



Listen to us!

Participation of child domestic workers in advocacy

Anti-Slavery International
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Anti-Slavery International 2013

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Glossary

Advisory Committees (ACs)	Groups of child domestic workers that have been set up to advise project partners on their work with child domestic workers.
AC Co-ordinator	Each advisory group was assigned a contact within the project partner responsible for co-ordinating and facilitating AC meetings. AC Co-ordinators were also expected to help children negotiate with employers regarding time off work, and to communicate more complex documents, strategies and plans effectively.
AC Member	Child members of Advisory Committees. All AC members have experience of child domestic work – either currently or formerly.
Advocacy	Any activity intended to raise consciousness among decision-makers or the general public about child domestic work and the children involved, leading to improvements in their situation.
Child Domestic Workers (CDWs)	Child domestic workers are persons below 18 years of age who do domestic work under an employment relationship. This general term includes children who work in situations proscribed under international and national law (because they are below the minimum legal working age, or undertaking hazardous work, for example), as well as working under acceptable circumstances.
Child-led Advocacy	For this project, child-led advocacy is when children make all the key decisions for an advocacy project (including finances) and are involved in planning, delivering and evaluating the advocacy activities.
Civil Society Organisations (CSOs)	Community-based organisations, non-governmental organisations and other groups engaged in front-line activities with child domestic workers and their duty bearers.
Project Partners	The six organisations involved in this project who work directly with child domestic workers delivering interventions to support them. Project partner staff facilitated and supported the work of Advisory Committees.
Services	A range of practical assistance for the benefit of child domestic workers, including education, health and recreational activities, crisis intervention measures and legal support. These are defined in <i>Child Domestic Workers: A handbook on good practice in project interventions</i> (Anti-Slavery International, 2005).

Executive Summary

There are over 15 million child domestic workers in the world today¹ who work in other people's homes doing domestic chores such as cleaning, cooking and caring for other children. They include children who live-in and those who live separately from their employers, those who are paid for their work and those who are not. Around 90 per cent are girls: reflecting entrenched understandings of domestic work as a fundamentally female domain. These children are isolated and hard to reach, they work behind the closed doors of their employers' homes; many are routinely abused and exploited by their employers. In particular, child domestic workers are very vulnerable to sexual abuse; they are discriminated against, beaten as a punishment and isolated from friends and family.

Children in domestic work often lack self-esteem, receive limited education and are very seldom asked their views, even in matters that directly affect them. They are routinely looked down upon and often judged not worthy of an opinion. Their isolation in the private houses of their employers means they do not benefit from being part of wider social networks allowing them to develop their life and confidence skills.

Meaningful children's participation is difficult to achieve as it requires a shift in the mind-set of children as well as the institutions that support them. Participation has been integral to each element of the project with children involved in all aspects, including the development of a small grant scheme, research and advocacy at local, national, regional and international levels, as well as outreach work. The objective of all activities on participation in this project has been to increase the opportunities of CDWs to be empowered to actively claim their rights with decision-makers.

This report focuses on the activities of Advisory Committees (ACs) which comprise current and former CDWs and were set up to provide a framework which enables them to contribute to and strengthen policy, strategy, outreach and advocacy by project partners. AC members were expected to comment on and approve project plans and strategies as well as taking part in some of the project activities. It was also envisaged that ACs could be a means of providing and receiving mutual peer group support for their members. This report focuses on an assessment of the activities of ACs and has been written to share learning from Anti-Slavery International's project on CDWs with those involved in participatory activities with working children.

Data for the assessment was collected via questionnaires, self assessment and through learning reports and observation over the course of 18 months from 2011 to 2013 with six project partners in Costa Rica, India, Peru, Philippines, Tanzania and Togo; in relation to the following objectives:

- **To document the process of setting up an Advisory Committee of child domestic workers**
- **To critically examine the functioning of Advisory Committees, the actions taken and the impact made, to demonstrate the effectiveness of Advisory Committees in influencing policy makers and policies that protect child domestic workers**
- **To facilitate learning and help highlight the importance of this method of children's participation more generally**

The analysis was made through use of Save the Children's Practice Standards on Children's Participation². A set of 15 indicators was developed that was adapted for use with advisory committees of child domestic workers; these indicators were used to measure the level of participation in each Advisory Committee.

Project partners were found to have significantly improved their level of participation through Advisory Committees, most notably in the areas of child protection where a number of project partners developed and introduced new child protection procedures adapted to their own context rather than 'borrowed' from a funding agency or international NGO. In addition, processes for monitoring and evaluating were introduced and formalised. Overall, progress was made on a minimum of three and a maximum of seven indicators in each country resulting in a situation where all ACs are meeting (fully or in-part) 12 of the 15 indicators.

All Advisory Committees planned and implemented at least one child-led advocacy activity during the course of the project. The progress made by ACs in achieving their advocacy of goals was greatest where children had been involved at every level of the planning, where the project partner was openly committed to children's participation and where the advocacy goal was local rather than national. Although some advocacy goals were achieved by Advisory Committees, the child-led activities appear to have had greatest impact in strengthening the participatory practice and processes of the Advisory Committees.

Over the course of the project many challenges have

¹ ILO (2013) Ending Child Labour in Domestic Work and protecting young workers from abusive working conditions. International Labour Office (IPEC), Geneva,

² International Save the Children Alliance, Save the Children UK, London, 2005

been faced and much has been learned. Broadly, it has emerged that:

Advisory Committees are a very effective tool for consultation with children, particularly if children on the Advisory Committee have been elected by their peers. Their role then becomes one of ‘representation’ of their peers and, if appropriate structures are set up, they can go back to their peers and consult with them on various issues. As a result many children on Advisory Committees expressed a strong sense of solidarity both with each other and with child domestic workers more widely.

Development of a network of Advisory Committees was found to considerably strengthen children’s voices with national stakeholders. All project partners developed a network of Advisory Committees (achieved through the implementation of a small grants scheme that often supported the lobbying efforts of one ‘main’ Advisory Committee). Many of the ‘main’ Advisory Committees included representatives from the network and were therefore able to represent different regional groups of child domestic workers across the country.

The ability to promote children’s voices changes the emphasis of advocacy messages as children are able to present the ‘real’ experience. Making use of creative tools to present this voice, such as film, art and drama, supports children’s physical presence (and can sometime replace it) and enables children to represent the current and ‘real’ experiences of child domestic work as opposed to theoretical (and sometimes out of date) perspectives presented by others.

Although Advisory Committees functioned at a local level (i.e. they involved children from the locality rather than from across the country), most ACs had impact at a regional or even national level. The principal reasons for this were their location (in capital cities) and because they were able to utilise relationships established by project partners with key national decision-makers (such as individuals in the Ministry of Labour). Similarly lobbying efforts at international level were strengthened by the participation of children from three continents.

The inherent age restrictions of all participatory structures for children were utilised, by giving older children the role of ‘mentor’ for younger members of Advisory Committees. As former child domestic workers, many older children move out of domestic work

into other fields of work or go into higher education, the role of mentor allows them to ‘give back’ to the people, organisations and structures that supported them in their past.

As a participatory tool, the group experience of Advisory Committees enables children to take on different roles and to share responsibilities. Confidence and team building activities with children together with the small size of Advisory Committees (maximum 15 members) resulted in a small team of children who had a strong sense of solidarity with one another and naturally took on the role of supporting their peers and sharing responsibilities.

Ethical considerations inherent in advocacy work with children can be addressed by undertaking risk assessments for each activity. Child domestic workers face the particular risk of a negative response (or in worse cases retribution) by their employers if they speak publicly about their exploitation and abuse (this is an increased risk if the child is still in domestic work). However, project partners found that risks could be identified and countered through a relatively simple risk assessment process.

Engagement with employers ensures children are safely able to take part in Advisory Committee activities. Employers are the key ‘gatekeepers’ to child domestic workers particularly for children who live-in with their employers. Involving child domestic workers in participatory activities requires persistent engagement with employers (such as home visits, inviting employers to AC activities and offering employers training) and helps address a key risk to child domestic workers.

The implementation of a mini child-led advocacy project enabled staff to ‘hand-over’ some of their advocacy work to children. In particular, giving children budgetary responsibilities (through small grants schemes or specific budgets) improves the level of decision-making, the sense of responsibility for Advisory Committee members and enabled children to make more realistic and informed decisions. The mini child-led advocacy project gave a concrete example to project partner staff that it is possible for children to undertake all activities from inception to completion and evaluation of an advocacy project.

Advisory Committees have more impact in achieving advocacy goals when goals are detailed and specific and when children are involved at every level of the planning of an advocacy campaign. Broad awareness raising goals was harder to monitor than clearly targeted activity plans which included clear commitments children wanted from key stakeholders.

1. Introduction

1.1 Anti-Slavery International's project on child domestic work

As part of its work on child domestic workers, Anti-Slavery International delivered a five-year project which aimed to improve the situation of child domestic workers globally with an emphasis on six specific countries. It focused on three key areas of activity:

1. Research

Undertaking research to assess the psychosocial and other impacts of domestic work on children, as well as supporting grass root organisations to prevent, protect, release and rehabilitate child domestic workers.³

2. Support

Initiating a small grants scheme, administered by project partners. Initiated in 2009, it aimed to support a wide range of interventions which directly engaged with and involved child domestic workers in advocacy, self-help, mutual support, prevention activities and psychosocial health initiatives. Using Anti-Slavery International's project partners as regional commissioning and supervisory hubs, the small grant scheme aimed to improve the situation of CDWs, as well as their capacity to help protect others from abuse and exploitation. It was anticipated that providing small grants to fledgling civil society groups – within certain criteria and principles – could be a flexible and effective way of encouraging innovation and testing ideas which would otherwise struggle to receive more conventional project funds.

3. Advocacy

The implementation of advocacy activities to protect the rights of child domestic workers and contribute to changing law, policy and practice. In particular, the advocacy element of the project targeted the adoption or ratification of international conventions (ILO Convention 182 and 189), encouraged national legislative amendments and/or additions as well as pushing for the implementation of new and existing statutes and legal commitments.

The six project partner countries were: Asociación Grupo de Trabajo Redes (Peru); Defensa de los Niños Internacional (Costa Rica); Kivulini (Tanzania); National Domestic Workers Movement (India); Visayan Forum Foundation (Philippines) and WAO Afrique (Togo).

1.2 Children's Participation in the Project

Participation has been integral to each element of the project with children involved in all aspects, including the development of the small grant scheme, research and advocacy at local, national, regional and international levels, as well as outreach work. The objective of all activities on participation in this project has been to increase the opportunities of child domestic workers in at least six countries to be empowered to actively assert and claim their rights with decision-makers.

Until this project, Anti-Slavery International and most of its partners had focused on provision and protection rights, as these rights fit more closely with the idea of children's needs and children's welfare. However, in this project, participation was facilitated by setting up Advisory Committees (ACs) which were comprised of current and former child domestic workers and were facilitated by the six local project partners. In essence, the rationale behind the establishment of these ACs was to ensure a continuous conversation between project beneficiaries and the project partner NGOs regarding the implementation of project activities and strategy and to offer a tool by which participation of beneficiaries could be facilitated. In particular, it was envisaged that ACs would provide a framework which would enable child domestic workers to contribute to policy, strategy, outreach and advocacy of project partners. It was planned that this would involve ACs commenting on project plans, strategies and approving them before their use as well as taking part in some of the project activities. It was also envisaged that ACs could be a means of providing and receiving mutual peer group support for members.

Each AC was assigned a contact person within the relevant project partner (AC Co-ordinator) whose role was to facilitate meetings, assist members in understanding more complex documents, strategies and plans, as well as playing a protective 'gatekeeping' role.

Anti-Slavery International's project has been concentrating on achieving meaningful participation across all strands of the project, in two phases:

Phase One (2008-2010) concentrated on two main objectives in relation to children's participation: firstly to establish ACs in each country that create a safe environment for children to participate and input on the way the project is delivered; secondly, to enable children to gain an understanding of their rights, including their right to participate, while supporting their understanding of how participation makes them active and responsible citizens

³ See Anti-Slavery International (2013) Home Truths: Wellbeing and vulnerabilities of child domestic workers

and how it can lead to the fulfilment of other rights.

