



# CHILD PARTICIPATION TOOLKIT

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Cover photo: Ecuadorian Red Cross volunteers engage in activities with children at the child-friendly space in Rumichaca.

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# Terminology

**Best Interests of the Child** is a foundational principle to the United Nations Convention on the Rights of the Child. It means that in all actions concerning children, the best interests of the child shall be a primary consideration. This principle should guide the design, monitoring and adjustment of all humanitarian programmes and interventions.<sup>1</sup>

**Children** are a human being below the age of 18 years.<sup>2</sup>

**Child abuse** refers to a deliberate act with actual or potential negative impacts upon the child's safety, wellbeing, dignity, and development. It is an intentional act that takes place in the context of a relationship of responsibility, trust, or power. It includes emotional, psychological, physical, and sexual abuse.

**Child participation** refers to the manifestation of the right of every child to express their view, to have that view given all due consideration, to influence decision-making and to achieve change. It is the informed and willing involvement of all children, including the most marginalised and those of different ages, genders, and disabilities, in any matter concerning them.<sup>3</sup>

**Child protection** is the prevention of and response to abuse, neglect, exploitation, and violence against children.<sup>4</sup>

**Sexual abuse** refers to the actual or threatened physical or psychological intrusion of a sexual nature, whether by force or under unequal or coercive conditions. This includes sexual activity with anyone who looks to, or benefits from, RCRC services or programs, or with anyone under 18.

**Sexual exploitation** refers to any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes, including but not limited to profiting monetarily, socially or politically from the sexual exploitation of another. It includes transactional sex, solicitation of transactional sex and exploitative relationships.

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1 The Alliance for Child Protection in Humanitarian Action. (2019). *Minimum Standards for Child Protection in Humanitarian Action (2019 edition)*. <https://alliancecpa.org/en/cpms>.

2 UN. *Convention on the Rights of the Child. (1989). Article 1*. <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>; and *IFRC Child Safeguarding Policy. (2021)*. <https://www.ifrc.org/document/child-safeguarding-policy>

3 The Alliance for Child Protection in Humanitarian Action. (2019). *Minimum Standards for Child Protection in Humanitarian Action (2019 edition)*. <https://alliancecpa.org/en/cpms>.

4 The Alliance for Child Protection in Humanitarian Action. (2019). *Minimum Standards for Child Protection in Humanitarian Action (2019 edition)*. <https://alliancecpa.org/en/cpms>.

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# About this Toolkit

This toolkit is designed to support National Societies to enhance their ability to engage children in safe and meaningful ways to improve the relevance, quality, and effectiveness of programming.

Engaging with children who National Societies serve is a basic requirement for effective and relevant needs-based programming. This is highlighted in the IFRC **Youth Policy** and **Protection, Gender and Inclusion Policy**. This is further underlined by inter-agency minimum standards such as the **Core Humanitarian Standards**, the **Child Protection Minimum Standards in Humanitarian Action**, and the **Interagency Network for Education in Emergencies Minimum Standards**.

This toolkit provides guidance on running consultation processes for and with children to ensure their meaningful participation starting with consultation as a first step towards comprehensive decision making in the design, implementation, monitoring, and evaluation of child sensitive interventions.

## When can I use this toolkit?

This toolkit can be used in any phase or type of National Society programming involving children.

## Who is this tool for?

This toolkit is designed for anyone in a National Society who is assessing, designing, implementing, or monitoring and evaluating programming that involves children.



Photo credit: IFRC BD.

The Bangladesh Red Crescent, in partnership with the IFRC, is providing comfort to children and ensuring the vaccination campaign in Chattogram is safe and child-friendly.

# Introduction

## Who is a child?

The term "**children**" covers all people below the age of 18 years.

### Remember, children...

- ... make up a large portion of the population we serve and interact with
- ... are an heterogeneous group
- ... are not adults! They have specific needs and require specific protection support
- ... are at the highest risk to violence, abuse, exploitation, and neglect including in emergencies
- ... are experts in their own lives
- ... have wide-ranging capacities
- ...rarely have opportunities to meaningfully participate in decisions that affect them

## What is meaningful participation?

Child participation is about having the opportunity to express a view, influence decision-making, and achieve change.

It is the informed and willing involvement of all children, including the most marginalised and those of different ages, genders, and disabilities, in any matter concerning them.<sup>5</sup>

Participation can take different forms depending on gender, age, communication method, level of maturity, context, safety, security, and other relevant factors. For example, children can be consulted collectively or individually via interviews, conversations, polls, focus group discussions, workshops, surveys, observation, games, or creative expression (drawing, drama, singing, storytelling, etc.). Meaningful participation means children have real decision-making power. It can shift power and resources.



Photo credit: Anette Selmer-Andresen, IFRC

Community leaders in Chinamacondo, Mozambique, practice the procedures to follow when faced with issues like gender-based violence, child marriage, and girls dropping out of school as part of a role-play exercise.

<sup>5</sup> The Alliance for Child Protection in Humanitarian Action. (2019). *Minimum Standards for Child Protection in Humanitarian Action (2019 edition)*. <https://alliancecpa.org/en/cpms>.

# Step 1: Implement Safeguarding Systems

Before National Society personnel interact with children, it is essential that child safeguarding systems are in place and applied.

Child safeguarding refers to the broad obligation of National Society personnel, partners, suppliers, and contractors to ensure that the design and delivery of programmes are in the best interests of the child, do not expose children to adverse impacts, including the risk of violence, abuse, neglect or exploitation, and that any concerns about children’s safety within the communities where they work are appropriately reported and responded to.

## 1.1 Ensure all personnel interacting with children have been screened for safety

This includes reference and formal background checks. For instance, following safe recruitment procedures, systematically checking with prior employers to ensure potential hires do not pose a threat to children, and having personnel confirm that they have not harmed children in the past.


See Annex 2 - Safer Recruitment and Induction Procedures Guidelines.  
See Annex 3 - Recruitment and Induction Checklist.  
See Annex 4 - Statement of Conduct Template.



## 1.2 Require all personnel interacting with children to understand their child safeguarding responsibilities

In particular, ensure all personnel interacting with children sign and are briefed on the institutional **Child Safeguarding Policy, Prevention and Protection from Sexual Exploitation and Abuse Policy** and **Code of Conduct**;


The IFRC e-learning module on “Child Safeguarding from Policy to Practice and Introduction to Protection from Sexual Exploitation and Abuse (PSEA)” and training “A Guide to Psychological First Aid” are available on the IFRC Learning Platform.



## 1.3 Support all personnel interacting with children to know where and how to make a report and access referral services for a child protection or safeguarding concern

- Have available information on local emergency services that can be contacted if a child during a child participation session is in immediate danger.
- Ensure personnel have updated information on local referral services for child protection.

See Annex 15 – Emergency Contacts.  
See Annex 16 – Incident Monitoring Form.  
See Annex 17 - Referral pathways for Survivors of Sexual Exploitation and Abuse.



## Local National Society's complaints mechanism

IFRC's Integrity Line  
Toll-free hotline: +41 800 437 272  
Email: [speakup@ifrc.integrityline.org](mailto:speakup@ifrc.integrityline.org)  
Online: [ifrc.integrityline.org](http://ifrc.integrityline.org)

### 1.4 Document all personnel interacting with children

See **Annex 6 - Guidance on documenting personnel who work with children in IFRC Operations or Programmes** and **Annex 7 - Field Visits and Child Safeguarding Tool**.

### 1.5 Undertake the Child Safeguarding Risk Analysis

**Annex 1 - IFRC Child Safeguarding Risk Analysis** helps identify and rate the child protection risks of any intervention to strengthen child safeguarding practices and reduce the risk of harm towards children.



Photo credit: Paul Wu, IFRC.

Ann Gakii, Secretary of the Rwatha School Health Club, shares information about various health issues, assisting young students in understanding different diseases and health threats to ensure the well-being of themselves, their friends, and their families.

# Step 2: Determine What Type of Session Meets your Objectives

Different options exist to engage children on specific issues in fun, engaging, and active ways.

The methodology should be defined according to the objectives of the consultation. See **Annex 20 – Session Objective(s) Setting**.

- Surveys are data collection methods that involve asking a series of questions to a sample of individuals to gather information, opinions, or feedback on a particular topic or research objective. See **Annex 30 – Survey Introduction and Conclusion**.
- Key Informant Interviews are structured conversations conducted with a knowledgeable individual, such as a child representative, to obtain valuable insights and information regarding the child's well-being, experiences, and needs in the context of humanitarian crisis or conflict. See **Annex 31 - Key Informant Interview Guideline**.
- Workshops typically involve a structured session where participants engage in fun and active learning, skill-building, and problem-solving activities related to a specific topic or objective. See **Annex 24 - Opening the session** and **Annex 27 – Ending the session**.
- Focus group discussions entail a facilitated group conversation aimed at gathering qualitative insights, experiences, and opinions from participants on a particular issue, often to inform decision-making or program development.

A Focus Group Discussion usually lasts for 60-90 minutes depending on the age/profiles of the children. It includes between 6 to 12 children. If more children are keen to participate, consider organising additional Focus Group Discussions so they don't feel excluded.

Questions are open-ended, with the aim of stimulating an informal discussion and investigating children's views in more detail than is possible through a survey.

Closed questions	Open-ended questions
<ul style="list-style-type: none"> <li>• How would you describe your overall mood today?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you tell us about something that made you feel happy or excited today?</li> </ul>
<ul style="list-style-type: none"> <li>• On a scale from 1 to 5, how would you rate how you're feeling right now?</li> </ul>	<ul style="list-style-type: none"> <li>• What's one thing that's been on your mind lately, whether it's making you feel good or bad?</li> </ul>
<ul style="list-style-type: none"> <li>• Do you feel more positive or negative emotions today?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you usually cope when you're feeling down or stressed?</li> </ul>

See **Annex 28 – Focus Group Discussion Guidelines** and **Annex 29 – Focus Group Discussion – Recording Template**.

## Step 3: Prepare for the Session

- Enquire about the community, local culture, recent events:  
Is child participation appropriate here and now?
- Define the objectives of the session.

See Annex 20 – Session Objective(s) Setting.



- Create or select the activities that will help you reach the objectives.

Employ creative and fun activities, such as arts and crafts, games, role-playing or storytelling to make the session more enjoyable, engage children's imagination, and facilitate their learning and contribution.

**A Hopeful, Healthy & Happy Living & Learning Toolkit: Activity Guide** provides a number of activities for children that could be adapted in any context to facilitate thematic consultations while catering to various age groups.



- Know your legal obligations.  
For instance, in terms of reporting suspected abuse, maintaining confidentiality, providing a safe environment, conducting background checks, and complying with mandated reporting laws.
- Establish the profile of child participants you would like to reach out to.  
For example consider gender, age, disability, background, and other relevant factors.
- Be intentional about the inclusion of the most marginalized children and mindful about possible safety risks as a result of their participation.  
For example identify, reach out to, and if needed support, harder-to-reach children (such as out-of-school children, children connected to the streets, indigenous children, young mothers, etc.).
- Develop criteria for child participation and clearly communicate how the selection is going to be made.  
For example, specify the criteria in the outreach material and indicate whether enrolment is on a first come first served basis.
- Ensure the issues raised in the session are relevant to the child participants so they want to be involved.
- Develop an outreach strategy for participants to sign up.  
Such as dissemination via posters or visits in schools, school clubs, community meetings, utilizing child-friendly spaces, engaging child leaders, using to social media, etc.
- Plan for more/different modalities of participation should there be broad interest.
- Determine the best time for children to participate.  
For example during working hours when there is no class.
- Find a safe space that would serve the purpose of the participation.  
Such as a room in a school or public institution, a covered playground, a tent, etc.
- Provide protective measures/access to technology.  
For example masks, hand washing/sanitizing, access to a mobile phone or computer, data packages, etc.

- Check your policy and legal obligations/limitations.  
For instance on number of adult caregivers per child, on background checks, on reporting obligations, and on data protection.
- Provide drinking water and healthy snacks/meals.
- Where needed and appropriate, cover travel costs for the children taking part (and for their adult ally, should they need one).
- Set up your team of facilitators.  
See **Annex 22 – Skills for interacting with children.**
- Ensure the facilitators' background checks.
- Run a training on safeguarding for the facilitators.
- Ensure the facilitators are familiar with the local culture, language, and know how to interact with children.
- Identify the preferred language for communication among children. If translation is needed, verify the translation of difficult or sensitive concepts before the session.
- Register participants.  
See **Annex 18 - Registration Form.**
- Update/establish referral pathways.
- Prepare the forms.
- Ensure data protection.  
Ensure local data protection policies are applied to protect privacy of personal data, in particular check how the information should be stored and when it needs to be deleted.
- Set up a comfortable space.  
Ideally with seating arrangement allowing eye contact between all members of the group if culturally appropriate.
- Set up a child friendly feedback mechanism.  
For example, feedback discussion, walk-in hours availability, child friendly survey, feedback form, online platform, child helpline, contact details or a closed box in which written feedback or suggestions can be submitted and acted upon.

