

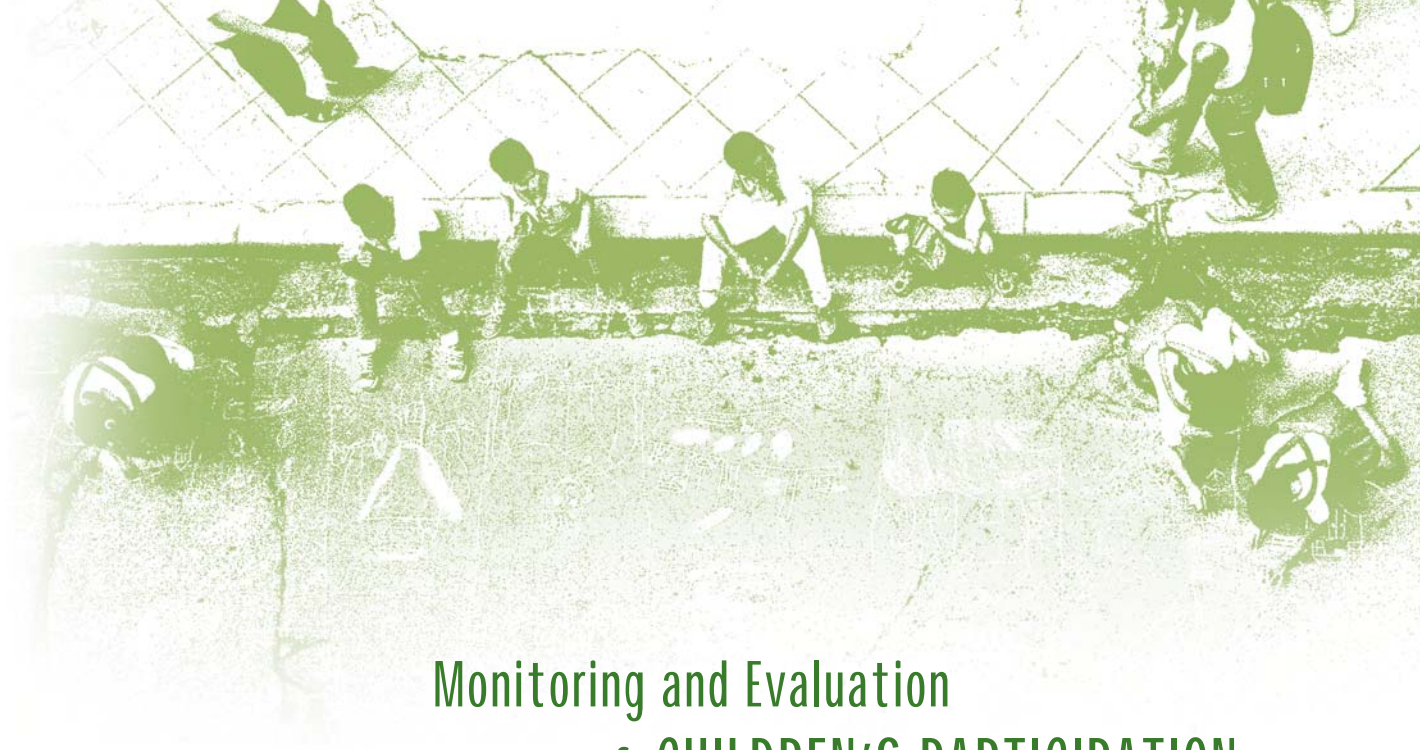


Monitoring and Evaluation  
of CHILDREN'S PARTICIPATION  
IN DEVELOPMENT PROJECTS



**Save the Children**  
Sweden





Monitoring and Evaluation  
of CHILDREN'S PARTICIPATION  
IN DEVELOPMENT PROJECTS



## **MONITORING AND EVALUATION OF CHILDREN'S PARTICIPATION IN DEVELOPMENT PROJECTS**

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## Presentation

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The Convention on the Rights of the Child, signed in 1989 and ratified by almost every country in the world, constitutes the international legal framework for the fulfillment of human rights applied to children. It is important to mention that there are explicit references on the rights to participation, freedom of expression, thought, conscience, religion and assembly in CRC's Articles 12, 13, 14, 15 and 17. These articles also stress the guiding principles of the Convention: participation, children as subjects of rights, and the Best Interest of the Child.

Children's<sup>1</sup> participation experiences are still limited in quantity and quality; nevertheless there is a growing interest in promoting these experiences, especially by national and international non-governmental organisations working for children's rights. We would also like to emphasise the existence of children organisations participating at different levels of society. These organisations are a motivation for the promotion of their peers' participation.

With this regulatory and contextual framework, **Save the Children Sweden** – Regional Programme for Latin America and the Caribbean promotes children's participation as a conceptual issue and as a cross-cutting theme in all its projects and programmes. Regarding this subject, studies, systematizations, evaluations and projects have been carried out and implemented to strengthen different social stakeholders related to children's participation – this is a major contribution to this process. But also some gaps have been identified, especially regarding analysis methods, indicators and instruments to measure the development and direction of children's participation.

This need has been felt from different settings in which we are committed to a real participation of children in various environments in society. What can we do to make this participation one which is not decorative, practical, biased, or symbolic? What can we do to eradicate everything that goes against children's rights, and to promote a real and respectful participation of children? With this energy and with the constant participation of the main interested parties – children –, we started to look for indicators that will give us clues and directions which would allow us to keep working with a theoretical framework and proper instruments, all validated from our reality and experiences in the region.

In 2002, **Save the Children Sweden** appointed the School for Development (Escuela para el Desarrollo in Spanish) with a study on «Indicators and Instruments to Analyse Children's Participation in Projects». As a result, a theoretical framework was developed, which sustains a proposal of indicators and instruments that allow us to measure the participation of children; additionally, all approaches surrounding children's participation were systematised and analysed for the theoretical proposal. This study is also important due to its participative methodology, which was implemented and validated while it was being developed.

This has been a major progress regarding the original question of having a set of tools to keep improving the participation of children in our work. Therefore, we consider it is necessary to validate this proposal of indicators

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1. The Convention on the Rights of the Child has established this term to refer to any human being under 18 years of age.





found by the School for Development while carrying out this participative study. **Monitoring and Evaluation of Children's Participation in Development Projects** is the result of this validation process, where some of **Save the Children Sweden's** partner organisations that implement participation projects were invited —CECODAP, CEDISA, Dos Generaciones, Global Infancia, MANTHOC and Promundo. To all of them and especially to the people who took this experience into their organisations, we would like to express our gratitude for their time and dedication to this additional task, which meant their participation in this study. And last but not the least, we thank the School for Development and professionals summoned in different parts of the study for their splendid management of this task.

We hope that —for these organisations and all others with which we share our concern to better approach children's participation, and furthermore, children themselves— this may become a true contribution to fulfill children's rights, especially their right to express an opinion and be heard in all matters that affect them.

**Save the Children Sweden**



## Introduction

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**Save the Children Sweden**, under the scope of the Convention on the Rights of the Child, has assumed the challenge of providing children the opportunity to fully develop their capacities so that they can be prepared to assume a leading role in society.

In order to contribute to an effective inclusion of children's participation<sup>2</sup> in programmes, Save the Children Sweden requested the School for Development to validate a methodological proposal, and based thereupon, to design a guide that would facilitate a better design of indicators and that would enable the evaluation of children's participation in projects.

Previously, between 2001 and 2004, **Save the Children Sweden** had requested two other works to the School for Development. The first one aimed at analysing the different approaches existing on children participation and at defining the concept of children participation as it is accepted and used by Save the Children Sweden<sup>3</sup>. The second work was oriented to design instruments that would facilitate the articulation of indicators on children's participation; and to draft a proposal that would allow assessing children participation in development projects.<sup>4</sup> Both initiatives were set out as learning spaces shared by children and adults working with them. The results achieved would be used to design a collective construction based on the insights and discussions on this matter.

The instruments and indicators achieved from the second work have been validated in six programmes with six organisations working on infancy issues in Latin America, and will serve as a baseline for the *«Monitoring and Evaluation of Children's Participation in Development Projects»* guide, that we present in this document.

The purpose of this document is to contribute to expand the understanding of the stakeholders who seek to promote the exercise of the right of participation of children and to provide them with the necessary elements to facilitate an effective inclusion of children's participation in the whole cycle of their projects.

The experience of the organisations that participate in the validation process reveals that this is possible. The proposal, initially conceived as evaluation logic, was useful both to improve the design of their projects and to organise a monitoring and evaluation system, avoiding the difficulty of having analysis methodologies, indicators, and instruments that will allow us to assess the development and orientation of qualitative changes in the exercise of children's participation, frequent in many projects.

However, it is necessary to point out that, in order to apply the proposal presented in this document, certain prior conditions must be performed so as to effectively integrate the theory that supports this proposal and the practise of the related stakeholders:

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2. The terms «child participation», «children's participation» and «participation of children» are used indistinctively and have the same meaning for the purposes of this document.

3. ESPINAR, Ángel, 2003.

4. ARNILLAS, Gina and PAUCCAR, Nelly 2004.

- ▶ To assume the framework of children's rights.
- ▶ To handle and share the definition of children's participation assumed by **Save the Children Sweden**.
- ▶ To be acquainted with the planning of programmes and to have enough skills to operate the concepts in their proposal.

It also requires institutional willingness, meaning giving the necessary time to handle basic information and to develop the process.

This is a self-study guide; this means that the team members undertaking the project can follow the suggested steps and use the required instruments on their own.

This document is divided into the following sections: chapter one develops the conceptual background of child participation assumed by **Save the Children Sweden**, upon which this proposal is based. Chapter two shows the methodological proposal as such and chapter three presents the results of the application of this proposal in the organisations that participated in the validation process. These results can be taken as a source of reference for the application of other experiences.

Lima, December 2005

**Gina Arnillas Traverso**  
**Nelly Paucarr Meza**

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Photography Aldo Azorena



# CONCEPTUAL FRAMEWORK OF CHILDREN'S PARTICIPATION





# 1. Conceptual framework of children's participation

## 1.1. THE CONCEPT OF CHILDREN'S PARTICIPATION ASSUMED BY SAVE THE CHILDREN SWEDEN

Children's participation is increasingly given more emphasis, and is becoming both a theoretical and a practical issue, ever more connected to the promotion, application, and defence of the rights of children. Under the regulations of the Convention on the Rights of the Child, these rights have been increasingly accepted and included in projects related to children issues.

The concept of children's participation implies a broad range of possibilities and references that need to be articulated so as to find an adequate way of enforcing the term. Children's participation is viewed as a basic right which, at the same time, enables the exercise of other rights and allows development interventions to articulate efforts in that direction.

There are different theoretical approaches regarding children's participation which encourage the intervention of diverse approaches and methodologies with different results. This fact hinders the monitoring and evaluation tasks of these interventions. Therefore, **Save the Children Sweden** decided to define a theoretical consensual framework to serve as baseline and orientation both for the interventions of promotion organisations (through programmes and projects) and for their follow up and evaluation<sup>5</sup>.

In order to do so, notions on children's participation included in different promotion initiatives were explored in order to recognise the theoretical foundations that support these approaches and to discuss their validity and scope. All the same, research was done regarding the social representation that adults and children have on children's participation in order to discuss and compare them.

These elements were used as a baseline to define a concept of children's participation. The contents of the concept imply the exercise of power by children. By this, we mean that children are vested with the right —understood as an ability— to give an opinion before other people and to share an opinion with others; that their opinions should be given serious consideration; and that they undertake, in a responsible manner, in accordance with their degree of maturity and development, shared decision on issues affecting their lives and the lives of their communities. In short, this means having the possibility of giving an opinion, making a decision, and acting in an organised manner.

The exercise of power in this definition should not be understood as the political power —under the same concept as it is generally understood by adults— that is exerted with authority, and which draws towards hierarchical, excluding, and dominant relationships. This is the sort of power for which a person competes, and which he/she does not share. The exercise of power as defined for children's participation is understood as a capacity, as a personal recognition of a subjective power to do something: to think, to act, to participate in decision making, to

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5. The School for Development was asked to carry out two previous consulting works to define processes for the theoretical framework on children's participation assumed by Save the Children Sweden.



define what and how, to assume challenges, to work together in horizontal relationships and to recognise their abilities and capacities. This power is not conquered by overtaking it from someone else; this power is built through the increased capacity to exert within horizontal relationships.

There are two different ways of understanding power, which are neither contradictory nor excluding. One way refers to the conditions, the prerequisites for its exercise, while the other one points out to the results in terms of common wellbeing. However, from an adult's point of view, there is a constant attitude of fear of the power arising from the exercise of children's participation. Therefore, dealing with the issue of participation implies analysing the topic of power and reviewing the concepts of power which underlie the practises and proposals: not as a finite power (which brings about confrontation or for which people compete) but as an infinite power (which grows when it is shared).

From this point of view, recognising children as subjects of rights and acknowledging their participation become especially important, not as a privilege or as a concession or as a momentary event but as a basic right and as a process.

The right to children's participation is one of the four guiding principles included in the framework of the UN Convention on the Rights of the Child (UNCRC) and which support its approval.<sup>6</sup> The contents of articles 12, 13, 14 and 15 refer to the protection and exercise of the right to children's participation. Therefore, while articles 12 and 13 devote the Rights of the Child to forming his or her own views and to express those views freely in all matters affecting the child, article 14 establishes the right of freedom of thought and conscience and article 15 determines the right to freedom of association and the right to peaceful assembly.

Participation, as a right, deals with changes in the way we interact with other people. Hence, participation entails changes in recognising children and adults and in the rapports between adults and children; it also implies complex processes which are not always easy, that must be accompanied by sanctions, and amendments to the formal, institutional, and positioning aspects, as well as social legitimacy.

The recognition of the rights of specific groups of people (women, children, people with disabilities, etc.) implies undertaking efforts and specific processes of demand and conquest until they are installed in the general framework of Human Rights. Without this formal and social recognition, it is difficult to fight for the implementation of practises that promote and guarantee the exercise of these rights. It is a very difficult challenge and a matter of social responsibility.

The conception that adults have had —and still have— of children as passive individuals subject to the protection of an adult has denied the need, the possibility, and the right to consider their specific points of view on both issues that affect them directly and common and collective issues. The recognition and the exercise of rights are closely linked to personal and social development opportunities.

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6. The other three principles are: non-discrimination, the Best Interest of the Child, and survival and development. (UNICEF).

Participation is related in many different ways with the right of the child to his or her comprehensive development. Since children have access to information and can exercise their rights to freedom of expression, to participate in decision making, and to act, they are in a better position to protect themselves, to look after themselves, and to be part of their community development.

Acknowledging children's right to participation implies accepting the fact that they have skills, knowledge, and abilities; that they are responsible; and that they are capable of making a contribution to society. This means that the children have real possibilities to exert their citizen rights as a basic requisite for their development.

Children's participation allows for «growth in the exercise of their citizenship»<sup>7</sup>. This process involves the entire community and all stakeholders, while it allows developing cooperation strategies instead of confrontation in daily interaction —these interactions usually have differing degrees of conflictive and complex situations and each with different results.

## 1.2. MAKING THE CONCEPT OF CHILDREN'S PARTICIPATION OPERATIVE

Making a concept operative means making it as understandable as possible so that it is not misinterpreted; therefore it is possible to recognise its components and to measure them and understand their particular characteristics. Only through making a concept operative will it be possible to estimate the behaviour of its variables and to understand its dimension.

Making a concept operative requires identifying indicators in our reality that can be observed (observable referents). These indicators must be translated into data and interpreted and analysed using the validity and reliability parameters defined in the theoretical framework which is used as reference. Hence, it is possible to elaborate explanatory bridges between the theoretical framework and the indicators found in reality.

One way in which a concept can be made operative is identifying the variables of the concept, the types of relationships that are established among them (recurrence, influence, causality), and their weight in the whole explanation. In this way, we can better understand what aspects of social life the project is influencing.

The definition of the participation of children that we have taken requires distinguishing between some important aspects, which refer to variables to be considered for the valuation of the inclusion of children's participation in the proposals and implementation of the projects:

- Identifying social stakeholders.
- Settings or scope of implementation.
- Favourable conditions for children's participation.

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7. FEBRES, Lourdes. Comments on the research «Indicadores de participación de niños, niñas y adolescentes en proyectos».

### → 1.2.1. Identification of social stakeholders

Agents who individually or collectively participate in social relationships in the context of intervention and who are positively or negatively related to the basic aspects in which the project wants to advocate are considered social stakeholders. Social stakeholders would be those agents that intervene, participate, sponsor, act as mediators, permeate the possibilities of an effective participation of children. Following, we describe the stakeholders who usually participate in child participation projects:

#### A ← CHILDREN

When we talk about children's participation, we refer to children who, through their daily practises exert participation. This means that they must have a set of knowledge, skills, and abilities to support their participative practises: leading to citizenship exercise and to participation of children.

#### B ← CHILDREN ORGANISATIONS

The definition of children's participation assumed underlines the importance of children's organisations to exert their participation. Children organisations as such are also agents of participation and are spaces that foster such participation. Therefore, they need to meet a profile with a given kind of practise and internal culture.

#### C ← ADULTS ACCOMPANYING CHILDREN

Another aspect included in our definition of participation is the presence of adults. This aspect is twofold. On one hand, it refers to the recognition that children's participation requires the presence of and the facilitation by adults, under conditions of respect, trust, and horizontal relations. Hence, adults who accompany children in their participation processes need to have the proper skills, abilities, willingness, and mechanisms to participate in these processes. On the other hand, children's participation is driven towards generating new ways in which relationships can be built between the different agents involved in society. Children and adults are among those agents.

#### D ← ORGANISATIONS WORKING FOR CHILDREN

Under the framework of the projects, the role of adults is to act as operation mechanisms for the proposals arising from organisations working for children. These organisations are made up by adults, among whom we find the promoters who accompany children's participation projects and who, in turn, need to learn about practises, internal culture, and coherent relationships of the activities. «The aim is to consider participation within the programmes and actions of these organisations and also to promote and evaluate the participation of children within the institutional dynamics of the organisations linked to the development and wellbeing of this age group»<sup>8</sup>.

8. ZUMAETA, Rocío. Comments on the research «Indicadores de participación de niños, niñas y adolescentes en proyectos».

## **E** 🍷 **SOCIAL ORGANISATIONS**

Children's rapport with society (in terms of participation exercise) is carried out within the environment in which the children organisations are present: their community, their neighbourhood, their district, their province, region or any other level in which they feel they are actors. This relationship is accomplished through practises and results carried out jointly with other stakeholders, who from their own stand points, feel as actors called upon to exert the rights of said groups. Hence social organisations within the communities arise in order to mediate child participation. These communities and their leaders need further knowledge and practises so as to promote children's participation in the shared settings.

## **F** 🍷 **PRIVATE AND PUBLIC INSTITUTIONS**

The highest levels of participation are focused on influencing institutional decisions to allow, receive, favour, and legitimate the public and leading exercise of children's participation. Private and public institutions are called upon by this level of participation and therefore, they are the ones that enable the existence of children's participation. Therefore, authorities should have the necessary knowledge, practises, and willingness to accomplish this duty.

### ➔ **1.2.2. Scope of action**

The scope of action is the physical and social space where stakeholders establish relationships to address a given issue or problem. Children's participation can be exerted in different participation environments; the most popular being the family, the school, and the community.

In order to monitor and evaluate projects, other physical and social settings have been identified. Every day, these environments for children's participation create the conditions children and adults need to enhance their participation skills.

The following settings have been identified:

- Family.
- School.
- Children organisations.
- Promotion organisations.
- Organised local community.
- Private institutions.
- Public institutions.
- Social and cultural environment.