By 2009 ACs in each sub-region had been set up to enable a framework within which child domestic workers can contribute to policy, strategy, outreach and advocacy (internal and external) and provide or receive mutual peer group support. It was envisaged that documents, drafts and advocacy materials would be commented on by ACs and approved by them before use. Each AC was assigned a Co-ordinator in order to protect them and help them negotiate with employers regarding time off work to participate in AC activities, and to communicate more complex documents, strategies and plans effectively. This was to ensure a continuous conversation about advocacy strategy between beneficiaries and partner NGOs.

This was a lengthy but very constructive and crucial phase in the project. At the beginning, partners had relatively little experience of participatory work with CDWs (with the exception of the Philippines). Starting from such a baseline, it was the responsibility of the project to make child protection the guiding priority when delivering all activities so as to avoid at all costs exposing vulnerable children to situations they had not been adequately prepared for. Undertaking participative advocacy and 'outward looking participation' requires children to confront individuals who enjoy a much higher social status and who would expect deferential behaviour from them. The requirement of safe participation and the empowerment of children to participate in a way that is appropriate and conducive were the underlying principles and the responsibility of the partnership.

Anti-Slavery International and project partners considered that through this nurturing and 'inward looking' first phase, the children involved in the advisory committees developed a more positive relationship with adults, had begun to communicate more confidently and understood better their rights and how to claim them. This important step change in confidence, in the way they expressed themselves as well as the new skills they had acquired meant that, at the beginning of the second phase of the project, they were ready to play a more meaningful and active role in advocating and asserting their rights.

Phase Two (2011-2013) aimed to engage children in advocacy activities (appropriate to their age and capacity) with external stakeholders. It was envisaged that the advocacy activities children developed and implemented would feed into and complement, project partners overall advocacy campaigns. Indeed, AC

members developed the advocacy activity and were involved in identifying relevant objectives, targets and activities to achieve the advocacy objectives. They then delivered these activities over the course of the rest of the project (12-18 months). Advocacy objectives for the child-led advocacy activity were in-line with the overall objectives of the project and AC were given a budget of £1,000 to implement their activity over the following months. In this way project partners' advocacy efforts benefitted from the direct voices of children themselves, and children had the opportunity to have a direct impact on their environment by engaging with decision makers in a safe and objective-driven way.

Other activities were designed to strengthen the participation of children in advocacy, including:

International lobbying by children

In 2010 and 2011 consultations were organised by project Partners with over 400 children to gain their recommendations on how the ILO's new standards on decent work for domestic workers (which later became the Decent Work for Domestic Workers Convention 189 and Recommendation 201) could protect them from abuse and exploitation. In addition, ten children were selected from the six project partners to act as 'Children's Champions' and undertook face-to-face lobbying with ILO members at the ILO's annual international conference (ILC) held in Geneva in 2010 and 2011. As part of this project a participatory advocacy film was produced by children in India, Togo and Peru outlining, in children's own words, the experience of being a child domestic worker. The film, entitled 'Stand With Us' was premiered at the ILC in 2010 to ILO members at a side event and was accompanied by a package of written materials that included the recommendations made by child domestic workers. A blogsite was set up so that champions could communicate their progress each day during their time in Geneva www.standwithus-youngdomesticworkers.blogspot.com

Learning reports were developed from the two lobbying opportunities which outlined an improvement in progress in the impact of children's lobbying efforts at the ILC between 2010 and 2011. The reports concluded that children were well prepared for lobbying activities, were able to 'skill-up' very quickly reaching more delegates in the second year with clearer messages. All children reported that it was helpful to hear about the experiences of the other children, they learned from and were inspired by each other. As a result, the confidence of the children grew daily as well as a spirit of fun and solidarity. Children were involved in lobbying at three levels:

- **‘Doorstepping’ where key advocacy targets (delegates) were approached during breaks by children and their adult guardian (acting as translator), children outlined key issues and asked delegates to show their support, through their signature on a campaign postcard. This resulted in a greater depth to discussion between child and delegate and, through signature of postcards, enabled monitoring of support.**
- **Side events were organised in collaboration with organisations that had a strong network of support in Geneva where children were keynote speakers. The collaborative nature of the event ensured they were well attended; presentations by children were supported by drawings and/or film, allowing the ‘voice’ and experience of a wider group of children to be present.**
- **One young person was given the opportunity to address the plenary session of the committee on domestic work (in 2011) through a formal speech.**

Capacity building training between November 2010 and April 2011 capacity building training on children’s participation was undertaken: the training consisted of a week-long series of workshops with staff of project partners and CSO co-ordinators, using participatory techniques and addressing issues commonly raised regarding participatory advocacy work with children. The first day of the workshop was an introduction to children’s participation and involved a range of participants from all levels of the project partner (in many countries this included children as well as staff and Board members). Key concepts and tools on children’s participation that were being used in the project were explained and discussed by participants. On the second day a smaller group of participants who worked directly with the AC made a self-assessment of children’s participation in the AC. The remaining three days were used to plan a child-led advocacy activity for the AC and consequently, more actively involved AC members. Participatory techniques were used with participants throughout the training.

1.3 Objectives of the report

This report has been written to share learning from Anti-Slavery International’s project specifically in relation to the participation of child domestic workers with those involved in participatory activities with working children.

Within Anti-Slavery International’s project on child domestic work, the objective of the activity on participation was to increase the opportunities of CDWs in at least six countries to be empowered to actively claim their rights with decision-makers.

This report outlines data from the six partner countries in relation to the following objectives:

- **Document the process of setting up an AC of child domestic workers.**
- **Critically examine the functioning of AC, the actions taken and the impact made to demonstrate the effectiveness of ACs in influencing policy makers and policies that protect child domestic workers.**
- **Facilitate learning and help highlight the importance of this method of children’s participation more generally.**

Data was collected via three methods over the course of 18 months from 2011 to 2013:

1. Questionnaires and questions

Two separate questionnaires were completed by AC Co-ordinators and their line managers. Questionnaires collated data on the skills, experience and supervision of the AC Co-ordinator, how the AC was set up and managed, the structures and policies developed to run the AC (with a focus on child protection), the experience of the AC members and any selection processes for AC membership, the activities and decisions made by AC members and the impact of the AC. In addition, a series of 20 questions were answered by AC Members (usually during an AC meeting) and focused on whether the structures and management of AC activities facilitated a children-friendly and participatory environment. (See Annex 1 for a template of the AC Co-ordinator’s questionnaire).

2. Self-assessment

Staff involved in running ACs (AC Co-ordinators, their line managers, admin staff and other facilitators) participated in a one-day self-assessment facilitated by Anti-Slavery International staff. Self-assessment involved staff documenting how they were meeting each of the 15 indicators for the seven standards. Assessment resulted in an action plan, produced by staff, to meet any standards identified as ‘not met’ or ‘met in-part’ over the following year. (See Annex 2 for an example of the self-assessment process).

3. Learning reports and observation

learning reports were produced from visits made to project partners by Anti-Slavery International staff to deliver capacity building training on children’s participation. Where possible Anti-Slavery International staff observed one AC meeting or observed AC members’ participation in the training workshop, staff included their observations in the learning reports produced for each visit.

2. Involving Children in Project Implementation

2.1 The Concept of Children's Participation

Before the United Nations Convention on the Rights of the Child (UNCRC) was adopted in 1989, children's rights were framed in terms of beliefs about their nature and needs. It was the responsibility of adults to provide care, education and protection of children from harm. The UNCRC acknowledges children's civil and political rights, it has helped to re-define the status of children. The UNCRC sees children as having separate views and feelings from their family or from other authorities (i.e. freedom of religion) and that children have capacity (under guidance) to think, communicate and make decisions that are their own.

The concept of participation in the UN Convention on the Rights of the Child

The UNCRC recognises children as active in the process of changing their lives - also that they should be supported in recognising themselves as active. The UNCRC includes protection, provision and participation rights. These rights are seen as interdependent – this interdependence is an important principle in the different articles of the UNCRC. However, Article 12 is seen as the key article associated with children's participation:

Article 12 state 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 the child, the views of the child being given due weight in accordance with age and maturity of the child.

But there are other articles that also relate quite directly to children's participation:

Article 13 Freedom of expression

Article 14 Freedom of conscience

Article 15 Freedom of assembly

Article 17 Right to information

Many children's organisations focus only on the provision and protection rights in the UNCRC as these rights fit more closely with the idea of children's needs and children's welfare. Children's participative rights have traditionally been seen as separate and less important than children's protection and

provision rights. Consequently children's participation is often patchy and tokenistic.

Defining children's participation

definitions of participation take two forms:

1. 'taking part' = i.e. "the children are taking part in a rally". This is the most common definition, children are merely participants, it is broad and passive.
2. 'children are actively involved in decisions that affect them' = i.e. "the children decide when and where the rally should take place". This is much less common. Children are decision-makers, it is a narrow and active definition.

Most work has focused on 'how' to do participatory work (through toolkits and training) not 'why' to do participatory work. Looking at 'why' means clarifying the purpose of children's participation. The following is Save the Children Alliance's⁴ definition of the purpose of children's participation:

'to empower them as individuals and members of civil society, giving them the opportunity to influence the actions and decisions that affect their lives'

Why is children's participation important?

Children's participation should be a process rather than an event or a one-off activity. When it is done properly, children develop new skills, increase their confidence and knowledge and see that their views are valued and respected. Adults learn, both as individuals and in organisations that working in collaboration with children brings a fresh perspective to their work as well as greater credibility and, potentially, better outcomes.

Benefits to children

- Children develop strong communication skills.
- They gain a sense of achievement and an increased belief in their own ability to make a difference.
- Children who are used to expressing themselves may be more vocal about abuse or exploitation.
- They gain political and social knowledge and awareness of their rights and responsibilities.
- Child participation leads to the fulfilment of other rights.

⁴ Save the Children Alliance (2003), Position Statement on Children's Participation, Draft 3, found in van Beers et al. (2006) pages 15-16.

- Children learn how to be active and responsible citizens.
- Working together helps develop positive relationships between children and adults; it promotes a positive image of children within their communities, among professionals and among their peers.
- Having a meaningful role to play within a project creates opportunities for personal development among children who are often excluded.
- Involving children in our work provides a means of protecting them from harm and preventing them from being invisible when discussing plans, shaping policies and designing services or making decisions that affect their lives.

Benefits to adults

- Adults find out directly from children about the issues that affect them, rather than guessing what they think.
- Adults are motivated by being more directly accountable to children and by the need for children's rights to be met.
- Adults feel more motivated about the value of their work.
- Children offer creative ideas and suggestions and a fresh perspective.
- Working with children is fun, energising and multi-dimensional.

Benefits to organisations working with children:

- If children are consulted or involved in service planning and provision, services provided for them will be targeted and relevant.
- Interventions aimed at improving children's lives are more targeted, relevant and effective when they are informed directly by those they are intended to benefit.
- Involving and listening to young people helps increase their access, use and positive experience of our interventions.
- Gain a clearer picture of the issues affecting children and are able to plan our work accordingly.

- The organisation is motivated by a fresh input of ideas and creative solutions.
- Not only being seen by others to encourage participation – but doing it and learning constantly from it.
- Advocacy work is better informed when primary stakeholders are involved.
- When children are involved in recruitment, staff are effective and sensitive to children's needs.
- Children's participation can lead to more accountable and improved structures, policies and decision-making.
- Children's participation calls upon adults in positions of power and influence to take action that impacts positively upon children's lives, which is at the heart of what organisations are trying to achieve.⁵

Levels of participation

There are certain characteristics of participatory work with children that be used to help assess children's level involvement:

Level 1) Children are informed and/or consulted
Children are well informed about what organisations are doing and why. They might be consulted about ideas to check that organisations are working in the right way. Children's involvement is valuable but remains quite passive.

Level 2) Children collaborate and/or share decision-making with adults. Children collaborate with adults and share decision-making with them. This can be an adult-initiated or a child-initiated approach, but adults and children respect one another and are equal stakeholders in the work.

Level 3) Children lead initiatives. Children take the lead and initiate their own projects. They may seek support or guidance from adults, but this is optional.

