




Child Participation Policy

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Contents

Introduction	4
Objectives	6
Coverage	6
Principles	7
Responsibilities	8
Exceptions	8
Definitions	9
Child Participation in Educo	11
Our Commitment	11
Conditions for child participation	13
Related documents	22

Introduction

Child participation is recognised in the Convention on the Rights of the Child¹ (CRC) as both a right and a principle. Therefore, Educo, as an organisation that works in favour of children's rights and wellbeing, has the responsibility to comply with, respect, protect and demand this right.

Based on the CRC, our own experiences, and proposals and those of other organisations and experts on the subject, at Educo we understand child participation as the right to freely express their voice in the issues and spaces that concern them. We believe it is important that this voice should be heard by an audience that is competent in relation to the issues at hand, i.e., people who are knowledgeable about the issues at hand and who are also empowered to take action on them, so that they are able to take children into account in decision-making, both in organisational governance and in our programmatic actions².

At Educo, this commitment has been reinforced through what we have learned from children themselves in relation to the great importance they attach to participation as a right and an essential part of their wellbeing. For example, in Spain, a study was carried out on the subjective dimension of wellbeing³ and "When analysing the influence of participation on wellbeing, it was found that children who are involved in decision-making at home, at school or in the municipality had significantly higher levels of life satisfaction than others".

On the other hand, children from 12 countries in Asia, Africa, Europe, and the Americas, who participated in a global survey⁴, "complain a lot about not being listened to and question cultural patterns. Their responses mention key areas for their participation: family, school, community, local government. They identify negative feelings about not participating, they don't like it, and it affects their self-esteem".

¹ Officially «Convention on the Rights of the Child», adopted and opened for signature and ratification by General Assembly resolution 44/25 of 20 November 1989. Entered into force on 2 September 1990.

² Organisational governance in this case refers to the management of the organisation, how interests are articulated, priorities are set, and decisions are made that affect children. Programmatic action includes the management of the entire programming cycle by all areas of the organisation involved to achieve positive change for children.

³ ["You never asked me before! What children say: the subjective dimension of child wellbeing"](#).

⁴ ["Global Survey 2021: the voice of 8,000 children. The Right to Education and Participation post COVID-19 as explained by children around the world. An exploration through listening and wellbeing in childhood and adolescence"](#).



In line with all of the above, we ratify the importance of what is included in the [Global Impact Framework 2020-2030 \(GIF\)](#) where it is recognized that Educo has "... to emphasize the participation of children and adolescents by promoting their own agency. To do this, we will need to increase our knowledge about what children value in their lives and better and more widely share and use this information". In this regard, we are committed to the following: "All our actions guarantee and promote the right to participation of children and those who support them, in the pursuit of their full citizenship. We also encourage a participative culture at the heart of our organisation".

Objectives

The general aim of this policy is to formalise the institutional commitment to child participation and to promote the ongoing improvement of our knowledge and abilities so that it becomes an essential part of Educo, through the establishment of four specific objectives to be achieved:

- Raise awareness and promote a culture of child participation in organisational governance.
- Ensure effective and meaningful participation of children in programmatic action.
- Establish guidelines so that all those within the scope of this policy are prepared, understand, accept, and support the fulfilment of their responsibilities for child participation.
- Ensure that Educo has the basis for developing other more specific guidelines in order to apply this policy in the different areas of the organisation.

Coverage

This policy has a global geographical scope, includes both organisational governance and programmatic action, and applies to all Educo's stakeholders, whether internal or external, and in particular:

- Educo Board of Trustees.
- Employees, volunteers and trainees, interns, and work experience staff.
- People who participate in programs, projects, or other initiatives, in particular sponsored children and adolescents and children in general.
- Educo partner organisations⁵.
- Suppliers of goods and services⁶ that due to the nature of what they do for Educo have direct contact with children and/or impact children's lives in some way. Educo will guarantee in the contracts or terms of reference that regulate the provision of its goods or services that these include everything necessary to consider child participation and, when necessary, we will provide technical support to make this possible.
- Collaborators (sponsors, donors, media persons, ambassadors, etc.) when they are directly involved with children or when their contribution to the organisation affects the lives of children in some way.

