

Participation

[The Nine Basic Requirements for meaningful and ethical children's participation \(also available in French\)](#)

The Nine Basic Requirements for Meaningful and Ethical Child Participation is a key tool for ensuring quality child participation in any initiative with children. They are built on a foundation of what children have shared with adults over many years and we are truly thrilled to share this latest version with you. Presented in an easy to read colorful format, the resource includes checklists and simple tools for easy access and use.

[United they Stand](#): Child-focused organisations all over the world are facing the dilemma of how to advance children's right to be heard without causing or contributing to harm. Children exercising this fundamental right are often exposed to violence, manipulation and coercion as a result. However, not being heard and taken seriously is inherently damaging for all human beings. This discussion paper explores the indivisibility of the child's right to be heard and their right to protection, particularly within humanitarian and development contexts. Furthermore it examines why the United Nations Convention on the Rights of the Child commonly grouped under participation and protection are frequently treated as oppositional and in conflict.

[Children's Right to be Heard and Effective Child Protection: A Guide for governments and children's rights advocates in involving children and young people in ending all forms of violence](#): This publication offers guidance and practical examples to show the varied roles children can play in implementing the overarching recommendations of the United Nations Secretary General's Global Study on Violence against Children. Building on the Committee on the Rights of the Child's keenly awaited General Comment on the child's right to be heard (2009), the publication considers different conceptions and practical approaches to participation, as well as the choices and challenges facing adults engaged in (or preparing to be engaged in) the implementation of children's rights.

[Every Child's Right to be Heard](#): Every child's right to express their views and have them taken seriously is enshrined in Article 12 of the UN Convention on the Rights of the Child. However, despite many positive examples – some of which are referred to in this guide – most children are not included in discussions about issues that affect them. This resource guide is a companion document to the UN Committee on the Rights of the Child General Comment No. 12 on the 'Right of the Child to be Heard'. It outlines their obligations to listen to children, and advises governments, NGOs, policy-makers and international agencies on how to include children's views and opinions.

Published by Save the Children UK on behalf of Save the Children and UNICEF.

[Putting children at the centre](#): This two-part Save the Children guide offers guidance to practitioners working with children. It is designed to help staff develop their own best practice and pilot new ways of involving children. Participation is about children having the opportunity to express their views, influence decision-making and achieve change. Participation is a way of working and it is an essential principle that should be applied to all arenas – from homes to government, from local to international levels. The publication offers advice on ways for practitioners to support children's meaningful involvement in the governance, planning, implementation, monitoring and evaluation of their work. It is divided into two sections: Part 1

provides an introduction to children's participation in practice. Part 2 comprises a set of separate guides focusing on specific themes: governance, advocacy, fundraising, recruitment, media and communications, and emergencies.

Guidelines for Children's Participation in Humanitarian Programming: These Save the Children guidelines have been developed to support humanitarian managers and field staff in applying meaningful and safe children's participation in different stages of the humanitarian programme response. The guidelines support emergency preparedness efforts to strengthen staff and partners' capacity to support meaningful children's participation. It includes guidance and tools to enhance meaningful children's participation in the emergency response, and in transitions to relief, reconstruction and peace-building processes.

How to integrate Children's Participation in Health and Nutrition Programming

This guide has been developed for Save the Children's health and nutrition staff and partners so they can better support the meaningful participation of children and young people in health and nutrition programmes. It focuses on opportunities for children's involvement in maternal, newborn and child health and nutrition, especially at the community and primary healthcare levels. The guide also looks at opportunities to actively communicate with and listen to children under the age of five.

Children's participation in the analysis, planning and design of programmes. A guide for Save the Children staff

This guide has been developed to support managers and field staff in applying meaningful and safe participation in the analysis, planning and design phases of programming. It includes practical guidance and tools to support staff to build their capacity and ensure that children's views and perceptions are included in planning processes.

