

WHAT IS THE
SOLUTION TO
VIOLENCE
AGAINST
CHILDREN?

Save the Children

NATIONAL

CHILD PARTICIPATION FRAMEWORK



Save the Children

CHILD FRIENDLY VERSION

Index

Introduction and development of the child-friendly version of the NCPF	3
What is participation?	4
Why is child participation important?	4
What are the facts, myths and risks about child participation?	6
How can participation be made ethical, safe and meaningful?	8
Where and in which spaces can children participate?	9
Family and household	10
School	12
Health	14
Justice	16
Child protection	18
Community and local government	20
National and policy	22
Glossary and explanations	24
Cut-outs	25
Answers to activities	29
Acknowledgements	31
Save the Children South Africa contacts	32



Introduction

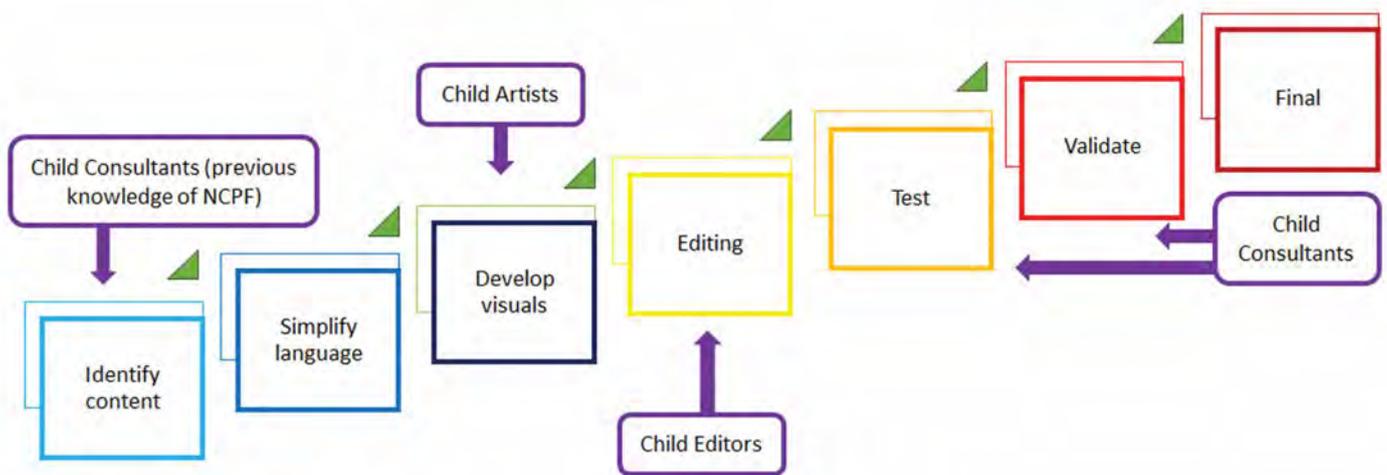
Children have a right to actively participate in decisions, processes, programmes and policies that affects their lives. Being able to participate further helps children to also realise other rights such as access to health care. This participation of children depends on the state and all organisations working with children and families to protect, respect and promote the rights of all children. This obligation is also stated in the United Nations Convention on the Rights of the Child (United Nations, 1990) and the African Charter on the Rights and Welfare of the Child (African Union, 1999). Locally the rights are reflected in the Constitution of the Republic of South Africa (RSA, 1996) and the Children’s Act 38 of 2005.

To enable participation, it is important to ensure that participation is meaningful, ethical and safe and therefore in the BEST INTEREST OF THE CHILD . The voices of children is needed in different spaces, including home/family, school, health setting, justice system, child protection, community/local government and national government, policy making/reporting. To enhance this the National Department of Social Development and Save the Children South Africa developed the National Child Protection Framework (NCPF). To ensure that the NCPF is not only aimed at adults this child-friendly version was developed.

The format of this child-friendly version is an activity book, a new innovative approach to actively engage children in learning. This format will enable children from as young as 3 years old to youth of 18 years old to better understand participation. This document can also be used by educators or facilitators of child participation information sessions. Some activities (games and case studies) are aimed at groups of children and allows for discussion of topics between children.