It should be noted, however, that it isn't always possible to categorise a participatory activity with children on any one of these three levels. In fact, a project or activity may operate at any one of these levels at different times.

⁵ Lyford Jones, H. (2010) Putting Children at the Centre: A Practical Guide to Children's Participation, International Save the Children Alliance, London

The debate on children's participation

Although the debate on participation in the international development sector largely ignored children, it led to more systematic scientific research on children and resulted in 'child-rights programming' where participation has been established as a human right and has consequently led to the need for models to evaluate children's participation.⁶ Participatory processes with children have been criticised due to their focus on the participation of children at various one-off adult fora where a small, unrepresentative group of 'elite' children voice their views but do not take a role in the decision-making processes.⁷ To answer these failings, practitioners are now calling for the development of children's skills in political competence⁸ and that children's participation should become institutionalised – where children are systematically involved in decision making at family, community, local and national levels.⁹

2.2 Child Domestic Workers

All over the world children are working in households, carrying out tasks such as cleaning, ironing, cooking, gardening, collecting water and firewood, looking after other children and caring for the elderly. For many, although burdensome, these chores are simply an integral part of family life and of growing up. However, for the millions of children working in households other than their own, their position and working conditions represent a threat to their health and/or their physical, mental, spiritual, moral or social development.

Child domestic work warrants particular attention because of the conditions under which the children – many of whom 'live-in' with their employers – are working. Time and again, child domestic workers report that their daily experience of discrimination and isolation in the household is the most difficult part of their burden. Their situation, and how they got to be there, also makes them highly dependent on their employers for their basic needs. This seclusion and dependency makes child domestic workers particularly vulnerable to exploitation and abuse, and at times can result in physical, psychological and sexual violence.¹⁰

Child domestic workers are vulnerable to abuse and exploitation not only because they are children, but also because they are working in people's homes without being recognised as workers.

Child domestic workers are often hard to help not only because they work behind the closed doors of their employers' homes, but also because societies see what they do not as work but more as filial duty, and – particularly in relation to girls – important training for later life. Of the estimated 15.5 million child domestic workers, girls far outnumber boys, although boys also feature in significant numbers.¹¹ Many begin their working lives well below national and international minimum age norms, and more than half of all child domestic workers are considered to be in hazardous work situations.

More generally, and despite the central role it plays in all societies, domestic work remains consistently undervalued and poorly regulated, and domestic workers of all ages continue to be overworked, underpaid and unprotected.¹² The significant contribution of domestic workers to local, national and global economies is now firmly established, underlining that across the world domestic work is an important source of employment, particularly for millions of women as well as young workers above the minimum age for admission to work. It is also evident that both the demand for, and the numbers of, domestic workers of all ages is growing – and that engaging not just with child domestic workers but also with their parents, employers, communities and decision-makers of all kinds is vital to reaching children in need of assistance and in improving their conditions of work, where appropriate.¹³

Characteristics of child domestic workers

Evidence indicates that across all of the project countries children begin their working lives in response to economic need, although a number of other context-driven 'triggers' often provide a more immediate impetus to work. These triggers are many and varied, including 'push' factors such as gender and ethnic discrimination, social exclusion, lack of

⁶ Beazley, H. and Ennew, J. (2006) Participatory Methods and Approaches: Tackling the Two Tyrannies. In V. Desai and R. Potter (eds) Doing Development Research, Sage Publications: London/Thousand Oaks/New D

⁷ Ennew, J. and Hastedewi, Y. (2004) Seen and Heard. Participation of children and young people in Southeast, East Asia and Pacific in events and forums leading to and following up on the United Nations General Assembly Special Session on Children, May 2002, Save the Children Southeast, East Asia and Pacific Region: Bangkok.

⁸ Cussianovich, A. and Marquez AM. (2002) Towards a protagonist participation of boys, girls and teenagers, Save the Children Sweden Regional Office for South America.

⁹ Seen and Heard...Save the Children Southeast, East Asia and Pacific Region, 2004 Op. Cit.

¹⁰ Anti-Slavery International (2013) Home Truths: wellbeing and vulnerabilities of child domestic workers, & Blagbrough, J (2008) They Respect Their Animals More: Voices of Child Domestic Workers London, Anti-Slavery International/WISE.

¹¹ ILO (2011) Domestic Workers Policy Brief no.4, Geneva, ILO.

¹² ILO (2010) Decent work for domestic workers, Report IV(1), International Labour Conference, 99th Session, Geneva, ILO

¹³ ILO (2013) Domestic workers across the world: Global and regional statistics and the extent of legal protection, Geneva, ILO.

educational opportunities, alcoholism, domestic violence, indebtedness, rural to urban migration, and the loss of close family members as a result of conflict and disease. Children in these countries are also ‘pulled’ into domestic work not only as a result of economic uncertainty, but because of the widespread belief that it will offer an opportunity for better living conditions, including the pursuit of an education. Employers also persistently demand younger workers because they are cheaper and considered to be more compliant.¹⁴

A key underlying cause of child domestic work in the project countries – often overlooked because it is so accepted – is the cultural and social motivation of parents to send their girls into ‘safe’ and suitable work situations as a prelude to married life and motherhood. This motivation has also been found to impact upon the age at which children enter the sector and how they are subsequently treated.¹⁵ In addition, their work situation is often characterised by long hours, fatigue, lack of access to education, a difficulty in maintaining contact with their families and limited opportunities to reduce their dependency and isolation. Of particular concern across the project countries is the weak position and low status accorded to being a child. This situation, particularly when coupled with a customary refusal to consider child domestic workers as workers and their disadvantaged social and economic background, results in their lack of voice, limited influence, and considerable difficulty in claiming their rights.

The physical, emotional and sexual abuse of child domestic workers remains a key concern across all project countries, as well as its long-term **psychosocial impact**. Anxiety and low self-esteem amongst child domestic workers caused by their abusive situations has been identified as a significant obstacle to their empowerment.

Poor working conditions for child domestic workers continue to be routine. Excessive working hours and inadequate pay or no pay at all were identified time and again across the project countries. Other frequent concerns included poor nutrition, lack of privacy, no holidays or daily time to rest and a lack of medical treatment in time of need. Caste discrimination of child domestic workers within the household was a specific concern in India. For those entitled to work, written work agreements remain highly unusual.

The physical **isolation** of live-in child domestic

workers in particular is also a wide-ranging concern. The separation and alienation from their own family and friends has been identified by grant holders as a huge barrier to their efforts. A lack of freedom to leave the household remains commonplace. In India, it has been reported that victims of trafficking for child domestic workers in India contend with next to no social contact beyond their employer’s household – a situation amplified by being commonly forced to adopt the language and culture of the employing family.

Despite many child domestic workers being promised schooling, or entering domestic work in the hope of furthering their education, child domestic work continues to be a major **impediment to their education**. Accessing educational opportunities and continuing in school becomes hugely difficult for child domestic workers. For those still going to school, work consistently interferes with their ability to do homework and keep up. Schools themselves are often unaware of their needs, resulting in child domestic workers feeling intimidated and embarrassed in front of other students.

2.3 Participatory Work with Child Domestic Workers

Children in domestic work often lack self-esteem, have received limited education and are very seldom asked their views, even in matters that directly affect them. They are routinely looked down upon and often judged not worthy of an opinion. Their isolation in the private houses of their employers mean that they do not benefit from being part of wider social network to develop their life and confidence skills. Meaningful children’s participation is difficult to achieve as it requires a shift in the mind-set of children as well as the institutions that support them. For child domestic workers, this is particularly hindered by children’s low levels of self-esteem – a result of the subservience required of their low and isolated position in society.

The background to Advisory Committees in each country

Togo

WAO-Afrique is a regional organisation based in Lome, Togo that engages in social mobilisation, awareness raising, lobbying, removal of children from exploitative situations as well as their rehabilitation and reintegration. WAO Afrique has supported nine small grant schemes, three of which have set up an AC, in Togo, Benin and Burkina Faso.

¹⁴ Anti-Slavery International (2013) Home Truths: Wellbeing and vulnerabilities of child domestic workers. London, Anti-Slavery International. Available to download from www.antislavery.org

¹⁵ Ibid

Tanzania

Kivulini supports communities to be better organised and empowered to take action to prevent and mitigate domestic violence against women and girls. A total of nine ACs were set up, one in each of the nine small grant schemes. The main AC (Wote Sawa) based in Kivulini has become a legal entity during the course of this project and has started to receive a small amount of funding from other sources. The project partner is planning to hand over all its work with child domestic workers to a coalition of CSOs, bringing all the small grant scheme projects together.

India

The National Domestic Workers Movement is active in 23 states of India and runs awareness campaigns to sensitize the public, governing bodies and policymakers about the rights of child domestic workers as well as providing direct support for women and children in moments of crisis. The AC in Mumbai was the focus of this assessment.

Philippines

Visayan Forum Foundation in the Philippines provides residential care and community based projects and services for women and children in especially difficult circumstances. It also helped set up SUMAPI, a national organisation of (child and adult) domestic workers that became the project partner for this project. SUMAPI is becoming an autonomous, legal entity in its own right. SUMAPI is supporting seven ACs across the Philippines. A national AC (which brought together representatives from the seven regional ACs) was the focus of this assessment.

Costa Rica

Defensa de Niños y Niñas Internacional (DNI) Costa Rica delivers rights-based projects in Costa Rica and in Central America on issues such as child labour and HIV/Aids. Two ACs have been set up by DNI, in La Carpio and Alajuelita neighbourhoods of San José, both ACs were the focus of this assessment.

Peru

Asociación Grupo de Trabajo Redes (AGTR) operates a broad project of non-formal education, support and services to current and former child and adult domestic workers through La Casa de Panchita day centre. AGTR has guided the establishment of ACs in almost each of the nine small grant scheme they supported. During a later phase of the project, they set up a national level AC bringing together one member of each of the local ones. Staff running ACs, AC Co-ordinators, had a varying range of experience in participatory work. This improved over the course of

the project, in particular as a result of the capacity building training where staff reported making use of many of the subsequent discussions and meetings with other stakeholders which also resulted in an increase in confidence and sensibility in staff's dealings with children.

Overview of ACs ACs were set up in 2008-2009 and meetings of committees are held, on average, once a month for 1-6 hours. In general, AC members are elected (often voted) by their peers using a relatively formal process and selection criteria that focus on appropriate age or experience (of domestic work) and 'leadership' qualities. There is an average of 16 members on each AC (which has risen to 19 during the course of the project). Most children are aged between 14 and 18 years old and have medium literacy levels. The age of committee members tended to correlate with their working situation, so although most children were currently working in domestic work, older members of the committees tended to be former child domestic workers. In Peru and the Philippines, the ratio of former child domestic workers was higher than those currently employed in domestic work. The gender mix of advisory committees, in general, reflected the local context (i.e. that in most countries over 80% of child domestic workers are girls), although in a couple of countries the number of boys was, perhaps, too high considering this gender mix locally. The ethnic mix of advisory committee members was quite broad, with at least two ethnic groups represented on all advisory committees.

Activities AC members in all countries were giving advice on the delivery of activities (with child domestic workers), members were also involved in delivering activities themselves, in peer support and in advocacy work; some committee members were involved in peer counselling and training activities. Over the course of the project, however, two committees (in Togo and India) started peer counselling activities and in three committees (Tanzania, Togo and Costa Rica) members started running training (mainly to other children but in some cases to adults too). In Togo, AC members were involved in door-to-door monitoring of child domestic workers.

Decision-making Decision-making by AC members progressed during the course of the project. Starting from a baseline where all committees were making decisions on how their AC is run and what activities the advisory committee should do, four of the six committees were also making decisions about policy



and procedures of project partners but just two committees were making decisions about finances. Children's involvement in decision-making on finances has had the biggest impact on raising the level of decision-making in committees. During the course of the project all committees were consulted as part of the selection process for a small grants scheme and by the end of the project, because of children's involvement in the child-led advocacy activity (where they were responsible for spending a budget of £1,000) all committees were making decisions about finances. Additionally many children on committees were making higher-level decisions than they had been at the beginning of the project, for example in Costa Rica in the baseline, staff had made the 'final' decision on most issues discussed by the AC but by the end of the project children they were making final decisions together with project partner staff. Children who were involved in the capacity building training reported an improved confidence in their decision-making as a result of the training.

