

## Self-Assessment Tool: WV Guidelines on Child Participation

### Introduction

This document is a companion tool to the WV Guidelines on Child Participation that is designed to help staff assess and improve the quality of child participation within their NO, ADP, or project area. This tool is not designed to give an official score of any kind. It simply helps ADP and programme teams and the national office staff who support them to reflect on a programme's current child participation practices and to plan the changes necessary to strengthen the quality of child participation and adherence to the Guidelines on Child Participation.

### Who is this tool for?

This tool can be used by 1) NO staff in collaboration with local level staff to determine child participation priorities for an entire office or 2) local ADP teams or programme teams to determine child participation priorities within their own community and project areas. In some cases, consulting with children, caregivers, volunteers, and relevant stakeholders may be necessary to give an accurate rating.

### Overview of the tool

In this tool, the 10 Guidelines for Child Participation are organised with their accompanying criteria in a matrix below.

- ✓ *(**Please note:** Not all of the criteria for each Guideline is listed below, but enough is listed for you to get a good idea of what each Guideline is about. Some have been removed to eliminate redundancy. You will need to consult the actual copy of the Guidelines to view the criteria in its entirety and apply it to your programming. )*

Relevant staff will reflect on how well they are doing on each of the criteria by using the following ratings:

- **Emerging (E):** If a programme or ADP is **just beginning** to meet this criterion
- **Growing (G):** If a programme or ADP is **making good progress** in meeting this criterion
- **Maturing (M):** If a programme or ADP is **consistently meeting** this criterion

Each criteria will have various explanations describing what it looks like to be Emerging, Growing, or Maturing. Staff will **select the description and rating that most closely matches** what is happening in their programmes regarding child participation.

After rating themselves, staff can use the **Action Planning Table** to note the evidence for the rating and state the changes needed to move toward *Maturing*: meeting the criterion consistently. If the rating is already *Maturing*, they have the option of including changes to maintain or further improve their practice.

- ✓ **(Please note:** There is a high degree of flexibility when it comes to selecting which Guidelines to strengthen over any period of time. A NO may choose to strengthen 3-4 of the Guidelines in all their ADPs, or each ADP may choose to prioritise 1 or 2 key Guidelines to improve. Of course, there is also the option of improving all 10 of the Guidelines. Please choose whatever method is best suited to the context and reality of your programme and project area).

### How often should we use this tool?

While this self-assessment tool can be used as frequently as desired, it is best to use this tool twice a year to assess any progress that has been made and to plan for further strengthening of child participation. Key times to use this tool also include ADP redesigns, mid-term evaluations, and end of the year evaluations.

## Self-Assessment Tool: Guidelines and Key Criteria

### Important Reminder!

Selecting a rating of “Growing” assumes that your office, ADP, or programme area already adequately demonstrates the descriptions in the “Emerging” category. Likewise, selecting a rating of “Maturing” assumes that the elements in “Growing” and “Emerging” are already demonstrated.

	Criteria	Rating E/G/M	Emerging	Growing	Maturing
<b>Guideline #1 : Adults, relevant partners, children, and youth in the community are continuously sensitised to the importance and value of child participation<sup>1</sup></b>					
I.1	Community sensitisation to and advocacy for child participation is done continuously throughout the life of an ADP and National Office and includes efforts to help the most vulnerable children (MVC) of all ages to participate in decision-making in all aspects of life (i.e. in the family, at school, in local government, in WV, etc)		<ul style="list-style-type: none"> <li>Staff and volunteers are aware of, <u>and address their own -the-</u>cultural perspectives and attitudes towards boys and girls in the communities</li> <li>Staff and volunteers have a clear understanding of vulnerability and participative approaches that they can use with children and communities to identify and include the most vulnerable children</li> </ul>	<ul style="list-style-type: none"> <li>Some community sensitisation to child participation for both boys and girls is done.</li> <li>Child participation is done mostly in the context of a project or programme.</li> <li>Attention to identifying and impacting the MVC is considered in some project areas and communities, but not a formal process.</li> </ul>	<ul style="list-style-type: none"> <li>Community sensitisation to child participation by both boys and girls is done consistently in communities and project areas.</li> <li>Evidence of child participation can be found in programmes, project areas, school settings, local government, and in the family context.</li> <li>There is a clear process and strategy to identify and impact MVC in every community or project area.</li> </ul>

<sup>1</sup> Adults and relevant partners include but are not limited to: parents, care-givers, community elders, local officials, teachers, faith leaders, etc...

