

START-UP KIT

4 PRINCIPLES OF THE CONVENTION ON THE RIGHTS OF THE CHILD



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START-UP KIT

4 PRINCIPLES OF THE CONVENTION ON THE RIGHTS OF THE CHILD

INTRODUCTION

IN GENERAL: CHILDREN'S RIGHTS AS A PART OF DEVELOPMENT COOPERATION

OUR OWN PERSPECTIVE

STATEMENT 1

I know the universal rights of the child as described in the International Convention on the Rights of the Child (CRC).

Did you know?

A treaty or convention is legally binding and obliges a state or country to deliver on their promises. This can be an additional tool in the fight against injustice. Violating a treaty or convention can be arraigned in court. Clearly this seems to work better in some states, however, it remains an additional tool to enforce rights and serves as a means to keep countries or states on the right track when rights are at risk of being violated. The fact that a political figure like Duterte cannot easily lower the minimum age of criminal responsibility from 15 to 9 years, has got something to do with the promise made by the Philippines to ensure children's rights.

In 1989 a convention on the rights of a child was drawn up. Combining civil, political, economic, social and cultural rights, this was the first document which was legally binding at the international level. It consists of 54 articles. There are four basic principles that run like a thread through the interpretation and execution of the Convention on the Rights of the Child. These are: the Best Interest of the Child, Participation, Non-discrimination and the Right to Life, Survival and Development. These basic principles apply to all rights and guarantee the quality of the existence thereof. Every state/country, with the exception of the United States has signed and ratified this convention.

The UN Committee on the Rights of the Child verifies whether the Convention is being implemented by the member states. The Committee is made up of independent experts from various countries. The supervision is carried out through reports and the discussion of those reports. It is mandatory for member states to hand in such a report every five years with a state of progress on children's rights within their country. After answering these questions, the Committee for the Rights of the Child will draw up final remarks or "Concluding Observations".

What does all of this mean for your project? For Belgian actors of development cooperation, such as NGOs and the "4de Pijler" organisations (Citizen Initiatives for Global Solidarity), these reports and final remarks are interesting too. Aside from giving an overview of progression involving children's rights, they allow recommendations to be made as well as reiterate that which a member state has promised based on these recommendations.

Quite often social associations fighting for children's rights in a specific country will draw up, aside from this report, an alternative report, i.e. a shadow report. These reports are considered alternative, because of their critical view on a country. The Committee for the Rights of the Child uses them as additional information for discussions.



TIPS & TRICKS

- ↳ Learn more about children's rights and familiarise yourself with the Convention on the Rights of the Child and its Optional Protocols. You can find it on our website: https://www.kiyo-ngo.be/en/convention_rights_of_the_child
- ↳ Read through the final remarks formulated by the Committee on the Rights of the Child about the country in which your project is carried out. As such, you can get a better understanding of what goes on in the field, of what the challenges are and how your project fits into the bigger picture. Does your project correspond to one of the recommendations in the final remarks? <https://www.ohchr.org/EN/Countries/Pages/HumanRightsintheWorld.aspx>
- ↳ Take a look at the alternative report of your project's country. You'll find further information and be able to take a critical view. Furthermore, it will allow you to learn which organisations commit to children's rights. This can be done by searching for "country" + "alternative/shadow report (+CRC)" or by consulting the website of the Children's Rights Commission in the respective country, if there is one.

STATEMENT 2
I am convinced of the importance of children's rights.

STATEMENT 3
I can convince others of the importance of children's rights.

In order to convince someone of the importance of children's rights, one first has to convince them of the rights-based approach. Maybe you have already heard about the development sector evolving from a "needs-based approach" towards a "rights-based approach".

A needs-based approach involves people being reliant on the goodwill of others. It revolves around additional resources to meet the most urgent needs of specific target groups. The support is mainly focused on addressing the direct causes. This approach tends to treat children and youth as needy victims.

STATEMENT 4
I find certain
children's rights
more important than
others.

According to KIYO, development is based on the realisation of rights. Inequality and injustices, for example, no access to formal education, food or a healthy environment, are the result of rights violations. KIYO aims at structural changes that guarantee the realisation of children's rights. In order to achieve this, KIYO puts the rights-based approach at the centre of its work, based on human rights and children's rights instruments. By doing this, the focus is shifted towards the deeper causes of the problem, which is necessary to achieve durable results.

Human rights involve rights as well as obligations. The relationship between right holders and duty bearers is of crucial importance for the rights-based approach. The duty bearers have the obligation to respect, protect and fulfill rights. In the first place this concerns the government, though not exclusively. The right holders should be able to know, claim and realise their rights. Children and youth are right holders and are seen as active actors of change.

Direct services can also be part of the rights-based approach, if it concerns a right which the child or youngster cannot realise by themselves. Under certain circumstances a direct alleviation of needs, such as hunger, medical urgencies, education or shelter, is required. Nevertheless, the long-term strategy in these cases is still to address the root causes of the problem. In the end, KIYO aims to make itself redundant, by bringing an end to injustices or having sufficiently empowered the right holders to claim their own rights.

Within the rights-based approach, the indivisibility of children's rights is discussed. Rights are equal and interdependent; one right is not more important than another. Someone's right to food cannot be guaranteed when his right to protection or to education is not being ensured.

A rights-based approach assumes all rights to be universal: a Belgian middle-class youngster has as many rights as a child living on the streets in Sri Lanka or a child in a refugee camp in Jordan. It is not right that the latter should be happy with one meal a day. When 50 out of the 100 children on the streets in Sri Lanka are being fed, it is considered a good result from the perspective of a needs-based approach. In the rights-based approach, the question that raises is, what happens to the other 50?

TIPS & TRICKS

- ↳ Hold a discussion on the universality of children's rights. Do all people involved in your project agree? Why (not)?
- ↳ Hold a discussion on the indivisibility of children's rights. Do all people involved in your project agree? Why (not)?

STATEMENT 5

I am paying enough attention to children's rights in my project.

Respecting children's rights implies taking into account the three following questions:

- 1 Is my activity doing all that is possible to protect children? After all, children have the right to protection against all forms of violence and exploitation, but they also have the right to legal protection as well as protection against harmful influences from their environment.
- 2 Does my activity make sure that children can enjoy services and facilities? After all, children have the right to access facilities such as a safe home, sufficient food and water, high-quality education and accessible as well as affordable health care, etc.
- 3 Does my action make it possible for children to participate? Are they able to give their opinion on the activity and are they being listened to? Are children being supported and are they receiving information tailored to their needs? Does this information enable them to formulate their own views?

The Convention on the Rights of the Child speaks of protection, provision and participation. In practice, you have to ask yourself these three questions. For example: the right to education implies that there need to be accessible high-quality schools with qualified teachers (facilities), but also that children can go to school in a safe way as well as be protected against violence (protection). Moreover, children need to be involved in the course of affairs of the school and they need stimulation to formulate their own points of view and to express themselves (participation).

TIPS & TRICKS

↳ Organise a brainstorm session about children's rights with the people involved in your project. Give everyone post-its of a specific colour and ask them to write down what your project is trying to address. Collect the post-its and discuss them with the group. Next, give everyone post-its in a different colour to write down things which your project should pay more attention to. Collect the post-its again and discuss.

brainstorm
everyone
picks their
colour..



NEEDS-BASED APPROACH	RIGHTS-BASED APPROACH
Needs do not imply duties, but rather incite promises. Motivation = meeting needs out of charity.	Rights imply duties and obligations of duty bearers. Motivation = realising rights as a duty.
Needs aren't necessarily universal.	Rights are universal.
Needs can be ranked based on importance or urgency.	Rights are inseparable and interdependent. 'Basic rights' do not exist.
Meeting needs doesn't require paying attention to the process. Individuals are passive objects receiving help.	Realising rights requires paying attention to the process and to the empowerment and active role of the right holders.
Meeting 80% of all needs can be a good result.	In a rights-based approach, the rights of 20% of children aren't being met.
Focus on immediate causes.	Focus on structural causes.
Using additional means.	Just redistribution of existing means.