### → 1.2.3. Conditions or factors that favour children's participation

The conditions for the exercise of effective children's participation (knowledge, skills and abilities) are the ones that support participative practises of the different stakeholders.

These conditions are not initial «stocks» nor requirements to start participative processes; instead, they are developed during the interactive process established between the practises and personal and organisational growth attained through them.

The necessary conditions of the first four stakeholders mentioned above, in terms of handling projects that promote childhood, are under their immediate responsibility. Achieving this is core to the objectives and goals so the component of children's participation can be effectively incorporated in their proposal and management.

The necessary conditions regarding the last two stakeholders mentioned above are social, cultural, and institutional environments in which children have to participate together with the accompanying adults. These environments are usually influenced by more factors than those that can be controlled by the projects; in this regard, these factors represent the necessary assumptions for the exercise of children's participation.

However, these factors are of urgent responsibility. For this reason, proposals favouring children's participation must address objectives and goals that may improve these conditions.

As a result of the social and political processes the country has undergone over the past decades, the majority of grass-root social organisations condition their involvement with others to their immediate utilitarian needs. Under these adverse conditions, it is not possible to forge a favourable environment to achieve ultimate objectives. Thus, organisation institutionalism is an additional difficulty to the hegemonic adult viewpoint, which is not very favourable to the exercise of children's participation.

This is also true for the institutions. Trends marked by hegemonic concepts of development and management effectiveness end up creating a resolute and non-permeable practise that is marked by authoritarianism, despite the fashionable participative speeches to set up real consultation processes and to bet for investment with non-tangible results in material terms.







**Photography** Alejandro Balaguer



METHODOLOGICAL  
PROPOSAL





## 2. Methodological proposal

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This section describes our proposal on a route that aims at integrating the theory that supports the design of indicators and the practise of stakeholders under the framework of children's participation and the concern to facilitate its inclusion, its monitoring, and programme evaluation.

First we propose a list of indicators that should be used to assess the inclusion of children's participation in projects. Then we present the instruments that allow to apply the proposed indicators, both to design and follow up and evaluate projects, explaining the steps to be taken and the conditions to use instruments and indicators.

### 2.1. INDICATORS TO EVALUATE CHILDREN'S PARTICIPATION IN PROJECTS

Although project leaders are increasingly concerned about the importance and the need to design indicators that account for qualitative changes in projects, there is still great difficulty to achieve this. Setting the indicators in any project is usually a task carried out during the project planning which accompanies the whole cycle.

The objectives of the project aim at producing desirable changes from their approaches or interests. Changes occur in those aspects of reality that can vary, that can modify their value in certain directions. In project planning reasoning, these are known as «variables».

Variables, as such, tend to be complex in nature. Therefore, it is necessary to find ways in which we can observe them in an objective manner in order to explain them. What we find are clues that reflect this complex reality: «indicators» that allow us to understand how the variables are behaving in the real world. Indicators must match variables; this means that they must reflect changeable aspects or elements of reality. In other words, «indicators are empiric proofs (turned into data) that objectively respond to a given reality».<sup>9</sup>

Applying these indicators in the framework of social interventions and, specifically in projects, turns them into measurement instruments that are used both for diagnosis and for evaluation. In the diagnosis phase, indicators are used to show the degree of development attained by certain aspects of reality before the intervention; in this case, it allows us to build up a baseline. In the evaluation phase, indicators refer to the changes produced on aspects of reality where they are intervening (process evaluation) or where we have intervened (final evaluation). Thus, they allow us to notice the positive or negative effects of intervention and to establish their degree of efficiency.

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9. MELGAR, Walter, 2003.

Speeches on issues such as participation, rights and equality are currently acknowledged by consensus and are considered the guiding principles in development proposals. However, translating these speeches into their effective inclusion as a cross-cutting dimension is still a challenge. The most frequent practise leads us to establish objectives and actions as independent and parallel elements in setting objectives and strategies for proposals.

In an effort to pose the cross-cutting inclusion of children's participation in the projects —from a methodological perspective, as it could be included in other dimensions—, it is important to have the conceptual support that may allow us to define articulated objectives and strategies coherent with the objectives of the corresponding proposals.<sup>10</sup>

In the specific case of children's participation, which is an objective in itself, its promotion in the projects is generally stated as a function of or related to other objectives such as the construction of democratic relationships, the exercise of citizenship, political advocacy, etc.

Therefore, clear conceptual framework supporting the project and the objectives thereof guarantee that a dimension like child participation will be included. If the indicators proposed match the conceptual framework and the objectives, they can be used to verify whether or not the intervention is being included effectively – in its design, in the process and in the results. This is the criteria we have followed to collectively select the indicators.

As we initially mentioned, although this work is based on specific experiences, we hope to provide a broad and general proposal from which, depending on each case, the corresponding elements for specific situations can be taken by type of project, stakeholders, scopes or purposes. Moreover, the purpose of this proposal is to provide process or results indicators to design guidelines to monitor or assess promotion interventions. In other words, this is a proposal that can be adopted and used according to specific interests and needs.

The indicators proposed in this guide are the result of proposals that have been discussed and prioritised by children and adults who participated in the research and from considering their experiences, their valuations, and their effects. Its viability was confirmed during the validation process resorting to the experiences of the six participating organisations. Certainly it will not be possible to use all of the indicators but they are the most desirable ones as identified during the proposals shared and agreed upon in the discussions.

Two kinds of indicators were proposed. The first one measures capacity or skills (by this we mean knowledge, abilities, qualities, and attitudes that allow us to solve daily life problems and challenges in an autonomous manner)

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10. ARNILLAS, Gina, 2003.

of the most important stakeholders identified for the project (individuals, organisations or institutions). The second one measures the kind of relationship established between the stakeholders (whether individuals or organisations).

#### **A ➡ INDICATORS TO MEASURE SKILLS TO EXERT, PROMOTE, AND SPONSOR EFFECTIVE PARTICIPATION**

1. Children with the skills to exert, promote, and sponsor effective participation.
2. Adults (parents, teachers, promoters) with skills to exert, promote, and sponsor effective participation.
3. Organised children with skills to exert, promote, and sponsor effective participation.
4. Adult organisations that promote children's participation.
5. Social organisations that favour the building up of environments that promote organised children's participation.
6. Public and private institutions that promote (permeate) organised children's participation.

#### **B ➡ INDICATORS MEASURING RELATIONSHIPS THAT PROMOTE EFFECTIVE PARTICIPATION OF CHILDREN**

1. Children and adults (parents, teachers, and promoters) establish links among themselves to promote effective children's participation.
2. Children and adult organisations related to childhood issues establish relationships among them to promote effective children's participation.

## **2.2. EVALUATION INSTRUMENTS FOR CHILDREN'S PARTICIPATION**

Using this proposal of indicators to include the dimension of children's participation in projects or to evaluate their inclusion requires identifying certain instruments that can help to locate and identify suitable indicators for each specific situation and for the different phases of the project cycle. This means that they allow «matching» specific proposals with the general one contained in this guide, based on the objectives which have been set as priorities.

Next we will present a set of instruments used to analyse the projects in light of the approach of the proposed indicators for children's participation .



**The proposed instruments are the following:**

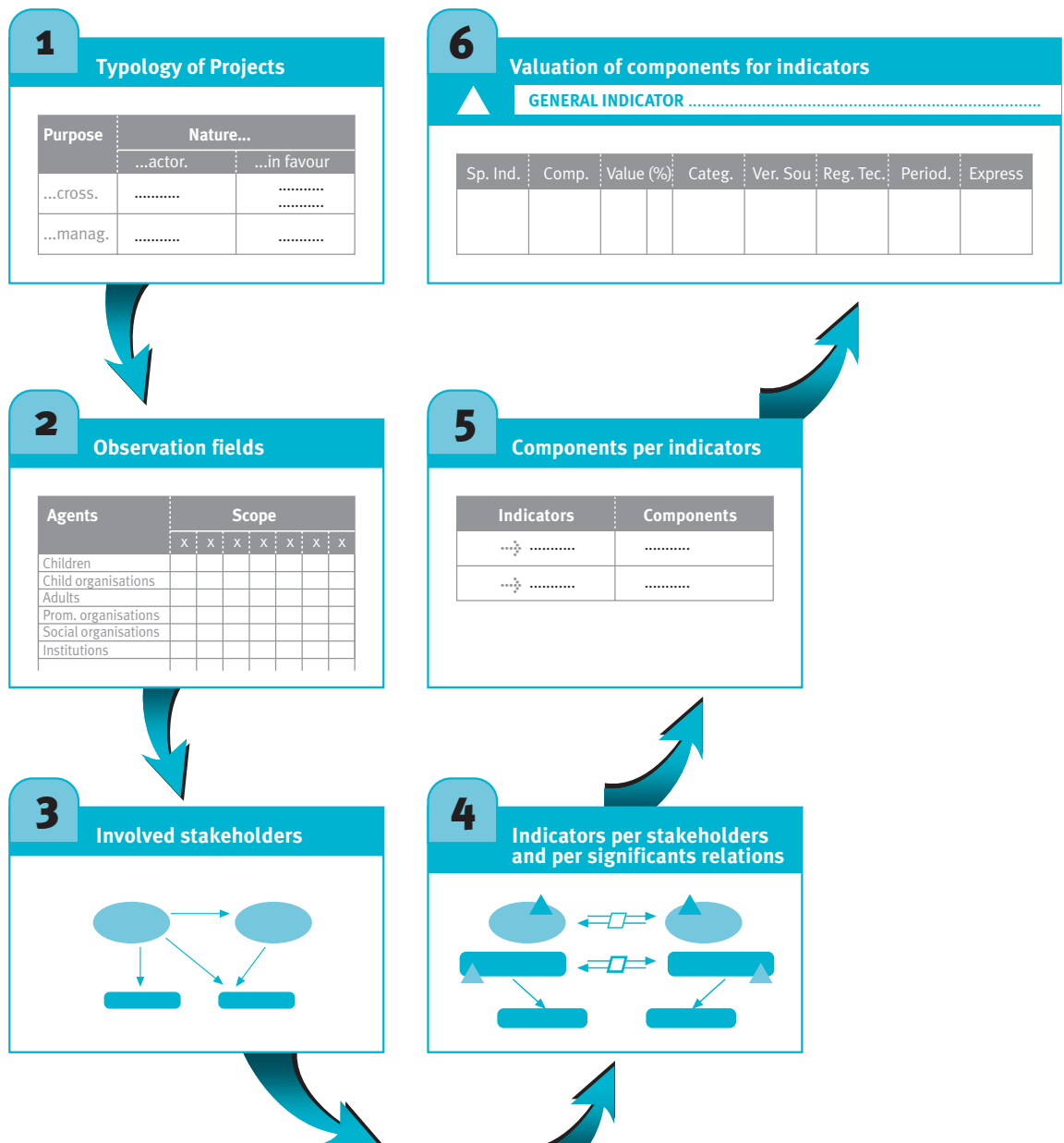
- 1 → Typology of Projects.
- 2 → Observation fields (per agents and participation environment).
- 3 → Stakeholders involved in children's participation processes.
- 4 → General indicators that favour effective children's participation, per stakeholders and per significant relationships for the project.
- 5 → Specific indicators and components by stakeholders involved and by significant relationships for the project.
- 6 → Valuation of the components for the measurement and monitoring of indicators.

The presentation of each instrument will be carried out along with the explanation of its direction and application.

The following chart shows a scheme that allows understanding the process as a whole. Its contents will be developed later.



## Process to evaluate children's participation in projects:





## Instrument n°1

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### → **TYOLOGY OF PROJECTS**

The first step in evaluating the inclusion of children's participation in projects is to identify the type of project of the proposal; this is achieved by analysing its purposes, central objectives, and indicators.

The inclusion of children's participation, as a perspective under the framework of the Rights of the Child, is not only possible but also necessary both in projects that aim at promoting children's participation in different environments, and in those cases where —even when the objective is not the promotion of children's participation— children are present as beneficiaries or their needs need to be met.

Indicators provide evidence of children's participation (results) and of the effectiveness of efforts to build the necessary conditions for its exercise (process).

These indicators explain the children's participation component at three levels:

1. → **Cross-cutting inclusion in intervention proposals (project).**
2. → **Children's participation in project management.**
3. → **Children's participation in institutional management.**

This allows us to evaluate whether the project only promotes capacities or whether it simultaneously installs institutional mechanisms that promote an effective participation of children in project management and organisation.

In order to make this distinction, the first instruments establish a project typology which distinguishes pretension levels of children's participation according to the needs of each project. Therefore, the first step consists in identifying the typology of each project that will undergo evaluation.

In order to support this task, we propose the following Analysis Matrix for Types of Project:



## Instrument N° 1

### → TYPE OF PROJECT

PURPOSE OF THE PROJECTS BASED ON SPECIFIC OBJECTIVES	TYPES OF PROJECTS ACCORDING TO MAIN OBJECTIVES	
	→ Projects that promote children's participation	→ Projects that work in favour of children
→ <b>Cross-cutting inclusion in the project</b>	Consider indicators that explain: <ul style="list-style-type: none"> <li>▶ Formative processes towards capacities and skills to exert an effective participation.</li> <li>▶ Relationships that promote effective participation.</li> </ul>	Consider indicators that explain the existence and application of mechanisms that allow and promote basic levels of children's participation.
→ <b>Inclusion in the project management</b>	Consider indicators that explain mechanisms that allow including children's participation in binding decisions in project management.	Consider indicators that explain basic consultation and accountancy elements to children (information, discussion).
→ <b>Inclusion in institutional management.</b>	Consider indicators that explain the mechanisms that allow considering children's interests, needs and suggestions in institutional management.	Consider indicators that explain basic consultation elements to children as well as information on institutional management.

This project can fall into one column or the other according to its main objective. According to the specific objectives and to the involved stakeholders, they can include more or less boxes corresponding to the horizontal lines. For example, if the project is carried out with adolescents, a greater inclusion could be proposed in the project management than if the project is developed with small children.

The following matrixes can be used to record information about the project and the corresponding analyses, which determines the type and pretension level of the project with regard to children's participation. The following guide should be followed:

## Application guide N° 1

### ACTIVITIES

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- ▶ Review the project objectives, the results it wants to achieve and the formulated indicators to contrast them to the explanation corresponding to Instrument N° 1.
- ▶ Register the information corresponding to the first part of the Analysis Matrix for Project (I General Data).
- ▶ Identify the type of project and determine the level at which it promotes the inclusion of children's participation, using the second part of the Analysis Matrix for Project (II Type of project according to main objectives).
- ▶ Fill out the corresponding indicators in each box. Analyse the result of this process and evaluate whether the proposed project design is consistent with the promotion of children's participation, being:
  - ▶ Consistent with the goals of the institution.
  - ▶ Pertinent.
  - ▶ Sufficient.

Through this, we can improve the design including or excluding elements, as deemed necessary.



## ANALYSIS MATRIX FOR TYPE OF PROJECT

### I. GENERAL DATA

Institution Name	
Project	
Responsible team	
Main purpose	
Site	
Project objectives	
Execution time	
Starting and ending date of the project	
Depth level in which it promotes children's participation	
Criteria taken into consideration to define the level of depth	

### 2. TYPE OF PROJECT ACCORDING TO MAIN OBJECTIVES

Type of project ...	
Inclusion level of participation	Indicators
→ Cross-cutting inclusion in the implementation of the project	<ul style="list-style-type: none"> <li>▶ ...</li> <li>▶ ...</li> <li>▶ ...</li> <li>▶ ...</li> </ul>
→ Inclusion in the management of the project	<ul style="list-style-type: none"> <li>▶ ...</li> <li>▶ ...</li> <li>▶ ...</li> </ul>
→ Participation in institutional management	<ul style="list-style-type: none"> <li>▶ ...</li> <li>▶ ...</li> <li>▶ ...</li> </ul>

## Instrument nº 2

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### → OBSERVATION FIELDS

The second step of the process consists in setting priorities to the observation fields more relevant to the project. It requires the identification of the stakeholders who participate in the project to be evaluated and then to identify their scope of participation.

Stakeholders are people who, as individuals or within the groups they belong to, exert, promote, sponsor or permeate children's participation processes. The environment is the physical and social spaces on which they have an impact.

Considering the type of project to be assessed, we analyse which are the most important stakeholders involved. Although there are always many stakeholders linked to the projects, not all of them have the same importance or the same action level.

Once the main stakeholders are identified, the scopes from which they exert children's participation or those who have a greater impact on it. Although all stakeholders can intervene in all environments, they usually have more possibilities or responsibilities over some of them.

In each specific project, the participation of the different stakeholders in the different environments has its own characteristics: in some cases, participation is more important than in others, whether it be because they can exert their action through them or because they have a stronger impact on them. These are the scopes that give the priority to the evaluation.

Thus, combining stakeholders and prioritised scopes, we also give priority to certain observation fields, represented in the instrument in the boxes located in the intersection of the stakeholder rows and the scope columns.

Its presentation as a double-entry matrix enables its visualisation. In order to simplify the transit to the following steps in the processes of evaluating children's participation, we recommend highlighting the fields or assigning a code to them.

Below we present the instrument which enables the prioritisation of observation fields by the involved agents and participation scope.



**Instrument N° 2**  
 **OBSERVATION FIELDS**

Stakeholders	PARTICIPATION SCOPES							
	Family	School	Children organisations	Promotion organisations	Organised local community	Private institutions	Public institutions	Society
Children								
Children organisations								
Accompanying adults								
Promotion organisations								
Social organisations								
Institutions								

The stakeholders and the scopes considered in this matrix correspond to those which are a more frequent part of the experiences of the people consulted in the previous research and in the validation of the proposal. They may differ in number or they may be different, depending of the specificity of the project.

The prioritised observation field allows us to understand who and where to apply the verification of indicators that explain the inclusion of children in the projects. Therefore it is important to be able to identify the significant fields in each circumstance for the project objectives; that is, those that constitute observation fields of children’s participation.

When we apply this process, a given stakeholder can become more than one specific stakeholder; for example, two children organisations or two different groups of accompanying adults. Something similar may occur in the case of scope of participation. Therefore it is recommended that one row is left for each specific actor and that one column is left for each specific scope, labelled as shown in the following table.

**PRIORITISATION MATRIX FOR OBSERVATION FIELDS**

SCOPE STAKEHOLDER	School “2405” of VES*	“Tikarij Cultural Association”	“Huchuy Runa” NGO	Neighbourhood Committee “#12”	
“Tikarij Youth Theatre Group”					
“Little presenters of Pampa Alta”					
“Huchuy Runa NGO team”					
“Tutor Teaches of School 2405”					

\*Note of Translator: VES are the initials of a district, located southern Lima: Villa El Salvador.



## ➔ Application guide N° 2

### ACTIVITIES

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Apply Instrument N° 2 using the Prioritisation Matrix for Fields of Observation in the following manner:

- ▶ Identify the main stakeholders (of greater importance) that participate in the Programme.
- ▶ In the first column of the matrix, note the stakeholders that have been considered as the main ones; first write the generic stakeholder (organised children, accompanying adults) and then write the concrete actor (for example, communication promoters).
- ▶ Identify the scope of participation in the project. Choose the most significant ones regarding their impact on the project. Note them down in the first row of the matrix. We suggest you first write the generic scope (church, family, school) and then the specific names (for example, “Señor de la Misericordia” Parish).
- ▶ Analyse each stakeholder at a time, identifying the scopes in which each one participates. Prioritise those which participation is stronger or more important. Shadow these prioritised scopes (see the example in the previous page).

The priority scopes constitute the observation fields of children’s participation in your project. Contrast these fields with the purpose of your project.

