure achievement of relevant, sustainable results.

The pilot projects demonstrate how results achievement is made more effective, efficient and/or relevant through children and young people's participation.

- The **PPIC-Work Project** in Egypt proponents, based on prior consultations with working children and their families, realised that in many cases removing young people from full-time work was not always in their best interests. They adopted a rights-based approach and involved young people in project re-design, which confirmed the validity of this approach and enabled them to identify a series of appropriate interventions. One such intervention, 'Learning from Life', is based on the children's reports of abuse from customers when they made mistakes giving back change. It focuses on building literacy and numeracy skills. The project has worked to ensure the sustainability of this initiative by working with business owners and children to formalize it in a Code of Conduct and making this a requirement for businesses to access credit.
- The proponents in the **Conflict Resolution for Adolescents** in Colombia project noted that the participation of young people, in addition to strengthening project results in terms of integrated community peacebuilding, has contributed to personal growth and attitudinal change. Several young people, teachers and parents indicated that they experienced personal growth and improved relationships with peers and their families due to participation in the project. Teachers and principals also stated that they have seen a noticeable change in the attitudes of students, including less fighting, higher tolerance and more caring attitudes towards their peers.
- The **Kosovo Educator Development Project** proponents noted that even low-level investment (less than 1% of the budget) in children and young people's participation can enrich results. By mainstreaming capacity building on young people's participation – in teacher training, school director training, and educational policy developers' training – they have been able to observe increased use of democratic classroom management approaches, improved involvement of students in school improvement planning, the inclusion of child-rights content in teacher training curricula, and policy development processes that include consultation with young people. More importantly, local stakeholders, including children, young people and adults, report improved relationships and better cooperation on a wide range of educational activities.
- In its first year, proponents of the **Child Rights Project** in Sri Lanka encountered a hostile environment for discussions of children's rights issues, characterized by denial and unwillingness to acknowledge problems. As they built partner organizations' understanding of children's rights and rights-based programming, they noticed an increasing acceptance of the idea of listening to children and giving

them a voice in decision making. In turn, children's participation is becoming accepted as a local practice in the community, and stakeholders beyond the primary partners are becoming proactive in the promotion and protection of children's rights. At the same time, children are demonstrating increased confidence and capacity to express their views in a wide range of fora.

- Proponents in the **Education and Peace Building for Children Affected by Armed Conflict Project** in Colombia learned that adult modes of participation are not always effective or appropriate for working with children and young people. By modifying the original project design to create additional space for children in its implementation, they supported the formation of children and young people's groups and networks that are now able to work autonomously to identify issues and undertake related activities for and with children and young people. In addition to creating this space for participation, the project proponents noted that children/young people-led initiatives have enriched other project results. For example, advocacy activities with local authorities and the general public are enhanced by the creativity of initiatives taken by children and young people participating in the project.

As noted above, fulfilling young people's right to participation is also a developmental result. These projects are empowering children and young people in acquiring new skills, knowledge, attitudes and experiences. Over the long term, this can benefit the entire society and play an important role in social and economic development.¹

Children's Participation also Contributes to Canada's International Commitments and Development Priorities

CIDA's *Action Plan on Child Protection* (2001-2005) was the first CIDA policy to explicitly adopt a human rights approach to development, using the UN Convention on the Rights of the Child and its optional protocols as its guiding framework (see Box 2). Through the implementation of the Action Plan, CIDA has supported the groundbreaking participation of children in several major international conferences, in policy dialogue on issues such as national plans of action for children, in bilateral projects, and in research. As CIDA transitions from the *Action Plan on Child Protection*, children's rights and protection remains an important area critical to reaching the Millennium Development Goals. Six out of eight of these goals involve the fulfillment of children's rights.

Box 2: About Human Rights Approaches to Development (HRAD)

Using a human rights approach to development (HRAD) implies that the protection, promotion and fulfillment of human rights are the explicit objective of development policy and programming. Applying HRAD means that the process of development interventions should be consistent with international human rights instruments such as the International Bill of Human Rights, the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). Accordingly, it also means incorporating into development programming the human rights principles of participation/inclusion, non-discrimination/equality, accountability/transparency, and indivisibility/interdependence. Additionally, the CRC principles of the best interests of the child and the right to life, survival and development, are essential when considering a human rights approach to programming in child protection.

1. UNDP. "Empowering People: A Guide to Participation". 1997. On-line Version. For more information on children and young people's participation and results within CIDA projects, readers are encouraged to refer to RBM and Children's Participation: A Guide to Incorporating Child Participation Results in CIDA Programs. This document is available on CIDA's website <http://www.acdi-cida.gc.ca>.

This is especially relevant to CIDA's mandate of poverty reduction. Given that children make up a disproportionately large number of the world's poor (representing 40%-50% of the population in many developing countries, and 60%-75% of the population in countries most affected by HIV/AIDS and conflict); they have a clear stake in Canada's development assistance program. Fulfilling children's rights, particularly the right to participate, is essential to reducing poverty in a sustainable way. Children have the potential to help break long-standing cycles of poverty and to transform attitudes and behaviours on issues ranging from equality and peacebuilding to environmental protection.

Canada is also committed to strengthening its aid effectiveness. As noted above, the inclusion of children and young people's participation in development processes increases aid effectiveness. As this type of programming continues to be strengthened, its impact is further enhanced. This is particularly true for CIDA's efforts to focus on marginalized children and young people. Many traditional development interventions in areas like health, education and private sector development have neglected girls, minority children, disabled children, working children, children living on the street and children affected by armed conflict. By targeting these children, we narrow the focus of our investments while broadening their potential impacts on poverty reduction.

About this Review

The purpose of this review is to capture the experiences of both CIDA and the executing agencies related to good practices in children and young people's participation to inform and strengthen current and future programming. The review was completed based on data from two sources: first, a series of interviews and focus groups with both CIDA and executing agency officers responsible for the five pilot projects (including a few field-based managers); and second, project documentation. The analysis of this data was largely qualitative. Much like development processes themselves, deriving lessons learned from a group of very different projects can be an imprecise activity. The lessons have been sorted into categories that roughly correspond to the key stages in the bilateral project cycle. However, the reader will note some overlap and repetition of lessons and themes between the various stages in the project cycle.

Overarching Lessons Learned

The pilot projects have yielded three overarching lessons, which form a core set of principles for engagement by donors and executing agencies:

1. Take Time to Build Trust

It is important to commit sufficient time, at all stages of the project cycle, to build trusting relationships with all stakeholders, especially children and young people. All pilot projects stressed that one of the key elements of ensuring successful children and young people's participation is the allotment of enough time to build trusting relationships between children and young people, local partners² and executing agencies. The type of relationship building required varies between the different project partnerships. Key issues include:

- **Relations between international executing agencies and local partners:** Even where strong support and goodwill toward children and young people exist, it can be difficult for local adult partners to make the transition to a power-sharing approach that allows for children and young people's participation. Where there is a prior relationship between executing agencies and local partners, sufficient time is still required to allow the executing agency to demonstrate its own commitment to children and young people's participation and to allow the local partner to develop its own level of comfort with the concepts and realities. If executing agencies and local partners do not have a prior relationship, local partners might require a significant period of time to 'get to know' the executing agency before they are comfortable facilitating their contact with children and young people in their communities.
- **Relations between executing agencies and young stakeholders (and their guardians):** While it is becoming more common, most executing agencies have not traditionally involved children and young people as active participants in development projects. Further, children and young people stakeholders may have a history of poor relationships with adults in general. Time is required to build trusting relationships and create 'safe spaces' where children and young people feel comfortable being open and honest. At the same time, it is important that executing agencies build relationships and gain the trust of children and young people's parents or guardians.
- **Relations between children and young people stakeholders and local partners:** In certain cases, there may be a historic foundation for distrust between local children and young people and local partners. In other cases, there may be distinct socio-cultural barriers that limit the nature of adult-children relationships. Time is required for both parties to prove their commitment to one another. Again, it is important that local partners build relationships and gain the trust of children and young people's parents or guardians.

2. The term 'local partners' is used in this document to refer to organizations (including non-governmental organizations, governmental and paragonmental organizations, educational institutions, private sector firms, etc., including children's organizations) that have a direct relationship with the executing agency or donor for either project governance and/or implementation purposes. The term 'stakeholders' as used in this document can include project beneficiaries, donors, executing agencies and local partners, as well as a wide range of groups and individuals who may be affected by the project either directly or indirectly.

It is interesting to note that four of the five projects surveyed had longer than usual planning periods before committing to a model for working with children and young people. In some cases, this took the form of an extended inception phase (planned or unplanned). In other cases, up to a full programming year was devoted to creating an environment that facilitated participation. Consequently, all of the projects have been extended for a second phase; all executing agencies confirming that the original timeframe allocated to the project was not sufficient to allow for meaningful children and young people's participation in the projects. This in turn enabled the project proponents to define more relevant developmental results and identify mechanisms for their achievement.

Several organizations noted that having existing relationships with local organizations and individuals facilitated the relationship-building process.

2. Establish a Common Understanding of “Children’s Participation”

It is vital that there be a clear understanding by all partners of the definition of children and young people's participation in a particular project. This definition can take time to build and can change as contexts and capacities change. Respondents stressed the importance of having a clear consensus (between CIDA, the executing agency and local stakeholders) on the definition, purpose and goal of children and young people's participation. This is particularly important given the multidisciplinary and multi-sectoral nature of many children and young people's participation projects. The diversity of stakeholders can strengthen the discussion on children and young people's participation. However, where a unified vision is not built, relevance and results may suffer.

In some projects, the type, nature and purpose of children and young people's participation changed as the project evolved. Often, this was based on shifts in context such as a changed 'enabling environment' (attitudes of partners, policy, etc.) At the same time, it was noted that the categorization of participation into 'levels' (see Figure 1) was often interpreted to imply that 'lower levels' of participation are not as good as 'higher levels'. This judgment, in turn, can discourage local partners from exploring participation if they cannot reach the top of the ladder. This can be avoided by using visual models that do not represent different types of participation as a hierarchy (see Figure 2). Such models allow local partners to celebrate achievement of different types of children's participation and to see these achievements as the basis for other forms of participation.

Box 3: Building trust: the role of pre-existing relationships

Both CIDA and the executing agency have noted that the success of the **Conflict Resolution for Adolescents Project** in Colombia was due in part to the historical involvement of the executing agency on the ground in Colombia. With an office and programming already in place, the executing agency had a head start on relationship building and the opportunity to pursue an elongated design phase that allowed for more in-depth participation.

The **PPIC-Work Project** in Egypt noticed that their existing relationship with a local executing agency contributed to the Canadian executing agency's acceptance within the small and medium enterprise business community. Based on this, the executing agency was able to more easily build trusting relationships with the families of working children and, ultimately, with the children themselves.

Box 4: Building a shared understanding

On the **Kosovo Educator Development Project**, it was noted that educators, school administrators, students, policy makers and development workers can all have different understandings of what children and young people's participation means. It took considerable relationship building and experimentation with activities to understand the expectations of each group.