Working Together: Including children in research on violence against children – A Resource Pack for Research Practitioners:

The focus of the resource is not on if we will engage in participatory research, but instead on how we can best support meaningful research initiatives with children. With an explicit focus on research related to violence against children (VAC), the resource provides valuable guidance to researchers and policymakers, helping them understand how children's participation in research adds value and rigor to the process of building sustainable violence prevention programming. It recognizes that a high ethical standard and an understanding of the ethical complexities involved in research specific to children is required. These materials will help you to overcome the challenges and barriers to children's participation in research.

Materials for children

One step beyond: This Advocacy Handbook for Young People and Children was created by Save the Children's Global Task Group on Violence against Children. Understanding "advocacy" is a process that both adults and children alike learn more and more about every year. With each project, new lessons are learned and it is always possible to take that "one step beyond". This handbook can be used by advocacy experts and by people who do not know anything about advocacy, children and young people who have experience of advocacy or are taking action to create change, or want to create positive change but may have little or no experience in making a plan. The handbook is also aimed at adults who want to support children and young people in their advocacy work and who want to improve their own advocacy projects.

[Campaign Planner](#) (also available in French): The Campaign Planner for Children is a new, child-centred approach to campaign planning, in which children have the tools, resources and confidence to develop and implement their own effective campaigns in safe and meaningful ways. Many children want to exercise their right to speak out, influence change and contribute positively to the development of their societies. Children know what works for them and often provide creative solutions to difficult circumstances. We need their engagement to hold decision-makers to account and their help to find sustainable solutions to realise children's rights across contexts, including in conflict and other humanitarian situations. The Campaign Planner is designed to be run as a workshop, either in-person or virtually, facilitated by Save the Children staff and partners. It is suitable for all children with a recommended minimum age of 12, whether complete beginners or experienced child campaigners and in all contexts. Children will learn about their rights and campaigning, then develop their own campaign plan based on topics they are most passionate about. The Campaign Planner is made up of five modules with risk awareness and mitigation exercises built into the tools. Before you get started, please refer to the Campaign Planner Guidance first.

[Child Led Data Collection: A guide for young people to learn how to do research and create positive change:](#) A manual launched by Save the Children in the framework of the project "A Civil Society for Children's Rights in the MENA Region", developed to support young people and adults/organizations to better understand 'Child Led Data Collection (CLDC) and the important role young people have in collecting information about their lives and telling others about their realities. Young people can use this manual to better understand data collection and learn, step by step, how to do it and adults or civil society organizations can use the manual to support young people and help guide and support them as they work on CLDC. The manual takes the reader through a series of simple steps, training activities and resources needed to get started with CLDC. The methodology is child friendly and produces qualitative and quantitative evidence of everyday needs and priorities which can be used to inform change. Policies and programmes can then use this evidence to focus on needs that children themselves have asserted and reported in detail.

Monitoring and Evaluation of Children's Participation

[Toolkit for Monitoring and Evaluating Children's participation:](#) The Save the Children toolkit provides a conceptual framework for measuring children's participation, together with guidance on how to undertake monitoring and evaluation and practical tools that can help you gather the information you need. It can be used by organizations working directly with children, by child- and youth-led organizations, and by governments that are committed to fulfilling their obligations to respect children's right to participate.

[A toolkit for monitoring and Evaluating Children's participation](#) (also available in French): The toolkit provides a conceptual framework for measuring children's participation, together with guidance on how to undertake monitoring and evaluation and practical tools that can help you gather the information you need. It can be used by organizations working directly with children, by child- and youth-led organizations, and by governments that are committed to fulfilling their obligations to respect children's right to participate. [Booklet 1](#) explains the background to the toolkit and provides an overview of children's participation. It includes a brief guide to monitoring and evaluation, with definitions of key terms and some useful resources. [Booklet 2](#) is comprised of three areas: the description of 25 indicators covering the categories of protecting the right to