3. Assessing the effectiveness of participatory activities

3.1 Assessment Tools and Methodology

As there is no internationally recognised definition of participation, measuring participation for those working with children has generally been avoided, contributing to one of key criticisms of participative work with children. Roger Hart's 'ladder of participation' first appeared in 'Children's Participation: from tokenism to citizenship'¹⁶ and has been the most commonly used and influential tool to measure participation. The model moves from the bottom three rungs of a ladder; 'manipulation, decoration and tokenism', categorized as non-participation, up through degrees of participation ('assigned but informed', 'adult initiated', 'shared decisions with children') to the top rung of the ladder: 'child-initiated, shared decisions with adults'. However, Hart's model has been found in practice, to be more useful in recognising and eliminating non-participation than measuring meaningful 'participation'. Harry Shier's more recently developed model 'pathways to participation'¹⁷ is based on the UK context and takes account of the commitment from the organisation or from individual staff to develop a participative environment. In so doing, it recognises the structural changes that need to take place within organisations to facilitate children's participation.

In 2005, the International Save the Children Alliance developed a set of Practice Standards in Children's Participation. These described an expected level of performance and stated what children and others can expect of Save the Children's practice. Importantly they took into account the experience of working with marginalized and vulnerable children in developing countries (child's rights programming) and were based on participative work at the local and global level, with feedback from staff, project partners and children in various countries and community settings.

The evaluation of ACs for this project has used Save the Children's Practice Standards on Children's Participation as the most appropriate tool to measure levels of children's participation given the context of child domestic workers.

A set of 15 indicators were developed that were adapted for use with ACs of child domestic workers, these indicators were used to measure the level of participation in each advisory committee. Indicators for each standard were adjusted to take into account the situation of child domestic workers (see below 'why these indicators were chosen') and were refined over the first three months of the project after consultation with project partners.

Standard 1: An ethical approach: transparency, honesty and accountability

This concerns adult organisations and workers being committed to ethical participatory practice and to the primacy of children's best interests and is because there are inevitable imbalances in power and status between adults and children. An ethical approach is needed in order for children's participation to be genuine and meaningful.

Indicators

- 1.1** Children are able to freely express their views and opinions and have them treated with respect.
- 1.2** The roles and responsibilities of all involved in ACs (children and adults) are clearly outlined, understood and agreed upon.

Why these indicators were chosen

Child domestic workers are typically shy and quiet children who, if they are live-in domestic workers, will often have had little contact with their community and may not attend school. To encourage these children to speak, confidence building exercises will need to be used (see standard 3) along with creative ways that encourage children to express themselves (not necessarily verbally). As child domestic workers have restricted 'free' time, if project partners are asking children to commit to participating in an AC for a long time period (not a one-off event) the role of AC member and the activities they are likely to be undertaking as an AC member should be clearly understood and agreed by children before they commit themselves to take part.

Standard 2: Children's participation is relevant and voluntary

Children are best motivated to participate in processes and address issues that affect them – either directly or indirectly. Children's participation should consequently build on their personal knowledge – the information and insights that children have about their own lives as child

¹⁶ Hart, R. (1992) Children's participation from tokenism to citizenship, Florence, UNICEF.

¹⁷ Shier, H. (2001) Pathways to Participation: Openings, Opportunities and Obligations. A new model for Enhancing Children's Participation in Decision-making, in line with Article 12.1 of the United Nations Convention on the Rights of the Child, Children and Society, 15:107-117.

domestic workers, their communities and the issues that affect them. Children should, however, have the choice as to whether to participate or not. Those organising children's participation therefore need to recognise and account for children's other commitments; children should participate on their own terms and for lengths of time chosen by them.

Indicators

2.1 Children's other time commitments are respected and accommodated (eg, to work and school).

2.2 Support from key adults in children's lives (e.g. employers) is gained to ensure their participation.

Why these indicators were chosen

All children on ACs must have relevant experience – of being a child domestic worker as their advice is being sought on the basis of this experience. Most children on ACs will be working and/or in schooling or training, consequently AC activities will need to be organized to accommodate children's time restrictions. In particular child domestic workers tend to work long hours, often with just one day off a week (at the weekend). It is particularly important that children's employers are informed of their involvement in the AC and that employers are happy for them to participate – as children may face repercussions if employers are not supportive.

Standard 3: A child-friendly, enabling environment

The quality of children's participation and children's ability to benefit from it are strongly influenced by the efforts made to create a positive environment for their participation. All children involved in participatory activities should experience a safe, welcoming and encouraging environment for their participation.

Indicators

3.1 AC meetings and activities build the self-esteem and self-confidence of children of different ages and abilities so that they feel they have valid experience and views to contribute.

3.2 Information that children need to understand a new topic is shared with them in children-friendly formats and in languages the children understand.

Why these indicators were chosen

Child domestic workers have been shown to have

particularly low self esteem¹⁸ and as they are in a particularly low status role as a domestic worker are generally not expected to 'talk back' or express opinions. Consequently it was expected that innovative ways are found to build children's confidence and encourage children to speak up and express their views in AC meetings. As many child domestic workers have low literacy levels, it is important that creative ways to communicate with children are found that can be translated into local languages.

Standard 4: Equality of opportunity

Children, like adults, are not a homogeneous group and participation provides for equality of opportunity for all, regardless of the child's age, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status (or those of his or her parents/guardians). Children's participation work must challenge and not reinforce existing patterns of discrimination and exclusion. It encourages those groups of children who typically suffer discrimination and who are often excluded from activities to be involved in participatory processes.

Indicators

4.1 The age range, gender and abilities of children are taken into account in the way AC meetings and activities are organised.

Why these indicators were chosen

Although child domestic workers tend to be girls, in many contexts boys make up a small proportion. Additionally, many child domestic workers come from minority ethnic groups and have low literacy levels.¹⁹ The background of children participating in ACs should reflect and represent, where possible, the make-up of child domestic workers in the country (or locality) and any barriers to their participation (such as language or literacy levels) overcome.

Standard 5: Staff are effective and confident

Adult workers can only encourage genuine children's participation effectively and confidently if they have the necessary understandings and skills. Consequently adult staff and managers involved in supporting and facilitating children's participation need to be trained and supported to do their jobs to a high standard.

¹⁸ They Respect Their Animals More... Anti-Slavery International/WISE, 2008. Op. Cit.

¹⁹ Ending Child Labour in Domestic Work... IPEC, 2013 Op. Cit

Indicators

5.1 All partner staff and managers are sensitised to children's participation and understand the organisational commitment to children's participation.

5.2 AC Co-ordinators and key staff are provided with appropriate training and tools to enable them to work effectively and confidently with children of different ages and abilities.

5.3 AC Co-ordinators and key staff are properly supported and supervised, and evaluate their participation practice

Why these indicators were chosen

To ensure that children's participation is instituted in project partners, all staff in the organisation should have an understanding of participation and the importance of the AC in this process. Effecting change will require an organizational commitment to participation and staff will need to be trained appropriately on participatory techniques, the appropriate policies and practice that will need to be put in place. In addition AC Co-ordinators, in particular, will need extra support and supervision and key staff should monitor and evaluate their participatory practice.

Standard 6: Participation promotes the safety and protection of children

Child protection policies and procedures form an essential part of participatory work with children. Organisations have a duty of care to children with whom they work and everything must be done to minimise the risk to children of abuse and exploitation or other negative consequences of their participation. This is particularly pertinent when involving children in advocacy activities.

Indicators

6.1 Careful assessment is made of the risks associated with children's participation in advocacy.

6.2 Staff organising participatory activities have a child protection strategy that is based on a risk assessment and specific to each activity.

6.3 Processes for informed consent are developed so that children give their consent to participate in activities and for the use of any information they provide. Information identified as confidential is

safeguarded at all times.

Why these indicators were chosen

Advocacy activities with children pose particular risks to children and these risks need to be well understood and strategies developed. As risks change from child to child and from activity to activity, assessments of risk should be made regularly and procedures developed as appropriate. As many child domestic workers are not living with their parents, care should be taken to ensure that children are informed and aware of the risks of giving information about themselves for advocacy activities (particularly those with the media), children should have the option to anonymise any information they give and it should be treated as confidential by project partners.

Standard 7: Ensuring follow-up and evaluation

It is important that children understand what has been the outcome from their participation and how their contribution has been used. It is also important that, where appropriate, they are given the opportunity to participate in follow-up processes or activities. As a key stakeholder, children are an integral part of monitoring and evaluation processes. Consequently respect for children's involvement can be indicated by a commitment by those organising children's participation to provide feedback and/or follow-up and to evaluate the quality and impact of children's participation.

Indicators

7.1 Follow-up and evaluation is addressed during the planning stages, as an integral part of any advocacy activity.

7.2 Children are given rapid and clear feedback on the impact of their involvement, the outcome of any decisions, and the value of their involvement.

Why these indicators were chosen

ACs are set up as a long-term tool for participation rather than a one-off activity AC members should consequently be involved in monitoring and evaluating them as a tool and follow-up should be seen as a continuous process. For ACs to be seen as a continuous conversation between project partners and beneficiaries and to help secure children's commitment to continue to participate in the AC, children need rapid and clear feedback on the outcome of decisions they have made and on the impact and value of their involvement by project partners. Successes should be celebrated.

Assessment was made via three methods (questionnaires, self-assessment and observation) in order to triangulate data. The results of assessment were categorized into three levels with points (scoring) allocated for each category.

NOT MET

The indicator was not met, project partners did not provide sufficient data to show that the indicator was met (this scored 1 point)

MET IN PART

The indicator was met in-part, project partners provided data that showed the only some of the aspects of the indicator were being met (this scored 2 points)

MET

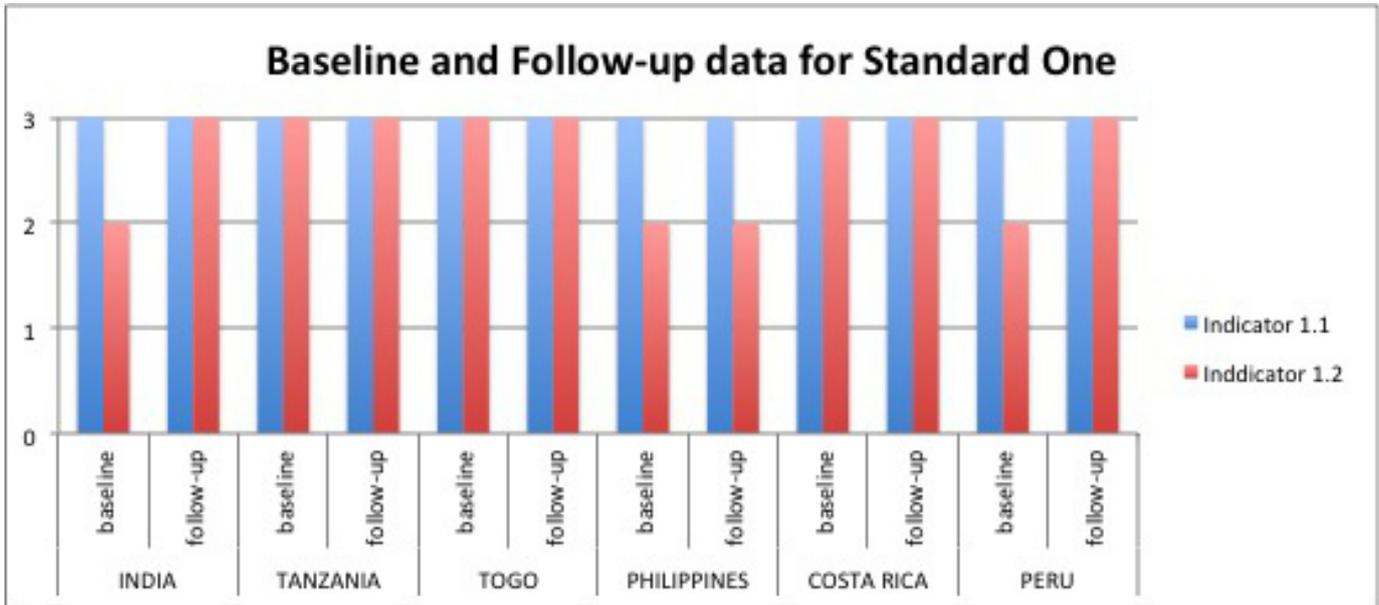
The indicator was met, project partners provided sufficient data to show the indicator was met in full (this scored 3 points).