1.2	WV staff and volunteers communicate the value of both boys' and girls' participation in all aspects of programming, community/caregiver engagement, and interaction with children		<ul style="list-style-type: none"> <li>Staff and volunteers understand and know how to communicate the value of both boys' and girls' participation in all aspects of programming, community/caregiver engagement, and interaction with children.</li> </ul>	<ul style="list-style-type: none"> <li>A communications plan is developed to help raise awareness of the value of girls' and boys' participation</li> </ul>	<ul style="list-style-type: none"> <li>A detailed communications plan exists and is implemented that identifies how, when, and how often staff and volunteers communicate the value of both boys' and girls' participation in all aspects of programming, community/caregiver engagement, interaction with children, and to partner organisations.</li> </ul>
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	Criteria	Rating E/G/M	Emerging	Growing	Maturing
<b>Guideline #2 : WV staff, partners, and volunteers<sup>2</sup> who facilitate child participation have the capacity and training to work safely and effectively with children.</b>					
2.1	Staff, partners, and volunteers working with children receive regular training on child participation methods, child rights, engaging with children effectively, identifying and including vulnerable children, and specific skills such as listening, facilitation, and conflict resolution, etc.		<ul style="list-style-type: none"> <li>Staff and volunteer job descriptions and performance agreements contain specific objectives with regards to both working with children and learning objectives around building core competencies to do this effectively.</li> <li>Opportunities for capacity building and training at the local or national level identified.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and volunteers working with children have received at least one training on child participation methods and how to work with children.</li> <li>There is some training or knowledge transfer about child rights, identifying and including MVC, and specific facilitation skills.</li> </ul>	<ul style="list-style-type: none"> <li>Staff, partners, and volunteers receive at least 1-2 annual trainings on child participation methods, including topics such as: child rights, identifying and including MVC, listening, facilitation skills, and conflict resolution.</li> </ul>
2.2	Staff, partners, and volunteers working with children are trained on how to recognise and respond to children who exhibit distress as a result of child participation or who disclose sensitive information as outlined in WV's <i>Preventing and Responding to Distress in Child Participation Activities</i> document		<ul style="list-style-type: none"> <li>Staff and volunteers are aware of common distress indicators in both boys and girls of varying ages and abilities.</li> <li>Staff and volunteers are aware of their National Office's Child Protection Incident Preparedness Plans (CPIPP)</li> </ul>	<ul style="list-style-type: none"> <li>Staff and volunteers have some knowledge on how to respond to children who exhibit distress.</li> <li>Staff partners, and volunteers know about WV's <i>Preventing and Responding to Distress in Child Participation Activities</i> document, but have not necessarily read through it in its entirety.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and volunteers have been explicitly trained on how to respond to children who exhibit distress according to WV's <i>Preventing and Responding to Distress in Child Participation Activities</i> document.</li> <li>Staff, partners, and volunteers are trained in Psychological First Aid.</li> </ul>

<sup>2</sup> The term "volunteers" refer to any and all volunteers above the age of 18 years old.

	Criteria	Rating E/G/M	Emerging	Growing	Maturing
<b>Guideline #3 : Children and care-givers give informed consent for children to participate in WV or partner supported activities whilst recognising children's rights to freedom of association or peaceful assembly</b>					
3.1	Staff or volunteers meet with children and care-givers to explain the intended purpose, potential risks, and expectations of a WV or partner supported child participation activity		<ul style="list-style-type: none"> <li>Staff and volunteers examine the intended purpose, potential risks and expectations of any child participation activity prior to implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Staff or volunteers sometimes explain the intended purpose and potential risks of child participation activities to children and care-givers.</li> </ul>	<ul style="list-style-type: none"> <li>Staff or volunteers explore with children the expectations, purpose and risks of any activity that children participate in</li> <li>Staff or volunteers consistently ensure that children and their care-givers are told the purpose and potential risks of child participation activities.</li> </ul>
3.2	Consent forms are translated into local languages and are in accessible format for children with certain impairments		<ul style="list-style-type: none"> <li>Consent forms are translated and adapted to context and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Consent forms are available in some local languages.</li> <li>Formats that are accessible for children with certain impairments do not yet exist.</li> </ul>	<ul style="list-style-type: none"> <li>Consent forms in various local languages and in formats for children with certain impairments are readily available for use.</li> </ul>
3.3	Children and care-givers are given time to consider their involvement before giving consent and are given the option to not participate		<ul style="list-style-type: none"> <li>Children and care-givers are given less than 1 day to consider their involvement in child participation activities and to give consent or decline participation.</li> </ul>	<ul style="list-style-type: none"> <li>Children and care-givers are given between 1-2 days to consider their involvement in child participation activities and to give consent or decline participation.</li> </ul>	<ul style="list-style-type: none"> <li>Children and care-givers are given 3-4 days to consider their involvement in child participation activities and to give consent or decline participation.</li> </ul>

