

# Menu of Indicators and Monitoring System for Children's Right to Participation



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# Prologue

In its Action Plan for the period 2007-2011, the Inter-American Children's Institute includes amongst other expected outcomes and outputs, that of "generating actions in favour of the right to participation and the civic education of children". In this respect, some of the activities planned for the period are "conceptualizing the subject as a whole", "producing papers on the issue, together with the countries", and "advising countries in this field".

The active participation of children, access to information, the exercise of giving their opinion on the decisions which concern them and the experience of being heard by adults are acknowledged from different perspectives as rights, and are basic elements in the construction of full and responsible citizenship.

In its operations, IIN regards two international instruments as its principal points of reference: the Convention on the Rights of the Child and the Inter-American Democratic Charter.

The Convention on the Rights of the Child stipulates the right of children to be informed, form their own opinions, express them and be heard. The scope of the principle/right to participation is made clear and expanded in General Comment N°12, drafted by the Committee on the Rights of the Child in 2009.

For its part, in its Article 6 the Inter-American Democratic Charter<sup>1</sup> establishes that: **"Citizen participation in decisions regarding their own development is a fundamental condition for the legitimate and effective exercise of democracy. It is a fundamental condition for the legitimate and effective exercise of democracy. Promoting and fostering diverse forms of participation strengthens democracy."**

In compliance with this mandate, which is contained in its Action Plan, and with the support of the Spanish Agency for International Cooperation for Development (AECID), within the framework of the programme for the promotion and defence of the human rights of children in the Americas, the IIN has been working, in permanent consultation with the States, on the production of a series of instruments with the purpose of strengthening the capabilities of the States and of society, in order to guarantee and promote the right to participation of the children of the continent.

The first stage of this process was the production of a paper on: **"Twenty Years after the Convention on the Rights of the Child. Child Participation in the Americas"**, which provides a framework of reference for the subject of child participation in the Americas. This paper was produced on the basis of the guidelines arising from the First Inter-Generational Meeting of the Working Group on Child Participation, held in Quito in early 2009.

In December of the same year, the Second Meeting of the same working group was held in Panama. The framework of reference was validated on that occasion and work was begun on the production of a menu of indicators.

During the Third Meeting held in Montevideo in June 2010, the publication of the framework of reference was presented and the process of validating the paper on child participation indicators was initiated, with the participation of representatives from the eleven States.

<sup>1</sup> Approved during the first Plenary Session, held on 11 September 2001.

The need for a menu of indicators was determined by the States when they perceived the importance of determining what participation is and is not, of having reliable and agreed instruments for monitoring and evaluating progress achieved in the effective exercise of this right, of promoting a higher degree of visualization and acknowledgement of the right to participation at local, national, regional and international levels, of facilitating appropriation on the part of children and the adult world and of perceiving how the States view this right and guarantee it.

In addition, it constitutes an instrument which, in the face of legislation, plans, programmes, projects or experiences, serves to determine whether participation is genuinely being promoted and exercised, to assess the strengths and weaknesses of initiatives and to endow means of surveillance with consistency and reliability. In short, to sustain that participation is a right implies the need for tools in order to monitor its fulfilment and make its accountability possible.

The publication we are now presenting is the result of the interactive work of the IIN's technical team and the technical liaison officers for participation appointed by the respective States. There is at present a network composed of 26 States out of the 34 active members of OAS; 15 of these have participated actively in the process of producing this instrument.

Their participation and the permanent feedback it made possible are particularly significant in the light of previous experience in the region regarding the production of indicator systems which cannot be applied to the reality of our countries. It was attempted in this process to design applicable indicators based on existing information, or on information which it is possible to obtain in the mid-term.

A list of thirteen indicators was thus produced: six of them refer to structural issues, four pertain to processes and three to impact.

# 1. Introduction

This paper constitutes an output required by the working agenda which the IIN has been fulfilling systematically since early 2009 in the area of child participation, in accordance with the activities determined by the Action Plan for the period 2007-2011.

The Action Plan is the result of an agreement between OAS Member States establishing the priorities for institutional management during that period. Amongst other tasks, the plan provides for “generating action in favour of the right to participation and civic education for children.”<sup>1</sup>

It is within this context, and with the purpose of implementing the work agenda, that the IIN is carrying out the Project for the Promotion of Child Participation, financed by the Spanish Cooperation Fund.

A working group on participation has been formed in order to address and generate the various outputs. This working group has held three meetings to date (Quito: 2009; Panama: 2009; Montevideo: 2010). These meetings are in addition to the Twentieth Pan American Child Congress held in Peru in 2009, and the First Pan American Child Forum (Peru: 2009).

Amongst the expected outputs is the design of a system of indicators which will make it possible to monitor the right to participation of children in subjects which concern them, in accordance with the articles of the Convention on the Rights of the Child. This is also in response to the proposal put forward by the States regarding the need to design a matrix of child participation indicators.

“This matrix will enable studying these policies in greater depth and making progress in their design, inasmuch as it will constitute a point of reference in promoting legislation, resources and institutionality with regard to this issue in the region.”<sup>2</sup>

To this end, a consultancy service was hired, with the objective of “designing a system of indicators which will make it possible to monitor the right to participation of children in subjects which concern them, in accordance with the articles of the Convention on the Rights of the Child.”<sup>3</sup>

The criteria which were borne in mind and the steps which were followed to produce this system of indicators on the right to participation of children were the following:

- a) An exhaustive review of the background: bibliography and papers arising from agreements entered into at Conferences, working groups and workshops on child participation.
- b) Meticulous technical procedures observed in formulating a proposal for a matrix of indicators and a monitoring system for child participation.

<sup>1</sup> Terms of Reference for the consultancy regarding the production of a menu of indicators and a child participation monitoring system in the region. Terms of reference. Inter-American Children’s Institute (IIN).

<sup>2</sup> Terms of Reference for the consultancy regarding the production of a menu of indicators and a child participation monitoring system in the region. Terms of reference. Inter-American Children’s Institute (IIN).

<sup>3</sup> Terms of Reference for the consultancy regarding the production of a menu of indicators and a child participation monitoring system in the region. Terms of reference. Inter-American Children’s Institute (IIN).

c) Distance surveys conducted amongst participation technical liaison officers in the States regarding the indicators matrix proposal. Contributions received were processed and included.

d) Surveys amongst children conducted through the web site [www.nuestravozacolors.org](http://www.nuestravozacolors.org) and the opinions received included.

e) The Regional Workshop on Child Participation was held (third meeting of the working group) in Montevideo, on 24 and 25 June 2010. The proposed menu of indicators was presented and discussed, and general agreements were reached.<sup>4</sup>

f) Distance surveys amongst technical liaison officers for participation, regarding the agreements reached in the workshop and inclusion of their contributions.

The paper is arranged under six headings which contain the conceptualization and characterization of participation, as well as a justification of the need to construct indicators which will make it possible to monitor the development of the right to participation and will become a tool for the States with which to approach this issue.

In addition, there is a description of prior attempts to design indicators with regard to this right. The methodological aspects of designing an indicators matrix are described, as well as the steps followed with regard to the surveys conducted amongst the technical liaison officers for participation and amongst the children themselves through the [www.nuestravozacolors.org](http://www.nuestravozacolors.org) web site.

Finally, each of the proposed indicators is described, with definitions and ways to measure them.

<sup>4</sup> Face-to-face participation of the technical liaison officers from: Argentina, Colombia, Chile, Dominican Republic, Ecuador, Jamaica, Panama, Peru, Saint Lucia, United States and Uruguay. Distance contributions from Brazil, Costa Rica, Mexico and Paraguay.



## 2) Conceptualization and Characterization of the Right to Participation within the framework of the Convention on the Rights of the Child

### a) The Right to Participation in the context of the Convention

Our basic general framework of reference is the Convention on the Rights of the Child (CRC), adopted by the United Nations General Assembly in 1989. This Convention emphasizes the comprehensive and complex nature of all of the rights declared and that, therefore, no single right has priority over any other.

Nonetheless, on this occasion, and in keeping with the request received from the States, this paper will focus on the principle of and right to participation. This right is essentially provided for in Articles 12, 13, 14, 15 and 17, as described below.

Article Nº 12 of the Convention on the Rights of the Child stipulates that:

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting children. The views of the child will be given due weight in accordance with the age and maturity of the child.
2. To this end, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Sub-paragraph 1 of Article Nº 13 of the Convention on the Rights of the Child stipulates that: "The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice."

Sub-paragraph 1 of Article Nº 14 of the Convention on the Rights of the Child stipulates that: 1. "States Parties shall respect the right of the child to freedom of thought, conscience and religion."

Sub-paragraph 1 of Article Nº 15 of the Convention on the Rights of the Child stipulates that: 1. "States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly."

**Article Nº 17: "The Party States recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, Party States shall: (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29; (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources; (c) Encourage the production and dissemination of children's books;**

Participation constitutes a key guiding principle which cuts across all rights, as do non-discrimination, the best interest of the child and progressive autonomy. It is a facilitator; that is, fulfilling it helps to ensure that all other rights are also fulfilled. This does not make it a means of achieving other ends, but a basic civil and political right for all children and, therefore, is also an end in itself.

### b) The characterization of Participation

A first and indispensable step in order to devise a proposal for a menu of indicators regarding the Right to Participation is to put together a definition and a description of this right which will facilitate unambiguous interpretation and make it possible to determine reliably whether the right is, in fact, being exercised. It is impossible to determine whether a condition exists if it is not clearly defined.

“This is not about choosing a definition, or producing one from someone’s desk, but involves the collective construction of a concept, the identification of its dimensions and the establishment of common criteria which reflect the diversity of contexts and situations in which participation can and should be implemented. This is not a task for experts, although their contributions should be considered; rather it is a collective construction in which the children themselves should have an active role, inasmuch as it involves the exercise of their rights. The experience of operators should also be included, since they have seen the successes and difficulties involved directly, as well as the opinion of the States, since it is they that must promote the participatory inclusion of children and control the quality of the processes.”<sup>5</sup>

It should be underlined that participation can take place on two levels: as a right and as a process. Participation as a right is a civil and political right. Participation as a process involves an educational, interactive, persistent task, based on motivation and on the capacity to strengthen the competencies of children, aiming at increasing their well-being, based on the principle of the child’s best interest.

It is therefore necessary to arrive at an operational characterization which will make it possible to identify the elements which should be present in all participatory experiences. This process should not only be descriptive, but also propositional with regard to content.

The common starting point is based on the assumption that children have their own ideas and points of view, and different capabilities and potential depending on the level of development they have attained (principle of progressive autonomy).

On such foundations, **“participation constitutes a right which basically acts as a communicative, organizational and learning process in which three moments and a set of conditions can be distinguished”**.<sup>6</sup>

<sup>5</sup> IIN - Child participation in American countries 20 years after the adoption of the Convention on the Rights of the Child. A paper produced by Prof. Psic. Víctor Giorgi at the request of IIN, published in June 2010.

<sup>6</sup> IIN - Child participation in American countries 20 years after the adoption of the Convention on the Rights of the Child. A paper produced by Prof. Psic. Víctor Giorgi at the request of IIN, published in June 2010.

