



CHILDREN'S PARTICIPATION IN CHILD PROTECTION POWER OF PLAY

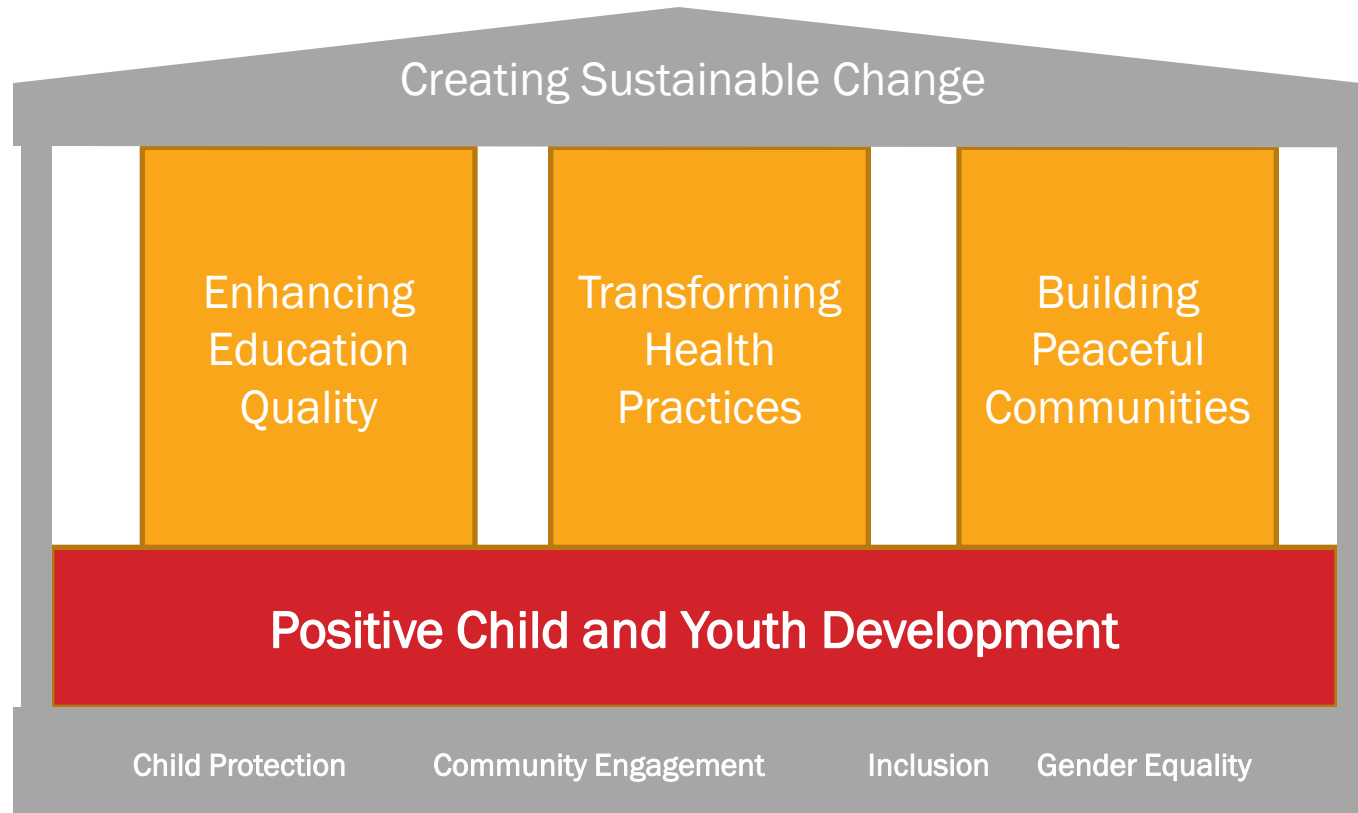
International Child Participation in Child Protection Conference