See **Annex 14 – My Protection Poster** as well as the example of an activity to develop the posters with children and share about existing reporting mechanisms.



### **Manage expectations about symbolic or material rewards for participation:**

Depending on the expected level of engagement, compensating children for their time and expertise is not only fair, but a necessary condition for equal and inclusive engagement.

Safeguarding and legal obstacles may prevent financial compensation, but non-financial ones, such as healthy and nutritive snacks, hygiene kits, educational supplies, reference, or networking opportunities, are appreciated signs of recognition.

In kind support such as data packages or covering internet costs might be other concrete areas of support.

# Step 4: Ensure Voluntary Informed Assent and Consent

Participation should always be voluntary.

Having permission from children themselves and their parents or caregivers to participate in the session is essential and a first step to ensuring meaningful participation.

For this you need to:

- Provide careful explanations of what the session will involve and why it is being held.
- Provide clarifications in case pictures or notes will be taken during the session, and how they may be used in subsequent publication or activity.
- Ask the children and their parents or caregivers to give written informed assent/consent, or record verbal assent/consent.

Informed assent refers to the expressed willingness to participate in services. “Informed assent” is sought from children who by nature or law are too young to give consent but who are old enough to understand and agree to participate in services.

Informed consent means that the person giving consent understands what they are consenting to. Informed consent should be specific and not assumed based on consent for other activities, for instance consenting to participate in an activity differs from consenting to one’s photos being used in media activities.

**If one person doesn’t want pictures taken, you cannot take any photos.**

**To use photos externally, participants must sign a photo release form.**

As changes may occur, assent/consent should be regularly confirmed.

If any participants cannot read or write, help them fill in the form, and ask them to make a mark instead of their signature. Note on the form that you assisted with completing it and sign it on completion.

- Keep signed assent/consent forms or recordings of assent/consent securely as they contain personal information.

See **Annex 34 - Overview of informed consent/assent for different age groups.**

See **Annex 9 - Workshop Assent/Consent Checklist: Gaining informed assent from children and consent from their parents or caregivers.**

See **Annex 10 - Assent Form for Children.**

See **Annex 11 - Assent/Consent Form for Photo, Story, Artwork and Film.**

See **Annex 12 - Consent Form for Parents or Caregivers.**

## Step 5: Create a Safe Space

- Select a safe, secured, hygienic, comfortable, private but visible, and easily accessible space. For instance, near to where parents and children usually gather, close to other/complementary services.
- Ensure privacy. For instance, do not allow onlookers, such as adults who are not involved in the project. See **Annex 13 - IFRC PSEAH Poster for Children**.
- Eliminate or minimize the occasions where one adult is alone with a child somewhere that is secluded or where they cannot easily be observed.
- Plan for at least two adults for a session, and at least one adult of the same sex as the children involved.
- Ensure adequate adult to child ratios. For instance, at least two adult facilitators per:
  - 20 children aged 5 to 9 years
  - 25 children aged 10 to 12 year
  - 30 children aged 13 to 18 years
  - and more adults per child where children have cognitive or sensory limitations.<sup>6</sup>
- Keep family contact information at hand in case of an emergency.
- Make fire extinguishers and first aid kits available.
- Provide health protective materials where relevant to make in-person meetings as safe as possible (masks, hand washing/sanitizing, distance marking, detergent to disinfect the space/supplies).
- Ensure facilitators have updated information on the referral service directory in general, and available child protection, SGBV, education and MHPSS response services, in particular. Where relevant, review referral pathways with children to identify additional sources of support that adult service providers may be unaware of. Share with them after the workshop.

Consult with your PGI expert for more information on training and expertise available.

See **Annex 15 – Emergency Contacts**, **Annex 16 - Incident Monitoring Form**, and **Annex 17 – Referral pathways for Survivors of Sexual Exploitation and Abuse**.



- Care for the carers: share support options for the facilitators in case of need. See **Annex 32 – Self-care and support**.

<sup>6</sup> Child Protection Working Group (CPWG) (2012) *Minimum Standards for Child Protection in Humanitarian Action*. <https://alliancecpa.org/en/child-protection-minimum-standards-working-group>

## Step 6: Promote Safe Digital Engagement

- Use professional channels to communicate with children.
- Keep online meeting links private and set up passwords for online meetings and events.
- Discuss dangers of online engagement and how to keep safe.
- Encourage children to leave unpleasant conversations.
- Encourage children to use their voices online to support others in need of help.
- Explain how to seek help and support.
- Explain how to report any abuse or concerns.
- Monitor the discussions and posts submitted.  
For instance, delete and/or report sensitive, inappropriate, or confidential data.
- Ask the children whether they feel safe at the beginning and end of each session.  
For example ask if there is anything that makes them feel uneasy or unsafe.
- Ensure informed assent/consent before recording online events.
- Make clear that keeping the video off is always an option.
- Make clear that using a different name is possible if they do not want to share their real or full name for any reason.



Photo credit: Hermanos Corallo, IFRC.

Community Education and Awareness (CEA) sessions are conducted in Honduras as part of a participatory video creation process, one year after the ETA and Iota hurricanes impacted the region.

## Step 7: During the Session

- Record children's attendance using an attendance form.  
See **Annex 19 - Attendance Form.**
- Introduce yourself (and other facilitators/note takers) and the objectives and structure of the session.
- Explain precautionary measures -Such as physical distancing, wearing of face masks, etc. - if any.
- Outline the rules for the participation (safe space, confidentiality, respect, etc.)

See **Annex 25 - Explaining confidentiality - The Toothpaste Activity** and **Annex 26 - Community Agreement.**



- Share information about safeguarding and complaint mechanisms in case anyone experiences anything that makes them feel unsafe.

See **Annex 8 - Responding to a disclosure.**



- Contact emergency services if a child is in immediate danger.
- Respond to any disclosure.

See **Annex 15 - Emergency Contacts.**



- Foster a lively and fun atmosphere where children feel excited to express themselves freely.  
For example use engaging and colorful visuals, incorporate multimedia elements such as videos and music, and infuse humor.  
See **Annex 21 - How to interact with children.**
- Observe group dynamics and provide opportunities for all children to contribute equally.  
For instance, let the group know that you are equally interested in everyone, encourage children to take turns, invite quieter children to contribute by giving them prompts and avoid letting anyone monopolize the attention. Use the space and various methodologies, such as sitting in a circle or creating breakout groups such as pairs or small groups to foster participation.

See **Annex 23 - Do's and Don'ts for supporting participants with difficult behaviours.**



- Allow space for spontaneous contributions and ideas from participants, and be open to adjusting the session plan as needed.
- Recap the key outcomes and define the next steps.
- Make drinking water available throughout the session and provide healthy snacks and refreshments as appropriate.
- Remain within the timing allocated.
- Thank the participants for their contributions.

# Step 8: After the Session

- Thank the participants for their time and contributions.

See Annex 27 – Ending the session. 

- Ensure prompt reporting and referral where relevant.
- Enter the attendance data (disaggregated by sex, age, and disability) into a database.
- Provide a summary of the findings from the workshop and keep all participants informed of the next steps.
- Debrief with the entire facilitating team.
- Act on feedback and suggestions.
- Ensure children cannot be identified in any way in reports or following activities.  
For instance generalize data, use pseudonyms, and blurry pictures.  
See **Annex 33 – Questions for the development of assessment, monitoring and evaluation plan.**



Photo credit: Swe Zin, IFRC Myanmar.

Red Cross volunteers from Tachileik Township, Eastern Shan State, Myanmar.

## Annex 1 – IFRC Child Safeguarding Risk Analysis

Get the editable version [here](#).



### Purpose

The IFRC Child Safeguarding Risk Analysis tool supports IFRC Operations and Programmes to identify and rate their child safeguarding risks. With this information, operations can strengthen their child safeguarding practices and reduce the risk of harm against children as outlined in the IFRC Child Safeguarding Policy.

### Who it applies to

The Child Safeguarding Risk Analysis applies to all IFRC Operations and Programmes.

### The steps to the risk context

**Step 1:** Does the activity involve **working with** children or **contact with** children?

**Step 2:** Is the National Society **child-focused** and what child safeguarding controls are currently in place?

**Step 3:** Based on the outcomes of the first two steps, determine the Child Safeguarding Risk Analysis.  
Is a detailed action plan required, including another analysis at a future date?  
Is technical support recommended?

**Note:** All three steps must be undertaken. Details of these steps follow.

**Adding to Risk Register:** In addition, a rating for child safeguarding, based on the above steps, should be added to the overall Operation's or Programme's Risk Register.

### Step 1: Does the activity involve working with children or contact with children?

There are two parts to this step:

Part A – Determine the level of contact with children (e.g., nil, contact or working)

Part B – Assess the Activity Risk

**Step 1: Part A** – What is the level of 'working with' or 'contact with' children at the activity level?  
Complete the worksheet by adding a Yes or No response.

1. Contact with Children - Assessment		Yes	No	Comments/ examples
<b>Degree of Isolation</b>	Involves meeting one-on-one with children?			
<b>Online contact or access to personal details</b>	Involves direct one-on-one or group access to children online?			
	Involves supervising child-to-child online contact?			
	Involves online access to a child's or children's personal and/or confidential information?			

**Step 1: Part A** – What is the level of ‘working with’ or ‘contact with’ children at the activity level?  
Complete the worksheet by adding a Yes or No response.

<b>2. Working with Children – Assessment</b>		<b>Yes</b>	<b>No</b>	<b>Comments/ examples</b>
<b>Vulnerability of child/children</b>	Engages with children living with disabilities or impairments?			
	Engages with orphaned, street, unaccompanied or separated children, or other children who are alone?			
	Engages with children such as migrants, child headed households, and sexual minority children who do not have many social support systems (e.g., because of location, access issues, discrimination, etc.)?			
	Engages with child at risk of trafficking, sex worker, or with parents who are sex workers?			
<b>Vulnerability of child/children</b>	Involves need for physical contact/touching children?			
	Involves providing a personal service? (e.g., washing, dressing, toileting)			
<b>Sole provision</b>	Involves being the sole, or primary, provider of goods and/or services, such as: <ul style="list-style-type: none"> <li>• Medical?</li> <li>• Food distribution?</li> <li>• Career training (sports/musical)?</li> </ul>			
<b>Degree of Trust</b>	Involves transporting children?			
	Involves one or more of the following: overnight supervision, out-of-town activities, advising or offering guidance to children or spending extended periods of time with children e.g., camps?			
	Contributes to important decisions regarding the future of children?			
<b>Access to Property</b>	Involves access to personal/confidential information of children?			
<b>Child Labour</b>	Possibility that activity will lead to the removal of children from school?			
	Possibility that activity will lead to children being employed in hazardous work?			

### Step 1: Part B – Assess the Activity Risk

Based on your responses in Part 1, identify the inherent risk of the activity using the table below. Activity Risk is the level of potential risks to children due to the nature of the activity (working with children) or the design of the activity (design of the activity introduces risks to children).

<b>LOW</b>	<b>No contact</b>	<input type="checkbox"/>	The activity does not involve any individuals working with children (you answered No to all questions in Step 1 Part A)
<b>MODERATE</b>	<b>Contact with Children</b>	<input type="checkbox"/>	The activity involves or may involve contact with children (you answered Yes to any questions in 'Contact with Children - Assessment' but 'No' for all questions in 'Working with Children - Assessment')
<b>HIGH</b>	<b>Working with Children</b>	<input type="checkbox"/>	The activity involves working with children (you answered YES to any questions under 'Working with Children - Assessment')

### Step 2: Is the National Society child-focused and what child safeguarding controls are in place?

There are two parts to this step:

Part A – Assessment of National Society's Focus on Children and strength of child safeguarding systems in place

Part B – Assess the Organisation Risk

#### Step 2: Part A

<b>Systems and Controls</b> - Strength of systems and controls scaled by number of 'yes' responses. 0 Yes answers = poor systems, 11 Yes answers = strong systems		Yes	No	Comments/ examples
<b>Child safeguarding policy and procedures<sup>7</sup></b>	Child Safeguarding Policy in place that includes a commitment to preventing a person from working with children if they pose an unacceptable risk to children?			
	Recruitment practices, screening completed for all staff, before commencing work?			
	Recruitment practices, screening completed for all volunteers, before commencing volunteering?			
	Incident reporting procedures in place?			
	Staff and volunteers receive child safeguarding training?			
	Referral pathways to support children affected by violence, abuse or exploitation are mapped and made available to all staff and volunteers?			
	Children have meaningful opportunities to provide feedback on the programmes that affect them?			

<sup>7</sup> A no response to all or most questions would indicate a high-risk organisation due to poor systems. A yes response to all or most questions would indicate strong systems.

