



# Child Participation Focused on CISS

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# Session Objectives

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1. To provide the Child Participation Principles and Frameworks that are needed when working with CISS
2. To discuss the different child-friendly methodologies when working with CISS

# Let's Play Scavenger Hunt!

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## Mechanics:

1. Listen to the given word by the facilitator and show to the body the things that are related to it from your work area.
2. Must open your camera (if you can)
4. Must participate 😊



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**“There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and that they grow up in peace.”**

**-Kofi Annan**

# The CISS Child Participation Framework and Principles

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## **UNCRC:**

**Article 12 of the United Nations Convention on the Rights of the Child recognizes that children have a right to be heard.**

# What is Child Participation?

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It means the informed and voluntary involvement of all children, including the most marginalized, of different abilities and ages, in all cases affecting them directly or indirectly

# The CISS Child Participation Framework and Principles

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**“Respect us as human beings”;**

**“I would like for people who have never lived on the streets to see us as persons with pride, like normal people”;**

**“It’s not about getting us off the streets and into shelters. It’s about giving us a status”;**

**“Governments should not say we should not be on the streets. They should not harass us if on the streets. We should be accepted”;**

**“Living on the street does not mean that we cannot have rights”;**

**UN GC 21**

# The CISS Child Participation Framework and Principles

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**“The street leaves its mark: either you get out or you don’t”;**

**“We don’t want help, charity, pity. Governments should work with the community to give us rights. We’re not asking for charity. I want to become someone to fend for myself”;**

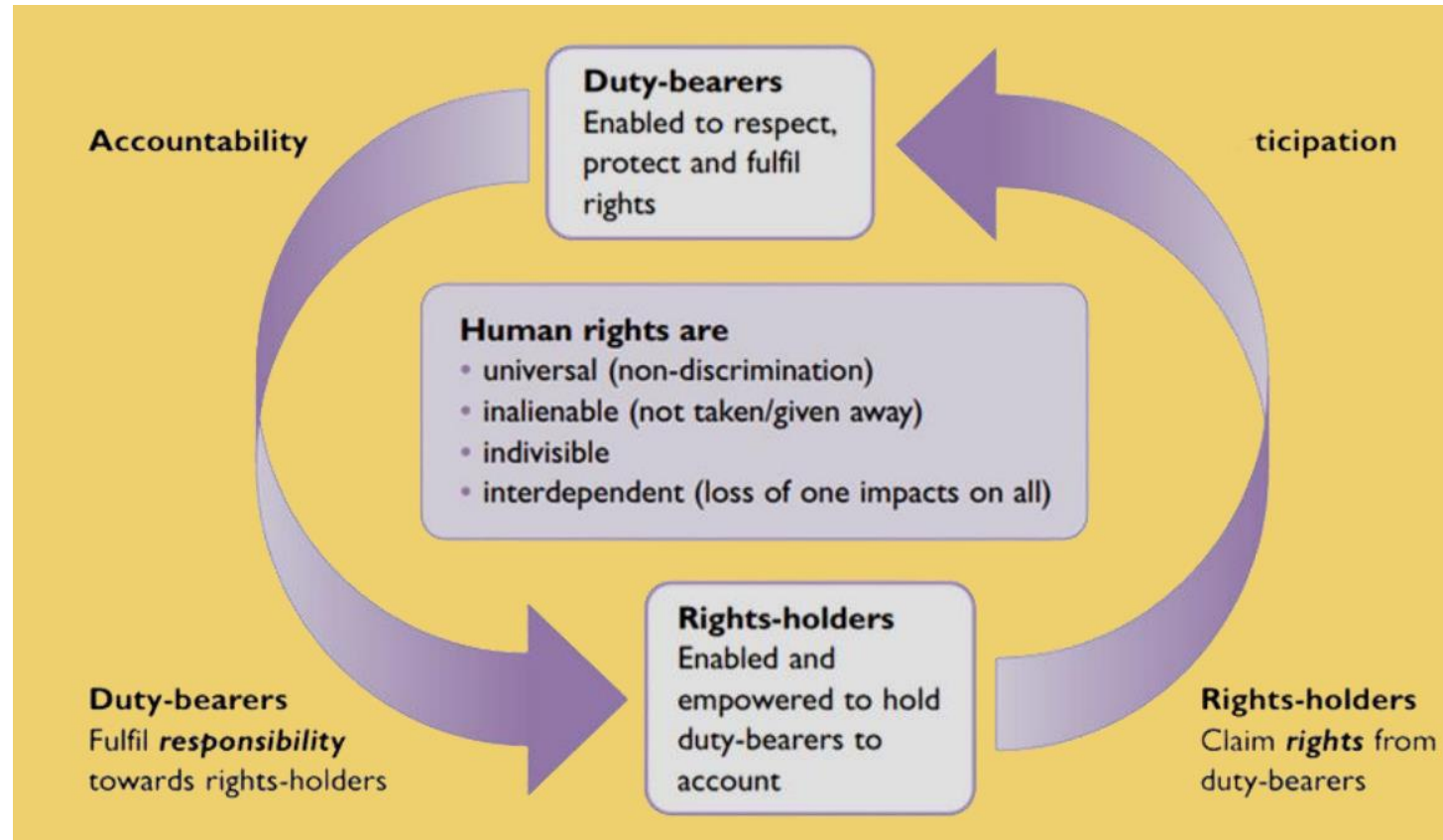
**“[People] should give us a chance to use our gifts and talents to achieve our dreams”;**