These moments are:

- **Information:** understood as a right in itself and as a condition for participation. For participation to be genuinely guaranteed, the source of information should be accessible, intelligible and reliable, so that it is possible for appropriation to take place. Content should approach the issue in question as well as the background, institutional framework, objective, scope and limitations of the proposals.
- **Construction and recognition of their own opinion:** both individual and collective opinions are constructed by means of reflection, discussion, exchange, synthesis and reproblematicization. "Without opinions of their own, communication amongst individuals is empty of content and there can be no participation."
- **Expression and listening:** freedom of expression requires instruments and the handling of language. "For expression to exist there must be listening", which must be respectful and receptive. "Listening implies the will to decode a message and bear it in mind when making decisions."

The conditions, without which participatory processes cannot exist, are:

- **A participatory climate:** this refers to a friendly environment, with the freedom and respect which will ensure that opinions will be taken into account and that any possibility of intimidation or of being penalized for giving an opinion is eliminated. It calls for abilities on the part of children and awareness on the part of adults. Organizational processes are part of the generation of this type of opportunities and mechanisms.
- **Links:** "A link is a relationship between two or more people in which each of the participants introduces images and ghosts which arise from previous experiences which interfere with communication... ..to discover the other is to remove the veil of prejudice which is hiding him or her."
- **Encounters:** meeting others, be they peers, adults or institutions; in short, rediscovering one's own resources, potential and knowledge.
- **Opportunities:** participatory experiences constitute opportunities for change regarding the processes of discrimination and exclusion. They promote repositioning and new forms of relating to peers, other generations and the community, so that it becomes possible to appropriate places which used to be perceived as strange or threatening.
- **Meaningful lessons learned:** a lesson is meaningful when it enables a reconstruction of the way in which a person views reality and positions him or herself in its regard.

<sup>7</sup> Ibid.

The moments and elements necessary to generate a participatory process are interwoven with the **extent of influence**:

- **Consultative**: this is when opinions gathered are non-binding in a subsequent decision-making process.
- **Collaborative**: when decisions are made by children and adults jointly.
- **Self-generated initiative and commitment**: situations in which children self-convene and regulate their own participation. This is not very frequent.

### 3) Regarding the need to construct indicators for the right to participation

One of the commitments undertaken by the States when ratifying the CRC is to give an account of the progress they are making in the fulfillment of the rights established in that international treaty, expressed in the country reports they must submit to the Committee on the Rights of the Child.

Within this context, it seems necessary to state the reasons why it is deemed essential to produce a clear indicators matrix, contextualized in time and space and with regard to cultural, social and political aspects, agreed and validated by the States, which will make it possible to determine whether the right to participation is exercised effectively.

- It will contribute to strengthening the promotion and defence of this right, by defining what does and what does not constitute participation, a process carried out when the agreed framework of reference was produced in late 2009.
- It will make it possible to monitor and evaluate progress in the effective exercise of the right to participation.
- It will promote a higher level of visualization and acknowledgement of this right, locally, nationally, regionally and internationally.
- It will facilitate a greater degree of appropriation of this right by children as well as by the adult world.
- It will make it possible to visualize how States view this right in the extent to which laws are passed, regulations are stipulated and plans, programmes, projects and activities are implemented in order to establish systematic measures for children to have access to participation in subjects which concern them, such as public policies, education, recreation, town-planning, community, health, protection policies and other matters which affect their lives.
- When confronted with legislation, plans, programmes, projects or experiences, it will make it possible to determine whether participation is being promoted and exercised or, on the contrary, if some form of pseudo-participation (symbolic or manipulated) is in place which distorts or hinders the process.
- It will make it possible to assess the strengths and weaknesses of initiatives being carried out in diverse areas, aiming at the replicating and sustaining instances which enable the effective exercise of the right to participate and tending towards the eradication of counterproductive experiences.
- It will lead to obtaining means of control which will make it possible for the right-holders – the children themselves – to demand that the right to participation be fulfilled.

Fernando Savater tells us that, “the insistence on a metaphysical justification of rights is far less urgent than protecting and fulfilling them effectively”. In this regard, we put forward the need to generate an agreed matrix of indicators, since the possibility of demanding that this right be fulfilled requires precise information which will provide empirical, reliable and accessible evidence.

## 4) Background to proposals for indicators of the right to participation

This section is the result of a bibliographical review carried out of available indicator proposals with the purpose of measuring, monitoring and evaluating the exercise of the right to participation.

The different proposals we have seen might be grouped under the following categories:

- Indicators which attempt to determine the existence of relevant legislation in each State.
- Indicators which attempt to establish what characteristics an experience should display in order to be considered participatory.

This leads to methodological confusion in terms of determining whether we are in the presence of a description of an existing situation: “**what is, or what is happening**”, or whether the intention is to establish criteria for “**what should be**”.

“Existing situations” are usually determined by indicating whether certain elements are present in current legislation or in plans and programmes currently being carried out. “What should be, or should contain a participatory process”, is frequently expressed in terms of an aspiration to generate conditions or promote settings which would foster or favour participation.

The diversity and difficulties encountered so far in the generation of indicators are a reflection of the absence of a precise definition which would make it possible to distinguish what should be considered a participatory experience from what is not, as explained above. The **framework of reference** produced in 2009 is the paper which includes and summarizes everything produced so far, with regard to both the concept of participation and indicator proposals. At the same time, this document has the enormous advantage of having been **agreed** amongst the countries participating in the project <sup>8</sup> and thus constitutes the foundation which makes it possible to continue the process of constructing a matrix of agreed participation indicators.

Beyond the diversity and difficulties encountered when producing proposals for child participation indicators, the following contributions, summarized below, were chosen for their significance, relevance and recent advances regarding approaches to the design of participation indicators.

- Country reports regarding the exercise of this right, to be found in the Framework of Reference on Child Participation, published by the IIN in June 2010 <sup>9</sup>.
- Save the Children
- Plan International
- The system of indicators for children. Chile, 2009

<sup>8</sup> So far, 15 States have participated actively in the implementation of the work agenda. These countries are: Argentina, Brazil, Canada, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Mexico, Panama, Paraguay, Peru, Uruguay and Venezuela

<sup>9</sup> IIN - Child participation in American countries 20 years after the adoption of the Convention on the Rights of the Child. A paper produced by Prof. Psic. Víctor Giorgi at the request of IIN, published in June 2010.

## Country Reports

Country reports are the result of agreements reached with the States during the first meeting of the working group on child participation held in Quito in February 2009. At that meeting, each country undertook to produce a country report on the situation of child participation. The IIN for its part, would provide technical assistance and support for this process and would be responsible for processing the information

Within this context the Inter-American Children's Institute (IIN) produced guidelines, summarized below, regarding aspects which the States should bear in mind when drafting their reports on participation.

The dimensions and indicators specified are:

**1. Within the area of laws and regulations:** a) in laws deriving from the Legislative Branch and in decrees or agreements. It is requested that it be specified whether participation is explicit in their content with regard to: the right to build their own life project and adults' responsibility regarding supporting this process in the following settings: families, education centres, health services, institutions which care for children deprived of their parents, and the community. b) The obligation of asking for and taking into account the opinions of children in juridical-administrative proceedings, specifying levels in decision-making. c) That they should be able to express themselves in their mother tongue and according to their specific cultural characteristics, and at the same time, that adults have the obligation of devising means to make this possible. d) Participation in the production of laws and regulations and that children's organizations should be recognized and fostered.

**2. In determining policies, plans and programmes which make laws and regulations operational:** policies aimed at promoting the right to participation by means of systematic consultation mechanisms; permanent plans and programmes related to participation and the strengthening of democracy; a permanent means of supervision and evaluation of policies.

**3. Actors present in the participation process:** the State, defined as the basic guarantor, the children themselves, adults who share the daily life of children, child-related institutions, other organizations which, although they have no direct dealings with children, are jointly responsible for constructing the social conditions which guarantee the exercise of rights.

**4. Budgetary considerations:** national and municipal budgets which bear in mind the resources necessary to maintain participation.

The result of this process was that by September 2009, 15 OAS Member States had produced their country reports, which are summarized in the Framework of Reference on Child Participation.

This paper explicitly describes some of the difficulties encountered, summarized below.

- When making their report, most of the States included this right within their comprehensive protection policies, thus distorting its specificity.
- Some countries used the inclusion of children in the legal-administrative system as an indicator of the right to participation.
- Others stated that they include the Convention, or that their Codes or enacted laws include an article which refers to the right to participation.
- Others referred to electoral events, to the existence of councils, local governments or student parliaments.
- Yet others referred to the right to information in connection with access to the media, the Internet and other sources.

“The reports received confirm the difficulties encountered by the States in the systematization of experiences and in particular with regard to their follow-up and evaluation. When the methodology is included, it is limited to the description of organizational aspects without providing details regarding connections or technical tools used by the facilitators.”<sup>10</sup>

### Contributions to the construction of participation indicators

#### Save the Children

In 2005, Save the Children published a paper called “Practice Standards in Children’s Participation”. This document systematizes wide and varied experiences derived from projects and programmes for the promotion of participation. It defines the generation of standards, understood as an “expected level of performance”, “minimum expectations” or “key elements”, and its objective is to provide a regulatory and guiding framework which will direct and improve existing present and future participatory practices, as well as agree criteria and guidelines which will make it possible to determine whether or not standards are being fulfilled.

The following definition of participation is made within the framework of the Convention on the Rights of the Child: Participation seeks to influence decision-making and achieve change. Children’s participation is the informed and willing involvement of all children, including the most marginalised and those of different ages and abilities, in any matter concerning them either directly or indirectly. Child participation is a value which cuts across all programmes and takes place in all arenas – from homes to government, from local to international levels.

<sup>10</sup> IIN - Child participation in American countries 20 years after the adoption of the Convention on the Rights of the Child. A paper produced by Prof. Psic. Víctor Giorgi at the request of IIN, published in May 2010.



In December 2009, during the second meeting of the working group on child participation (Panama) organized by the IIN, Save the Children made an in-depth presentation on the subject with a “Conceptual contribution to the construction of a system of indicators for child participation”, which underlined specific theoretical aspects of the concept of participation, with the purpose of designing a proposal for indicators.

It was emphasized in this paper that participation is communicative interaction which, in general, constitutes the exercise of adult power over children. Also underlined was the influence of the cultural framework, of a favourable and friendly environment and of the context in which participation occurs.

Amongst the criteria, requirements and minimum standards they put forward were:

- “Children have the **right to be listened to**, to **freely express** their views on all matters that affect them, and to freedom of expression, thought, **association and access to information.**”
- “Measures should be enacted to **encourage and facilitate their participation in accordance with their age and maturity.**”
- Participation should promote the **best interest** of the child and enhance the personal development of each child.”
- “All children have equal rights to participation **without discrimination.**”
- All children have the right to be **protected from manipulation**, violence, abuse and exploitation.”

With regard to the development of participation indicators – defined as “empirical evidence (data) which gives an objective account of a situation” – it is proposed to **identify result indicators**, through which “authentic and effective” participation becomes visible, and **process indicators**, through which the conditions which make participation possible are considered.

Other indicators to be identified involve quality and impact. **Quality indicators** involve standards regarding ethics and transparency, a sensitive and pleasant environment, meaningful, willing and inclusive participation in a safe setting, with trained, committed and sensitive staff. This implies training and support for children; links with families and their communities, and engaged resources.

**Impact indicators** involve changes experienced by the children themselves, changes in the point of view of adults, changes in institutions, organizations, services, programmes, the community and in the exercise of rights.