A baseline assessment was made between November 2011 and April 2012. A follow-up assessment was made between November 2012 and April 2013

3.2 Results

Project partners significantly improved their level of participation in advisory committees, most notably in the areas of child protection where a number of project partners developed and introduced new child protection procedures (particularly on risk assessment) that are adapted to their own context rather than 'borrowed' from a funding agency. In addition, processes for monitoring and evaluation were introduced and formalised (such as pre and post-testing of activities). Overall, progress was made on a minimum of three and a maximum of seven indicators in each country resulting in a situation where all ACs are meeting (fully or in-part) 12 of the 15 indicators from a baseline where all ACs were meeting (fully or in part) 9 of the 15 indicators.

Standard 1: An ethical approach: transparency, honesty and accountability



All project partners at the baseline assessment stage, were enabling children to ‘freely express their views and opinions and have them treated with respect’. This may be due to the fact that all project partners have worked with child domestic workers for many years and consequently have a deep understanding of child domestic worker’s characteristics (who tend to be shy and lacking in confidence) so have developed numerous creative ways to encourage children to express their views – through drama, story-telling, dance, film and by working in small groups.

Many AC Co-ordinators had been trained in ‘participatory facilitation’ so were already using such techniques. In addition, Anti-Slavery International’s clear guidance for project partners on the roles and responsibilities of all those involved in ACs was used as a template by project partners and needed only slight adaptation to some country contexts. Consequently, all project partners also met the indicator asking for clearly outlined, understood and agreed roles and responsibilities for all involved in ACs.

Feedback from the self-assessment in Tanzania

Children organize the meeting and speak on own behalf. They are told to feel free to speak and express their feelings and there are no right or wrong answers. We go through ground rules in each meeting.

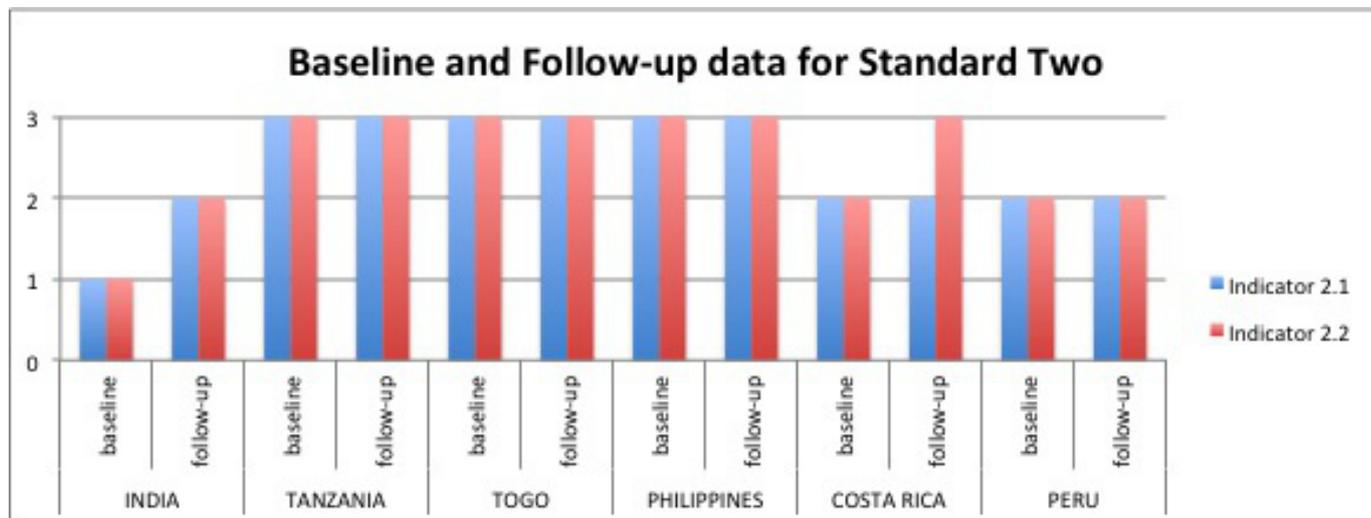
In initial meetings some children felt shy, as not allowed to speak much at home [workspace]. We encourage quieter children to speak by asking more confident ones to give space so that all children participate.

Children asked to share things and there is now evidence of children gaining in confidence to now become leaders.

We offer training on facilitation skills for AC members, drama workshops, broadcasting skills to increase their confidence.

Children also attend constitution meetings and related conferences across different regions which builds their confidence.

Standard 2: Children's participation is relevant and voluntary



The severe time restrictions placed on many child domestic workers, particularly those who live with their employer, to participate in 'outside' activities was respected and catered for by all project partners. AC meetings are almost always held at weekends on children's 'day off'. For countries where children are predominantly live-in workers, there was some excellent work with employers to inform them of the purpose of the AC and gain their support.

In many countries employers are being actively engaged in children's activities – invited to meetings and events or participating in training (quite often on children's rights). In countries where children were living with their parents rather than their employers contact with employers was minimal but engagement with parents was subsequently high.

Feedback from AC Co-ordinators in Togo on how they gained the support of key adults in children's lives (employers) to ensure children's participation

Sensitizing the employers to the validity of the project and obtaining their verbal consent to their children's participation in the execution of the project

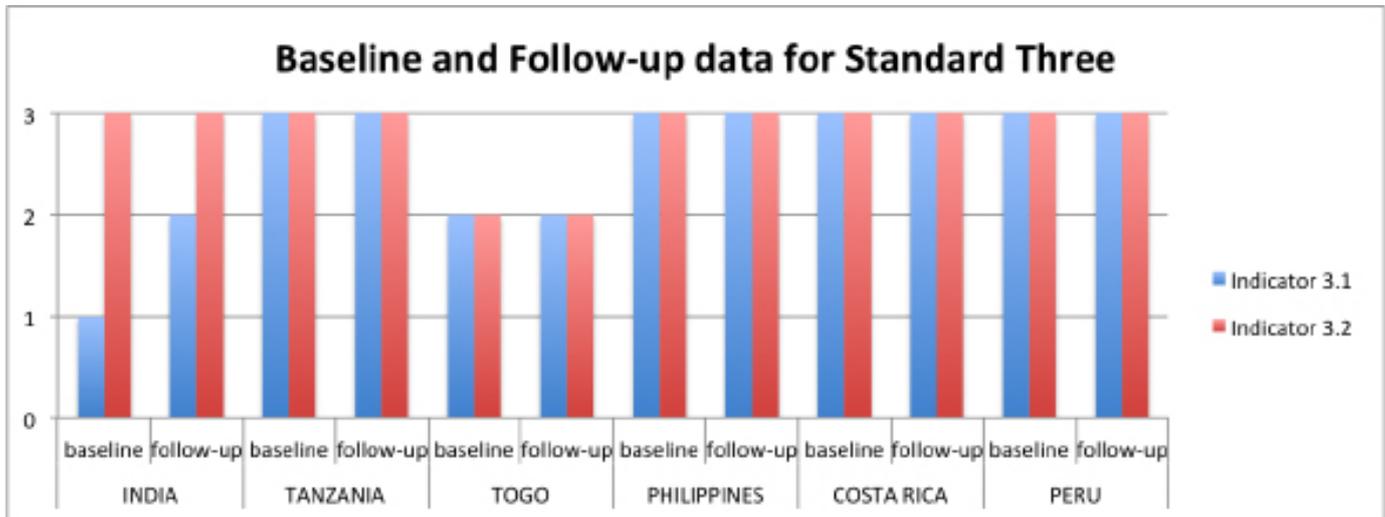
Organizing the employers in a group with an executive office of three AC members

Inviting the guardians/employers to sensitize them and clarify the validity of the project to them

For exceptional meetings, letters asking for authorization are often addressed to the employers / guardians, the workshop owners, and school directors

Sometimes, we may approach them to verbally ask for permission

Standard 3: A child-friendly, enabling environment



Due to project partners' deep understanding of child domestic workers' particular problems with low self-confidence and self-esteem this standard was comprehensively addressed by all. Project partners are running a wide variety of confidence building exercises with children and as these activities are an integral part of the day-to-day support of children, partners were able to incorporate them easily into the activities of the AC.

Because of the nature of some of the tasks for AC members, for example advising on policy or legislation, in some countries children were required to be literate in an 'official' language. However, AC Co-ordinators managed to find creative ways to overcome many of the adult-orientated and jargon-full documents children were asked to advise on – using power-point presentations (see example from Peru) and cartoons or simply allowing extra time to explain complex (often legal) ideas to children.

¿QUÉ ES EL COMITÉ ASESOR?

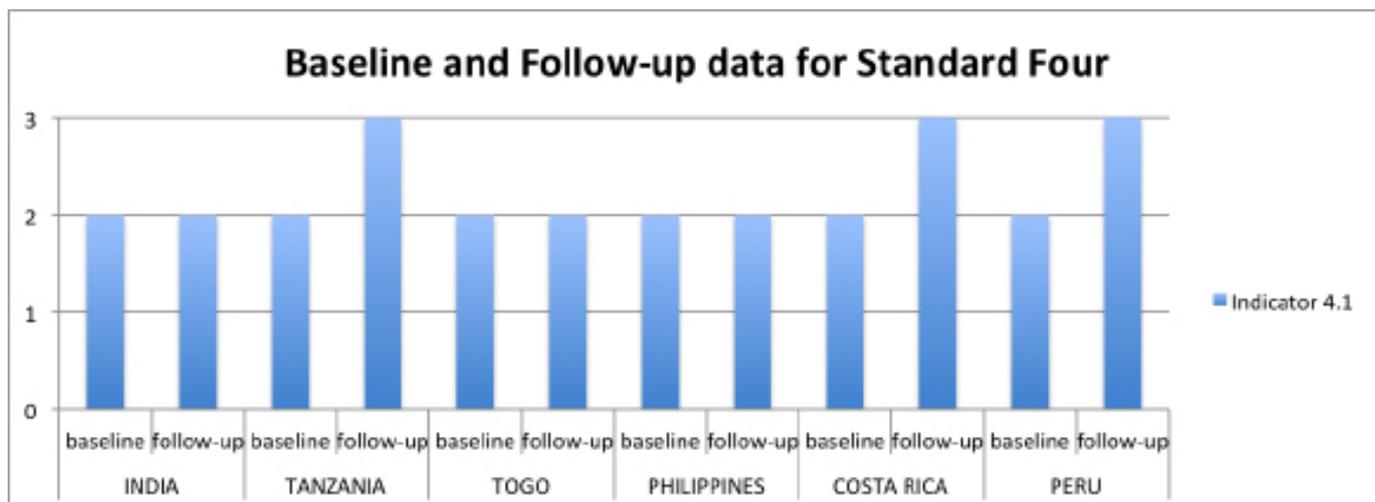
¿Qué haré como miembro del CA?

- Asistir a las reuniones mensuales en La Casa de Panchita.
- Participar en los talleres , donde desarrollaré mis conocimientos sobre el proyecto, mis habilidades, mi creatividad y mejor desenvolvimiento personal.
- Proponer junto a los otros miembros del CA diversas actividades de incidencia.
- Asistir como representante de la AGTR a los eventos de incidencia sobre el TID, según mi disponibilidad de tiempo (que no afecte mis estudios).
- Apoyar la organización de las actividades de incidencia en mi PS, trasladando lo aprendido en las reuniones del CA.

parte del grupo editor de la página web **No Somos Posibles - Nuestras voces** con artículos, fotos, dibujos, etc.