	Criteria	Rating E/G/M	Emerging	Growing	Maturing
<b>Guideline #4 : WVI Child Protection (CP) Standards are in place and followed.</b>					
4.1	All staff, adult/youth volunteers, partners, or persons who work directly with children comply with WV's Behaviour Protocols		<ul style="list-style-type: none"> <li>Background checks and the appropriate references are completed for staff, adult/youth volunteers, or persons who work directly with children prior to their 1<sup>st</sup> day on the job.</li> </ul>	<ul style="list-style-type: none"> <li>All staff, volunteers, partners, or persons who work directly with children are cleared with clean background check and receive a copy of WV's Behaviour Protocols.</li> </ul>	<ul style="list-style-type: none"> <li>All staff, adult/youth volunteers, partners, or persons who work directly with children receive copies of WV's Behaviour Protocols, are familiar with the contents, and exhibit behaviour matching these standards.</li> </ul>

4.2	<p>A Child Protection Risk Assessment for Child Participation is completed prior to the start of WV supported child participation activities in collaboration with local experts and relevant stakeholders; child participation halts if significant child protection risks are identified</p> <p>In high risk/volatile areas or when addressing sensitive issues, Risk Assessments are completed on a regular basis in collaboration with boys, girls, and caregivers</p>		<ul style="list-style-type: none"> <li>Staff and volunteers are aware of the potential risks of both boys' and girls' participation in both stable and high risk contexts, or when discussing sensitive issues.</li> <li>Staff and volunteers are aware of the potential risks to the participation of marginalised and vulnerable children</li> </ul>	<ul style="list-style-type: none"> <li>A Child Protection Risk Assessment is taken prior to the start of WV supported child participation activities.</li> </ul>	<ul style="list-style-type: none"> <li>A Child Protection Risk Assessment is taken prior to the start of WV supported child participation activities and includes the opinions and perspectives of local experts (including children and MVC) and relevant stakeholders (children, parents, caregivers, etc).</li> <li>In high risk/volatile areas or when addressing sensitive issues, Risks Assessments are completed once a month with the collaboration of boys, girls, and caregivers.</li> </ul>
4.3	<p>A complaints mechanism is established for children to make a complaint about any issue regarding their involvement in child participation. The mechanism is accessible for all children including those with certain impairments</p> <p>Formal complaints containing sensitive topics, specific names, and specific places are locked in secure facilities</p>		<ul style="list-style-type: none"> <li>There is currently no formal complaints mechanism established for children to make a complaint about any issue regarding their involvement in child participation. (There may be an informal system, but nothing formal or official).</li> </ul>	<ul style="list-style-type: none"> <li>Plans for developing a complaints mechanism are drafted</li> <li>Plans include accessibility options for all children including those with disabilities or impairments.</li> <li>Plans include a communications plan and steps for making the mechanism known to children and caregivers</li> </ul>	<ul style="list-style-type: none"> <li>There is a formal, established complaints mechanism for children to make a complaint about any issue regarding child participation.</li> <li>The complaints mechanism is known to children and caregivers and accessible for all children including those with disabilities or impairments.</li> <li>There is a formal system for organising and filing formal complaints in secure, locked facilities.</li> </ul>
4.4	<p>A system for reporting child protection incidents is in place and understood by all staff working with children</p>		<ul style="list-style-type: none"> <li>National Office's Child Protection Incident Preparedness Plans (CPIPP) is developed and known by staff and volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>A system for reporting child protection incidents is in place but may not be widely used or understood by all staff and volunteers working with children.</li> </ul>	<ul style="list-style-type: none"> <li>A system for reporting child protection incidents is in place and is widely known and understood by all staff and volunteers working with children.</li> <li>A system for reporting child protection incidents is accessible and safe for children and youth to report and/or monitor incidents.</li> </ul>
4.5	<p>If/when children travel outside their country with WV, Protocols for Child Travel – In and Out of Country are in place and followed</p>		<ul style="list-style-type: none"> <li>Staff and volunteers are aware of the WV Protocol for Child Travel – In and Out of Country</li> </ul>	<ul style="list-style-type: none"> <li>Staff and volunteers have received a copy of the WV Protocols for Child Travel and are familiar with its contents.</li> </ul>	<ul style="list-style-type: none"> <li>WV Protocols for Child Travel are up to date, widely known, and strictly followed when children travel outside their country.</li> </ul>