**“Give us the opportunity to change our story”**

**(UN GC 21)**



# CHILD RIGHTS BASED APPROACH





# Why encourage children's participation?

- It's a right and they want to
- Children have their own opinions and priorities (vary by age and gender)
- Better situation assessments
- Children are already making a significant contribution to action.
- Feedback on the action improves it
- Children are often more effective at reaching their peers
- Children are empowered and therefore better able to protect themselves and their peers



# What standards exist ?

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## General Observation 12 of the Committee

Participation:

Voluntary

Safe

Informed

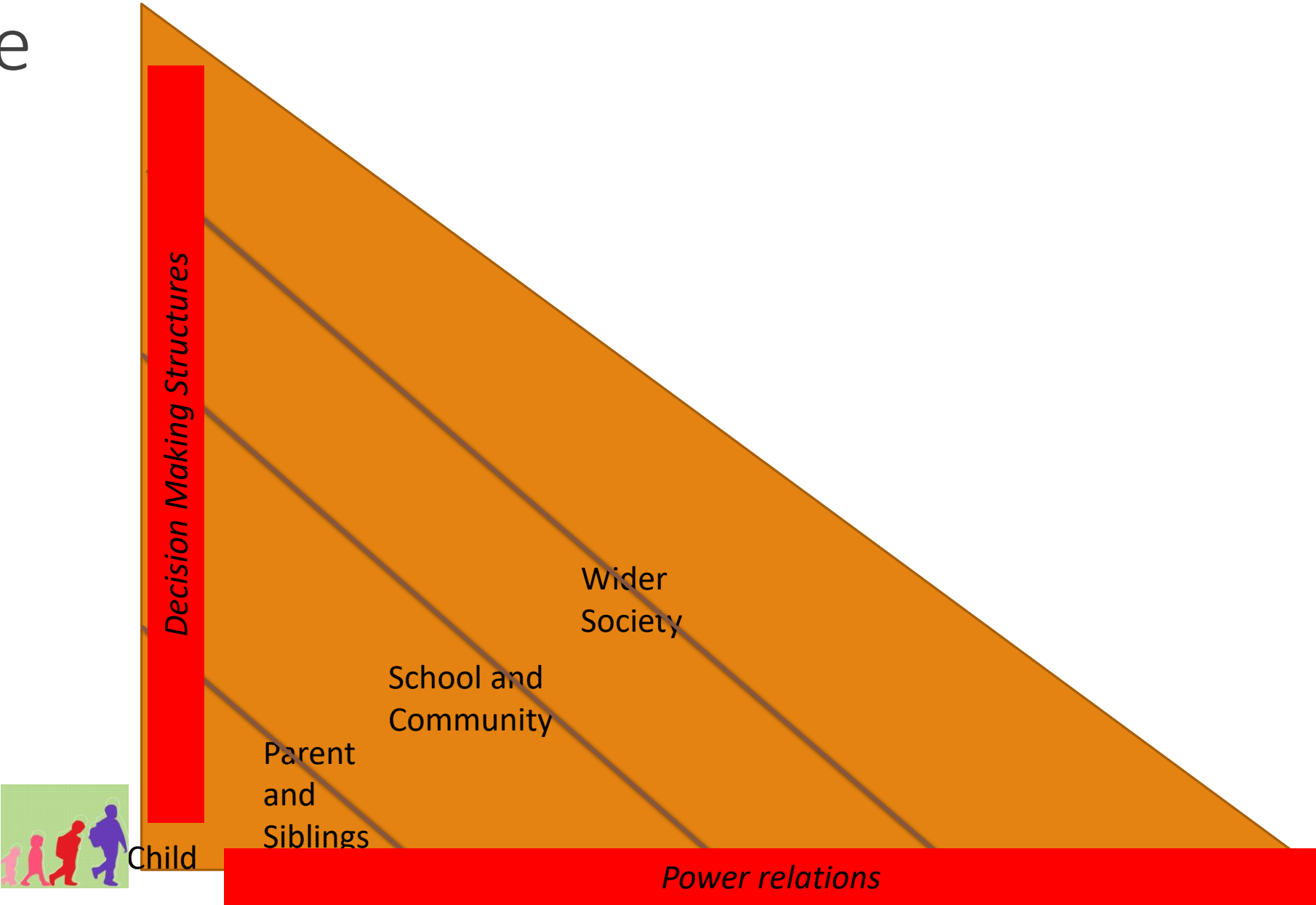
Adapted

# When does the child participation start?

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When does the child participation start?



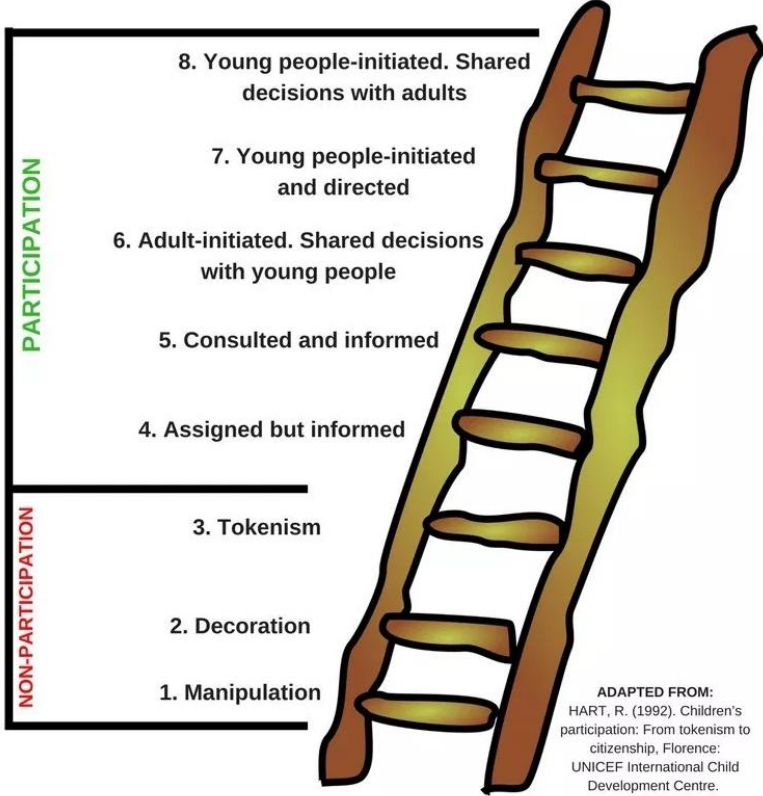
# What do you think is the highest degree of participation for children?