TIPS & TRICKS

- ↳ Verify whether you apply a needs-based or a rights-based approach in your project. Hold a discussion on the following topics with the members of your team:
 - Do you consider the target group to be victims to whom you offer a helping hand?
 - Do you ever consider what will become of your project when you are no longer around?
 - Are you addressing the direct causes or the root cause of problems?
- ↳ Evaluate whether you apply the correct approach, based on the results you want to achieve. Check whether it is possible to work towards a rights-based approach and what is needed in order to do so.
- ↳ What are the internal and/or external factors that threaten the realisation of children's rights within your project? Discuss how you would address these stumbling blocks.

Realising rights always demands specific attention to the process. Realising rights implies empowering people to stand up for their rights, and that also parents, communities and (where possible) governments are being empowered and influenced to meet their obligations.



START-UP KIT

THE 4 PRINCIPLES OF THE CONVENTION ON THE RIGHTS OF THE CHILD

1 BEST INTEREST OF THE CHILD

BEST INTEREST OF THE CHILD

Below

- ⊙ We will examine which interests can be involved in setting up a project, paying specific attention to the interests of children and youth.
- ⊙ We will evaluate the pros and cons of your project with respect to children and youth.

WHAT IS ACTUALLY MEANT BY 'THE BEST INTEREST OF THE CHILD'?

With each action and/or decision it is important to question its possible impact on children and youth, within the project, but on its direct environment. Although everyone starts up development projects with the best intentions, it often has unexpected and undesirable consequences. The saying "It does not hurt to try" is therefore totally inappropriate in this context.

Firstly, you should make sure your actions in no way cause physical, psychological, moral and spiritual harm to children. But we would like to go one step further than 'doing no harm', so that your project actively contributes to the realisation of the rights of children. Therefore, it is important to concentrate on the following statements during the launch or follow-up of your project.

Which interests are involved?

STATEMENT 1

I put the interests of local children and young people first in my project.

In order to put the interests of children first in your project, you must be able to identify these interests in the first place. Children and youth view the project from a different perspective, which is why it is so important to communicate with them.

'The best interest of the child' is often threatened because of others determining what the 'interest' of the child is. This paternalistic approach must be avoided by allowing children and youth to decide for themselves what their interests are.

TIPS & TRICKS

- ↳ Make an overview of all the interests that are involved in your project: who wants what? Ask children and youth about their own interests. What is the view of the local community with regard to children and their rights? Be cautious in using the child's interest as a cover to put forward the interests of other parties involved. Find out what this implies for every individual case



- ↳ When collecting data or facts, pay attention to who is actually collecting the data. Who is conducting the interviews? The results often depend on the interviewer: is the person an adult, a man/woman, what is their ethnic background? Is there a risk of socially desirable answers? By questioning this on an individual level but also on a group level, you reduce the risk of socially desirable behaviour.
- ↳ Make sure that children and youth understand the objectives and content of the project. Share information with them about the project, in a child-friendly way. The child must be able to say what his/her view is on the situation. Ensure the methodologies are adapted to all ages and target groups. Keep in mind the identity of the child, such as their gender, religion, origin, age, ... and take into account the perception of time. This is different for a child than for an adolescent or adult. Five years is a long time for a child. Children and youth should get the feeling that it helps them in the short term. A child cannot be convinced by expected results in five years; so interim milestones are needed.

STATEMENT 2
 Our organisation does not have the time and resources for a tailored approach per child.

As mentioned earlier, all rights are equivalent and there cannot be a hierarchy of the various interests. But this is of course in an ideal situation. How can you achieve the best possible results with the resources you have at your disposal?



TIPS & TRICKS

- ↳ After having made an overview of all interests involved in your project, you present the various interests to the group, consisting of the young people themselves and the local community. The group will have to come to an agreement on which interests can and must be addressed by the project.
- ↳ Once it is clear which interests will be addressed by the project, one or more local youngster(s) can be elected as 'representative(s)' of these interests. His or her job is to carefully evaluate whether these interests are being taken into account at all times during the development of the project.

What is the impact of your project on children and children's rights?

STATEMENT 3

I have a clear view on the desired impact of my project on children.

It is important to reflect upon the desired impact of your project on children. After all, you want children and youth to feel empowered thanks to your project, to better know their rights and how to stand up for them. For example, you can prioritise the development of their communication skills and ensure clarity about what they want to achieve and how they can do it. As such, they will develop knowledge and awareness about their rights and responsibilities.

Example of a clear vision on the desired impact on children:

'Casa Acolhida' is a shelter home in Rio de Janeiro for youth in conflict with the law and prepares them for reintegration into society. The organisation is looking for a sustainable solution that enables young people to return to their families. The family is also supported in this process and if possible and necessary, participates in a course for parents. During their stay in the shelter home, young people are gradually reintegrated into society by enabling them to go to school and letting them participate in educational, recreational and cultural activities outside the shelter. This helps them build up their self-esteem and gives them the opportunity to explore the labour market, increasing their chances of employment.

Lucas used to live in 'Casa Acolhida' and currently lives on his own. He still visits the shelter home as a volunteer and now works for a company. He took his life in his own hands after realising that he must take up the responsibility of his life, even at a young age. If he needs help with his studies for example, he is always welcomed in the shelter home.

TIPS & TRICKS

- ↳ Develop a view about what you want children and youth to achieve throughout your project. The vision describes the desired dream situation that you want for these children.
- ↳ Pay attention to the following questions: Is there an appropriate transition from the care for children and youth to an independent life? Also consider what happens to the young people you accompany as soon as they are of age.



STATEMENT 4

I have considered the possible negative effects of my project (on the child or on their environment / on other children / ...). I have taken the necessary actions to prevent this.

Without having this intention, a project can have negative side effects on children. By considering the true impact of your project in advance, you can anticipate and address these risks.

For example:

In Vietnam there is a case where young drug users and young people working in the sex industry are being isolated to protect them against HIV/AIDS. Their right to freedom is therefore being denied in order to realise the right to health.

For example:

A few years ago, a bridge was built over the Zambezi River in Mozambique to stimulate the local trade, which would lead to more employment and therefore to economic growth and prosperity. The bridge did indeed have this effect, but it also had disastrous consequences for the children and youth. The possible side effects had not been taken into account. There was more traffic and therefore more road casualties. No one thought about a pedestrian and cycle lane for children and youth to get to school safely. The trade and growing economy led to more child prostitution and child labour. If from the outset the interests of the child had been taken into account, these negative effects could have been better anticipated and thus avoided.

TIPS & TRICKS

- ↳ Map all possible risks of your project with regard to children. What are the different actions your project will undertake and what are the risks in each of these steps? Speak with people who have set up or monitored similar projects. Involve children and their families in this process! What are their concerns regarding the project? Make sure that something is actually done with it.
- ↳ Are some rights receiving less attention in your project? Or are you experiencing difficulties regarding certain rights?

SOME FOOD FOR THOUGHT

We have come to the end of the manual on the first principle. We hope that reading this document gave you the motivation to review your project from a different perspective. Within the interest of the child, we notice that there are many different sides to 'the best for the child' and that it can benefit us to all reflect upon it for a moment. In this process it is extremely important that we do not forget to take into account the opinion of the concerned person(s).



START-UP KIT

THE 4 PRINCIPLES OF THE CONVENTION ON THE RIGHTS OF THE CHILD

2 NON-DISCRIMINATION

NON-DISCRIMINATION

Below

- © We will investigate why it is crucial to know the context you are working in.
- © We will have a look at the different ways to approach vulnerable groups.
- © We will evaluate our own projects by looking to what extent your organisation is reflecting the society you're working in.

WHY IS IT IMPORTANT TO PAY ATTENTION TO 'NON-DISCRIMINATION'?

One of the basic principles underlying human rights, is equality. Article 1 of the Universal Declaration of Human Rights states: "All human beings are born free and equal." A logical derivative of the principle of equal treatment is the principle of non-discrimination. This is one of the basic principles of the Convention on the Rights of the Child as well.

Discrimination is when people in the same situation are being treated differently, without there being an objective or justifiable reason for it.

Unfortunately, there still exist important grounds for discrimination: ethnic, national or social heritage, religion, language, gender, political affinity, sexual orientation, age, health status etc. Discrimination based on race, i.e. racism, is one of the most widespread forms of discrimination. The globalised society and the different migration flows have created a growing multiculturalism in various countries. The promotion of respect and tolerance is of great importance to make sure we can all coexist peacefully in diversity. For the purpose of encouraging these values in the fight against racism, specific legal standards have been adopted.