	Criteria	Rating E/G/M	Emerging	Growing	Maturing
<b>Guideline #5 : Child participation involves children in issues and decisions that are relevant to their daily lives and concerns</b>					
5.1	Child participation is focused on issues children have first-hand knowledge and experience with in accordance with a child's age and ability, and/or includes necessary capacity building and information sharing in order for children to make informed decisions		<ul style="list-style-type: none"> <li>Staff and volunteers are aware of the concept of children's evolving capacities in child participation</li> </ul>	<ul style="list-style-type: none"> <li>Children have some knowledge about the issues that they are involved in.</li> <li>Staff and volunteers are somewhat familiar with how to adapt tools, approaches, and issues according to a child's age, maturity, gender, religion, customs, language, and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Children are involved in decision-making about issues that are familiar to them.</li> <li>Staff and volunteers have an extensive understanding of how to create or adapt materials and methods for child participation that take into account the age, maturity, gender, abilities, customs, religion, and language of the participating children.</li> <li>If children are not familiar with the issue they are asked about, staff and volunteers take the time to teach children about these issues so that they can make informed decisions.</li> </ul>
5.2	Space and time is given for children to highlight and address issues that they themselves identify as relevant and important, even if those topics do not correspond with meeting agendas or activities		<ul style="list-style-type: none"> <li>Staff and volunteers working with children do not regularly give space and time during children's groups sessions for children to identify topics that are relevant and important to their own lives for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and volunteers develop plans for integrating space and time to ask children during group sessions to identify topics that are relevant or important to them for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and volunteers working with children regularly give space and time during children's group sessions for children to identify topics that are relevant and important to their own lives for discussion.</li> </ul>

	Criteria	Rating E/G/M	Emerging	Growing	Maturing
<b>Guideline #6 : Child participation is accessible, inclusive, and non-discriminatory</b>					