In order to make the concept operational it was proposed to prioritize the following:

- **Who? Identification of social actors upon whom measurements will be carried out:** children, children's organizations, fathers, mothers, teachers, responsible supporting adults, promoters, child rights organizations, social organizations, public and private institutions with jurisdiction to exercise, promote and favour effective participation.
- **Where? Description of the place or region where this will be achieved, specifying areas and settings:** families, schools, children's organizations, organized local community, private institutions, public institutions, settings, social and cultural context with jurisdiction to exercise, promote and favour effective participation
- **How? Description of the quality of achievements. Conditions which favour participation:** knowledge, competencies and abilities to exercise, promote and favour effective participation; confidence in themselves; ability to communicate and express opinions and feelings; horizontal and respectful treatment established; cooperation practices; the capacity to foresee; the capacity and ability to make decisions and negotiate; the capacity to seek participation opportunities and exercise rights.
- **What? Elements to observe in each of the changes it is sought to achieve.** Interactive process in areas directly involving children: schools, children's and adult's organizations, organizations which promote children's rights, social, cultural and institutional settings of the social organizations and public and private institutions where participation is promoted.
- **How much?** The quantity to be achieved.
- **When?** Description of the time or period in which it is expected to achieve this.

## Plan International

For its part, during the second meeting of the working group on child participation convened and organized by the IIN, held in Panama in **December 2009**, **Plan International** presented its proposal for participation indicators.

In general terms, it was stated that it must be ensured that **"in any decision affecting the lives of children, their voice and best interest should be taken into consideration"**.

With regard to participation, it was stressed that this is a right in itself, as well as an opportunity, vehicle or means for the enjoyment of other rights. Participation strengthens empowerment, citizenship and democracy; ensures sustainability, appropriation and the planning of long-term development, as a requirement for the strengthening of both civil society and governance.

It was underlined that despite progress achieved in the last 20 years, there is still a lack of clarity with regard to definitions and, above all, there is a need to construct a system to evaluate, and measure the impact and results of participation. These indicators should be produced together with the children themselves.

Indicators are needed in order to measure:

- **The creation of a participatory** and respectful environment for children, by means of a legal framework, access to user-friendly information, the development of abilities and skills in self-expression in order to be listened to and taken into account, awareness-raising for the individuals who guarantee and are jointly responsible for the right, opportunities to influence and be a part of decisions, respect according to their level of maturity.
- **Extent** (level of participation achieved: what has been done?); **quality** (standards fulfilled, how was it done?) and **impact** (changes amongst children, families, institutions and organizations; why was it done?) of children's participation in daily life and in programmes.
- **Involvement: point of involvement** (early or not); **level of involvement, consultation:** initiated by adults, led and handled by adults, no chance for children to control results or impact; **collaboration:** initiated by adults, involving children, empowering children to influence or change processes or results, increase of self-determination on the part of children over a specific time; **their own initiative and commitment:** identification of the agenda and subject matter; adults function as facilitators and supporters; children lead and control the process.

### Construction of a system of indicators for children. Chile, 2009

In this report the following indicators are established in order to measure the right to participation in a group: right to participation, freedom of expression and information; on the basis of Articles 12, 13, 14, 15 and 17.

The indicators chosen were: the existence of an agency for the defence of child rights; percentage of children with access to the Internet at home, by independent income quintile; percentage of children with a computer at home, by independent income quintile; percentage of student centres, by type of educational establishment; average monthly hours devoted by open television to cultural programmes in prime-time slots; daily consumption by children of different media; broadcast time devoted to cultural programmes monthly; percentage of children under the age of 13 who watch television every day.

The measurement unit is the existence or lack of an element, using the Survey on Socio-Economic Characterization as a source of data; percentages are calculated over the total.

The criteria used on this occasion specifically stress access to information through the mass media, without going into the other dimensions.

#### **In short:**

Prior efforts involving the construction of participation indicators were mainly devoted to the stage of conceptually defining the operational process, while very timidly approaching the design of possible empirical indicators.

## 5) Methodological aspects in the formulation of a matrix of indicators for monitoring and assessing the right to participation

In order to travel the road entailed by the construction of an indicators' matrix it is necessary to **produce explicit definitions** which will clearly determine each of the concepts included throughout the process.

These definitions will not attempt to be exhaustive, to fully cover and approach the complexity and entirety of each of the notions we are now considering; a summary will be provided so that the **conceptual and operational definitions which are gradually introduced will serve as a common platform.**

Inasmuch as the final objective is the construction of a matrix of indicators, we shall start by determining what is meant by indicators.

**Indicators** are used to infer or quantify the existence or lack of an attribute of a variable in terms of the probability of the occurrence of this attribute.

In our case, therefore, we need to construct indicators which will enable us to infer or quantify the existence or inexistence of the exercise of the right to participation.

**Our variable is participation.** A variable is a concept which has qualities, attributes or characteristics, and the variation of which is susceptible of being measured or observed.

The abstraction which is characteristic of the variable we are working with makes it necessary to carry out an **operationalization process** for the participation variable, in order to make it possible to observe and/or measure its occurrence or absence.

The operationalization of this complex and abstract variable begins by providing a **conceptual definition of participation**, in order to clarify its defining features and enumerate the dimensions considered to be a priority, or most important.

**The framework of reference** produced in late 2009 thus constitutes an essential document without which it would not have been possible to begin this process of constructing an agreed indicators' matrix capable of monitoring and evaluating the effective exercise of the right to participation by children.

The second step in the operationalization process is the **specification of the concept by breaking it down analytically in its various dimensions** and arriving at a conceptual definition of each of these dimensions.

By referring once again to the agreed framework of reference, a list will be made of the dimensions of the participation variable considered to be most significant and which provide a clear synthesis of the components it is believed must be present in all experiences which are described as participatory.

Thus, the different levels of the variable will be defined: the greatest level of generality and abstraction – participation – and the conceptual definition of each of the dimensions which constitute a specific element and component of the general variable.

It is still necessary to continue the operationalization process in order to measure or observe empirically the occurrence or absence of participation. An **operational definition of every dimension** must be achieved.

The construction of a menu of empirical, **reliable and valid** indicators, which will enable us to measure what we really want to measure, is a great challenge in designing participation indicators, since participation is a complex process in which abstract concepts come together and must be measured in terms of quantity or magnitude.

**Validity**, that is, that a measurement should be made of the variable that it is really desired to measure, refers to the extent to which empirical indicators specified in the tool chosen (filling out forms, recording observations, existing databases and statistics, and others) reflect the specific content of the content it will be attempted to measure.

In order to achieve this, the process should be **exhaustive, exclusive and accurate**. That is, that the greatest number of features possible be taken into account for each dimension, even though subsequently they may be re-grouped, since the reverse breakdown process is impossible to revert. It is also important that the empirical indicators in each dimension should be mutually exclusive, so that each record may be clearly included within a dimension.

### 5.1. Participatory methodology

The participation technical liaison officers appointed by the States were consulted regarding the operational definition of participation, its dimensions and the menu of indicators.

The contributions received on schedule from Jamaica, Peru, Mexico, Ecuador, Paraguay, Panama, Colombia and Chile were processed and included.

The opinions given by children through the [www.nuestravozcolores.org](http://www.nuestravozcolores.org) web site were also processed.

With all of this material, together with the bibliographical investigation carried out, a draft was produced of a “proposal for a menu of indicators to measure the participation of children”. This draft was submitted and discussed during the Third Meeting of the Working Group on Child Participation held in Montevideo on 24 and 25 June 2010, with representatives from Argentina, Chile, Colombia, Dominican Republic, Ecuador, Jamaica, Panama, Saint Lucia, United States and Uruguay.

Subsequently, and as part of the general agreements reached during the meeting, the technical liaison officers were consulted a second time in order to include a greater number of suggestions and proposals which would be complementary and consistent with the agreements reached during the workshop. Contributions from Argentina, Brazil, Chile, Ecuador, Mexico, Peru, United States and Uruguay were thus included.

Below are described:

5.1.1. The general agreements reached during the regional workshop.

5.1.2. The conceptual agreements: the operational definition of participation; the definition of the dimensions, of the cross-cutting principles and of the environments or opportunities for socialization.

### 5.1.1. General Agreements

- The importance of agreeing on a menu of indicators.
- This menu should be applied gradually in every Member State, depending on the availability of information.
- The States undertake to start taking steps in order to compile information which will allow them to give an account of the indicators stipulated on the menu, and process them.
- States which have made progress regarding the creation of opportunities and capabilities for citizen participation undertake to share information, methodologies, protocols and other tools so that they can be analysed and, if appropriate, applied.

### 5.1.2. Conceptual Agreements

#### a. Operational definition of participation

A process is participatory inasmuch as it acknowledges the right of children to be informed, give opinions, be heard and influence decisions made about subjects they are interested in and which are particularly relevant to them at family, judicial, educational, health, institutional and community levels, as well as with regard to public policies, according to the principles of non-discrimination, progressive autonomy and the best interest of the child, and the right to life and the guarantees for their survival and development.

## b. Cross-Cutting Principles

- **The principle of progressive autonomy:** Children are entitled to special measures of protection and to exercise their rights according to the progressive evolution of their needs and faculties. They have the right to participate and conditions must be ensured so that they become involved in decision-making as they acquire experience, knowledge, maturity and responsibility.
- **The principle of non-discrimination:** All children, without exception, independently of their physical characteristics, race, gender, language, religion, place of birth, capabilities, skills, political opinions, urban culture, forms of expression and cultural or other expressions, should enjoy all of the rights acknowledged by law in their regard.
- **The principle of best interest:** It is understood that when any measure is taken regarding children, one which promotes and protects their rights must be chosen, bearing in mind not only their current situation, but also with a view to the future; that is, all actions which concern children must be carried out with their best interest in mind and not that of any other social subject. This applies to all of those aspects which are of particular interest to children, or which concern them, in matters which involve them directly with regard to their practices and activities in their respective socialization scenarios or environments.
- **The principle of the right to life and guarantees for their survival and development:** On the one hand this refers to the right to life of all children and on the other, to their development, including physical, cognitive, emotional, social and cultural aspects (CRC, Art. 6).

## c. Conceptual definition of the dimensions of participation

- **To be informed:** The right of children to receive appropriate information, in both quantity and quality, about matters which concern them. Adults must guarantee that when providing information, the following principles be borne in mind: progressive autonomy, non-discrimination, best interest, and the right to life and to development of all children.
- **To give opinions:** Children's right to produce and express their ideas regarding subjects which concern them or in which they are interested, orally, in writing, through drawings or with signs; all forms of communication being valid. Adults should receive these opinions without attempting to influence them or exert their power, respecting the principles of progressive autonomy, non-discrimination, best interest and the right to life and development of all children.

• **To be heard:** The right of children to respect for their opinions. Adults should provide time and space for listening to children's opinions, respecting the principles of progressive autonomy, non-discrimination, best interest and the right to life and development of all children.

• **To influence decisions:** The right for children's opinions to be borne in mind when decisions on matters which involve them are made, according to the principles of progressive autonomy, non-discrimination, best interest and the right to life and development of all children.

#### d. Levels or areas for socialization

• **The family:** the basic inter-generational group where daily coexistence occurs.

• **Judicial:** the system for the administration of justice, responsible for judicial proceedings.

• **Educational:** the formal education system.

• **Health:** health care systems.

• **Institutional:** public or private local organizations which provide services for children.

• **Public policies:** the series of laws, projects, plans and programmes which lead to a line of conduct on the part of the State, with the public interest as an objective.

• **The community:** all of the relationships and interactions which occur in dynamically constructed practices, within a specific territory inhabited by children.



## 6) Children Give their Opinions

In order to be consistent with the right to participation, the IIN decided to make a survey regarding the significance of the dimensions defined above in two specific settings: education and public policy.