Too often discrimination is still a part of the day-to-day reality of many children. The more vulnerable a child is, the higher the risk of being discriminated against, because most of the time they aren't aware of their rights nor of their possibilities to further develop themselves. It is important to ensure that no child is being harmed, privileged, punished or being denied a right, regardless of their race, skin colour, language, religion, political or other affinities, national, ethnic or social heritage, belongings, physical disability, birth or other status.



What is the context you are working in?

To get an idea of the impact of your project, it is absolutely crucial to be familiar with that context you are working in. In 'First aid for development cooperation', Myriam Vossen very appropriately compared a project to a rock splashing into water. "Each project, however small, splashes like a rock in water. It affects the targeted people, but it also affects bystanders who do not profit from it. It influences the existing power balance." A first way to get a better insight into this, is by looking at what plays within the society you're working in.

STATEMENT 1

I am aware of the different ethnic groups living within the project region and their mutual relationships.

Our society is permeated with stigma. Even you will find it difficult sometimes not to stigmatise, because it often happens unconsciously. Stigmatisation is a subjective process in which certain characteristics or stigmas are being attached to a person or a group. It can lead to prejudice, discrimination and a distorted self-image. In that sense all immigrants must be freeloaders and women can't drive. Most of the time stigmatisation follows from the behaviour of one individual that is considered to be representative of the whole group. Especially the media are said to play a huge role in this.

Not everybody is directly connected to all layers of society or knows what the day-to-day reality of other groups in society looks like. People can be blind for their own privilege as well. Actively try to get an overall view of the situation.

STATEMENT 2

I am aware of the stigmatisation of certain groups within the project region.



TIPS & TRICKS

- ↳ Research which ethnic groups live within your project region and what their mutual relationship is. Are there specific problems with certain groups? Are they being cast as 'inferior'? Are they at the bottom-rung of the social ladder or are they being denied access to certain parts of society?
- ↳ Is there a stigma towards certain groups (because of their sexual orientation, their religion (or superstition), the fact that they are (not) married, poverty, etc.)?
- ↳ Find out the causes of the stigmatisation. Listen carefully to the local population. Calmly try to find out what is going on. Don't be defensive or speak on behalf of others. As a starter of a project, remember that you are in a certain position of power. As such, you could possibly inadvertently intensify an already tense situation. Furthermore, by immediately taking a defensive stance, you can make the other person regret having confided in you. In such a case it's mostly a matter of deeply-rooted convictions; having your worldview challenged is confronting and uncomfortable for all of us.
- ↳ Do you know people in Belgium from within your project region as well? What can they tell you about the relationship between the different ethnic groups? To answer this, you can contact diaspora associations. These are associations of people with a migrant background in our country. Just like the 4de Pijler organisations, they launch projects of their own in their country of origin, in which they are supported by 11.11.11.
- ↳ Examine the opinion(s) your findings are based on. Don't allow yourself to be guided by statements of just one single confidant. It is important to exchange views with as many people as possible in order to get a wide perspective on things.
- ↳ If you are specifically working with minorities, who is representing them? Someone from within the minority group itself? Are there certain organisations that focus on defending their interests?



STATEMENT 3

I am aware of the local, regional and/or national policy regarding non-discrimination.

In addition to the CRC, there are also some other important international instruments. Firstly, the Universal Declaration of Human Rights of 1948 and secondly, the International Covenant on Civil and Political Rights and on Economic, Social and Cultural Rights of 1966 (ICCPR1 en ICESCR 2). They both consist of a stipulation stating that the rights mentioned must be applied without any distinction. More specifically, other specific treaties have been drawn up to fight against the widespread ways of discrimination.

In 1965, the International Convention on the Elimination of All Forms of Racial Discrimination has been drawn up. This convention, reinforced in Belgium in 1999, came as a reaction to different forms of racist policy, like those of Nazi Germany or Apartheid in South Africa. The convention prohibits any distinction based on race, skin colour, ethnic or national origin and focuses on banning and penalising racially motivated acts and statements. However, measures of positive discrimination are allowed.

Since women tend to be victims of many forms of discrimination, a third international instrument was developed in 1979, more specifically the Convention on the Elimination of All Forms of Discrimination Against Women.

People with disabilities are people with rights, just like anyone else. In order to ensure this, a human rights treaty concerning people with disabilities has been created in 2006: the Convention on the Rights of Persons with Disabilities (CRPD).

TIPS & TRICKS

- ↳ Make sure that you are aware of the existing international and regional legal instruments and know which conventions have been ratified by your project country. A country ratifying a convention, meaning an inclusion in the national law of that country, will make it binding for the government to take measures so that people do not get discriminated against.
- ↳ Find out which national or regional policy on non-discrimination is applicable to your project. Is the government making special efforts to include excluded groups? Or do they play a role themselves in the exclusion of these groups? In order to verify this you can look up reports by human rights organisations, like Amnesty International and Human Rights Watch, or consult UN reports, as well as alternative reports mentioned above, academic literature, scientific publications and various domestic and foreign news sites.
- ↳ Look up whether there are national and/or local organisations or individuals who stand up for vulnerable groups. Give an overview of what actions are already taking place in your project region.



My project – Target group

STATEMENT 4

My project is accessible to all children and youth. I do not differentiate between children and youth of different ethnic groups.

STATEMENT 5

My project pays special attention to vulnerable kids and adolescents (e.g. children with disabilities, children of an ethnic minority, orphans, street children, etc.).

Often, reaching children who are most urgently in need of help is the most difficult, because they are isolated from society and are sometimes simply not seen in daily life. In many cases, these children are simply not reached by the government or civil society, because they require a different approach. The local cultural norms dictate whether a child can participate. It is possible that children with a physical or mental disability are being kept inside, because parents are ashamed of them. Furthermore, many girls are deprived of the opportunity to go to school, because local culture does not allow them to: they get married, have children and should focus on taking care of the household.



Sometimes an extra effort on your part is needed to reach certain groups. Be realistic in how far you are willing to take this (taking into account budget, staff, etc.). Look at this with an open and creative mind, to achieve the most with a small amount of means.

Example from “Meedoen” by Mirjam Vossen:

Kalume from Kenya suffers from epilepsy. His leg is deformed due to an accident, which makes walking difficult for him. His family keeps him at home, out of sight of the world. Their environment considers the Kalume family as outcasts. A local organisation did care for them and provided medical care for the boy. Equally important, gatherings were organised in the village to raise awareness on Kalumes disability. In doing this the organisation sought the assistance of a medical institute. A health professional explained to the villagers that epilepsy is not a contagious disease, just as sorcery isn't the cause of disabilities. Slowly the attitude of the villagers changed. Some villagers even helped the family build a new house.

TIPS & TRICKS

- ↳ Make sure the notion of non-discrimination is understood by everyone involved in your project: to the target group as well as to the co-workers and volunteers. Make sure discrimination is something that can easily be talked about.
 - ↳ Ask parents why their child isn't able to participate in your project and what needs to be done to change this.
 - ↳ Ask children and youth from your project region how they experience discrimination.
 - ↳ Take on a positive attitude towards the discriminated children. Make them feel really welcome by inviting them to participate in activities and emphasise the importance of their presence.
 - ↳ Bear in mind that some excluded children need a different approach and that other methods are required to get them involved. This doesn't automatically mean a higher cost. Be creative and efficient!
 - Children and youth who are illiterate and/or are speaking another language, can be involved by using pictures.
 - Children and adolescents with impaired hearing can be involved by giving a lot of visual information (and the opposite for blind and visually impaired children)
 - Physically impaired children and youth may take part remotely or infrastructural issues can be addressed so that they can be present.
 - ↳ Give children and youth from excluded groups the opportunity to take sensitising actions on their own accord, or to go and talk to local policy makers. Allow them to be a role model for the rest of society.
-

STATEMENT 6
I work together with local, regional and/or national organisations in charge of inclusion and support of vulnerable groups in society.

Not everybody will be able to partake in your project. For that reason, it is good to know where else the groups who are unable to join the project can go to. This applies to children with a disability, but to other specific groups as well, such as children and youth with a drug addiction, teenage mothers, etc. These youngsters need specialised help and are preferably supported by specialised institutions or organisations. A referral function is very valuable.