Figure 1

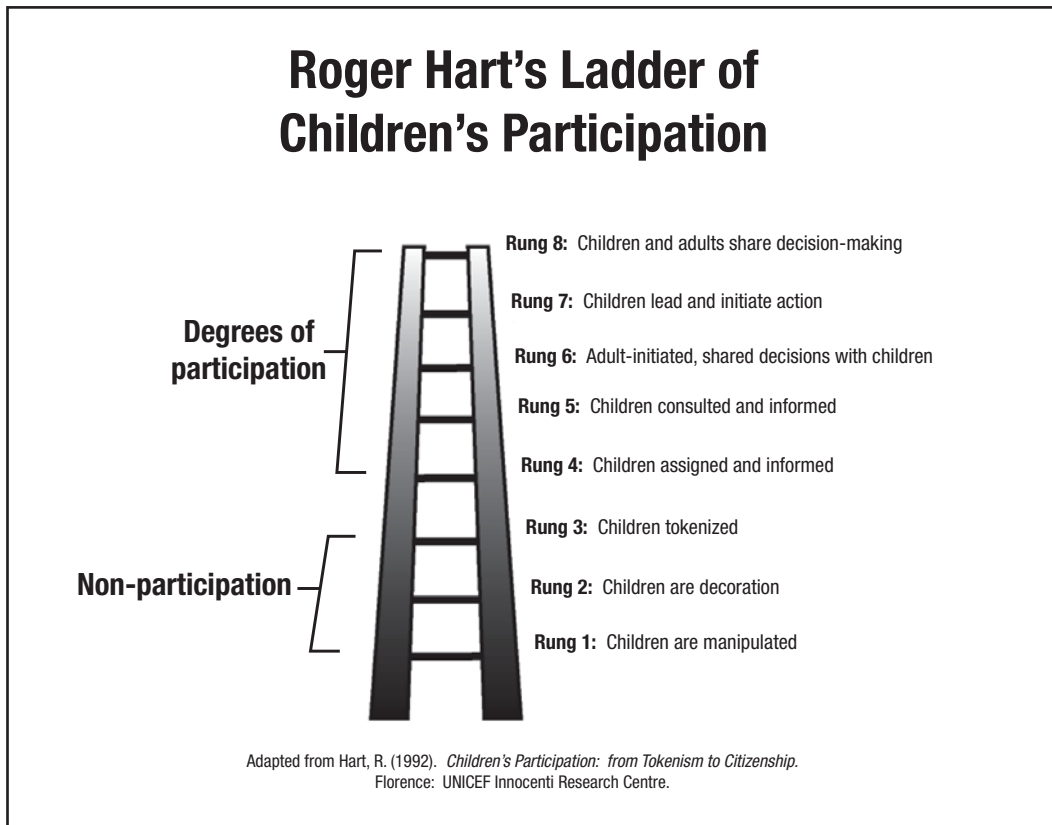
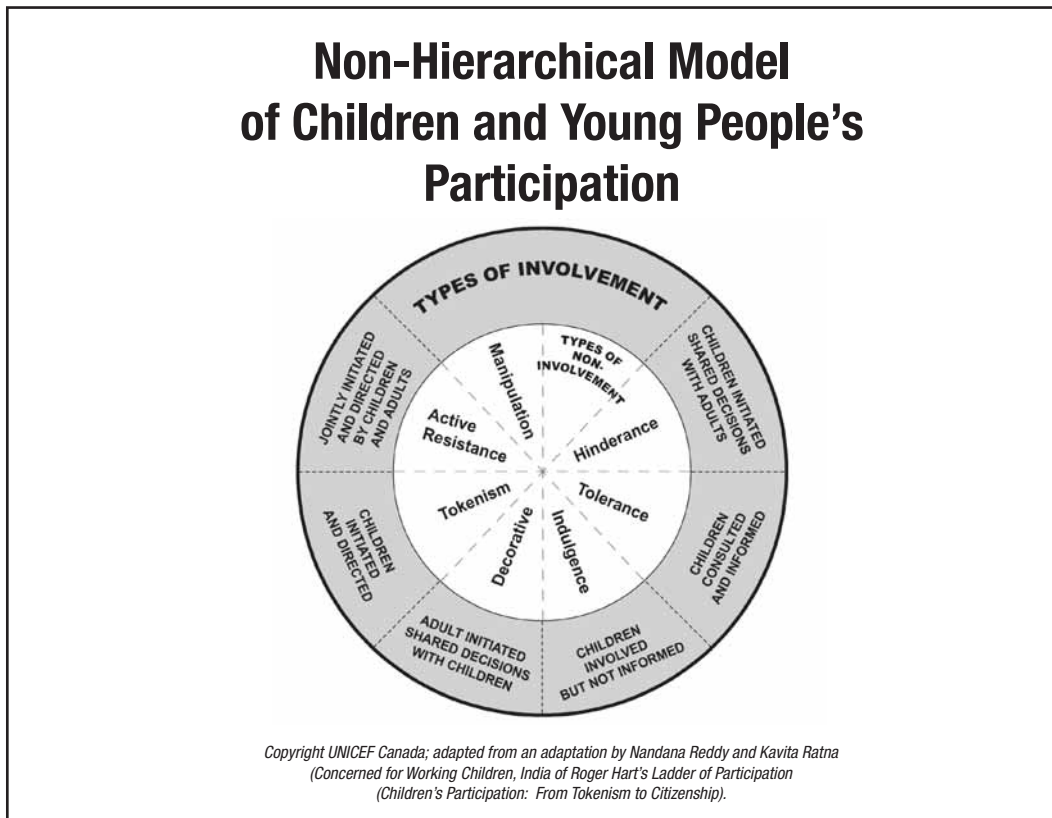


Figure 2



3. Acknowledge that Children and Young People’s Participation is a Learning Process

A relatively new area of programming, children and young people’s participation is an art rather than a science. Good or preferred practices – for example, allowing children and young people to play equal roles in project management and governance – may not always be possible or practical, in particular at the outset of a project. Adopting a ‘good enough’³ approach to participation, by recognizing that all stakeholders (e.g. CIDA, executing agencies, children and young people, and local partners) may have a limited knowledge of the possibilities and mechanisms of participation, can help to reduce the pressure on projects to meet unreasonable expectations while still pursuing what is possible given the context. However, in pursuing the possible, it is important that projects recognize that children and young people require special care and protection in relation to their relative vulnerability. At all times, it is vital that projects uphold a basic principle that the participation of children and young people – even in imperfect models – should not increase their risks or vulnerabilities (see box below).

Box 5: Child participation: a learning process

The **Education and Peace Building for Children Affected by Armed Conflict Project** in Colombia reported that some of the partner organizations, despite encouraging children and young people’s participation at implementation sites, questioned the relevance of propelling them into ‘adult’ project administrative structures at the initial stages. Through training and support that allows adult actors to become comfortable with the idea of participation, the project has fostered an attitudinal change that has created more spaces for children and young people to input directly on project progress and design. The project proponents reported that they accepted this imperfect participation of children and young people in the conceptualization phase of their project and then focused on improving its depth and quality.

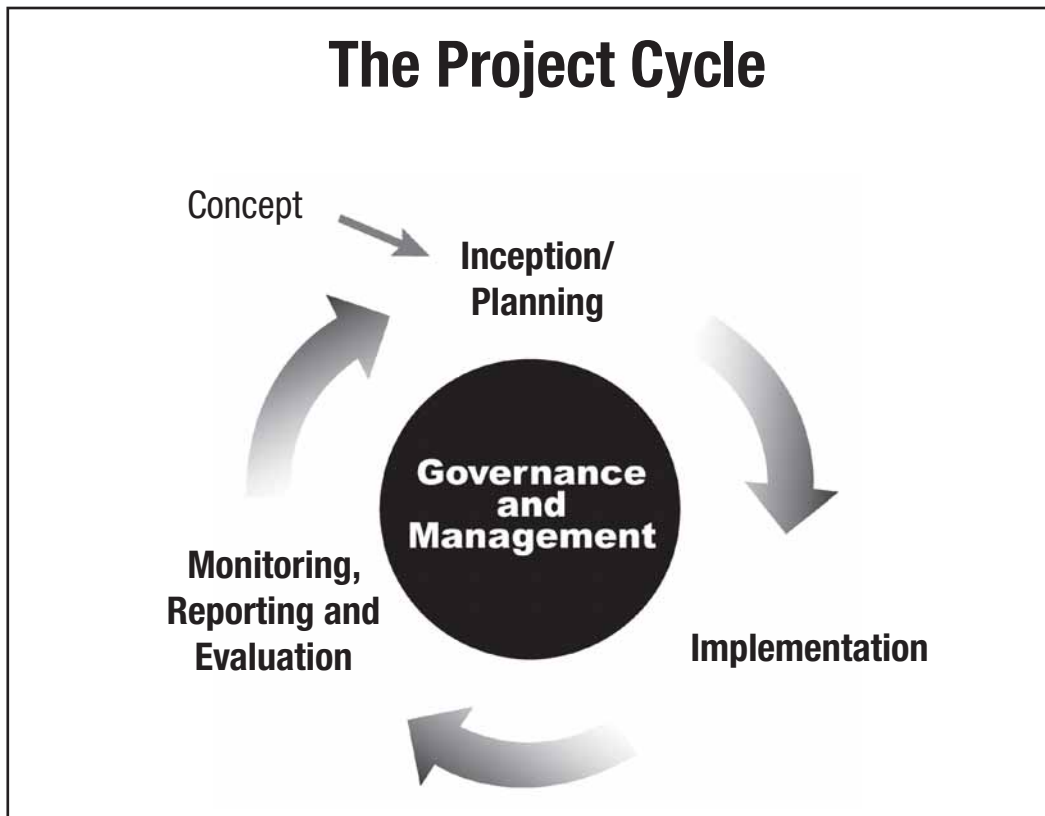
In the **Child Rights Project** in Sri Lanka, it was common for children and young people’s organizations to request support for projects, such as the purchase of cricket equipment, that do not directly contribute to community development results. However, such low-cost activities, that allow children to experiment with and learn about participation (while having fun!), can lead to higher-level results in the long run. Another model of participation involved young people traveling to the capital city. It was noted that this practice, which involved long-distance multi-day travel, was viewed by some as inappropriate for young women, putting them at risk for social exclusion by their communities. It was therefore discontinued.

3. This concept is adapted from Grindle, M. “Good Enough Governance: Poverty Reduction and Reform in Developing Countries”, 2002. The author explores the notion that, by definition, developing countries cannot achieve ‘good governance’. Rather, it is argued that there exists a reasonable ‘minimum standard’ (‘good enough’ governance) that at least does not detract from development efforts.

Lessons from the Project Cycle

This section of the document presents the lessons learned on children and young people's participation from the five pilot projects as they apply to each stage of the bilateral project cycle: conceptualization, inception/planning, implementation, governance/ management, and monitoring, reporting and evaluation (see Figure 3).

Figure 3



1. Conceptualization

Deciding that a project will include children and young people's participation, and discussing this with partners during the concept phase, is key to the efficient building of a strong project foundation.

If children and young people's participation is added after the concept (or design) stage, the project will often have to undergo major, sometimes costly, retrofitting. This can also have adverse effects on local partnership arrangements. Ultimately, retrofitting the project is far less efficient than knowing and planning ahead of time.

It is also important to determine the nature of the intended participation of children and young people. For example, will children and young people's participation be a crosscutting issue or the major focus of the project? Will children and young people be involved as beneficiaries or directly as project implementers? Will the project engage directly with children and young people or build the capacity of local organizations to do so? Or will there be an amalgam of approaches?

The early concept should be limited to broad brushstrokes. Trying to design projects in too much detail defeats the purpose of children and young people's participation. At the early stages of project design (e.g. the scoping or concept paper phases), it is important to avoid creating a 'pre-packaged' project model. This is especially true given the need for longer-term iterative models that provide for relationship building *before* relevant developmental results are determined. Generally, project designs that are based on principles of participation, or that identify participation as a development result, are better suited to participatory implementation models in the long run.