The population surveyed was composed of children from the Consultative Councils of Uruguay, Peru and Ecuador. Also consulted were the adolescents who took part in the First Pan American Forum within the framework of the Twentieth Pan American Child Congress held in Lima, Peru in September of last year. In addition, the consultation also included adolescents belonging to organized groups and registered users of the [www.nuestravozacolors.org](http://www.nuestravozacolors.org) web site.

Owing to the fact that a generalized outcome was not being sought, sampling methods were not used. The method of application was via e-mail directly to each recipient.

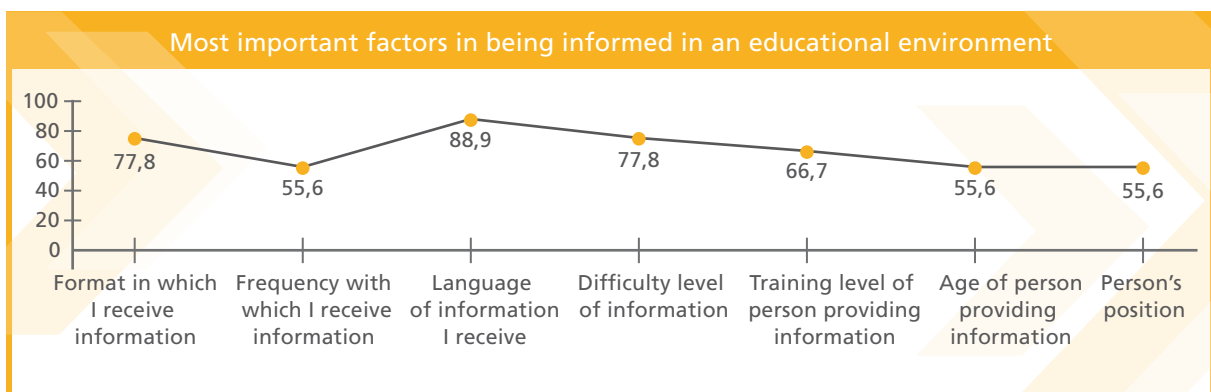
### Description of the tool

The questionnaire was structured bearing in mind the four dimensions of participation and their conceptual operationalization. There were 19 items for the education setting and 18 items for public policy. Each item was classified following the Likert scale, according to the importance of the indicator for each dimension.

### Análisis de resultados

#### Analysis of Results

##### A- Educational Settings



1. Within the options related to the dimension of being informed, data are mainly grouped as follows:

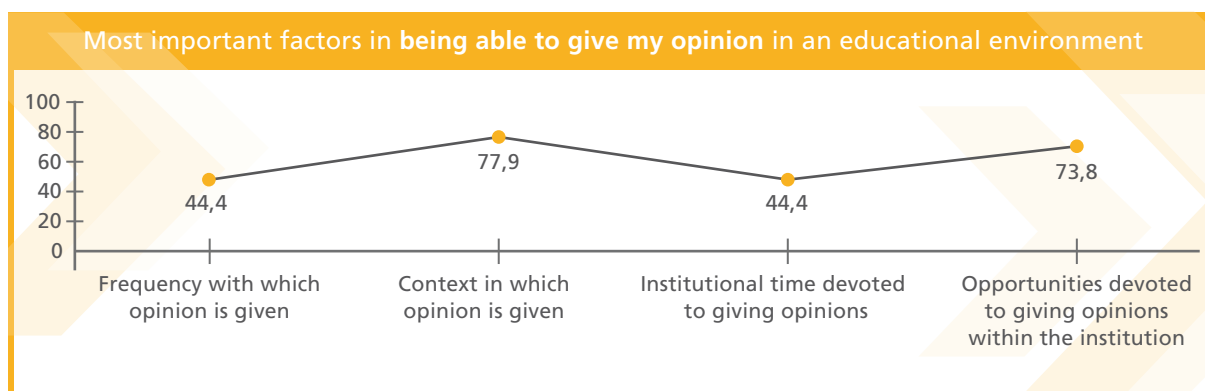
With regard to the most important element, 88.9% said that it was the language in which information is produced, 77.8% of the population stated it was the format in which information is received, and 77.8% said it was the level of difficulty. A lower percentage (55.6%) chose the frequency with which information is received.

The training of the person providing the information was perceived as relatively important, and came in third place: 66.7%. At a lower level were the variables concerning the person's age and position, 55.6% each.

These data indicate that information should somehow bear in mind children's age and stage of development, as well as elements concerning the environment, if the objective is to inform them about all matters which concern them. We should mention that when adapted, information should not be made infantile, but simply tailored to the capabilities of the population to which it is aimed, in this case, children.

2. In the dimension related to giving opinions, the important elements are the context in which opinions are given (77.9% of the responses), together with the opportunities devoted to expressing opinions within an institution (73.8% of responses).

The frequency with which opinions are given obtained 44.4% of responses and the institutional time devoted to giving opinions shows a high range of importance at 44.4%.

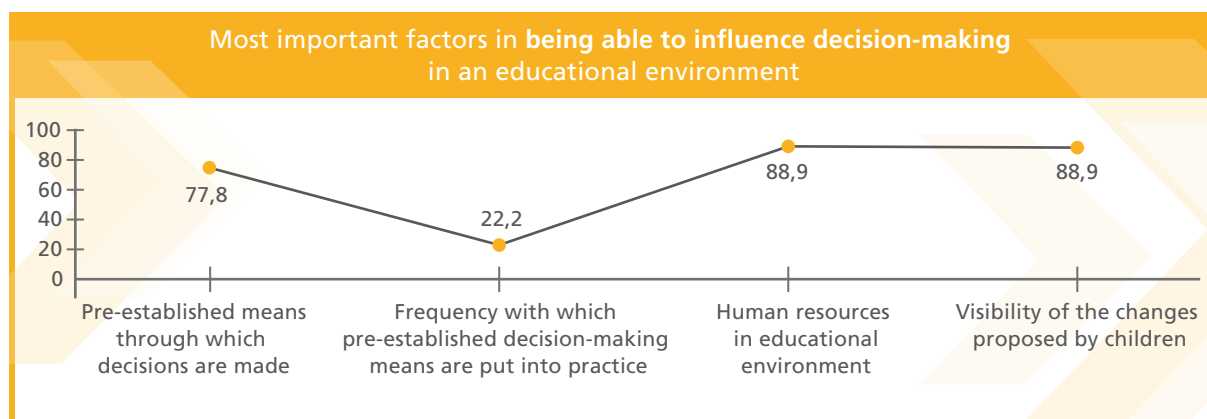


3. In the dimension of being listened to, 100% of respondents stated that not being discriminated was very important, while 66.7% maintained that context was very important.

4. In the influencing decisions dimension, children considered that a very important variable was the pre-established means through which decisions are made (77.8%), while the frequency with which these means are put into practice was not so significant – only 22.2% of the population surveyed maintained that this was a significant variable with regard to participating in decision-making.

However, human resources present in the educational setting appear to be a very important variable, with 88.9% of responses.

Children viewed as important that the changes they propose for educational planning should be visible in some way; in plans, regulations or programmes.



In short, in every dimension the children highlighted some of the variables which they perceived as being very important in order to exercise the right to participate.

The variables in each dimension were distributed as follows:

Dimension	Variables chosen by the children as being very important in each dimension
To be informed	Level of difficulty, language and format or support in which information is provided.
To give opinions	Context in which opinions are given.
To be heard	Absence of discrimination.
To influence decisions	The visibility of changes proposed by children and human resources who participate in decision-making.

## B- The public policy setting

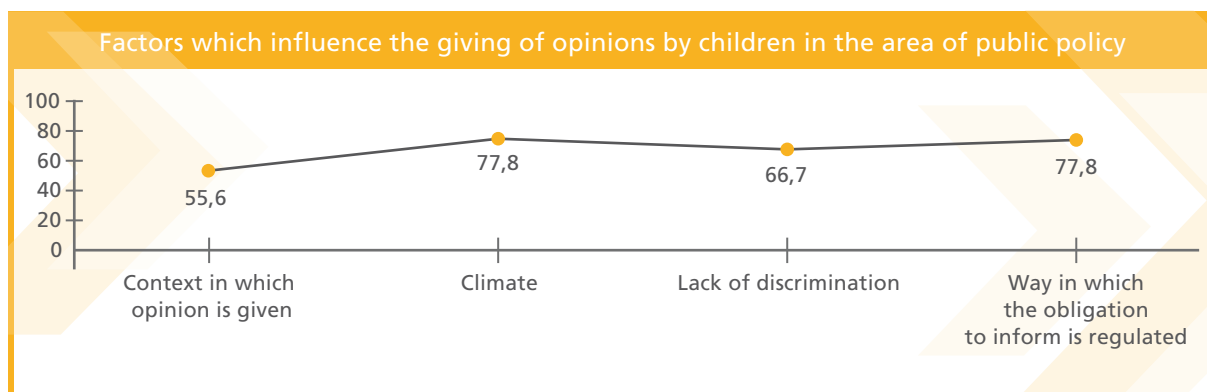
1. Within the options related to the dimension of being informed, data are mainly grouped as follows:

55.6% stated that the medium through which information is received was important; 88.9% thought that the language in which information is provided must be easy to understand; 88.9% focused on non-discrimination as a very important variable when being informed, and 55.6% considered that being informed in the public policy setting depends on how the obligation to inform is regulated.

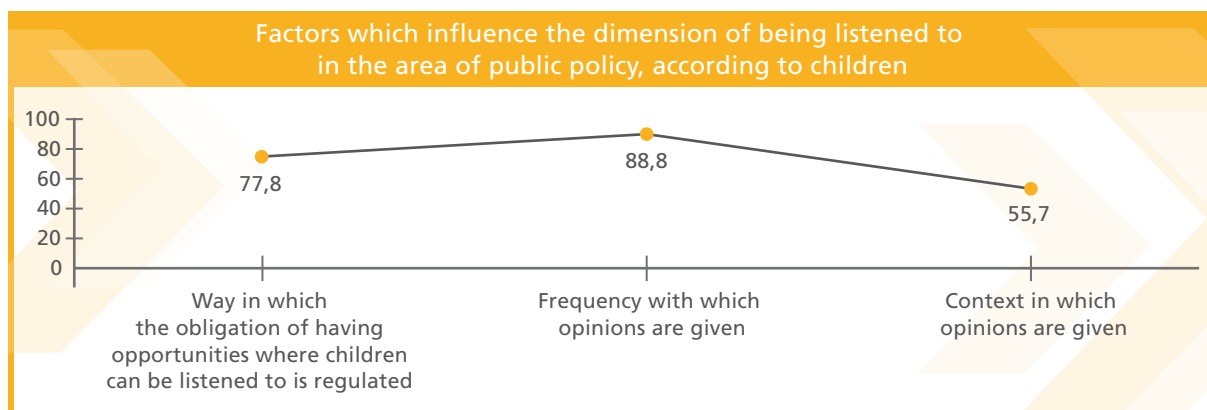
el lenguaje en que se emite la información debe ser comprensible, un 88,9% se focalizó en la no discriminación

como variable muy importante para ser informado y el 55,6% opinó que ser informado en el ámbito de las políticas públicas depende de cómo se regula la obligatoriedad a informar.