participate, promoting awareness of the right to participate, and creating spaces for participation; tables are given for each category to help you assess the current situation in your country; the final section of the booklet discusses what you need to know about collecting data in order to monitor and evaluate participation activities. [Booklet 3](#) This booklet describes why it is important to measure the scope, quality and outcomes of participation. The scope of participation involves looking at when children get involved (the point of engagement), what level they get involved at (level of engagement), and which children get involved (inclusive engagement). The booklet describes the three different levels of children's participation: consultative, collaborative, and child-led, using case studies from different countries to illustrate what the different approaches mean in practice, to help measure the scope of children's participation in your programme. It provides a conceptual framework for children's participation and introduces a series of benchmarks and tables to measure children's participation. [Booklet 4](#) This booklet takes you through each of the 10 steps you will need to follow to undertake participatory monitoring and evaluation of children's participation in the programme concerned. Throughout, you will find case studies from the organisations that piloted the toolkit to give you more insights into how you can approach the different stages. There is also an appendix that gives definitions of some of the main words and phrases used in monitoring and evaluation. [Booklet 5](#): This is the fifth booklet in a toolkit comprised of 6 booklets. Booklet 5 provides a range of tools that you can use with different stakeholders, especially children and young people, to gather and analyse information to monitor and evaluate the scope, quality, and outcomes of children's participation. It introduces some core M&E tools such as interviews, focus group discussions, observation, surveys, and stories of most significant change. It also introduces participatory tools, many of which have been specifically adapted for you to use when completing the tables in Booklet 3. [Booklet 6](#): This is the final booklet in a toolkit comprised of 6 booklets. Booklet 6, compiled by the African Movement of Working Children and Youth in Nigeria, is divided into three parts: Part 1, Children and young people's experiences of piloting the tools, is intended as a way for children and young people to share their experiences and views of what participatory monitoring and evaluation means to them. Part 2, Children and young people's advice to facilitators of children's participation, is a series of recommendations from children and young people to remind adults about what constitutes good practices in the facilitation of participation activities. Part 3, A guide for children and young people: what you should expect from adults when the work with you, is a child-friendly section made to enable young people to present to other young people what they should expect in terms of quality practice from adults.

Participation of Children in an online environment

[Child Participation Guidelines for Online Discussions with Children](#)

These guidelines were developed to supplement already established procedures and protocols within child rights organizations. The main objective for the development of these guidelines was to contribute to creating child-friendly, inclusive, and safe platforms for online participation of children. These guidelines are mainly for child rights organizations and institutions conducting online consultations, discussions, surveys, and other online activities with children. Some of the information in the guidelines can also be useful for schools and/or teachers who are using online learning platforms.

Accountability

[Article 12 of the Convention on the Rights of the Child: \(English\)](#) Article 12 of the Convention on the Rights of the Child includes the following: “1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. 2. For this purpose the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.”

[Save the Children Feedback and Reporting Mechanism Guidance \(also available in French\)](#): Save the Children is committed to placing children and their communities at the centre of decisions we make about our work. Feedback and Reporting Mechanisms (FRMs) are one way that we can hear about the ideas and concerns of the children and communities we are working with. This set of three guidance modules aims to help country offices improve their Feedback and Reporting Mechanisms.

[Programme Accountability Guidance Pack](#): Save the Children believes that real accountability to children and communities involves giving them not only a voice, but also the opportunity to influence relevant decisions affecting whether and how we work with them. It involves giving children and communities the power to hold Save the Children to account in ways that influence the organisation’s policies, priorities, and actions at local, national and global levels. The Programme Accountability Guidance Pack brings together practical and tested ‘how-to’ guidance and training materials designed to help development and humanitarian workers put accountability into practice. The pack is primarily aimed at country-level Save the Children and partner staff responsible for implementing development or humanitarian projects and programmes.

[Core Humanitarian Standard on Quality and Accountability \(CHS\), COMMITMENTS 3-5](#): The Core Humanitarian Standard on Quality and Accountability (CHS) sets out Nine Commitments that organisations and individuals involved in humanitarian response can use to improve the quality and effectiveness of the assistance they provide. It also facilitates greater accountability to communities and people affected by crisis: knowing what humanitarian organisations have committed to will enable them to hold those organisations to account. “3. Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action. 4. Communities and people affected by crisis know their rights and entitlements, have access to information and participate in decisions that affect them. 5. Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints.”