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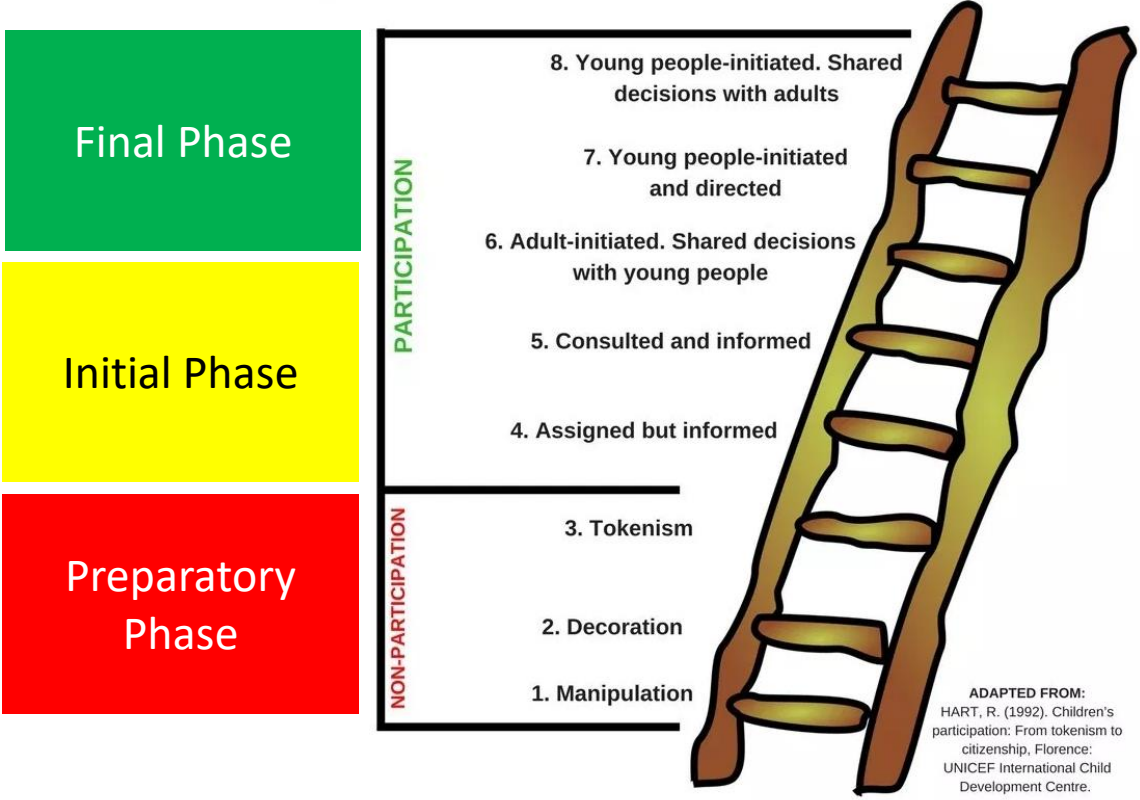
- A. Assigned but informed
- B. Consulted and informed
- C. Young people-initiated. Shared decisions with adults
- D. Young people-initiated and directed
- E. Adult-initiated. Shared decisions with young people