## Instrument n° 3

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### → **STAKEHOLDERS INVOLVED IN CHILDREN'S PARTICIPATION PROCESSES**

The third step in the evaluation of the inclusion of children's participation in projects is to identify the relationships among the stakeholders participating in the project to be assessed.

The corresponding instrument allows us to present, under the form of a map diagram of stakeholders, each key agents involved in the process of children's participation, and it also sets a list of priorities for analysis, whether they are individuals or collectively.

The typology of stakeholders is represented in this diagram using different shapes for each type of stakeholders prioritised. Also, different colours and tones can be used.

This instrument allows us to represent the links established between prioritised agents: two-way relationships, one way relationships, etc, and their nature, that is, whether they are permanent or eventual, continuous or irregular as well as the strength of the relationships established.

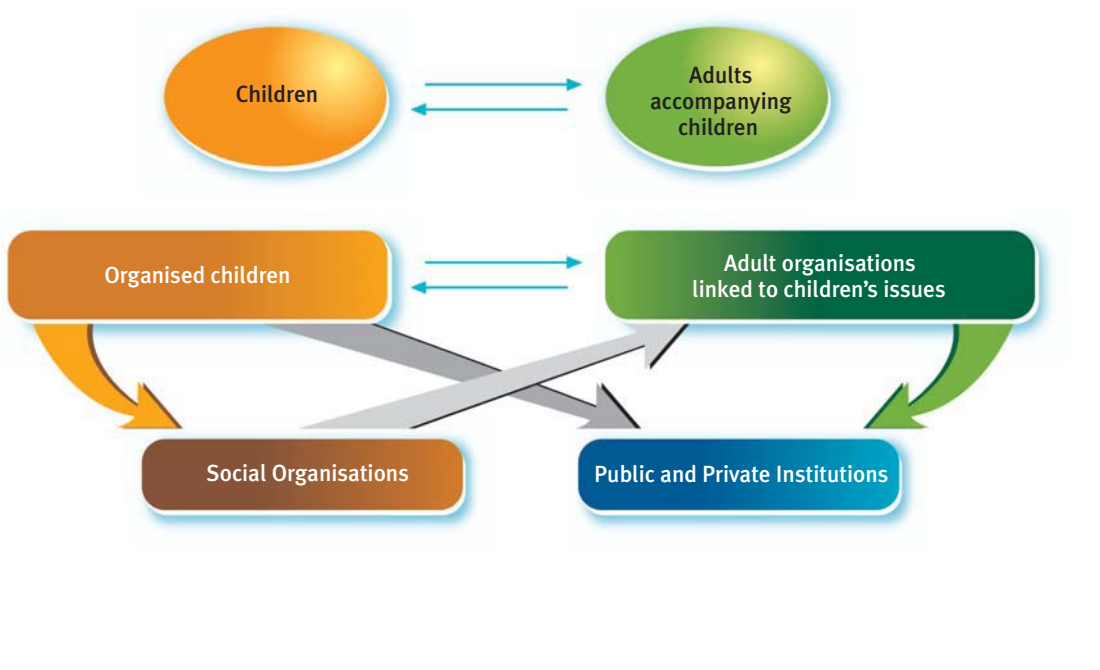
These characteristics are represented in the diagram and are distinguished by the direction of the arrows that represent them, the continuity and the thickness of the lines that mark these relationships. Thus, it allows us to visualise the stakeholders, their importance, and that of the relations they establish, depending on the type of project and of its specificity.

In the following page we present an example of the diagram that maps the relationships among the stakeholders involved in children's participation processes.



### Instrument N° 3

#### STAKEHOLDERS INVOLVED IN CHILDREN'S PARTICIPATION PROCESSES



## ➔ Application guide N° 3

### ACTIVITIES

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Apply Instrument N° 3, following these indications:

- ▶ Design a diagram with the main stakeholders as individuals or groups, identify and write them down on the first column of Instrument N° 2. Different shapes can be used to identify the different kinds of stakeholders. (See the example in Instrument N° 3)
- ▶ Think about the relationships established between stakeholders and their characteristics. The following questions can be used as guidelines:
  - ▶ Are they two-way relationships?
  - ▶ Are they permanent or eventual?
  - ▶ Is it a strong or a weak relationship?
- ▶ Map the relationships identified using lines of different thickness, colour, etc. See example.
- ▶ Place a key to the symbols to understand them in the diagram: the shapes used to represent the stakeholders and those used to represent the different kinds of relationships.

## Instrument n° 4

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### → GENERAL INDICATORS THAT FAVOUR AN EFFECTIVE CHILDREN'S PARTICIPATION, PER STAKEHOLDERS AND PER SIGNIFICANT RELATIONSHIPS FOR THE PROJECT

This step consists in establishing general indicators that account for the capacities and skills of stakeholders who intervene in children's participation processes to exert, promote, and sponsor effective children's participation, as well as of general indicators that account for relationships that favour effective children's participation.

The first indicators correspond to the achievement of installed faculties in the stakeholders to become more competent in the exercise of children's participation.

The second indicators show progressive achievements in the practises of relationships that allow to implement faculties in stakeholders as well as to achieve the expected results in the projects and they do not necessarily refer to the first one.

As in the former case, the different types of indicators are represented by different shapes, which, as signals, are placed next to the shapes that represent the stakeholders involved.

Identifying indicators allows us to perform a new list of priorities; that is, between stakeholders and the relationships that have already been identified as important for analysis, determining the most significant and necessary ones for the analysis. Depending on the conditions and resources of the organisation, it may be decided to move on only with them.

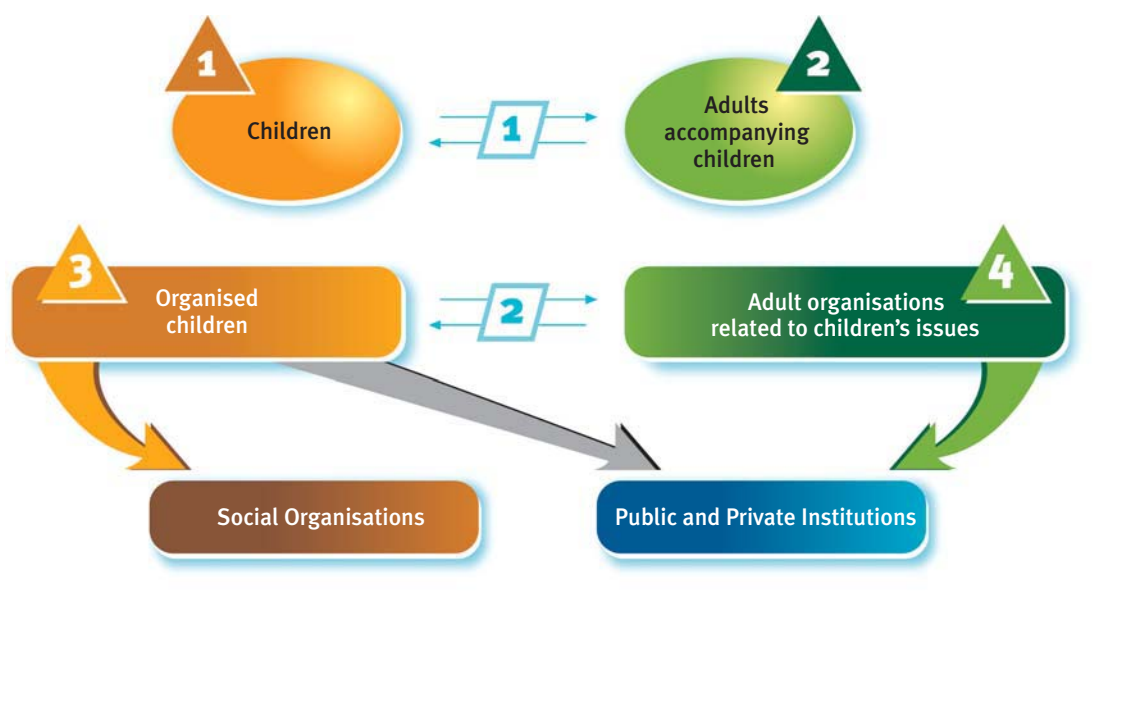
The fourth instrument allows us to see, in the diagram of the stakeholders involved in participation processes, the location of both kinds of indicators that favour effective child participation, per stakeholders and per significant relationship for the project.

The content of the example shown below corresponds to the most recurring one in the experiences consulted for the previous research and in the validation of the proposal. If it were necessary, according to the specificity of the project, other indicators could be prioritised and proposed.



## Instrument N° 4

❖ INDICATORS PER STAKEHOLDERS AND PER SIGNIFICANT RELATIONSHIPS



### KEY



Indicators that account for capacities and skills to exert, promote, and sponsor effective child participation.



Indicators that account for relationships that favour effective children's participation.



## ➔ Application guide N° 4

### ACTIVITIES

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In a group meeting, apply Instrument N° 4 following the indications below:

- ▶ Using the diagram «Stakeholders involved in children’s participation processes» designed in Instrument N° 3, determine the most important stakeholders and the most important and significant relationships for the project. Each of these stakeholders and prioritised relationships should be assessed; therefore they need to have indicators.
- ▶ Mark with different shapes, the relationships and the stakeholders for which indicators will be given, assign numbers to each figure. (See the example in Instrument N° 4).

## Instrument n° 5

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### → **SPECIFIC INDICATORS AND INDICATOR COMPONENTS, PER STAKEHOLDERS INVOLVED AND PER SIGNIFICANT RELATIONSHIPS FOR THE PROJECT**

This fifth step for the evaluation of the inclusion of children's participation in projects consists on defining the relevant specific indicators regarding the general indicators prioritised in the fourth step. Also, the components for the specific chosen indicators will be determined.

Components are elements that correctly express the indicator, and therefore, the variable; they constitute the fulfillment condition of the indicator.

Given that they have a greater disaggregation level, they make it possible to know and analyse their characteristics, establish the most significant ones among them and therefore, those that deserve a greater valuation in the evaluation of the indicator's behaviour.

These characteristics should be defined in such a way that they can be registered as data, for their variation will show the progress or back steps achieved with the project and the trends in terms of objectives proposed — in this case, with respect to the promotion of children's participation.

Next we suggest a way in which we can organise — for each particular project — specific indicators and indicator components per stakeholders involved and per significant relationships that account for the inclusion of the children's participation dimension among them and the components of each specific indicator.

Again, the contents of the example shown below correspond to the most recurring results in the experiences consulted by previous studies and in the validation of the proposal.

This is not a closed package of possibilities. The analysis would determine whether it is necessary or convenient, given the specificity of the project, to include or leave out other indicators or indicator components.



## ➔ Application guide N° 5

### ACTIVITIES

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- ▶ Based on the most important stakeholders and the most significant and important relationships for the project determined in step N° 4, design general indicators that measure the capacities and relationships of the project with regarding children's participation.
- ▶ Then, design specific indicators, translating the indicators of Instrument N° 1, which have been stated in the project or making precisions on those that could enrich the project. The indicators presented in the indicators matrix can be taken as a reference (see Instrument N° 5).

## Instrument N° 5

### INDICATORS AND INDICATOR COMPONENTS, PER STAKEHOLDERS INVOLVED AND SIGNIFICANT RELATIONSHIPS

#### A. Indicators that measure the skills to exert, promote, and sponsor effective participation.



**General Indicator:** Children with skills to exert, promote, and sponsor effective participation.

Specific indicators	Components
<ul style="list-style-type: none"> <li>✓ Trusts himself /herself, self confidence.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Speaks without fear of making mistakes.</li> <li>✓ Speaks without hesitation.</li> <li>✓ Shows no fear of others (is not shy).</li> <li>✓ Faces unfamiliar situations.</li> <li>✓ Defends his or her opinions or points of view.</li> <li>✓ Accepts and faces risky situations.</li> <li>✓ Accepts and assumes losses and failures.</li> <li>✓ Behaves assertively (strongly and decisively affirms discourse and decisions).</li> </ul>
<ul style="list-style-type: none"> <li>✓ Communicates and expresses opinions and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Is informed and shares information.</li> <li>✓ Pays attention, listens to messages and opinions.</li> <li>✓ Expresses opinions, interests and points of view.</li> <li>✓ Expresses satisfaction feelings for achievements.</li> <li>✓ Communicates feelings.</li> <li>✓ Speaks with ease and clarity.</li> <li>✓ Adjusts speech to the context.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Establishes horizontal and respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listens to and takes into consideration adults' opinions.</li> <li>✓ Respects adults' opinions and proposals.</li> <li>✓ Provides affectionate treatment (is kind).</li> <li>✓ Uses inclusive language.</li> <li>✓ Recognises limitations and errors.</li> <li>✓ Apologises when he/she is wrong.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Executes cooperation practises (sharing, synergy-generating)</li> </ul>	<ul style="list-style-type: none"> <li>✓ It shows solidarity (shares).</li> <li>✓ It is integrated to group activities.</li> <li>✓ Performs energetic activities (along with others, with enthusiasm and confidence of achieving it).</li> <li>✓ It encourages others (promotes a "contagious" effect).</li> <li>✓ It promotes the participation of others.</li> <li>✓ It supports the activities of others (promotes a group mentality).</li> </ul>

Specific indicators	Components
<ul style="list-style-type: none"> <li>✓ Has the capacity to dream about the future.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Has goals (life plan).</li> <li>✓ Analyses alternatives.</li> <li>✓ Evaluates opportunities, costs, etc.</li> <li>✓ Designs proposals.</li> <li>✓ Executes proposals.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Has the capacity and ability to make decisions and to negotiate.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listens to others' points of view and arguments.</li> <li>✓ Analyses advantages and disadvantages.</li> <li>✓ Poses options and positions.</li> <li>✓ Develops arguments.</li> <li>✓ Gives opinions.</li> <li>✓ Discusses the proposals.</li> <li>✓ Argues and accepts discrepancies.</li> <li>✓ Prioritises proposals.</li> <li>✓ Tries to reach consensus and agreements before making decisions.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Shows capacity to look for participation spaces and to exercise his or her rights.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Knows rights and responsibilities.</li> <li>✓ Knows participation mechanisms.</li> <li>✓ Demands rights.</li> <li>✓ Listens to parents, recognises them as subjects of law.</li> <li>✓ Respects peers.</li> <li>✓ Listens to adults, recognises them as subjects of law.</li> <li>✓ Knows procedures and organisations that support respect for rights.</li> </ul>



**General indicator:** Adults: parents, teachers, promoters with skills to exert, promote and sponsor effective participation.

Specific indicators	Components
<ul style="list-style-type: none"> <li>✓ Communicates and expresses opinions and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adjusts speech to the context.</li> <li>✓ Pays attention and listens to other people's messages (adults and children).</li> <li>✓ Accepts and faces risk and failure situations.</li> <li>✓ Disagrees and accepts discrepancies.</li> <li>✓ Recognises limitations and errors.</li> <li>✓ Apologises (both to adults and to children) when he/she is wrong.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Treats others with respect and kindness.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provides horizontal treatment.</li> <li>✓ Listens to the opinion of children.</li> <li>✓ Respects the opinion of children.</li> <li>✓ Expresses valuation of opinion and proposals of children.</li> <li>✓ Values the differences.</li> <li>✓ Respects children behaviour practises.</li> <li>✓ Takes into consideration children's opinions.</li> <li>✓ Treats others kindly.</li> <li>✓ Does not react impulsively.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Uses inclusive language, understandable by children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Uses adequate and respectful gesture language when expressing.</li> <li>✓ Language is appropriate to the children level of understanding.</li> <li>✓ Language expresses recognition and respect for differences (names every one specifically).</li> </ul>
<ul style="list-style-type: none"> <li>✓ Transmits safety and trust to children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Speaks with children.</li> <li>✓ Is friendly to children.</li> <li>✓ Establishes affective relationships with children.</li> <li>✓ Encourages and guides children.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Knows, promotes, and practises the rights of children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Knows the Rights of the Child.</li> <li>✓ Questions situation where children's rights are absent or violated.</li> <li>✓ Informs on the Rights of the Child.</li> <li>✓ Responds creatively to children concerns.</li> <li>✓ Incorporates notions of rights in daily performance and practise.</li> </ul>



Specific indicators	Components
<ul style="list-style-type: none"> <li>✓ Has theoretical and practical knowledge to work with children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understands the topics.</li> <li>✓ Has updated information.</li> <li>✓ Handles working methodology with children.</li> <li>✓ Has an aptitude to promote children's participation: is understanding, fair, just, critical and encouraging.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Male and female delegates and members, with capacity to manage their organisations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assumes tasks and responsibilities assigned by the organisation.</li> <li>✓ Represents the organisation.</li> <li>✓ Informs on proposals stated by the organisation.</li> <li>✓ Designs proposals to improve their organisation.</li> <li>✓ Executes proposals of the organisation.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Has a normal structured life.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Shares the group's objectives.</li> <li>✓ Has group proposals and goals.</li> <li>✓ Has a feeling of group identity.</li> <li>✓ Has a work plan.</li> <li>✓ Meets on a regular basis.</li> <li>✓ Responds to organisation demands.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Participates in the management and implementation of programmes addressed to children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participates in designing programmes (training, organisation, promotion, research, and political advocacy).</li> <li>✓ Gives an opinion on resources and conditions for the development of programmes.</li> <li>✓ Assumes responsibility in the programme execution.</li> <li>✓ Participates in the monitoring and evaluation of actions performed.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Works with equity criteria (gender, social, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Responds to any situation of child rights infringement regarding discrimination and inequality.</li> <li>✓ Practises recognition and respect relations.</li> <li>✓ Promotes the equal inclusion of boys and girls.</li> <li>✓ Delegates and assumes group responsibilities.</li> <li>✓ Gives opportunities and responsibilities to everyone (rotates positions and responsibilities).</li> </ul>
<ul style="list-style-type: none"> <li>✓ Contributes to build new kinds of relationships among children and adults.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Establishes horizontal relationship guidelines among and children.</li> <li>✓ Supervises and demands the fulfillment of horizontal treatment practises among adults and children.</li> <li>✓ Promotes child and adult participation.</li> </ul>

Specific indicators	Components
<ul style="list-style-type: none"> <li>✓ Does not discriminate.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognises that everyone is equal.</li> <li>✓ Assumes –as an organisation- the costs and risks implied in the inclusion of special members (considering neglected people and people with disabilities).</li> <li>✓ Generates conditions for the inclusion of special members.</li> <li>✓ Has knowledge and information about factors that influence discrimination.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Gathers, receives, disseminates proposals on issues that affect him/her and include him/her in the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Leads proposals (programmes, projects, activities, campaigns) that respond to the needs of children.</li> <li>✓ Keeps information on childhood issues updated.</li> <li>✓ Participates in campaigns with others.</li> <li>✓ Acts in coordination with other organisations to generate synergies.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Articulates in second degree organisations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Coordinates with other organisations that work for the rights of children.</li> <li>✓ Coordinates with other organisations that work for Human Rights.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Articulates in decision making spaces.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participates in panels, committees, and commissions.</li> <li>✓ Manages covenants and/or agreements.</li> <li>✓ Establishes covenants and/or agreements.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Carries out political advocacy action in childhood issues.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Raises opinions regarding childhood policies.</li> <li>✓ Raises opinions regarding public policies that affect the rights of children.</li> <li>✓ Raises opinion regarding social and political events.</li> <li>✓ Motivates the promotion and defence of rights.</li> <li>✓ Carries out social and political campaigns in favour of children.</li> </ul>