Child Safeguarding

[Save the Children Child Safeguarding Policy Child-Friendly Version](#): This Save the Children leaflet is a child-friendly version of Save the Children’s child safeguarding policy. Save the Children’s approach to child safeguarding is briefly yet clearly presented as an introduction for children.

[Disability Inclusive Child Safeguarding guidelines](#): These Save the Children guidelines have been developed to respond to an existing gap in child safeguarding practices, which often fail to recognize the specific requirements and adaptations needed to ensure the safety of children with disabilities. The guidelines build on consultations with children and youth with disabilities as well

as experience from over 20 organisations. They serve to build knowledge and frame the rationale supporting the relevance and necessity of Disability-Inclusive Child Safeguarding. Through the guidelines, you will find information about best practices, as well as practical tools and helpful recommendations. The different chapters are useful for both organising for disability-inclusive child safeguarding and for making each step of the child safeguarding cycle disability-inclusive.

[Child Safeguarding Standards and How to Implement Them: \(English\)](#) Keeping Children Safe is a coalition of relief and development charities that are intent on insuring that their organisations “do no harm” and that they meet the requisites of the UN Convention of the Rights of the Child. This guide, a revised version since its 2001 release, is designed to help organisations meet their responsibilities for safeguarding children. An overview of what an organisation needs to do to meet the Standards is provided along with a range of tools and exercises to aid in this process.

[Understanding Child Safeguarding – Keeping Children Safe Coalition:](#) This guide is for anyone with responsibility for delivering learning events or facilitating workshops on child safeguarding. It will help you plan and facilitate workshops for staff and associates who have little understanding of what is meant by “child abuse” and what their responsibilities are to safeguard children. It can be used to: • support induction and provide an introduction to child safeguarding for new staff • facilitate a refresher learning event • strengthen existing organisational child safeguarding policy and protection measures. The exercises in the guide will help to: • create an understanding of child safeguarding • raise knowledge and awareness of how to recognise and respond to safeguarding concerns, using child safeguarding policies and procedures • clarify individual and organisational roles and responsibilities. Notes and handouts are also included for learning activities and background information.

[Child Safeguarding Toolkit for Business \(UNICEF\):](#) The Child Safeguarding Toolkit for Business is a practical tool that allows companies to identify, assess and address risks to children they interact with; aiming at preventing any physical, sexual and emotional abuse and maltreatment by employees and other persons whom the company is responsible for. UNICEF has launched a new tool designed to help companies understand their exposure to child-rights related risks and make informed investment decisions.

Child Rights and Child Rights Programming

[The Rights of Child Human Rights Defenders](#) (materials also available in French): Children are human rights holders, human rights claimants and human rights defenders; children in every country and in every region are standing up for children’s rights and human rights in general. Children who act as human rights defenders are shaping understanding of human rights across the world. This implementation guide: Clarifies the definition of ‘child human rights defenders’, analyses the Articles of the CRC that are most relevant to CHRDs with reference to the Declaration, drawing on the lived experiences of CHRDs, provides guidance on how a human rights framework for CHRDs should be implemented.

[Child Rights Programming – e-learning Programme](#) (also available in French)

This Child Rights Programming (CRP) e-learning course is a free, online training for all. This course instructs on how to carry out Child Rights Programming and how to be a rights-based organisation. It consists of 4 modules: Introduction to CRP, How to apply CRP, Challenges faced and practical guidance, and how to be a rights-based organization. While no module focuses on the

humanitarian context exclusively, each seeks to integrate this into its intended learning. The case studies contain specific simulations for humanitarian and other contexts. The course uses programme examples, case studies, quizzes and exercises. Throughout the course, there are links to additional relevant resources and publications. The entire course takes about 2.5 hours to complete.