## Step 2: Part A

<b>Systems and Controls</b> - Strength of systems and controls scaled by number of 'yes' responses. 0 Yes answers = poor systems, 11 Yes answers = strong systems		Yes	No	Comments/ examples
<b>Child safeguarding policy and procedures<sup>8</sup></b>	The National Society's employment contracts/IFRC Staff Regulations contain provisions for suspension or transfer to other duties of any employee who is under investigation and provisions to dismiss any employee after an investigation?			
	Record keeping procedures are in place (meetings, activities, incidents, reports, logs, record of complaints, staff performance)?			
	The National Society ensures that their partners such as contractors and suppliers (organisations or individuals) comply with child safeguarding procedures?			

## Step 2: Part B

Based on your responses in Part 1, identify the inherent risk of the activity using the table below. Activity Risk is the level of potential risks to children due to the nature of the activity (working with children) or the design of the activity (design of the activity introduces risks to children).

Level of risk	Level of focus and system strength		Description	Actions to be taken
<b>LOW</b>	<b>No Focus</b>	<input type="checkbox"/>	National Society has rigorous child safeguards in place ( <b>You answered Yes to all of the questions under systems and controls</b> )	No further action required
<b>MODERATE</b>	<b>Focus &amp; Strong Systems</b>	<input type="checkbox"/>	National Society has moderate child safeguards in place ( <b>You answered Yes to a majority of the questions under systems and controls</b> )	Develop a short plan of action that describes how existing gaps will be strengthened or developed
<b>HIGH</b>	<b>Focus &amp; Poor Systems</b>	<input type="checkbox"/>	National Society has poor child safeguard systems in place ( <b>You had a majority of No answers to the questions under systems and controls</b> )	Develop a detailed plan that describes how systems will be developed, budgeted for, monitored, and accountability ensured Involve IFRC or external technical expertise for support
<b>VERY HIGH</b>	<b>Focus &amp; System Lacking</b>		National Society has no or almost no child safeguard systems in place ( <b>You answered No to 9 or more of the questions under systems and controls</b> )	Develop a detailed plan that describes how systems will be developed, budgeted for, monitored, and accountability ensured Involve IFRC or external technical expertise for support

<sup>8</sup> A no response to all or most questions would indicate a high-risk organisation due to poor systems. A yes response to all or most questions would indicate strong systems.

**Step 3: Establish the overall child safeguarding risk context**

Establish the overall child safeguarding risk to determine what level of action is required.

Once you have completed steps 1 and 2 you can establish the overall risk by placing the results of each activity in the appropriate field below.

National Society level of contact with children and systems in place (National Society inherent risk from Step 2)	Activity Level of Contact with Children (activity inherent risk from Step 1)		
	NO (LOW)	CONTACT (MODERATE)	WORKING (HIGH/VERY HIGH)
<b>NO FOCUS (LOW)</b>	<input type="checkbox"/> No further action required	<input type="checkbox"/> Action plan for specific vulnerabilities required	<input type="checkbox"/> Detailed action plan required Consider the need for technical expertise
<b>FOCUS &amp; STRONG SYSTEMS (MODERATE)</b>	<input type="checkbox"/> Action plan for specific vulnerabilities required	<input type="checkbox"/> Action plan for specific vulnerabilities required	<input type="checkbox"/> Detailed action plan required <input type="checkbox"/> Consider the need for technical expertise
<b>FOCUS &amp; POOR SYSTEMS (HIGH/VERY HIGH)</b>	<input type="checkbox"/> Detailed action plan required Consider the need for technical expertise	<input type="checkbox"/> Detailed action plan required Consider the need for technical expertise	<input type="checkbox"/> Detailed action plan required Consider the need for technical expertise



**Remember:**

Identify and record who completed the steps above and when the child safeguarding action plan (if required) will be completed.

**Signature/name and date**

National Society Representative completing the Risk Analysis

\_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_\_\_

IFRC Representative completing the Risk Analysis

\_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_\_\_

## Annex 2 – Safer Recruitment and Induction Procedures Guidelines

Get the editable version [here](#).



Safer recruitment and induction procedures including screening are key to ensure that individuals who may perpetrate SEA are not hired by the RCRC Movement. The following offers guidance on measures to ensure safer recruitment and induction throughout the hiring process. This guidance follows the typical hiring process illustrated below. guideline is accompanied by the risk register tool.



### Development of the job description

Before writing the job description, the associated risks with the position must be assessed according to the degree of direct contact with community members and/or children. If the role involves direct contact with community members that would pose a higher risk.

- The National Society's Code of Conduct and/or PSEA policy should be mentioned as part of the obligatory requirements to meet in the job description.
- Safeguarding responsibilities should be added to all job descriptions as it is everyone's responsibility.
- The job description should note that successful candidates will be required to undergo a police records check or a check with relevant authority or community leaders and sign a personal statement confirming that they have never been convicted of, are not currently suspected of, or are not being prosecuted for, or have a reputation for causing any offence involving any type of harm to another person.
- For jobs which do not require a formal application process, safeguarding responsibilities should be communicated.

### Job advertisement

- Where possible, diversify where the job is advertised to reach a wide range of people as possible. When there is more diversity better gender balance in staff, incidents of SEA are less prone to occur.
- In cases where jobs will not be advertised in regular communication channels, like in the case of some community-based volunteer jobs, ensure that the job is advertised using 'word of mouth' communication to a diverse variety of people in the community.
- The job advertisement should clearly communicate the National Society's commitment to safeguarding and PSEA. This could be through including a link to the National Society's PSEA policy.
- When applicable, include that the candidate will be subject to a vetting process including a police records check or other relevant checks from authority entities or community leaders in the advertisement.

## Shortlisting

- Applications shortlisted must include two referees including the candidate's most recent employer.
- At least two people should be involved in the shortlisting process to ensure nothing is missed.
- Diversity and gender-balance must be considered when shortlisting candidates.

## Interviews

- The interview panel should have at least two people and should be as diverse as possible.
- The interview should explore the candidates'
  - Attitudes towards issues related to safeguarding, PSEA and abiding by the code of conduct
  - Motivation behind their application for this role.
  - Past behaviour that may indicate their behaviour in the future..
- Where applicable, ask about reasons for gaps in the candidate's employment history.
- Safeguarding-related questions must be asked during the interview. Below are some example interview questions.

### Safeguarding-related interview questions

- Are you happy to sign and abide by the code of conduct?
- Is safeguarding important? Why?
- Do you think safeguarding is your responsibility?
- Have you ever reported a safeguarding concern? How was it handled?
- What minimum standards do you expect to be in place to protect the communities we work with?
- Are some groups within communities more vulnerable to sexual exploitation and abuse (SEA)? Who are they?
- If applicable - Explain your motivation behind wanting to work directly with the community?
- What measures would you take to promote a safe organisational culture?

## Reference checks

- At least two references should be gathered when hiring staff or a volunteer.
- Any offer of employment should be subject to clearance from the candidate's referees.
- References should include the candidate's last employer.
- References should be made in writing where possible and should be addressed directly to the enquirer, reference emails beginning with "To who it may concern" may be suspicious.
- Where receiving references in writing is not possible, as might be the case with employing volunteers from the community, recording phone conversations with referees like community leaders and peers could be considered as an alternative.
- The candidate may also be asked to produce a statement of conduct which would be requested from the most recent employer. See Tool 6 for an example statement of conduct.

- References must be screened to ensure that the referee has answered all the questions. The information provided by the referee should be then compared with the information provided by the candidate and any discrepancies should be noted.
- The following are example questions to ask referees

#### **Example reference questions**

- What is your relationship with the candidate?
- How long have you known the candidate?
- Have you managed the candidate directly?
- Has the candidate ever violated the organisation's code of conduct or committed any acts of SEA or sexual harassment in the workplace, or have you ever suspected the candidate of doing so?
- Would you consider the candidate suitable to work with vulnerable people including children?

#### **Induction**

- A probationary period of 3-6 months should be given to new recruits as it provides an opportunity to review the recruit's performance and behaviour.
- The interview, vetting and screening records should be kept in accordance with local laws on data protection.
- The new recruit must read and sign the National Society's code of conduct and PSEA policy.
- The new recruit must complete the IFRC e-learning module on PSEA and Child Safeguarding as well as an inperson PSEA training.
- The new recruit should receive a briefing on how to recognise, respond and report SEA, how to access the IFRC child safeguarding policy, anti-harassment policy, and gender and diversity policy. They should also be made aware on who the PSEA focal points are and how to contact them.

## Annex 3 – Recruitment and Induction Checklist

Get the editable version [here](#).



Name of candidate: \_\_\_\_\_

Role: \_\_\_\_\_

National Society: \_\_\_\_\_

1. Job Description	
<b>The job description involved/ includes:</b>	<input type="checkbox"/> Assessment of the associated safeguarding risks related to the position <input type="checkbox"/> NS Code of Conduct is mentioned as requirement to meet job description <input type="checkbox"/> Safeguarding as a responsibility <input type="checkbox"/> Mention that a police records check or check with local authority or community leaders and references will be taken
2. Job Advertisement	
<b>The job advertisement was:</b>	<input type="checkbox"/> Advertised on a wide range of sites <input type="checkbox"/> Included NS's commitment to safeguarding <input type="checkbox"/> Included that candidates will be subject to a vetting process
3. Shortlisting	
<b>The process involved:</b>	<input type="checkbox"/> At least two people involved in shortlisting <input type="checkbox"/> Applications shortlisted included two references <input type="checkbox"/> Diversity and gender-balance was considered
4. Interviews	
<b>The interviews included:</b>	<input type="checkbox"/> Two or more people on the panel <input type="checkbox"/> Asking about candidate's motivation for applying to the role <input type="checkbox"/> Safeguarding-related questions
5. Reference checks	
<b>Checks involved:</b>	<input type="checkbox"/> References included candidate's last employer <input type="checkbox"/> Referees are asked safeguarding-related questions <input type="checkbox"/> References are screened for safeguarding-related information <input type="checkbox"/> References are in written form, where possible <input type="checkbox"/> Candidate wrote a statement of conduct
6. Induction	
<b>Induction included:</b>	<input type="checkbox"/> Probationary period of 3-6 months <input type="checkbox"/> Records of the interview and vetting process are kept <input type="checkbox"/> Candidate read and signed code of conduct <input type="checkbox"/> Candidate read and signed PSEA policy <input type="checkbox"/> Candidate briefed on how to recognise, respond and report SEA <input type="checkbox"/> Candidate completed the e-module: <b>Introduction to Child Protection</b> <input type="checkbox"/> Candidate completed the e-module: <b>Introduction to Protection from Sexual Exploitation and Abuse (PSEA)</b> <input type="checkbox"/> Candidate attended in person PSEA training

## Annex 4 – Statement of Conduct Template

Get the editable version here.



\_\_\_\_\_ [Organisation] participates in the Inter-Agency Misconduct Disclosure Scheme. This Statement of Conduct adopts the definitions used in the Scheme.

### Statement of conduct - Confidential

This Statement is provided in answer to a request by

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

1. Name of Candidate: \_\_\_\_\_
2. Duration of employment/term with Organisation: from \_\_\_/\_\_\_/\_\_\_\_\_ to \_\_\_/\_\_\_/\_\_\_\_\_
3. Was the Candidate found to have committed Misconduct (sexual exploitation, sexual abuse or sexual harassment) during the period of employment defined above?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other
The nature of the Misconduct is:		I am unable to specify the nature of the Misconduct because of the following legal/regulatory requirements:

3.1. If the answer is **yes**, was a Disciplinary Measure imposed upon the Candidate?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Other
Date of Disciplinary Measure: ____/____/____  The Disciplinary Measure was:	For the following reasons:	I cannot provide an answer to this question for the following reason(s):

3.2. Is the Candidate currently being investigated for an allegation of sexual exploitation, sexual abuse or sexual harassment?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I am unable to provide an answer
The nature of the Misconduct is:		

4. The Organisation:

<input type="checkbox"/> adopts the following definitions of sexual exploitation, sexual abuse and sexual harassment:	<input type="checkbox"/> adopts the United Nations' definitions of sexual exploitation, sexual abuse and sexual harassment.
---	---

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

**Annex 5 – Self-declaration form**

Get the editable version here. 

I, [ADD NAME]

declare that:

I have never been convicted of, am not currently suspected of, or am not being prosecuted for, any offence involving any type of harm to another person.

I declare that there is no element which could affect my suitability to work with volunteers, staff, or people with whom the Red Cross and Red Crescent works in communities.

Name: \_\_\_\_\_

Title: \_\_\_\_\_ Place: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

# Annex 6 – Guidance on documenting personnel who work with children in IFRC Operations or Programmes

Get the editable version here. 

## Background

This document supports IFRC Operations and Programmes teams to meet requirements around knowing what projects and personnel are working with children.

The list should be updated on a quarterly basis.

IFRC leadership may request the list be shared with them for internal monitoring or to share with donors who require lists be made available for their monitoring.

## List of projects with personnel information

Please complete a table for each project that involves IFRC personnel working with children.