Specific indicators	Components
<ul style="list-style-type: none"> <li>✓ Generates knowledge and proposals on childhood and social events.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Gathers information regarding the situation of children.</li> <li>✓ Designs diagnoses that explain the situation of children.</li> <li>✓ Identifies resources of the community that can be used in favour of children.</li> <li>✓ Identifies local social policies that affect or favour the situation of children.</li> <li>✓ Generates and disseminates proposals for children.</li> <li>✓ Generates and disseminates proposals on social and political events.</li> </ul>



**General indicator:** Adult organisations that promote children's participation.

Specific indicators	Components
<ul style="list-style-type: none"> <li>✓ Has an organic structure and mechanisms to promote effective participation processes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Has an inclusive institutional policy for children participation.</li> <li>✓ Establishes relations of trust and respect.</li> <li>✓ Promotes horizontal and equitable relations between adults and children.</li> <li>✓ Accompanies organisations of initiatives for the exercise of rights.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Manages and implements programmes and projects addressed to children, considering those elements that ensure process sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Designs programmes (training, promotion, research and political advocacy) to promote effective child participation.</li> <li>✓ Manages and raises funds for programmes.</li> <li>✓ Organises resources and conditions for the development of programmes.</li> <li>✓ Monitors and evaluates the actions performed.</li> <li>✓ Facilitates and advises processes and activities.</li> <li>✓ Designs and implements mechanisms for the continuity of processes that support child participation.</li> <li>✓ Gives advice and counseling for management of delegates of children organisations.</li> <li>✓ Gives advice and counseling for management of children organisations.</li> </ul>

Specific indicators	Components
<ul style="list-style-type: none"> <li>✓ Does not discriminate.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognises that everyone is equal.</li> <li>✓ Assumes the costs and risks that imply working with different and special people.</li> <li>✓ Has knowledge and information on factors that influence discrimination.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Coordinates actions and talks to institutions and different sectors.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participates in panels, committees and commissions.</li> <li>✓ Manages covenants and/or agreements.</li> <li>✓ Establishes covenants and/or agreements.</li> <li>✓ Participates in second degree organisations.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Contributes to the construction of new forms of relations between children and adults.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Establishes horizontal relations guidelines between adults and children.</li> <li>✓ Supervises and demands the fulfillment of horizontal treatment and practises between adults and children.</li> <li>✓ Promotes child and adult active participation.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Generates proposals and policies.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Carries out social and political actions to promote, monitor and demand the fulfillment of national and international regulations on childhood issues.</li> <li>✓ Promotes discussion spaces on issues regarding rights of children.</li> <li>✓ Generates public opinion.</li> <li>✓ Carries out political advocacy.</li> <li>✓ Is a reference of the issues.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Produces theoretical, informative and training material related to the topics.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Produces theoretical documents on childhood.</li> <li>✓ Produces information documents on childhood situation.</li> <li>✓ Produces training documents.</li> <li>✓ Validates documents.</li> <li>✓ Edits documents.</li> <li>✓ Diffuses documents.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Includes children in the management of programmes and projects.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Shares information on the roles and functions of the team involved in the programme or project.</li> <li>✓ Needs and considers opinions for the definition of personal profiles of the people he/she works with.</li> <li>✓ Needs and considers opinions to give priorities and define strategies, activities, actions.</li> <li>✓ Shares information on budget.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Needs and considers opinions for purchasing and expenditure decisions corresponding to the project.</li> <li>✓ Shares information on income and expenses.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Includes children in institutional management.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Shares the feeling of the institutional mission and promotes cohesion with regard to it.</li> <li>✓ Discusses key concepts assumed by the institution.</li> <li>✓ Shares information on the roles and functions of the organisation members.</li> </ul>



**General indicator:** Social organisations that favour the construction of environments to encourage children's participation.

Indicators	Components
<ul style="list-style-type: none"> <li>✓ Responsible for social organisations, they collect children participation initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know the rights of children.</li> <li>✓ Respect the rights of children.</li> <li>✓ Promote the rights of children.</li> <li>✓ Motivates coordinated actions with children organisations.</li> <li>✓ Accompany coordinated actions with children organisations.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Social organisations have mechanisms that encourage healthy practises for the exercise of rights and the participation of children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know human rights and the rights of children</li> <li>✓ Exert their rights.</li> <li>✓ Respect other people's rights, especially children rights.</li> <li>✓ Carry out rights promotion and supervision actions.</li> <li>✓ Carry out promotion and monitoring of children rights.</li> </ul>

**5****General indicator:** Public and private institutions that allow organised children's participation.

Specific indicators	Components
<ul style="list-style-type: none"> <li>✓ Institution authorities related to or with responsibility on childhood issue with capacities to promote and disseminate children's participation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know the rights of children.</li> <li>✓ Respect the rights of children.</li> <li>✓ Carry out dissemination actions regarding children rights.</li> <li>✓ Set up the mechanisms that promote children's participation.</li> <li>✓ Institutionalise participation mechanisms for children.</li> <li>✓ Generate new participation spaces.</li> </ul>
<ul style="list-style-type: none"> <li>✓ They have policies for social and legal recognition of children's participation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide guidelines that favour children's participation.</li> <li>✓ Approve regulations and directives to promote and protect children participation.</li> <li>✓ Oversee the fulfillment of regulations and provisions related to children participation.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Promote participation environments to meet engagements (national and international) referred to children's rights.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Call and coordinate with authorities and representatives of children and adult organisations (social and promotion) to canalise demands and proposals (panels, commissions, programmes).</li> <li>✓ Call upon and coordinate shared supervision of the rights of children.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Manage and allocate finances.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Raise funds for the execution of proposals and initiatives for children's participation.</li> </ul>



**B. Indicators that measure relationships promoting effective participation of children**

**1** **General indicator:** Children and adults (parents, teachers, and promoters) establish relationships among them that promote effective children’s participation.

Specific indicators	Components
<ul style="list-style-type: none"> <li>✓ Children and adults that promote child participation, establish relationships of trust and independence.</li> </ul>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>✓ Trust adults.</li> <li>✓ Respect adult opinions.</li> <li>✓ Take adult opinion into consideration.</li> <li>✓ Recognise adults as subjects of law.</li> <li>✓ Treat adults in a kind and friendly manner.</li> <li>✓ Establish affective relationships with adults.</li> </ul> <p><b>Adults:</b></p> <ul style="list-style-type: none"> <li>✓ Trust children.</li> <li>✓ Respect children opinions.</li> <li>✓ Consider children opinions.</li> <li>✓ Respect children opinions.</li> <li>✓ Recognise children as subjects of law.</li> <li>✓ Teach independency and autonomy to children.</li> <li>✓ Encourage and support children initiatives.</li> <li>✓ Treat children in a kind and friendly manner.</li> <li>✓ Establish affective relationships with children.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Children and adults that promote children’s participation, establish horizontal communication.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children treat adults as equals.</li> <li>✓ Adults treat children as equals.</li> <li>✓ Adults and children share spaces and activities.</li> <li>✓ Children speak with adults.</li> <li>✓ Adults speak with children.</li> <li>✓ Children listen to and understand adults.</li> <li>✓ Adults listen to and understand children.</li> <li>✓ Children are willing to learn from adults.</li> <li>✓ Adults are willing to learn from children.</li> </ul>

**2**

**General indicator:** Children and adult organisations related to childhood issues establish relationships among them to promote effective children's participation.

Specific indicators	Components
<ul style="list-style-type: none"><li>✓ Children organisations that have mechanisms to sponsor and maintain horizontal relationships with other organisations.</li></ul>	<ul style="list-style-type: none"><li>✓ Keep permanent communication with adult organisations.</li><li>✓ Coordinate with adult organisations to carry out joint actions.</li><li>✓ Coordinate with other children organisations to carry out joint actions.</li><li>✓ Create and maintain meeting and joint work places with adult organisations.</li></ul>
<ul style="list-style-type: none"><li>✓ Adult organisations that promote child participation have mechanisms to sponsor and keep horizontal relationships with other organisations.</li></ul>	<ul style="list-style-type: none"><li>✓ Maintain permanent communication with children organisations.</li><li>✓ Coordinate with children organisations for the realisation of joint activities.</li><li>✓ Coordinate with other adult organisations for the realisation of joint actions referred to childhood.</li><li>✓ Create and maintain meeting and working spaces for organised children.</li></ul>

Establishing indicators for a project and the identification of the corresponding components is not simply a mechanical procedure; it needs to be supported by a defined, precise, and clear conceptual background, as well as a personal and institutional position expressed in its objectives and strategies.

To the extent that the establishment of indicators involves the stakeholders committed with the project, it allows for them to discuss and bargain the definitions and when doing so, besides achieving a homogeneous handling and understanding of the corresponding concepts and procedures, it also allows them to share perspectives, motivations, and willingness.

In designing indicators for this example, the desired change is expressed. However, it is necessary to complete it including all the aspects of the usual project planning regulations, that is, to express them through the identification of subjects and quality, quantity, time, and place of the expected change.

In order to complete the design of indicators, it is useful to answer to the following questions in practical terms:

<b>WHO?</b>	→ Individual or collective stakeholders who will be measured.
<b>WHAT?</b>	→ Aspects to be observed with each one of the changes to be achieved.
<b>HOW MUCH?</b>	→ Number of changes to be achieved.
<b>HOW?</b>	→ Quality of the changes to be achieved.
<b>WHEN?</b>	→ Time or period needed to carry out said changes.
<b>WHERE?</b>	→ Place where they will be performed.

## Instrument nº 6

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### → ASSESSMENT OF THE COMPONENTS TO MEASURE AND MONITOR INDICATORS

The sixth step is designing the necessary and pertinent tools to carry out the evaluation of the inclusion of children's participation in projects, establishing a measurement system for the defined indicators.

The evaluation implies verifying the change of values in those aspects of reality that the project intervention intends to modify. In this case, it means the capacities, skills or qualities of the stakeholders and the kind of relationships established among them and which facilitate the exercise of children's participation.

The verification of the change of value is possible through the observation of indicators behaviour and the recognition of their variations. This, in turn, leads us to the certification, analysis and measurement of the indicator components which, as we mentioned in the former step, constitute the condition of their fulfillment.

The measurement of indicator components means establishing tools to enable such measurement and the registration of the corresponding data, in such a way that the progress or back steps of the project are made evident in terms of inclusion of children's participation.

Tools are the means (procedures) that allow us to capture and record the information existing in reality; they are designed to do so. There are several tools that are usually used to define or estimate values, both for qualitative and quantitative aspects.

Choosing the tools also requires a process of collective definition, considering the information required and the conditions of the context in which the project works and in which the evaluation is carried out: its validity depends on its pertinence and timeliness.

The consensus reached in this collective definition is one of the greatest riches for the team that assumes the project and for its success.

Below we suggest a matrix that allows for the development and organised recording of the component valuation for indicator measurement and monitoring of children's participation in projects. The contents of the example correspond to the results achieved by one of the organisations that validated the proposed instruments.



## Instrument N° 6

### VALUATION OF COMPONENTS FOR MEASURING AND MONITORING INDICATORS



**General indicator:** Group delegates with social capacities and abilities for the exercise of their rights, with active and undertaking presence in Government and society institutional environments.

Specific indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of Monitoring reporting	Indicator Evaluation Expression
Delegates with capacity to accompany management process, promoting the participation of their organisation.	Assume tasks and responsibilities assigned by the organisation.	30% Have an action plan designed with the group.	<b>Ordinal</b> Capacity of delegates ▶ Initial (0 – 30%) ▶ Intermediate (30 – 60%) ▶ Advanced (60 – 90%) ▶ Optimal (90-100%) Delegates capacity ▶ In process (if 60% is not above average level). ▶ Achieved (60% reaches advanced or optimal level).	Minutes of the general delegates national meetings and national assemblies.  Minutes of the department assemblies and monthly meetings of the Lima delegates.	Check list.	Semester.	Increase of delegate capacities to accompany management processes that promote the participation of their organisation in decision making forums on childhood policies.
	Participate representing their members in different environments.	20% Consult the point of view to be taken to the events. Inform orally in the meetings on the progress achieved on the plan or the events they participate in.					
	Promote the actions of their organisation.	20% Design written reports on the progress of their plan or their participation.  Their reports are included in the meeting minutes.					
Give opinion and proposals...	Know their rights and...	10% Participate in workshops on...	Ordinal: Initial...	Workshop reports on...	Registry file of...	Semester.	Working children (NATs) delegates have increased...

There are several techniques generally used to define or to estimate values. The best known are surveys, interviews, discussion groups, direct observation, opinion polls, etc. Each of them has its own information registry instruments such as questionnaires, guides, and check lists, among others. Some of them can be used or other more appropriate instruments can be designed.

The result of the application of tools allows us to establish the magnitude of the observed elements, that is, to have information. However, this is not enough. It is necessary to process them to obtain useful information to be able to issue appreciations and judgments for the evaluation.

The data account for the particular dimensions and for the elements observed. Its organised presentation implies classifying and grouping them into categories, defining the ranks that allow for their differentiation, order and establishment of hierarchies among them, according to their corresponding values.

The definition of categories should conform to the conceptual framework, to the position of the involved agents, to the objectives of the project and to the intention of desired change. Its construction demands creativity, collective effort and lots of concentration to take care of its pertinence and coherence with regard to the matter under research.

The categories can be expressed in different ways:

CATEGORY	CONCEPT	EXAMPLE
Nominal	Interested in establishing distinctions.	They apologise when they are wrong: <ul style="list-style-type: none"> <li>▶ YES</li> <li>▶ NO</li> </ul>
Ordinal	Interested in establishing some kind of order.	They apologise when they are wrong: <ul style="list-style-type: none"> <li>▶ Never</li> <li>▶ Sometimes</li> <li>▶ Almost always</li> <li>▶ Always</li> </ul>

Through the observation of cases, these could be quantified by categories or establishing percentages or pertinence to each of them (this is the most usual one).

In the first case (nominal category) and with the example proposed, there is a great distinction between those stakeholders that apologise and those that do not apologise. Therefore, we could say that «55% of the stakeholders observed in X environment do not apologise when they make a mistake». Therefore, the expected change is for this percentage to decrease.

In the second case (ordinal category) and with the same example, we can make a finer distinction in the attitude of the stakeholders observed. We could say that «only 5% of the stakeholders observed in X environment apologise every time they make a mistake». Therefore, the expected change is that this percentage should increase.

In both cases, the expected result deal with attitude changes. However, different kinds of categories can be chosen or built up for evaluation purposes, according to the intention of the change.

When we compare the value of this indicator component in different moments, we can evaluate whether the situation with respect to the desired change of attitude is improving with the project intervention, if it is getting close to the desired goal.

«They apologise when they are wrong» is one of the indicator components «They establish horizontal and respectful treatment». So, this same process is required for all the indicator components and, with the results, we can make a critical appreciation of the global behaviour of the indicator. That is, it can be evaluated.

These critical appreciations also require a quantification process that supports the appreciation on the change which the indicator accounts for. In this level we can observe the results of component behaviour, organising the information with the help of categories build according to the intention of change. As in the case of components, these can be nominal, ordinal or of any other kind, depending on the need.

For example, we can conclude that the indicator has been achieved or not (nominal category) if we determine as a condition that the achievement of 50% or more components of the indicator report significant progress.

We could also establish a progress scale with respect to the desired change (ordinal category), determining that if 75% or more components identified for the indicator have a significant progress, the change which the indicator accounts for is achieved; if only between 50% and 74% of the components have a significant progress the change is half way achieved; and if less than 50% of the components have a significant progress, the change is not achieved.

The categories and ranks may vary depending on the intention of the desired change.

## INDICATOR COMPONENTS ANALYSIS MATRIX

... EXAMPLE 1 (NOMINAL CATEGORY)

COMPONENTS	CATEGORIES	Moment 1		Moment 2		Moment 3		CONCLUSION
		Quantity	Percentage	Quantity	Percentage	Quantity	Percentage	
Apologise when they are wrong	YES	4	10%	18	45%	32	80%	Significant progress
	NO	36	90%	22	55%	8	20%	
	Cases	40	100%	40	100%	40	100%	
Recognise their limitations and errors	YES	4	10%	8	20%	24	60%	Moderate progress
	NO	36	90%	32	80%	16	40%	
	Cases	40	100%	40	100%	40	100%	
Treat others kindly	YES							
	NO							
	Cases							
....	YES							
	NO							
	Cases							



... EXAMPLE 2 (ORDINAL CATEGORY)

COMPONENTS	CATEGORIES	Moment 1		Moment 2		Moment 3		CONCLUSION
		Quantity	Percentage	Quantity	Percentage	Quantity	Percentage	
Apologise when they are wrong	Never	36	90%	22	55%	8	20%	Significant progress
	Sometimes	3	8%	12	30%	8	20%	
	Almost always	1	3%	4	10%	16	40%	
	Always	0	0%	2	5%	8	20%	
	Cases	40	100%	40	100%	40	100%	
	Never							
Recognise their limitations and errors	Sometimes							Progress...
	Almost always							
	Always							
	Cases							
	Never							
	Sometimes							
Provides...	Almost always							Progress...
	Always							
	Cases							
	Never							
	Sometimes							
	Almost always							

## INDICATOR ANALYSIS MATRIX

### EXAMPLE 1 (NOMINAL CATEGORY)



Children with capacities and skills to exert, promote and sponsor effective participation.

INDICATOR	CATEGORIES	Moment 1		Moment 2		Moment 3		CONCLUSION
		Quantity	Percentage	Quantity	Percentage	Quantity	Percentage	
Establish horizontal and respectful treatment	With significant progress	2	20%	4	40%	8	80%	Achieved
	With no significant progress	8	80%	6	60%	2	20%	
	Number of components	10	100%	10	100%	10	100%	
With cooperation practises (sharing, making synergy)	With significant progress						40%	No achieved
	With no significant progress							
	Number of components							
With capacity to envision...	With significant progress							
	With no progress ...							

## INDICATOR ANALYSIS MATRIX

### EXAMPLE 2 (ORDINAL CATEGORY)



Children with capacities and skills to exert, promote and sponsor effective participation.

INDICATOR	CATEGORIES	Moment 1		Moment 2		Moment 3		CONCLUSION		
		Quantity	Percentage	Quantity	Percentage	Quantity	Percentage	A	FA	UA*
Establish horizontal and respectful treatment	With significant progress	2	20%	4	40%	8	80%			
	With no significant progress	8	80%	6	60%	2	20%	X		
	Number of components	10	100%	10	100%	10	100%			
With cooperation practises (sharing, making synergy)	With significant progress						40%			
	With no significant progress								X	
	Number of components									
With capacity to envision...	With significant progress						60%		X	
	With no progress ...									