Example:

AMAR, a Brazilian partner of KIYO has got a shelter home where homeless children and youth can seek aid and support. There, they can eat, shower, wash their clothes, but also get medical and psychological care and participate in recreational and educational activities. Moreover, together with social workers, they look for remaining relatives and whether there is a possibility to return to their family. This target group is extremely vulnerable, because of the problems they encounter in so many ways; many children have been victims to physical or sexual abuse, child labour, drug use, police brutality, poverty, etc. The shelter home has decided not to work with children suffering from a crack addiction (crack is an extremely addictive and aggressive drug). Apart from not being able to properly help these youngsters, there is also the risk of a bad influence on the other children and youth; therefore, it is important to explore the proper capabilities of the child and to be aware of other organisations that can accommodate these specific groups. However, it is possible to take in drug addicted children and youth in the shelter home for a shorter period of time. That way, via a child-friendly organisation, these young people can find their way to a specialised treatment centre.



My project – Policy and Co-workers

STATEMENT 7

Non-discrimination is included in the vision and mission of my project.

STATEMENT 8

My (local partner) organisation takes into account the representation of different ethnic groups.

Do you put your money where your mouth is when it comes to non-discrimination? Now that we have an idea of the context we are working in, who the potentially vulnerable groups are and how (not) to approach them, it is time to take a closer look at our own functioning. It is important to do the analysis as honestly as possible and to keep questioning ourselves about this.

TIPS & TRICKS

- ↳ Have a look at your vision, mission, project and policy documents again. Did you pay any attention to non-discrimination during the development thereof? Is there room for integrating this?
- ↳ Does your organisation have at its disposal an action plan with specific objectives? Or are issues being addressed ad hoc?
- ↳ Look into how the recruitment of personnel and volunteers works. Do you want to work towards more diversity within your project? For example, you can make your workforce consist of people coming from a vulnerable situation (e.g. a former street child, someone with a disability, someone from an ethnic minority, ...). This surely means an added value when implementing a policy in line with more specific needs of vulnerable groups. A non-discrimination policy drawn up together with or by the target group itself, will be less likely to have blind spots.
- ↳ Consider the composition of the Board of Directors as well as the employee and volunteer workforce. Is this a representation of society? If not, are there legitimate reasons for that?
- ↳ Organise a discussion with all members of the organisation across the different countries of operation. You will find that many will have other opinions as well as the fact that not everybody is aware of the same things. Most often, the Board of Directors and/or the management team are too far removed from what happens in the field and vice versa, it is not clear for local staff to know what the management team is engaged in. Make sure there is enough room for communication between the different branches of your organisation and emphasise that everyone's voice is of equal importance.

STATEMENT 9

Everyone within my organisation takes non-discrimination into account and promotes this attitude.

It is possible that your organisation has adopted a non-discrimination policy. However, this doesn't mean that in practice, it is being followed by everyone. The local and cultural standards may stand in the way of this. It is important to reveal which prejudices, stigma and taboos apply within the context you are working in and to know the position of employees and volunteers in this. In certain societies, it is self-evident that children work as a servant or 'nanny' and are treated as a house slave, or even that corporal punishment is accepted without question.

Furthermore, not only employees can be guilty of discrimination, but also the target groups of your project. It is important to pay special attention to this.

TIPS & TRICKS

- ↳ Check if everyone attached to the organisation is aware of the non-discrimination policy. Reflect on how you will be informing newly-recruited employees or volunteers. For instance, by making it a fixed part of the introduction to the organisation.
- ↳ Organise a discussion between all members of your organisation to verify whether the policy is actually going to be implemented. Make sure there is enough room for communication between the different departments of your organisation and emphasise everyone's voice is equally valuable. Sometimes after this internal analysis, there will be the need for extra sessions on non-discrimination. Does this knowledge exist internally, or will you be consulting someone external?
- ↳ Check whether there are issues of discrimination within the target groups of your project. What if children bully each other? This can be resolved by a teacher, a monitor or an ombudsman, but also by putting together a youth council. Every week, children can discuss the problems themselves. If someone believes he/she has been treated disrespectfully, it can be addressed within the group. As an adult, try to remain as neutral as possible. Maybe mention what has already been discussed about discrimination, but leave it up to the other children to comment on this or to give their advice.

STATEMENT 10

My target group knows and sticks to the discrimination principles of my organisation.

IN SHORT

Set the right example and be a positive role model. Show tolerance towards all children and youth, regardless of age, gender, origin or religion and speak out on discrimination.





START-UP KIT

THE 4 PRINCIPLES OF THE CONVENTION ON THE RIGHTS OF THE CHILD

3 PARTICIPATION

PARTICIPATION

Below

- © We will see what participation means and why it is a cornerstone of the Convention on the Rights of the Child, together with protection and provision.
- © We will discuss the different steps necessary for successful participation: information, communication and actual partaking.
- © You will be able to verify how participative your project's activities are.

WHY IS THE PARTICIPATION OF CHILDREN AND YOUTH IMPORTANT?

“The rights included in the convention are often divided into three different types: protection rights, provision rights and participation rights. Protection is another word for safeguarding. It covers all the rights that protect children. For example, protection against exploitation, abuse, neglect, protection of children with disabilities. Provision refers to means, services and facilities that children need to develop properly, such as education, youth work, media, assistance, food, healthcare, housing, etc. The provision rights must ensure that this is accessible for every child. Participation is another word for partaking (in social life). The participation rights are rights ensuring that children can stand up for themselves and that they are able to talk and decide about things that are important to them. The right to speak their mind, the right to unite, the right to profess your own faith, are examples of participation rights.”¹

The opinion of children and youth really does count. By speaking up themselves concerning the decisions that affect them, children and young people learn to shape their own vision on society and they get the chance to develop their communication skills, their political and social knowledge and their self-confidence. Children who are used to expressing their opinion in a correct way and who have learned to stand up for their rights, will speak up more quickly when confronted with injustice.

But participation goes beyond having your own voice. Participation contains an active component too: you can do something. Thereby, it is important to create support. This way you create involvement, support and cooperation for the innovation you want to establish. By asking and appreciating the substantive input of children and youth, you take them seriously.

Not all participation is the same. Young people can often share their thoughts, but then their opinion is eventually not being taken into account. This kind of false participation is very widespread.

¹Source: Participatie, Provisie en Protectie de 3P's in the IVRK citation Vormen 'Toelichting bij het IVRK' as retrievable on <http://www.vormen.org/activiteit/kinderrechtenverdrag-internationaal-verdrag-inzake-de-rechten-van-het-kind>



In order to achieve successful participation, young people should be given every opportunity to participate in the debate. This ranges from providing sufficient information to suitable communication and participation in a safe environment. Below we explain in detail what the exact meaning of this is.

Information

STATEMENT 1
Children and youth understand the objectives and content of the project.

It is important to inform children and youth correctly. In order to inform children and youth about the content and objectives of the project, a translation exercise to their own environment is necessary. Each target group requires a specific approach. For example, for street children it is necessary to build up a relationship of trust first before any information can be exchanged. Child friendly, customised information is essential for the success of a project. The mutual goal must be clear for everyone and there must be room for the children to question these objectives.

TIPS & TRICKS

- ↳ Analyse how your organisation shares information with children. Is there attention for a child-friendly approach?
- ↳ Then study how to best share information with your specific target group. To what extent is the child able to understand certain information and how can you ensure that the key message has been understood?
- ↳ Make sure the children are aware of their situation and how you are hoping to improve it. Be open to their input.



STATEMENT 2
I keep children informed about new projects or activities that are planned.

Ideally, the planning and steering of new activities takes place with close involvement of the target group. At the very least, children and youth should be timely informed about decisions that concern them. Keep them updated about the general affairs of the project.

TIPS & TRICKS

- ↳ Informing children about matters concerning them is not only necessary in the case of very serious topics. For example, you can organise an informal question round, where the plans for the upcoming week and all other plans for the upcoming month or year are being explained. Give children a chance to communicate that they feel enthusiastic or rather nervous about it, or that they do not agree.
- ↳ An exchange of information in the opposite direction is also important. Make sure that children and youth get the opportunity to share THEIR plans and ideas.
- ↳ Take your time to explain the logic behind your decisions. For example, if there is a limitation of the budget, then let them know. If necessary, indicate in advance what is possible and what is not. This way you show that you take the children and youth seriously, and you avoid frustrations afterwards.
- ↳ Do not hide important decisions from children if those decisions have an impact on their lives.