Box 6: Conceptualization: lessons from the field

The PPIC-Work Project in Egypt worked with CIDA to introduce human rights-based approaches and children/young people's participation approximately six months after the start of the implementation phase. This allowed the project to identify weaknesses in the original design, improve the relevance of intended results, and develop more effective strategies for implementation. Further, the project was able to determine that the timeframe and resources provided for in the original design were inadequate for achieving sustainable results. While the outcome in this case was positive, retrofitting projects to include participation is generally less efficient than up-front planning.

Young people's participation was added to **the Kosovo Educator Development Project** near the end of the design phase. While CIDA, the executing agency and some local partners took on this new component with enthusiasm, it took a long time to overcome the perception that it was an addition rather than an integral part of the project and to reorient team thinking. There were differences in opinion, both internally and with project partners, concerning the meaning of children and young people's participation. On the other hand, the fact that the early design stage did not include a highly detailed model for participation allowed the proponents to start the process from a 'blank slate' and build consensus on meaning and intentions as the project unfolded.

At the conceptualization stage, the **Child Rights Project** in Sri Lanka worked to overcome the lack of children/young people's input into the early design by holding focus group sessions. These were limited in nature but were seen as 'good enough' as a starting point. CIDA noted that the project could have been more participatory at the concept stage if the level of 'risk tolerance' had been higher.

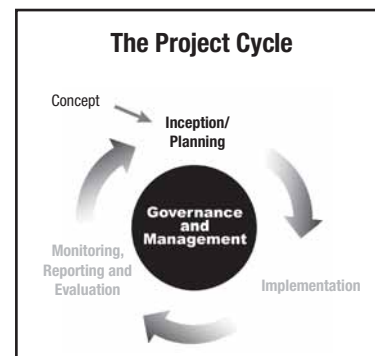
The original implementation plan for the **Education and Peace Building for Children Affected by Armed Conflict Project** in Colombia imagined a structure in which selected and representative children would participate in the Management Committee. It quickly became evident there were no mechanisms to select participants or ensure representation. Once the project was under way, options for more realistic and practical participation evolved, such as participation in locally-based decision-making, and spaces for children and young people to conceptualize, budget for, implement, and evaluate their own small cultural and/or development projects.

Overcoming the aversion to less defined or tangible results may require different approaches and understandings of the basic requirements for committing to a project. Some respondents noted that this might be achieved through strengthening risk analysis and mitigation planning, including a greater emphasis on the competency of executing agencies in these areas. It could also be achieved through exploring alternative contracting approaches that have longer inception phases with optional disengagement clauses at different stages of project design.

The projects surveyed noted that children and young people's participation is a relatively new area of programming for most project stakeholders and that many simply do not know 'what it looks like'. It was indicated that case studies could be used effectively to assist local partners to illustrate the potential for children and young people's participation at the concept stage. However, it was also noted that such illustrative models should not be considered by stakeholders as 'ready-made' solutions that can be applied directly in different contexts. Indeed, even within countries, the appropriateness of different models may vary from location to location.⁴

2. Inception/Planning

A more exploratory 'ready, go, set' approach is preferable to the traditional 'ready, set, go' model (see Figure 4) for project planning. Donors and executing agencies need to be prepared to commit and spend significant time building relationships and understanding⁵.



Models where resources are both committed and deployed before a final design is reached allow for a more exploratory approach to clarifying meaningful developmental results that are relevant and locally owned.

Further, such models allow implementing agencies to engage on the ground with fewer inhibitions about creating expectations that may not be met (potentially undermining local relationships and the legitimacy of both CIDA and the implementing agency). During its inception phase, the Sri Lanka Child Rights Project took a cautious approach to engaging with children and young people. Without the assurance that the contract for project delivery would be approved, the CEA was concerned about building expectations on which they would not be able to deliver.

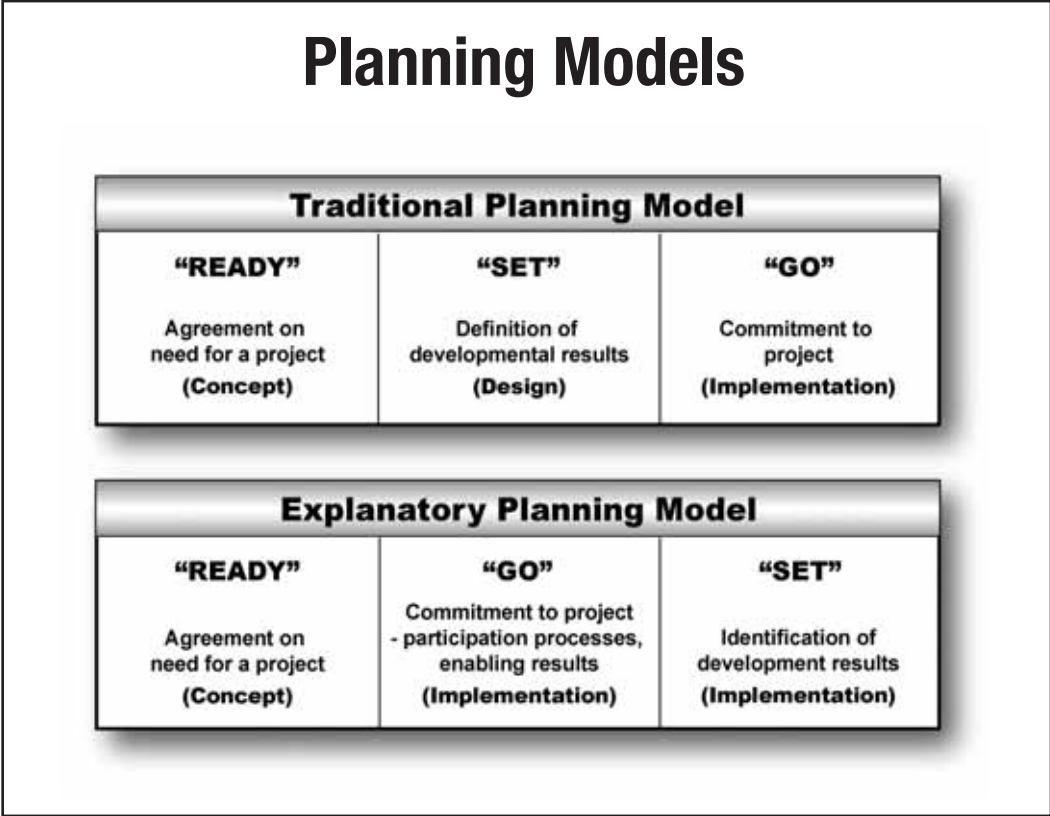
In light of this, programming models that are 'design and deliver'-based may need to be adapted to meet the realities of programming that involves children and young people's participation. In exploratory approaches, there is a greater risk that the executing agency or CIDA may ultimately not agree with design as it evolves. However, evidence suggests that the likelihood of this is limited. The Conflict Resolution for Adolescents in

4. CIDA commissioned the International Institute for Child Rights and Development to prepare a series of child participation case studies. This document, *Children as Partners: Child Participation Promoting Social Change* is available on CIDA's website <http://www.acdi-cida.gc.ca>.

5. The "ready, go, set" concept used here is based on Michael Fullan's work in the area of educational reform. Fullan (who uses the term "ready, fire, aim" in his model) has observed that many educational reform strategies fail as time and resources are expended in 'readying' reform processes and, in particular, in trying to ensure that the 'aim' is perfect before launching reform processes ('firing'). He counsels, rather, that the necessary 'aim' of reform processes will clarify once suitable participatory activities are underway. Authors who focus on organizational development and change processes, such as Peter F. Drucker, have also articulated this notion.

Colombia and the Kosovo Educator Development Project both reported spending up to a year in planning and raising the awareness/capacity of local partners in participation before moving on to more developmental goals. As a result, acceptance of children and young people’s participation has increased and participation was more effective in later phases of the project.

Figure 4



The performance logic within results chains is less linear in projects that include children and young people’s participation. By acknowledging that there are different types of results at different stages of the project, the Logical Framework Analyses (LFA) can become a more holistic planning model that still has the directional advantage of logic approaches.

Many respondents in this review found that planning and management tools such as LFAs are often too rigid, reductionist and linear to be used effectively in designing and managing children and young people’s participation in projects.

Box 7: Sequencing of enabling and development results

Due to this need for a set of sequenced results (starting with the so-called ‘soft’ results such as participation), many projects found that expectations of ‘developmental results’ within short time periods were unrealistic. CEAs and CIDA officers considered that there is a need to plan for longer term periods allowing for the integration of enabling results within the LFA.

While this can be true, it is important to remember that the underlying principles of results-based management – including definition of realistic results, monitoring progress, learning lessons and integrating them into ongoing decision-making – allow for iteration over time. Other respondents were comfortable with the complementarities of iterative models and the directional advantages of logic approaches, noting that the achievement of overall results is paramount; and that the iterations required to achieving them in a sustainable way are operational details.⁶

An ‘enabling environment’ (i.e. the rules, norms, individuals, institutions, organizations, policy context, etc.) that allow for effective children and young people’s participation and, in the longer term, achievement of results, must be developed or cultivated at the outset of the project. By allowing for a different planning model (for example, one with an elongated design phase), projects involving children and young people’s participation should assume a sequencing of results beginning with enabling results that then lead to the identification (and eventual achievement) of developmental results.

In particular, on projects where children and young people’s participation is being implemented as a cross-cutting issue, treating children and young people’s participation as a principle to determine where relevant entry points exist may prove more effective than treating it as a defined result with specific parameters. By doing so, the project can work toward a results definition that is both appropriate and understandable.

Pilot projects generally used mainstreaming as a primary approach to addressing gender equality. As with other projects, children and young people’s participation projects must remain actively vigilant to ensure that this approach remains relevant and leads to meaningful results.

In the projects surveyed, there were few examples of children or young people-specific approaches to programming for gender equality. Most projects adopted strategies built on mainstreaming models. Such approaches included: a) general commitments to ensuring that ‘gender equality is addressed in all programming components’, b) collection of gender-differentiated data for planning and reporting, and c) delivery of

Box 8: Lessons from the field: gender mainstreaming

From the outset of the **Education and Peace Building for Children Affected by Armed Conflict Project** in Colombia, the executing agency worked to ensure gender equality among boys and girls, young women and young men, both as beneficiaries and active participants. Rigor in mainstreaming was achieved by assigning one local partner sole responsibility for gender-awareness training and monitoring with each of the other partners. The project also noted that, over time children and young people (both girls and boys) have started to demand gender awareness training for themselves. They have proven to be less resistant than some adults in partner organizations.

The **PPIC-Work Project** in Egypt has a particularly active mainstreaming approach. For example, the CEA actively identified intended gender results for each project component in the Project Implementation Plan. The CEA also has gender equality advisors who developed gender equality analyses and the majority of project tools and activities.

6. Readers can refer to CIDA’s RBM and Children’s Participation: A Guide to Incorporating Child Participation Results into CIDA Programs for more details on utilizing performance management models in children and young people’s participation. This document is available on CIDA’s website <http://www.acdi-cida.gc.ca>.

capacity building on gender equality with local partners. The quality and efficacy of these approaches, however, appeared to vary from project to project based on the amount of active diligence applied to the issue.

Study participants noted that, in general, there is a tendency to link children and young people's programming with gender-based projects and programs – in particular those with an emphasis on women's empowerment as an aspect of gender equality. While there may be synergies in this regard, such an approach can lead to the 'lumping' together of these issues (along with other cross-cutting themes such as the environment), thus doing a disservice to both.

Given the multi-sectoral nature of children and young people's participation in programming, it is important to map stakeholder groups carefully. Sorting out who should be included and how is not an easy task.