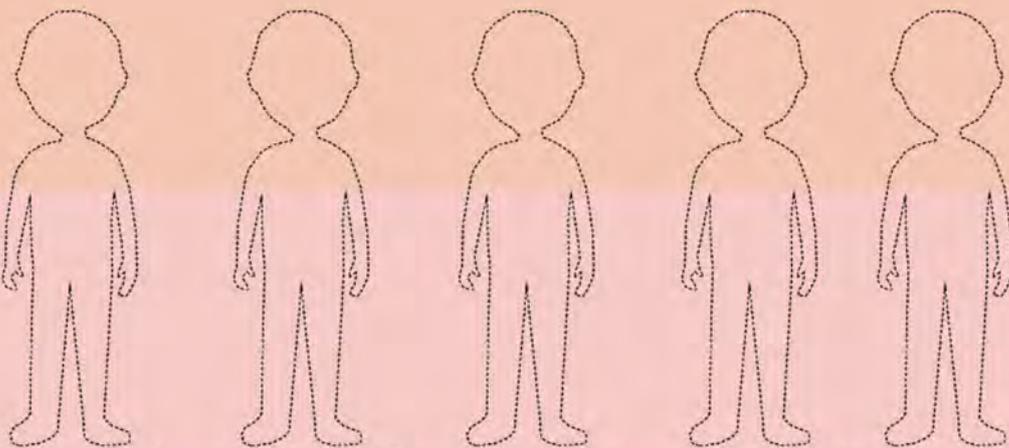
How was this book developed?

This child-friendly version of the National Child Participation Framework was developed using a participatory process. Child consultants assisted with the development of the content, visual elements, editing and testing.



Search for the Super Kiddo

How many Super Kiddo images can you find hidden in the book ?



What is participation

Child participation is the active involvement of children in the decisions, processes, programmes and policies that affect their lives.

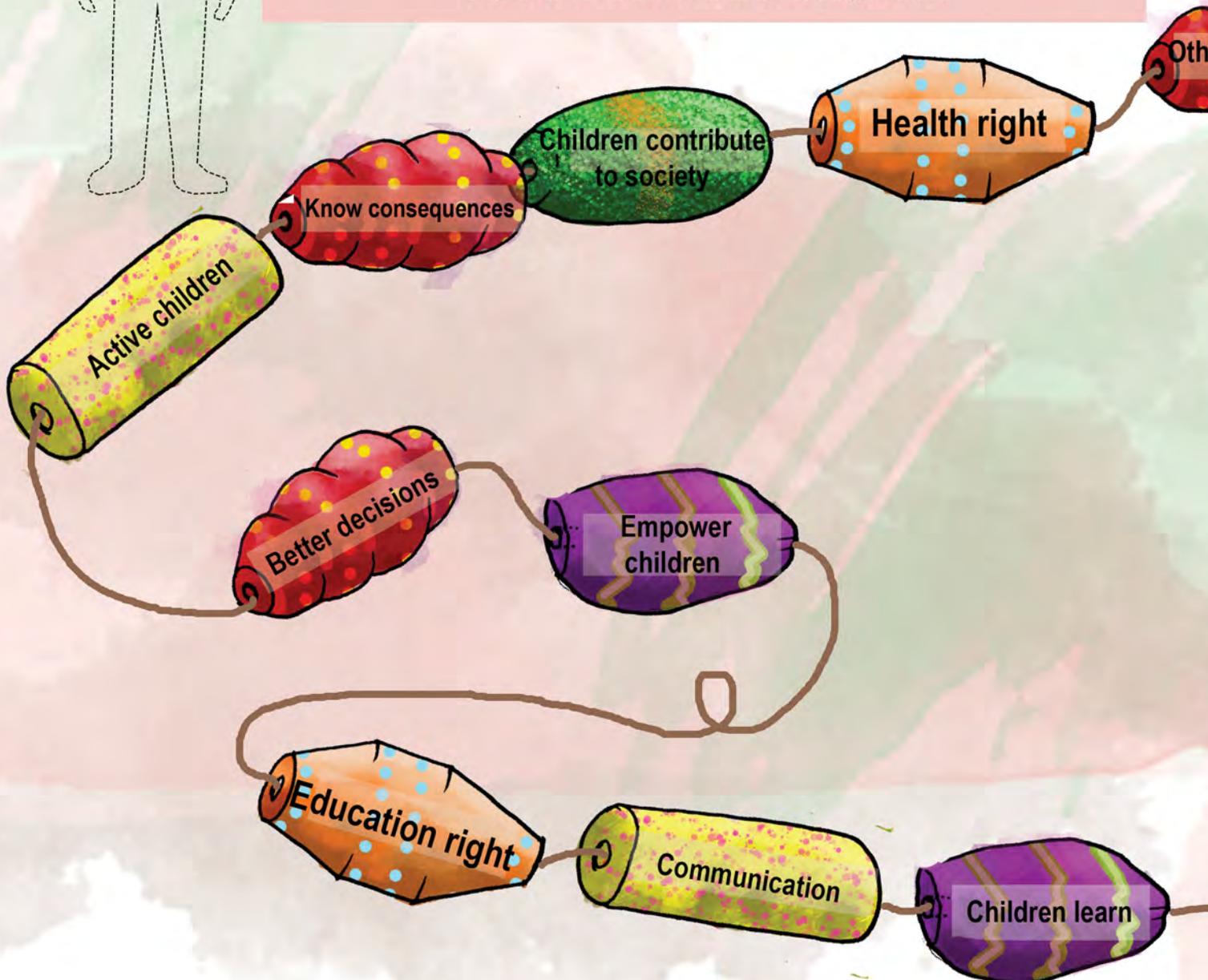
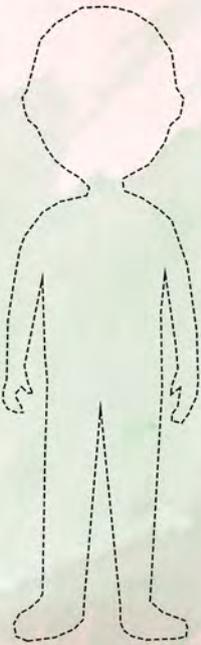
Child Participation is globally recognised by the United Nations Convention on the Rights of a Child (UNCRC), in our continent by the African Charter on the Rights and Welfare of the Child (ACRWC); as well as locally through various South African legislation such as the Constitution and Children's Act.