The resource is available to partners via the SC Resource Center (users need to set up an account first) and is available in English, French, Spanish and Arabic. Once completed, users receive a certificate of completion.

[Getting it Right, Child Rights Programming](#)

Adopting a child rights-based approach is the most effective way to bring about positive and lasting change for children. Drawing on Save the Children's experience around the world, this guide provides ideas and tools that will enable development and humanitarian workers to put children and their rights at the centre of their programmes. Written in accessible language, Getting it Right for Children explains how to adapt every stage of the programme cycle so that it works to make children's rights a reality. It sets out the practical steps you need to take, answers frequently asked questions and addresses real-world constraints and concerns. Case studies throughout show how child rights programming has worked in practice in a variety of settings.

[Child rights programming handbook. How to Apply Rights-Based Approaches to Programming](#) (also available in French)

This is the second edition of the Save the Children Handbook on Child Rights Programming. The handbook has been rewritten to reflect new insights and includes key developments in such areas as support to child participation, rights-based situation analysis and the application of rights principles in organisational development. It aims to provide an introduction to Child Rights Programming – Save the Children's approach to the use of human rights principles and standards in its work with children, their families, carers and communities. The handbook is meant to serve as background material at training workshops on child rights programming and rights-based approaches.

[Child Rights Governance: At the core of Sustainable Development](#): Are you a donor, a resource mobilization, business development or a communications colleague or manager and wonder what Save the Children means by "Child Rights Governance" (CRG)? This is the document for you! This Save the Children brief provides an overview of the aims of "Child rights Governance" as a working area, how it lays down the foundation for States and public authorities to help them deliver on their commitments to children's rights and contribute to sustainable development programming. It also mentions the CRG essential components and how CRG is implemented on the ground, referring to sub-areas of CRG with examples of activities that can be found in programs or project proposals. Children do not live in organizational or thematic sectors. If we do not include CRG across our programming, we cannot ensure the sustainability of any of our programs in Education, Health and Nutrition, Child Poverty or Child Protection. Child Rights Governance Enables ALL rights for all children in all contexts!

[Child Rights Governance: Implementing Child Rights](#): This Save the Children booklet contains eight country-specific examples on how Save the Children has successfully supported governments to respond and step up to its obligation to put in place the General Measures of Implementation (GMI). The twelve GMI can be a powerful tool for measuring how a country is performing in terms

of ensuring that children's rights are respected. The different case stories presented in this booklet (from Sweden, Wales, Nicaragua, Zimbabwe, Swaziland, Romania, Kenya, and Bosnia-Herzegovina) also demonstrate the clear linkages between policy, practice and the impact on children. The study, Governance fit for Children, presented as the first case in this report, is about how the GMI have been implemented at national and sub-national levels in Sweden. Similar studies were carried out in Italy, Lithuania, United Kingdom and Romania.

Engaging stakeholders on Children's Rights: A tool for companies (UNICEF): This tool offers guidance to companies on engaging stakeholders on children's rights as part of enhancing their standards and practices at both the corporate and site levels. Engaging stakeholders on children's rights can inform the development of company policies, and human rights due diligence processes (assessing actual and potential human rights impacts, integrating and acting upon the findings, tracking responses and communicating how impacts are addressed), and the development of grievance and remediation mechanisms. Stakeholder engagement can also feed into a company's broader sustainability strategy and long-term goals

Child Rights and Business

Child Rights and Business Principles Summary

This document briefly summarizes the 10 Children's Rights and Business Principles. The principles identify a range of actions that all businesses should take to respect children's rights, to prevent and address any adverse impact on children's rights, and to support and advance children's rights.

The Children's Rights and Business Principles were developed in consultation with business experts, child rights experts, civil society, governments and children. Save the Children, UNICEF and the United Nations Global Compact hope they will serve as an inspiration and guidepost for all businesses, everywhere, in their interactions with children.