**Working with children** means being engaged in an activity with a child where the contact would reasonably be expected as a normal part of the activity and the contact is not incidental to the activity. Working includes volunteering or other unpaid work.<sup>9</sup>

Project Name: \_\_\_\_\_

Names of staff and volunteers involved with the project	Completed screening such as reference checks, police checks	Completed child safeguarding education session	Signed IFRC child safeguarding policy
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

<sup>9</sup> DFAT. (2017). Child Protection Policy 2017. <https://www.dfat.gov.au/about-us/publications/pages/child-protection-policy>.

Project Name: \_\_\_\_\_

<b>Names of staff and volunteers involved with the project</b>	<b>Completed screening such as reference checks, police checks</b>	<b>Completed child safeguarding education session</b>	<b>Signed IFRC child safeguarding policy</b>
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Project Name: \_\_\_\_\_

<b>Names of staff and volunteers involved with the project</b>	<b>Completed screening such as reference checks, police checks</b>	<b>Completed child safeguarding education session</b>	<b>Signed IFRC child safeguarding policy</b>
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<Insert Name>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Annex 7 – Field Visits and Child Safeguarding Tool

Get the editable version [here](#).



The following form should be completed by any IFRC personnel who are taking an external visitor(s) to visit any IFRC or IFRC supported project where they will be interacting with children. Consultants, contractors, and people representing external agencies, including donors, who are visiting IFRC projects<sup>10</sup> are also required to complete this form.

Name of visitor: \_\_\_\_\_

Identification number of the visitor (passport or driver's license or other that can confirm identity): \_\_\_\_\_

Name of local IFRC contact person: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

### Conditions and Guidelines<sup>11</sup>

Please read each item carefully and then agree to each item individually		Please add a checkmark if you agree
1	I have received, read and agree to abide by IFRC Child Safeguarding Policy	
2	I understand that IFRC requires me to not harm any child through any form of violence, abuse, exploitation, or neglect; this can be physical or verbal	
3	I understand that it is mandatory to have a criminal background/police check done as a condition of my visit to an IFRC field community where I will be interacting directly with children	N/A*
4	I will present my passport or other identification to IFRC field personnel in advance of my visit to IFRC projects or communities and I allow IFRC to maintain a copy of such identification in their records	
5	I understand IFRC field personnel will be present throughout my visit to IFRC assisted project sites and I will not arrange to visit IFRC project sites without the presence of IFRC personnel	
6	I will not take any child out of his/her community	
7	I will not invite any child or his/her family to visit me in my country	

\*Affidavit to be signed in lieu of criminal background/police check.

<sup>10</sup> IFRC projects include projects managed directly by the IFRC, projects in any way receiving funding from IFRC, projects where the IFRC has an agreement in place with an National Society or external agency to collaborate, or any project where IFRC emblems, any resources, or technical advice is being provided.

<sup>11</sup> Adapted from PLAN International Canada. (No date). Safeguarding Children and Young People Policy. <https://plancanada.ca/safeguarding-policy>

Please read each item carefully and then agree to each item individually		Please add a checkmark if you agree
8	I will not to give any personal contact details (e.g. address, landline, mobile phone number, social media contacts, or email address) to any child, their family or community member, nor will I seek to obtain contact details for the children or families	
9	I will not discuss, offer, or agree to the provision of additional and direct financial support to children or families, and understand that if I wish to make a monetary donation to a project or program, I will follow up with the IFRC local office either before or after my visit	
10	I will follow the IFRC guidelines for photographing children	
11	All gifts, of any kind, intended for children, families or the community will be in accordance with IFRC guidelines and approved by IFRC field personnel	
12	I will show respect to the children, families and communities I meet, and take into consideration any cultural sensitivities, and abide by the laws of the country I am visiting	
13	I understand that any child I meet has a family/parents/guardians of his/her own, and I will respect and adhere to the boundaries of the child/visitor relationship	

If personnel, consultants, contractors, or people representing external agencies do not agree to any of the above conditions, they cannot make a visit to an IFRC project involving children.

### Declaration

I declare the information I have given on this form to be true, and I will inform IFRC of any changes and be required to complete a new form for each visit I undertake, even if to the same location. I agree to abide by the above conditions and guidelines set out by IFRC regarding my visit. I understand visits are made entirely at the discretion of the IFRC and that the IFRC reserves the right to deny authorization and cancel a visit at any point.

Visitor Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_\_\_

**Thank you for taking the time to read and complete this form.**

## Annex 8 – Responding to a Disclosure

Get the editable version [here](#).



In case of disclosure of any protection information, or suspicions of violence and abuse from a child:

- Remain calm
- Do not show shock or disbelief
- Take the conversation out of the group/Speak to the survivor separately

(Reassure the rest of the group that the situation is taken seriously and that for confidentiality reasons no information will be shared with them. Reiterate options for support in case the disclosure may have impacted other participants.)

- Do not press for details.
- Listen carefully to what is being said and offer comfort statements.  
For example, *“I’m sorry this happened to you”, “It’s not your fault.”*
- Tell the child that you take what is said seriously.
- Do not make promises.
- Explain you cannot keep a secret that could cause harm, but the information will only be shared in order to keep them safe.
- Keep all information confidential.
- Follow internal and local legal reporting requirements immediately.

## Annex 9 – Workshop Assent/Consent Checklist: Gaining informed assent from children and consent from their parents or caregivers

Get the editable version [here](#).



The following assent/consent checklist supports conversations with potential child participants and their parents or caregivers for a workshop. It explains how the activity will be run before collecting assent/consent forms (**Annex 10 - Assent Form for Children**, **Annex 11 - Assent/Consent Form for Photo, Story, Artwork and Film**, and **Annex 12 - Consent Form for Parents or Caregivers**).

- We are running a workshop with [ADD NUMBER] children to discuss how we can provide a better service for children.
- The workshop will last [ADD NUMBER] hours although there will be breaks snacks. The workshop will take place on [ADD DATE AND TIME] at [ADD LOCATION]. The facilitators are [ADD NAMES]. Other adults that will be there or visit regularly during the workshops are [ADD NAMES].
- We hope that the workshop will help the children we work with and that it will be a fun and interesting day for those participating.
- We will be using creative ways in the workshop such as drawing and games. Children may be asked about their experiences, feelings, opinions, and dreams.
- Drawings children make during the workshop will be photographed and the things children say will be written down. However, children will choose a different name, instead of their real name, which will be used in any reports about this workshop – this is so that children cannot be identified in any way in reports.
- Information from workshops may be used in publications for people working with children to learn about how they can help children better.
- We will provide a summary of the findings from our workshop if you want to read about what happened.
- If children do not want to take part in the workshop or want to leave the workshop this will not be held against them in any way.
- Children will not be paid for taking part in the workshop. However, all meals and travel costs will be provided for children taking part (and for their parent/caregivers should they need one).
- Children can speak to [ADD NAME OF CHILD PROTECTION COORDINATOR] if they have any questions, complaints or if they get upset during the workshop.
- Children taking part in the workshop will be asked to sign an assent form (or give verbal assent) and their parents or caregivers will be asked to sign a consent form (or give verbal consent) but this does not commit them in any legal or other way to continue to take part in the workshop. This form will not be used against children and is not a contract of any kind.
- Do you have any questions?

Facilitator's Name: \_\_\_\_\_ Tel no: \_\_\_\_\_

Programme Manager's Name: \_\_\_\_\_ Tel no: \_\_\_\_\_

## Annex 10 – Assent Form for Children

Get the editable version here.



My name is \_\_\_\_\_ [Name]

Please tick as appropriate:

- I am willing to participate in the workshop for children organised by \_\_\_\_\_ [Name of organisation].
- I may be asked about my experiences, feelings, opinions, and dreams about my life, and I am willing to answer these questions if I feel comfortable. I know that this workshop will last around [Number] hours. All meals and travel costs will be provided for me during the discussion. I can take breaks at any point during the discussion.
- I know that my parents/caregivers are happy for me to take part in the workshop.
- I know that any drawings I make during the workshop will be photographed and that the things I say will be written down. I am happy for these to be used in reports. I understand that I will not be identified in any way in reports.
- I would like the name \_\_\_\_\_ [Chosen name] to be used for me in any reports about this workshop instead of my real name. This is so that no one will know that the ideas I shared were from me.
- I know that this information may be used in publications for people working with children to learn about how they can help children better. I am happy for this information to be used in these kinds of publications.
- If at any time during the session I no longer want my information to be used I can tell the people running the session and they will remove what I have shared.
- I know that signing this form does not commit me in any legal or other way to continue to take part in the workshop. This form will not be used against me and is not a contract of any kind.
- I know that there is no promise of any money or reward to be given to me. I am the one who has decided to join the workshop.
- I know that I can stop at any time I want to and it is okay if I want to stop and leave the activity.

If I have any questions I can contact \_\_\_\_\_ [Name] at \_\_\_\_\_ [Contact information].

Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Name: \_\_\_\_\_ Place: \_\_\_\_\_

# Annex 11 – Assent/Consent Form for Photo, Story, Artwork and Film

Get the editable version here. 

The Red Cross Red Crescent uses pictures, films, stories, artworks, and other supports to share about children’s experiences. These can be used to amplify the voices of children and young people and to gain support for our work to improve the situations of children in the world.

For this, we may use photographs, stories, films of you, or show your work in print, on websites, social media, television, or online programmes in various countries, including your own. We will rarely use these materials after five years, but we will keep your information with restricted access for limited situations in which we may revisit them.

By signing this consent form, you indicate that you are happy for us [and our authorised partners] to use, reproduce and distribute your pictures, films, stories, artworks, and other supports for five years.

Please make sure that you and your parent/ guardian both sign this consent form.

I confirm that the works were made with my knowledge and consent.						
<b>Assets</b>	<input type="checkbox"/> Picture	<input type="checkbox"/> Films	<input type="checkbox"/> Stories	<input type="checkbox"/> Artworks	<input type="checkbox"/> Other supports	Date
<b>Location</b>						
Notes or conditions: (for instance if you would prefer us not to use your real name, please list real and alternative names here)  Real name:  Alternative name:   Others:						

<b>Name of person</b>		<b>Age if under 18</b>	
<b>Signature of person</b>		<b>Date</b>	
<b>Guardian if person under 18</b> I confirm I am the legal guardian of the child named above and grant permission for this release on their behalf. I have spoken to the child named above and they agree to take part.			
<b>Name of guardian</b>			
<b>Relationship to child</b>			
<b>Signature of guardian</b>		<b>Date</b>	

### WHAT IF YOU CHANGE YOUR MIND?

If at any time you no longer want your information to be used you can simply let us know during the workshop or contact this person afterwards:

Name: \_\_\_\_\_

Function: \_\_\_\_\_

Contact details: \_\_\_\_\_  
\_\_\_\_\_

Contact information: \_\_\_\_\_  
\_\_\_\_\_

I believe the information given to be correct and the child assent as well as parent/caregiver consent genuine to the best of my knowledge.

*The following is necessary if the consent form must be read to the parent/legal guardian:*

I certify that I have discussed all the points in the assent/consent checklist and read this assent/consent form in full to the parent/ caregiver whose signature appears above.

Signature of the Representative of [Name of the Organisation]: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_\_\_

## Annex 12 – Consent Form for Parents or Caregivers

Get the editable version here.



I, \_\_\_\_\_ [Name of the parent, or caregiver]  
confirm that I hold legal custody over \_\_\_\_\_ [Name of the child].

I have received explanations about the aim of the \_\_\_\_\_ [Name of the workshop] organised by  
\_\_\_\_\_ [Name of the organisation], what the  
child may be expected to do during the workshop, and how the information will be used.

I understand that participation is voluntary, and the child will not receive any money directly as a result of  
taking part in the workshop.

I understand that relevant notes and data will be collected and used for monitoring. Data is anonymous.

I give permission for \_\_\_\_\_ [Name of the child] to take part in this  
workshop.

I give permission for my child to be included in any photographs or videos taken during the workshop.

I give permission for my child to receive emergency medical treatment if the child falls ill or is injured whilst  
under the care of the workshop facilitators.

I also understand that if at any time I am not happy with the child taking part in the workshop, I may  
withdraw the child from it.

Name of parent/caregiver: \_\_\_\_\_

Signature of parent/caregiver: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Contact information: \_\_\_\_\_

I believe the information given to be correct and the child assent as well as parent/caregiver consent  
genuine to the best of my knowledge.

*The following is necessary if the consent form must be read to the parent/legal guardian:*

I certify that I have discussed all the points in the assent/consent checklist and read this assent/consent  
form in full to the parent/ caregiver whose signature appears above.

Signature of the Representative of [Name of the Organisation]: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Get the editable version here.



# All children deserve to be safe

This means no one should

Say hurtful things to you



Hit you



Make you do anything not safe



These are not safe.  
This should not happen to you.

If someone from the Red Cross treats you in one of these ways...

✓ Talk to your parents or someone you trust



✓ Call one of these numbers



## Annex 14 – My Protection Poster<sup>12</sup>

Get the editable version [here](#).