Comprehensively mapping and understanding stakeholder groups and the linkages among them is vital. Projects with significant children and young people's participation and protection mandates tend to work at multiple levels – individuals, families, communities, businesses and NGOs, and government (from local and municipal to national policy-making levels). When working with large stakeholder groups, it is possible to overlook key groups or to put some stake-holding groups at risk by not understanding the nature of their inter-relationships.

Box 9: Lessons from the field: choosing stakeholders

At the outset of the project, the proponents of the **Child Rights Project** in Sri Lanka discovered that their approach to local partnerships had some limiting elements. While NGO networks working at the national level were well positioned to lead high-level advocacy initiatives on children's rights, these are often too narrow in scope and with limited reach among NGOs outside the capital. On the other hand, smaller regional NGOs, while able to have immediate impact on children's rights and participation at the local level, have limited influence beyond their district. In order to meet the need for multi-level coordination in addressing children's rights, including participation, the project has worked since the beginning to link its regional partners with provincial authorities, with a view to establishing joint advocacy initiatives targeting national institutions.

Capacity building in children's rights and participation for all stakeholders (including adults, children and young people) should start at the planning stage and continue throughout the life of the project, contributing to the project's performance and sustainability.

Despite the great variation in their mandates and approaches, all of the pilot projects can be characterized to a greater or lesser degree as capacity building projects that focus on individuals and organizations. Several projects noted that in the long run, building adult capacities to involve children and young people in participatory processes can be more important for sustainability than working directly with children and young people. In general, however, sustainability appears to be grounded in the institutionalization of knowledge and attitudes about children and young people's participation in both children/young people and other organizations and institutions.

Several projects noted that building adult capacities in children and young people's participation and, more importantly, the comfort level of adults in using new skills and knowledge is often more challenging than working with children and young people. Often based on local culture, the power relationships between adults and children/young people do not easily allow for participatory interaction between different age groups. In some cases, projects recommended that capacity building should be provided for participants in different combinations (children and young people only, adults only, mixed groups).

**Box 10: Lessons from the field:
capacity building**

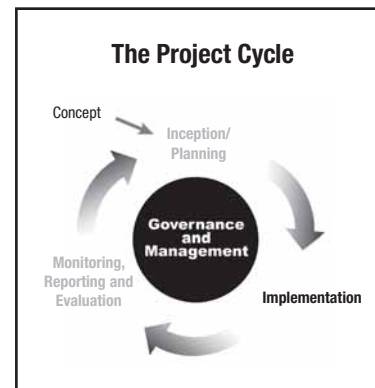
In the **PPIC-Work Project** a joint training program on human rights-based approaches involving all stakeholders (including CIDA, the CEA and local governmental/non-governmental partners) proved to be an important foundation for the project. Joint children's rights and participation training involving CIDA, CEAs and local partners was also organized. In addition to building a common understanding of the tools and vocabulary for children and young people's participation, this training helped to build more comfortable and functional programming relationships by starting all partners out on the same basis.

The **Conflict Resolution for Adolescents Project** in Colombia began holding 'adults only' sessions on children's rights and participation. This gave the adults a place to discuss their own concerns and challenges in implementing children and young people's participation. Local partners expressed a great deal of gratitude to the CEA for creating these 'safe spaces' for adults.

3. Project Implementation

Projects that utilize human rights-based approaches to programming with children can be more successful if duty bearers do not feel judged.

Human rights approaches to project implementation are systematic and have a high degree of overall clarity based on their linkages to clear internationally recognized standards. When applied with adequate investment in building local awareness, with contextual adaptations and with an understanding of their limitations, such models can be both powerful and useful. However, imprudently applied, they can be viewed as aggressive models that appear threatening, in particular to government partners.



In some places, there are no direct local language translations for the word 'rights' as conceived of in international frameworks. In other places, there is a perceived contradiction between human rights and local culture and tradition. While human rights clearly take precedence, adopting human rights-based approaches that place too strong an emphasis on the culpability and responsibility for rights fulfillment – particularly government officials – is likely to lead to resistance rather than partnership. In these cases, as one executing agency noted, the challenge is to move beyond a legal/intellectual understanding of children's rights to explore deeper questions about the emotional, human dignity and accountability aspects of children's rights.

It was also noted that human rights approaches are at risk of being seen as ‘yet another’ donor requirement (like results-based management, participatory development, gender-based analysis, etc). The urge to dismiss the model can be overcome by ensuring that human rights approaches: a) are applied using opportunity-based models that are driven by principles (i.e. working within existing spaces that are receptive to project participation goals, rather than working to create new spaces), b) produce and demonstrate immediate value as a programming model, and c) are introduced through appropriate entry points. All projects surveyed noted that at least some local partners readily adopted human rights-based approaches.

Box 11: Lessons from the field: applying HRAD in the local context

In the **Kosovo Educator Development Project**, teachers expressed concerns that fulfilling participation rights meant that students would be allowed to drink, smoke and have sex in classrooms if they felt like it. This misconception was overcome by working with teachers to help them better understand the nature of children’s rights and by providing them with practical professional tools to help them promote the responsible exercise of rights by their students.

In the **Child Rights Project** in Sri Lanka, local partners noted that the issue of children’s rights is a highly sensitive one in many communities. As such, these organizations adopted cautious approaches to children’s rights programming and invested significant time in building local conceptual frameworks for understanding and programming in children’s rights. While slow at first, the attitudinal changes noted to date have been significant.

The **PPIC-Work Project** in Egypt developed a tool that categorized rights into three classifications – local customs/norms, domestic law and international law. Using this tool, the project can discuss human rights in a cultural, national and international context and as an international concern to which Egypt has shown a committed interest. Moreover, this model allowed the project partners to understand human rights in relationship to themselves, their country and the world.

Projects should slowly phase in material and funding support for local partners over time. The primary focus at the outset should be on building human and organizational capacities.

Several of the projects surveyed noted that there is a distinct danger that local organizations, in particular children and young people-led organizations, can be easily overwhelmed with sudden inflows of resources, especially when these are not clearly linked to activities that build capacities to absorb and manage them.

Box 12: Lessons from the field: absorptive capacity

The **Education and Peace Building for Children Affected by Armed Conflict Project** in Colombia noted that the power dynamic when working in partnerships with both children and adult organizations can be distorted by financial considerations. The project works to keep the size of financial support initiatives for young people’s networks relative to their absorptive capacity so that young people are not overwhelmed.

In Kosovo, the **Educator Development Program** partnered with several young people’s organizations over time, including some that were primarily funded by other donors. The project noted that the young people’s organizations with independent funding were generally more willing to be critical of programming when they saw room for improvement. By contrast, the young people’s organizations that were relying on the program for funds often seemed less inclined to be critical.

As with adult organizations, children and young people's organizations have viability issues and may become involved in areas outside of their interests or mandates as a means to organizational survival. Further, where children and young people's organizations are dependent on a small number of donors, the space for open participation may be taken up by a desire to please donors. When donors and implementers engage with children and young people's organizations that have stable core funding, these organizations will have greater freedom to engage openly and transparently when working with adult partners.

Where short-term external consultants are used, projects may find greater success by using the same consultants repeatedly. This will allow the consultants and stakeholders the time to build the trust and relationships necessary for meaningful participation.

In several cases, it was noted that the use of one-time fly-in consultants could be problematic, particularly if their mandates were short. Under these circumstances, consultants have a tendency to work in closer partnership with the CEA (more specifically, the Project Director) and only key local leaders, rather than engaging meaningfully with a broader spectrum of stakeholders, especially children. It was suggested that this could undermine the credibility and relevance of the project.

Box 13: Lessons from the field: project consultants

The **Kosovo Educator Development Project** advisor on young people's participation visited the project on a quarterly basis for the first two years. While this provided sufficient time for relationship building, progress toward results was improved once full-time on-the-ground advisors were also incorporated.

The **PPIC-Work Project** in Egypt met the challenges of using external consultants by identifying a single local partner representative who accompanied all external consultants on their field missions. This helped to ensure consistency in programming, language, and activities. In addition, this assisted the local organization by creating a 'focal point' with a comprehensive understanding of the project. Ideally, the local partner representative should be a person who has good relationships with the groups of children that the consultants work with.

Project implementers should seek out experienced practitioners to facilitate children and young people's programming

Children and young people's participation is a relatively new field and despite what might appear to be obvious connections and entry points (e.g. children and young people's participation in educational change processes), these connections are not necessarily commonplace in a Canadian context. Further, it is often wrongly assumed that the skills needed for facilitating participation and human rights programming with adults are the same as those needed for working with younger people. Project representatives all emphasized the vital importance of working with people who are adequately experienced in working with children and young people.

However, there is a risk in identifying one expert to work with or on a project involving children and young people's participation. Although an expert resource person can support processes that lead to results achievement, having a single person as a focal point may lead to children and young people's participation being seen as a stand-alone activity that is 'somebody else's responsibility'.

Box 14: Lessons from the field: the need for experienced practitioners

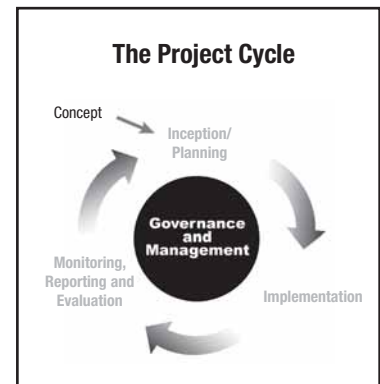
The **Child Rights Project** in Sri Lanka has noted that there are a limited number of Canadians with experience working internationally in children and young people's rights and participation overseas and that these individuals are in high demand. The project is attempting to address this issue by pairing Canadian experts with local counterparts to build local expertise in the field.

On the **Kosovo Educator Development Project**, where children and young people's participation is a cross-cutting theme, the children and young people's participation expert acted as an advisor with a limited programming role. Rather, his focus was on building the capacity of the implementing team to test out ideas on participation in their different areas of programming responsibility and to follow up on their progress.

4. Governance and Management Processes

Involving children and young people in project governance can be rewarding. Investments of time and resources have to be made to ensure that their roles are relevant.

Several of the pilot projects surveyed have started to explore the notion of including children and young people on project governance bodies such as Project Steering Committees (PSCs), Project Advisory Committees (PACs) or other related advisory groups. In most cases, participation in these bodies has been phased in over time rather than built into governance structures from the outset of projects. This allows the project time to build the understanding of adult participants about the value of involving younger stakeholders in strategic-level planning bodies (through modeling strong children and young people's participation practices in other components). This phased-in model also allows time for the project to build the capacities of children and young people participants on governance committees.



One of the most common arguments the pilot projects encountered against children and young people's participation in governance structures is that 'children and young people' are not a homogenous group and, as such, individuals cannot represent the whole. This argument is valid. However, it can be applied equally to many adult members of steering committees. Some of the pilot projects' CEAs have introduced elected representation models to assist in mitigating this concern. Others have worked with children and young people (and, in some cases, all steering committee members, including CIDA and CEAs) to help them to understand the constructivist nature of their role and the heterogeneous nature of the constituencies they represent.

Box 15: Lessons from the field: advisory roles for children

On the **Kosovo Educator Development Project**, the CEA resisted the urge to involve children and young people in the PSC at the outset – out of a concern that the adult members would not take the meetings seriously if young people were involved. After several years of creating programming spaces for children and young people to demonstrate their capacities, the suggestion to involve young people on the PSC came from a local government official. This allowed the participation of children and young people to be organic and locally-driven (and thus more effective).