OVERVIEW

- Right To Play
- Child Participation Definition
- Organizational
- Community



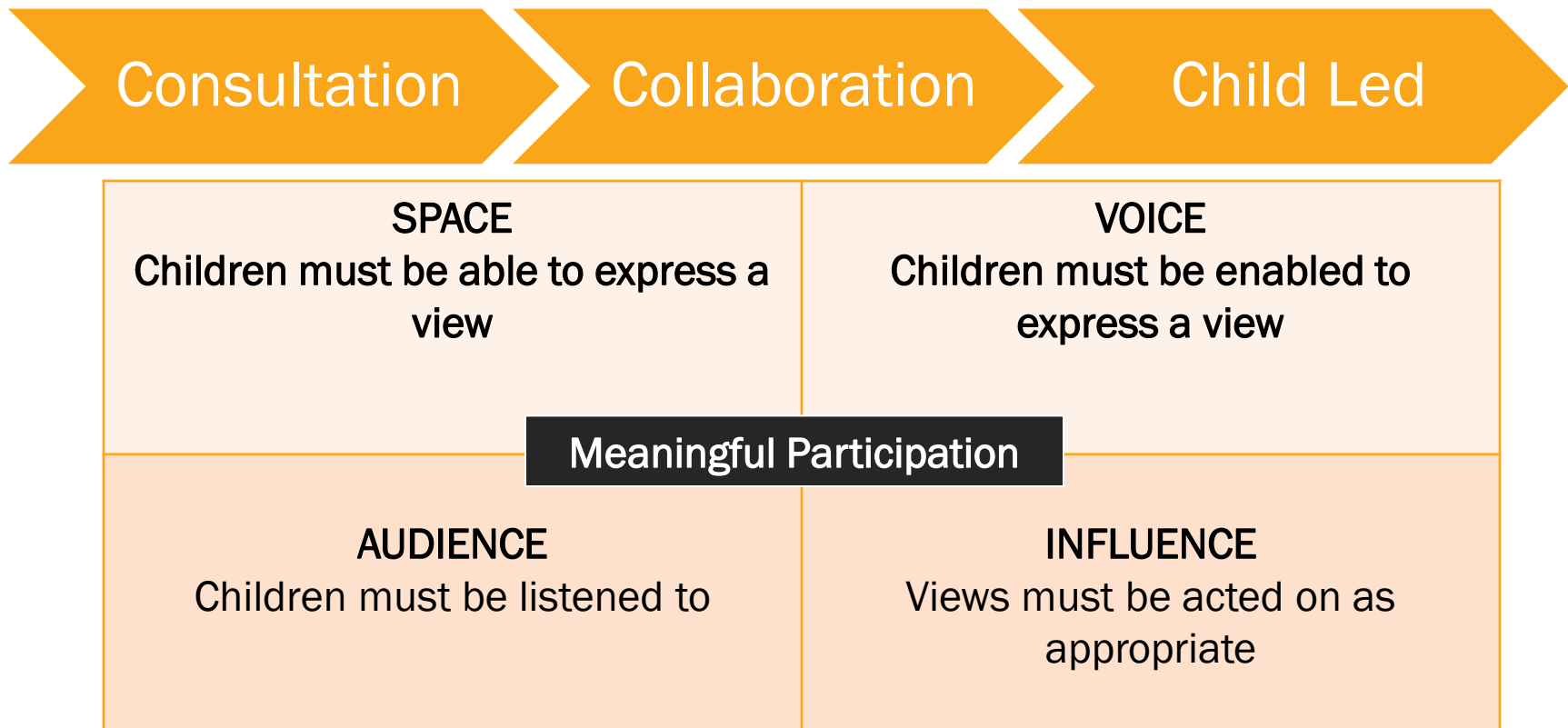
Creating a healthy and safe world through
the power of sport and play.



We use sport and play to educate and empower children and youth to overcome the effects of poverty, conflict, and disease in disadvantaged communities.

| CHILD PARTICIPATION

Child participation is defined as “ongoing processes, which include information-sharing and dialogue between children and adults based on mutual respect, and in which children can learn how their views and those of adults are taken into account and shape the outcome of such processes” (UN Committee on the Rights of the Child, 2009, p. 5).



WHAT DOES THIS ACTUALLY **MEAN** FOR
CHILDREN IN RIGHT TO PLAY PROGRAMS ?



CHILDREN'S PARTICIPATION: PLAY-BASED LEARNING AND LIFE SKILL DEVELOPMENT

**RIGHT
TOPLAY**

EXPERIENCE

Shared **experience** through
physical activity, sport and play

APPLY

Explain how
one can use
or **apply** the
experiences in
other
situations in
life

REFLECT

Reflect
back on the
activity and
what one
experience
d

CONNECT

Compare and **connect** what
one experienced through
the activity with previous
experiences in life



CHILDREN'S PARTICIPATION: ORGANIZATIONAL RESOURCES AND PROCESSES



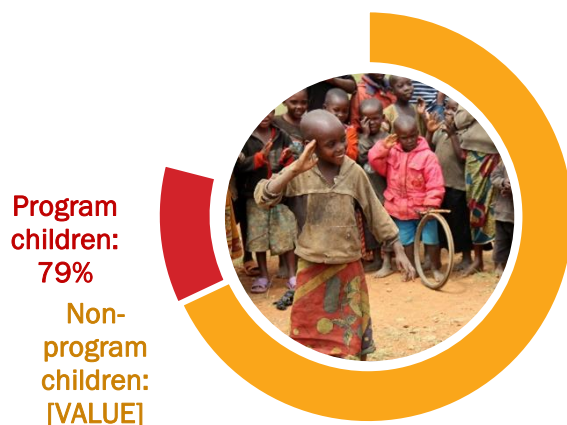
CHILDREN'S PARTICIPATION: JUNIOR LEADERS



Positive Child Youth Development: Leadership



These programs are developing children's' leadership skills and helping them become agents of change in their own communities.



In Rwanda, the percentage of program children with **strong leadership skills** was 11 percentage points higher than for non-program children, at **79%** vs **68%** respectively.

(DFATD AHEAD Final Evaluation Report, 2015)

Children participating in Right To Play programs in Benin and Rwanda were found to be **more involved in leadership roles in their communities, have stronger levels of self-esteem and well-being, and be more respectful, organized and focused.**

(DFATD AHEAD Final Evaluation Report, 2015)

In Benin, **young leaders are involved in influencing and advocating for youth policies, and in organizing and participating in community interventions** such as sensitization events, cleaning of public spaces, the creation of public infrastructures, and an area watch to prevent theft.

(DFATD AHEAD Final Evaluation Report, 2015)

"Thanks to the techniques of advocacy and social mobilization [learned from RTP] I conducted a negotiation with the leaders of my community, which resulted in them granting us some land for the construction of playing fields."

(Youth, rural Benin; DFATD AHEAD Final Evaluation Report, 2015)

QUESTIONS?

For any questions please contact Right To Play Child Protection Specialist
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