[This resource is for children to add the names and contact details of the people and services they can reach out to seek support when needed.]

Develop your own protection poster by filling in the contact details of the adults and services that you can trust.

You can prepare this for yourself, individually or with your friends.

Update the information from time to time and keep the list at hand.

**My Name:** \_\_\_\_\_

<b>Child Helpline</b>		<b>Parents/ Caregivers</b>	
<b>Friends</b>		<b>Family Friends</b>	
<b>Teachers</b>		<b>Child Protection Services</b>	
<b>Police and Emergency</b>		<b>Social Worker</b>	
<b>Emergency SMS Group</b>		<b>Protection Websites</b>	
<b>Child Ombudsperson</b>		<b>Safeguarding focal point</b>	
<b>Others</b>			

12. Adapted from Plan International and Save the Children (2013): *Together for protection: A young person's guide to keep self and others safe (age 13-17)* p.20.

## Accompanying Activity

[This resource is for facilitators to guide the creation of the protection poster by children.]

Filling out a protection poster is an engaging activity designed to empower children to express their understanding of personal safety and protection.

Through this activity, children have the opportunity to creatively communicate their thoughts and ideas about what makes them feel safe, as well as learn about important protective measures.

By actively participating in this activity, children will gain a sense of ownership and empowerment, reinforcing their knowledge of protection concepts.

**Lesson Plan:** 50 min

**Objective:** To help children fill out a protection poster, fostering their understanding of personal safety and promoting their creativity.

### Materials:

- Large poster paper or chart paper
- Markers, crayons, or colored pencils
- Safety-themed stickers or cut-out images (optional)
- Glue or tape (if using stickers or cut-out images)

### Procedure:

1. Introduction (5 minutes):
  - Begin the session by discussing the importance of personal safety and protection with the children.
  - Explain that they will be creating a protection poster to express their understanding of safety and the measures they can take to protect themselves.
2. Brainstorming (10 minutes):
  - Facilitate a group discussion, encouraging children to share their thoughts on what makes them feel safe.
  - Ask open-ended questions to prompt their thinking, such as:
    - *"What does safety mean to you?"*
    - *"What actions or precautions can we take to stay safe?"*
    - *"How can we protect ourselves from potential dangers?"*
3. Poster Creation (20 minutes):
  - Distribute the large poster paper and art supplies to each child.
  - Instruct them to draw and write their ideas about personal safety and protection on the poster.
  - Encourage them to be creative and use colors, symbols, and words to convey their thoughts effectively.

- If available, offer safety-themed stickers or cut-out images for children to add to their posters.
- Assist children who may need guidance or support in expressing their ideas.

4. Sharing and Reflection (10 minutes):

- Once the children have completed their posters, provide an opportunity for them to share their creations with the group.
- Encourage each child to explain their drawings and writings, highlighting the safety concepts depicted.
- Facilitate a discussion on common themes, differences, and the importance of individual perspectives on safety.

5. Wrap-up and Discussion (5 minutes):

- Conclude the activity by summarizing the key points discussed during the session.
- Ask children to reflect on what they have learned and how they can apply these protection measures in their daily lives.
- Thank the children for their active participation and encourage them to keep their posters as reminders of the importance of personal safety.

# Annex 15 – Emergency Contacts

Get the editable version here. 

[This resource is for facilitators to list the contact details of emergency responders at hand.]

Local emergency service providers	
Fire Department	
Emergency Medical Care	
Police Emergency	
Others	

Institutional person in charge	
Child-protection focal person	

## Annex 16 – Incident Monitoring Form

Get the editable version [here](#).



A PGI Incident Reporting system is a means to provide the PGI, PSS and Security teams with data on trends of PGI issues in the community; in addition it provides members of the team with a way to document exclusion or protection incidents they may have seen while in the field, but which they do not feel qualified or confident to follow up. In short, this system will assist the Operations team to identify PGI trends and risks in real time, and to implement adequate actions for the protection and inclusion of communities, staff, and operational access.

The tool is for staff and operational personnel and is **not** a tool for community engagement nor community feedback.

The below PGI incident reporting form should be adapted with the input of the head of security, because any issues in the community will ultimately affect the safety and access of staff to the field. By having a PGI incident reporting process, the security and Head of Operation can get a quick snapshot of key issues concerning the community and of key incidents.

The reporting system should be adapted to local context, and should be in an easy to use, easy to access format such as via an online link. It should be signed off by the Head of Operation and shared with all staff and volunteers. It is important that you share this along with up-to-date referral procedures so that personnel can offer referral to affected community members in the course of their day.

It is essential to keep PGI incident reports in a private, locked space, or if data-based then under a password protected firewall. The information should only be available to those who need it for follow up (security, head of operation, PSS team if they need to debrief staff, and PGI team, or other relevant personnel)

## PGI INCIDENT REPORT

<b>Name of person filling out form:</b>			<b>Location of person filling out form:</b>	
<b>Telephone of person filling out form:</b>			<b>Email of person filling out form:</b>	
<b>Persons affected:</b> <input type="checkbox"/> All <input type="checkbox"/> Women <input type="checkbox"/> Men <input type="checkbox"/> Boys (under 10) <input type="checkbox"/> Girls (under 10) <input type="checkbox"/> Boys (10 - 17) <input type="checkbox"/> Girls (10 - 17) <input type="checkbox"/> Chronic illness <input type="checkbox"/> Elderly people <input type="checkbox"/> LGBTIQ people <input type="checkbox"/> Linguistic minority groups <input type="checkbox"/> People with disabilities <input type="checkbox"/> Unregistered people <input type="checkbox"/> Other (specify):	<b>Issue:</b> <input type="checkbox"/> Affront to dignity <input type="checkbox"/> Community tensions <input type="checkbox"/> Confiscation of goods <input type="checkbox"/> Critical risk to life and health <input type="checkbox"/> Demonstrations or protests <input type="checkbox"/> Denial of access to services <input type="checkbox"/> Drug use <input type="checkbox"/> Exploitation <input type="checkbox"/> Extortion <input type="checkbox"/> Insults or verbal abuse <input type="checkbox"/> Non-violent crime <input type="checkbox"/> Physical violence <input type="checkbox"/> Sexual violence <input type="checkbox"/> Threats <input type="checkbox"/> Trafficking <input type="checkbox"/> Other (specify):	<b>Language of people affected</b> <input type="checkbox"/> All <input type="checkbox"/> Arabic <input type="checkbox"/> Dari <input type="checkbox"/> English <input type="checkbox"/> Farsi <input type="checkbox"/> French <input type="checkbox"/> Greek <input type="checkbox"/> Bahasa Indonesia <input type="checkbox"/> Urdu <input type="checkbox"/> Unknown <input type="checkbox"/> Other (specify):	<b>Nationality of people affected</b> <input type="checkbox"/> All <input type="checkbox"/> Afghan <input type="checkbox"/> Algerian <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Greek <input type="checkbox"/> Iranian <input type="checkbox"/> Iraqi <input type="checkbox"/> Libyan <input type="checkbox"/> Moroccan <input type="checkbox"/> Nigerian <input type="checkbox"/> Pakistani <input type="checkbox"/> Palestinian <input type="checkbox"/> Stateless <input type="checkbox"/> Syrian <input type="checkbox"/> Unknown <input type="checkbox"/> Other (specify):	<b>Number of people affected:</b> Specify if possible, otherwise estimate using the categories below: <input type="checkbox"/> 1 <input type="checkbox"/> 2 - 9 <input type="checkbox"/> 10 - 49 <input type="checkbox"/> 50 - 99 <input type="checkbox"/> 100 - 199 <input type="checkbox"/> 200 - 499 <input type="checkbox"/> 500 - 999 <input type="checkbox"/> 1000 - 1999 <input type="checkbox"/> over 2000

**Narrative:** *Important: Do not investigate protection issues you hear about – just report the concern to the PGI delegate.*

Describe the problem in as much detail as possible, including:

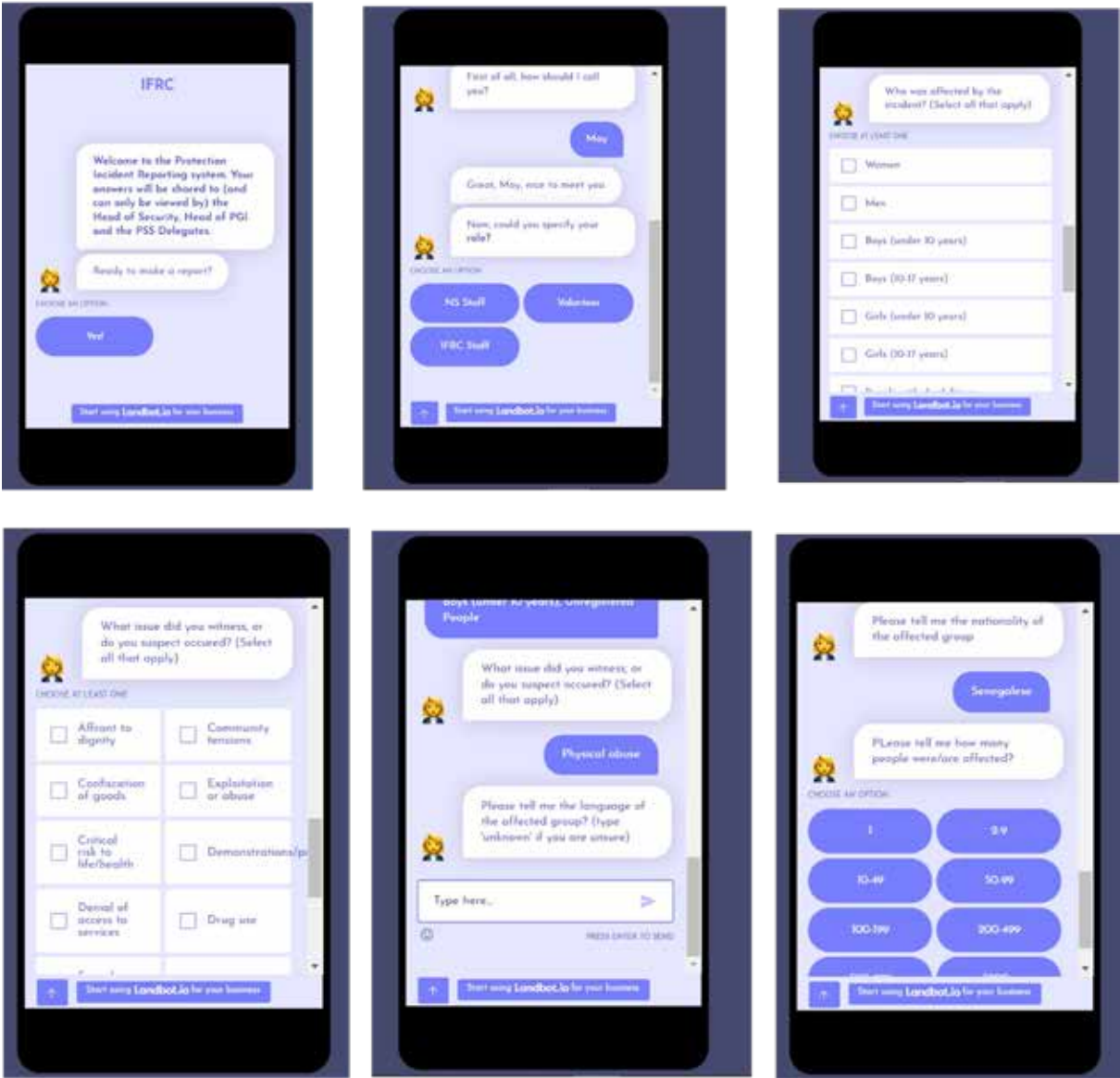
- Who was affected by the problem? (Important: use this form to record details about sex, age, ethnicity, location etc. Collect name and contact details of people affected if they are happy for you to do so, but do not transmit them using this form, and ensure that they are stored securely – PGI delegate will call you to discuss)
- Is it an incident (something that has actually occurred and resulted in harm) or a risk (something which indicates the potential for harm to happen in the future)?
- Where and when did the problem occur?
- What was the cause of the problem?
- What harm resulted, or what harm is likely?
- How did you find out about the problem (e.g. did you observe it yourself? Were you told about it by someone else?)

**Sample Digitised Incident Reporting Form as a Chat Bot**

The paper-based Incident Reporting form contained in **Tool 3.6: PGI Incident Reporting Tool** can be integrated into a number of digital platforms including **KoBoToolbox**, and online survey forms.

In the example below, the form has been converted into a Chat Bot, using Landbot.io (which is a freely available chatbot design system). Landbot meets international privacy standards, so long as you keep your passwords and login details private.

In this design, a tailored email can be sent to up to 10 people each time a report is made into this system (such as PGI, PSS and Security staff). In this case, the email alerting administrators of a report is sent to the Head of Security, head of PGI or head of PSS and a regional IFRC PGI lead.