Communication

Whether your message is received properly, depends on the way the message is conveyed. This starts with the signals you transmit, both consciously and unconsciously. Moreover, the fact that the information is filtered when it reaches your interlocutor should be taken into account. So it should not be surprising that some parts of the information might be distorted or misunderstood. The more you are aware of this, the more effectively you can pass on the desired contents and the more tolerant you can be concerning possible misunderstandings. The message here is to be patient and to calmly try again.

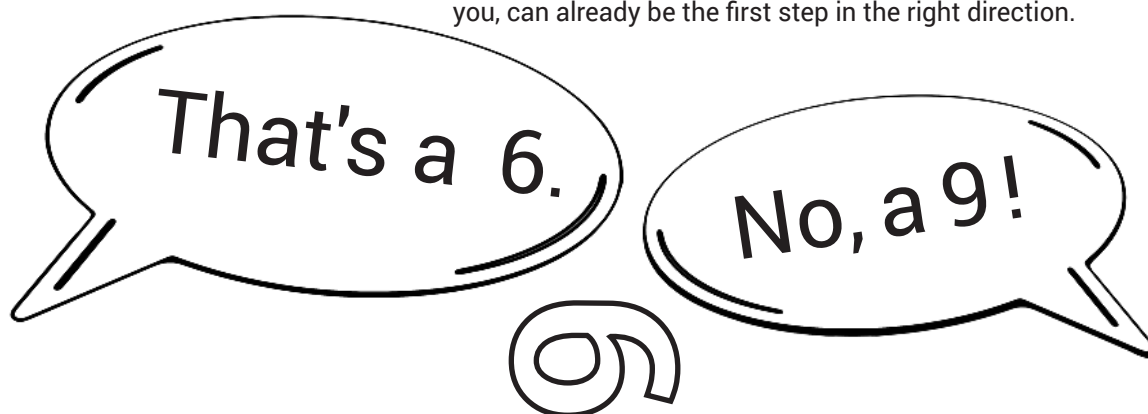


STATEMENT 3
I am aware of the difference in communication style between different cultures.

First of all, be aware that communication does not everywhere take place in the same way and that this can lead to misunderstandings and even conflicts. A project needs good communication. Be aware of your own reference frame and that of your partners and how they can differ.

If the way of communicating and/or some local norms and values go against your standards and values, know that this is normal and that it does not have to become a taboo. Realise that you can talk with your partners about the differences and similarities between each other's standards and values.

Starting with the simple question of why someone acts in a certain way or is showing certain behaviour, and explaining how this affects you, can already be the first step in the right direction.



TIPS & TRICKS

- ↳ Apart from the language, non-verbal communication is also a concern. Be careful not to convey confusing signals unintentionally and learn as much as possible about local customs and communication styles. For example: in some societies, looking someone in the eyes who is older than you is considered rude, while in other societies it is rude not to look someone in the eyes.
- ↳ If you think consulting a local intermediary who is familiar with the local communication style would be more effective, you can consider this option. However, always ensure that the project preserves its neutrality. The main thing is to create a relationship of trust. This does not happen overnight.
- ↳ Be careful not to generalise. It may be that in a particular culture the man's opinion matters more than that of a woman. Not every man or woman you speak with is necessarily convinced of this. So do not immediately assume they are. Not every misunderstanding or miscommunication is due to cultural differences. Always try to keep the dialogue open and treat everyone with respect.
- ↳ Ask yourself whether children and youth in your project are treated with respect and whether they are aware of the norms and values. Children and youth often have their own norms and values, depending on the subculture they belong to, the environment in which they grew up, or their origin.

STATEMENT 4

I am aware of child-friendly methodologies to explain or to address difficult and/or sensitive issues.

Children and youth have a different reference frameworks than adults. Theirs is still in full development. Children under 10 are often being left out. The memory of young children is not yet fully matured, as is their sense of time or their ability to consider the perspective of another. Children also lack a certain experience to place things in their rightful context, or if traumatised, they can give a completely different explanation for certain behaviours. Always keep this in mind during all communication. Participation by young children does indeed require a special approach and is usually time-intensive, but if you work creatively, you can gather interesting points of view.

**TIPS & TRICKS**

- ↳ Make sure the information about your project is accessible to all children. Work with images, photos and video material. Keep in mind the language you use in your communication and your project explanation. Example: CEDECA, a KIYO partner organisation for advocates of children's rights in Rio de Janeiro, collaborated with other children's rights organisations to develop a comic book in which children's rights are explained in a child-friendly, simple and fun way so that children and youth can become aware of their own rights.
- ↳ Provide a safe, accessible and child-friendly environment and working method. Children will also be more inclined to express their opinion and to participate in the project when they feel at ease. The more child-friendly the environment, the more beneficial for both the project and the children and youth. Example: KIYO supports Filipino children in conflict with the law in a centre where they are prepared for reintegration into society through an alternative punishment system. This way they develop their social skills and they get a professional or technical education to help them find a job once they leave the centre. Since many of the children and youth have not been going to school for years, it is important that the methods are adapted to their capacities and that there is a lot of variety in the courses so that they can stay focused. For a child who has been living on the streets for years, it is no easy matter to be at school the entire day.
- ↳ Provide training and education for project staff and volunteers on child-friendly methodologies. Adults need sufficient preparation, skills and support to enable children to participate effectively. Children can also come up with their own suggestions on this matter. Most children's rights organisations work on this topic and provide educational packages as well, but in your local library you will also find quite some methodologies in the Education department.
- ↳ The way in which adults view children within their culture – the dominant perception of the child – influences the way in which they handle children and the extent to which they allow children to participate. Start a discussion with the team about how they view children, as well as their view on adults. Ask everyone to write down the key terms that occur to them when thinking about a child, and repeat the same exercise for an adult, in order to use it as an input for the discussion.

STATEMENT 5

During each activity I ensure that the child or youngster wants to take part.

TIPS & TRICKS

- ↳ During each activity you make sure that the child wants to take part. The children and youth should not be forced to participate or to give their opinion. Do this by:
 - Informing them that they are allowed to quit at any time.
 - Making clear to them that their opinions should be treated with respect. Be clear about what you will do with the given information. Also show them what happened actually with it afterwards.
- ↳ Make sure that you, as a facilitator, always pay attention to the following matters:
 - Be yourself.
 - Be accessible and keep the session casual and fun.
 - Be aware of and respect the personal boundaries of the participants.
 - Be impartial and show respect for the opinions of each young participant.
 - Reward and praise young people as much as possible.
 - Encourage children to listen to each other and give their opinions.
 - Be flexible when sessions do not go as planned.

STATEMENT 6

The children are not at risk of being persecuted or becoming a victim of violence, exploitation or other negative consequences as a result of their participation.

Create a safe environment for the children and youth to participate in. The children are not at risk of being persecuted or becoming a victim of violence, exploitation or other negative consequences as a result of their participation.

TIPS & TRICKS

- ↳ Respect the privacy of the children and young people surveyed. Be careful with the use of names in documents that you share externally. It is better to use a pseudonym instead. Should you still wish to use the name, you must always ask the child and its parents for their consent.
- ↳ Also be careful when sharing photographs. Always ask for permission of the child and the parents.
- ↳ Treat the obtained information with respect. Be respectful when portraying a child or young person.

STATEMENT 7
Actions by children or youth that are self-driven are allowed and encouraged.

To empower a child, it is important to give him or her responsibilities to make their self-confidence grow. A creative participation process offers plenty of opportunities to discover, use and develop the capabilities and talents of children and youth.

Example

In the day centre of KIYO's Brazilian partner AMAR where they work with street children, they encourage children to take up some responsibilities. They can sign up as a volunteer for cooking and serving meals or supporting other educators. When they volunteer, the children can wear a t-shirt that indicates they are a volunteer, which is considered an honour.

Example

KIYO's Philippine partner ICWF coordinates awareness-raising campaigns using students. Students are actively involved in the awareness-raising campaigns by distributing educational material on the school campus and by participating in awareness-raising campaigns like theatre, art, drama and interpretative dance performances that portray the children's rights campaign. The student councils decide whether they will present an activity or programme.