You, your rights and business

What are your rights? What is Business? What should business be doing to respect your rights? The answers to these questions and much more can be found in the pages you are about to read. This booklet, developed by Save the Children, is a practical guide to help children and young people everywhere understand that they have rights. Not only at school, at home, in the community, in the workplace, but – everywhere! We also want to share important information about 'Children's Rights and Business Principles', a set of 'rules' that every business should follow to ensure children's rights are respected and supported. These 10 Children's Rights and Business Principles are explained in the book in a simple and easy-to-read way. We invite children and young people everywhere to read more about their rights and business and to share this book with family and friends.

General Comment No. 16 (2013) on State obligations regarding the impact of business on children's rights

Adopted by the UN Committee on the Rights of the Child in February 2013, General Comment No. 16 addresses the state obligations regarding the impact of businesses on children's rights. It is one of the most recent pieces of international law available on business and children's rights. It includes guidance on the measures of implementation that are required to prevent and remedy violations of child rights by business actors, and ensure business enterprises carry out their

responsibilities in the realisation of the rights of the child and encourage business to positively contribute to the realisation of these rights. The General Comment is guided by the principles of the CRC throughout: the best interests of the child (article 3(1)) ; the right to non-discrimination (article 2); the right of the child to be heard (article 12) and the right to life, survival and development (article 6).

Les Droits des enfants

[L'article 12 de la Convention relative aux droits de l'enfant](#) L'article 12 de la Convention relative aux droits de l'enfant dispose ce qui suit: «1. Les États parties garantissent à l'enfant qui est capable de discernement le droit d'exprimer librement son opinion sur toute question l'intéressant, les opinions de l'enfant étant dûment prises en considération eu égard à son âge et à son degré de maturité. 2. À cette fin, on donnera notamment à l'enfant la possibilité d'être entendu dans toute procédure judiciaire ou administrative l'intéressant, soit directement, soit par l'intermédiaire d'un représentant ou d'une organisation approprié, de façon compatible avec les règles de procédure de la législation nationale.» [Les normes de protection infantile et mise en œuvre](#) Le présent guide est destiné à aider les organisations à s'acquitter de leurs responsabilités en matière de protection infantile. Il décrit les mesures que votre organisation doit prendre pour assurer sa conformité aux normes, lesquelles ont été révisées depuis 2001. Ce guide constitue une aide pour l'élaboration d'un plan de développement et de mise en œuvre des politiques et procédures de protection infantile ou le renforcement des politiques et procédures existantes. Il s'accompagne d'une palette d'outils et d'exercices, qui explique plus en détail comment se conformer aux normes et les mettre en œuvre au sein de votre organisation.

[Les droits des enfants défenseurs des droits humains](#) (site externe): Les enfants sont titulaires, demandeurs et défenseurs des droits humains ; des enfants de tous les pays et de toutes les régions défendent les droits de l'enfant et les droits de l'homme en général. Les enfants qui agissent en tant que défenseurs des droits humains façonnent la compréhension des droits humains à travers le monde. Ce guide de mise en œuvre : clarifie la définition des « enfants défenseurs des droits humains », analyse les articles de la CDE qui sont les plus pertinents pour les CHRD en référence à la Déclaration, s'appuie sur les expériences vécues des CHRD, fournit des orientations sur la manière dont un cadre des droits humains pour Les CHRD doivent être mis en place.

Droits de l'enfant et programmation des droits de l'enfant

[Les Droits des Enfants – Programme e-learning](#)

Ce cours en ligne sur la programmation des droits de l'enfant (CRP) est une formation en ligne gratuite pour tous. Ce cours explique comment mener à bien la programmation des droits de l'enfant et comment devenir une organisation fondée sur les droits. Il se compose de 4 modules : Introduction à la CRP, Comment appliquer la CRP, Défis rencontrés et conseils pratiques, et comment être une organisation fondée sur les droits. Bien qu'aucun module ne se concentre exclusivement sur le contexte humanitaire, chacun cherche à l'intégrer dans son apprentissage prévu. Les études de cas contiennent des simulations spécifiques pour des contextes humanitaires et autres. Le cours utilise des exemples de programmes, des études de cas, des questionnaires et des exercices. Tout au long du cours, il y a des liens vers des ressources et des publications pertinentes supplémentaires. Le cours complet dure environ 2,5 heures.