⁵ For more information on this topic, see Educo's [Partnership Policy and Guide](#).

⁶ Suppliers of goods and services can include a wide range of people or companies depending on Educo's requirements, so each case should be considered in each context. However, and only by way of examples and not limited to, it can include consultancies, construction companies, communication and marketing companies, universities and research centres, local food suppliers, accommodation services, transport, school material suppliers, etc.

Principles

For this policy we are guided by the principles set out in the CRC:

Principle of non-discrimination

All children have the right to participate regardless of their status or condition. In each context, the position of children in society and the factors that hinder their participation will need to be analysed in order to take measures to ensure that children in general, and the most excluded groups in particular, receive the support they need to participate. It will also look at whether there are facilitating factors for participation and use these to achieve greater inclusion.

Principle of always observing the best interests of the child

Children's participation will be promoted in everything that affects them, is in their interest, is beneficial to the full exercise of their rights and helps to improve their material, relational and subjective wellbeing. This includes influencing and supporting decision-makers who affect children's lives to do so with this principle in mind.

Principle of the right to life, survival, and development

Children's participation will be appropriate to their evolving abilities, without compromising their health, and will contribute to their development, both in terms of their involvement in the participatory process and its expected outcomes.



Principle of participation and being listened to

This policy deals precisely with this issue, considering participation as both a right and a principle. It therefore implies that children and adolescents have the right to express themselves freely on issues related to their social, economic, religious, cultural, public policy, relationship with the environment, etc.; it encompasses the right to information, to be heard and taken into account in decisions that affect them, and the right to freedom of association. Children's participation asserts that they are social subjects and rights holders and promotes intergenerational dialogue (relational wellbeing) for the common good.

Responsibilities

Responsibilities are set out for the main areas this policy applies to and who have key roles in it:

Educo Board of Trustees

As Educo's highest governing and administrative body, it must ensure that children's opinions are heard, either directly or through consultations carried out by other bodies within the organisation, that their opinions are taken into account in decision-making processes that affect them, and that the necessary resources are allocated to ensure that children's participation complies with the conditions established in this policy.

Global Steering Committee⁷

will support the implementation of the Policy and ensure that Educo listens to children and acts accordingly internally and in its programmatic action (directly and with partner organisations) through the allocation of resources, the promotion of spaces and processes for children to make their voices heard; they will ensure that decisions are made on this basis; also ensure that the responsibilities and competencies necessary to make this possible are defined, assigned, communicated, periodically assessed for improvement and accounted for, including in contractual relationships with local partner organisations or international ones and public institutions with a formal contractual relationship with Educo.

⁷ The Global Steering Committee includes Educo's global management and country management.

⁸ This extends to volunteer staff and interns, trainees or trainees who support in coordination or direct supervision of regular staff.

Educo staff⁸

Know the policy, ensure that (depending on the nature of their work) they know how children should be involved in what they do, have the resources to do so, and make decisions that consider children's opinions when these affect them in any way.

Global Child Participation Commission

This policy establishes the creation of this commission, which will be led by the Program Development Department. Initially, it will be made up of the people who have drafted this policy, who, within a maximum period of one year, will draw up the commission's regulations, which will include the mechanism for the election and periodic renewal of the commission so that it reflects Educo's geographic and human diversity. This commission does not in turn create commissions at country level, which will manage the present policy according to their structure and in the same way as they do for other policies.

Educo's partner organisations, and those for whom the implications of this policy are relevant

Support each other in implementing the policy in at least those areas of work that have been agreed upon.

Exceptions

This policy is not subject to any exceptions to its enforcement.

Definitions

The definitions below provide an understanding of the right and principle of participation within an overall framework of children's rights and wellbeing.