Standard 4: Equality of opportunity



Equal opportunity in terms of ‘abilities’ tended, in practice, to mean literacy levels which presented a problem for most project partners. AC members wanted to reflect the fact that many child domestic workers have low literacy levels, but at the same time many of the tasks undertaken by advisory committee members required quite a high level of literacy. In addition, there was also a legal restriction in this dilemma as, in most countries, it is illegal for children to be employed in any full-time work below the age of 14. Therefore it is difficult to expose children under

the age of 14 to speak publicly about their working conditions as they should not be working at this age. Consequently the age of advisory committee members was, on average, between 14-18 years old and most children had medium to high literacy levels. Additionally, by the end of the project, the gender balance of advisory committees reflected the reality of the local context where the majority of child domestic workers are girls (in one country the advisory committee was over-represented by boys, this was reduced during the course of the project).

Extract from a questionnaire for AC members in Costa Rica

8. Do you feel more confident about yourself and your abilities since you became Involved in the AC?

A lot: we were able to deal with situations, and our fears. Having to share space has allowed us to move forward and to stop the cycle of violence.

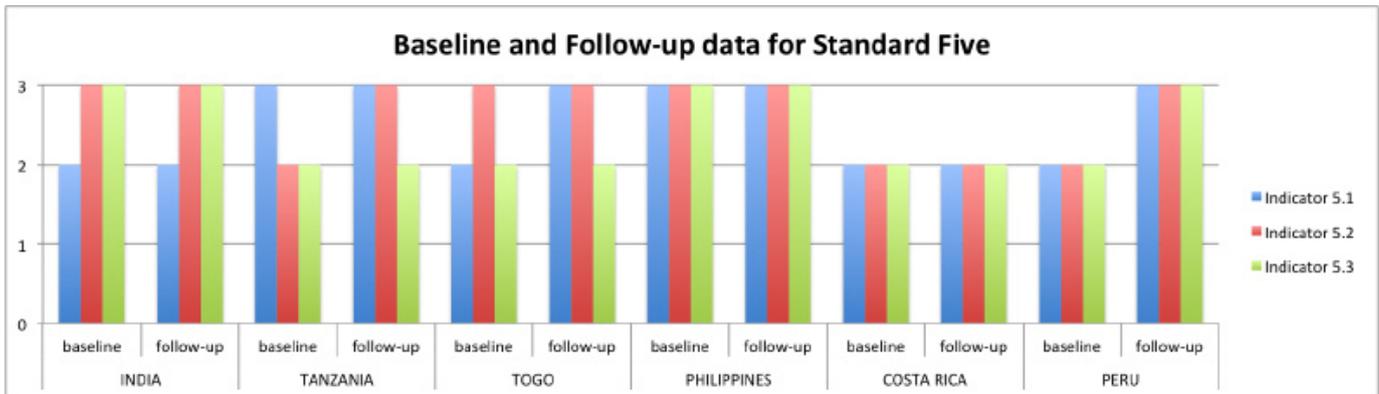
9. Have you taken part in any activities that have helped you feel more confident about yourself?

Many

10. Please explain these activities:

Committee meetings where we could share our experiences what has happened and where through games, we also have learned about our rights, the organization of the Forum (a conference), a theatre group and the preparation of video (film)

Standard 5: Staff are effective and confident



Training to build the capacity of staff involved in the AC was an integral part of the project activities and was much appreciated by local staff. It appeared to be particularly important that staff from all levels of the organisation were involved as this made it more likely that project partners would make an organizational commitment to children’s participation. Project partners found it particularly useful to make their own evaluation of the

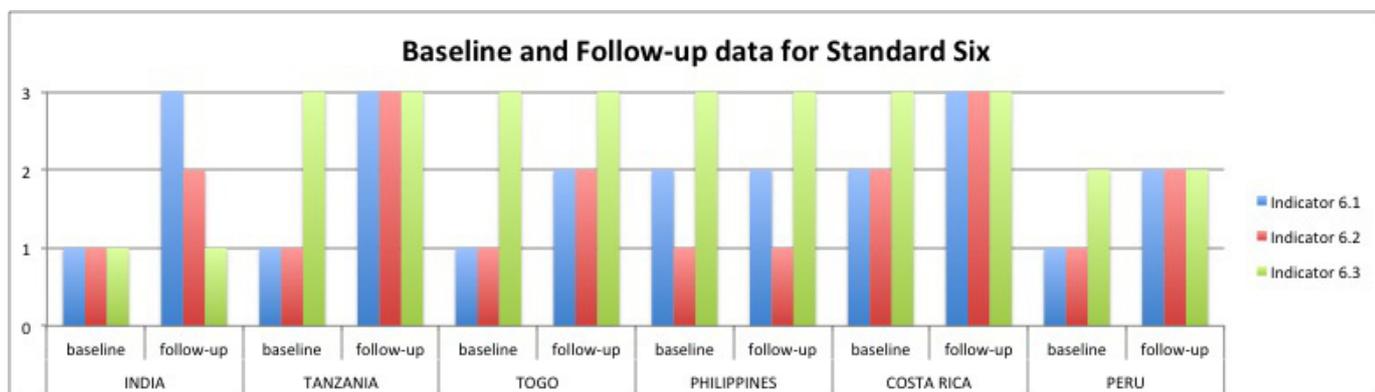
participatory practice of their ACs . One area of weakness in this standard, which says more about the assessment method than good practice, was a requirement for written confirmation of an ‘organisational commitment to children’s practice’. Most project partners are committed to children’s participation but had not written this commitment down in any official document.

Feedback from Project Partners in India on the capacity building training

Question: What have you done differently – as a result of the training?

Answer: We started using a risk assessment process, we have taken steps for creating a child protection policy, and are involving children directly in decision making especially in finance and budgeting and we are doing [advocacy] actions and different activities with the participation of children.

Standard 6: Participation promotes the safety and protection of children



Project activities had most impact on child protection policies and procedures of advisory committees. It was apparent from the baseline assessment that the low initial ranking of this standard was because two of the indicators for this standard were focused exclusively on undertaking ‘risk assessments’ rather than that there was poor child protection practice. Feedback from participants of the capacity building training workshops showed that understanding of ‘risk assessment’ had improved dramatically (in fact most people realized they were undertaking risk assessments as a matter of course – they were simply

not writing the assessment down). The lack of documentation was a key finding from the assessment of this standard as a number of project partners, despite having robust child protection practice and procedures, did not have child protection policies or procedures written down. Over the course of the project two project partners reported developing a child protection policy and all partners had adapted or developed various child protection procedures (particularly on risk assessment) which contributed significantly to their progress in meeting this standard.

Feedback from the AC Co-ordinator in the Philippines on the child protection procedures

If a child discloses abuse during the AC meeting I should;

✓ *Ask the child if she/he wanted to share it with the group or not.*

✓ *If the child prefers to share it with the group, then I advise them to ensure the confidentiality of the case.*

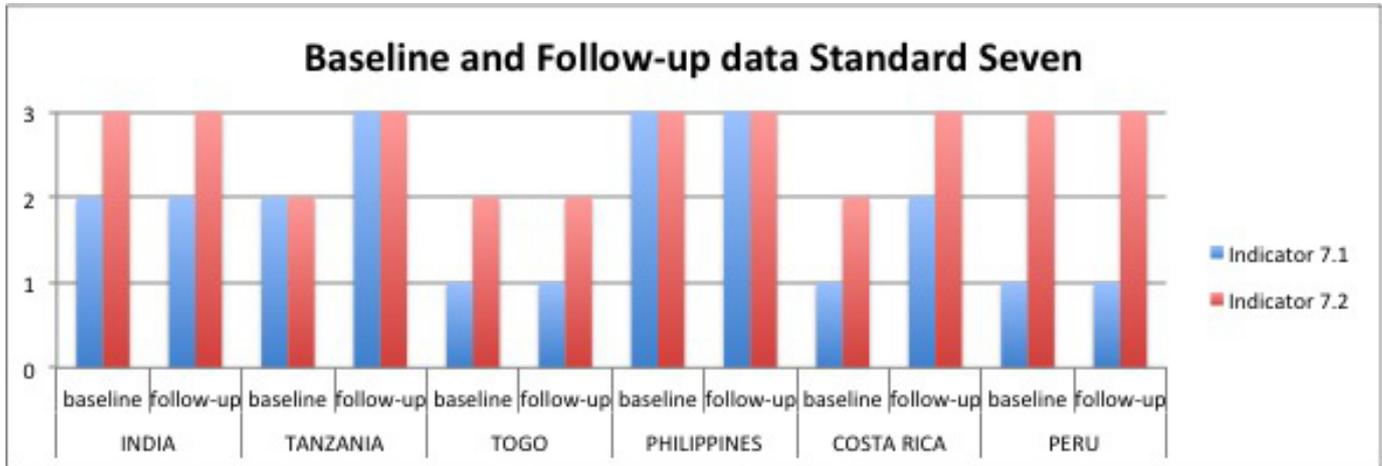
✓ *If the child prefers to discuss it separately then I ask somebody to facilitate the discussion and talk to her.*

✓ *I then, provide a venue for her to express her/his situation.*

✓ *If it needs further counseling I ask the child’s approval for the referral of her case to either social worker or psychologist.*

✓ *I follow up her/his case with an appropriate professional.*

Standard 7: Ensuring follow-up and evaluation



Significant progress was made by all project partners in the level of participation of children in monitoring and evaluation activities. This was achieved, largely, through the implementation of the participatory advocacy activity, where children were involved in planning and evaluating the activity and some innovative evaluation techniques were developed.

All project partners reported giving feedback to children on the value and impact of their involvement or on the outcome of decisions. However, the use of the phrase ‘follow-up’ in this standard was rather redundant as ACs were not set up for a one-off event (where follow-up is often forgotten) consequently the concept of follow-up it was replaced with monitoring.

Feedback from Tanzania and the Philippines on their monitoring and evaluation techniques:

AC members report back to smaller ACs about progress of campaigns, so there is constant communication between AC members and other CDWs (smaller ACs)

Our staff (Project partner) & AC members tend to work together on activities so are able to report back at meetings (AC members have to write reports for all activities)

Pre-event and post-event meeting and evaluation to get feedback.

Separate sheet for evaluation by AC members who take responsibility for the event.

Evaluation completed 1-2 days after event.

Freedom wall, where children can write thoughts/views during events.

Feedback is included in next activity.

Key issues for assessing participatory activities

- Self-assessment of the level of participation by AC staff and members is a particularly useful method for monitoring and evaluating the effectiveness of the AC as a participatory tool. Self-assessment enables staff a clear understanding of the standards on children's participation and the assessment criteria (indicators). It gives staff a sense of ownership of the assessment process as it is based on their opinions and they are tasked with identifying action points to address areas where standards are not being met. It is helpful for those undertaking self-assessments to have concrete examples of how they could meet standards.
- In many countries, child protection policies may well exist but are not well understood by staff. Also risk assessments may well take place for activities but are not documented. The process of documenting risk assessment can be a very useful and practical way to make child protection policies and procedures 'real' for staff.
- The burden on organisations to produce 'documentation' as evidence is often in conflict with cultures where oral traditions are strong. Provision of clear guidance on documentation, templates, example documents or creative alternatives to written documentation (such as film, drama, drawing or photography) should be offered to counter this bias.
- Assessing the impact of participatory activities is most successfully achieved through workshops or with one-to-one conversations (by phone if necessary) rather than through written questionnaires.
- Participatory workshops with children are an effective method to elicit evaluation data from children. However workshops need very clear guidance on documentation to ensure data is captured in a systematic and comparable way.

3.3 Impact of Child-Led Advocacy Activities

All ACs planned and implemented at least one child-led advocacy activity during the course of the project. This was seen as a 'mini' advocacy project which aimed to institutionalize participation for project partners and ensure that the children were contributing towards achieving advocacy objectives set by project partner. Most of the advocacy activities planned called upon on the state to be responsive

to child domestic workers demands for implementation of protective legislation (often in line with their government's ratification of the ILO Domestic Workers Convention 189) ensuring better working conditions for adolescent domestic workers. However, in Tanzania, lobbying efforts were directed at local government (and implementation of local by-laws) and in Costa Rica, efforts were directed at employers rather than the state. In general children did not decide on these aims – they were decided by project partner staff and needed to be in line with project outcomes.