The **Child Rights Project** in Sri Lanka initially tried to include children and young people in a PAC that met regularly in the capital city of Colombo. At the outset it was noted that attendance of children and young people at the PAC meetings was low. The majority of children and young people participants were female and, within the local cultural context, it would be inappropriate for them to travel overnight unaccompanied by family members. The project decided to hold four regional meetings that required only day travel.

In the **Conflict Resolution for Adolescents Project** in Colombia, a young representative from each of the six project regions participates in the Project Technical Committee (PTC). The PTC is an opportunity for young people to contribute to the project's operational aspects, including annual assessments of the effectiveness of activities, work planning, management of risk mitigation strategies, and budget monitoring and allocation. Gender issues in program planning, administration and operation are also discussed.

The **PPIC-Work Project** in Egypt has a Children's Advisory Group that works with the CEA to provide input into planning and reporting. The CEA works with this group of children to help them understand their role as representatives and to build their capacities in group decision making.

The **Education and Peace Building for Children Affected by Armed Conflict Project** in Colombia has helped to empower young people and involve young people representatives from each project site in their systematization process. In doing so, the capacity for these young people to become even more involved in planning a second phase has increased significantly.

Including children and young people in day-to-day management of the overall project may not be necessary for effective participation.

Very few of the projects have any examples of how children and young people are involved in day-to-day project management. It appears that such participation is limited both by issues of practicality (i.e. few projects of any type involve non-employed stakeholders in day-to-day management of projects) and accountability. However, it is not apparent that the overall quality of children and young people's participation is either enhanced by or detracted from involvement in day-to-day management.

There are some examples of children and young people having roles in, for example, decision-making on project proposals or loan applications. When they are involved in management of project resources (e.g. in approving funding applications, managing their own projects, etc), it is important to ensure that they possess key skills in planning, organization, time management, communication, reporting and financial management. At the same time, CEAs suggested the need for encouraging adults to explore children and young people-oriented structures and approaches to management rather than relying on existing adult-based models.

Box 16: Lessons from the field: day-to-day management

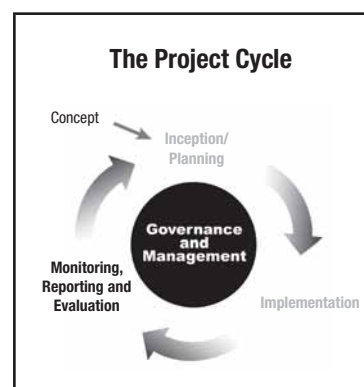
Children and young people are often less interested in participating in management processes and more interested in participating in the project processes and activities that have direct relevance to them. For the **Conflict Resolution for Adolescents Project** in Colombia, it has been challenging to keep young people engaged with the idea of fund management. The project has worked to ensure that processes are as simplified as possible while still meeting donor standards.

Decentralizing project processes can allow for a greater variety of entry points into management processes for children, young people and others. In the **Child Rights Project** in Sri Lanka and the **Conflict Resolution for Adolescents Project** in Colombia, children and young people have been involved in approving and/or managing small project funds. In both cases, the children and young people worked with adults on these issues and there are some concerns that when money is involved, adults continue to be directive. At this stage, both projects suggested that continuing to work with the adults in learning to trust young people is the main solution.

5. Monitoring, Reporting and Evaluation

Involving children and young people in monitoring processes can be rewarding. However, working with children and young people to ‘roll up’ data so that it moves from the level of individual experience to higher-level results reporting can be time-consuming and resource-intensive.

There are several examples from the pilot projects of children and young people being involved in data collection using innovative approaches (e.g. journaling, photography, etc). However, projects noted that the data collected is often highly anecdotal or individual in nature. As such, the challenge for CEAs is how to effectively ‘roll up’ this data in a way that reflects the higher-level results articulated in results-based performance frameworks. Such analysis can be done using standard social research tools, but this requires a larger investment in monitoring and evaluation



Box 17: Lessons from the field: documenting change

The **PPIC-Work Project** in Egypt has been supporting children in pursuing photo documentation of the changes that they are experiencing in their day-to-day lives. This approach has a dual effect. It allows the project to collect micro-level data on the fulfillment of children’s rights (the project uses this data at the impact level of reporting) and allows children to reflect on their own change processes. One of the greatest challenges faced by the CEA in utilizing this approach was helping children to understand their experiences and change processes as a ‘story’. The major limitation of this approach is that only a relatively small number of children can take part due to the costs and time involved. However, over time, children who have mastered the photo documentation process have begun to teach and coach others to do the same, thus increasing local ownership of reporting processes.

Box 17 (Cont'd)

The **Kosovo Educator Development Project** has been assisting local partners in improving their capacities for quality assurance in educator training through participatory action research involving students. While this was not done explicitly to provide inputs into project monitoring and reporting processes, local partners have shared their findings with the project, and the findings from the various studies have been used to strengthen project performance reporting.

In the **Conflict Resolution for Adolescents Project** in Colombia, children and young people participants are involved in 'journaling' as a means to collect data for project reporting. Young people also participate in the project's monitoring committees and contribute to the standardization of the peace building process through the implementation of diagnoses of their peers' needs and issues related to conflict resolution and citizen capacities.

than is often the case in CIDA projects. CIDA and CEAs need to agree on what is expected from children and young people's participation in monitoring and evaluation and reflect that in project budgets. This higher management cost is somewhat mitigated by the fact that the data collection methods themselves can be programming tools that contribute to results rather than stand-alone activities within the monitoring function.

In developing indicators for performance monitoring of children and young people's participation projects, proponents can draw lessons from other capacity building projects.

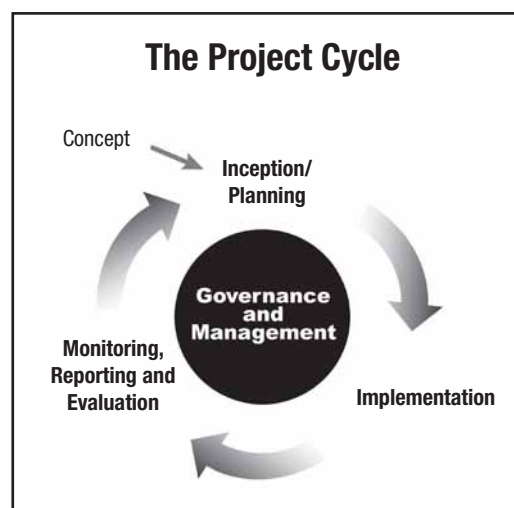
The experience of monitoring and measuring enabling results in children and young people's participation is similar to that of monitoring capacity building: early results are often intangible or indirect and not clearly linked to development results. Indicators that measure or assess demonstrations of 'theory-informed practice' (e.g. that people are clearly using new skills and knowledge) can be useful.

Recommendations on Good Practices

Because children and young people's participation is a new and rapidly evolving field, the learning process is still a prominent element in all aspects of the project cycle. Experience has shown that openness, adaptation, flexibility, relationship building, shared understandings and realistic expectations are important success factors. Key to the smooth functioning of any initiative are capacity building of all actors, a willingness to experiment, and the patience to allow processes sufficient time to develop and mature. The last five years of children and young people's participation in the pilot projects cited in this review have yielded some valuable lessons, which have been integrated into a number of best practices. A summary follows.

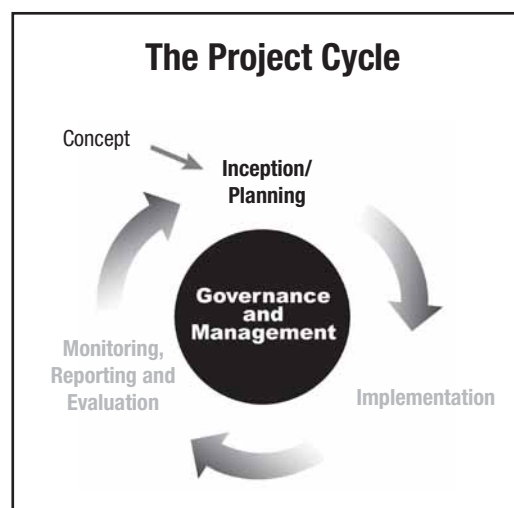
Conceptualization

- Decide if the project will have a children or young people's participation component at this stage of project development – not later. Include children and young people in 'scoping' mission consultations.
- Keep the initial design at a broad level – use examples with local partners but avoid 'pre-packaging'.
- Plan for participation and 'enabling results' to be the basis for the identification of developmental results and strategies to achieve them. Acknowledge that participation is a developmental result – even at the outcome level.
- Plan for longer timeframes for project implementation.
- Be prepared for higher levels of risk and encourage innovation.



Inception/Planning

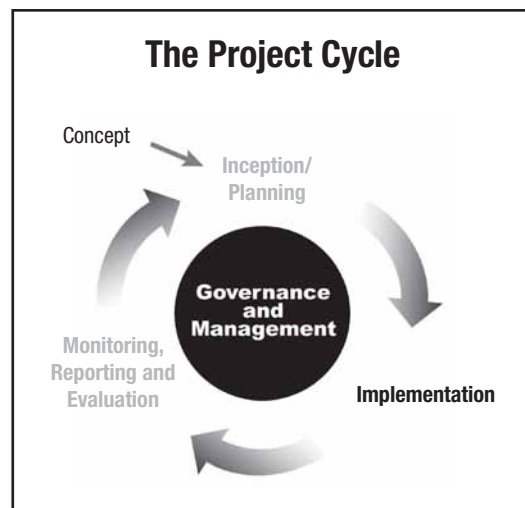
- If possible, follow the 'ready, go, set' approach by committing to a broadly designed project with a competent CEA and allowing children and young people's participation to lead to definition of other results. Build enabling results first. This may mean a year or more of 'planning' as part of the implementation phase (rather than lengthy design phases with no commitment to implementation).
- Allow for a Logical Framework Analysis (LFA) that is more fluid and iterative than normally anticipated.
- In projects with children and young people's participation as a crosscutting issue, treat participation as a principle to be fulfilled in project processes to determine where relevant entry points exist rather than a developmental result which can actually constrain that participation.



- Actively pursue gender equality mainstreaming, both in project management processes and in programming. Acknowledge that girls, boys, women and men are experiencing any given situation differently. Do not limit gender equality strategies to one-off training sessions – hold regular, increasingly specialized workshops (including training for children and young people) and provide on-the-job coaching.
- Map stakeholders carefully, remembering that children’s rights programming often requires many levels of partnership across many sectors.
- Start project planning with joint training for local partners and CEAs to build a common language for discussing children and young people’s rights and participation.
- Provide spaces for children, young people and adults to train and explore children’s rights and participation issues separately as well as together.

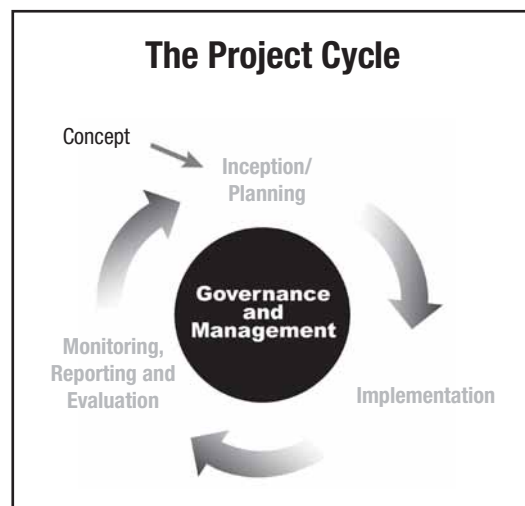
Implementation

- Pursue human rights approaches that are non-judgmental and allow ample time for people to undergo attitudinal change.
- Be sensitive to the effects of financial resources on local organizations, particularly children and young people’s organizations. At the front end of projects, focus on activities that build organizational capacity rather than on infrastructure and program funding.
- Avoid one-time consultants. If possible use the same consultants consistently and, ideally, have an on-going field presence.
- Share responsibilities for ensuring participation both within the CEA team and with local partners.