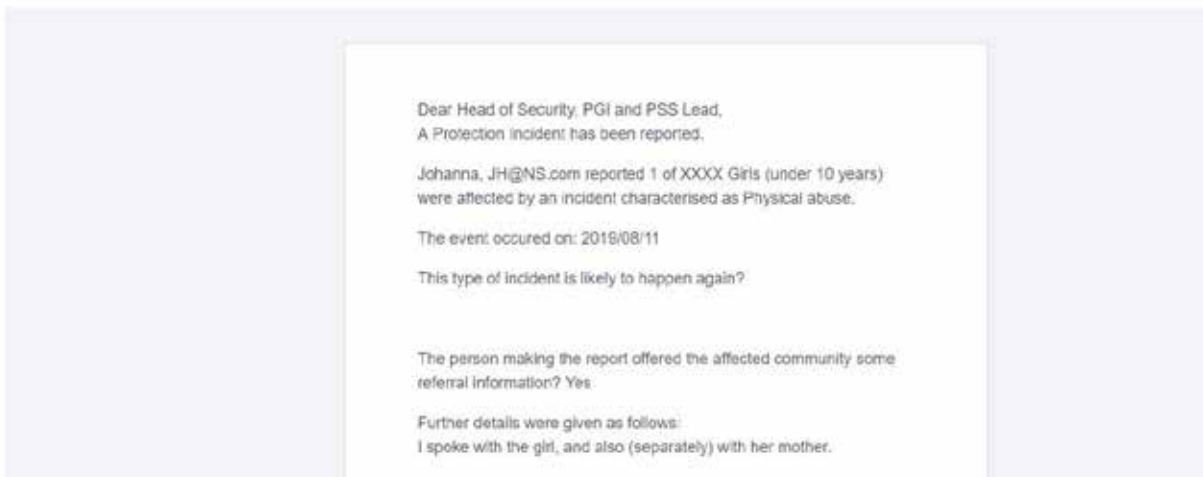




## Test: Protection Incident Report 👤 landbot.io

Landbot <reply.bot2@landbot.io>

11:45 AM (1 hour ago)



## Annex 17 – Referral pathways for Survivors of Sexual Exploitation and Abuse

Get the editable version [here](#).



Community members should not be encouraged to report concerns if they will not receive appropriate care once the report has been made, that will put them in further harm. Some services are beyond the scope of the National Society, which is why mapping referrals or services is imperative.

The following are the steps to making referral pathways.

### Step 1: Research services

- Reach out to other organisations, clusters, groups or networks who may have done referral mapping already and could therefore help in identifying services.
- Identify services that are already being used by survivors of SEA, domestic violence, and other abuse.
- The different services survivors may need and have to be included in the mapping are:
  - Medical
  - Mental health and psychosocial (MHPSS)
  - Legal aid
  - Children's services
  - Shelter services
- Explore legislation and law enforcement in country. Find out if SEA is legal and is the law enforced? How protected are survivors if they report to the police?

### Step 2: Contact services

- Find the service's contact details and get in touch to either arrange a visit or have a discussion to properly vet the service.
- The following are questions to ask the service provider

- What is your location? Do you have multiple locations?
- What is your address?
- What locations/areas do you cover?
- What are your opening times?
- In what languages are your services available in?
- Do you have male and female translators available?
- Do you have both male and female responders?
- Do you provide transport?

- What specific sort of support do you offer?
- What services do you offer under the sector you operate in?
- What standards, values and principles do you operate by?
- What type of cases do you have experience with?
- What are the eligibility criteria in order to receive services?
- Who do you provide your services to?
- What is your complaints mechanism?
- How do you receive referrals? Over the phone? Via e-mail?
- What is your data protection policy?
- Do you ask informed consent before referring to another service?
- Do you cooperate with the police? How and when?
- Do you cooperate with the authorities? Which ones?
- Do you cooperate with other organisations? Which ones?
- What follow up do you do? Do you do home visits? If so, then how regularly?
- Are you able to take a referral at the moment? How is your caseload?
- Is it free of charge for the community member?

- Check the **PGI Toolkit 3.2.1 Quality Assurance Checklist** for questions specific to the type of service provider.
- It is important that these questions should be asked either in person or over the phone but not via email.
- Agree with the service how the referral will be made (by telephone or email, etc.)

**Step 3:** List the services

- After the referrals have been contacted and vetted the organisations can be listed.
- Make a table or document to capture all the information gathered in the vetting process.
- The final referral mapping template should be simplified to include the following:

Organisation	Remit	Contact details	Website	Date Checked

- It is important to monitor and evaluate the quality of service provided by the referrals. If a complaint is received against one of the organisations than it should not be used as a referral again.
- If the quality of the service has deteriorated, there is high staff turnover, no longer a gender balance, moved to a new space where there is no privacy or separate spaces, first consult with other organisations who listed this service provider as a referral, if they noticed the same signs then the service provider must be removed from the list.

**Step 4:** Disseminate the referral pathways

- The referral pathways (most importantly with their contact details) should be put in an easily understandable format and disseminated to staff, volunteers and communities.
- Ensure the referral pathways are in languages relevant to the communities to which it is distributed to.
- Staff and volunteers may direct community members to services listed but they should not do case management. Only those with skills in case management can do so.

## Annex 18 – Registration Form

Get the editable version here.



Event: \_\_\_\_\_

Location: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

<b>First Name of the Child</b>	
<b>Family Name of the Child</b>	
<b>Date of Birth</b>	
<b>Sex</b>	
<b>Contact of the parents</b>	
<b>Mobile Number</b>	
<b>Email address</b>	
<b>Emergency Contact 1</b>	
<b>Emergency Contact 2</b>	
<b>Special Need(s)</b>	
<b>Remarks</b>	

## Annex 19 – Attendance Form

Get the editable version here.



Event: \_\_\_\_\_

Location: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Name of the organizer/facilitator completing the form: \_\_\_\_\_

Name of each additional facilitator: \_\_\_\_\_

### List of attendees:

Registration number	Name of the child	Sex	Age	Disability status

Number of attendees: \_\_\_\_\_

Signature: \_\_\_\_\_

## Annex 20 – Session Objective(s) Setting

Get the editable version here.



Session Title: [ADD]

This session aims to achieve the following objective(s): [ADAPT]

Consult children on the impact of humanitarian issues on their wellbeing to:

- Gather children's perspectives of the humanitarian context, including the causes, consequences, and responses to the crisis.
- Provide opportunities for children to actively participate in discussions, activities, and decision-making processes.
- Provide access to support systems and services to address any needs that may arise.

Note: These objectives serve as a guide for planning a child participation session in humanitarian settings. It is important to adapt and customize these objectives based on the specific needs, context, and age group of the children involved in the session.

Regular evaluation and feedback from participants should be sought to assess the effectiveness and relevance of the objectives and make adjustments as necessary.

## Annex 21 – How to interact with children

Get the editable version here.



The following considerations should guide all interactions with the children:

### **BUILD TRUST**

- Introduce yourself and explain your role.
- State the purpose of the session, explain what children will be asked and what will be asked to their parents or caregivers.
- Be honest, respectful, and supportive.
- Tell the truth—even when it is difficult. If you don't know the answer, tell the children, "I don't know".
- Display a positive attitude towards all members of the group.
- Strive to ensure accountability.

### **CREATE A SAFE AND SUPPORTIVE ENVIRONMENT**

- Ask children and their caregivers when a suitable time/where a suitable place would be to meet.
- Plan the consultation at times that suit children and do not interfere with their schoolwork, or other important household duties or responsibilities.
- Communicate to children that they have the right to share (or not to share) their thoughts and opinions and to cease their involvement at any time.
- Establish a safe environment where children feel safe to share negative experiences and criticisms without fear of repercussions.

See Annex 25 – Explaining confidentiality – The Toothpaste Activity and Annex 26 – Community Agreement.



- Limit any interactions that might distress children.  
For instance, be mindful of and avoid potentially sensitive topics or discussions that may evoke distressing memories or emotions in children who have experienced trauma. If such topics arise, be prepared to shift the focus, redirect the conversation, or provide appropriate support and reassurance to the child.
- Have a Child Protection trained counsellor be made available in event a child participant experiences stress.

See Annex 32 – Self-care and support.



- Ask for opinions rather than personal situations.  
This allows to express perspectives without necessarily sharing personal details or experiences.
- Explain that there are no right or wrong answers.  
Respect children's opinions, beliefs, and thoughts.  
Accept criticism and respond constructively.
- Be friendly and interested.
- Watch for non-verbal cues indicating discomfort or otherwise from participants, and adjust facilitation.
- If you interrupt, apologize for the need to do so and affirm the importance of what has been said so far.

### **ADAPT TO THE CHILDREN**

- Ask the children which methods are best for them.
- Create a child-friendly atmosphere: Include child-friendly toys and materials.
- Present information in ways and language that children understand, based on their age developmental stage, disability status, and culture.
- Use accessible formats, plain language, and images/diagrams for print materials. These formats benefit everyone and are particularly handy for children with intellectual disabilities or low literacy. Consider sign language, braille, phone calls, emails/SMS/written documents for children who are impaired.
- Integrate opportunities for children to reflect on, and enhance, their psychosocial wellbeing during activities.

## Annex 22 – Skills for interacting with children

Get the editable version here.



### **Active Listening**

Being attentive and fully present when children are speaking, allowing them to express themselves without interruption. This skill helps build trust and demonstrates respect for their thoughts and feelings.

### **Clear Communication**

Using clear and age-appropriate language to convey ideas, instructions, and concepts. Effective communication ensures that children understand the workshop objectives and activities.

### **Empathy and Compassion**

Understanding and acknowledging the emotions and experiences of children, showing genuine care and concern. Empathy helps create a supportive and safe environment for their participation.

### **Patience**

Being patient when working with children, allowing them time to process information, express themselves, and participate at their own pace. Patience helps create a non-judgmental atmosphere that encourages children to engage.

### **Flexibility and Adaptability**

Being adaptable to different learning styles, abilities, and needs of individual children. Flexibility allows for adjustments in activities, methods, or approaches to ensure inclusivity and accommodate diverse participants.

### **Creativity and fun**

Employing creative and fun techniques, such as arts and crafts, games, role-playing or storytelling, to engage children's imagination and facilitate learning. Creative approaches make the session more enjoyable and help children better understand and retain information.

### **Positive Reinforcement**

Providing positive feedback, encouragement, and recognition to children for their efforts and contributions. Positive reinforcement boosts their self-esteem, motivation, and willingness to participate.

### **Conflict Resolution**

Having skills to manage conflicts or disagreements that may arise among children during workshops. Effective conflict resolution fosters a respectful and cooperative environment, allowing children to express differing opinions while maintaining harmony.

### **Child Protection and Safety Awareness**

Being knowledgeable about child protection principles, recognizing signs of distress or potential harm, and taking appropriate actions to ensure the safety and well-being of children throughout the workshop.

### **Cultural Sensitivity and Inclusion**

Demonstrating respect for diverse cultures, backgrounds, and beliefs, and ensuring that the workshop is inclusive for all children, regardless of their differences. Being sensitive to cultural nuances helps create an environment where every child feels valued and included.

## Annex 23 – Do’s and Don’ts for supporting participants with difficult behaviours<sup>13</sup>

Get the editable version [here](#).



Do	Don't
Ensure activities are creative, fun and appropriate to the participants' age and skills	Don't plan for activities that participant cannot participate in due to their age, gender, or skill levels
Provide opportunities for participants to simply laugh and have fun	Don't ask a participant to talk about, act out, play or draw a bad experience or "trauma". Don't force a participant to comply with an alternative behaviour (e.g., by holding them until they complete a task)
Be a good role-model (e.g., if you yell at participants, it encourages them to yell at each other)	Don't expect a participant to behave differently to the peers or adults they are observing
Be honest with participants about their situation, expressing empathy for the things you cannot change (e.g., I know it must be hard living with your family in such a small space)	Don't promise things you cannot provide or follow-up on (e.g., promising a participant a better living arrangement).
Listen to participants when they express their concerns or feelings to you, including if they have had a bad experience	Don't be distracted when a participant is sharing something with you.
Remain curious about participants' behaviours (e.g., "I'm wondering why you feel you cannot participate in this activity?")	Don't interpret a participant's misbehaviour as an unwillingness to participate with the group or be involved
Implement approaches that include a participant with difficult behaviours rather than exclude them (i.e., time-in techniques as opposed to time-out – e.g., encourage a participant to be closer to the action but with greater supervision by saying for example "I can see this is a difficult task for you, so I'd like you to sit next to me so that I can help you.")	Don't exclude a participant from a group activity. (Time-out can refer to any action that aims to remove a learner from a situation – e.g., placing them on a "naughty chair", sending them out of the space, excluding them from activities. This approach often leads to a participant feeling greater guilt or shame and can result in continued challenging behaviour.)
Be patient	Don't hold or confront a participant in anger or frustration or yell at them
Celebrate and praise successes and good behaviour, even for small things (e.g., when you said thank you to that girl, you showed me how good your manners are)	Don't use reward systems or prizes for good behaviour or remove things for bad behaviour. (Participants with behavioural problems are rarely able to achieve rewards for good behaviour, and may end up feeling bad or not as good as others who do receive rewards.)