DO THE TEST

How participative is my activity? How well does my activity score on youth participation?

To learn how participative your activity is, we ask you to indicate as honestly as possible which of the statements apply to your activity. Per row you can only choose one answer.

TEST



1. FORMULATION		
<input type="checkbox"/> A The animator creates and launches activities.	<input type="checkbox"/> B Children and youth are allowed to propose an activity themselves.	<input type="checkbox"/> C Children and young people are encouraged to propose an activity. Example: there is a suggestion box..
2. ORGANISATION		
<input type="checkbox"/> A The animator organises the activity and distributes the tasks.	<input type="checkbox"/> B The animator organises the activity, but the children are allowed to choose their task.	<input type="checkbox"/> C Children and young people do the organisation by themselves and adults offer support.
3. PROBLEM SOLVING		
<input type="checkbox"/> A When a problem arises, the children can seek help from a supervisor, who will try to find a solution that is as fair as possible.	<input type="checkbox"/> B The animator shows the children and youth different possibilities to resolve the identified problems. They make a decision together.	<input type="checkbox"/> C When a problem arises, the children gather and are challenged to suggest solutions themselves.
4. EVALUATION		
<input type="checkbox"/> A The activity follows a fixed schedule. The final result is more or less predetermined.	<input type="checkbox"/> B Children can influence the course and the outcome of the activity.	<input type="checkbox"/> C Children evaluate the activity and its operation.
5. NEW ACTIVITIES		
<input type="checkbox"/> A The suggestions by the children are not or barely being considered when developing the next steps.	<input type="checkbox"/> B The suggestions by the children are taken into account when developing the next steps.	<input type="checkbox"/> C Children get the chance to suggest new activities at the end of the activity.

Are you still looking for fun ideas to integrate participation into your activities, take a look on KIYO's website: "What do we do - Participation".

Now count how many times you answered A, B and C in these 5 categories. If you mostly answered A, it means that there is a limited level of youth participation in your activity. If you mostly answered B, it indicates an average level of participation. If you mostly answered C, it indicates you have full youth participation in your activity.



LIMITED PARTICIPATION



AVERAGE PARTICIPATION



FULL PARTICIPATION

STATEMENT 8
 Participation is part of the vision, mission and operation of my organisation.
 This also reflected in the decision-making processes.

To realise participation it is important that the entire organisation supports and agrees with the principle. It means you take seriously the expertise, knowledge and ideas of everyone who is connected to the organisation and that you pay attention to everyone’s opinion, in contrast to a vertical decision-making culture.

Example

The day centre of AMAR experienced various problems regarding children and youth who kept breaking the rules. For example, they would bring weapons and drugs into the centre, use violence against each other and the employees and would damage the facilities. Therefore, they organised a meeting with 12 children and youth of the centre that voluntarily applied to reflect on the structure of the centre. The employees only facilitated the process while the young people wrote new rules and looked for appropriate measures and ‘penalties’. During those two days, the target group also evaluated the activities and the programme. For example, they asked to have more computers and classes. The result was the reinforcement of the activities and the rules of the centre, because their opinions were taken into consideration.

TIPS & TRICKS

↳ Analyse whether participation is a part of the vision, mission and operation of your organisation. If not, is their room to integrate this?

Who is informed about the decisions regarding your project? Do you communicate about it with all parties (children, parents, the community, other NGOs, etc.)?

Do the local children and youth have a say in the decision-making process? How participative are the different administrative bodies of your project? Have you thought of inviting young people to the Board of Directors?

Example: at YOUCA (Youth for Change and Action, formerly "Zuiddag") - an organisation that each year invites over 17.000 young people from 14 to 19 years old to donate the wage of one day of work to solid projects for young people worldwide - the entire Board of Directors consists of young people.

MORE INFO:

↳ Get inspired by the School for Rights project in Belgium

More info: <https://www.kiyo-ngo.be/en/node/126>



IN CONCLUSION

Children and youth must get the opportunity to share their opinion on issues that matter to them. Give them the chance to share ideas on your project and to be part of the monitoring of it. Not only will this create more support for what you want to realise together, this also allows the children to go through a personal development process.

Allowing children and youth to participate does not necessarily mean you have to fully give up control. For example, everywhere the financial management is a responsibility of adults, but young people do have the right to see and verify the expenses. Help them to contribute to making a success out of the project, and always leave room for them to evaluate and question things. Children and youth should get the opportunity to express their opinion. This strengthens their insight into their own situation as well as their confidence regarding their own abilities. This is crucial to becoming outspoken adults who can speak about their rights and convictions in a constructive manner.



START-UP KIT

THE 4 PRINCIPLES OF THE CONVENTION ON THE RIGHTS OF THE CHILD

**4 THE RIGHT TO LIFE, SURVIVAL
AND DEVELOPMENT**

THE RIGHT TO LIFE, SURVIVAL AND DEVELOPMENT

Below

- © We will have a closer look at the meaning of the right to life, survival and development.
- © We will explore in what ways we can accompany youngsters towards adulthood.
- © We will discuss the means of protection that are indispensable for any organisation working with children.

WHAT IS THE MEANING OF THE RIGHT TO LIFE, SURVIVAL AND DEVELOPMENT?

This means that any child has the right to a dignified life and to development. The right of children to survive and to develop embraces lots of aspects connected to development (including physical, psychological, cultural, spiritual, psychical and social development) and suggests that children have the potential to their own development. Therefore children also need to be protected, they need to be treated adequately and live in a stimulating environment, which allows them to realise their full potential. Finding the right balance between providing the adequate resources, protecting and giving opportunities to participate is a real challenge.

Let's think about a child that needs the necessary education to develop itself, but has no chance to survive unless the the child also earns money to finance itself and its family. You may have the tendency to take the child away from its family and put it in an establishment with all the necessary facilities. By doing this, you would totally neglect the social and emotional development necessary for the child to become a healthy and well-balanced human being. There are no evident solutions and every child deserves a different solution. This is the right to life, survival and development in a nutshell.





Means of protection within the project

STATEMENT 1

I am aware of the legislation in my project region and the existing care facilities in case of child abuse.

The child's care and security need to be guaranteed in your project at all times.

TIPS & TRICKS

- ↳ Find out about the legislation with regard to abuse in your project region, and evaluate how this is being implemented by the authorities. Are they strictly adhering to it or follow an approach that is rather too soft?
- ↳ Find out which institutions in the region can be contacted in case of abuse. Find out whether you can contact a hospital, the police, a professional centre for victims in your region, a place to report abuse, a crisis centre, a specialised NGO or other citizen initiative. Is there any kind of legal or psychological support in case of abuse?
- ↳ Have a look at the website of ECPAT International. This organisation focusses solely on sexually exploited children and is active in almost every country. The page "Research" gives you a summary of their research on the circumstances in different districts: <http://www.ecpat.org/resources/>
- ↳ Read the alternative report on your project country. It provides you with more information and allows you to find out what other organisations work on children's rights. To find out, it is sufficient to search for "country" + "alternative/ shadow report (+ CRC)", or you can consult the website of the Committee on the Rights of the Child, if this website is available for the respective country.

STATEMENT 2

There are clear instructions available for my partners, volunteers and participants about inappropriate behaviour towards children.

Inappropriate behaviour is a situation in which a child risks to become a victim of menaces or aggression from a partner, volunteer and/or other youngsters in your project.

**TIPS & TRICKS**

↳ Draft a document in which it is clearly stipulated what is (in)appropriate in the relation towards children. Inform as many partners as possible as well as the children about the content. Below you will find the list that we give to our KIYO partners and participants. This list is not exhaustive, but may serve as an example.