Children and adolescents	Any person under 18 years of age, regardless of whether the law in force in a given context sets an earlier age of majority.
Child participation (according to the CRC)	Article 12 of the CRC (the right of children to be listened to) is the fundamental pillar for their participation. There are other articles that are linked to article 12 that help to define meaningful child participation. These rights have been broadly conceptualised under the term "participation" and include the rights to freedom of expression, thought, conscience, religion, association, peaceful assembly, protection of privacy and access to information (articles 13-17 of the CRC). In addition, article 23 highlights the importance of creating conditions that facilitate the participation of children with disabilities; article 29 encourages education that prepares children for responsible lives in free societies that promote peace, tolerance, and equality; and article 31 recognises children's right to rest and leisure, to engage in play and recreational activities appropriate to their age and to participate freely in cultural life and the arts.
Child rights-based approach (CRBA)	This is the recognition of children as social rights holders whose rights are inherent to their human condition and in accordance with this stage of their lives and its different phases. A rights-based approach to programming (Child Rights Programming, CRP) uses children's rights as part of the programming process and as the ultimate goal of the goals and positive changes to be achieved.
Children's evolving capacities	Progressive acquisition of competencies according to age and, above all, life experiences, culture, gender roles, the support they receive, the nature of the rights exercised and children's own expectations. This will give them, as they acquire increasing competencies, a reduced need for guidance and greater autonomy to take responsibility for the decisions that affect their lives, progressively evolving from receiving information, to expressing an informed opinion, to having that opinion taken into account, to being the main decision-maker or co-responsible decision-maker ⁹ .

⁹ Based on [The Evolving Capacities of the Child](#) (Gerison Lansdown for the UNICEF Innocenti Research Institute, in close collaboration with the Innocenti Centre and Save the Children Sweden)

Child wellbeing	This is “the fulfilment of children’s rights and opportunities for each child to be and do what she or he values, according to her or his capacities, potential and abilities”. ¹⁰
3D Child Wellbeing Approach¹¹	Wellbeing connects us with “ a good life ”, “ feeling good ”, “ happiness ”, “ being well ”, etc. The 3D approach to Wellbeing refers to the material, relational and subjective dimensions and, above all, to the interactions between these three dimensions (having-doing-feeling).
Children's Agency (Capacity for)	This is the combined manifestation of children’s capacities, autonomy and capacity for self-expression and active participation in decision-making on issues that affect them ¹² .
Education for participation (or pedagogy of participation)¹³	Set of methodological processes that favour participation skills with the implementation of different knowledge, capacities, and basic social skills to promote the agency and autonomy of the people who participate, taking into account their context and evolutionary capacities. It involves processes to develop capacities of observation, active listening, analysis, development of critical thinking, creativity, acceptance of diversity, empathy, cooperation, communication skills, negotiation, conflict resolution, decision-making for collective action, among the most important ones; all of them in reference to issues that affect their lives. It also requires a review of the power relations and systems exercised by the people who accompany the participants in this educational practice (e.g., “adultism” in the case of children, or power relations between women and men, etc.).

¹⁰ In accordance with the [2020-2030 Global Impact Framework](#) (GIF).

¹¹ For more information on each dimension, see “[But what is Wellbeing?](#)” (Sarah C. White, Centre for development studies, University of Bath, UK).

¹² Based on “[Perils of perspective: Identifying adult confidence in the child’s capacity, autonomy, power and agency \(CAPA\) in readiness for voice-inclusive practice](#)” (Gillett-Swan, Jenna & Sargeant, Jonathon).

¹³ Based on “Learning democracy in school and society: “Education, lifelong learning, and the politics of citizenship” de Gert J. J. Biesta y “Aprender a participar: desde la escuela” (Learn to participate from school) by Fernando de la Riva and Antonio Moreno.