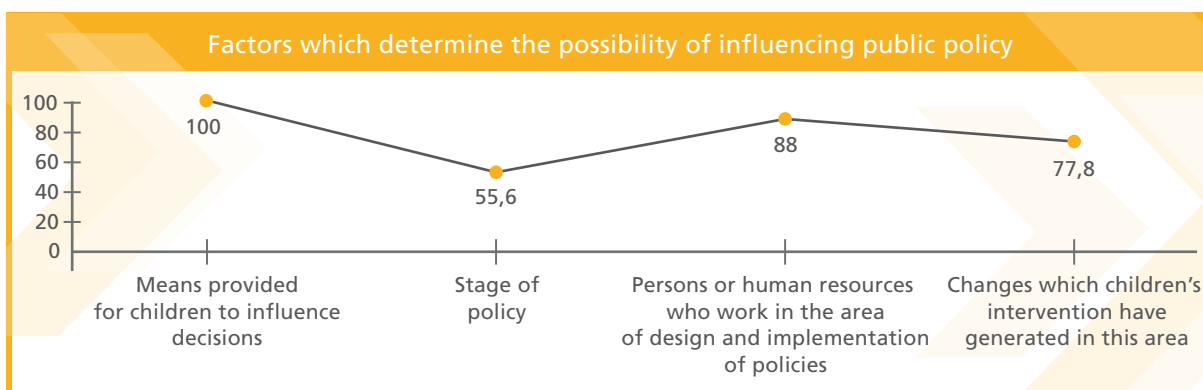
2. Amongst the options given in the dimension related to giving my opinion children considered as very important variables the context in which opinions are given, the climate, the absence of discrimination and how the State regulates the obligation of informing people affected by public policy.



3. In the dimension related to being listened to children stressed that significant variables were in what way the obligation of having opportunities for children to be heard is regulated, the frequency with which opinions are given and the context in which opinions are given.



4. When children were asked which variables they considered most significant when influencing decisions in the area of public policy, they indicated that the most important factors were the means through which it is anticipated that children will influence decisions; the persons or human resources who work in the area of policy design and implementation; the changes which children's interventions have given rise to in this area and, finally, the stage the policy is at.



In short, in every dimension the children highlighted some of the variables which they perceived as being very important in order to bring about each dimension and thus make it possible to exercise the right to participate.

The variables in each dimension were distributed as follows:

Dimension	Variables chosen by the children as being very important in each dimension
To be informed	Means through which information is received, language in which information is provided, non-discrimination and how the obligation to inform is regulated.
To give opinions	The context in which the opinion is given, climate, non-discrimination and how the obligation to inform is regulated.
To be heard	How often opinions are given and the context in which they are given.
To influence decisions	Pre-established means of influencing decisions, the stage the policy is at, persons or human resources, changes in the area which children have generated through their intervention.

## 7) Menu of Indicators

### 7.1. Type of indicators

i) **Structural:** information is gathered on the presence of the right to participation in national and local legislation as an indication of the commitment of the Party States with regard to promoting and protecting the effective exercise of the right to participation.

Elements are sought in legislation which aim to create and implement participation opportunities for children to be informed, express their opinions, be heard, or take part in decisions, according to the principles of progressive autonomy, of non-discrimination, of the best interest and of the right to life and development, in all of those subjects which concern them directly and indirectly, and in all of the settings previously described.

It shall be measured through the consideration of: the presence in the national Constitution, and in national or local legislation, of laws, decrees, rules and regulations which refer to the right to participation.

The existence of social policies, plans and programmes which make it possible to put the regulatory body into operation. This includes means of consultation, of accountability, of evaluation and supervision, of training adults as participation facilitators, allocated budgets and dissemination campaigns.

ii) **Process:** these seek to measure the comprehensiveness and continuity, scope, coverage, form and content of strategies, plans, programmes, activities and feedback aimed at promoting and making effective the right to child participation, according to the principles of progressive autonomy, non-discrimination, best interest and the right to life and development, in all of those subjects which concern children directly and indirectly, and at all of the above-mentioned levels.

iii) **Impact:** these seek to measure whether child participation was effectively borne in mind and whether there were changes and transformations with regard to children and adults, at every level, as a result of participation, and guided by the principles of progressive autonomy, non-discrimination, best interest and the right to life and development in all subjects which involve them directly and indirectly.

### 7.2. Matrix of indicators

Bearing in mind the background and prior experiences compiled and the methodological aspects described above, the following proposal is submitted for the construction of a menu of indicators and a system for the monitoring of child participation in the region.

The proposal for the **indicators matrix** which is described below is composed of **13 indicators**: six of them are structural indicators, four are process indicators and three are impact indicators.

The **technical data sheet** for each indicator specifies **the indicator's name, its designation** and the **definition** which sets the limits of the aspect being measured.

In addition, it specifies the **scope** which the indicator is expected to cover; the **age groups** according to the principle of progressive autonomy which it seeks to discriminate and its impact according to **gender**. Also specified are the **means of calculation**, the **source of information** and the **environments** with which each indicator is concerned.

The following chart presents a summary of the indicators according to their designation.

STRUCTURAL	PROCESS	IMPACT
I Regulatory framework	VII Frequency	XI Modifications
II Training	VIII Media	XII Changes
III Human Resources	IX Adaptation by PA and Non-D	XIII Transformations
IV Budget	X Climate and surroundings	
V Participation Strategies		
VI Quantity		

**Technical Data Sheet for each Indicator:**



## TECHNICAL DATA SHEET I STRUCTURAL INDICATOR

NAME: EXISTENCE OF A REGULATORY LEGAL FRAMEWORK ON THE  
RIGHT TO CHILD PARTICIPATION

DESIGNATION: REGULATORY FRAMEWORK

- **DEFINITION:** This indicator shows the existence of laws, decrees, rules and/or regulations which make express mention of participation or refer specifically to receiving information, giving opinions, being heard and/or influencing decisions. It also shows the existence of means of accountability.

- **SCOPE:** national and local

- **AGE GROUP:** 0 TO 5 / 6 TO 12 / 13 TO 17

- **GENDER:** does not apply

- **CALCULATION METHOD:** nominal dichotomous: YES            NO

- **SOURCE:** Institutional responsibility.

- **ENVIRONMENT:** family, judicial, education, institutional, community, health and public policy.

- **Existence** of laws, decrees, rules and/or regulations and means of accountability which make express mention of participation or refer specifically to receiving information, giving opinions, being heard and/or influencing decisions within the **family setting**

- **Existence** of laws, decrees, rules and/or regulations and means of accountability which make express mention of participation or refer specifically to receiving information, giving opinions, being heard and/or influencing decisions within the **judicial setting**

- **Existence** of laws, decrees, rules and/or regulations and means of accountability which make express mention of participation or refer specifically to receiving information, giving opinions, being heard and/or influencing decisions within the **education system**

- **Existence** of laws, decrees, rules and/or regulations and means of accountability which make express mention of participation or refer specifically to receiving information, giving opinions, being heard and/or influencing decisions in public or private local **institutions** which concern children

- **Existence** of laws, decrees, rules and/or regulations and means of accountability which make express mention of participation or refer specifically to receiving information, giving opinions, being heard and/or influencing decisions in the **health area**, regarding matters which concern children

- **Existence** of laws, decrees, rules and/or regulations and means of accountability which make express mention of participation or refer specifically to receiving information, giving opinions, being heard and/or influencing decisions at **community level**, regarding matters which concern children

- **Existence** of laws, decrees, rules and/or regulations and means of accountability which make express mention of participation or refer specifically to receiving information, giving opinions, being heard and/or influencing decisions in **public policies** which concern children.



## TECHNICAL DATA SHEET II

### STRUCTURAL INDICATOR

**NAME: TRAINING IN CHILD PARTICIPATION**  
**DESIGNATION: TRAINING**

- **DEFINITION:** This indicator shows the existence of proposals for training in the rights approach and child participation, for officials, parents and adolescents.
- **SCOPE:** national and local
- **AGE GROUP:** does not apply
- **GENDER:** does not apply
- **CALCULATION METHOD:** nominal dichotomous: YES            NO
- **SOURCE:** Institutional responsibility.
- **ENVIRONMENT:** : judicial, education, institutional, health, community and public policy.

- **Existence of proposals for training in a rights approach and child participation at the level of post-secondary education**
- **Existence of proposals for training in a rights approach and child participation at a postgraduate level**
- **Existence of proposals for training in a rights approach and child participation for officials, parents and children within the judicial system**
- **Existence of proposals for training in a rights approach and child participation for officials, parents and children within the education system**
- **Existence of proposals for training in a rights approach and child participation for officials, parents and children within the health system**
- **Existence of proposals for training in a rights approach and child participation for officials, parents, volunteers and children in public and private local institutions which are involved in children's issues**
- **Existence of proposals for training in a rights approach and child participation for officials, parents, volunteers and children within the community**
- **Existence of proposals for training in a rights approach and child participation for officials, parents and children, with regard to formulating, designing, implementing or evaluating public policies**

## TECHNICAL DATA SHEET III

### STRUCTURAL INDICATOR

**NAME: AVAILABILITY OF HUMAN RESOURCES TO PROMOTE CHILD PARTICIPATION**

**DESIGNATION: HUMAN RESOURCES**

- **DEFINITION:** this indicator shows the human resources, adults and adolescents, with experience and/or accredited training, or being trained, to promote and make the right to child participation effective.
- **SCOPE:** national and local
- **AGE GROUP:** Does not apply.
- **GENDER:** : men and women.
- **CALCULATION METHOD:** amount of human resources devoted to participation
- **SOURCE:** Institutional responsibility.
- **ENVIRONMENT:** judicial, education, institutional, health, community and public policy.

- **Number** of men and women, adults and adolescents, with experience and/or accredited training, or being trained, to promote and make the right to child participation effective within the **judicial system**
- **Number** of men and women, adults and adolescents, with experience and/or accredited training, or being trained, to promote and make the right to child participation effective within the **education system**
- **Number** of men and women, adults and adolescents, with experience and/or accredited training, or being trained, to promote and make the right to child participation effective within the **health system**
- **Number** of men and women, adults and adolescents, with experience and/or accredited training, or being trained, to promote and make the right to child participation effective in public and private local **institutions** which involve children
- **Number** of men and women, adults and adolescents, with experience and/or accredited training, or being trained, to promote and make the right to child participation effective within the **community**
- **Number** of men and women, adults and adolescents, with experience and/or accredited training, or being trained, to promote and make the right to child participation effective with regard to **public policy**

## TECHNICAL DATA SHEET IV

### STRUCTURAL INDICATOR

**NAME: BUDGET ALLOCATED TO THE PRACTICE OF THE RIGHT TO CHILD PARTICIPATION**

**DESIGNATION: BUDGET**

- **DEFINITION:** this indicator shows the State's financial resources, or the resources obtained from other sources, devoted to the participation of children at each level.
- **SCOPE:** national and local
- **AGE GROUP:** Does not apply.
- **GENDER:** does not apply
- **CALCULATION METHOD:** amount of financial resources allocated to promoting child participation at each level
- **SOURCE:** Institutional responsibility.
- **ENVIRONMENT:** judicial, education, institutional, health, community and public policy

- **Amount of financial resources** allocated within the **judicial system** to promote child participation
- **Amount of financial resources** allocated within the **education system** to promote child participation
- **Amount of financial resources** allocated within the **health system** to promote child participation
- **Amount of financial resources** allocated within public and private local institutions to promote child participation
- **Amount of financial resources** allocated within the **community** to promote child participation
- **Amount of financial resources** allocated within **public policy** to promote child participation

## TECHNICAL DATA SHEET V

### STRUCTURAL INDICATOR

**NAME: STRATEGIES BY MEANS OF WHICH CHILD PARTICIPATION IS IMPLEMENTED**

**DESIGNATION: PARTICIPATION STRATEGIES**

- **DEFINITION:** this indicator shows the existence of various strategies specifically aimed at implementing children's right to participation, in order for them to be informed, give opinions, be heard and influence decisions made on matters which interest and concern them.