- Treat children with respect and neutrality, regardless of their age, physical appearance, religion, sex, nationality, ethnic or social origin, political or personal persuasion, handicap or other situation that may lead to discrimination.
- Never use insulting, humiliating, sexually provoking, criminal or culturally inappropriate behaviour towards children.
- Never put children to shame, humiliate, neglect or humble them. Never abuse them in a psychological manner. Avoid hitting, assaulting, humiliating, insulting, physically or verbally abusing a child.
- Never develop any sexual attitudes or relationships with children nor take part in any kind of sexual activity or other relation which can be considered inappropriate in order to avoid unnecessary suspicion.
- Avoid physical penalties, whatever the reason may be. Any sanction should be in proportion to the mistake, non-violent and educational.
- Involve the children in all activities, listen to them and show empathy regarding their ideas and wishes.
- Don't make promises which cannot be fulfilled, let the children know what they can expect from the projects and programmes, and let them know what difficulties may show up.
- Pay immediate attention to an assertion or discovery of child abuse and take immediate measures to verify the accusation.
- Never sleep in the same room or bed as the children you are working with.
- Avoid being alone with a child without the presence of another adult, never invite an unaccompanied child in your house, unless there is an immediate risk or danger.

STATEMENT 3

In case of abuse, there is a focal point to report to and a clear procedure within my organisation.



Children need to know who they can trust in case they need help. This procedure needs to be transparent, the information needs to be announced in a child-friendly way and always be accessible.

A poster appropriate for children may help. The organisation needs to engage to examining any accusation of abuse and taking the necessary steps.

TIPS & TRICKS

- ↳ Develop a child protection policy and make sure that every member of the organisation has read and signed it. You will find an example in appendix 1, by the organisation CPSU (Child Protection in Sport Unit).
- ↳ Develop and realise an educational policy for the employees concerning child protection.
- ↳ Make an analysis of the risks specific to your work and environment (activities where partners are in direct and indirect contact with children), with reference to child protection.
- ↳ Take the necessary precautions in order to limit those risks as much as possible, for instance:
 - Create a transparent atmosphere and organised culture in which partners feel confident and able to discuss matters of child protection and apply efficient guarantees.
 - Make sure there has to be a justification in any case misconduct or abuse.
- ↳ Involve children in the child protection policy:
 - Adjust messages and tools. Make sure they are communicated in a child-friendly way and can easily be understood by children.
 - Set up a transparent procedure to deal with complaints.
 - Empower children in reacting against abuse (by means of knowledge about their body, the risks of abuse, teach them reactions and reflexes they can practice, related to situations of risk.)
- ↳ Find out whether there is a regional or national association where abuse can be reported.

Development

STATEMENT 4
 In my project attention is being paid to different forms of development (physical, psychological and social development) and not solely to intellectual growth.

Children’s rights are holistic and inseparable. This means that realising one right should not be at the cost of another right. Every right is equal to another one. It’s not only important to survive but also to develop. We can spend plenty of time developing the intellectual capacities of children but what about their participation to socio-cultural life? A human being is a social creature, that is why there needs to be plenty of room within the project to develop meaningful social ties.



TIPS & TRICKS

↳ Analyse what development areas you are paying attention to in your project. You can use the table below:

AREAS OF DEVELOPMENT	DESCRIPTION	IN YOUR PROJECT?
Psychological/cognitive	Teach children how to cope with information from their environment, how to save it and to use these gained abilities and knowledge again in the future.	
Physical/motoric	Motoric abilities are necessary for any action, but are also needed for the development of speech and the expression of emotions.	
Social/emotional	The development of emotions, self-esteem, temperament, motivation and the attachment of the child.	

AREAS OF DEVELOPMENT	DESCRIPTION	IN YOUR PROJECT?
Cultural	Teach them to use images, language, music, games and movements to express feelings and experiences and to communicate using them. Provide them with knowledge and respect about their own and others' cultural heritage.	

↳ Consider the child as an individual: every child is unique and has other needs, but they do have the equal right to the realisation of his/her rights. Often a policy or programme is adapted to the group. This is understandable, since you want to offer a certain handhold throughout the support. As such you can specialise in the assistance of refugees, homeless children etc.

However, try to create a possibility to adjust to the individual needs of the child. Listen to children and youth and allow their opinion and their perspective on the project to have an influence on the decisions by adults. Create moments to examine how the child feels in the project. If it communicates a certain need, find out together what the possibilities are.

STATEMENT 5

In my project we pay attention to the different stages of development of the child.

The development of a child goes through several different phases and covers a period of between 18 and 21 years. Even the brain is only fully grown at the age of 25. Within this period we notice several different moments with their own abilities to develop, but also several aspects that require more attention.



TIPS & TRICKS

- ↳ Pay attention to the special needs depending on the age. Young children have the need to attachment. They still depend very much on their caretakers and have a close connection to them. A continuous change of caretakers may have a negative influence on their emotional growth. If you work with very young children, be sure that you work with a stable team of caretakers, with enough time to be spent on every child. Avoid working with volunteers from abroad as they can only engage themselves for a few weeks or months. Children younger than 3 years old don't actually belong in an institution, the psychological damage they face is immense and irrevocable.
- ↳ You can find more info on this specific item in the book "Children without a home" by Mirjam Vossen, a book offering a very illuminating insight on working with orphans.
- ↳ Pay attention to privacy. During its adolescence the child is looking for an own identity. The need to privacy and independent activities increases. When you work with permanent assistance, check whether there is a space where the adolescent can have some privacy. Or is every room being shared? Pay attention to the right to privacy. Never check personal documents or belongings unless there is a valid reason.
- ↳ Think about sexual education when working with adolescents. This goes together with relational education. Besides the physical part, the emotional side, intimacy and respect for each other need to be taken into account. Adolescence is a lively period where you see children change and grow very quickly. Create a space to give them the opportunity to discuss these radical emotions. It may be useful to consult local experts familiar with providing these lessons.



STATEMENT 6

My project helps children and adolescents on their way to independency.

To accompany children and adolescents towards independency is possible by teaching them to form their own opinion, to take responsibility and to be less dependent on adults. This means that children and adolescents are being made stronger or being “empowered” by giving them space, chances and tools. By giving them responsibility or “ownership”, they will develop a sense of responsibility, they will carry their own project and they will grow into adults who dare to take their life into their own hands.

Despite the fact that the transition from child to adult is strictly stipulated in laws, this is not always the matter in reality. Some children need more time to start up an independent life. That is why it is of big importance that these youngsters are not excluded but on the contrary get more attention. By keeping your doors open for them you not only help the adolescent, but also your own organisation, since their experiences can lead to important insights about how successful your organisation is in the realisation of its plans. Give dialogue a chance and as such learn what can be improved.

STATEMENT 7

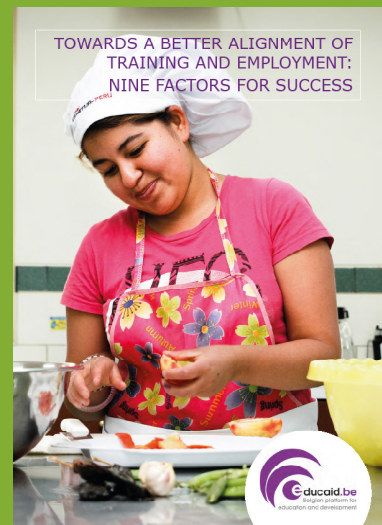
There is a possibility for the young adults we accompanied to contact us for further assistance on the start of an independent life.

TIPS & TRICKS

- ↳ Make adolescents aware of their responsibility for their own actions and ask them how they see their future. Let children and adolescents be responsible for their activities or projects but ensure good support. Let them develop their own ideas, manage a budget and organise activities. Allow them to make mistakes and to learn from them. This way they get a better insight in how a project works, what obstacles they can prevent, how they can work together, etc. It develops their sense of responsibility, independency and provides them with a more realistic view of the world. Find out how you can incorporate this into your project. Let them organise a theatre or a play where everyone has his own role. This is a simple example of what you can do
- ↳ Create solid support. Share as many experiences as possible which they can rely on once they are on their own and give them chances to discover their strengths and weaknesses. This is essential to developing self-confidence and resilience.
- ↳ Analyse the labour market. How is it organised? Is there a lack of certain professions, or is their very little occasion for employment and is it better to rely on self-sufficiency? Is it a good idea to cultivate a piece of ground and cattle or is it more expedient to start your own business?

When offering vocational training you need to make the necessary links with the labour market. Talk to potential employers and find out about their needs. Do your vocational trainings correspond to these needs?

