



IICRD

International Institute For
Child Rights And Development

Moving Towards
Children as Partners in Child Protection
in COVID-19 Guide
From Participation to Partnerships
September 29, 2020

Overview

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- Objectives of the Guide and Overview of 5 Modules
- Key Concepts
- Creative Strategies for working with children as Partners in Child Protection COVID-19
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About IICRD

Our Vision: Children play a central role in shaping the present and future, with adults offering the support required, so that in collaboration, they can strengthen and transform our world.

Our Approach:

- Highly participatory processes grounded in nature, art and play
- Investing in relationships, intergenerational partnerships and collaborations

Lead with Children, Transform Our World



Objectives of the Guide: **Moving Towards** Children as Partners in Child Protection in COVID-19



1. Provide practical guidance for humanitarian actors to strengthen children's meaningful participation in child protection activities during COVID-19 and in preparedness and planning.

2. Provide tips and tools for easy application with groups of children.

3. Promote dialogue around engaging children as partners and promote intergenerational relationships.

5 Modules in the Guide

- 1** *Adapting Participatory Tools during COVID-19:* A decision tree and 2 tip sheets (adapting existing participatory tools; ensuring adaptations reflect diversity, age, gender, and disability.)
- 2** *Rapid Engagement of Children in COVID-19 :* To support practitioners with quick activities to connect with children to learn from their experiences, as well as their needs.
- 3** *Ethics and Safeguarding during COVID-19:* An essential module to support safe participation in programming.
- 4** *Meaningful Child Participation in COVID-19:* To support practitioners who work with a consistent group of children and would like support fostering a shift from participation to working with children as partners.
- 5** *Moving from Children as Participants to Children as Partners:* For practitioners on the ground and at leadership levels working to shift their operations to include child and youth meaningfully. This module provides background information on the importance of fostering leadership in children and in-depth guidance for those organizations that would like to centralize children's leadership in their organizations.

Poll #1

Thinking back to when you were a child, how do you feel you were meaningfully involved by adults in your school or community? Please check all that apply.

- A. My thoughts and ideas were listened to**
- B. My opinions were taken into consideration for key decisions**
- C. I had meaningful roles and responsibilities**
- D. I felt supported to be creative**
- E. I felt supported to take action in innovative ways**

Moving to Children as Partners: Key Concepts

Child participation is defined as “ongoing processes, which include information-sharing and dialogue between children and adults based on mutual respect, and in which children can learn how their views and those of adults are taken into account and shape the outcome of such processes” (UN Committee on the Rights of the Child, 2009, p. 5).

Children must have space, voice, audience, and influence for meaningful participation (Lundy, 2017).



Bamboo Approach: Intergenerational Partnerships

Key Components of Children as Partners in Protection during COVID-19

Safe

Environments

Take child-friendly health & safety precautions in partnership with children. Practice child-centred safeguarding

Support

Amplify

Partnerships & Child-Led Actions

Sustain

Sustain

meaningful relationships & opportunities for joint action

Poll #2

Children have partnered with my organization in activities and/or projects during COVID-19:

- A) Yes
- B) No
- C) Don't know/Not applicable

Tools for Working with Children as Partners during COVID-19

Creative Tools in the Guide include:

- In-person socially distanced
- Online engagement (including platforms like zoom, social media and collaborative white boards like Miro)
- SMS survey (with data for children)
- Radio-call in shows
- Community poster boards
- Community art installations
- Home-delivered packages

***Safety precautions include: Personal protective gear, including masks, hand sanitizer/washing stations, as per local recommendations.**

Rapid Tools

Title	Purpose
SMS Social Monitoring Surveys	To seek out real time responses from children on their ideas about COVID-19 and child protection.
Agree or Disagree, Where do you Stand?	To explore children's perspectives on COVID-19, their meaningful engagement and child protection in the community.
Head, Heart, Hands	To understand how children are thinking and feeling and what they are keen to be engaged in.
Rose, Bud, Thorn	To engage with children to identify strengths (rose), challenges (thorn), and potential areas of growth/new ideas (bud) for ongoing child protection programs (in relation to COVID-19) or during an evaluation for future programs.

Deeper Tools

Title	Purpose
Working with Children	
Child Protection Community Mapping	To understand children’s differing perceptions of community strengths and challenges; the places, space, people, and activities that are safe and unsafe
Vision Collages	To explore children’s vision for positive change in their community and their initiative/project
Object Stories	To explore children’s feelings of safety and wellness through play and nature objects
River Journey: Most Significant Change	To explore the most significant changes that have taken place over the journey of the child protection program
Critical Reflection Activities for Adults	
Reflecting on our Identities and Experiences in Working with Children	To better understand your personal and organizational approach to working with children during COVID-19.
Power Sharing: Children and Adults	Explore the feeling of power dynamics through role play, moving from adult-led activities, to child participation in programming, to children as partners.

Example : Object Stories

Purpose: To explore our safety and wellness through play and nature objects

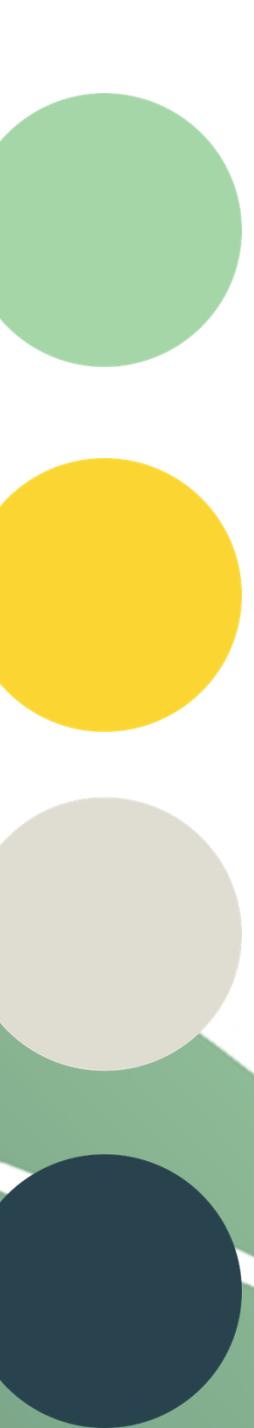
Humanitarian Program Life Cycle Stages: Needs Assessment, & Analysis, Strategic Planning, Implementation & Monitoring, Evaluation

Materials: Play and nature objects, audio recorder, camera (*for pictures of objects not people*). Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.

Participants: Ages 4 to 18

Time: 30 minutes





Moving Forward

1. Resource Launch November 2020
 - Guide
 - Annotated Bibliography
 - Dropbox of relevant files
2. Pilot in a few countries globally
3. Community of Practice
4. Spotlight Series

Thank you! Any Questions

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