6.1	<p>All children are given an equal chance to participate regardless of sponsorship status, age, ethnic origin, gender, language, religion, disability, health, social, economic, legal, or any other status, vulnerability, or relationship to World Vision</p> <p>Adequate time, budget, and effort is given to include the most vulnerable children and to sensitising children and adults to including marginalised children</p>		<ul style="list-style-type: none"> <li>Staff and volunteers understand World Vision's priority focus on the most vulnerable children and who in their community experience extreme levels of vulnerability</li> <li>Senior leaders in charge of approving budgets understand of the importance of including MVC and the necessary sensitisation efforts required to ensure that this happens.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and volunteers have a plan developed to ensure the equal and non-discriminatory participation of children in their communities, especially those children who are the most vulnerable.</li> <li>Plans include a proposed budget and specific activities that outline sensitisation efforts, expected time frame, and target audiences</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive and detailed plan is in place and implemented to ensure that child participation activities are known to and are available to all children regardless of sponsorship status, age, ethnic origin, gender, language, religion, disability, health, social, economic, legal, or any other status, vulnerability, or relationship to World Vision.</li> <li>In addition to regular budget line items being inclusive of all children, there is a specific line item for MVC sensitisation and a specific NO point person in charge of managing MVC sensitisation efforts.</li> </ul>
6.2	<p>Marginalised and vulnerable children are not part of a separate children's group but are appropriately mainstreamed into child participation programmes unless a clear business case is made for a focused group of children</p>		<ul style="list-style-type: none"> <li>Very few children's groups include a good mix of boys, girls, children with disabilities and varying health statuses, children from various religious backgrounds, and children from various ethnicities (unless groups are needed for a specific group of children).</li> </ul>	<ul style="list-style-type: none"> <li>Some children's group (but not the majority) include a good mix of boys, girls, children with disabilities and varying health statuses, children from various religious backgrounds, and children from various ethnicities (unless groups are needed for a specific group of children).</li> </ul>	<ul style="list-style-type: none"> <li>The majority of children's groups include a good mix of boys, girls, children with disabilities and varying health statuses, children from various religious backgrounds, and children from various ethnicities (unless groups are needed for a specific group of children).</li> </ul>
6.3	<p>Meeting space is safe, familiar, and physically accessible to all children who are participating; appropriate language translation is provided for meetings conducted in other languages</p>		<ul style="list-style-type: none"> <li>Staff and volunteers are aware of the physical/accessibility needs of the members of their children's groups</li> <li>Staff and volunteers are aware of any language or translation needs of the members of their children's groups</li> </ul>	<ul style="list-style-type: none"> <li>Meeting space is safe, familiar, and physically accessible to all the children who are participating.</li> <li>Resources for language translation are sometimes available for meetings conducted in other languages.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting space is safe, familiar, physically accessible to all children, and appropriate for welcoming, including, and enabling the participation of most vulnerable children.</li> <li>Resources for language translation are readily available for meetings conducted in other languages.</li> <li>Language is easily understood by all children at the meeting or activity.</li> </ul>

6.4	If there is a limit to how many children can participate in a certain event or activity, children themselves create the criteria for selection and elect peers to represent the wider group based on the principles of democracy, inclusion, and equality of opportunity		<ul style="list-style-type: none"> <li>Adults usually choose which children will represent the wider group in special meetings or events.</li> <li>Adults are not aware of all groups of marginalised or most vulnerable children in their community.</li> </ul>	<ul style="list-style-type: none"> <li>Adults usually choose which children will represent the wider group, but take the opinions of children into account.</li> <li>Children and adults know who are marginalised or most vulnerable children in their community.</li> </ul>	<ul style="list-style-type: none"> <li>Children are supported to create the criteria for selection of which peers will represent them in special meetings or events.</li> <li>All Children including the most vulnerable children participate to vote and elect peers to represent the wider group based on the principles of democracy, inclusion, and equality of opportunity.</li> </ul>
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	Criteria	Rating E/G/M	Emerging	Growing	Maturing
<b>Guideline #7 : Child participation is facilitative, not manipulative, and values children's input</b>					
7.1	The purpose of child participation activities as well as the responsibilities and expectations of both children and adults are clearly outlined, understood, agreed upon, and do not reinforce harmful societal attitudes in regards to the role of boys and girls		<ul style="list-style-type: none"> <li>Staff and volunteers recognise children's right to access the information that they need to fully participate</li> <li>Staff and volunteers understand the importance of fully informing children of the purpose behind child participation activities.</li> </ul>	<ul style="list-style-type: none"> <li>Children have some understanding of child participation activities they are involved in.</li> <li>Staff and volunteers occasionally remind children of the purpose of child participation activities.</li> </ul>	<ul style="list-style-type: none"> <li>Children have a solid understanding of child participation activities they are involved in.</li> <li>Children are able to articulate the responsibilities and expectations of both children and adults.</li> <li>Staff and volunteers consistently remind children of the purpose of child participation activities.</li> </ul>
7.2	Children play a significant role in how their children's groups are run, what issues they focus on, and are encouraged to take leadership roles to work alongside adults within their group		<ul style="list-style-type: none"> <li>Staff and volunteers are aware of the concept of child-led groups and of the capacity of children to take on leadership roles</li> </ul>	<ul style="list-style-type: none"> <li>Children are sometimes given the time or space to determine how their groups are run.</li> <li>There are few children in leadership roles within the group.</li> </ul>	<ul style="list-style-type: none"> <li>Children are given frequent and regular time and space to determine how their groups are run.</li> <li>Children occupy leadership roles within the group.</li> <li>Staff and volunteers provide coaching and mentoring to strengthen children's leadership skills</li> </ul>