- ↳ Find opportunities to cooperate with enterprises and other employers. Is a potential employer willing to invest in the education, for example by providing materials or by offering placements? Could sponsorship be a solution?
- ↳ Set up an individual trajectory with the adolescents and discuss their wishes, expectations, abilities and the labour market. As an entrepreneur you may need a lot of self-motivation and discipline. It might even be a better option to continue your studies. Find out what is necessary and what support you can or cannot offer. Are there any scholarships by the government? Are other organisations offering programmes?
- ↳ To find out more about this subject you can read this publication by Educaid. Based on nine case studies they investigate how you could best get prepared for the labour market. "Towards a better alignment of training and employment: nine factors for success (2016, Educaid)".
- ↳ Think about the specific obstacles some adolescents will have to cope with. Find out what is going on in the community. If a woman is not allowed to have her own business, make sure that sufficient attention is being paid to creating support on this subject within the community.



Ownership

STATEMENT 8
The support of children and adolescents towards adulthood must be carried and performed mainly by their community (parents, family, teachers, etc.)

The purpose is not for you to take over the tasks from the existing local structures. It rather concerns analysing gaps in the community, looking for solutions together and activate the right people to take up their responsibilities. This makes you work together on structural and durable changes.

It is important to consider children and adolescents as individuals who develop themselves within a family context, community and the wider society. The child is in constant interaction with the community, in a direct and indirect way. Experts call for support of these children within a family context. No foster home but foster care. Projects for orphans should support the families to make them able to take care of these children themselves.

Example

An extract from "Kinderen zonder thuis", (Children without a Home) by Mirjam Vossen:

Orphanages are popular among development organisations. On the contrary to what lots of people think, many children in these homes are no orphans, but they often still have parents and a family. The main reason why they were sent to the orphanage is poverty. Investing in an orphanage may result in an effect not wanted nor wished: when children get good and better education and decent food, more and more parents will send their children to these homes. Some research shows that growing up in an orphanage may have bothersome consequences for the development of the child. They are taken away from their community, have no person they can consistently count or rely on. This may have a destructive effect on how their relations in their further life could develop.

TIPS & TRICKS

- ↳ The community must have the feeling that they own the project and are involved in its different stages (preparation, achievement, evaluation). To facilitate this process you can propose to the community a democratic election of a committee. This committee would represent the entire community. Make sure there are also women and children involved. Offer to train and coach local people to take up this responsibility of representative. If it is clear what task any committee member will accept, this may be very favourable for its working. Make sure that the committee presupposes targets and evaluates how the project and the community develops.

- ↳ Promote ownership to enable communities as much as possible to direct their own development, in collaboration with specialised institutions or organisations, such as KIYO. If you organise something, automatically also involve the children, adolescents and their parents. This way the project is being carried by all of them.
- ↳ Pay attention to the emotional impact of taking away the child from its family. This can be very traumatic for the child and for the family. That is why this should always be the last option and is only allowed if the security of the child cannot be guaranteed.

Example: The drop-in centre managed by OIDEB, KIYO's partner in Burundi, welcomes street children and helps them to reunite with their families and to re-integrate into school. Only if it is really impossible to be reunited with the family the centre will check if some other family member is capable to take care of the child. When the re-integration within the family has succeeded, the social workers from the drop-in centre keep following up the situation profoundly during the next 24 months to increase the chances of success of the re-integration.

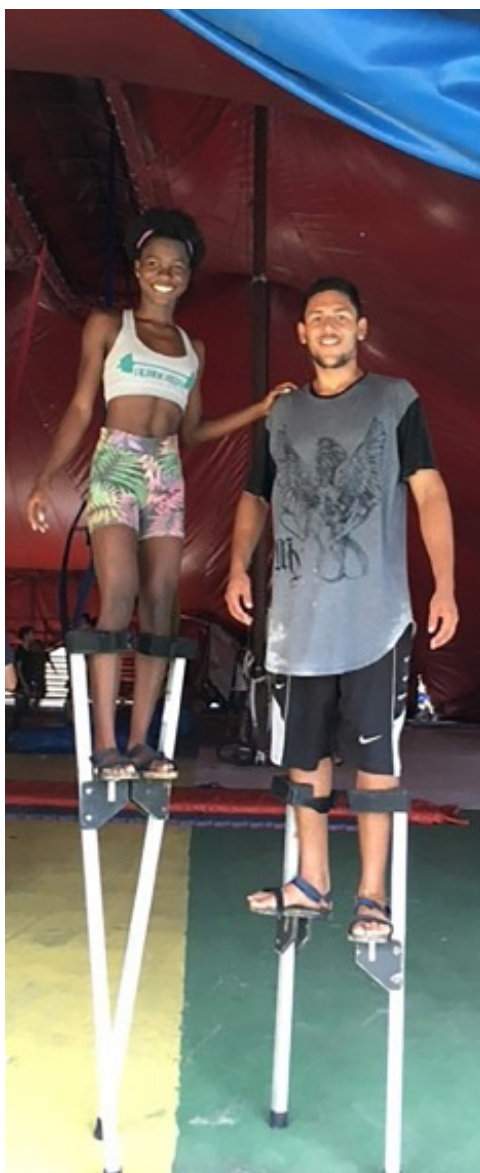
STATEMENT 9

Your project supports the community in their realisation of children's rights.

This is the part where you can make the difference. It concerns making the community aware of their responsibilities towards children's rights and duties. Besides, it's about the process of support, in order to be capable of taking on these responsibilities.

TIPS & TRICKS

- ↳ Start with awareness-raising: let the community know something is amiss. You can control this yourself by organising workshops about children's rights, life and career planning, income and access to (alternative) education and health care, but also by informal conversations or visits to various families.



TIPS & TRICKS

↳ Moreover you can train children and youth to take the process of awareness-raising into their own hands. You can train children and youth to become assertive enough to discuss their own situation. Augusto Boal, a Brazilian dramaturge, developed a particular method based on the work of pedagogue Paulo Freire, called “the theatre of the suppressed”. In this theatre children perform their side of the story to their parents or the community. For an interesting introduction consult <http://labovzw.be/theater-van-de-on-derdrukten/>

Example: *In the Philippines, children, youth and adults are working together in voluntary teams. These were established in order to safeguard the situation of vulnerable children and to increase the public awareness concerning children’s rights. To support the initiative and to make people aware of these problems the KIYO partners organised theatre groups to perform in the streets, and produced educative material, including a movie.*

Example: *The Brazilian KIYO partner PAMEN made use of the opportunity of the Olympic Games in Rio to organise actions including alternative sport events. This initiative mobilised 2.775 children and youth and created a positive public image of the target group through empowerment activities, publications and the effort of young leaders as child ambassadors.*

ONE LAST WORD

In the end we all (you, the child or the young person) strive for the realisation of a life as good as possible. Whether someone needs to be protected and accompanied, or on the contrary, needs to develop more sense of responsibility, is a choice that needs to be made every time again and for each person individually. Make sure there is a minimum of basic supplies and security, but do not forget to pay attention to other people’s dreams and needs. In the end every child carries the potential of its own development in itself.

Sample child protection policy statement

[insert name of organisation] acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice and **[insert name of regulatory body]** requirements.

The policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that regardless of age, ability or disability, gender reassignment, race, religion or belief, sex or sexual orientation, socio-economic background, all children

- have a positive and enjoyable experience of sport at **[the name of the organisation]** in a safe and child centred environment
- are protected from abuse whilst participating in **[the activity provided by the organisation]** or outside of the activity.

[insert name of organisation] acknowledges that some children, including disabled children and young people or those from ethnic minority communities, can be particularly vulnerable to abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.

As part of our safeguarding policy **[insert name of organisation]** will

- promote and prioritise the safety and wellbeing of children and young people
- ensure everyone understands their roles and responsibilities in respect of safeguarding and is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people
- ensure appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individual/s who raise or disclose the concern
- ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored
- prevent the employment/deployment of unsuitable individuals
- ensure robust safeguarding arrangements and procedures are in operation.

The policy and procedures will be widely promoted and are mandatory for everyone involved in **[insert name of organisation]**. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

Monitoring

The policy will be reviewed a year after development and then every three years, or in the following circumstances:

- changes in legislation and/or government guidance
- as required by the Local Safeguarding Children Board, UK Sport and/or Home Country Sports Councils and **[insert name of regulatory body if appropriate]**
- as a result of any other significant change or event.

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