La ressource est disponible pour les partenaires via le Centre de ressources SC (les utilisateurs doivent d'abord créer un compte) et est disponible en anglais, français, espagnol et arabe. Une fois terminé, les utilisateurs reçoivent un certificat d'achèvement.

[La Programmation basée sur les Droits de l'Enfant](#)

Il s'agit de la deuxième édition du manuel de Save the Children sur la programmation des droits de l'enfant. Le manuel a été réécrit pour refléter de nouvelles idées et inclut des développements clés dans des domaines tels que le soutien à la participation des enfants, l'analyse de la situation basée sur les droits et l'application des principes des droits dans le développement organisationnel. Il vise à fournir une introduction à la programmation des droits de l'enfant - l'approche de Save the Children à l'utilisation des principes et des normes des droits de l'homme dans son travail avec les enfants, leurs familles, les soignants et les communautés. Le manuel est destiné à servir de matériel de référence lors d'ateliers de formation sur la programmation des droits de l'enfant et les approches fondées sur les droits.

Approches Participatives

[Les neuf exigences de base pour une participation significative et éthique des enfants](#)

Les neuf exigences de base pour une participation significative et éthique des enfants sont un outil clé pour garantir une participation de qualité des enfants à toute initiative avec des enfants. Ils sont construits sur la base de ce que les enfants ont partagé avec les adultes pendant de nombreuses années et nous sommes vraiment ravis de partager cette dernière version avec vous. Présentée dans un format coloré facile à lire, la ressource comprend des listes de contrôle et des outils simples pour un accès et une utilisation faciles.

[Boîte à outils du suivi et de l'évaluation de la participation des enfants](#) Cette boîte à outils de Save the Children fournit un cadre conceptuel pour mesurer la participation des enfants, ainsi que des conseils sur la façon d'entreprendre le suivi et l'évaluation et des outils pratiques qui peuvent vous aider à rassembler les informations dont vous avez besoin. Il peut être utilisé par des organisations travaillant directement avec les enfants, par des organisations dirigées par des enfants et des jeunes, et par les gouvernements qui se sont engagés à remplir leurs obligations de respecter le droit des enfants à participer. [Le livret 1](#) explique le contexte de la boîte à outils et donne un aperçu de la participation des enfants. Il comprend un bref guide de suivi et d'évaluation, avec des définitions de termes clés et quelques ressources utiles. [Le livret 2](#) comprend trois domaines : la description de 25 indicateurs couvrant les catégories de protection du droit de participer, de promotion de la sensibilisation au droit de participer et de création d'espaces de participation ; des tableaux sont donnés pour chaque catégorie pour vous aider à évaluer la situation actuelle dans votre pays ; la dernière section de la brochure traite de ce que vous devez savoir sur la collecte de données afin de suivre et d'évaluer les activités de participation. [Livret 3](#) Ce livret explique pourquoi il est important de mesurer la portée, la qualité et les résultats de la participation. La portée de la participation implique de regarder quand les enfants s'impliquent (le point d'engagement), à quel niveau ils s'impliquent (niveau d'engagement) et quels enfants s'impliquent (engagement inclusif). Le livret décrit les trois différents niveaux de participation des enfants : consultatif, collaboratif et dirigé par les enfants, en utilisant des études de cas de différents pays pour illustrer ce que les différentes approches signifient dans la pratique, pour aider à mesurer la portée de la participation des enfants à votre programme. Il fournit un cadre conceptuel pour la participation des enfants et introduit une série de repères et de tableaux pour mesurer la participation des enfants. [Livret 4](#) Ce livret vous guide à travers chacune des 10 étapes que vous devrez suivre pour entreprendre un suivi et une évaluation participatifs de la participation des enfants au programme concerné. Tout au long, vous trouverez des études de cas des organisations qui ont piloté la boîte à outils pour vous donner plus d'informations sur la façon dont vous pouvez aborder les différentes étapes. Il existe