- **SCOPE:** national and local

- **AGE GROUP:** 0 TO 5 / 6 TO 12 / 13 TO 17

- **GENDER:** does not apply

- **CALCULATION METHOD:** nominal                      YES              NO

- **SOURCE:** Institutional responsibility.

- **ENVIRONMENT:** judicial, education, institutional, health, community and public policy.

- **Existence** of a variety of **participation strategies** (interviews, audiences, work groups, etc.) within the **judicial system** for the purpose of putting child participation into practice
- **Existence** of a variety of **participation strategies** (student centres, programmes, committees, councils, work groups, assemblies, etc.) within the **education system** for the purpose of putting child participation into practice
- **Existence** of a variety of **participation strategies** (work groups, letters from users, suggestions box, satisfaction rates, etc.) within the **health system** for the purpose of putting child participation into practice
- **Existence** of a variety of **participation strategies** (committees, councils, work groups, assemblies, etc.) within public or private local **institutions** for the purpose of putting child participation into practice
- **Existence** of a variety of **participation strategies** (committees, councils, work groups, assemblies, etc.) within the **community** for the purpose of putting child participation into practice
- **Existence** of a variety of **participation strategies** (committees, councils, work groups, assemblies, etc.) in the design, implementation and evaluation of **public policies** regarding children

## TECHNICAL DATA SHEET VI

### STRUCTURAL INDICATOR

NAME: NUMBER OF CHILDREN WHO TAKE PART IN THE PARTICIPATION STRATEGIES

DESIGNATION: QUANTITY

- **DEFINITION:** this indicator shows the number of children who take part in the various participation strategies in relation to the total number of children.
- **SCOPE:** national and local
- **AGE GROUP:** 0 TO 5 / 6 TO 12 / 13 TO 17
- **GENDER:** male and female.
- **CALCULATION METHOD:** percentage of children who participate in relation to the total number at every level
- **SOURCE:** Institutional responsibility.
- **ENVIRONMENT:** judicial, education, institutional, health, community and public policy

- **Number** of children who take part in participation strategies within the **judicial system**
- **Number** of children who put the right to participation into practice by means of strategies developed in institutions within the **education system**
- **Number** of children who put the right to participation into practice by means of strategies developed within the **health system**
- **Number** of children who put the right to participation into practice by means of different participation strategies developed in public or private local **institutions**
- **Number** of children who put the right to participation into practice by means of different participation strategies developed within the **community**.
- **Number** of children who put the right to participation into practice by means of participation strategies in the design, implementation or evaluation of **public policy**

## TECHNICAL DATA SHEET VII

NAME:

FREQUENCY WITH WHICH OPPORTUNITIES ARE MADE AVAILABLE FOR THE PARTICIPATION OF CHILDREN

DESIGNATION: FREQUENCY

- **DEFINITION:** this indicator measures the frequency – weekly, monthly or yearly – with which participation strategies through which children are informed, give opinions, are heard or influence decisions, are implemented.

- **SCOPE:** national and local

- **AGE GROUP:** 0 TO 5 / 6 TO 12 / 13 TO 17

- **GENDER:** does not apply

- **CALCULATION METHOD:** Nominal: weekly, monthly or yearly

- **SOURCE:** Institutional responsibility.

- **ENVIRONMENT:** family, education, institutional, health, community and public policy

- **Frequency** (weekly, monthly or yearly) with which participation strategies through which the right to participation is put into practice are implemented within the **education system**

- **Frequency** (weekly, monthly or yearly) with which participation strategies through which the right to participation is put into practice are implemented within the **health system**

- **Frequency** (weekly, monthly or yearly) with which participation strategies through which the right to participation is put into practice are implemented within public or private local **institutions**

- **Frequency** (weekly, monthly or yearly) with which participation strategies through which the right to participation is put into practice are implemented within the **community**

- **Frequency** (weekly, monthly or yearly) with which participation strategies through which the right to participation is put into practice are implemented in the design, implementation or evaluation of **public policy**

## TECHNICAL DATA SHEET VIII

### PROCESS INDICATOR

**NAME: MEANS OF COMMUNICATION THROUGH WHICH CHILDREN RECEIVE INFORMATION**

**DESIGNATION: MEDIA**

- **DEFINITION:** this indicator measures the existence of media (written, oral, audiovisual, virtual) through which children are informed.
- **SCOPE:** national and local
- **AGE GROUP:** 0 TO 5 / 6 TO 12 / 13 TO 17
- **GENDER:** does not apply
- **CALCULATION METHOD:** Nominal: YES NO
- **SOURCE:** Institutional responsibility.
- **ENVIRONMENT:** judicial, education, institutional, health, community and public policy

- **Existence of written, oral, audiovisual or virtual media** through which children receive information in the **judicial system**
- **Existence of written, oral, audiovisual or virtual media** through which children receive information in the **education system**
- **Existence of written, oral, audiovisual or virtual media** through which children receive information in the **health system**
- **Existence of written, oral, audiovisual or virtual media** through which children receive information in public or private local **institutions** in which they are concerned
- **Existence of written, oral, audiovisual or virtual media** through which children receive information in the **community** about matters which concern them
- **Existence of written, oral, audiovisual or virtual media** through which children receive information in the area of **public policy** about matters which concern them

## TECHNICAL DATA SHEET IX

### PROCESS INDICATOR

#### ADAPTATION OF INFORMATION ACCORDING TO THE PRINCIPLE OF PROGRESSIVE AUTONOMY AND NON-DISCRIMINATION

- **DEFINITION:** this indicator shows the adaptation, or lack of it, of the material used to inform children, according to the principle of progressive autonomy and non-discrimination.

- **SCOPE:** national and local

- **AGE GROUP:** 0 TO 5 / 6 TO 12 / 13 TO 17

- **GENDER:** does not apply

- **CALCULATION METHOD:** Nominal: very appropriate, somewhat appropriate, not at all appropriate

- **SOURCE:** Institutional responsibility and consultation with children

- **ENVIRONMENT:** family, judicial, education, institutional, health, community and public policy.

- **Adaptation, according to the principle of progressive autonomy and non-discrimination, of the design, language and content** through which information is provided to children within the **family setting**

- **Adaptation, according to the principle of progressive autonomy and non-discrimination, of the design, language and content** through which information is provided to children within the **judicial system**

- **Adaptation, according to the principle of progressive autonomy and non-discrimination, of the design, language and content** through which information is provided to children within the **education system**

- **Adaptation, according to the principle of progressive autonomy and non-discrimination, of the design, language and content** through which information is provided to children within the **health system**

- **Adaptation, according to the principle of progressive autonomy and non-discrimination, of the design, language and content** through which information is provided to children within public or private local institutions

- **Adaptation, according to the principle of progressive autonomy and non-discrimination, of the design, language and content** through which information is provided to children within the **community** about matters which concern them

- **Adaptation, according to the principle of progressive autonomy and non-discrimination, of the design, language and content** through which information is provided to children regarding **public policies** which concern them



## TECHNICAL DATA SHEET X

### PROCESS INDICATOR

**NAME: CLIMATE AND SURROUNDINGS IN WHICH THE PARTICIPATION OF CHILDREN TAKES PLACE**

**DESIGNATION: CLIMATE AND SURROUNDINGS**

- **DEFINITION:** this indicator shows the existence of a climate and surroundings imbued with respect, so that children may give opinions, be heard and/or influence decisions freely and openly, bearing in mind the principles of progressive autonomy, non-discrimination and the best interest of the child.
- **SCOPE:** national and local
- **AGE GROUP:** 0 TO 5 / 6 TO 12 / 13 TO 17
- **GENDER:** male and female.
- **CALCULATION METHOD:** Nominal: very respectful; somewhat respectful; not at all respectful
- **SOURCE:** Consultations with children
- **ENVIRONMENT:** family, judicial, education, institutional, health, community and public policy.

- Existence of a very respectful; somewhat respectful; not at all respectful climate or surroundings in family settings
- Existence of a very respectful; somewhat respectful; not at all respectful climate or surroundings in judicial proceedings
- Existence of a very respectful; somewhat respectful; not at all respectful climate or surroundings in the education system
- Existence of a very respectful; somewhat respectful; not at all respectful climate or surroundings in the health system
- Existence of a very respectful; somewhat respectful; not at all respectful climate or surroundings in participation opportunities in public or private local institutions
- Existence of a very respectful; somewhat respectful; not at all respectful climate or surroundings in participation opportunities within the community
- Existence of a very respectful; somewhat respectful; not at all respectful climate or surroundings in participation opportunities in public policy

## TECHNICAL DATA SHEET XI

### IMPACT INDICATOR

**NAME: MODIFICATIONS AS A RESULT OF THE CHILD PARTICIPATION PROCESS**

**DESIGNATION: MODIFICATIONS**

- **DEFINITION:** this indicator shows the existence of modifications in structural indicators which have arisen as a result of the child participation process.
- **SCOPE:** national and local
- **AGE GROUP:** 0 TO 5 / 6 TO 12 / 13 TO 17
- **GENDER:** does not apply
- **CALCULATION METHOD:** Nominal: YES NO
- **SOURCE:** Institutional responsibility and consultation with children
- **ENVIRONMENT:** family, judicial, education, institutional, health, community and public policy

- **Existence of modifications in the regulatory framework** as a result of child participation in **every setting** involved
- **Existence of modifications in training proposals** in **every setting** involved
- **Existence of modifications in the number of human resources**, adults and adolescents, trained or in the process of being trained, in **every setting** involved
- **Existence of modifications** in the **budget** allocated to the promotion of child participation in **every setting** involved
- **Existence of modifications** in the number of **participation strategies** made available for the promotion of child participation in **every setting** involved
- **Existence of modifications** in the number of **children** who take part in the participation strategies in **every setting** involved

## TECHNICAL DATA SHEET XII

### IMPACT INDICATOR

NAME: CHANGES AS A RESULT OF THE CHILD PARTICIPATION PROCESS

DESIGNATION: CHANGES

- **DEFINITION:** this indicator shows the existence of changes which have taken place in the process indicators as a result of child participation at individual levels and in their respective settings.