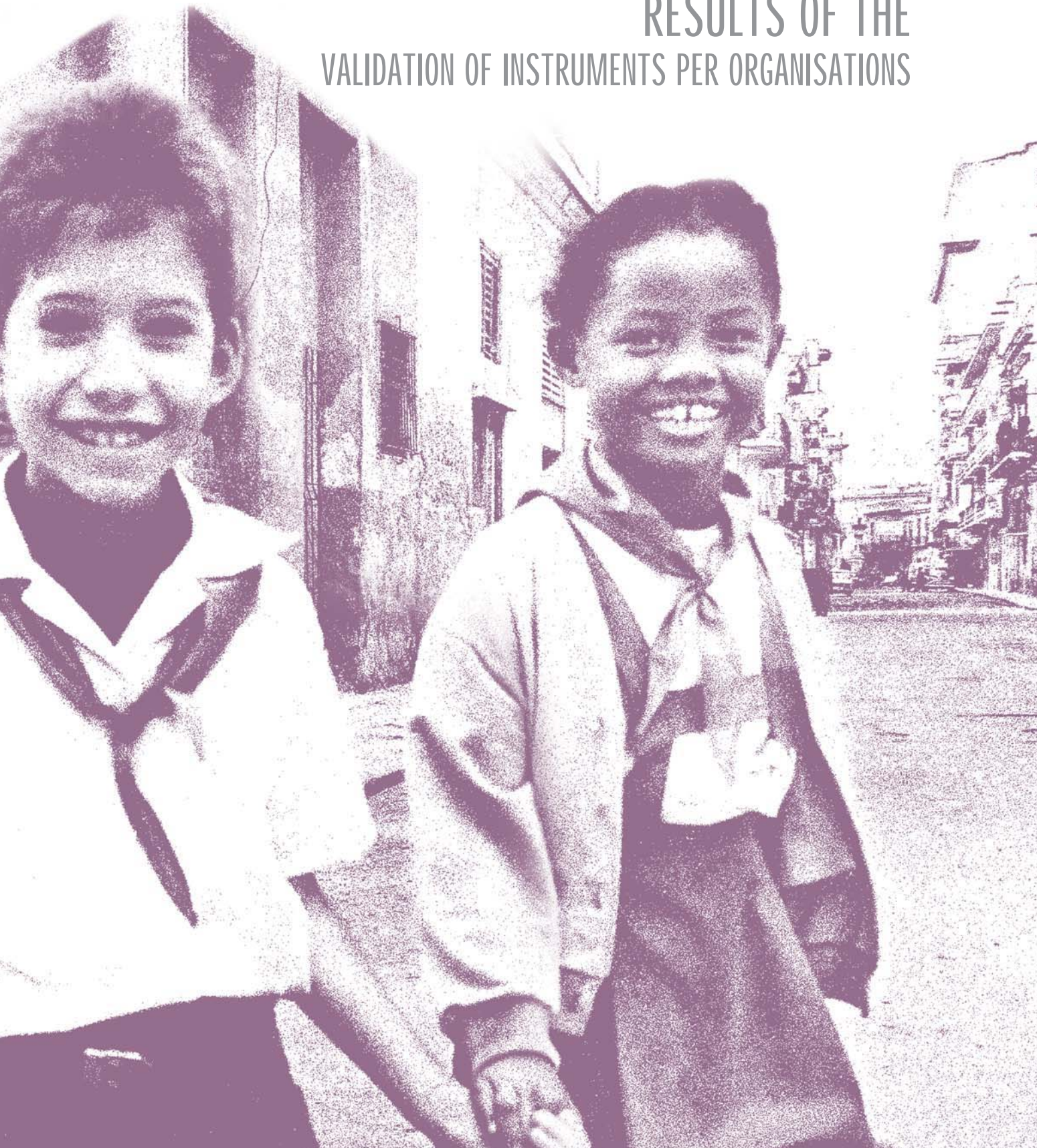
\* Achieved – Fairly Achieved – Unachieved



Photography Jorge Clavijo



## RESULTS OF THE VALIDATION OF INSTRUMENTS PER ORGANISATIONS






# MANTHOC, (Movimiento de Adolescentes y Niños Trabajadores Hijos de Obreros Cristianos)

## Instrument N° 1

... TYPOLOGY OF PROJECTS

### GENERAL INFORMATION

 <b>MANTHOC, Movimiento de Adolescentes y Niños Trabajadores Hijos de Obreros Cristianos</b>	
<b>Institution name</b>	Peru
<b>Country</b>	<ul style="list-style-type: none"> <li>▶ Loly Estela Cervera</li> <li>▶ Fadia Sierra Punzaga</li> <li>▶ Olga Rivera</li> <li>▶ Lucy Toro</li> </ul>
<b>Responsible team for the validation</b>	
<b>Project</b>	“Promotion of Organised Roles of National and Lima NATs Delegates” .
<b>Main purpose</b>	Delegate NATs should develop social capacities that allow them to actively participate in different public environments.
<b>Project objectives</b>	Develop, in the delegates, social capacities and abilities with respect to the exercise of their rights, with an active and purposive presence in institutional spaces of the government and society.
<b>Execution time</b>	This project evolves from previous experiences for the promotion of NATs rights, but it just started being a project in January 2005 and will end in December 2007.
<b>Depth level</b>	<p>Advanced level is promoted</p> <p>The following criteria were taken into consideration:</p> <ul style="list-style-type: none"> <li>▶ They are organised.</li> <li>▶ They promote participation.</li> <li>▶ They are informed, they know the reality.</li> <li>▶ They know, promote and defend their rights.</li> <li>▶ They effectively participate in networks, panels and inter institutional spaces.</li> <li>▶ They have the capacity to negotiate, to concert.</li> <li>▶ They have autonomous proposals.</li> </ul>

**TYPE OF PROJECT ACCORDING TO ITS MAIN OBJECTIVES**

**Project that promotes children's participation**

Participation inclusion level	Indicators
<p>→ <b>Cross-cutting inclusion in the project</b></p>	<p><b>Delegate children:</b></p> <ul style="list-style-type: none"> <li>▶ Are capable of participating in different environment.</li> <li>▶ Know their rights and the laws that protect them.</li> <li>▶ Get informed before making a decision.</li> <li>▶ Have spaces to think, to debate and to give opinions on their needs, interests and reality according to the cultural context.</li> <li>▶ Participate in local spaces (REDES, COMUDENA, etc.), are involved in children issues.</li> <li>▶ Recognise themselves as social subjects and stakeholders in their social, personal, family and community development.</li> <li>▶ Promote the Rights of the Child in their local and national organisations.</li> <li>▶ Express their opinions and needs with regard to the NATs training plan.</li> </ul> <p><b>Adults:</b></p> <ul style="list-style-type: none"> <li>▶ Have capacities to accompany children and delegates.</li> <li>▶ The project does not include indicators related to cooperators, but is an implicit practise in the project; cooperators are in constant training to improve and provide a better support to NATs.</li> </ul>
<p>→ <b>Inclusion in project management</b></p>	<p><b>Organised Children:</b></p> <ul style="list-style-type: none"> <li>▶ Design, execute and assess group working plans</li> <li>▶ Give their opinion and negotiate their requirements.</li> <li>▶ Express their opinions and needs with respect to the training plan and to the design, execution and evaluation of the Programme.</li> </ul>
<p>→ <b>Inclusion in institution management</b></p>	<ul style="list-style-type: none"> <li>▶ Promotes national consultation spaces for children.</li> <li>▶ Promotes regional consultation spaces for children.</li> <li>▶ Promotes participation spaces for children in the evaluation of the Programme.</li> </ul>



## Instrument N° 2

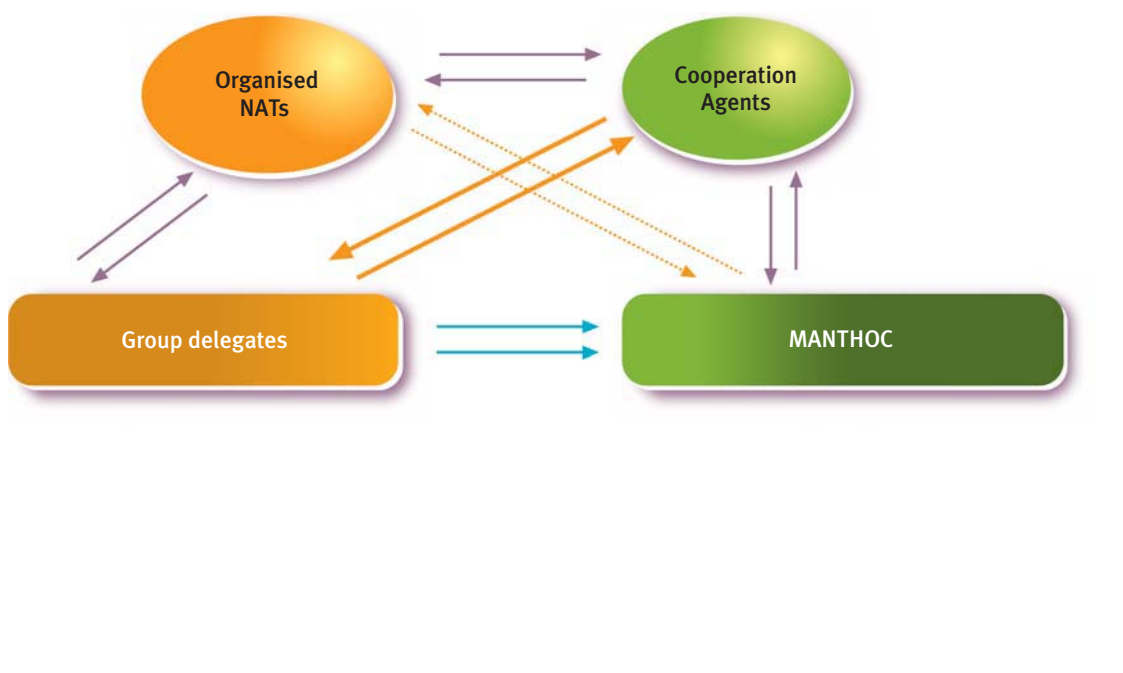
### ... OBSERVATION FIELDS (PER AGENTS AND PARTICIPATION SCOPE)

SETTINGS	NATs Group	MANTHOC	REDES (Against Family Violence and Sexual Exploitation, Fight Against Poverty Agreement Council, MNNATSOP)	Childhood policy decision-making settings.		
				Community, Churches, NGOs, Health Centres, Police Stations)	Municipalities (COMUDENA, Participative Budget)	Central Government (Parliamentary Group for Children, Commission for the Rights of the Child MIMDES)
STAKEHOLDERS						
Organised NATs <sup>10</sup>						
NATs Delegates from Lima and other cities						
Project cooperation agents						
MANTHOC						

10. NATs: Spanish Acronym for Working Children.

### Instrument N° 3

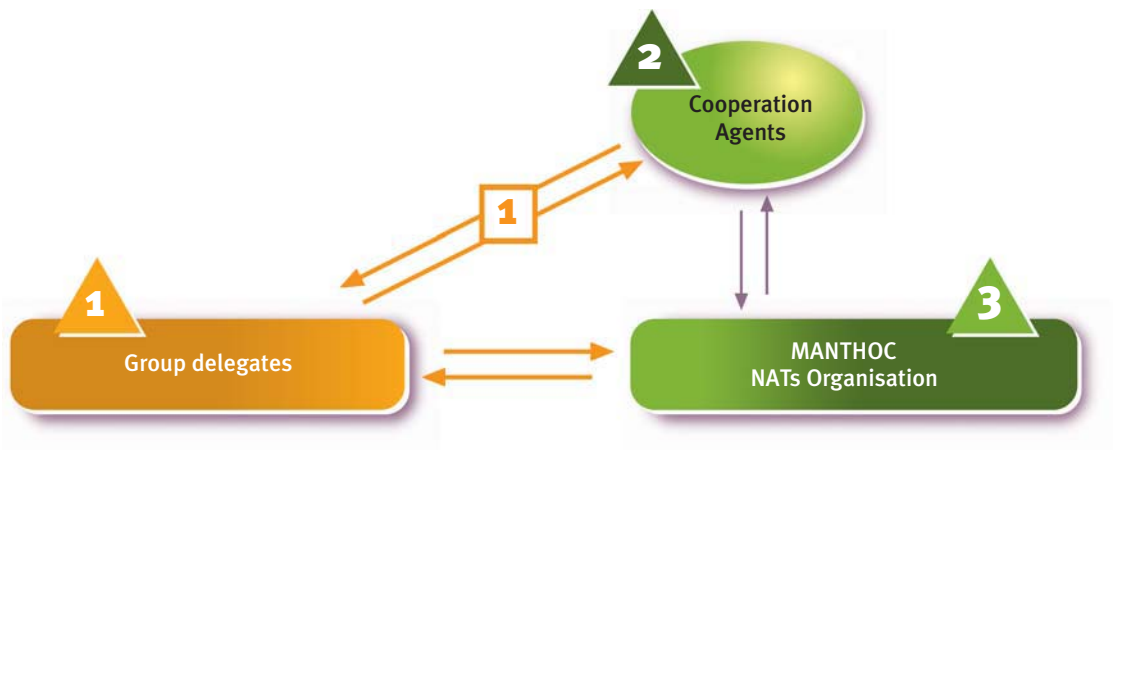
STAKEHOLDERS INVOLVED IN CHILDREN'S PARTICIPATION PROCESSES



KEY	
	TWO-WAY RELATION
	STRONG RELATION
	PERMANENT RELATION
	EVENTUAL RELATION

## Instrument N° 4

... GENERAL INDICATORS THAT FAVOUR EFFECTIVE CHILDREN'S PARTICIPATION, PER STAKEHOLDERS AND PER SIGNIFICANT RELATIONS FOR THE PROJECT



### KEY



Stakeholders



Relations that promote children's participation

## Instrument N° 5

### ... SPECIFIC INDICATORS AND INDICATOR COMPONENTS, PER STAKEHOLDERS INVOLVED AND PER SIGNIFICANT RELATIONSHIPS FOR THE PROJECT



**General indicator:** Group delegates with social capacities and abilities for the exercise of their rights, with active and proactive presence in the different spaces.

Indicators	Components
<p>Delegates with capacity to accompany the management process, promoting the participation of their organisation.</p>	<ul style="list-style-type: none"> <li>▶ They assume tasks and responsibilities assigned by the organisation.</li> <li>▶ They participate, representing their members in different environments.</li> <li>▶ They promote their organisation's actions.</li> </ul>
<p>Raise opinion and present proposals regarding the NATs and children's problems.</p>	<ul style="list-style-type: none"> <li>▶ They know their rights and the laws that protect them.</li> <li>▶ They keep updated information regarding childhood issues.</li> <li>▶ They identify community resources and experiences to be used in favour of children.</li> <li>▶ They generate and diffuse proposals in favour of NATs.</li> </ul>
<p>Identify community resources and experiences to be used in favour of children.</p>	<ul style="list-style-type: none"> <li>▶ They do their SWOT<sup>11</sup> identifying their community resources.</li> </ul>
<p>They articulate in decision making spaces.</p>	<ul style="list-style-type: none"> <li>▶ They recognise themselves as social subjects and stakeholders.</li> <li>▶ They participate in thematic panels, networks and commissions.</li> <li>▶ They draw up agreements and/or covenants.</li> <li>▶ They participate in different local and regional decision making spaces.</li> </ul>

11. SWOT: Strengths, Weaknesses, Opportunities, Threats

**2**

**General indicator:** MANTHOC cooperation agents accompany the organisation process, promoting NATs' participation.

Indicators	Components
Coordinate, negotiate with institutions and sectors including children in project management.	<ul style="list-style-type: none"><li>▶ They establish strategic alliances for cooperation and development of action in favour of NATs.</li><li>▶ They share information on the roles and functions of the project team and delegates.</li><li>▶ They gather the opinion of the delegates and involve them in the project management.</li></ul>

**3**

**General indicator:** MANTHOC promotes leading participation processes generating proposals for the child labour issue.

Indicators	Components
Has an organic structure and mechanism to promote protagonist participation processes and new forms or relations between children and adults.	<ul style="list-style-type: none"><li>▶ It has an inclusive institutional policy for the participation of children.</li><li>▶ It promotes children's organisation initiatives for the exercise of their rights.</li><li>▶ Promotes leading participation as a lifestyle for children and adults.</li></ul>
Coordinates and enters into agreements with different institutions and sectors.	<ul style="list-style-type: none"><li>▶ Participates in thematic panels, committees and commissions.</li><li>▶ Draws up covenants and/or agreements.</li></ul>
Generates proposals regarding child labour.	<ul style="list-style-type: none"><li>▶ Promotes discussion spaces on issues referred to the rights of children.</li><li>▶ Generates public opinion and makes questions on child labour.</li></ul>



**General indicator:** Delegates and cooperation agents establish relations between them to promote leading children's participation.

Indicators	Components
<p>Delegates and cooperation agents promote children's participation and establish relations of trust and autonomy.</p>	<ul style="list-style-type: none"> <li>▶ Delegates give equal treatment to cooperation agents.</li> <li>▶ Cooperation agents give equal treatment to delegates.</li> <li>▶ Delegates dialogue with cooperation agents.</li> <li>▶ Cooperation agents dialogue with delegates.</li> <li>▶ Delegates listen to and take into consideration the opinions of the cooperation agents.</li> <li>▶ Cooperation agents listen to and take into consideration the opinions of the delegates.</li> <li>▶ Delegates are willing to learn from the cooperation agents.</li> <li>▶ Cooperation agents are willing to learn from the delegates.</li> </ul>

## Instrument N° 6

### VALUATION OF COMPONENTS FOR MEASURING AND MONITORING INDICATORS

Indicators that measure skills to exert, to promote and sponsor effective children's participation.



**General indicator:** Group delegates with social capacities and abilities for the exercise of their rights, with active presence and proactive presence in Government and society institutional spaces.

Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the report	Evaluation expression
Delegates with capacity to accompany the management process, promoting the participation of their organisation.	They assume tasks and responsibilities assigned by the organisation.	30%	<b>Ordinal</b> Capacity of delegates ▲ Initial (0 – 30%) ▲ Intermediate (30 – 60%) ▲ Advanced (60 – 90%) ▲ Optimal (90 – 100%) <b>Capacity of delegates</b> ▲ In process (if 60% is not above the intermediate level). ▲ Achieved (60% reaches advanced or optimal level).	Minutes of the general delegates national meetings and national assemblies.  Minutes of the department assemblies and monthly meetings of the Lima delegates.	Check list.	Semester	Increase of delegate capacities to accompany management processes that promote the participation of their organisation in decision making forums on childhood policies.
	They participate, representing their members in different environments.	20%					
	They promote their organisation's actions.	20%					
	Design written reports on the progress of their plan or their participation.	10%					
	Their reports are included in the meeting minutes.	20%					



Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the report	Evaluation expression
Raise opinion and present proposals regarding the NATs and childhood problems.	They know their rights and the laws that protect them.	10% Participate in workshops on rights.	<b>Ordinal</b> ▲ Initial (0 – 30%) ▲ Intermediate (30 – 60%) ▲ Advanced (60 – 90%) ▲ Optimal (90 – 100%) <b>Level of achievement</b> ▲ In process (if 60% is not above the intermediate level). ▲ Achieved (60% reaches and advanced or optimal level).	Delegate workshop reports Evaluation forms.	Observation Registry Form.  Check list.	Semester	Delegate NATs have enhanced their knowledge on rights and keep updated information on childhood issues.
	They keep updated information regarding childhood issues.	10% Evaluate the level of understanding of their rights in delegate workshops.		20% NATs themselves, when they defend and promote their rights and present their proposals according to childhood reality.	Delegate accompanying reports.	Check list.	Semester
	They generate and diffuse proposals in favour of NATs.	10% Comudena SJM <sup>12</sup> work plan.		Documents produced: pronunciations, proposals. Informs on events.	Check list.	Semester	Undertaking attitude of delegate NATs, generating opinion trends with respect to NATs.
	They generate and diffuse proposals in favour of NATs.	15% Statements on the NATs.					