However, children were in a position to decide which activities to undertake to realise these aims. Activities tended to be quite creative with a strong arts and drama basis and included delivering awareness raising activities such as poster and photo exhibitions or presenting drama productions to the public (including employers). Children also organised or participated in rallies and marches of other children (and adults) as well as petitions targeting decision-makers. A number of AC members were interviewed for television and radio shows. In two countries children undertook direct lobbying with government officials. In Tanzania, a conference was organised for local government officials, and in the Philippines, children joined adult domestic workers in meetings with government officials.

The impact of the child-led advocacy activities on the level of participation in ACs was significant. For all ACs this was the first time that children had been responsible for decision-making on finances and budgeting (responsible for a budget of £1000) it was also the first time children had been involved in planning an activity (deciding which activities should be undertaken). Children's involvement in planning also meant they were more meaningfully involved in monitoring and evaluation so that, rather than just being asked for their feedback, they set realistic goals for the activity and decided how these goals could be monitored. A number of participants (children and adults) in the capacity building training reported that training had been useful in helping them to identify and gain the support of key advocacy audiences and stakeholders (that they had not thought of before).

The progress made by ACs in achieving their advocacy goals was greatest where children had been involved at every level of the planning (and produced very detailed activity plans), where the project partner was openly committed to children's participation. Effecting change was most successful at the local rather than national level – notably in Tanzania where

a local by-law was instituted as a result of the advocacy activities of the advisory committee. Although a number of advisory committees reported engaging with key stakeholders (such as police and parliamentarians) which resulted in public acknowledgement of the situation facing CDWs, they fell short of securing clear commitments from the government (to legislative change for example). In general, it was difficult to achieve ambitious advocacy goals over a short time period (6-12 months) and the more ambitious the goal the more time is needed to see if change happens. Despite this, in two countries, children's advocacy activities contributed to the success of project partner's project the Philippines Government ratified the Domestic Workers Convention; advocacy activities planned by the AC as well as the TV appearance by an AC leader and the delivery of a paper at the Senate contributed to this significant achievement. Similarly in Togo, the president of the AC played a significant role in making progress towards legislative reform.

Overall, children's voice changed the emphasis of advocacy messages as children were able to present the 'real' experience of child domestic work not a theoretical perspective.

3.4 Overall Impact of Advisory Committees

Assessment of the overall impact of the project was made in an external evaluation²⁰ where it was reported that ACs significantly influenced impact. The evaluation stated that AC's activities in providing a 'voice' to child domestic workers and in being a 'responsive' participatory tool has helped child domestic workers increase their self-esteem – even resulting in the formation of new social movements. It has led to improved protection, educational attendance, recognition and working conditions for many child domestic workers. At a national level changes cannot be fully attributed to the work of ACs but their activities did make a significant contribution to the ILO Domestic Workers Convention's provisions for children of legal working age as well as to advocacy goals for each Project Partner. It was also evident that changes in local governance can be attributed to the activities of children from ACs.

One of the key unintended consequences of this project has been the development of social movements of young people. The development of a network of ACs by Project Partners (often as a result of Small Grant Schemes) means that social movements of young people who have been child domestic workers who are able to fight for child domestic

workers rights have formed in all project countries. In some countries these organisations have become independent from Project Partners.

The following examples were presented in the external evaluation

Wotesawa, Kivulini's original Advisory Group, is led by former CDWs and is the first organization in Tanzania to focus exclusively on child domestic work. It has moved on from support from the small grant scheme to receiving grants from Mama Cash in the Netherlands and the US Embassy in Dar es Salaam to establishing itself as an independent organisation. It is an active member of the coalition and has captured the imagination of policy makers and the media. It has become a role model for the other ACs who are keen to follow its example and register independently.

In Togo, CDWs in the ACs decided to create their own 'Association des enfants travailleurs domestiques' (CDW association) in 2010, which is now recognised by the government and by civil society partners. This provides a means for about 200 CDWs to consult with each other regularly and lobby government together. The association has become part of the broader 'mouvement des enfants et jeunes travailleurs', a working children's union, thus enabling child domestic workers to retain a distinct voice, while incorporating their issues in child work debates.

In the Philippines, all six Visayan Forum Advisory Groups received grants through the small grant scheme and three have registered independently and have begun the process of raising their own funds for activities. They report independently to government.

In the other three countries, movements of youth have also started to evolve beyond the programme planned activities. In Costa Rica, one of the Advisory Groups has developed a proposal to become a new youth movement in its own right. In Peru, AGTR's youth groups, created and run by former child domestic workers, operate in five very poor communities, where they support and advocate for child domestic workers and work to prevent others at risk moving into child domestic work. NDWM is extending its child domestic workers groups across its branches in 17 states in India and plans to give them a voice on their issues and to help them gradually develop skills and space to influence government.

²⁰ Slavery and Child Labour, Governance and Responsibility, Final Evaluation 2008-13 by Cathy James, Isabel Turner and Sarah Thomas de Benitez

4. Lessons Learned and Conclusions

Advisory committees are a very effective tool for consultation with children, particularly if children on the advisory committee have been elected by their peers. Their role then becomes one of ‘representation’ of their peers and, if appropriate structures are set up, they can go back to their peers and consult with them on various issues. As a result many children on advisory committees expressed a strong sense of solidarity both with each other and child domestic workers more widely.

Development of a network of advisory committees was found to considerably strengthen children’s ‘voice’ with national stakeholders. All project partners developed a network of Advisory Committees (achieved through the implementation of a small grants scheme that often supported the lobbying efforts of one ‘main’ Advisory Committee). Many of the ‘main’ ACs included representatives from the network of advisory committees and were therefore able to represent different regional groups of child domestic workers across the country.

The ability to promote children’s voices changes the emphasis of advocacy messages as children are able to present the ‘real’ experience. Making use of creative tools to present this voice, such as film, art and drama supports children’s physical presence (and can sometime replace it) and enables children to represent the current and ‘real’ experiences of child domestic work as opposed to theoretical (and sometimes out of date) perspectives presented by others.

Although Advisory Committees functioned at a local level (i.e. they involved children from the locality rather than from across the country), most ACs had impact at a regional or even national level. The principle reasons for this were their location (in capital cities) and because they were able to utilize relationships established by project partners with key national decision-makers (such as individuals in the Ministry of Labour). Similarly lobbying efforts at international level were strengthened by the participation of children from three continents.

The inherent age restrictions of all participatory structures for children were utilised, by giving older children the role of ‘mentor’ to younger members of Advisory Committees. As former child domestic

workers, many older children move out of domestic work into other fields of work or go into higher education, the role of mentor allows them to ‘give back’ to the people, organisations and structures that supported them in their past.

As a participatory tool, the group experience of advisory committees enables children to take on different roles and to share responsibilities. Confidence and team building activities with children together with the small size of advisory committees (maximum 15 members) resulted in a small team of children who had a strong sense of solidarity with one-another and naturally took on the role of supporting their peers and sharing responsibilities.

Lobbying by children is more suitable to older children or children who have higher literacy levels. Because the adult centred environment of lobbying (which for this project focused on national and international law), it is more appropriate and ethical to work with older children with higher literacy levels. With leadership skills and life skills training younger children can be involved.

Ethical considerations inherent in advocacy work with children can be addressed by undertaking risk assessments for each activity. Child domestic workers face the particular risk of a negative response (or in worse cases retribution) by their employers if they speak publicly about their exploitation and abuse (this is an increased risk if the child is still in domestic work). However, project Partners found that risks could be identified and countered through a relatively simple risk assessment process.

Engagement with employers ensures children are safely able to take part in advisory committee activities. Employers are the key ‘gatekeepers’ to child domestic workers particularly for children who live-in with their employers. Involving child domestic workers in participatory activities requires persistent engagement with employers (such as home visits, inviting employers to AC activities and offering employers training) and helps address a key risk to child domestic workers.

A high level of documentation of the processes to run an advisory committee act as evidence that the advisory committee is a permanent structure rather than a one-off event. Documents such as job descriptions and selection criteria show that children on the advisory committee are important members of the project partner’s staff team. Similarly, if advisory committees are to be a permanent structure,

evaluation of this structure reinforces its worth, in particular to the advisory committee members themselves.

Children's participation should be an integral part of organisations' culture and ethos. It is important to train project partner staff and provide opportunities to discuss and understand key concepts relevant to participatory advocacy work, in particular, the concepts 'advocacy' and 'lobbying' as these can be defined in different ways by different organisations. Training can help staff to understand the benefits of children's involvement in strengthening their work and the impact of their advocacy goals.

The implementation of a mini child-led advocacy project enabled staff to 'hand-over' some of their advocacy work to children. In particular, giving children budgetary responsibilities (through small grants schemes or specific budgets) improves the level of decision-making, the sense of responsibility for advisory committee members and enabled children to make more realistic and informed decisions. The mini child-led advocacy project gave a concrete example to project Partner staff that it is possible for children to undertake all activities from inception to completion of an advocacy project.

Advisory Committees have more impact in achieving advocacy goals when goals are detailed and specific and when children are involved at every level of the planning of an advocacy campaign. Broad awareness raising goals were harder to monitor than clearly targeted activity plans which included clear commitments children wanted from key stakeholders.

Conclusions

1. Advisory committees that bring together children from across the country, the region or the globe are in a stronger position to lobby for their rights as they represent a larger and more diverse range of children.
2. Advisory committees are a good tool for consulting with children, particularly if children are elected by their peers onto the committee and these structures wider group of children.
3. Use of creative tools to present children's voices, such as film, art and drama supports children's physical presence (and can sometime replace it) and enables children to represent the current and 'real' experiences of child domestic work as opposed to are used for committee members to consult with this theoretical (and sometimes out of date) perspectives

presented by others.

4. Advisory committees made up from children based in the capital city can more easily access key institutions and stakeholders to influence national policy and practice.
5. The inherent age restrictions of all participatory structures can be utilised by giving older children the role of 'mentor' to younger members.
6. Advisory committees are an empowering structure for child domestic workers, providing peer support and solidarity to children who, because of the isolation of their working environment, may not find this support elsewhere. Additionally, the group experience enables children to take on different roles and share responsibilities according to their skills and interests.
7. Advisory committees that are aiming to work in 'adult' arenas such as policy or legislation change are more suitable to older, literate children (aged 14-18) although life skills and leadership training for younger children enables them to take on lobbying activities.
8. Undertaking risk assessments for all activities allows staff to identify and counter the risks to children undertaking advocacy activities.
9. Regular evaluation (with children and adults) of advisory committees and documentation of the processes for running advisory committees reinforces the permanent nature of the committee and its worth to committee members.
10. Staff engagement with employers (through home visits, inviting employers to AC activities or offering training to employers) helps counter a key risk for child domestic workers that of a negative response by employers to children who speak out about abuse in domestic work.
11. Training or sensitisation of staff from all levels of the organisation on children's participation will help organisations 'hand-over' advocacy activities (that adults have been undertaking) to children and supports institutionalisation of children's participation.
12. Key concepts for an advocacy project such as 'children's participation' 'advocacy' and 'lobbying' should be clearly defined and discussed with project partners until there is a consensus on how this impacts on project activities (particularly concepts for



monitoring and evaluation).

13. Children's advisory committees aiming to undertake advocacy work are at an advantage if they are set up by organisations already undertaking advocacy activities (who are already in contact with the key institutions and stakeholders).

14. Running a mini child-led advocacy project (where children make all decisions in the project, including planning, budget and monitoring mechanisms) is a good way to test out participatory structures of an advisory committee and improve the level of participation of children.

15. Involving children in the planning stages of an advocacy activity and giving them budgetary responsibility acts as an example of the competence of children to adults who may be uncertain about children's participation and improves the confidence of children in their decision-making abilities.

Annex 1: Baseline Questionnaire for AC Co-ordinators



give child domestic workers a voice.



This form is for Advisory Committee (AC) Co-ordinators to complete. Please be honest in answering these questions. We will not share the details of your answers with any staff from your organization. We will use the information you give us to make an assessment of what kind of support is needed to help make the AC work most effectively. We recognize that children's participation is a new area for many Local Partners in this project. We hope that you will make your own assessment of the AC during training workshops and, together, we can develop a plan to make ACs work more effectively to promote children's participation.