# Ladder of Participation



# Ladder of Participation



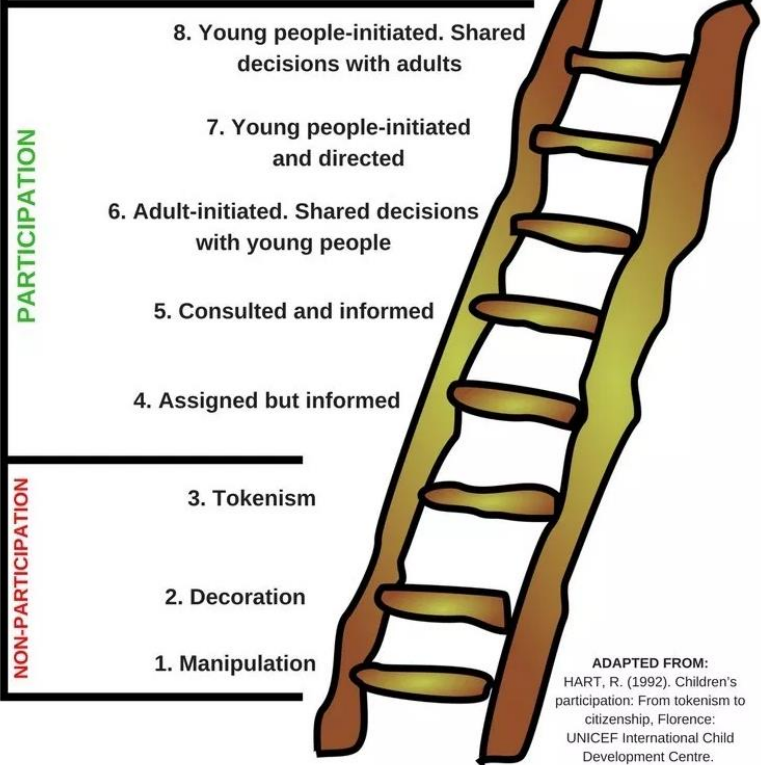


# Ladder of Participation

Final Phase

Initial Phase

Preparatory Phase



**DIRECTION**

Children identify their problems and implement actions with the support of adults

**COLLABORATION**

Children are invited to contribute to the design of the methodology, their opinion is requested for the collection and analysis of the data

**CONSULTATION**

Children's opinions are requested for design, information collection process and analysis by adults

# What are the Child Friendly Methodologies?

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These are necessary tools in order to know the opinions of children without the influence of adults on issues affecting them.

# 5 Things Plants Need

The infographic is set against a green background with horizontal lines. At the top left is a red maple leaf. The title '5 Things Plants Need' is in white. Below the title are five categories, each with an illustration and a label: 1. Water: A blue cloud with rain and a white faucet with a drop. 2. Light: A yellow sun and a glowing yellow lightbulb. 3. Nutrients: A pile of brown soil and three fertilizer containers (one blue with 'N', one orange with 'P', one red with 'K'). 4. Space to Grow: A planter box with yellow trees and a potted plant with two green leaves. 5. Air: A circular icon of a palm tree and wind, and a person blowing bubbles.

Water

Light

Nutrients

Space to Grow

Air



CISS too, need this 😊

# Before engaging with children

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1. Safeguarding Policy is needed e.g. Parental and Children's consent and Image Rights
2. Consider the background of the participants— CISS mostly, cannot be contained in one place. Consider their distinct needs and level of understanding
3. Use these tools for them to be more engaged.

# CFM- IDENTIFYING ISSUES RISK MAPPING



Picture is not owned



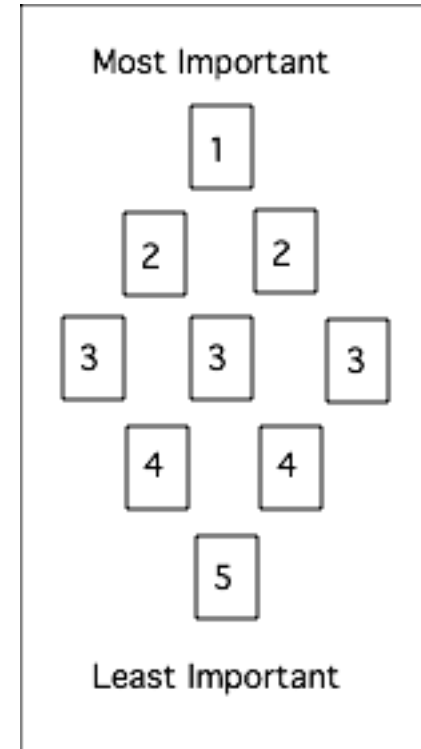
# CFM- BODY MAPPING



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# CFM- Prioritizing Issues: Diamond Ranking