12. SJM refers to a district in southern Lima, San Juan de Miraflores.





Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the report	Evaluation expression
They identify community resources and experiences to be used in favor of childhood.	They do their SWOT diagnosis to identify their community resources.	Diagnosis document: Organisation SWOT, to identify community resources. Yes No	<b>Nominal</b> ▲ Yes ▲ No	Diagnosis document: Organisation SWOT.	Check list.	Semester	Identification of community resources to be used in favour of NATs.
They articulate in decision making spaces.	They recognise themselves as social subjects and stakeholders. In their behaviour they show their recognition as social stakeholder (make decisions, negotiate, speak in first person, report, question, criticise, propose).	Result of the survey applied to delegate NATs to measure their level of recognition as social subjects and stakeholders. 20% Observation registry on their identity and role as social subjects. 20%	<b>Ordinal</b> ▲ Initial (0 – 30%) ▲ Intermediate (30 – 60%) ▲ Advanced (60 – 90%) ▲ Optimal (90 – 100%) <b>Level of achievement</b> ▲ In process (if 60% is not above the intermediate level) ▲ Achieved (60% reaches and advanced or optimal level)	Result of the survey Observation registry form. Participation reports.	Survey. Observation registry. Check list.	Semester	Greater articulation of NATs delegates in the representation of their organization in decision making spaces.



Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the report	Evaluation expression
	They participate in different local and regional decision making spaces. (thematic panels, networks, commissions, participative budget, Parliamentary Group for Children).	<p>Participation as NATs representatives in panels, networks and decision making spaces. 20%</p> <p>Inform about participation and results achieved by the NATs in decision making spaces. 20%</p> <p>Observation registry on their participation in those spaces. 20%</p>					

2

General indicator: MANTHOC cooperation agents accompany the organisation process, promoting NATs leading participation.

Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
Delegates and cooperation agents establish relationships between them to promote leading NATs participation.	They establish strategic alliances for cooperation and development of action in favour of NATs.	<p>7%</p> <p>Coordinate with members of the involved institutions in childhood issues.</p> <p>8%</p> <p>Establish joint action plans with institutions involved in childhood issues.</p> <p>15%</p> <p>Executed planned actions.</p>	<p><b>Ordinal</b></p> <p>▲ Initial (0 – 30%)</p> <p>▲ Intermediate (30 – 60%)</p> <p>▲ Advanced (60 – 90%)</p> <p>▲ Optimal (90 – 100%)</p> <p>Improved accompanying:</p> <p>▲ In process (if 60% is not above the intermediate level).</p> <p>▲ Achieved (60% reaches and advanced or optimal level).</p>	Minutes of coordination meetings. Joint action plans. Informs on actions performed.	Check list.	Quarterly	Improve the quality of accompanying of MANTHOC cooperation agents in organisation and participation processes of the NATs.



Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
	They share information on the roles and functions of the project team and delegates.	Delegates informed on the roles and functions of the project team. Little informed: 10% More or less informed: 20% Adequately informed: 30%	<b>Nominal</b> ▲ Yes ▲ No	Minutes of the meeting with delegates. Result of the surveys.	Delegate survey.	Semester	



Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation of expression of the indicator
	Gather the opinion of delegates, include their proposals and involve them in the project management.	8% Gather the opinion of the delegates for the project management. 15% Include the suggestions of delegates in project management. 12% Delegate responsibilities to delegates for the execution of the project. 5% Inform the delegates on a periodical basis about the project management.	<b>Ordinal</b> Gather the opinion and involve delegates ▲ Initial (0 – 30%) ▲ Intermediate (30 – 60%) ▲ Advanced (60 – 90%) ▲ Optimal (90 – 100%) Capacity of delegates ▲ In process (if 60% is not above the intermediate level). ▲ Achieved (60% reaches and advanced or optimal level).	Minutes of the meetings with delegates. Execution plans of activities and distribution of responsibilities	Check lists.	Quarterly	



### 3

General indicator: MANTHOC promotes a leading participation processes generating proposals for the child labour issue.

Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the report	Evaluation expression
MANTHOC has an organisational structure and mechanisms to promote leading participation processes and new forms of relation between children and adults.	Has an inclusive institutional policy for children participation.	Compliance with the Movement statutes.  Small: 10% Medium: 30% Total: 50%	<b>Ordinal</b> ▲ Initial (0 – 30%) ▲ Intermediate (30 – 60%) ▲ Advanced (60 – 90%) ▲ Optimal (90 – 100%)  Level of achievement ▲ In process (if 60% is not above the intermediate level) ▲ Achieved (60% reaches and advanced or optimal level)	Documentary file.	Check list.	Annual	Manthoc has improved its structure and mechanisms for the fulfillment of its institutional policy.
	Promotes children organisation initiatives for the exercise of their rights.	Registration of children organisations promoted.  Performance of joint actions with other children organisations.		Registry of organisations  Informs on joint activities.	Registration form.  Check list.	Semester	



Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the report	Evaluation expression
Coordinates, and enters into agreements with institutions and sectors.	Participates in discussion panels, committees, and commissions.  Draws up covenants and/or agreements.	30%  30%  40%	<b>Ordinal</b> ▲ Initial (0 – 30%) ▲ Intermediate (30 – 60%) ▲ Advanced (60 – 90%) ▲ Optimal (90 – 100%)  Level of achievement ▲ In process (if 60% is not above the intermediate level). ▲ Achieved (60% reaches and advanced or optimal level).	Documentary file.	Check list.	Semester	Manthoc improves its coordination and agreement mechanisms with institutions and sectors.
Generates proposals in child labor issues.	Promotes discussion spaces on issues referred to the rights of children.  Generates public opinion and establishes proposals on child labor issues.	20%  20%  30%  30%	<b>Ordinal</b> ▲ Initial (0 – 30%) ▲ Intermediate (30 – 60%) ▲ Advanced (60 – 90%) ▲ Optimal (90 – 100%)  Level of achievement ▲ In process (if 60% is not above the intermediate level). ▲ Achieved (60% reaches and advanced or optimal level).	Progress follow up reports.  Report – Minutes of the events.  Documentary File.	Progress Follow up Registry file.  Check list.	Semester	Manthoc improves its political advocacy capacity to include child labor issues and respect for the rights of children.

## Indicators that account for competences to exert, to promote and sponsor effective child participation.

**1** **General indicator:** Group delegates with social capacities and abilities for the exercise of their rights, with active presence and undertaking presence in Government and society institutional spaces.

Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the report	Evaluation expression
Delegates and cooperation agents promote leading participation and establish relationships of trust and autonomy.	Delegates give equal treatment to cooperation agents.	20%	<b>Ordinal</b> Relationships between delegates and cooperation agents. ▲ Initial (0 – 30%) ▲ Intermediate (30 – 70%) ▲ Advanced (70 – 100%)	Report of the activities. Group discussion report. Minutes of the meetings.	Check list. Discussion Group.	Semester	Increase trust and autonomy in the relation of delegates and cooperation agents to promote child participation.
	Cooperation agents give equal treatment to delegates.	10%					
Delegates dialogue with cooperation agents.	Delegates include the information from the cooperation agents in their written and verbal documents and in decision making.	20%	Relationships between delegates and cooperation agents. ▲ In process (if 60% is not above the intermediate level) ▲ Achieved (60% reaches and advanced or optimal level)				
	Delegates listen to and take into consideration the opinions of the cooperation agents.	30%					
Cooperation agents listen to and take into consideration the opinions of the delegates.	Cooperation agents encourage delegates to express their feelings and thoughts with their own criteria.	20%					
	Cooperation agents permanently accompany delegates: family, work, personal – affective, studies.						




# CEDISA, Centro de Desarrollo e Investigación de la Selva Alta

## Instrument N° 1

... TYPOLOGY OF THE PROJECT

### GENERAL INFORMATION

 <b>CEDISA, Centro de Desarrollo e Investigación de la Selva Alta</b>										
<b>Institution name</b>	<ul style="list-style-type: none"> <li>▶ Bety Laurel</li> <li>▶ Ringo Ayllón</li> <li>▶ Roberson Sanchez R.</li> </ul>									
<b>Responsible team for the validation.</b>										
<b>Programme.</b>	“Participation of children in public spaces”									
<b>Location, country.</b>	Peru, Region of San Martin, province of San Martin.									
<b>Main purpose.</b>	That children participate and include their proposals in public decision making spaces.									
<b>Project objectives</b>	Promote organised children participation in public decision making spaces.									
<b>Execution time.</b>	7 months									
<b>Date of start and end of the project.</b>	March 2005 to March 2008.									
<b>Depth level (initial or basic, medium or advanced) in which the institution promotes children participation.</b>	Initial. Promotes progress.									
<b>Criteria taken into consideration by the organisation to define the depth level.</b>	<table border="0"> <tr> <td><b>Initial</b></td> <td>...</td> <td>Children present their ideas, opinions, and have initiatives.</td> </tr> <tr> <td><b>Intermediate</b></td> <td>...</td> <td>Children know and argue their proposals, give opinions on issues that affect them.</td> </tr> <tr> <td><b>Advanced</b></td> <td>...</td> <td>Children participate in the debate and include their proposals in public settings.</td> </tr> </table>	<b>Initial</b>	...	Children present their ideas, opinions, and have initiatives.	<b>Intermediate</b>	...	Children know and argue their proposals, give opinions on issues that affect them.	<b>Advanced</b>	...	Children participate in the debate and include their proposals in public settings.
<b>Initial</b>	...	Children present their ideas, opinions, and have initiatives.								
<b>Intermediate</b>	...	Children know and argue their proposals, give opinions on issues that affect them.								
<b>Advanced</b>	...	Children participate in the debate and include their proposals in public settings.								

**TYPE OF PROJECT ACCORDING TO ITS MAIN OBJECTIVES**

**Projects that promote children participation**

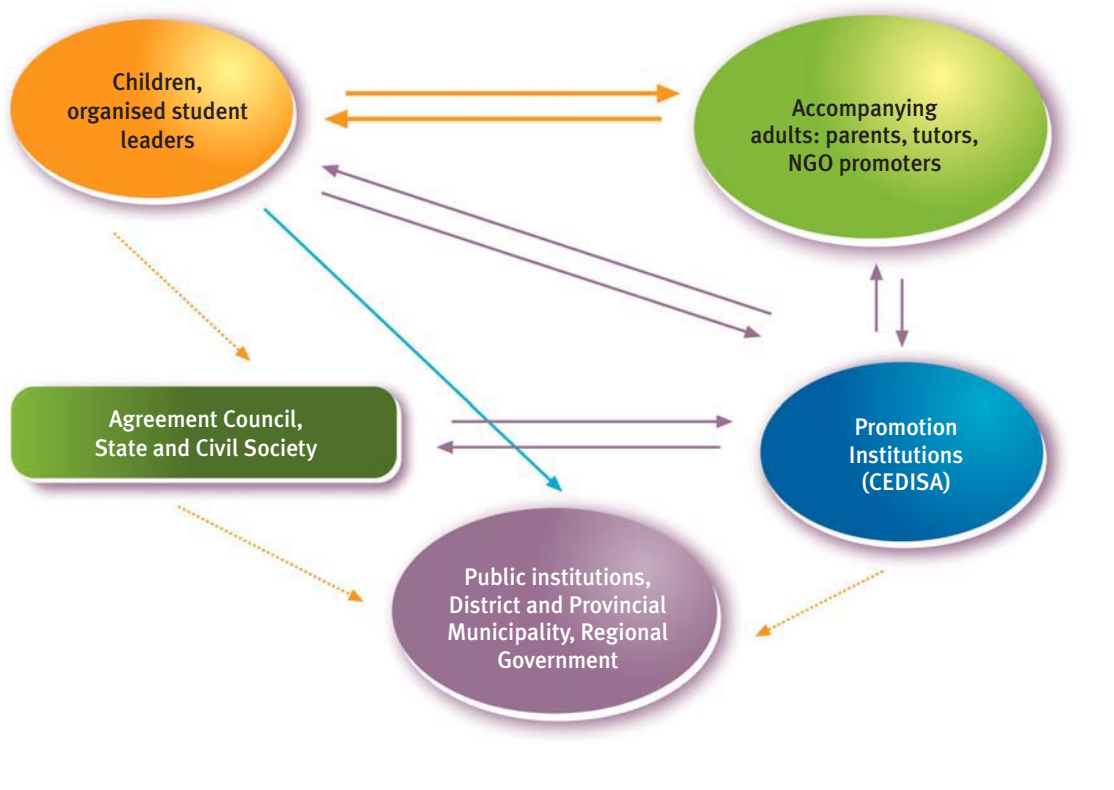
Participation inclusion level	Indicators
<p>→ <b>Cross-cutting inclusion in the project.</b></p>	<p><b>Considers those indicators that explain:</b></p> <ul style="list-style-type: none"> <li>▶ Training processes that achieve capacities and competencies to exert an effective participation.</li> <li>▶ Relationships that promote effective participation.</li> </ul> <p><b>Organised leading children students:</b></p> <ul style="list-style-type: none"> <li>▶ Participate in public settings (local, regional).</li> <li>▶ Present proposals and include them in the local and regional discussion panel and in the participative budget process.</li> <li>▶ Development of capacities and abilities to design and present their proposals and solutions to their problems: capacity to give an opinion, analyze, understand, exchange experiences and organise themselves.</li> <li>▶ Formation of qualities and values: solidarity, commitment, honesty (to say what they think and feel).</li> <li>▶ Know, exert and defend their rights.</li> <li>▶ Present their proposals to local authorities and leaders.</li> <li>▶ Participate in local and regional public spaces: Local and Regional Discussion Panels, participative budget planning (local and regional).</li> </ul>

**Instrument N° 2**  
 ... OBSERVATION FIELDS (PER AGENTS AND PARTICIPATION ENVIRONMENTS)

STAKEHOLDERS	PARTICIPATION ENVIRONMENTS		
	Student Leaders Organisation	Public Institutions Municipalities and Region	Agreement Council Civil Society and the State
Children, student leaders.			
Adults accompanying them. Teachers, tutors.			
Adults accompanying them. Project promoters.			
Promotion organisations (CEDISA).			

## Instrument N° 3

### STAKEHOLDERS INVOLVED IN CHILDREN'S PARTICIPATION PROCESSES



#### KEY



TWO-WAY RELATIONSHIPS, INTERDEPENDENT AND CORRESPONDENT, PERMANENT AND STRONG.



TWO-WAY RELATIONSHIPS, COORDINATION AND CREDIBILITY, CONSTANT AND WEAK.



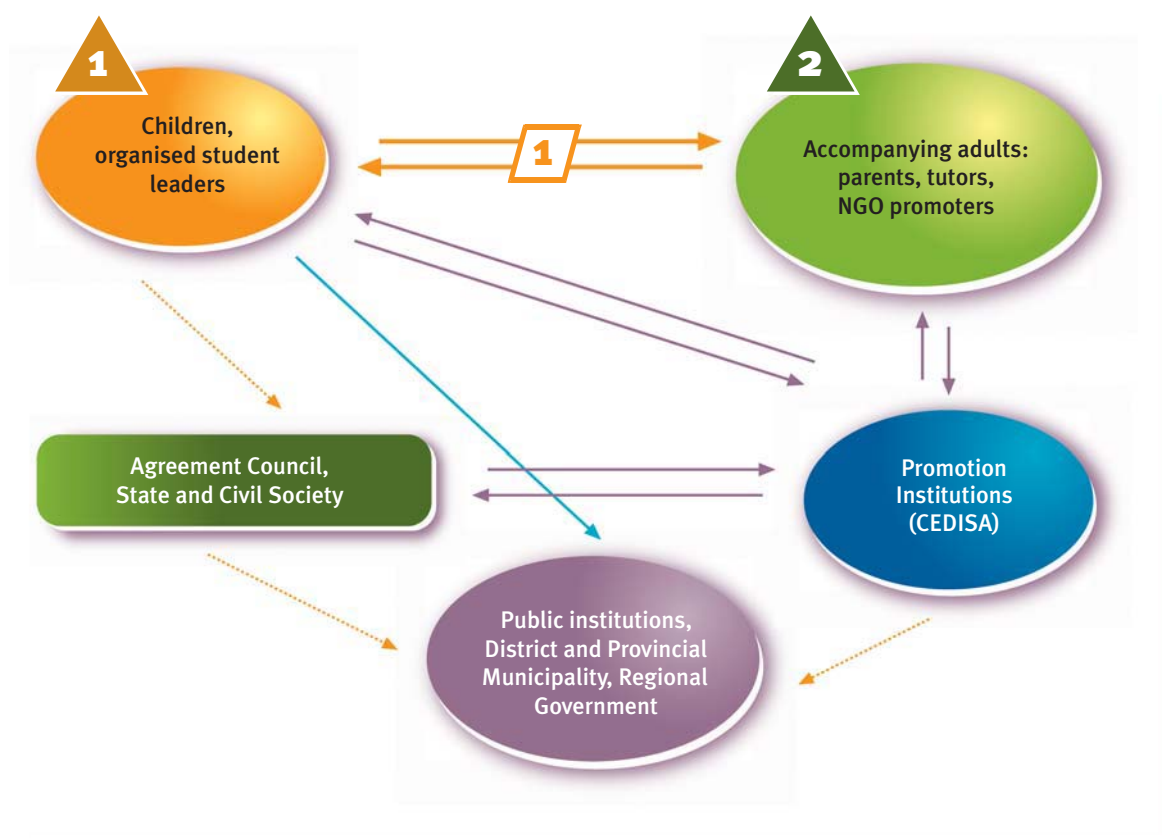
ONE-WAY RELATIONSHIPS, NO RETURN, INITIATIVES PROPOSED BY CHILDREN, CONTINUOUS AND WEAK.



COORDINATION RELATIONSHIPS, EVENTUAL.


## Instrument N° 4

... GENERAL INDICATORS THAT FAVOUR EFFECTIVE CHILDREN'S PARTICIPATION, PER STAKEHOLDERS AND PER SIGNIFICANT RELATIONSHIPS FOR THE PROJECT



### KEY

 Stakeholders

 Relationships promoting children's participation

## Instrument N° 5

### ... SPECIFIC INDICATORS AND INDICATOR COMPONENTS, PER STAKEHOLDERS INVOLVED AND PER SIGNIFICANT RELATIONSHIPS FOR THE PROJECT



Organised children, with skills to exert, promote and sponsor effective children's participation.

Indicators	Components
They have organisation capacities.	<ul style="list-style-type: none"> <li>▶ They have directives.</li> <li>▶ They have a working plan.</li> </ul>
They work with gender equity criteria.	<ul style="list-style-type: none"> <li>▶ They promote equal inclusion of boys and girls.</li> <li>▶ They promote the expression of capacities of men and women, ensuring the balance of both (the participation of boys and girls is sought in a deliberate manner in order to speak in public, to act, etc).</li> <li>▶ They identify, analyse, discuss and question gender violence in cultural practises.</li> </ul>
They promote intercultural relationships.	<ul style="list-style-type: none"> <li>▶ They recognise and respect cultural diversity (they recognise that everyone is equal).</li> <li>▶ They promote cultural practises based on respect to the dignity of human beings.</li> <li>▶ They identify, analyse, discuss and question the different forms of violence contained in cultural practises.</li> </ul>
They design proposals on matters that affect them.	<ul style="list-style-type: none"> <li>▶ They identify and plan initiatives for the solution of their problems.</li> <li>▶ They adequate their proposals to the mechanisms of the participative budget (in order for their proposal to be considered in the budget by the government policy).</li> </ul>
They articulate to other youth organisations.	<ul style="list-style-type: none"> <li>▶ They articulate to youth organisations which demands they meet, within the framework of rights.</li> <li>▶ They articulate to other youth organisations to carry out citizenship surveillance.</li> </ul>
They articulate in discussion and decision making spaces.	<ul style="list-style-type: none"> <li>▶ They participate in the Fight Against Poverty Agreement Council .</li> <li>▶ They participate in the local and regional participative budget process.</li> <li>▶ They have a political advocacy plan for their proposals.</li> <li>▶ They carry out advocacy actions in favour of their proposals (in order to have their initiatives considered in the discussion spaces).</li> </ul>

**2**

Adults parents, tutors, promoters with skills to exert, promote, sponsor effective children's participation.