Child Participation in Educo

Our Commitment

Educo is committed to educating and educating ourselves in participation and to fostering children's participation in order to generate social impact. We work so that children and adolescents can fully develop their personalities and abilities, live free from violence in safe and positive treatment environments and promote changes in their social and environmental surroundings¹⁴. In all cases, we pursue these changes both in the contexts we work in (program level) and in the way we do our work (organisational level), so that there is coherence between the content and the form of our work.

To achieve this, we promote those types of participation that enable children to be, get involved, influence and do what they have reason to value, according to their capacities, potential and skills. Therefore, we refer to:

Child-led participation

Children lead the process from the initial ideas instead of being involved a posteriori in what adults have previously done, they decide how to organise themselves and the priorities, they gain control of the decisions and have a high level of influence among a competent audience in relation to the issues to be addressed; that is, they fully apply their capacities, levels of autonomy

and power, which together allow them to exercise their capacity for agency for social change in accordance with the progressive development of their faculties. Adults can assist as facilitators, ensure protection, advise on specific issues, or take on the representation of children when the legal framework requires it for certain procedures.

Collaborative participation

Adults often identify gaps, obstacles or rights violations that need to be addressed and invite children to participate in the process or project. It is a partnership between adults and children, and its value can increase as adults relinquish power and combat 'adult' attitudes, and as children are involved in what is appropriate and have the possibility to influence decisions. It is a very useful type of participation for building intergenerational dialogue; it allows adults to learn to listen so that girls and boys can contribute their perspective to decisions that are made, including issues that are usually beyond the scope of what adults consider important.

¹⁴ Social Impact Outcomes from the aforementioned GIF 2020-2030.

Participative consultation

Adults often take the initiative to invite children's ideas or opinions on a given topic (through surveys, focus groups, interviews, consultative councils, etc.), therefore contributing to the construction of knowledge and understanding of certain issues. This information will be essential to support a specific process or purpose and is a very useful, though not exclusive, type of participation for research of all kinds (situation analysis, diagnoses, etc.); it also contributes to intergenerational dialogue, to activate listening and to give value to children's knowledge and perspectives in order to contribute to solutions that are often seen as very complex by adults. The process is mostly controlled by adults and children usually contribute to the delimitation of issues/problems/gaps, making adjustments to the methodology, prioritisation, and their opinion is usually quoted to show the meaning of the issues being addressed.

Apart from each type of participation, these will be present in a unique way or may alternate at different moments of a process, depending on the nature of the process and the context. Also, participation could take place in person, through various online alternatives, or a combination of both.

In the case of the online alternative, the situation generated by the Covid-19 pandemic has accelerated its use by children, so it is necessary to take into account certain specific requirements for this participation route, such as:

- Making sure that the necessary equipment is available, having an internet connection and support for its use.
- That the online channel is adapted to children's interests, evolving capacities and does not interfere with the exercise of other children's rights.



- That protection measures and authorisation by responsible adults are guaranteed.
- Consider, if applicable, state, or local regulatory or legislative restrictions, or those of the companies that own the digital tools.
- Ensure that the necessary resources and time are in place.
- That skills are available to prepare, conduct, consolidate and establish rules of participation by accompanying adults and in agreement with children.

Conditions for child participation

Different instruments and approaches highlight the conditions for children's participation, and each brings important nuances to the table. Therefore, the list of conditions presented here is based on the Committee on the Rights of the Child's General Comment No. 12 (2009) (The right of the child to be listened to)¹⁵ and has been enriched by Lundy's Participation Model¹⁶ (2007) and The Family-Related Participation Constructs¹⁷ (Imms et al., 2016).

In addition, and given that we have learned directly from children the great value of participation for their wellbeing, these conditions are also linked to the 3D Wellbeing Approach (Sarah C White, 2009) and that it is an essential part of our organisational identity.

Therefore, at Educo, we believe that child participation should:

Be part of a process and not an isolated event

- Connect one-off actions with longer-term processes.
- Connect the different spheres for participation (Personal-Family-Alternative Care-School-Community-Civil Society-Public) and ensure they mutually reinforce each other.