Governance and Management

- If it is appropriate to involve children and young people in project governance, be prepared to build adult support over time. This will help avoid the perception of ‘forcing the issue’.
- Acknowledge that young members of Project Steering Committees and Project Advisory Committees might not be representative of all children of their group or community. Where appropriate, rotate membership to allow for broader representation.
- Ensure that time and resources are specifically dedicated to building the capacities of children and young people

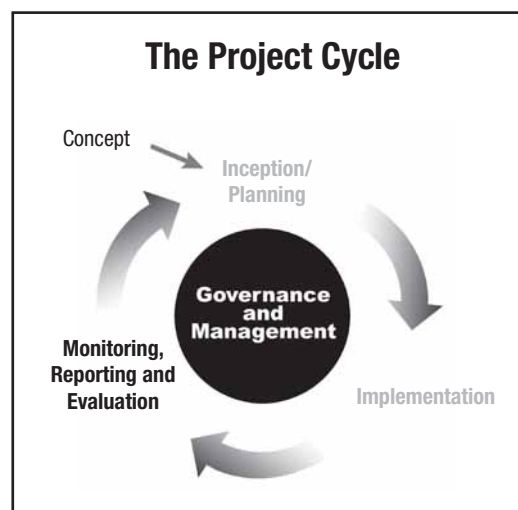


participants in project management and governance. This may include developing child-friendly documentation and meeting formats.

- Explore other approaches to children and young people's participation in governance and accountability such as young people-only advisory committees.
- Work with children and young people in managing activities of the project that are more significant to them rather than trying to involve them in technical day-to-day management.

Monitoring and Reporting

- Seek out innovative methods such as photo journaling to assist children and young people in capturing and reflecting on their own change experiences related to the project. Budget accordingly as these approaches may require more resources and time than standard reporting.
- Experiment with different ways of aggregating experiential data collected by children and young people so that it moves beyond the anecdotal level.



Appendix I: Project Profiles

The PPIC-Work Project in Egypt (March 2002 to June 2008): \$4,449,012

CEA:	Partners in Technology Exchange (PTE Inc.) and Mennonite Economic Development Associates (MEDA)
Location:	Governorate of Aswan, Egypt (to be expanded to other governorates)
Egyptian Partners:	The Egyptian Association for Community Initiatives and Development (EACID) The Egyptian Small and Micro-enterprise Association (ESMA) The National Council for Childhood and Motherhood (NCCM) The Technical Unit of the Ministry of Foreign Affairs (TU / MIC) The Coptic Evangelical Organization for Social Services (CEOSS) The Egyptian Swiss Development Fund (ESDF).

Project Description:

The PPIC-Work project aims at improving the working conditions and learning opportunities of girls and boys who work. The overall goal of the project is to develop a system of gender-sensitive tools within a rights-based framework and a network of institutions capable of expanding project results to new geographic areas of Egypt; and, to contribute towards an improved policy environment in support of working children through the acquisition and application of knowledge among project stakeholders so that each will be able to improve their abilities to act in the best interests of working children. This will include Improvements in the conditions of work and learning opportunities for economically active boys and girls within a growing micro, small and medium-size enterprise (MSMEs) sector in Egypt; and improved abilities of working girls and boys to act in their own interest.

PPIC-Work is composed of four components that each contribute to the development of improved working conditions and learning opportunities for working children and also set in place processes and systems that will continue to improve working conditions and learning opportunities for children beyond the lifetime of the project.

Evidence-based programming:

This project evolved from two other CIDA initiatives, which demonstrated that at least half of the businesses relied on the labour of children. This led to the conclusion that the protection of children's rights needed to become a focus issue in promoting PSD in Egypt. The approach taken by PPIC Work towards child labour, in keeping with the International Labour Organization's Convention 182 on the worst forms of child labour, has been to support working children by helping them to improve their learning and working conditions.

CIDA has recently agreed to extend the original three year timeframe of the project by an additional three years and increase the budget accordingly, recognizing that participatory approaches take more time and resources than traditional projects and that additional efforts will enhance the project and allow for knowledge to be captured.

Local Ownership through Children's Participation:

The purpose of children's participation in this project is to empower girl and boy participants to identify labour hazards in their workplace and to design and deliver interventions aimed at improving their working and learning conditions. The approach is iterative, experimenting with a diversity of techniques and approaches, using trial and error to determine what works and what does not. The process is being carefully documented with the aim of developing a package of children's participation techniques and lessons for future dissemination to MSMEs organizations in Egypt and elsewhere.

The project is working with 350 working girls and boys in Aswan ranging in age from 6 to 18 years of age. These children have been identified by EACID and business owners based on their willingness to participate, attempts to achieve gender balance, attempts to reflect a diversity of economic sectors, businesses and work hazards, and to involve children of different ages.

Project progress and results achieved:

Sectoral Impact:

- The project provides loans to small business owners and is able to continue meeting micro finance best practice standards while adopting a gender-sensitive, rights-based approach. The project has found that the interests of business owners and child workers can be mutually reinforcing and that business owners are open to improving working conditions for children.
- Based on working children's analysis of their own needs, the project has established a school loan fund which the families of working children can access to ensure payment of the costs of schooling throughout the year. EACID, the Egyptian partner organization, is now establishing a literacy and numeracy program for child workers, paid for through the interest it generates on its loans.
- Participating girls and boys are beginning to come together on their own to create a network of child workers, to identify issues of common interest and to access services beyond the project. While the network is nascent, it demonstrates the natural capacity of the children as well as their empowerment through meaningful participation.
- The issue of child labour in private sector development is now receiving greater public attention and is being discussed in several national forums, among government, civil society and private sector stakeholders in Egypt. Discussions are now underway with several sections of government, commercial banks and micro finance institutions as to how private sector development policies and programs can become children-friendly.
- New stakeholders including national government departments, civil society organizations and business owners are coming together for the first time in Egypt, as a result of the project, to discuss child labour and develop common positions.

National Level Impact:

- The National Council on Childhood and Motherhood (NCCM) has asked the project CEA to advise and support the development of a participatory, rights-oriented, national strategy for children. NCCM has also asked the project to build NGO capacity to provide better learning opportunities for children in the workplace.
- While initially reserved about a rights-based approach to development, the Egyptian Government has indicated its interest in using the PPIC-Work Project as a replicable model in Egypt.

The PPIC-Work Project has directly facilitated a venue for bringing together very diverse actors for the first time around the issue of child labour – children, civil society, government and the private sector.

Child Rights Project – Sri Lanka
(November 2001 to October 2006): \$3.5 million

CEA:	Foundation for International Training (FFIT)
Location:	Sri Lanka
Partners:	South Asia Partnership Child Rights Centre – University College of Cape Breton

Project Description:

The purpose of the project is to strengthen the capacity of selected organizations to promote and protect the rights of children in especially difficult circumstances. The project is working with 40 local NGOs and Community Based Organizations (CBOs) in three regions of Sri Lanka, to develop their capacity in implementing programming for children from a rights-based approach and in incorporating children's participation. In terms of expected outcomes, the project aims to achieve the following:

- targeted boys and girls experience an improved exercise of their rights under the CRC; and
- selected NGOs implement improved rights-based and advocacy programs to promote and protect children's rights.

Project progress and results achieved:

In this project, children's participation (CP) is simultaneously an approach and a result at both the outcome and output levels. Initially, CP was viewed as an "external" donor-driven concept. However, with improved understanding, partner organizations (POs) have increased their acceptance of listening to children and giving them a voice in decision making. CP is becoming accepted as a local practice in the community and all partners continue to build their own capacity to foster and facilitate CP in their activities. Children's participation also appears to be an indicator of overall programming capacity. POs with whom the project has worked the longest appear to have made great progress both in the degree to which they enable and promote CP as well as with respect to their ability to conceive and plan projects that apply other rights-based programming elements.

The project is progressing well toward achievement of results at the outcome level. Children in the central and north-central provinces are able to identify their rights and rights violations, and recognize their responsibilities. Children in all regions are demonstrating increased confidence to express their views within their communities, with the CRP (through participation in the Project Advisory Committee) and in meetings with government officials. Two children-initiated activities have been funded directly through the CRP; an additional two activities have been supported by POs through their Community Initiatives Support Fund (CIF) budgets.

Through CIF-funded projects, POs have been able to influence local authorities to enforce existing laws and policy, such as closing of illegal liquor shops and establishing parent-teacher councils in local schools. It is expected that these local efforts will encourage POs to work with new partners from government agencies to promote wider-spread adherence to laws and policies that protect the rights of children. For example, five POs in the northeast have gained experience in promoting adherence to legal instruments through their birth certificates projects.

CRP partners in all regions have moved from almost uniformly negative attitudes towards child participation and difficulty in understanding the concept, to a commitment to such participation. All partners continue to work toward improving their capacities to foster and facilitate the participation of children in their activities. At the same time, children are demonstrating increased confidence and capacity to express their views in a wide range of forums. Other results at the output level include an increase in the number of partners and geographic reach of the project, with 21 CIF projects funded in the central and north-central provinces, and 16 CIF funded projects in the northeast.

The CRP is also progressing well with respect to developing capacities among partners, through training and technical assistance, to apply the children's rights framework in the design and implementation of project activities as well as in community outreach and awareness raising work. Partners are demonstrating increased incorporation of children's rights promotion and protection strategies through stronger situational analysis reports as well as improved quality and degree of children's participation in their activities. They are also demonstrating increased capacities for fostering community participation, as demonstrated by the frequency with which they share information and consult with their communities. Formalization of relationships with mothers' clubs is further evidence of increased community involvement in CIF-supported activities.

CRP partners have moved from the starting point of having little understanding of capacity development to strong understanding of and commitment to the process. The facilitation of capacity self-assessments has assisted all partners to identify their capacity gaps and, more importantly, given them the knowledge and skills to articulate these and make progress.

POs in all regions are mobilizing a wide range of stakeholders, including government officials and community leaders, to support project activities and actively address children's rights issues at the local level. Levels of awareness of children's rights issues within communities and among government officials at the local, district and provincial levels have been raised. In all regions, partners and their communities are discussing these issues more openly and in the central and north-central provinces, stakeholders beyond the partner organizations are becoming proactive in the promotion and protection of children's rights.

Public officials at the local and district level are demonstrating not only increased awareness of rights issues, but also a strengthened understanding of core principles of children's rights. The relationship between CRP, its partners and these officials has been formalized through joint initiatives to establish Provincial Action Committees comprised of POs, Divisional and District Secretaries, officials from the Police Department and Probation and Childcare Department, and education authorities.

With respect to networking results, Monitoring Committees in the central and north-central provinces are operating more effectively as demonstrated by the results of their lobbying activities, decreasing reliance on CRP, and ability to mobilize resources from other donors. Monitoring Committees in these provinces are meeting quarterly; the East Monitoring Committee is meeting monthly. Partners in the north have not yet established a formal monitoring committee, but the Jaffna District POs meet regularly to share information and jointly plan activities.