1. Advisory Committee Co-ordinator

1.1 Name:

1.2 Email:

1.3 Sex: Male / Female

1.4 Job title:

1.5 How long have you been Co-ordinator for the AC?

1.6 Did you have previous experience of participation work before you became Co-ordinator?
YES / NO

1.7 If yes, please explain

1.8 Please briefly explain your role and your tasks as Co-ordinator of the AC:

1.9 Do you have a job description of your role and tasks as Co-ordinator? YES / NO

1.10 If yes, please provide your job description or explain it here:

1.11 If no, please can you give your own explanation of your role and tasks:

1.12 Have you had any training since becoming Co-ordinator that has helped you in your role?
YES / NO

1.13 If yes, please explain:

1.14 Are you supervised in your role as AC Co-ordinator? YES / NO

1.15 If yes, by whom and how often do you meet?

2. Set-up of the Advisory Committee

2.1 What date was the first meeting of the AC?

2.2 Please can you provide the first written report from an AC meeting?
YES / NO

2.3 How often does your AC meet?

2.4 How long are AC meetings?

2.5 Where do meetings take place?

2.9 Have you evaluated the participation practice of the AC yet? YES / NO

3. Advisory Committee Members

3.1 How many children (on average) are involved in each AC meeting?

3.2 How many children have been involved in total since the beginning?

3.3 Is there an agreed selection process for AC members? YES / NO

Cont'd

Current AC Members: Please mark where appropriate								
	1	2	3	4	5	6	7	8
First Name								
Girl								
Boy								
Age: Under 14								
Age: 14 - 18								
Age: Over 18								
Currently Working as CDW								
Previously Worked as CDW								
Main Language Spoken								
Race / Ethnic Background								
Literacy Level (High / Medium / Low)								

4. Advisory Committee Activities

What kind of ACTIVITIES does the AC undertake (please tick):

4.1 Consultation (AC members are consulted on different issues)

4.2 Delivering activities (AC members run activities with CDWs)

4.3 Peer support (AC members support other CDWs)

4.4 Peer counselling (AC members trained to be counsellors)

4.5 Advocacy (AC members organize advocacy events with CDWs)

4.6 Training (AC members deliver training to other CDWs or adults)

4.7 Other activities, please state:

What kind of DECISIONS have been made by AC members? Please tick:

4.8 Decisions about how the AC is run (e.g, selection criteria for AC members)

4.9 Decisions about what activities to do as AC members (e.g. planning)

4.10 Decisions about policy and procedures of your organization (advising your organization)

4.11 Decisions about how to spend budgets

4.12 Were AC members consulted as part of the selection process for the Small Grants Schemes

4.13 Do AC members make the final decision on any of these issues? YES / NO

4.14 If not, who makes the final decisions within your organization?

4.15 Are AC members given feedback on their decisions or activities? YES / NO

4.16 If yes, how do you communicate this feedback to AC members?

4.17 Please name what you think are the top three impacts the AC has had (i.e. changes that have taken place because of the AC):

- 1
- 2
- 3

4.18 Has the AC influenced any change outside your organization? (e.g. at community level, local or national level or other) YES / NO

4.19 If yes, please explain:

5. Running the Advisory Committee

5.1 How do you, as a facilitator of AC meetings, encourage AC members to express their views and opinions during meetings?

5.2 Please explain any activities you do with AC members to specifically build their self-esteem and confidence:

5.3 Are employers of AC members told about or given information on the purpose and activities of the AC? YES / NO

5.4 If yes, how is this done?

5.5 Are the employers of AC members asked for their approval to allow AC members to come to AC meetings? YES / NO

5.6 Are there any time commitments for AC members that restrict when or for how long you can hold meetings (i.e. work/school)? YES / NO

5.7 If yes, how do you accommodate these restrictions?

5.8 Do you provide any written information to AC members for their meetings? YES / NO

5.9 If yes, please give examples of what you would give to AC members below:

5.10 If yes, do you need to translate it into any other languages? YES / NO

5.11 If yes, do you use children-friendly language in the information? YES / NO

5.12 Please explain what you think children-friendly language is:

5.13 Do AC members evaluate their meetings or activities? YES / NO

5.14 If yes, how do they do this?

6. Child Protection and Advisory Committees

6.1 Have AC members discussed child protection issues? YES / NO

6.2 Do you know what to do if a child discloses abuse during an AC meeting? YES / NO

6.3 If yes, please explain what you are supposed to do:

6.4 Have you made a risk assessment for AC meetings? YES / NO

6.5 Have any child protection procedures been specifically set up for the AC? YES / NO

6.6 If yes, please give examples of the procedures below:

6.7 Do you use consent forms with AC members? YES / NO

6.8 If yes, please provide a copy

6.9 How do you ensure that confidential information about AC members is kept safe?

7. Your Recommendations

7.1 Please use this space to explain what YOU think is needed to improve the impact of your AC, this includes extra support that you may need to co-ordinate the AC:

Checklist for additional documents (please tick)

- Job description for AC Co-ordinator role
- The earliest/first report from an AC meeting
- Selection criteria for AC members
- Job description/agreement for role of AC member
- Examples of any consent forms used with AC members

Please provide the above documents (as marked) and submit this form by email to....

DEADLINES:

Annex 2: Example of a Self Assessment by WoteSawa, Tanzania

Standard 1: An ethical approach: transparency, honesty and accountability

Indicator

1.1 Children are able to freely express their views and opinions and have them treated with respect.

Evidence

Children organize meeting and speak on own behalf. Told to feel free to speak and express feelings and no right or wrong answers. Go through ground rules each meeting.

Initial meetings some children felt shy, as not allowed to speak much at home. Encourage quieter children to speak by asking more confident ones to give space so that all children participate.

Children asked to share things and evidence of children gaining in confidence to now become leaders.

Training on facilitation skills for AC members, drama workshops/broadcasting to increase confidence.

Children attending constitution meetings and related conferences across different regions.

Indicator

1.2 The roles and responsibilities of all involved in ACs (children and adults) are clearly outlined, understood and agreed upon.

Evidence

Every AC member has responsibility w/in ground rules to know how many CDWs in street, accommodation to monitor problems, responsibility to attend meetings.

Specific responsibility, chair organizes meeting, secretary documents meetings – every member has task- decided tasks and responsibilities amongst group.

Book of tasks/roles and meeting minutes. List of signposts, lawyers etc.

Coordinator provides advisory role and administrative duties (refreshments etc).

Getting consent from employers for meetings – staff and volunteers which include former CDWs.

Standard 2: Children's participation is relevant and voluntary

Indicator

2.1 Children's other time commitments are respected

and accommodated (eg, to work and school).

Evidence

Hold meetings on Saturdays 3-4 as employers at home, 3pm start – negotiate with employers by calling. Have gained trust of some employers over time so no need to call for every meeting. Meetings are punctual to make sure children can get back to employers on time. 2 members are in formal education (wake up early to do chores 7am-1pm) and others in vocation training. No school on Sat/Sun.

Children set their own time for literacy classes (usually when E's children at school) 2 AC members at secondary school 3 on literacy classes.

Indicator

2.2 Support from key adults in children's lives (e.g. employers) is gained to ensure their participation.

Evidence:

Call employers (as above), WS Offer literacy/ numeracy classes to CDWs as it is (explain to employers as they can control a literate CDW better than an illiterate CDW). Employers take it positively when WS offer skills training & literacy for CDWs...they are happy to send CDWs to these trainings. In TZ WS need to get Street Leaders on board...

YES

Standard 3: A child-friendly, enabling environment

Indicator:

3.1 AC meetings and activities build the self-esteem and self-confidence of children of different ages and abilities so that they feel they have valid experience and views to contribute.

Evidence

AC members had training on Children Rights and Child Act before they became AC member, all on SFApproach, 4 members have had leadership training. Members of AC induct new members. AC have re-fresher training on C Rights, ILO 3/4 -tick

(Maybe WS could give AC members a certificate/ award/badge for long service)

Indicator

3.2 Information that children need to understand a new topic is shared with them in children-friendly formats and in languages the children understand.

Evidence

Everything is written in Swahili in children-friendly language.[all members speak Swahili, 3 members are illiterate). Allow more time for illiterate members. Kivulini offers literacy classes. After meetings WS staff give illiterate children a lot of extra time to explain everything YES

Standard 4: Equality of opportunity**Indicator**

4.1 The age range, gender and abilities of children are taken into account in the way AC meetings and activities are organised.

Evidence

(some children have babies of their own and wouldn't be able to attend meetings). In ACs – roles are found for illiterate children that don't require literacy skills. Gender: don't discriminate. Age – under 18s only now (used to be over 18s too)...older CDWs become advisors to the project. AC Mtg: only criteria for membership is CDW experience. Activities: - It's difficult for illiterate CDWs to attend other meetings. HALF YES

Action Plan

Offer childcare for AC members with children
To reflect the fact that 95% of CDWs are girls – add a criteria to the selection process for AC members - that only 3 children on AC can be boys.

Standard 5: Staff are effective and confident**Indicator**

5.1 All partner staff and managers are sensitised to children's participation and understand the organisational commitment to children's participation.
NB two issues here – has WS or Kivulini made any commitment to C Part

Evidence

WS Constitution includes info on children's participation. All AC members are trained on using participatory techniques. Co-ordinator of AC (Angel) and Kivulini staff took part in ASI training/workshop on children's participation YES

Indicator

5.2 AC Co-ordinators and key staff are provided with appropriate training and tools to enable them to work effectively and confidently with children of different ages and abilities.

Evidence

Leadership training, social accountability training for Angel HALF YES

Action Plan

More social accountability training for All AC members and staff needed.

Indicator

5.3 AC Co-ordinators and key staff are properly supported and supervised, and evaluate their participation practice

Evidence:

Angel gets a lot of training and advice from Kivulini (incl counseling support). Before supervisor was Masesa, now that WS is to become independent, officially there is no manager for co-ordinator but she gets advice from Kivulini still (George & Maimuna) HALF YES

Action Plan

Make an assessment of the AC's participatory practice in 9 months – 1 year
Formalise the mentoring (of George) for Angel
Give Angel training on project management

Standard 6: Participation promotes the safety and protection of children**Indicator**

6.1 Careful assessment is made of the risks associated with children's participation in advocacy.

Evidence

Make risk assessment as it happens rather than before the activities HALF YES

Action Plan

WS staff start using a formal risk assessment process (tomorrow!)

Indicator

6.2 Staff organising participatory activities have a child protection strategy that is based on a risk assessment and specific to each activity.

Evidence:

NO

Action Plan

Start making risk assessments & developing child protection strategies for each activity.

Indicator

6.3 Processes for informed consent are developed so that children give their consent to participate in activities and for the use of any information they provide. Information identified as confidential is safeguarded at all times.

Evidence

Oral consent is gained from all CDWs WS work with before taking photo or getting their stories all children are asked if they want to use their real name. If any child has a child protection issue they can talk to a counsellor, information on the child is kept in a locked drawer. WS staff do not use names in collection of data (baseline survey etc.) so children can't be identified. All WS staff have passwords for their files.

Please note: these practice standards should be used in conjunction with partner's child protection policies. WS doesn't have a CP policy yet – Kivulini has a code of conduct though.

Standard 7: Ensuring follow-up and evaluation

Indicator

7.1 Follow-up and evaluation is addressed during the planning stages, as an integral part of any advocacy activity.

Evidence

Activity plan highlights that monitoring takes place throughout project, evaluation takes place at the end through external evaluator. YES

Indicator

7.2 Children are given rapid and clear feedback on the impact of their involvement, the outcome of any decisions, and the value of their involvement.

Evidence

AC members report back to smaller ACs about progress (i.e. of by laws etc.), constant communication between AC members and other CDWs (smaller ACs). WS staff & AC members tend to work together on activities so are able to report back at meetings (AC members have to write reports for all activities). YES

Anti-Slavery International, founded in 1839, is committed to eliminating all forms of slavery throughout the world. Slavery, servitude and forced labour are violations of individual freedoms, which deny millions of people their basic dignity and fundamental human rights. Anti-Slavery International works to end these abuses by exposing current cases of slavery, campaigning for its eradication, supporting the initiatives of local organisations to release people, and pressing for more effective implementation of international laws against slavery. For further information see: www.antislavery.org.

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