- Connect the different duty bearers for exercising children's rights (rights holders, primary and secondary duty bearers).
- Connect children and adults in general, with special emphasis on sponsored children and child sponsors because of the type of organisation we are.

Be designed to facilitate assistance and engagement

- Enable children to participate frequently and in diverse issues and spaces (assistance).
- Strengthen assistance by promoting relationships of affection and positive treatment that help to generate self-esteem, confidence, a sense of belonging, positive life experiences and real possibilities to contribute (involvement).
- Use avenues for participation responsibly and choose the best one to promote inclusion.
- Also include the assistance and involvement of adults who are part of the participation process, without taking away the protagonism of children, but activating their listening in order to understand and attend to their needs.

¹⁵ UN Committee on the Rights of the Child (CRC). General comment No. 12 (2009): The right of the child to be heard: <https://www.refworld.org/docid/4ae562c52.html>

¹⁶ The Participation Model of Lundy (2007): E. Welty and L. Lundy (2013), "A children's rights-based approach to involving children in decision making", JCOM 12(03): C02.

¹⁷ The Family-Related Participation Constructs (Imms et al., 2016): Participation Related Constructs in Research and Practice.

Be transparent and informative

- Provide information about the right to participation and the specific issues of the participatory process. Information will be comprehensive, accessible, diversity-sensitive, and age-appropriate.
- State clearly and simply the objectives, scope, and impact of participation.
- Generate realistic expectations about the scope/impact of their participation.

Be voluntary

- Achieve informed participation, without coercion and where children express their consent and willingness to participate. Where necessary, specific instruments will be developed to document this, but the most important thing will always be the attitude of adults to encourage this approach and to ensure that they do not exercise their power against or to manipulate/influencing children's wishes.
- Agree on how to conduct the election of children's representatives for a process with the children themselves, in a democratic manner and enabling the inclusion of those who are traditionally excluded. Ensure that those selected understand the implications and agree to participate on a voluntary basis.
- Terminate their participation at any time they wish and without consequences for having made this decision.

Be respectful

- Participate according to the socio-economic, environmental, cultural, spiritual, and spiritual context of what is understood and aspired to be a good life in the place where the actions are carried out.
- Recognise, respect, and build on good practice in participation at all levels. Build participation from the positive, including having an approach to possibilities of participation contained in the local culture, when these possibilities exist and are really positive or susceptible of positive improvement.
- Welcome all views and treat them with respect.
- Encourage tolerance of new ideas and activities if they are necessary. Not get stuck on preconceived ideas or issues that are not working in practice.
- Encourage tolerance and acceptance of different points of view and new initiatives brought by children.
- Support children to deal with frustration when necessary.
- Activate adult listening and the practice of equitable dialogue with children.



Be relevant

- Based on the individual needs of each child, as well as the collective needs at different levels, and including everyday areas of their lives and global concerns (just as examples: school, family, their community, climate change, environment, violence, etc.).
- Participate to contribute to the integral development of children, to the exercise of their rights and improvement of their wellbeing (in relation to education, protection, empowerment, agency for social change, and other issues according to their own criteria, rights, and conception of a good life).
- Create/improve spaces so that children can raise, address and be listened to on issues they consider relevant and important.
- Involve relevant adults as well, with an emphasis on active listening and being a competent audience in relation to the issues in question.

Be adapted to children

- Adapt channels for participation, such as environments and working methods, to children's evolving capacities, interests, and desires. These aspects will be part of the evaluation of the participatory process by children and the identification and application of learning from it.
- Build capacity to participate by making the necessary resources (time, money, staff, relationships) available to children so that they are properly prepared and have the confidence and opportunity to attend and get involved.
- Consider different levels of support and forms of participation according to age, gender, their evolving capacities, and interests, and therefore their agency.
- Use child-friendly communication tools and content adapted to children's evolving capacities and context, which is why it is important to involve them.
- Share all relevant information honestly and ensure that it is truthful and has been understood by the children through playful, experiential methodologies adapted to the age and evolving capacities of those who participate.
- Validate the aims of the participatory process with children.
- Help foster a paradigm that promotes the idea that 'child-friendly' is more inclusive and useful for the whole of society and that this does not mean that it is of lower quality.