7.3	Children are aware of their right to withdraw or refrain from any of WV's child participation activities at any time without damaging their relationship with WV		<ul style="list-style-type: none"> <li>Staff and volunteers are aware of children's right to withdraw or refrain from any of WV's child participation activities at any time</li> </ul>	<ul style="list-style-type: none"> <li>Children sometimes speak up to withdraw from or refrain from any of WV's child participation activities.</li> </ul>	<ul style="list-style-type: none"> <li>Children are comfortable speaking up to withdraw from or refrain from any of WV's child participation activities at any time.</li> <li>Children understand that this will not damage their relationship with WV.</li> <li>Staff and volunteers continually remind children of their right to say no to child participation activities</li> </ul>
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	Criteria	Rating E/G/M	Emerging	Growing	Maturing
<b>Guideline #8 : Child participation activities and methods are child-friendly</b>					
8.1	Methods encompass a range of participatory activities and action learning including but not limited to: visual and physical demonstrations, recreational, playing, drama, games, discussion, music, art, etc...		<ul style="list-style-type: none"> <li>Staff and volunteers are aware of a variety of methods and participatory ways to engage children.</li> </ul>	<ul style="list-style-type: none"> <li>There is some variety to the type of methods that staff and volunteers use to engage children.</li> </ul>	<ul style="list-style-type: none"> <li>Children engage in a variety of participatory activities that encompass visual and physical demonstrations, recreational and physical activities, drama, games, discussion, music, art, etc.</li> <li>Staff and volunteers vary the frequency of each method used with children.</li> </ul>
8.2	Child Participation allows for rest and fun		<ul style="list-style-type: none"> <li>Staff and volunteers understand the need to provide children with rest and fun in children's groups</li> <li>Staff and volunteers are familiar with a variety of energiser activities for children</li> </ul>	<ul style="list-style-type: none"> <li>Staff incorporate some time in children's group meetings for rest, fun, games, or energiser activities.</li> </ul>	<ul style="list-style-type: none"> <li>Children can expect regular times in children's group meetings for rest, fun, games, or energiser activities.</li> </ul>

	Criteria	Rating E/G/M	Emerging	Growing	Maturing
<b>Guideline #9 : Child participation is conducted in ways that lead to empowerment of children, youth who are responsible citizens, and community transformation</b>					

9.1	<p>Child participation, in any form, directly communicates the value of respect for others and the connection between rights and responsibilities</p> <p>WV staff and volunteers encourage children to focus on their contribution to improving their communities, including building healthy and equitable relationships between boys, girls, and adults</p>		<ul style="list-style-type: none"> <li>Staff and volunteers understand the connection between rights and responsibilities.</li> <li>Staff and volunteers understand that a key principle/aim of child participation is to strengthen relationships at the familial, local, and societal level.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and volunteers sometimes emphasise the importance of respect and the connection between rights and responsibilities to children in programming.</li> <li>Children have some idea of how their participation can benefit the well-being of others in their community.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and volunteers emphasise the importance of respect and the connection between rights and responsibilities regularly to children in programming.</li> <li>Children are able to articulate how their participation can benefit the well-being of others in their community</li> <li>Children are sensitive to ensuring healthy and equitable relationships between boys, girls, and adults.</li> </ul>
9.2	WV staff and volunteers encourage children to grow through reflection and evaluation of their participatory experiences		<ul style="list-style-type: none"> <li>Staff and volunteers are familiar with child-friendly evaluation and reflection tools.</li> </ul>	<ul style="list-style-type: none"> <li>There is some time dedicated to reflection and evaluation in children's groups where children are able to express their thoughts on their experiences with the group.</li> </ul>	<ul style="list-style-type: none"> <li>There is a regular and consistent cycle of reflection and evaluation in children's groups where children are able to express their thoughts on their experiences with the group.</li> </ul>
9.3	Methods and activities build the life skills, self-esteem and self-confidence of children according to the life cycle stage a child is in		<ul style="list-style-type: none"> <li>Staff and volunteers are aware of the developmental benefits of building children's self-esteem and self-confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and volunteers are aware of methods and practices to build up the self-esteem and self-confidence of children</li> </ul>	<ul style="list-style-type: none"> <li>Staff and volunteers are competent in methods and practices to build up the self-esteem and self-confidence of children in multiple age groups.</li> <li>Staff and volunteers integrate these methods and practices regularly within children's groups.</li> </ul>