- **SCOPE:** national and local

- **AGE GROUP:** 0 TO 5 / 6 TO 12 / 13 TO 17

- **GENDER:** does not apply

- **CALCULATION METHOD:** Nominal: YES NO

- **SOURCE:** Institutional responsibility and consultation with children

- **ENVIRONMENT:** individual, family, judicial, education, institutional, health, community and public policy

- **Existence of changes** in the number of settings in which strategies for the promotion of child participation are carried out
- **Existence of changes in the frequency of child participation strategies** carried out in the areas of education, institutions, health, the community and public policy
- **Existence of changes in the means through which children are informed** in the areas of justice, education, institutions, health, the community and public policy
- **Existence of changes in the adaptation** of information according to the principle of **progressive autonomy** in the areas of the family, justice, education, institutions, health, the community and public policy
- **Existence of changes in the adaptation** of information according to the **principle of non-discrimination** in the areas of the family, justice, education, institutions, health, the community and public policy
- **Existence of changes in the climate and surroundings in which** child participation **takes place** in the areas of the family, justice, education, institutions, health, the community and public policy

## TECHNICAL DATA SHEET XIII

### IMPACT INDICATOR

**NAME: TRANSFORMATIONS AS A RESULT OF THE PARTICIPATION PROCESS**

**DESIGNATION: TRANSFORMATIONS**

- **DEFINITION:** : this indicator shows the effects of the participation process on children and in their respective environments and individually.
- **SCOPE:** national and local
- **AGE GROUP:** 0 TO 5 / 6 TO 12 / 13 TO 17
- **GENDER:** does not apply
- **CALCULATION METHOD:** Nominal: YES NO
- **SOURCE:** Institutional responsibility and consultation with children
- **ENVIRONMENT:** individual, family, judicial, education, institutional, health, community and public policy

- **Existence of attitudinal and bonding transformations at a personal level** as a result of the child participation process
- **Existence of transformations** in relationship dynamics in **family settings** as a result of the child participation process
- **Existence of transformations** within the **judicial system** as a result of the child participation process
- **Existence of transformations** within the **education system** as a result of the child participation process
- **Existence of transformations** within the **health system** as a result of the child participation process
- **Existence of transformations** in public and private local **institutions**, as a result of the child participation process
- **Existence of transformations** within the **community**, as a result of the child participation process
- **Existence of transformations** in **public policy**, as a result of the child participation process

### 7.3. Contributions to the Monitoring of Indicators for Children's Right to Participation

"Information constitutes a key element in guaranteeing that the rights of all children are fully exercised. With more solid and professional government structures, with strengthened civil society organizations and with more dependable quantitative and qualitative information, it will be possible to produce reports which reflect the situation in the region more reliably and, therefore, allow the Committee to achieve a deeper and more all-embracing view in terms of rights"<sup>11</sup>.

In keeping with the general agreements reached at the regional workshop held last June, a proposal for a menu of indicators was submitted and analysed, as was the process for its application in each Member State. It was determined that depending on the availability of existing information and with the commitment to gradually start gathering and processing the missing information, a guideline would be provided in order to facilitate the implementation of the menu of indicators. This guideline is included below.

In the first place, compile information already available in the country and carry out a primary evaluation with regard to the indicators on which it would be possible to report. This exercise will serve to determine what information is available and to establish the direction in which efforts must be made in order to complete the indicators proposed in the menu.

The data available will probably not be sufficient to complete the menu of indicators and it will therefore be necessary to carry out a more specific search for information and/or to generate new information.

It is clear that the difficulties entailed in obtaining information reside, on the one hand, in the inexistence of instruments with which to measure the different settings and the comprehensiveness of participation and, on the other, in determining the source of information.

With regard to the lack of instruments we suggest:

- Obtaining flexible, feasible and appropriate tools with which to gather the necessary information in order to monitor the child participation indicators, which could be applied nationally, locally and in case studies.
- Facilitate, complement and contribute to standardizing the production of country reports.
- Enable the possibility of evaluating yearly the evolution and changes produced in each setting and amongst the children in every member country.

With regard to the sources of information, there should be two types of sources for the agreed indicators:

- Institutional responsibility
- Consultations with children

<sup>11</sup> Inter-American Children's Institute – Systematization of Information on Children's Rights, October 2004.

For cases involving what we call institutional responsibility it is suggested that personal interviews be held with the directors of children's areas in judicial, education, health, institutional and public policy settings.

The objective of this methodology is two-fold:

El objetivo de esta metodología tiene un doble propósito:

a) It enables participation technical liaison officers to become familiar with the situation of the effective exercise of the participation right in each setting; b) It opens up the possibility of raising awareness and engaging persons in charge in the settings or socialization areas in which children reside and circulate.

In the case of consultations with children, it is suggested that "focus groups" or "discussion groups" be organized where children are consulted regarding their perception of how their right to participation is being exercised in all settings: family, judicial, education, health, institutional, community and public policy.

This methodology has the advantage of being accessible, making the production of meaningful knowledge possible. It is particularly relevant for the objectives pursued. In putting it into practice it is essential to bear in mind the principle of progressive autonomy (hold groups at the three age levels) and the principle of non-discrimination (groups should include differences regarding sex, race, religion, disabilities, socio-economic sector and culture).

The items that it is suggested should be considered when carrying out the "focus group" technique are:

- Number of men and women, adults and adolescents, available to promote and make the right to child participation effective within each setting
- Existence of a variety of participation strategies (committees, councils, work groups, assemblies, etc.) in each setting for the purpose of putting child participation into practice
- Number of children who take part in participation strategies in each setting
- Frequency (weekly, monthly or yearly) anticipated for participation strategies through which the right to participation is put into practice in each setting
- Existence of written, oral, audiovisual, or virtual media with which to put into practice the right to be informed about their rights in each setting
- Adaptation, according to the principle of progressive autonomy and non-discrimination, of the design, language and content with which information is provided to children in each setting
- Existence of a very respectful; somewhat respectful; not at all respectful climate or surroundings in family settings
- Existence of modifications in the regulatory framework as a result of child participation in each setting
- Existence of modifications in the number of human resources, adults and adolescents, in each setting
- Existence of modifications in the budget allocated to the promotion of child participation in each setting
- Existence of modifications in the participation strategies made available for the promotion of child participation in each setting

- Existence of modifications in the number of children who take part in the participation strategies available in each setting
- Existence of changes in the frequency of child participation strategies in each setting
- Existence of modifications in training and education opportunities in each setting
- Existence of changes in the means through which children are informed in each setting
- Existence of changes in the adaptation of the information according to the principles of progressive autonomy and non-discrimination, in each setting
- Existence of changes in the climate and surroundings in which child participation takes place, in each setting
- Existence of transformations at a personal level as a result of the child participation process
- Existence of transformations within the family as a result of the child participation process
- Existence of transformations within the judicial system as a result of the child participation process
- Existence of transformations within the education system as a result of the child participation process
- Existence of transformations within the health system as a result of the child participation process
- Existence of transformations in public and private local institutions, as a result of the child participation process
- Existence of transformations within the community, as a result of the child participation process
- Existence of transformations in public policy, as a result of child participation

### Interviews with Responsible Persons in Institutions

In this respect, it is proposed to regroup the 13 indicators according to the setting (judicial, education, health, institutional and public policy) in which they will be measured, holding interviews with persons responsible in the institutions of the respective settings, bearing in mind the following points:

#### Judicial Setting: judicial processes which involve children

It is suggested that the person institutionally responsible for the judicial system in each country be interviewed with regard to children in family and criminal situations, according to the following guidelines:

- Existence of laws, decrees, rules and/or regulations and means of accountability which make express mention of participation or refer specifically to receiving information, giving opinions, being heard and/or influencing the decisions of children in each of the age groups and bearing in mind non-discrimination, within the judicial system
- Existence of training opportunities with regard to child participation in the judicial system
- Number of men and women, adults and adolescents, with experience and/or accredited training, or being trained, to promote and make the right to child participation effective within the judicial system

- Amount of financial resources allocated within the judicial system to the promotion of child participation
- Number of children who participate within the judicial system
- Existence of written, oral, audiovisual, or virtual media, with which to put into practice the right to be informed about their rights in the judicial system
- Existence of a great deal of, little, or no adaptation, according to the principle of progressive autonomy, of the design, language and content with which information is provided to children within the judicial system
- Existence of a great deal of, little, or no adaptation, according to the principle of non-discrimination, of the design, language and content with which information is provided to children within the judicial system
- Existence of a very respectful and horizontal; somewhat respectful and horizontal; not at all respectful and horizontal climate or surroundings in judicial proceedings
- Existence of modifications in the regulatory framework as a result of child participation at every level
- Existence of modifications in training and education opportunities
- Existence of modifications in the number of human resources, adults and adolescents, trained or in the process of being trained
- Existence of modifications in the budget allocated to the promotion of child participation
- Existence of modifications in the participation strategies made available for the promotion of child participation
- Existence of modifications in the number of children who take part in the participation strategies
- Existence of changes in the means through which children are informed
- Existence of changes in the adaptation of the information which children receive, according to the principle of progressive autonomy
- Existence of changes in the adaptation of the information which children receive, according to the principle of non-discrimination
- Existence of changes in the climate and surroundings in which child participation takes place
- Existence of transformations at a personal level as a result of the child participation process
- Existence of transformations within the judicial system as a result of the child participation process



### Educational Setting: formal public or private education system

It is suggested that interviews be held with the persons institutionally responsible for the education system at pre-school or early education level, primary and secondary education levels in every country, as well as the person responsible for the body which groups private formal education centres.

In the case of training at the level of post-secondary (licentiate) and post-graduate education, secondary information may be resorted to.

- Existence of laws, decrees, rules and/or regulations and means of accountability which make express mention of participation or refer specifically to receiving information, giving opinions, being heard and/or influencing decisions within the public and private education system at pre-school, primary and secondary education levels
- Existence of training opportunities in child participation within the public and private education system at pre-school, primary and secondary education levels
- Number of men and women, adults and adolescents, with experience and/or accredited training, or being trained, available to promote and make the right to child participation effective within the education system, at pre-school, primary and secondary education levels, public and private
- Amount of financial resources devoted to the public and private education system in order to promote the participation of children at pre-school, primary and secondary education levels
- Existence of a variety of participation strategies (student centres, committees, councils, work groups, assemblies, etc.) within the public and private education system for the purpose of putting child participation into practice within the respective age groups
- Number of children who put the right to participation into practice through student centres in the public and private education system, according to age group and gender
- Frequency (weekly, monthly or yearly) with which participation strategies through which the right to participation is put into practice are implemented within the public and private education system at pre-school, primary and secondary education levels
- Existence of written, oral, audiovisual, or virtual media with which to put into practice the right to be informed in the public and private education system at pre-school, primary and secondary education levels
- Existence of a great deal of, little, or no adaptation, according to the principle of progressive autonomy, of the design, language and content with which information is provided to children within the public and private education system at pre-school, primary and secondary education levels
- Existence of a great deal of, little, or no adaptation, according to the principle of non-discrimination, of the design, language and content with which information is provided to children within the public and private education system at pre-school, primary and secondary education levels

- Existence of a very respectful and horizontal; somewhat respectful and horizontal; not at all respectful and horizontal climate or surroundings in the public and private education system, at pre-school, primary and secondary education levels
- Existence of modifications of the regulatory framework on the basis of children's participation within the public and private education system, at pre-school, primary and secondary education levels
- Existence of modifications in training and education opportunities in the public and private education system, at pre-school, primary and secondary education levels
- Existence of modifications in the number of human resources, adult and adolescent, trained or in the process of being trained, in the public and private education system, at pre-school, primary and secondary education levels
- Existence of modifications in the budgets allocated to the promotion of child participation within the public and private education system, at pre-school, primary and secondary education levels
- Existence of modifications in the participation strategies available for the promotion of child participation within the public and private education system, at pre-school, primary and secondary education levels
- Existence of modifications in the number of children who take part in the participation strategies available within the public and private education system, at pre-school, primary and secondary education levels
- Existence of changes in the frequency of participation strategies within the public and private education system, at pre-school, primary and secondary education levels
- Existence of changes in the means through which children are informed within the public and private education system, at pre-school, primary and secondary education levels
- Existence of changes in the adaptation of information according to the principle of progressive autonomy within the public and private education system, at pre-school, primary and secondary education levels
- Existence of changes in the adaptation of information according to the principle of non-discrimination within the public and private education system, at pre-school, primary and secondary education levels
- Existence of changes in the climate and surroundings in which child participation takes place within the public and private education system, at pre-school, primary and secondary education levels
- Existence of transformations at a personal level, as a result of the child participation process, within the public and private education system, at pre-school, primary and secondary education levels
- Existence of transformations within the public and private education system, at pre-school, primary and secondary education levels, as a result of the child participation process
- Existence of opportunities for training in child participation at a first degree level
- Existence of opportunities for training in child participation at postgraduate level

## The Health Setting: health care systems Educational Setting: formal public or private education system

It is suggested that interviews be held with the persons institutionally responsible for the national health system for children in each country, as well as persons responsible in bodies which group the private health care systems.