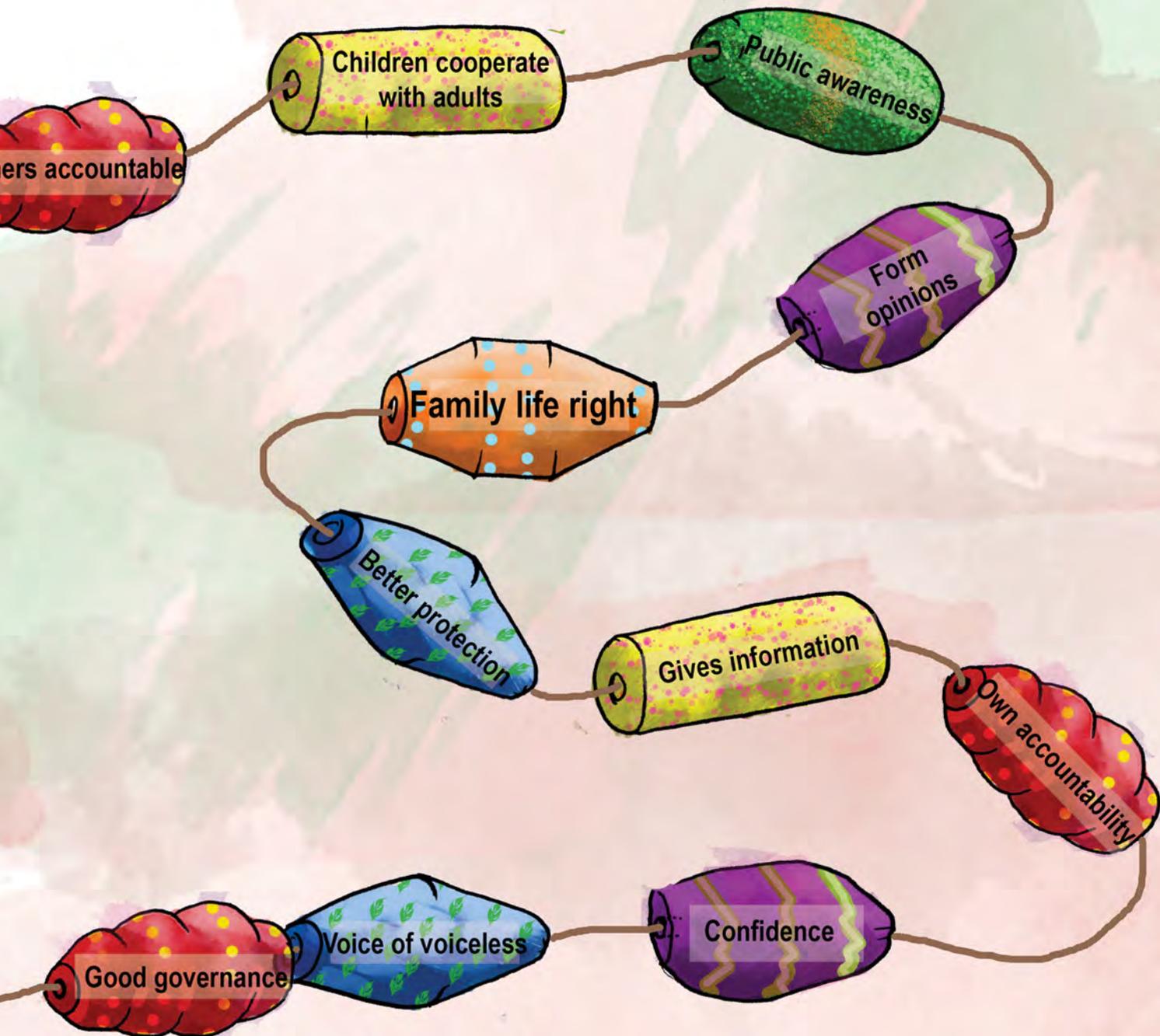