également une annexe qui donne les définitions de certains des principaux mots et expressions utilisés dans le suivi et l'évaluation. [Livret 5](#) Il s'agit du cinquième livret d'une boîte à outils composée de 6 livrets. Le livret 5 fournit une gamme d'outils que vous pouvez utiliser avec différentes parties prenantes, en particulier les enfants et les jeunes, pour collecter et analyser des informations afin de suivre et d'évaluer la portée, la qualité et les résultats de la participation des enfants. Il présente certains outils de S&E de base tels que les entretiens, les discussions de groupe, l'observation, les enquêtes et les récits des changements les plus significatifs. Il présente également des outils participatifs, dont beaucoup ont été spécifiquement adaptés pour que vous puissiez les utiliser lorsque vous remplissez les tableaux du Livret 3. [Livret 6](#) : Il s'agit du dernier livret d'une boîte à outils composée de 6 livrets. Le livret 6, compilé par le Mouvement africain des enfants et jeunes travailleurs au Nigeria, est divisé en trois parties : La partie 1, Expériences des enfants et des jeunes en matière de pilotage des outils, est destinée à permettre aux enfants et aux jeunes de partager leurs expériences et leurs points de vue sur ce que le suivi et l'évaluation participatifs signifient pour eux. La partie 2, Conseils des enfants et des jeunes aux facilitateurs de la participation des enfants, est une série de recommandations des enfants et des jeunes pour rappeler aux adultes ce qui constitue de bonnes pratiques dans la facilitation des activités de participation. La partie 3, Un guide pour les enfants et les jeunes : ce que vous devez attendre des adultes lorsque vous travaillez avec vous, est une section adaptée aux enfants conçue pour permettre aux jeunes de présenter à d'autres jeunes ce qu'ils doivent attendre en termes de pratique de qualité de adultes.

Matériel pour les enfants

[Planificateur de campagne](#): Le planificateur de campagne pour les enfants est une nouvelle approche de planification de campagne centrée sur l'enfant, dans laquelle les enfants disposent des outils, des ressources et de la confiance nécessaires pour développer et mettre en œuvre leurs propres campagnes efficaces de manière sûre et significative. De nombreux enfants veulent exercer leur droit de s'exprimer, d'influencer le changement et de contribuer positivement au développement de leur société. Les enfants savent ce qui fonctionne pour eux et proposent souvent des solutions créatives à des circonstances difficiles. Nous avons besoin de leur engagement pour demander des comptes aux décideurs et de leur aide pour trouver des solutions durables pour réaliser les droits des enfants dans tous les contextes, y compris dans les conflits et autres situations humanitaires. Le planificateur de campagne est conçu pour être exécuté comme un atelier, en personne ou virtuellement, animé par le personnel et les partenaires de Save the Children. Il s'adresse à tous les enfants avec un âge minimum recommandé de 12 ans, qu'ils soient débutants complets ou enfants militants confirmés et dans tous les contextes. Les enfants apprendront leurs droits et feront campagne, puis développeront leur propre plan de campagne basé sur les sujets qui les passionnent le plus. Le planificateur de campagne est composé de cinq modules avec des exercices de sensibilisation et d'atténuation des risques intégrés aux outils. Avant de commencer, veuillez d'abord vous référer aux conseils du planificateur de campagne.

Accountability

[Save the Children Feedback and Reporting Mechanism Guidance](#)

Save the Children s'engage à placer les enfants et leurs communautés au centre des décisions que nous prenons concernant notre travail. Les mécanismes de retour d'information et de signalement

(FRM) sont un moyen d'entendre les idées et les préoccupations des enfants et des communautés avec lesquels nous travaillons. Cet ensemble de trois modules d'orientation vise à aider les bureaux de pays à améliorer leurs mécanismes de retour d'information et de signalement.