Be inclusive

- Take steps to ensure that children's participation is diverse in terms of attendance, involvement, and opinions; that it reflects the diversity of children because this is a value and not an excuse to restrict it.
 - Analyse the obstacles and facilitating factors for participation and their behaviour according to the settings, participation pathways and the condition and situation of children (age, gender, (dis)abilities, place of residence, child labour, family support, violence, worldview, religion, culture(s), language(s), public policy, and others according to the contexts).
 - Take measures to reduce/eliminate obstacles and guarantee equal opportunities, especially for children in situations of exclusion and vulnerability.
 - Take steps to capitalise on facilitating factors.
 - Facilitate inclusive participation for the diversity of all children by using multiple forms of expression: verbal and non-verbal language, sign language, illustrations, icons, graphic and audio-visual methods, theatre, radio, interviews, digital technology, etc.
 - Consider, in all processes and at all stages of children's lives, the possible implications of limitations to participation due to societal conceptions of children.
 - Given the widespread nature of gender discrimination and the negative impacts it causes, it is suggested that contextual analyses of the right to participation should specifically consider gender differentiation.
 - Data on girls' and boys' participation should include attendance differentiated by sex as a first level of analysis, which should be expanded with analysis of the level of involvement.
- The application of "positive discrimination" type measures is encouraged according to each context and situation and aimed primarily at girls, but also at boys who have to assume roles/responsibilities that are also in contradiction with the possibility to participate and exercise their rights in general.
 - The participatory processes we support must include the reduction/elimination of gender discrimination, both in the way they are conducted and in the impacts they are intended to have, and the interests of girls and boys must be included and dialogue, consensus and decision-making that benefits them must be encouraged accordingly.
 - As examples, and not restricted to this alone, participatory processes can aspire to the following impacts in relation to the gender perspective:
 - Change norms, values and attitudes that undermine gender equality and under no circumstances collaborate to perpetuate them.
 - Promotion of the participation, organisation and empowerment of girls and their organisations.
 - Construction of positive masculine models.
 - Capacity building of primary and secondary duty bearers to address gender issues.
 - Make Educo an organisation that listens more and more to children and works with them according to their needs and interests.

Be supported in the training of children and adults

- Promote participatory processes as an opportunity for rights education in general and education for the participation of all people involved (children, but also adults).
- Know the factors that facilitate and hinder the participation of children and relevant adults. Consider factors such as age, life experiences, culture, gender roles, the support they receive from adults (attitudes, skills, abilities, and knowledge to support them), the nature of rights exercised, children's own expectations and the types and pathways for participation. Based on this:
 - Capitalise on this from the facilitating factors to further enhance participation.
 - Commit to improving what is necessary.
 - Generate participatory processes with the twofold aspiration of improving the capacities of children and the adults involved, in accordance with their roles in relation to children's rights. This strengthening should include:
 - Improve in relation to content: learn about the issues you are seeking to influence and organise yourself to take action for change according to your existing capacity and resources. (e.g., violence prevention/reduction/eradication, protective environments, legal framework, accountability, etc.). This includes learning about the context, the spaces of power and decision-making, the possibilities for influence and the constraints to their participation and how to manage them.
 - Improvements in relation to processes: acquire competencies for participation and learn/improve participatory practices (e.g.,

strategies, methodologies, leadership, organisation, emotional education, social skills, activating listening, voice, influence, child-friendly accountability, etc.).

- Encourage children's participation, protagonism and exercise of agency for social change as trainers, facilitators, advisors, etc.; either among peers and/or with adults.