<sup>13</sup> Adapted from World Vision International and IFRC Reference Centre for Psychosocial Support, Operational Guidance for Child Friendly Spaces in Humanitarian Settings, (2018). <https://pgi.ifrc.org/resources/operational-guidance-child-friendly-spaces-humanitarian-settings>

Do	Don't
Make eye contact when talking with participants about their difficult behaviours and use a calm, reassuring tone of voice	Don't deliberately provoke an emotional response
Help participants identify how they are feeling (e.g., "I can see you are feeling very frustrated right now.")	Don't blame a participant for their feelings or behaviours
Support an emotionally-charged participant to contain their feelings and return to a state of calm (e.g., assisting a participant to breathe deeply so they can speak more calmly about what is bothering them)	Don't hit, poke or threaten a participant with harm. Never hold down a participant, tie them up, cover their nose or mouth, or be physical with them as a way to change behaviour or their emotional state.
Be empathetic (e.g., "I can understand how this task might feel scary for you")	Don't be sarcastic
Be accepting and non-judgemental (e.g., "It's OK to feel angry about that")	Don't tell a participant their feelings are wrong or inappropriate or that they should not feel a certain way
Respect and encourage the participant when reflecting an inappropriate behaviour (e.g., "I think you are a very loving boy as I have seen the way you helped your sister to school today but biting another student is not an appropriate behaviour.")	Don't laugh at a participant's misbehaviour or feelings. Never label a participant as "bad"

## Annex 24 – Opening the session

Get the editable version here.



Good morning/afternoon, everyone!

Welcome! I'm delighted to see you all here today.

My name is [FACILITATOR'S NAME], and I will be leading our discussion today on behalf of the [National Society] Red Cross/Crescent/together with my fantastic co-facilitator/note taker [FACILITATOR'S/NOTE TAKER'S NAMES].

But before we start, let me ask you something: Have you ever heard of the Red Cross/Crescent?

[If no, explain: ADAPT: the National Society is a humanitarian organisation that helps people affected by crisis and disaster. The help we provide is always free and given based on need alone.]

Today we are here today to discuss [ADD].

But first, let's break the ice and have some fun with a little introduction game.

[ADAPT] Please share your name and your favorite animal with us. For instance, my name is [ADD] and my favourite animal [ADD].

[DISCUSSION]

Fantastic, thank you! Now that we're all warmed up, let's dive into why we're gathered today.

Our session will last between one hour and one hour and a half [ADAPT].

You are free to leave the discussion at any time or to request a break at any time if needed.

The purpose of this session is to hear your brilliant thoughts and ideas on [TOPIC/THEME OF THE SESSION] because [ADD].

To capture every drop of wisdom shared in our discussion, our meeting will be recorded. We will then write a report of what was said in this group. [ADAPT].

Your identity will be kept confidential, meaning that we will not use your name or other identifying information about you in any of the reports or summaries.

Remember, this is your time and we want to hear from you. We're committed to creating a safe and cozy atmosphere where everyone feels free to share their thoughts and opinions.

We will create an environment of respect, encourage everyone to share openly, and ensure that everyone's ideas are valued. There are no right or wrong answers, so feel free to open up about your thoughts, opinions, and experiences.

Now, let's agree to keep our insights just between us. We request that everyone in this group keep what we talk about today private. Because we cannot entirely guarantee this, please do not share information that you are uncomfortable with other people knowing.

For this, let's pick some rules that would guide our interactions.

[CONSIDER Annex 25 – Explaining confidentiality – The Toothpaste Activity] /

Alternatively:

At this time, we would like to ask if we all agree to not share what is discussed today with anyone else outside of this group. Please indicate that you agree by raising your hand in a pledge. Do you all agree to not share our discussion today with anyone else?

Also, in case you have any worries, in particular if you are or know of someone - being hurt or abused by another person, we are here to protect you and will do everything we can to help you and to prevent this from ever happening again. We can talk about this in private. Know that you can also contact [ADD] a child counsellor if you wish.

Do you have any questions?

Thank you all for being here. Let's make this session a lot of fun, engaging, and a fruitful experience.

Let's get started.

## Annex 25 – Explaining confidentiality<sup>14</sup> – The Toothpaste Activity

Get the editable version here.



This session is going to be within a safer space. This means that we treat each other with kindness, respect, and with tolerance for different opinions. It also means that you are allowed to share anything you want to, and no-one is going to share your personal and private matters outside this session. It is important that we all agree to this, because that will make us all feel safer and comfortable about sharing.

See below the toothpaste activity.

### The Toothpaste Activity<sup>15</sup>

When children are discussing issues in a group, particularly if this group is online, it can be difficult to keep what is said by group members confidential. The following idea can be adapted to your context in person or online.

1. Squeeze a large amount of toothpaste out of a tube of toothpaste and ask for a volunteer to put it back in. This can be done in person, shown on screen, or used as a metaphor.
2. When they struggle to do this, discuss how it is the same for sharing information in a group – it is very hard to take it back! Encourage children to discuss this.
3. Once the discussion has finished, stand in a circle if appropriate, and explain that in order to keep information 'private' or within the group, you would like to suggest a rule that group members can talk to others about the issues discussed during the activity, but they cannot mention anyone's name. Explain that in this way group members are acting as a 'circle of trust' for one another.

At this point, ask if everyone agrees on this. If anyone does not agree, continue discussing this issue and how important it is for everyone to agree, until everyone has agreed.

The only exception to this is if any of you share that you are being hurt or abused by someone. It is my responsibility as a caring adult, to help you be safe and help to protect you from harm. If I learn that someone is hurting you, I will do everything I can to help you and to prevent this from ever happening again.

There may be times when you feel uncomfortable about sharing something very personal in the group. You do not have to do this if you don't want to. But, if you would like to talk to me about something, you always have the opportunity to do this. Just ask me and we will arrange a time to talk.

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<sup>14</sup> Taken from "The Children's Resilience Programme: Psychosocial support in and out of schools" published by the IFRC Reference Centre for Psychosocial Support and Save the Children Denmark, p. 32. <https://pscentre.org/resource/crp-understanding-childrens-wellbeing-english/>

<sup>15</sup> Taken from "Moving Towards Children as Partners in Child Protection in COVID-19 Guide - From Participation to Partnerships". <https://iicrd.org/news/moving-towards-children-partners-child-protection-covid-19-guide>

## Annex 26 – Community Agreement<sup>16</sup>

Get the editable version here.



A community agreement supports children to set the parameters of how they want to engage together.

Here is a sample agreement:

- We all have something valuable to share.
- Give everyone a chance to share their opinion.
- Ask before taking any picture, screenshot, or recording.
- If you want to share someone's story that you heard, check in with them to see if it's OK. See Annex 25 – Explaining confidentiality – The Toothpaste Activity for more information on group confidentiality.
- If you know another child whose perspective is not being shared, ask them to join.
- Respect everyone's time, we all have many commitments.
- Relax, be creative and have fun.

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<sup>16</sup> Adapted from "Moving Towards Children as Partners in Child Protection in COVID-19 Guide - From Participation to Partnerships".

## Annex 27 – Ending the session

Get the editable version here.



Thank you all for bringing such fantastic energy and actively participating in this child consultation session today.

Before we conclude, let's sprinkle some fun into our reflections and wrap up our session in style! I invite each of you to share one thing that has sparked joy in you, and one thing you have learned or gained from today's discussions.

[DISCUSS]

Those are wonderful insights! Your active participation and willingness to listen and understand each other have truly made this session meaningful.

Now, we would love to hear your thoughts on how we can make our next session even more exciting. Could you please share some feedback via [ADD – for instance draw a “**feelings face**” expressing your emotion about the session].

We will now reflect on your contributions and take the following next steps:

[ADD]

Finally, I want to express my gratitude for your lively participation, thoughtful contributions, and respect for one another. Your voices matter, and your perspectives are vital in creating a better future for children in humanitarian contexts. Thank you all for being part of this consultation session.

Let's give ourselves a round of applause for a successful session. I look forward to our future collaborations.

Goodbye, everyone!

## Annex 28 – Focus Group Discussion Guidelines

Get the editable version [here](#).



**Materials required:** Tape recorder to record discussion

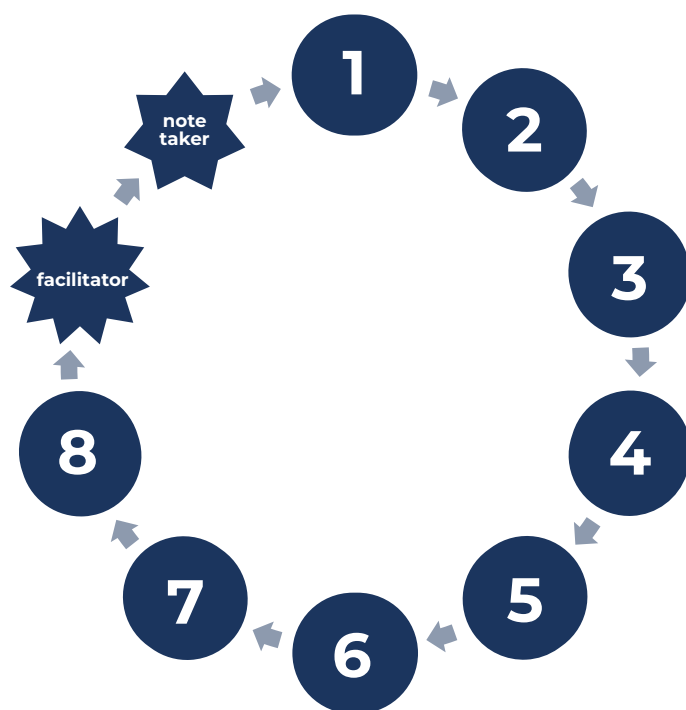
**Time:** 60-90 minutes depending on the needs/profiles of the children

**Composition:** Six to 12 children

Facilitation of a Focus Group

It is recommended that a facilitator leads the discussion while another person takes notes.

Note takers should not sit in a place where they may distract from the conversation of the focus group.



The facilitator and note taker should sit next to each other

Everyone should be seated at the same level i.e., avoid the facilitator and notetaker sitting on chairs, with everyone else on the ground.

The discussion can be structured or unstructured

To facilitate, it may be useful to have a list of 10 to 15 open non-leading questions to allow participants to express themselves and give you the information that you need.

Keep in mind it is first and foremost a discussion and not a question/answer session.

For instance, prepare 5 priority questions as well as 10 follow up questions that could be asked to help spark discussion.

Keep your opinions to yourself and resist passing judgment on those you are interviewing.

Here is a sample agreement:

- Record date, time, and place
- Keep names separate from notes to help safeguard confidentiality.
- Keep a detailed record of content and actions including:
  - Level of participation
  - Level of interest
  - Dominant and passive participants
  - Record opinions-especially key statements
  - Record emotions-reluctance, strong feelings
  - Make note of words and phrases used by participants to discuss the topic
  - Listen for additional comments after the session.

Note takers should also make a summary of key findings from the interview at the end of the session and before filing their notes.<sup>17</sup>

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<sup>17</sup> Adapted from *Save the Children CFS Handbook – Annex 38 “Focus Group Discussion Guidelines”*.

## Annex 29 – Focus Group Discussion – Recording Template<sup>18</sup>

Get the editable version here.



### Information to record for a Focus Group Discussion

Location: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Red Cross/Red Crescent Facilitators: \_\_\_\_\_

Group name/description: \_\_\_\_\_

Characteristic of the group (age; status, etc.): \_\_\_\_\_

Age range of respondents: \_\_\_\_\_

# of boys: \_\_\_\_\_ # of girls: \_\_\_\_\_

Were children with specific vulnerabilities present (disabled, etc.)? \_\_\_\_\_

Translation necessary for the Focus Group Discussion:  Yes  No

If yes, the translation was from \_\_\_\_\_(language) to \_\_\_\_\_(language)

Was everyone able to participate in the discussion equally?  Yes  No

### Focus Group Discussion Questions

Questions	Answers
<p><b>1. Question 1*</b></p> <p>(If relevant) Follow up on Question 1? (If relevant) Follow up on Question 1?</p>	
<p><b>2. Question 2*</b></p> <p>(If relevant) Follow up on Question 2? (If relevant) Follow up on Question 2?</p>	
<p><b>3. Question 3*</b></p> <p>(If relevant) Follow up on Question 3?</p>	
<p><b>4. Question 4*</b></p> <p>(If relevant) Follow up on Question 4?</p>	
<p><b>5. Question 5*</b></p> <p>(If relevant) Follow up on Question 5?</p>	
<p><b>6. Do you have any questions for us?*</b></p>	

<sup>18</sup> Adapted from IFRC Community Engagement and Accountability Toolkit – Tool 16: Focus Group Discussion (FDG) Guide. <https://communityengagementhub.org/resource/cea-toolkit/>

## Annex 30 – Survey Introduction and Conclusion

Get the editable version [here](#).