Indicators	Components
They provide safety and confidence to children.	<ul style="list-style-type: none"> <li>▶ They treat others in a horizontal manner.</li> <li>▶ They listen to and respect children opinions.</li> <li>▶ They share their experiences (dialogue).</li> <li>▶ They accompany and value the learning process of children (they are aware of changes, learning experiences and recognising, valuing, and motivating them.</li> <li>▶ They include children participation issues as family interest issues.</li> </ul>
They know, respect and promote the rights of children.	<ul style="list-style-type: none"> <li>▶ They consider children as subjects of law (social and political rights).</li> <li>▶ They include notions of rights in their daily performance and practise.</li> <li>▶ They identify, question and denounce violence situations against children.</li> </ul>

**1** Children and adults (parents, tutors and promoters), they establish relationships among them to promote effective children's participation.

Indicators	Components
<p>Children and adults that promote child participation, establish trust and independency relationships.</p>	<ul style="list-style-type: none"> <li>▶ Children trust adults.</li> <li>▶ Adults trust children.</li> <li>▶ Adults recognise children as subjects of law.</li> <li>▶ Adults respect and take into consideration children opinion.</li> <li>▶ Adults teach independency and autonomy to children.</li> <li>▶ Adults encourage and support children initiatives.</li> <li>▶ Adults treat children kindly (respect, consideration, calling them by their names).</li> </ul>
<p>Children and adults establish horizontal communication.</p>	<ul style="list-style-type: none"> <li>▶ Adults and children share spaces and activities.</li> <li>▶ Children dialogue with adults.</li> <li>▶ Adults dialogue with children.</li> <li>▶ Children listen to and understand adults.</li> <li>▶ Adults listen to and understand children.</li> </ul>



## Instrument N° 6

### VALUATION OF COMPONENTS FOR INDICATORS MEASUREMENT AND MONITORING



Organised children, with skills to exert, promote and sponsor effective children's participation.

Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
They have organisation capacities.	They have an operating directive.	Letter where they diffuse the establishment of the organisation, who their members and directors are; or they inform about its renovation and the management period. Agreement book. The "golden rules" of the organisation, where the organisation operation rules are punctually noted down, including minimum criteria of the positions that the directors must have, the times in which the directors should be changed among other. File with documents.	<b>Nominal</b> ▲ Yes ▲ No	Correspondence file. Agreement book. Documental file.	Check list.	Semester	The conclusion of the indicator valuation shall be expressed in progress percentages.
		% 12.5					
		12.5					
		12.5					



Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
	They have a working plan in force.	<p>Working plan document, with responsible objectives, activities, and schedule for the current period.</p> <p>Working plan in execution process.</p>	<p><b>Nominal</b></p> <ul style="list-style-type: none"> <li>▶ Yes</li> <li>▶ No</li> </ul>		Check list.	Semester	The conclusion of the indicator valuation shall be expressed in progress percentages.
Take gender equity criteria into consideration.	They seek the expression of capacities of men and women in a balanced and alternated manner.	<p>% of spontaneous participation of girls.</p> <p>Representation and participation programming registry (of the organisation).</p> <p>Event representation and participation (of the project) is registered.</p>	<p><b>Ordinal</b></p> <ul style="list-style-type: none"> <li>▶ Incipient (0% – 20%)</li> <li>▶ Intermediate (20 – 40%)</li> <li>▶ Advanced (40 – 50%)</li> </ul>		Observation record of participation in events.	Semester	Progress of girls and adolescents to balanced levels.
	Children use respectful language towards girls.	<p>Observation registry of the forms of expression of children in joint activities.</p> <p>Respectful verbal language: (50%)</p> <p>Non aggressive gesture language: (50%)</p>	<p><b>Ordinal</b></p> <ul style="list-style-type: none"> <li>▶ Incipient (0% – 30%)</li> <li>▶ Intermediate (30 – 70%)</li> <li>▶ Advanced (70 – 100%)</li> </ul>		Observation record of participation in events.	Semester	Modification of the language of the boys and adolescents.



Indicators	Components	Assigned value per subcomponent		Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
	Girls respond assertively to an aggressive language.	Observation registry of the expression of girls in joint activities.	Reaction towards boys' aggressive language.	<b>Nominal</b> ▲ Yes ▲ No		Observation record of participation in events.	Semester	Modification of the attitude of response of girls in case of aggressions.
	They identify, analyse, question and denounce gender violence towards children.	Case registry book (where they note down the identification of events and actions taken on that regard).	Registry (50%) Denounce (50%)	<b>Nominal</b> ▲ Registry Yes / No ▲ Denounce Yes / No		Check list.	Semester	Monitoring and undertaking action with regard to gender violence.
They promote intercultural relationships within the framework of respect to rights.	Affirm and appreciate their cultural identity (each person has its own identity).	Observation registry of the relation attitudes in joint activities (calling themselves by their names, respect, looks; recognising that everyone is equal; having no problems to develop joint actions; the working groups operate with no conflicts).	Respectful verbal language: (50%) Non aggressive gestural language: (50%)	<b>Ordinal</b> ▲ Incipient (0% – 30%) ▲ Intermediate (30 – 70%) ▲ Advanced (70 – 100%)		Observation record of participation in events.	Semester	Change of attitude in case of violent events based on cultural practises.

Indicators	Components	Assigned value per subcomponent		Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
	Identify, analyse, discuss and question forms of violence in cultural practises.	Observation registry of the relation attitudes in joint activities (they identify an event and take it a serious matter, not as a joke).	Express their critical judgment (comprehensive analysis and position in a given event).	<b>Nominal</b> ▲ Yes ▲ No		Observation record of participation in events.	Semester	
They design and present proposals on issues that affect decision making public spaces.	Identify and propose initiatives to solve their problems.	Proposal documents.	Identify the problem, the solution and possible actions.	<b>Nominal</b> ▲ Yes ▲ No		Check list.	Annual	Progress in political advocacy for the incorporation of child issues in local and regional development.
	Adequate their proposals to the participative budget process mechanisms (in order for their proposal to be included in the government policy budget).	Formal proposal document.	Fulfill the demanded mechanisms.	<b>Nominal</b> ▲ Yes ▲ No		Observation record of participation in events.	Annual	



Indicators	Components	Assigned value per subcomponent		Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
	They present and defend their proposals in the local and regional participative budget process.	Registration of participant agents in participative budget. Agenda of prioritised project for the participative budget. Record of the project prioritisation process.	Use argumentative resources appealing to their rights (30%). Show security in their presentation (30%). Generate interest in their proposal (20%). They find allies for their proposal (20%).	<b>Ordinal</b> ▲ Incipient (0% – 30%) ▲ Intermediate (30 – 70%) ▲ Advanced (70 – 100%)		Observation record of participation in events.	Annual	
They articulate to other youth organisations.	They articulate to youth organisation in the framework of defence of promotion and defence of their rights.	Joint statements. Mobilisations.	Perform joint actions called indistinctively by youth or children organisations.	<b>Nominal</b> ▲ Yes ▲ No		Observation record of participation in events.	Annual	Greater articulation of children organisations with youth organisations.





Adults, parents, tutors and promoters with skills to promote and sponsor effective children's participation.

Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique the monitoring report	Periodicity of the monitoring report	Evaluation expression of the indicator
Provide safety and confidence to children.	Listen to, respect and taken into consideration the opinions of children.	Listen. Respect. Take opinions into consideration.	<b>Ordinal</b> ▲ Incipient (0% – 30%) ▲ Intermediate (30 – 70%) ▲ Advanced (70 – 100%)	Commitment of fathers and mothers in meetings to authorise their children's participation, and of tutors for the participation of their students.  Registry of parents that accept their children's decision to participate.	Check list of adults that accept their children's participation.	Semester	Growing attitude of respect for and support of the interests of children.



Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator	
	Incorporate children interest issues as family interest issues.	Share their experiences, dialogue. They are aware of changes and learning experiences, they recognise them and appreciate.	40% 15%	<b>Ordinal</b> ▲ Incipient (0% – 30%) ▲ Intermediate (30 – 70%) ▲ Advanced (70 – 100%)	Result of the survey applied to parents and tutors.	Check list of families that include the issues proposed by children as family issues.	Annual	
They know, respect and promote the rights of children.	Respect children as subjects of social and political rights.	They use respectful gesture and verbal language. They perform a critical and self critical identification of their mistakes.	<b>Ordinal</b> ▲ Incipient (0% – 30%) ▲ Intermediate (30 – 70%) ▲ Advanced (70 – 100%)	Result of the survey applied to children.	Check list of families and tutors that consider children as subjects of rights.	Annual	Growing attitude of respect for children as subjects of social and political rights.	



Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
	Identify, question and denounce violent situations against children.	They take actions with regard to violent actions against children.	<b>Ordinal</b> <ul style="list-style-type: none"> <li>▶ Incipient (0% – 30%)</li> <li>▶ Intermediate (30 – 70%)</li> <li>▶ Advanced (70 – 100%)</li> </ul>	Result of the survey applied to parents and tutors on: <ul style="list-style-type: none"> <li>▶ Identified violence events.</li> <li>▶ Actions performed.</li> </ul>	Check list of families that include the issues proposed by children as family issues.	Annual	



1

Children and adults (parents, tutors and promoters), who establish and promote among them effective children's participation.

Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
Children and adults that promote children's participation and establish relationships of trust and independency.	Children trust adults.	<p>Personal experiences that children share with adults from their point of view.</p> <p>Personal experiences that children share with adults from the adults' point of view.</p>	<p><b>Ordinal</b></p> <ul style="list-style-type: none"> <li>▶ Incipient (0% – 30%)</li> <li>▶ Intermediate (30 – 70%)</li> <li>▶ Advanced (70 – 100%)</li> </ul>	<p>Survey results of children that show personal experiences which they share with adults, from the point of view of both groups.</p> <p>Survey result of adults that show personal experiences which children share with adults.</p>	Check list.	Annual	Growing trust and independency in the relation between children and adults.



Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
	Adults respect the autonomy and independence of children.	They respect the organisation of children time. They respect children spaces and personal belongings.	<b>Ordinal</b> <ul style="list-style-type: none"> <li>▲ Incipient (0% – 30%)</li> <li>▲ Intermediate (30 – 70%)</li> <li>▲ Advanced (70 – 100%)</li> </ul>	Survey result of children on their perception of respect towards: <ul style="list-style-type: none"> <li>▲ The organisation of their time.</li> <li>▲ Their space and belongings.</li> </ul> Survey result of adults that show their perception on the respect they have for: <ul style="list-style-type: none"> <li>▲ The organisation of children time.</li> <li>▲ Children spaces and belongings.</li> </ul>	Check list.	Annual	

## Instrument N° 1

...❖❖❖ TYPOLOGY OF PROJECT

### GENERAL INFORMATION

Institution name		GLOBAL INFANCIA
Country		Paraguay
Responsible team for the validation		<ul style="list-style-type: none"> <li>▶ Nancy Cuyer</li> <li>▶ Dertlys Herrera</li> <li>▶ Johanna Walder</li> </ul>
Project		GLOBAL INFANCIA
Main purpose		That children strengthen their speaking and advocacy capacities on childhood public policies.
Project objectives		“Strengthening children speaking and of advocacy capacity on childhood public policies within the scope of application of the Code for Children and Adolescents”.
Execution time		7 months.
Date of start and end of the project		March 2005
Depth level (initial or basic, medium or advanced) in which the institution promotes children participation.		Initial. Promote intermediate and advanced.
Criteria taken into consideration by the organisation to define the depth level.		<ul style="list-style-type: none"> <li>Initial      ❖❖❖      Strengthening children's participation capacities.</li> <li>Intermediate      ❖❖❖      Children's participation in consultation spaces.</li> <li>Advance      ❖❖❖      Children advocate in public policies.</li> </ul>

**TYPE OF PROJECT ACCORDING TO ITS MAIN OBJECTIVES**


The project promotes child participation with greater emphasis on the project's implementation, with less emphasis in project and institutional management.

Participation inclusion level	Indicators
<p>→ <b>Cross-cutting inclusion in the project's implementation.</b></p>	<p><b>Considers indicators that explain:</b></p> <ul style="list-style-type: none"> <li>▶ Formation processes towards capacities and skills to exert effective participation.</li> <li>▶ Relationships that promote effective participation.</li> </ul> <p><b>Children:</b></p> <ul style="list-style-type: none"> <li>▶ Exert their right to leading participation.</li> <li>▶ Know their rights.</li> <li>▶ Know the laws and public policies.</li> </ul> <p><b>Organised children:</b></p> <ul style="list-style-type: none"> <li>▶ Function permanently.</li> <li>▶ Give their opinions in public spaces.</li> <li>▶ Participate in the design and monitoring of the department plan.</li> <li>▶ Participate in the design and monitoring of the municipal plan.</li> <li>▶ Their delegates participate in three department councils.</li> <li>▶ They have a prominent role in power and decision making spaces at a local, department and national level.</li> <li>▶ Knowledge on organisation modalities and its advantages.</li> <li>▶ Have capacities to exchange knowledge and experiences on rights and other important elements for their peers.</li> <li>▶ Have capacity to make decisions and reach agreements and consensus.</li> <li>▶ Have knowledge on conflict resolution.</li> <li>▶ Have knowledge on assertive verifiable communication.</li> <li>▶ Capacity to establish harmonic relationships among their peers.</li> <li>▶ Propose and promote joint actions and management together with their peers.</li> <li>▶ They establish relationships of respect and affect.</li> <li>▶ They carry out Human Rights promotion and participation actions.</li> <li>▶ Promote actions to denounce and defend their rights.</li> <li>▶ They are capable of generating and establishing alliances with other sectors of their communities.</li> </ul>

Participation inclusion level	Indicators
	<p><b>Adults:</b></p> <ul style="list-style-type: none"> <li>▶ Help children to exert their rights.</li> <li>▶ Promote child participation.</li> <li>▶ Promote child participation in three department councils.</li> <li>▶ Strengthen citizenship leading participation.</li> <li>▶ Advocate in public law and policies.</li> <li>▶ Promote children's organisations.</li> <li>▶ Organise inter-departmental forums.</li> <li>▶ Promote the association of children at a national and international level.</li> <li>▶ Promote knowledge on facilitation techniques.</li> <li>▶ Promote knowledge on organisation modalities.</li> <li>▶ Strengthen capacities to exchange knowledge and experience on rights or other important issues for their peers.</li> <li>▶ Establish relationships of respect and affection.</li> <li>▶ Carry out actions to promote human rights and participation.</li> </ul>
<p>→ <b>Inclusion in project management.</b></p>	<p><b>Organised children:</b></p> <ul style="list-style-type: none"> <li>▶ Organisations of children and adults with agreed communication mechanisms between them.</li> <li>▶ Children participate in consultation spaces on monitoring for the proposal and evaluation of the project.</li> <li>▶ Participate in child department and district plan monitoring.</li> </ul> <p><b>Adults:</b></p> <ul style="list-style-type: none"> <li>▶ Enable more effective efficient and systematic mechanisms for the inclusion of children participation.</li> </ul>
<p>→ <b>Participation in institutional management.</b></p>	<p><b>Adults:</b></p> <ul style="list-style-type: none"> <li>▶ Consider the opinion of children for the design of the Programme.</li> <li>▶ Validate the projects with the participation of organised children.</li> </ul>

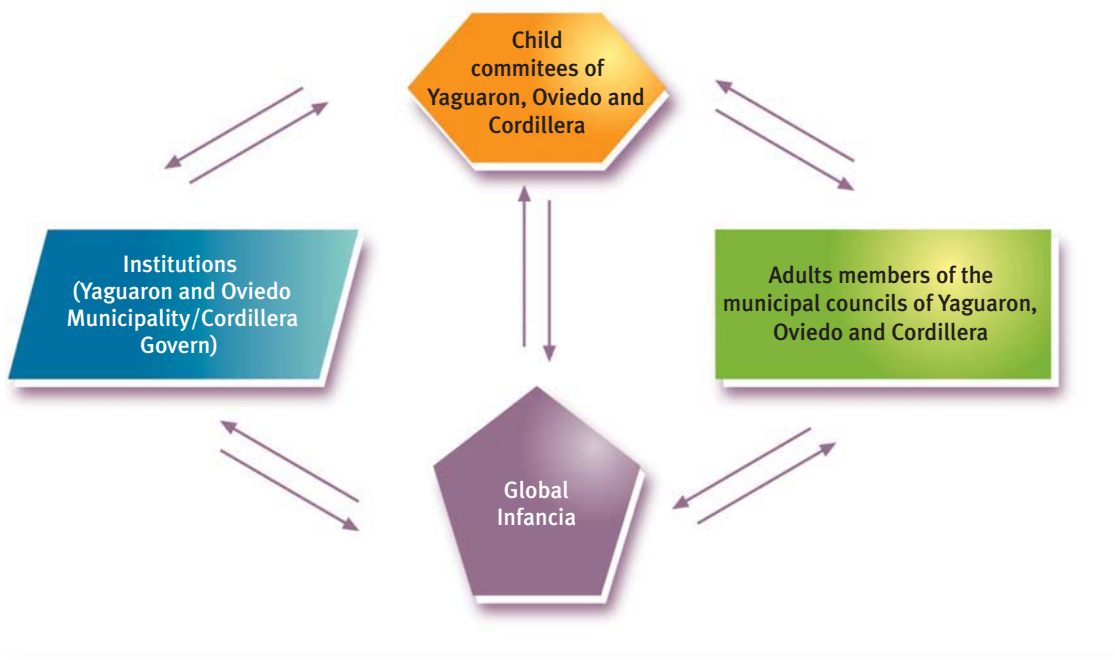
## Instrument N° 2

... OBSERVATION FIELDS (PER AGENTS AND PARTICIPATION ENVIRONMENTS)

STAKEHOLDERS	PARTICIPATION ENVIRONMENT							
	Family	School	Children organisations	Promotion organisations	Organised local community	Private institutions	Public institutions	Society
Children.								
Children organisations.								
Adults accompanying them.								
Promotion organisations.								
Social Organisations.								
Institutions.								

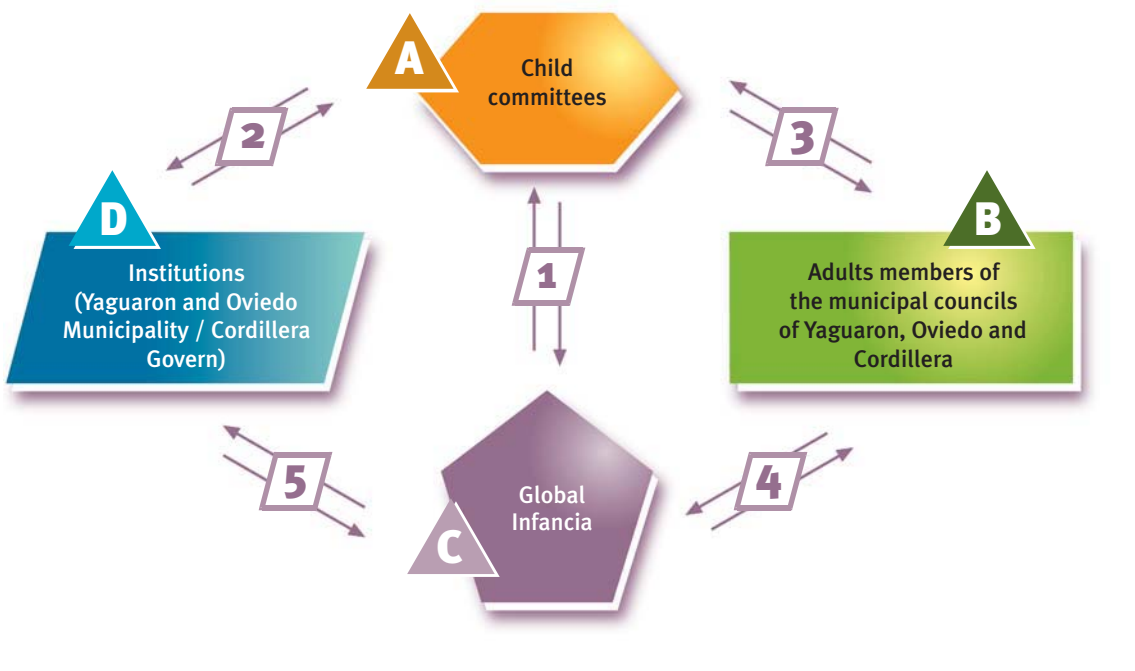
### Instrument N° 3

#### STAKEHOLDERS INVOLVED IN CHILDREN'S PARTICIPATION PROCESSES



## Instrument N° 4

... GENERAL INDICATORS THAT FAVOUR EFFECTIVE CHILDREN'S PARTICIPATION, PER STAKEHOLDERS AND PER SIGNIFICANT RELATIONSHIPS FOR THE PROJECT



### KEY



Analysis units to determine indicators that explain capacities and skills to exert, promote and sponsor effective children's participation.