- Existence of laws, decrees, rules and/or regulations and means of accountability which make express mention of participation or refer specifically to receiving information, giving opinions, being heard and/or influencing decisions in the health area, regarding matters which concern children
- Existence of training opportunities with regard to child participation in public and private health systems  
Number of men and women, adults and adolescents, with experience and/or accredited training, or being trained, to promote and make the right to child participation effective within the health system
- Amount of financial resources allocated within the health system to promote child participation
- Existence of a variety of participation strategies (committees, councils, work groups, assemblies, etc.) within public and private health systems for the purpose of putting child participation into practice
- Number of children who put the right to participation into practice by means of participation strategies, within public and private health systems
- Frequency (weekly, monthly or yearly) with which participation strategies through which the right to participation is put into practice are implemented within public and private health systems
- Existence of written, oral, audiovisual, or virtual media, with which to put into practice the right to be informed within public and private health systems
- Existence of a great deal of, little, or no adaptation, according to the principle of progressive autonomy, of the design, language and content with which information is provided to children within public and private health systems
- Existence of a great deal of, little, or no adaptation, according to the principle of non-discrimination, of the design, language and content with which information is provided to children within public and private health systems
- Existence of a very respectful and horizontal; somewhat respectful and horizontal; not at all respectful and horizontal climate or surroundings within public and private health systems
- Existence of modifications in the regulatory framework as a result of child participation within public and private health systems
- Existence of modifications in training and education opportunities within public and private health systems
- Existence of modifications in the number of human resources, adults and adolescents, trained or in the process of being trained, within public and private health systems

- Existence of modifications in the budget allocated to the promotion of child participation within public and private health systems
- Existence of modifications in the participation strategies made available for the promotion of child participation within public and private health systems
- Existence of modifications in the number of children who take part in participation strategies within public and private health systems
- Existence of changes in the frequency of child participation strategies within public and private health systems
- Existence of changes in the means through which children are informed within public and private health systems
- Existence of changes in the adaptation of the information which children receive, according to the principle of progressive autonomy, within public and private health systems
- Existence of changes in the adaptation of the information which children receive, according to the principle of non-discrimination, within public and private health systems
- Existence of changes in the climate and surroundings in which child participation takes place within public and private health systems
- Existence of transformations within the health system at a personal level as a result of the child participation process
- Existence of transformations within public and private health systems as a result of the child participation process

#### Institutional Settings: organized civil society organizations in which the users are children

It is suggested that interviews be held with the persons institutionally responsible in bodies which group non-government organizations, non-profit social institutions, civil societies, mothers' institutes, youth organizations, children's organizations, religious movements, foundations, and private institutions which operate within the official sphere, amongst others.

- Existence of laws, decrees, rules and/or regulations and means of accountability which make express mention of participation or refer specifically to receiving information, giving opinions, being heard and/or influencing decisions in public or private local institutions which concern children
- Existence of training opportunities with regard to child participation in public and private local institutions which are involved in children's issues
- Number of men and women, adults and adolescents, with experience and/or accredited training, or being trained, available to promote and make the right to child participation effective in public and private local institutions which involve children

- Amount of financial resources allocated within public and private local institutions to promote child participation
- Existence of a variety of participation strategies (committees, councils, work groups, assemblies, etc.) within public or private local institutions for the purpose of putting child participation into practice
- Number of children who put the right to participation into practice by means of participation strategies, within public or private local institutions
- Frequency (weekly, monthly or yearly) with which participation strategies through which the right to participation is put into practice are implemented within public or private local institutions
- Existence of written, oral, audiovisual, or virtual media, with which to put into practice the right to be informed in public or private local institutions in which children are involved
- Existence of a great deal of, little, or no adaptation, according to the principle of progressive autonomy, of the design, language and content with which information is provided to children within public or private local institutions
- Existence of a great deal of, little, or no adaptation, according to the principle of non-discrimination, of the design, language and content with which information is provided to children within public or private local institutions
- Existence of a very respectful and horizontal; somewhat respectful and horizontal; not at all respectful and horizontal climate or surroundings in participation opportunities in public or private local institutions
- Existence of modifications in the regulatory framework as a result of child participation within public and private local institutions
- Existence of modifications in training and education opportunities within public and private local institutions
- Existence of modifications in the number of human resources, adults and adolescents, trained or in the process of being trained, within public and private local institutions
- Existence of modifications in the budget allocated to the promotion of child participation within public and private local institutions
- Existence of modifications in the participation strategies made available for the promotion of child participation within public and private local institutions
- Existence of modifications in the number of children who take part in participation strategies within public and private local institutions
- Existence of changes in the frequency of child participation strategies within public and private local institutions

- Existence of changes in the means through which children are informed within public and private local institutions
- Existence of changes in the adaptation of the information which children receive, according to the principle of progressive autonomy, within public and private local institutions
- Existence of changes in the adaptation of the information which children receive, according to the principle of non-discrimination, within public and private local institutions
- Existence of changes in the climate and surroundings in which child participation takes place within public and private local institutions
- Existence of transformations at a personal level in public and private local institutions, as a result of the child participation process
- Existence of transformations in public and private local institutions, as a result of the child participation process

**The Public Policy Setting:** the series of laws, projects, plans and programmes which lead to a line of conduct on the part of the State, with children's public interest as an objective

It is suggested that interviews be held with the persons institutionally responsible in the following bodies:

- The Legislative Branch, or commissions on rights and children's issues which give rise to national legislation.
- Persons institutionally responsible in ministries concerned with children, in which plans and programmes aimed at children are produced.
- Persons institutionally responsible at the level of municipal, provincial or cantonal government.
- The person responsible in the guiding body concerned with children's rights.

- Existence of laws, decrees, rules and/or regulations and means of accountability at national and local levels, which make express mention of participation or refer specifically to receiving information, giving opinions, being heard and/or influencing decisions in public policies which concern children
- Existence of training opportunities with regard to participation in the design, implementation or evaluation of public policies
- Number of men and women, adults and adolescents, with experience and/or accredited training, or being trained, to promote and make the right to child participation effective with regard to public policy
- Amount of financial resources allocated within public policy to promote child participation
- Existence of a variety of participation strategies (committees, councils, work groups, assemblies, etc.) in the design, implementation and evaluation of public policies regarding children
- Number of children who put the right to participation into practice by means of participation strategies in the design, implementation or evaluation of public policy
- Frequency (weekly, monthly or yearly) with which participation strategies through which the right to participation is put into practice are implemented in the design, implementation or evaluation of public policy

- Existence of written, oral, audiovisual, or virtual media, with which to put into practice the right to be informed about public policies which concern children
- Existence of a great deal of, little, or no adaptation, according to the principle of progressive autonomy, of the design, language and content with which information is provided to children regarding public policies which concern them
- Existence of adaptation, according to the principle of non-discrimination, of the design, language and content with which information is provided to children regarding public policies which concern them
- Existence of a very respectful and horizontal; somewhat respectful and horizontal; not at all respectful and horizontal climate or surroundings in participation opportunities related to public policy
- Existence of modifications in the regulatory framework as a result of child participation within the area of public policy
- Existence of modifications in training and education opportunities within the area of public policy
- Existence of modifications in the number of human resources, adults and adolescents, trained or in the process of being trained, within the area of public policy
- Existence of modifications in the budget allocated to the promotion of child participation within the area of public policy
- Existence of modifications in the participation strategies made available for the promotion of child participation within the area of public policy
- Existence of modifications in the number of children who take part in participation strategies within the area of public policy
- Existence of changes in the frequency of child participation strategies within the area of public policy
- Existence of changes in the means through which children are informed within the area of public policy
- Existence of changes in the adaptation of the information according to the principles of progressive autonomy and non-discrimination, within the area of public policy
- Existence of changes in the climate and surroundings in which child participation takes place within the area of public policy
- Existence of transformations at a personal level as a result of the child participation process within the area of public policy
- Existence of transformations in public policy, as a result of child participation

## 8) Glossary

**The Community:** all of the relationships and interactions which occur in dynamically constructed practices, within a specific territory inhabited by children.

**Educational Setting:** the formal education system.

**The Family Setting:** the basic inter-generational group where daily coexistence occurs.

**Institutional Settings:** public or private local civil society organizations which provide services which children use.

**Judicial Setting:** the system for the administration of justice, responsible for judicial proceedings.

**The Public Policy Setting:** the series of laws, projects, plans and programmes which lead to a line of conduct on the part of the State, with the public interest as an objective.

**Health Care Settings:** health care systems.

**Levels or areas for socialization:** places in which children spend their daily lives.

**To give opinions:** Children's right to produce and express their ideas regarding subjects which concern them or in which they are interested, orally, in writing, through drawings or with signs; all forms of communication being valid. Adults should receive these opinions without attempting to influence them or exert their power, respecting the principles of progressive autonomy, non-discrimination, best interest and the right to life and development of all children.


**To influence decisions:** The right for children's opinions to be borne in mind when decisions on matters which involve them are made, according to the principles of progressive autonomy, non-discrimination, best interest and the right to life and development of all children.

**Participation (operational definition):** A process is participatory inasmuch as it acknowledges the right of children to be informed, give opinions, be heard and influence decisions made about subjects they are interested in and which are particularly relevant to them at family, judicial, educational, health, institutional and community levels, as well as with regard to public policies, according to the principles of non-discrimination, progressive autonomy and the best interest of the child, and the right to life and the guarantees for their survival and development.

**The principle of progressive autonomy:** Children are entitled to special measures of protection and to exercise their rights according to the progressive evolution of their needs and faculties. They have the right to participate and conditions must be ensured so that they become involved in decision-making as they acquire experience, knowledge, maturity and responsibility.

**The principle of the right to life and guarantees for their survival and development:** On the one hand this refers to the right to life of all children and on the other, to their development, including physical, cognitive, emotional, social and cultural aspects (CRC, Art. 6).





**The principle of best interest:** It is understood that when any measure is taken regarding children, one which promotes and protects their rights must be chosen, bearing in mind not only their current situation, but also with a view to the future; that is, all actions which concern children must be carried out with their best interest in mind and not that of any other social subject. This applies to all of those aspects which are of particular interest to children, or which concern them, in matters which involve them directly with regard to their practices and activities in their respective socialization scenarios or environments.

**The principle of non-discrimination:** All children, without exception, independently of their physical characteristics, race, gender, language, religion, place of birth, capabilities, skills, political opinions, urban culture, forms of expression and cultural or other expressions, should enjoy all of the rights acknowledged by law in their regard.

**To be heard:** The right of children to respect for their opinions. Adults should provide time and space for listening to children's opinions, bearing in mind expectations and conditions, and respecting the principles of progressive autonomy, non-discrimination, best interest and the right to life and development of all children.

**To be informed:** The right of children to receive appropriate information, in both quantity and quality, about matters which concern them. Adults must guarantee that when providing information, the following principles be borne in mind: progressive autonomy, non-discrimination, best interest, and the right to life and to development of all children.



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