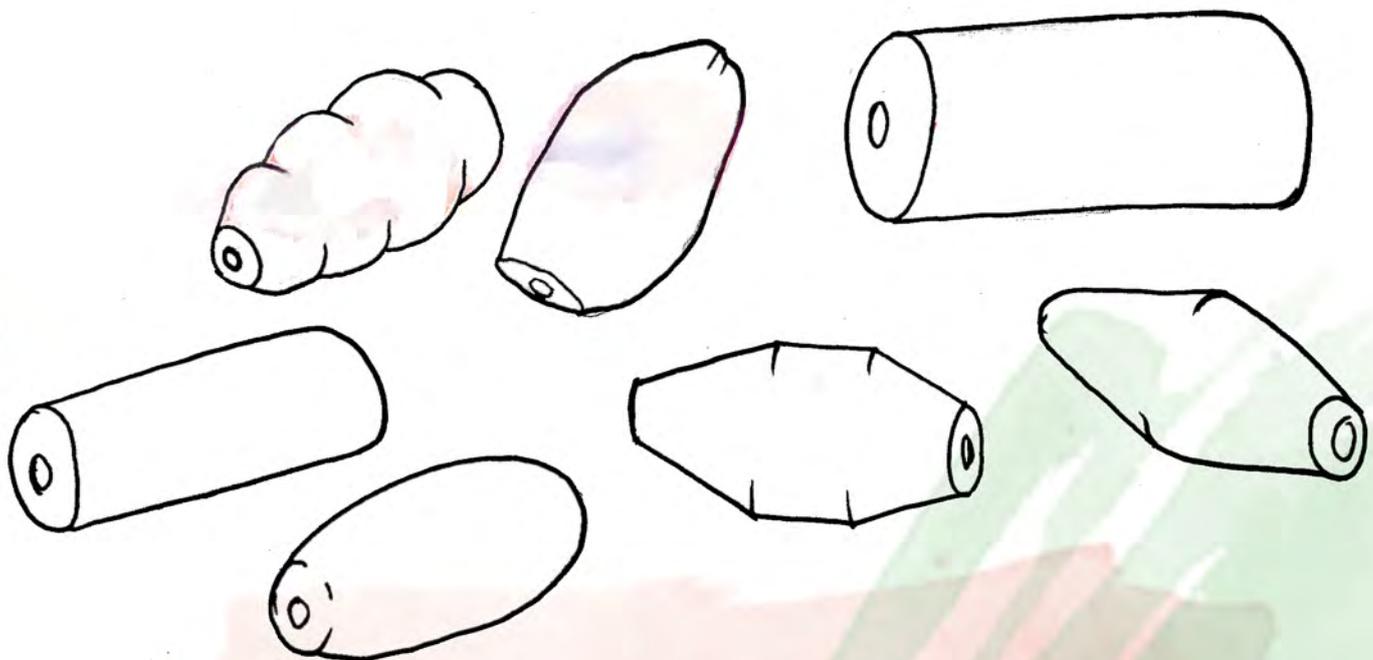