Analysis units to determine indicators that explain relationships favouring effective children's participation.



## Instrument N° 5

### ... SPECIFIC INDICATORS AND INDICATOR COMPONENTS, PER STAKEHOLDERS INVOLVED AND PER SIGNIFICANT RELATIONSHIPS FOR THE PROJECT



**Stakeholder:** Children Committees of Yaguaron, Coronel Oviedo and Cordillera.

**General indicator:** Children with skills to exert, promote and sponsor advocacy in public policies.

Indicators	Components
<ul style="list-style-type: none"> <li>✓ Committees made up by children of community student organisations and NATs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ They incorporate at least five local organisations and/or groups.</li> <li>✓ They represent their base organisations.</li> <li>✓ They promote equal inclusion of boys and girls.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Trained on Rights of the Child and in advocacy mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>✓ They participate in training meetings.</li> <li>✓ They know their rights and responsibilities.</li> <li>✓ They respect their peers and recognise them as subjects of law.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Permanent operation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ They have an operation internal organisation (delegates, secretary...).</li> <li>✓ They have a working plan.</li> <li>✓ They hold systematic meetings.</li> <li>✓ They have process systematisation mechanisms (briefs, minutes).</li> </ul>
<ul style="list-style-type: none"> <li>✓ With advocacy capacity.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Their delegates participate in sessions of the three councils.</li> <li>✓ They give their opinions in public organisations.</li> <li>✓ They participate in the design of the department plan.</li> <li>✓ They participate in the design of the municipal plan.</li> </ul>



<ul style="list-style-type: none"> <li>✓ They establish horizontal and respectful treatment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ They share spaces with adults.</li> <li>✓ They respect and take into consideration the opinion of adults.</li> <li>✓ They accept and face risk situations.</li> <li>✓ They accept and cope with losses and failures.</li> <li>✓ They behave assertively (affirm their words and action in a strong and decisive manner).</li> </ul>
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**Stakeholder:** Adult members of the Yaguaron and Oviedo Municipal and Cordillera Department Councils.

**General indicator:** Contribute for children to exercise their rights with emphasis on active participation.



Indicators	Components
<ul style="list-style-type: none"> <li>✓ Strengthen citizenship leading participation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ They provide spaces for the development of abilities of children in order for them to exert a leading participation.</li> <li>✓ They promote child participation in three councils.</li> <li>✓ They promote children participation.</li> <li>✓ They organise department forums.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Know, promote and put in practise the rights of children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ They know the Rights of the Child.</li> <li>✓ They question lack of or violation of Rights of the child situations.</li> <li>✓ They inform on Rights of the Child.</li> <li>✓ They respond creatively to children concerns.</li> <li>✓ They include notions of rights in their daily practise and performance.</li> </ul>
<ul style="list-style-type: none"> <li>✓ Advocate on public laws and policies in favour of children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ They cooperate in the design of the department / municipal plan.</li> <li>✓ They assume a proactive attitude in the management of alliances for the operation of the plan.</li> </ul>

<b>C</b>	<b>Stakeholder:</b> Global Infancia	
	<b>General Indicator:</b> Global develops effective strategies to promote healthy environments for the exercise of rights and for the participation of organised children.	
<b>Indicators</b>	<b>Components</b>	
<ul style="list-style-type: none"> <li>✓ Encourages children participation in institutional management.</li> </ul>	<ul style="list-style-type: none"> <li>✓ They take into consideration the opinion of children for the project design.</li> <li>✓ They validate project with the participation of organised children.</li> <li>✓ They adjust the project considering the opinion of children.</li> </ul>	
<ul style="list-style-type: none"> <li>✓ Know, promote and put into practise the rights of children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ They accompany children's participation in three councils.</li> <li>✓ They know the issue on Rights of the Child.</li> <li>✓ They have a conception of children as subjects of law (social and political rights).</li> <li>✓ They accompany childhood sector initiatives for the exercise of the Rights of the Child.</li> </ul>	

<b>D</b>	<b>Stakeholder:</b> Reference officers of the Yaguaron and Oviedo Municipalities and the Cordillera Government.	
	<b>General indicator:</b> Public and private institutions support and promote organised participation actions.	
<b>Indicators</b>	<b>Components</b>	
<ul style="list-style-type: none"> <li>✓ Provide kind and respectful treatment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ They provide horizontal treatment.</li> <li>✓ They listen to the opinion of children.</li> <li>✓ They respect the opinions of children.</li> <li>✓ They call children to advocacy spaces.</li> </ul>	
<ul style="list-style-type: none"> <li>✓ Know, promote and put into practise the rights of children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ They question lack of or violation of Rights of the Child situations.</li> <li>✓ They inform on Rights of the Child.</li> <li>✓ They respond creatively to children concerns.</li> </ul>	

Indicators	Components
<ul style="list-style-type: none"> <li>✓ They have theoretical and practical knowledge to work with children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ They know about the Rights of the Child issue.</li> <li>✓ They have updated information on the reality of children.</li> <li>✓ They handle work methodologies with children.</li> <li>✓ They have abilities to promote child participation: gathering capacities, fair, critical, self critical and motivating.</li> </ul>

## Instrument N° 6

ASSESSMENT OF COMPONENTS FOR INDICATOR MEASUREMENT AND MONITORING.  
Children with skills to exert, promote and sponsor advocacy in public policies.

Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
Committees made up by children of community student organisation and NATs.	Include at least five local organisations and / or groups.	10%	<b>Nominal</b> ▲ Yes ▲ No	Articles of Incorporation.	Check list.	Semester	The conclusion of the indicator valuation shall be expressed in progress percentages.
	Represent their base organisations.	% of spontaneous participation of girls and adolescents.					
	Participation and representation (of the organisations)			Direct observations registry.			
	Participation in events.			Document files.			



Indicators	Components	Assigned value per subcomponent		Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
Trained in Rights of the Child and advocacy mechanisms.	Promote the equal inclusion of boys and girls.	Document files. Participation in committee meetings.	% of spontaneous participation of girls and adolescents.	<b>Ordinal</b> ▲ Incipient (0% – 15%) ▲ Intermediate (15 – 30%) ▲ Advanced (30 – 45%)	Direct observations registry. Document files.			
	Participate in training meetings.	Participation in events organised by the institution and /or other organisations.	% of participation in events.	<b>Nominal</b> ▲ Yes ▲ No	Documental file.	Check list.	Semester	The conclusion of the indicator valuation shall be expressed in progress percentages.
	Know their rights and responsibilities.	Survey Result applied to boys and girls.	% of pertinent information possessed.	<b>Ordinal</b> ▲ Incipient (0% – 15%) ▲ Intermediate (15 – 30%) ▲ Advanced (30 – 45%)	Systematisation of surveys.	Survey.	Annual	
	Listen to their peers, recognise them as subjects of law.	Participation in committee meetings.	% of spontaneous participation of girls and adolescents.	<b>Ordinal</b> ▲ Incipient (0% – 15%) ▲ Intermediate (15 – 30%) ▲ Advanced (30 – 45%)	Observations registry.	Direct observation per activity.	Quarterly	



Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation of expression of the indicator
Permanent operation.	They have an internal operation organisation (delegates, secretary..).	Articles of Incorporation. Document Files.	25%	<b>Nominal</b> ▲ Yes ▲ No	Minutes and Registries.	Semester	The conclusion of the indicator valuation shall be expressed in progress percentages.
	They have a work plan.	Work Plan Document.	25%	<b>Nominal</b> ▲ Yes ▲ No	Publishing of plan.		
	They hold systematic meetings.	Frequency of the meetings.	25%	<b>Nominal</b> ▲ Yes ▲ No	Minutes.		
	Use systematisation mechanisms of their process (minutes, records).	Files.	25%	<b>Nominal</b> ▲ Yes ▲ No	Minutes. Documents filed.		



Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
With advocacy capacity.	Delegates participate in sessions of three councils.	Minutes of the meetings. Observation registry of joint activities.	<b>Ordinal</b> <ul style="list-style-type: none"> <li>▲ Incipient (0% – 15%)</li> <li>▲ Intermediate (15 – 30%)</li> <li>▲ Advanced (30 – 45%)</li> </ul>	Minutes and Registries.	Direct observation per activity or event.	Semester	Growing advocacy capacity.
	Defend their opinions and points of view.	Observation Registry of joint activities.		Registry.			
	Express their opinions in public environments.	Observation Registry of joint activities.		Registry.			
	Participate in the design of the department/ municipal plan.	Minutes of the meetings. Observation Registry of joint activities.		Registry.			





Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator	
Establish horizontal and respectful treatment.	Listen to and take into consideration adult opinions.	Survey to adult members.	<b>Ordinal</b> ▲ Incipient (0% – 25%) ▲ Intermediate (25 – 70%) ▲ Advanced (70 – 100%)	Survey report.	Survey.	Annual	Capacity to establish horizontal and respectful treatment.	
		40%		Registry.	Direct observation per activity or event.	Semester		
	Respect adult opinions and proposals.	Observation Registry of joint activities.		20%	Registry.			
	Accept and face risk situations.	Observation Registry of joint activities.		20%	Registry.			
	Accept and assume losses and failures.	Observation Registry of joint activities.		Registry.				

**Adult Council Members contribute to the exercise of children rights with emphasis on active participation.**

Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
Strengthen citizenship participation of children.	Promote spaces for the development of abilities in children so they can exercise a leading participation.	10%	<b>Ordinal</b> ▲ Incipient (0% – 25%) ▲ Intermediate (25 – 70%) ▲ Advanced (70 – 100%)	List of participants. Minutes. Agreements.	Check list.	Annual	Growing attitude of respect and valuation of participation of children.
	Organise forums, congresses, contests. Accompany spaces promoted by other organisations. Support Codeni in the promotion of Children's Participation. Generate alliances with Civil Society Organisations to promote training spaces for children.	10%					
	Support child participation in three councils.	15%		Minutes. Observation Registry of joint activities.	Registry.		
Promote children organisations.	Include the impulse of children's participation in the Department Plan. Have a directory of children organisations.	15%		Department Plan. Board.	Check list.		
		15%					

Indicators	Components	Assigned value per subcomponent		Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
Know, promote and put the rights of children into practise.	Know the rights of children.	Result of the Survey applied to adults.	% of permanent information in their possession.	<b>Ordinal</b> ▲ Incipient (0% – 25%) ▲ Intermediate (25 – 70%) ▲ Advanced (70 – 100%)	Survey Systematisation. Registry of denunciations.	Survey.	Annual	The conclusion of the indicator valuation shall be expressed in progress percentages.
	They question lack of or violation of Rights of the Child situations.	Result of the Survey applied to adults. Promote denunciations in case of violation of Rights of the Child.	% of recognition.					
	Incorporate notions of rights in their daily performance and practise.	Result of the survey applied to children.						
Advocate in the law and public policies in favour of children.	Cooperate in the design of the department / municipal plan.	Participation in meetings of plan design and formulation.	50%	<b>Ordinal</b> ▲ Incipient (0% – 25%) ▲ Intermediate (25 – 70%) ▲ Advanced (70 – 100%)	Agreements. Contacts Registry. Minutes of the Council.	Check list.	Annual	The conclusion of the indicator valuation shall be expressed in progress percentages.
	Assume a proactive attitude in the management of alliances for the operation of the plan.	Promotion of Agreements. Interviews. Established contacts.	50%					

Global develops effective strategies that promote healthy environments for the exercise of rights and participation of organised children.

Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
Promote the participation of children in institutional management.	They take into consideration the opinion of children for the design of the project.	30%	<b>Ordinal</b> ▲ Incipient (0% – 25%) ▲ Intermediate (25 – 70%) ▲ Advanced (70 – 100%)	Minutes of the meetings.	Check list.	Semester	Growing attitude of respect and support of children interests.
	They validate the projects with the participation of organised children.	30%		Participants registries. Informs of the meetings.	Check list.	Annual	
	They make adjustments to the project taking into consideration the opinion of children.	40%		Operation plans. Semester reports.	Check list.		
Strengthen citizenship leading participation of children.	Accompany child participation in three councils.	30%	<b>Ordinal</b> ▲ Incipient (0% – 25%) ▲ Intermediate (25 – 70%) ▲ Advanced (70 – 100%)	Follow up reports.	Check list.	Annual	Growing attitude of respect and support of strengthening children leading participation.
	They know the issue of Rights of the Child.	25%		Survey Systematisation.	Survey.		
	They have the conception of children as subjects of rights (social and political).	25%		Survey Systematisation.	Survey.		

	They accompany initiatives in the child sector for the exercise of the Rights of the Child.	Inter institutional articulation. Support management. Presence in activities proposed by children.	20%		Registry of activities. Monitoring reports.	Check list.	
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**Public and private institutions that support and promote actions of organised child participation.**

Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
Kind and respectful treatment.	They provide horizontal treatment.	25%	<b>Ordinal</b> ▲ Incipient (0% – 25%) ▲ Intermediate (25 – 70%) ▲ Advanced (70 – 100%)	Survey Systematisation.	Survey.	Annual	Growing attitude of respect for and support to children as subjects of rights.
	They listen to the opinions of children.	25%			Survey.	Annual	
	They respect the opinions of children.	25%		Survey.			
	They call children to advocacy spaces.	25%		Letter of invitation. Minutes of the meetings.	Check list.		



Indicators	Components	Assigned value per subcomponent	Category	Verification sources	Technique	Periodicity of the monitoring report	Evaluation expression of the indicator
Know, promote and put into practise rights of children.	They know about Child Rights.	Result of the survey applied to adults. % of pertinent information in their possession.	<b>Ordinal</b> ▲ Incipient (0% – 25%) ▲ Intermediate (25 – 70%) ▲ Advanced (70 – 100%)	Survey Systematisation.	Survey	Annual	Growing attitude of respect for and support to children and their interests.
	They question lack of or violation of Rights of the Child situations.	Result of the survey applied to adults. Promote denounces of Rights of the Child violations. % of recognition.			Activities Registry.		
They have theoretical and practical knowledge to work with children.	Inform on Rights of the Child.	Promote information spaces and strategies addressed to children. 20%	<b>Ordinal</b> ▲ Incipient (0% – 25%) ▲ Intermediate (25 – 70%) ▲ Advanced (70 – 100%)	Participation Registry. Observation registry.	Check list.		With abilities and information to promote children participation.
	They handle working methodologies with children .	Registry of joint activities. Training in spaces called by GLOBAL. 25%			Participation Registry. Observation registry.		
	They have aptitudes to promote child participation: they are agreeing, fair, equitable, critical, self critical and encouraging.	Survey of children. 25%					

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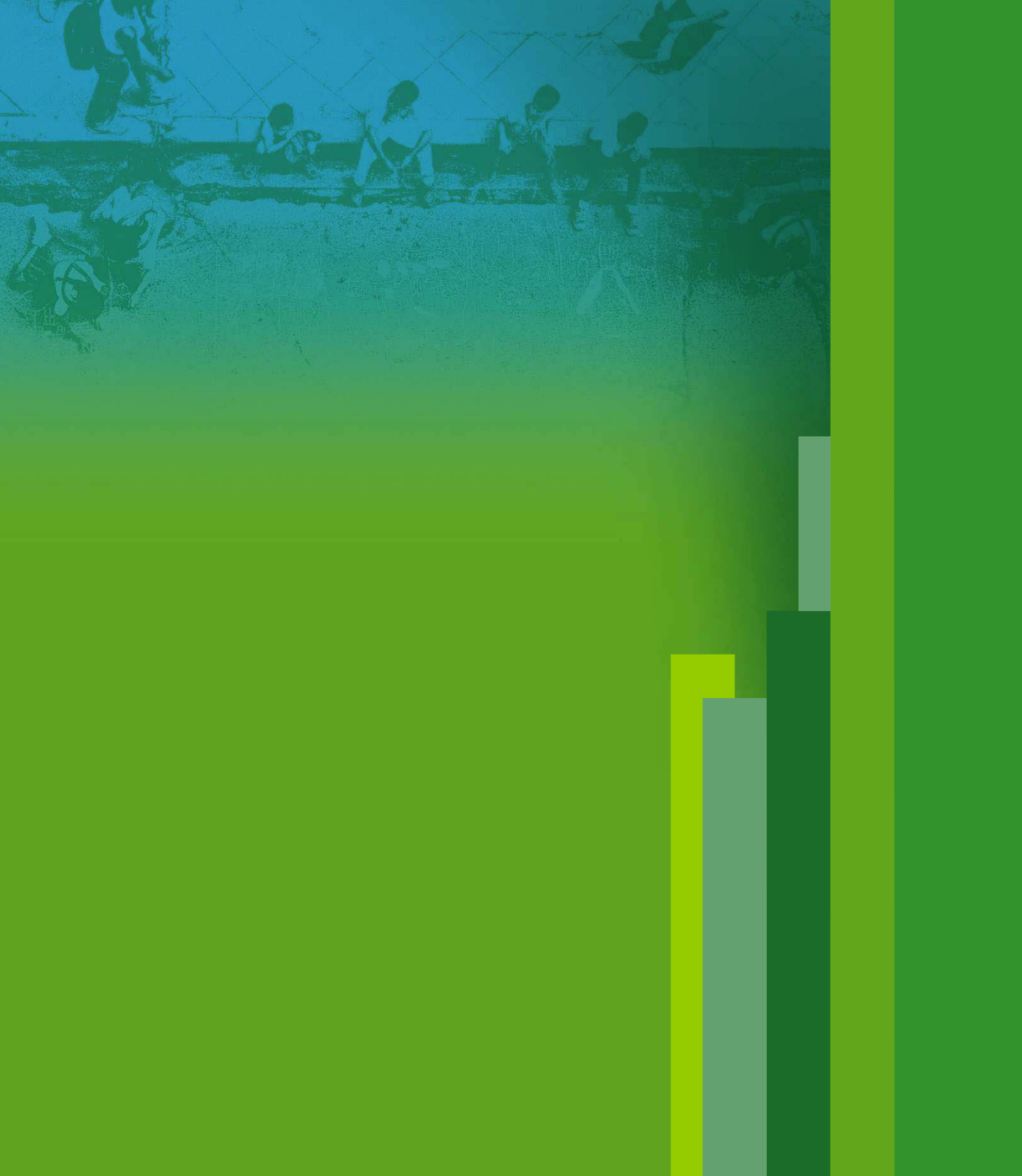
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**Save the Children**  
Sweden