***Conflict Resolution for Adolescents in Colombia
(November 2002 to December 2005): \$1,641,669;
(January 2006 to December 2009): \$3.341,420***

CEA:	Foster Parents Plan Canada / Plan International Colombia
Location:	Colombia
Partners:	Centro Internacional de Educación y Desarrollo Humano (CINDE) (International Centre of Education and Human Development)

Brief Project Description:

The goal of the project is to improve Colombian capacity to progress towards peace building while addressing some of the key causes and intensifiers of violence among adolescents.

The project supports measures to prevent adolescents in project areas from becoming participants in violence, and more importantly, enable them to become active participants in conflict resolution and peace-building processes in the country. It will help young men and women to develop their interpersonal, communication, self-expression, negotiation and leadership skills, and with the support of teachers and parents, build a unified peace project that will reinforce peaceful coexistence. Plan works directly with a local partner called the International Centre of Education and Human Development (Centro Internacional de Educación y Desarrollo Humano) or, as it is more commonly known, CINDE.

First Project

The original project is in its third year of implementation. This third year is considered a transitional period to lay the groundwork for the second project. Activities have been modified to incorporate lessons learned and better reflect child participation processes and results. The original project was planned for a three-year period (from November 2002 to December 2005) with a total CIDA budget contribution of CAD \$1,000,000 and a CAD \$641,669 contribution from Plan. The project has contributed to the strengthening of peace-building capacities of 167 young people (on the Multiplier Teams), 50 parents and 61 teachers (with tools and methodologies to support peace-building), and of 29 professionals (Plan coordinators and community assistants) from Plan and CINDE to support the Multiplier Teams. Based on the project's "youth to youth" methodology, 3484 young people from 12 to 22 years old have benefited from the project through the Multiplier Teams.

Project results will be achieved at five levels:

- Training young men and women as peace-builders to work with their peers, starting with issues of personal growth and development;
- Linking project-trained youth-to-youth groups and organizations prepared to work on issues of citizenship, equality, rights and to democratically participate in community peace-building processes which are shared with national young people networks to enable the consolidation of peacebuilding efforts;
- Young people initiatives designed and led by young people based on their own conceptualization and representation of what peace means to them;
- Capacity-building of Plan and CINDE personnel to facilitate, coordinate, and support the peaceful coexistence, democracy and citizenship-building projects and activities of young people;
- CINDE to acquire new knowledge and expertise, with the opportunity to develop, test and standardize a peace-building approach methodology for young people at risk. (Indirect result of the project).

Second Project

Through extensive discussions and consultations with partners and beneficiaries, it was determined that in order to make a strong contribution to the achievement of the impact-level results and to ensure sustainability and institutionalization of the project, three years was too short a period.

Plan signed a Contribution Agreement in June 2005 for a second, four-year project, '**Conflict Resolution for Adolescents in Colombia II**' (June 2005 to December 2009). CIDA's contribution is CAD \$2,300,000 with a CAD \$1,041,420 contribution from Plan for a total budget of CAD\$3,341,420.

The additional four years will allow for significant strengthening of the project's design through incorporation of lessons learned, the retooling of project components and methodologies, and the integration of best practices. After 7 years, both projects will have contributed to changing and transforming the attitudes, values and way of thinking of approximately 10,500 young people, 670 teachers, 650 parents and 64 communities to a culture of peace, tolerance and acceptance of diversity.

The second project will focus on five key areas:

- Strengthening the peace-building process with current participating schools to ensure sustainability;
- Strengthening linkages with local government to promote the adoption of the project methodology and educational materials in the national education sector;
- Capacity building and organizational training for young people organizations and networks established through the project;
- Replicating the project methodology developed through the first three years and expanding to new schools and areas;
- Continued dissemination of the project methodology, results and best practices to foster learning and replication.

First Project progress/results achieved (as of February 2005):

- **31** educational institutions and four young people organizations developing a peacebuilding proposal, supported by changes in their governance structure;
- **167** young people (men and women) trained as peace-builders in Multiplier Teams (MTs);
- **520** young people joined MT support groups in increase MTs' coverage and incorporate new students into the MTs;
- **3,484** young people trained by multiplier teams;
- **77%** of young people multipliers achieved a medium to high degree of acceptance by their peers;
- **50%** of young people multipliers improved their communication, leadership and group facilitation skills and developed their capacity to receive affection, resolve conflicts in non-violent ways and to understand and advocate for their rights;
- **50** parents and **61** teachers applying tools and methodologies to support peace-building processes in their communities. Increased level of confidence of young men and women regarding their abilities to work as peace-builders;
- **29** Plan coordinators and community assistants received training to support the MTs; and
- In February 2004, the United Nations Educational, Scientific and Cultural Organization (UNESCO) selected the Conflict Resolution for Adolescents project as an example of a "Best Practice" in Education. A video showcasing the project was presented at the 47th International Conference on Education ("Quality of Education for all Young People: Challenges, Trends and Priorities").

Kosovo Educator Development Project (KEDP) of the Educator Development Program (EDP) (April 2001 to June 2007): \$17.4 million

CEA: Universal Management Group

Location: Kosovo, Serbia and Montenegro

Partners: University of Calgary

Project Description:

In July 2000, CIDA entered into an agreement with the United Nations Mission in Kosovo to provide funding for the establishment of the **Kosovo Educator Development Project (KEDP)** for the period of 2001-2004. It was extended through to 2007, and eventually incorporated Serbia and Montenegro as a regional programming initiative, the **Educator Development Program (EDP)**.

EDP has five components:

1. strengthening the enabling environment for educator development through building the capacity of key leaders from ministries and civil society organizations;
2. strengthening local capacity for in-service educator development by building the capacity of local trainers and administrators to provide in-service training and encouraging active involvement in professional development networking;
3. supporting the development of pre-service educator training that meets European standards through capacity building in pre-service education institutions;
4. developing awareness and regional networking initiatives that link educators with colleagues both in the region and beyond; and
5. ensuring that educator development is inclusive and addresses key equality issues including gender equality, inclusion of local ethnic communities and young people's participation.

Given the focus of this project – capacity building for educators and educational leaders – KEDP/EDP has worked to integrate children and young people's participation in its programming as a crosscutting theme. By taking this exploratory approach, EDP has had significant success in working with young people as planners, beneficiaries and implementers and in strengthening the capacity of local individuals and organizations to integrate young people into their own work.

Purpose/expected results:

The project has four intended outcomes: Improving the enabling environment for educator development; strengthening in-service educational training resources; improving the capacity of the Faculty of Education in terms of program design and delivery; and enhancing regional networking for educator professional development.

Project progress and results achieved:

The project obtained the services of an experienced practitioner in young people's participation who spent a period of time connecting with young people and young people's organizations to better understand their traditional roles in the education system and the specific challenges that they were facing in the educational reform process. This exploratory phase included experimentation with different approaches to including young people in programming and management. Many of these approaches involved modeling of good practices by directly involving young people in delivery of project programming, including:

- inviting young people to comment on the implications of new teaching methodologies during teaching training sessions;
- inviting young people's organizations to deliver training programs on topics like children's rights and classroom democratization to educators; and
- making space for representative young people to take part in activities such as educational leadership conferences; and in planning and implementing a series of 'Equal Opportunities in Education' symposia.

Because organizations involved did not receive core funding from EDP, the young people reported that they felt much freer to be 'honest' about what they thought were good and bad ideas for programming.

The project also supported educators and educational leaders to build their capacity to understand the importance of young people's and children's participation in day-to-day educational processes as well as in educational reform activities. Teachers built skills in democratic models of classroom management; directors learned how to make school planning and school improvement processes more participatory; university administrators better appreciated the importance of using young people's input in quality assessment of programming; and policy makers were trained and coached through policy development processes that included consultation with young people.

This increased awareness and understanding has manifested itself in several ways, for example:

- the key policy making unit at the Ministry of Education in Kosovo has adopted participatory approaches to policy development and has, without support from the project, worked to ensure that they are hearing young people's voices in consultation processes;
- a local 'teacher trainers network' is now assessing the impact of their training in learner-centered methodologies through action-research projects and evaluations with students;
- locally run 'Equal Opportunities Symposiums' now routinely include young people on the planning and organizing committee. Regional follow-ups to these symposiums have been run solely by young people's organizations;
- a local Faculty of Education supported by EDP now routinely collects data from students on the quality of their educational experience and has supported the development of a Student Association for Professional Development (for students of education) recognizing that students play a vital part in the life of a faculty.

Early attempts to involve young people in project management and governance processes were minimally successful. The project also initially met significant resistance (both internally and externally) to the idea of including a young person on the Project Steering Committee. However, after several years of modeling and demonstrating the value of young people's participation, requests for young people's participation on the steering committee eventually came from local partners and, thus, the relevance for such a role was organically and locally generated.

Further, EDP has recognized that young people are often in a better position to make linkages across ethnic boundaries and between former 'enemies'. Thus, EDP's first major regional initiative involving Albanian, Serbian, Montenegrin, Bosnian, and Roma participants was a conference for student teachers. This event was wildly successful and led to the establishment of an informal regional network of student teachers who are seeking to host a second conference of a similar nature.

It is important to note that in Year 1-4 the total cost of 'mainstreaming' children and young people's participation was less than 1% of the total project budget and, as such, highly cost-effective.

Education and Peace-Building for Children Affected by Armed Conflict in Colombia (February 2003 to January 2006): \$2,789,144

CEA:	Save the Children Canada
Location:	Colombia
Partners:	Ministry of Education and the Ombudsman's Office Nine Colombian Non-governmental organizations

Project Description:

Based on CIDA's *Social Development Priorities: A Framework for Action*, the Colombia Country Program Framework included two objectives related to participation and children's participation:

- to increase Colombian capacity to meet the basic human needs and protect the human rights of people affected by armed conflict, including a specific emphasis on women and children; and
- to support equitable participation in establishing the foundation for peace.

This project addressed both these priorities in terms of children and young people.

The purpose of the project is threefold: 1) to improve access to relevant, quality formal education for girls and boys affected by conflict and displacement in targeted communities; 2) to provide alternative paths away from violence through non-formal education for children and young people in the targeted communities; and 3) to improve protection of the right to education for children and young people affected by armed conflict and displacement.

The project combines a rights-based approach with the weaving of social networks, inclusion of local government bodies in program design, the public sharing of results, non-confrontational approaches, and the massive presence of children and young people in cultural activities.

Project Progress/Results Achieved:

Despite the on-going violence and intimidation, the project has effectively consolidated its presence in the project area. A step toward consolidating the International Children as Peacebuilders Project (CAP) in Colombia was a significant accomplishment. CAP will constitute a major network partner in the future. The goal is not to create yet another network of Children as Peace Builders but to build synergy and to develop Colombia's particular niche within the global CAP network.

A participatory research proposal by a small group of children and young people who are former combatants, designed to document their own post-conflict experiences as well as those of other children and young people in similar circumstances, was presented to and accepted by Save the Children Sweden, as a contribution to the overall Save the Children Canada's program in Colombia.

Training for NGO partners and networks, increasing a common understanding of themes related to the project, has been important. Partner organizations have attended courses in cities and displacement, armed conflict, psycho-social Intervention, epistemology and methodology. In addition, a four-month program designed to increase the political engagement of 45 representatives of the Working Group of NGOs and Social Organizations of Cazucá was designed and concretized in an Agreement signed with the Colombian umbrella organization "Planeta Paz".

Support to the National Ombudsman's Office for the development of its program known as "Young people's Involvement in Public Debate" led to the strengthening of a young people-led umbrella organization, Picacho con Futuro. This in turn led to the presentation of a concept paper presented to the British Government which would extend the work of the Ombudsman's Office in this same line through a partnership with Save the Children Canada and the International Center for Participation Studies of the Peace Studies Department at the University of Bradford.