	Criteria	Rating E/G/M	Emerging	Growing	Maturing
<b>Guideline #10: WV staff, partners, and volunteers demonstrate accountability to children through a commitment to timely feedback, monitoring, evaluation, and learning cycles with children that improve the quality of child participation</b>					
10.1	Follow-up, evaluation, and monitoring are addressed during the planning stages as an integral part of child participation		<ul style="list-style-type: none"> <li>Staff and volunteers understand the need for a regular cycle of evaluation and follow-up as an integral part of making child participation a meaningful experience for children.</li> </ul>	<ul style="list-style-type: none"> <li>Follow up and evaluation of child participation activities are not planned for when activities start, but are added on at the end of a project, programme, or series of activities.</li> </ul>	<ul style="list-style-type: none"> <li>There are detailed plans and time set aside for follow-up and evaluation of child participation activities.</li> <li>These plans are made when planning child participation activities.</li> </ul>

10.2	Children are supported and encouraged to participate in the follow-up, evaluation, and monitoring processes of their activities; when appropriate, children are given the opportunity to challenge and influence the conclusions made by adults		<ul style="list-style-type: none"> <li>Staff and volunteers understand the importance of involving children themselves in the follow-up, monitoring, and evaluation of their activities</li> </ul>	<ul style="list-style-type: none"> <li>Staff and volunteers sometimes support and encourage children to participate in follow-up, monitoring, and evaluation of their activities.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and volunteers actively support and encourage children to participate in follow-up, monitoring, and evaluation of their activities</li> <li>Staff and volunteers give multiple opportunities for children to respectfully challenge and influence the decisions made by adults.</li> </ul>
10.3	Children are given timely and clear feedback on the results of any decisions they were involved in, how their views have been interpreted/used, and the impact of their participation		<ul style="list-style-type: none"> <li>Children wait more than 5 weeks to receive feedback on the results of any decisions they were involved in, how their views have been interpreted/used, and the impact of their participation.</li> </ul>	<ul style="list-style-type: none"> <li>Children wait between 2-5 weeks to receive feedback on the results of any decisions they were involved in, how their views have been interpreted/used, and the impact of their participation</li> </ul>	<ul style="list-style-type: none"> <li>Children wait between 1-2 weeks to receive feedback on the results of any decisions they were involved in, how their views have been interpreted/used, and the impact of their participation.</li> </ul>
10.4	Children's feedback is communicated to relevant authorities/staff/parent organisations and actively shapes the quality of on-going child participation		<ul style="list-style-type: none"> <li>Staff and volunteers value the opinions of children to shape existing and future child participation activities and the quality within children's groups.</li> </ul>	<ul style="list-style-type: none"> <li>Children's feedback is sometimes communicated to relevant authorities/staff/parent organisations.</li> <li>Children have difficulty identifying how their feedback has shaped the quality of child participation in their groups.</li> </ul>	<ul style="list-style-type: none"> <li>Children's feedback is promptly communicated to relevant authorities/staff/parent organisations.</li> <li>Children can identify how their feedback has shaped the quality of child participation in their groups.</li> </ul>

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## Sample Action Planning Table

After going through the self-assessment and giving each criteria a rating, work with your teams to prioritise several for improvement and strengthening. You may choose to prioritise all 10 Guidelines as well. Fill out the action planning table below, indicating evidence for each rating, key changes that are needed to move towards a “maturing” rating, and the needed personnel, resources, and timeframe. The table can be expanded if needed.

#	Criteria	Rating E/G/M	Evidence for rating given	Key changes needed	Person/s responsible	Timeframe	Resources
Guideline: (Insert Guideline here)							
	(Insert prioritised criteria here)	(Give rating here)	(Give evidence for rating here)	(Describe key changes needed to move towards “maturing”)	(Indicate who is responsible for implementing key changes here)	(Indicate time needed here)	(List needed resources to accomplish changes)
Guideline:							
Guideline:							