Welcome to the survey on [ADD].

This survey takes about [ADD] minutes and includes questions about [ADD].

We would like to understand [ADD].

Your answers will help us improve the way we address those issues. Thank you for taking part.

Start the survey when you have time to complete it with no interruptions.

This survey is anonymous. We will not ask you for your name or address. We will combine all the answers we receive, from you and from many other participants, and we will store those answers securely. We might use the answers in the future to address identified [ADD], but no one will ever be able to distinguish your specific answers.

You can stop answering questions at any time without giving a reason.

Please contact [ADD] if the questions raise any difficult issues.

---

Thank you and next steps

Thank you for taking part in this survey. Your answers help us [ADD].

If you have any questions or if the survey has raised any difficult issues you would like to discuss, please contact us here: [ADD]

If you are keen to get involved, here are some resources that may help: [ADD] keep any information you provide during the interview confidential.

I will not present any identifying information in anything that we produce based on this conversation. I will treat everything that you say today with respect and will only share the answers you give as general answers combined with those from all the people who speak to us. I ask that you keep everything confidential, too.

With your permission, (select one of the two options listed below):

1. I will take notes to make sure that I do not miss what you have to say but will not capture any identifying information. Do you agree with me taking notes during our discussion?

Yes  No

OR

2. (Optional) I would like to audio-record the interview so that I don't miss anything. I will record your responses using audio software on a tablet/phone. The information in the tablet/phone will be downloaded to a secure computer. At no time will the information from the tablet be linked to your name or other identifying information. The tablet/phone, which records your voice, will be taken to a

secure room, which will be locked and only accessible to the research team. All the recordings will be transcribed and saved as computer files and then the audio files with your voice will be destroyed. Do you agree with me recording your responses?

Yes  No

Interview date: \_\_\_/\_\_\_/\_\_\_\_\_

Translation necessary for the interview:  Yes  No

If yes, the translation was from \_\_\_\_\_ (language) to \_\_\_\_\_ (language)

Gender of key informant:  Male  Female

**CONCLUDING SCRIPT:**

Those were all the questions I had for you. Before we conclude, do you have anything you would like to add? Do you have any questions for me?

As I shared in the beginning, your answers, combined with those of others, will help me to understand [ADD].

As agreed, I will take precautions to keep any information you provide during the interview confidential. Please, remember that you agreed to keep this discussion to yourself as well. If anyone has questions or would like more information with regards to the assessment, I am happy for you to direct them to me.

THANK YOU

## Annex 31 – Key Informant Interview Guidelines

Get the editable version [here](#).



Welcome and thank you for taking the time to join me for this discussion today.

My name is [INTERVIEWER'S NAME], and I will be leading our discussion today on behalf of the [National Society] Red Cross/Crescent/together with my co-facilitator/note taker [FACILITATOR'S/NOTE TAKER'S NAMES].

Do you know the Red Cross/Crescent?

[If no, explain: ADAPT: the National Society is a humanitarian organisation that helps people affected by crisis and disaster. The help we provide is always free and given based on need alone.] My organisation and I are doing a research on [ADD].

I am conducting a series of interviews to learn from [ADD] about [ADD].

Your answers will help me to understand [ADD].

If you agree to participate, the interview will last possibly no more than 60/ 90 minutes.

If you do not want to continue for any reason, we can stop the interview at any time.

Participation in the discussion is completely voluntary and you do not have to answer any questions that you do not want to answer. I will not ask you why you do not want to participate. No negative consequences will occur if you choose not to participate or withdraw at any point.

I will take precautions to keep any information you provide during the interview confidential.

I will not present any identifying information in anything that we produce based on this conversation. I will treat everything that you say today with respect and will only share the answers you give as general answers combined with those from all the people who speak to us. I ask that you keep everything confidential, too.

With your permission, (select one of the two options listed below):

1. I will take notes to make sure that I do not miss what you have to say but will not capture any identifying information. Do you agree with me taking notes during our discussion?

Yes  No

OR

2. (Optional) I would like to audio-record the interview so that I don't miss anything. I will record your responses using audio software on a tablet/phone. The information in the tablet/phone will be downloaded to a secure computer. At no time will the information from the tablet be linked to your name or other identifying information. The tablet/phone, which records your voice, will be taken to a secure room, which will be locked and only accessible to the research team. All the recordings will be transcribed and saved as computer files and then the audio files with your voice will be destroyed. Do you agree with me recording your responses?

Yes  No

Interview date: \_\_\_/\_\_\_/\_\_\_

Translation necessary for the interview:  Yes  No

If yes, the translation was from \_\_\_\_\_ (language) to \_\_\_\_\_ (language)

Gender of key informant:  Male  Female

**CONCLUDING SCRIPT:**

Those were all the questions I had for you. Before we conclude, do you have anything you would like to add?  
Do you have any questions for me?

As I shared in the beginning, your answers, combined with those of others, will help me to understand [ADD].

As agreed, I will take precautions to keep any information you provide during the interview confidential. Please, remember that you agreed to keep this discussion to yourself as well. If anyone has questions or would like more information with regards to the assessment, I am happy for you to direct them to me.

THANK YOU

## Annex 32 – Self-care and support<sup>19</sup>

Get the editable version here.



It is very important for helpers of any kind to look after themselves as well as the people they are helping. This is called self-care. This might seem like a strange idea but there is an expression, “You cannot pour from an empty cup”. This means that it is hard to be there for someone and offer friendship and help, if you feel drained or tired or burned out yourself. Everyone feels like that at times - it is not a sign of weakness nor of being selfish. There are ways to stay happy and healthy and not be overstressed by offering help to others and /or reaching out when you need help.

For example, use the action principles of LOOK, LISTEN and LINK for your own self-care:

**LOOK:** Observe how you are feeling and how you respond to what is happening around you. Learn to recognise signs of stress or burn out in yourself.

**LISTEN:** Listen to how your reactions and inner feelings affect you. Sometimes you may have inner thoughts telling you that you don't feel like doing something – you're too tired or don't feel motivated, or how unfair things are. Perhaps you feel physically unwell, perhaps your sleep is affected, perhaps you feel like spending more time alone, or you are becoming irritable with friends and family.

Acknowledge and accept your feelings - they are real, and it is a very positive step that you have identified them!

Try to identify what is stopping you from doing things which help you to relax, or activities you enjoy. Maybe you have not yet identified any activities which could help, perhaps you can listen to yourself and your needs to try and find something to do which you enjoy and are good for you. Engage in activities that can help to protect your wellbeing depending on what you like and what is accessible.

**LINK:** Link with others. Reach out to others for support. You could speak to your friends or peers about what is worrying you, or you could simply call or meet them for a chat or a shared activity such as a walk, a trip out, or some sporting activity you both enjoy.

If you feel that you need to speak to someone in particular, or you need some more focused help, reach out for support. Perhaps you could invite a friend to help you do this.

You should be clear about the kind of support being offered to you and how often you can access support.

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<sup>19</sup> Adapted from “IFRC Psychosocial Center - Psychological First Aid for Young Peers - A Handbook”.

## Annex 33 – Questions for the development of assessment, monitoring and evaluation plan

Get the editable version [here](#).



To develop relevant indicators for assessing, monitoring, and evaluating the extent and quality of children's participation, it is essential to define the outcomes that you want to achieve by children's participation, to be able to define what you want to measure.

For example, your intended outcome might be:

"More children, of diverse backgrounds, actively participate in programme design sessions"

To assess the situation before, during and after the intervention, it is then helpful to develop a set of questions that can help collect this information. For example:

1. What were the numbers of children who participated in the programme design sessions:
  - overall
  - of different age ranges
  - boys and girls
  - with disabilities
  - not in school
  - from other marginalised groups
2. What ways have children participated - focus groups, play-based consultations, other?
3. Did children remain engaged throughout the individual session and/or consultation process?
4. Do children report satisfaction with their engagement in the participatory processes (through age-appropriate enquiry methods)?

These questions can then be used as a basis to develop a monitoring and evaluation plan in collaboration with the Monitoring and Evaluation focal point in your National Society or IFRC office.

The following set of questions provide some suggestions of the types of questions you might want to use as the basis for developing a M&E plan.

Remember, monitoring data is only useful if it is used! Design and collect data on indicators that will help you track the progress and quality of your programme.

### **Engagement and Participation Quality**

- Which children were involved (age range, balance between boys and girls, overall numbers involved, number of children with disabilities, number of children not in school, other marginalised groups of children)?
- What ways have children participated (Focus groups, Surveys, Play-based consultations, Other)?
- Did any children withdraw during the process? If so, how many? Why? Have mitigation measures been adopted?
- Have attendance been consistent throughout successive sessions, or has it varied? If so, how?
- Have children been asked about their satisfaction with participatory processes and their views on how they could be improved?

### **Post-Session Actions and Follow-up**

- Has any support been provided to individuals as a result of needs identified within the session?
- Were follow-up actions taken based on session outcomes?
- Was feedback from children and facilitators collected and acted upon to improve future sessions?
- Was prompt reporting and referral conducted where necessary?

### **Overall Impact and Learning**

- How many recommendations from the sessions have been used to review the programme design?
- How many changes or improvements have been made based on children's feedback from the child participatory sessions at the programmatic level? For instance, has anything been considered in terms of adjustments of the target group, the methodology, the team's composition, the assistance provided, the protection risk identification, the referrals, partnerships, advocacy, etc.?
- Have there been any self-reported individual changes in the participants involved in the session? If so, how?
- Have there been any self-reported individual changes in those indirectly involved in (such as children's parents or caregivers, staff, or volunteer), or members of the wider community? If so, how?
- Have there been any wider organisational or societal change as a result of the session?

### **Guidance from the Toolkit – evaluation questions**

- What were the key lessons learned from implementing the toolkit, and how can they inform future child participation initiatives?
- How effectively did the toolkit **facilitate the meaningful engagement** of children, ensuring their voices were heard and considered in decision-making processes?

### **Quality and safety of the participation process**

It is important to ensure the quality and safety of the participation process itself. The following set of questions can help guide that process. Some of these questions may be used to monitor the quality and safety of the process without necessarily reporting on them over time. Ideally 1-2 of the most important questions (e.g. "has the Child Safeguarding Risk Assessment being undertaken" would be measured and

reported for all session). Discuss with your M&E focal point to establish the most feasible and relevant indicators to track.

### **Child Safeguarding Systems Implementation**

- Has the Child Safeguarding Risk Analysis been undertaken?
- Are all personnel interacting with children screened for safety according to the guidelines provided?
- Have all personnel who interact with children been documented as required?
- Have all personnel signed a document demonstrating they understand their child safeguarding responsibilities and know where to report concerns?
- Are necessary actions being implemented to mitigate identified risks?

### **Session Preparation and Safety Measures**

- Were the objectives of the session clearly defined and aligned with child participation principles?
- Was the selection of the session's methodology appropriate based on the objectives and context?
- Were child participants provided with adequate information about the session and given the opportunity to provide informed assent/consent?
- Were assent/consent confidentially recorded?
- Did the session provide a safe and inclusive space, considering factors such as privacy, adult-to-child ratios, and accessibility?
- Were children aware of their right to be safe from abuse and know where to go for help if needed?
- Did children receive child-friendly information about available services and opportunities?
- Were referral mechanisms developed or updated?

## Annex 34 – Overview of informed consent/assent for different age groups<sup>20</sup>

Get the editable version [here](#).



Age group	Child	Caregiver	If no caregiver or not in child's best interests	Means
0 – 5 years	Not applicable	Informed consent	Other trusted adult's or caseworker's informed consent	Written consent
6 – 11 years	Informed assent	Informed consent	Other trusted adult's or caseworker's informed consent	Oral assent Written consent
12 – 14 years	Informed assent	Informed consent	Other trusted adult's informed consent or child's informed assent. Child's view should take due weight according to maturity level.	Written assent Written consent
15 – 17 years	Informed consent Informed assent	Obtain informed consent with child's permission	Child's view should take due weight according to maturity level.	Written consent

<sup>20</sup> United Nations Children's Fund (UNICEF) and International Rescue Committee (IRC), "Caring for Child Survivors of Sexual Abuse Guidelines", Second Edition, UNICEF, New York, 2023.

# **THE FUNDAMENTAL PRINCIPLES OF THE INTERNATIONAL RED CROSS AND RED CRESCENT MOVEMENT**

## **Humanity**

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

## **Impartiality**

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

## **Neutrality**

In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

## **Independence**

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

## **Voluntary service**

It is a voluntary relief movement not prompted in any manner by desire for gain.

## **Unity**

There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

## **Universality**

The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.



The vision of the IFRC is to inspire, encourage, facilitate and promote at all times all forms of humanitarian activities by National Societies, with a view to preventing and alleviating human suffering, and thereby contributing to the maintenance and promotion of human dignity and peace in the world.