A number of publications and audio-visual resources have been produced by partners during the period in question:

- the SAT newspaper, a tool permitting far-flung rural communities to feel connected to the project;
- a study on pedagogical approaches to training children and young people about their rights, based on extensive consultations with teachers, parents and children and young people;
- a video "If Poets Did Not Exist", on the impact of workshops on artistic expression for children and young people, which is promoting discussion about authoritarian school models and the capacity of children and young people to express themselves if given an opportunity; and
- a theatre program with violence-affected children and young people in marginalized areas of Bogotá which was shown on television, and a video depicting the same experience which was completed. It has been used with over 2,000 children and young people.

Learning on Children's Participation to Date

Acquiring conflict resolution techniques alone does not guarantee the necessary individual and group transformation required for the formation of peaceful citizens and for turning children and young people away from violence; a holistic, inter-disciplinary and multi-faceted approach is necessary.

Psycho-social intervention is about building relationships between individuals and their environment in order to build understanding about how individuals and groups interpret events, how they incorporate these into personal narratives and how they re-interpret them.

Children and young people are not only victims but also survivors of the armed conflict; positive themes such as the need and ability to love and be loved, the ability to forgive, their desire to build a peaceful future, and their capabilities to assume leadership roles, should be celebrated.

The involvement of children and young people in artistic and cultural activities clearly develops their sense of self-worth, belonging, and identity in the midst of uprootedness, violence, and brokenness. Creative processes are one of the most accessible methodologies for helping children and young people to discover their innate resilience and to develop the capacity to demand their rights.

Placement in schools continues to be a major strategy for preventing and protecting children and young people from involvement in the armed conflict. Continued support to teachers to increase their understanding of the reality of war-affected children and young people and to develop participatory approaches and related methodologies is crucial.

Dignified income-generation is an essential element in offering non-violent, non-combatant alternative lifestyles for young people.

Quality participation designed to empower children and young people to assume responsibilities in the public domain is essential if they are to become leaders in future peace-building initiatives. Equally important is the participation of children and young people in defining and implementing their own initiatives related to the themes of the project.

Appendix II:

Suggested Resources

Below is a list of resources on children and young people's participation that people working in CIDA and CEAs have recommended as useful. These represent only a fraction of the materials available. Readers are encouraged to visit the websites below that provide access to a wide range of other materials.

Readers are encouraged to refer to **Children as Partners: Annotated Bibliography** (Prepared for CIDA, Child Protection Unit, by the International Institute for Child Rights and Development (March 2004) as an excellent overview of a wider range of materials on children and young people's participation. This document, as well as most of the documents listed below, can be found on CIDA's website <http://www.acdi-cida.gc.ca/cidaweb/acdicida.nsf/En/JUD-12115346-RJE>

Annotated Bibliography

Blanchet-Cohen, N., Cook, P. and Hart, S. 2004. *Children as Partners: Child Participation Promoting Social Change*. Victoria, Canada: International Institute for Child Rights and Development. This report aims to assist development agencies wishing to support children's meaningful participation in the process of designing, implementing and evaluating programming in the context of effective partnerships. Based on information culled from a range of development agencies (including child-led organizations) the authors provide the reader with a series of key preliminary findings on strengthening children's meaningful partnership in developmental programming. Further, the document includes 10 case studies of good practice in partnership programs.

Canadian International Development Agency:

Cockburn, Gail. 2001. *Meaningful Youth Participation in International Conferences – A Case Study of the International Conference on War-Affected Children*. Winnipeg, Canada. Gatineau, Quebec, Canada: CIDA. This document provides a detailed description of the children's participation process at the conference in question, and documents lessons learned with regard to involving young people in such forums.

Defence for Children International - Canada. 2003. *Children and Youth as Peacebuilders: A Resource Manual*. (Produced by the Children/Youth as Peacebuilders Project, an interagency project sponsored by DCI-Canada). Gatineau, Quebec, Canada: CIDA. This manual is designed for both new and experienced young peacebuilders. It is based on the experiences of children and youth as victims of war and as agents for change and represents their efforts to bring peace to countries and communities. This manual contains a variety of ideas, tools and techniques to build the skills and knowledge essential to youth peacebuilders.

Defence for Children International - Canada. 2003. *A Kind of Friendship: Working for and with War Affected Children and Youth: A Resource Manual for Programmers*. (Produced by the Children as Peacebuilders Project, an interagency project sponsored by DCI-Canada. Gatineau, Quebec, Canada: CIDA. This document provides an overview of the effect war and prolonged conflict has on young people's lives and looks at programming ideas based on lessons learned through the Children as Peacebuilders community projects. It also provides resources to assist in information gathering, community research and group analysis with young people.

Hart, Jason. 2002. *Participation of Conflict-Affected Children in Humanitarian Action: learning from the Occupied Palestinian Territories*. Gatineau, Quebec, Canada: CIDA. This document considers the means, difficulties and benefits of pursuing children's participation in humanitarian action in the West Bank and Gaza. Its findings and analysis are based upon the study of projects being implemented by a number of international and local organisations with adolescents in the age range 12-18. The work of UNICEF and its local partners are particularly featured in the discussion. It also draws upon the observations of informants from academia, donor agencies, governmental and non-governmental agencies.

Hart, Jason. 2002. *Participation of Conflict-Affected Children in Humanitarian Action: Learning from Eastern Sri Lanka*. Gatineau, Quebec, Canada: CIDA. This document considers the means, challenges, ethics and value of children's participation in humanitarian assistance programming. It adopts a case study approach by considering the work of Save the Children Norway and two of its local partner agencies in eastern Sri Lanka, and draws upon insights gained by staff at the Buttery Peace Garden in their work with children suffering the worst effects of armed conflict.

Hart, Jason with Khatiwada, Chandrika. 2003. *Participation of Conflict-Affected Children in Humanitarian Action: Learning from Nepal*. Gatineau, Quebec, Canada: CIDA. This study considers children's participation in agency programming in the context of the armed conflict in Nepal. The report notes work done by several child-focussed agencies in providing opportunities for children's participation amidst the difficult working conditions of Nepal. The child-led initiatives that have been nurtured since the early 1990s have evidently benefited children and their communities in significant ways.

Hart, Jason. 2004. *Children's Participation in Humanitarian Action: Learning from Zones of Armed Conflict*. Gatineau, Quebec, Canada: CIDA. This document considers the benefits and challenges of pursuing children's participation in humanitarian action. Its findings and analysis are based upon the study of projects in three different locations: eastern Sri Lanka, the West Bank and Gaza, and Nepal

Rothman, M. 2003. *RBM and Children's Participation: A Guide to Incorporating Child Participation Results into CIDA Programs*. Gatineau, Quebec, Canada: CIDA. This manual is designed to provide CIDA officers and developmental partners with a series of concepts and practical tools that will assist them in incorporating children participation results into relevant projects and programs.

ECPAT International. 1999. *Standing Up for Ourselves: A Study on the Concepts and Practices of the Young People's Rights to Participation*. UNICEF. This book provides a basic overview of the principles and practice of children's participation from a children's rights perspective. Practical examples focus largely on initiatives related to commercial sexual exploitation of children. This is a good backgrounder for those new to children's participation.

Fajerman, L., & Treseder, P. 2000. *Children are Service Users Too – A guide to consulting children and young people*. London: Save the Children UK. This toolkit, although very focused on the British domestic scene of social service organizations, provides useful information on children's participation processes, including strategies, checklists, question and answer sections, and examples of good practice.

Hart, Roger. 1992. *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF, Innocenti Insight. This essay, although old, is one of the key texts introducing the principles of and reasons for children's participation in decision-making.

Hart, Roger. 1997. *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. London: Earthscan. This book is written by an environmentalist but has broader relevance. It introduces the theory and practice of children's participation, and has many examples of different types of research along with detailed case studies.

International Institute for Environment and Development. 2001. "Children's Participation – Evaluating Effectiveness", *PLA Notes 42*. London: Earthscan. This document examines the evaluation of children's participation in community settings. It is useful in identifying best practices in children's participation and the evaluation of their participation. The document presents case studies from around the world.

Johnson, V. et. al, (Eds.). 1998. *Stepping Forward – Children and Young People's Participation in the Development Process*. London: Intermediate Technology: This book evolved from an international workshop on children's participation held by the Institute of Development Studies, the Institute of Education, and Save the Children UK. The book covers the concepts and ethics of participation, presents case studies from around the world using a variety of participatory methodologies, and highlights future implications and directions. It is a good starting point for background information on participatory research with children.

Lansdown, G. 2001. *Promoting Children's Participation in Democratic Decision-Making*. Florence: UNICEF, Innocenti Insight. This publication provides background on the theory and practice of child participation. It also includes many examples of different levels of participation across existing international initiatives. It draws on much of the already published research and thinking in the field, and provides a solid overview for those relatively new to the field.

Lansdown, G. 2004. *Evolving Capacities and Participation*. Victoria, Canada: International Institute for Child Rights and Development. This paper explores the interplay and complementarities between the notions of children's evolving capacities, children's rights/rights-based approaches and participation. One of the key conclusions of this paper is that respecting, promoting and creating space for children to participate in and of itself is an essential element in the ongoing development of their capacities. The paper also provides a series of implications that development practitioners should take into account in their work.

Lewis, A., & Lindsay, G. 2001. *Researching Children's Perspectives*. London: Open University Press. This book addresses the issues and practicalities of obtaining children's views. It details methods and applications in obtaining children's views in specific projects.

Plan International Bangladesh. 2001. *Handbook for Child Focused Community Development Approach*. This handbook provides a toolkit for placing children at the centre of community development initiatives.

Sangha, Bhima and the Makkala Panchayats with Concerned for Working Children. 2003, *Bhima Sangha and the Makkala Panchayats: Chroniclers of Our Own Histories*, Victoria, Canada: International Institute for Child Rights and Development. This document, jointly written by the children of Bhima Sangha and the Makkala Panchayats with the assistance of CWC, attempts to capture the processes, structures and agency

of children as perceived by them. It is a directory of the information that Bhima Sangha and the Makkala Panchayats have recorded over the years when they have been the chroniclers of their own histories. They show how what we might consider insignificant ‘small stories’ are critical to enable them to take small steps forward. Their conflict resolution skills, their ability to innovate and extract methods from one intervention and apply these to a variety of situations, their abounding affection and concern even for their ‘adversaries’ and their gift for designing ‘win-win’ strategies is a lesson for us all.

Treseder, P. (Ed.). 1997. *Empowering Children and Young People: Training Manual Promoting Involvement in Decision-Making*. London: Save the Children, in association with Children’s Rights Office. A manual to help professionals empower children so that they can contribute to the decisions that affect them. The manual includes exercises and ideas for session plans.

Websites

- Canadian International Development Agency (CIDA): Child participation publications: <http://www.acdi-cida.gc.ca/cidaweb/acdicida.nsf/En/JUD-121152128-RVG>
- Children As Partners (CAP) - International Institute for Child Rights and Development: www.iicrd.org/cap
- Save the Children – UK: www.savethechildren.org.uk
- Save the Children Alliance: <http://www.savethechildren.net>
- Save the Children – Sweden: <http://www.rb.se/eng/>
- International Institute for Environment and Development – Resource Centres for Participatory Learning and Action Network: www.rcpla.org/
- Institute of Development Studies Participation Group: <http://www.ids.ac.uk/ids/particip/index.html>
- UNICEF: www.unicef.org
- UNICEF’s Innocenti Research Centre: www.unicef-icdc.org
- Committee on the Rights of the Child: <http://www.ohchr.org/english/bodies/crc/>