*Picture is not owned*



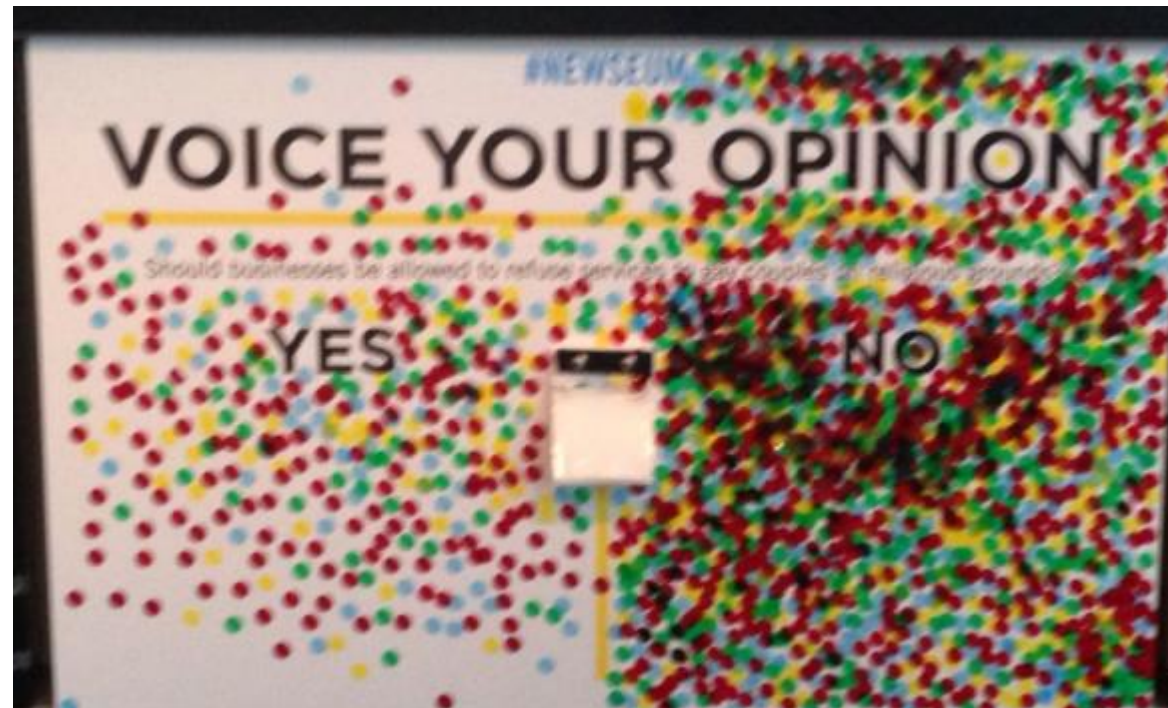
# CFM- CFM- Prioritizing Issues: Matrix Ranking

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Problem issues	1	2	3	Total	Priority
Problem 1					
Problem 2					
Problem 3					

# CFM- CFM- Prioritizing Issues: Dot Voting

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*Picture is not owned*

# CFM for Action Planning

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TOOLS	ADVANTAGES	Limitations/Notations
<b>Why? Why? Why?</b>	With good facilitation, this will give the sequential cause and effect of the issues.	The whys could be listed as just a mere listing of all the whys that the participants can think of.  Will not yield consequences as the information gathered are the causes
<b>Entangled</b>	Can be used in assessing who are the key players in the community.	Needs good facilitation skills.

# CFM for Action Planning

TOOLS	ADVANTAGES	Limitation
<b>Tree Analysis</b>	<p>Sequential analysis of a core problem showing the causes and effects/consequences.</p> <p>Very visual: the participants can picture out what are the root causes (literally, the root of the tree, the core problem (the trunk), and the consequences/results of the issues (the fruits).</p> <p>Very participatory.</p>	<p>Requires good facilitation skills and familiarity to use the tool.</p>
<b>Venn diagram</b>	<p>Can be used to assess who are the people or organizations within and outside the community where they can ask support.</p> <p>Very participatory.</p>	<p>Information is only limited to what the participants know. There could be important support available that they do not know.</p>

# CFM for Action Planning

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TOOLS	ADVANTAGES	DISADVANTAGES
<b>Rocks and Cart</b>	This is used to analyze capacities.	Needs good facilitation skills to lump similar statements
<b>How? How? How?</b>	A build up to Why? Why? Why? Tool	Needs good facilitation skills to lump similar statements
<b>Visioning</b>	<p>An individual activity for the participants and there's a need to consolidate the individual output.</p> <p>This toll can also be used to create the Vision-Mission of a an organization.</p>	Needs good facilitation skills to lump similar statements
<b>Solution Tree</b>	<p>Easy to use since this is just converting the negative statements in the Problem Tree Analysis into positive statements.</p> <p>Easier to transfer into a plan template</p>	Needs good facilitation skills to lump similar statements

“Children must be taught how to think, not what to think.” — Margaret Mead, cultural anthropologist

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“Children are not things to be molded, but are people to be unfolded.” — Jess Lair, author

Thank you!