Be safe and risk-conscious

- Ensure that all staff understand and have ratified Educo's Policy for the Protection and Good Treatment of Children and Adolescents and apply in particular the measures included therein for the consent of responsible adults and accompanying adults, risk assessment and mitigation plans in processes involving children, such as conducting child interviews with a rights-based approach, consent for the taking and use of photographs, etc.
- Always consider participation and protection as rights that are mutually dependent and that mutually reinforce each other.
- Raise awareness of the potential of participation as a protective factor to achieve a culture of risk assessment and risk management, without these risks being used as a recurrent justification for limiting participation.
- Assume that participation can be in person, online or a combination of both, and that these have their specific challenges and opportunities for safe and risk-conscious participation.
- Raise awareness about the fact that, in many contexts or in some spaces within those contexts, the expression of views may involve risks; adults have a responsibility towards children and should take every precaution to minimise those risks. Depending on the context, their ages and evolving capacities, child participants should be involved in the assessment and mitigation of these risks and ensure that their perspectives are included.
- Raise children's awareness of their right to be protected from harm and to know how and where to go for help if necessary. Emphasis on children who face additional barriers to accessing such assistance, either because of their situation or status.
- Have strategies for safe participation, in line with the diversity of children who participate, and ensure resources of all kinds for their implementation.
- Work with families and communities to create an understanding of the value and benefits of participation and to minimise the risks to which children might otherwise be exposed.
- Encourage children's participation in Humanitarian Action and promote their role as effective humanitarian actors, as in these unusual situations their routines are changed, and participation is often further limited in the name of protection and doing the best for children in the shortest possible time. Participation, and social interactions in general, help to resolve conflicts, to prevent situations, to recognise problems, to recover from disasters, failures, or frustrations and to continue learning.



Be responsible

- Ensure resources of all kinds to enable children to participate (institutional will, time, money, capacity building of participants and facilitators, appropriate processes, etc.). In the face of the recurring doubt as to what is the primary consideration in allocating these resources, what is best for children and the full exercise of their rights (best interest principle) is considered first and foremost.
- Contribute to participation as a process that also includes and articulates monitoring, evaluation, learning and accountability with children through:
 - Children have the right to be informed about how their views have been interpreted and used and, where necessary, have the opportunity to dissent and influence change.
 - Adults need to be open to the fact that processes can be re-shaped by children, which is an indicator of quality and children's agency.
 - Children have safe and appropriate mechanisms for handling complaints, suggestions and compliments and information and access to channels for reporting violence.
 - Participation as a process that includes accountability in all its phases and with language and tools adapted to the needs and preferences of children in their diversity.

Be a source of wellbeing

- Encourage participation to improve material wellbeing such as individual and collective capacities, skills, equipment, access to resources and services, environment, etc.
- Encourage participation to improve relational wellbeing, such as meaningful relationships between peers and/or between children and adults; also help to change paradigms about children's contribution to their own, their family's and society's wellbeing.
- Encourage participation to improve subjective wellbeing such as self-esteem, personality development and self-regulation. Also, to help channel hopes and fears, as an opportunity to achieve their aspirations and increase their level of satisfaction with life and what they are capable of doing for themselves and society at large.
- Under no circumstances can a participatory process infringe on the fulfilment of other rights and undermine children's wellbeing.



Related documents

This policy considers the following organisational policy and strategy documents:

- **Educo Statutes.**
- **Code of Ethics.**
- **Code of Good Governance.**
- **Child Safeguarding Policy.**
- **Gender Policy.**
- **Suggestions, Complaints and Commendations Policy.**
- **Environmental Policy.**
- **Open Information Policy.**
- **Partnership Policy and Guide.**
- **Global Citizenship Education Strategy.**
- **Global Impact Framework 2020-2030.**
- **2021-2025 Global Programmatic Framework.**
- **2021-2023 Global Organisational Development Plan**
- **Monitoring, Evaluation, Accountability and Learning Manual.**