Why is participation important

Participation is a fundamental right of children. The beads show some of the reasons why participation is important. See if you can identify the beads that are similar and belong together. You can now add more reasons and add them to the beads at the top.

Colour those beads too in some exciting colours.

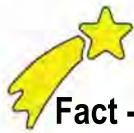




Facts, Myths and Risks

You and a friend or some friends can sit together. Read each of the sentences. You can then discuss and debate if it is a **FACT** (that means it is true), **MYTH** (something people believe, but is actually wrong) or is something that might be dangerous – **RISK**. You will need to think and discuss as the situation might be different in your house or community

You can add the correct token for each of the sentences. See the cut-outs for the tokens.



Fact - True



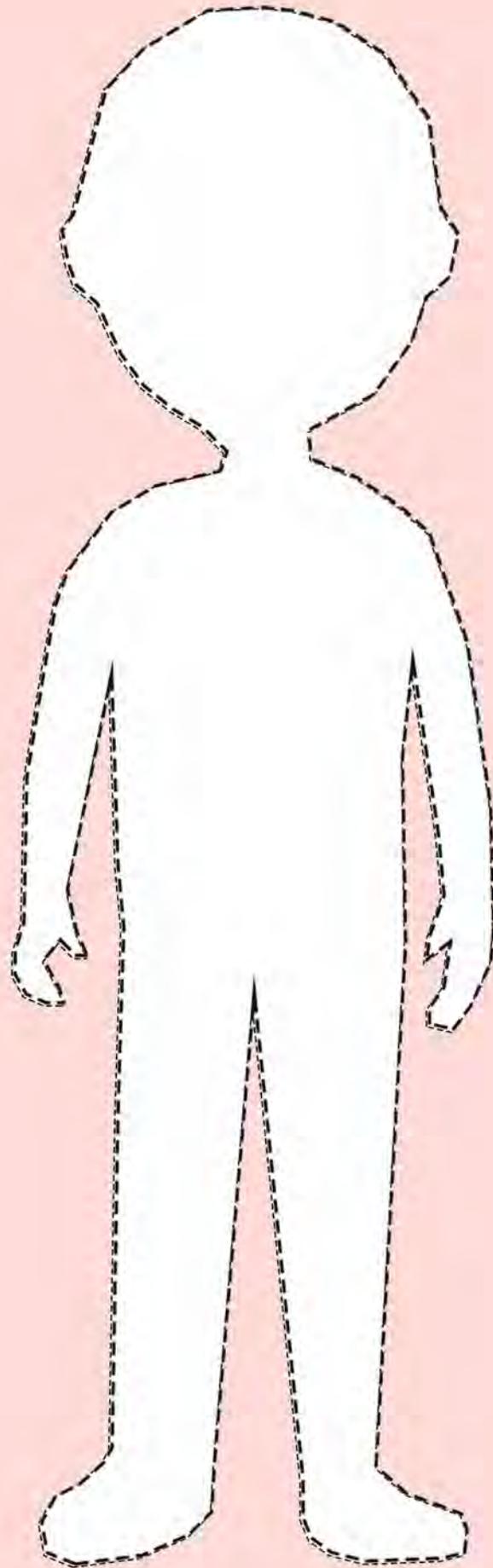
Myth - Wrong



Risk - Danger

Children with disabilities can also participate	
Children can become tired of too much participation	
Children's voices will not mean they disrespect their parents	
Children do not know how to speak on their issues	
Children can be used by adults	
Even small children can make some decisions	
Children must first show that they can be responsible before talking to adults	
Participation in some places can be dangerous	
Children should not speak in our culture	
Children can select (vote) children to speak for them	

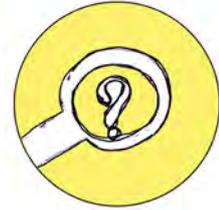
Participate by drawing and colouring in yourself as the Super Kiddo



How can children Participate

These principles are important to ensure ethical, safe and meaningful participation.

TRANSPARENT AND INFORMATIVE: Clear information with nothing hidden



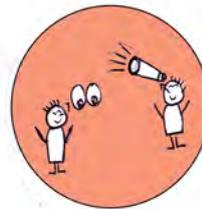
VOLUNTARY: Not being forced to take part



RESPECTFUL: Respect both ways



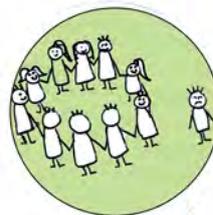
RELEVANT: Children have views and voices



FACILITATED IN CHILD-FRIENDLY ENVIRONMENTS AND WORKING METHODS: Language should be be easy to understand



INCLUSIVE: Children should not be left out



SUPPORTED BY TRAINING: Adults need training, children can be trainers



SAFE AND SENSITIVE TO RISK: Safety of children



ACCOUNTABLE: Everyone take responsibility for their actions



Where do children participate

The following are spaces where children can and should participate in decisions on aspects that involves their lives.



Family and Household



Child Protection



School



Community and Local Government



Justice



Policies National Government



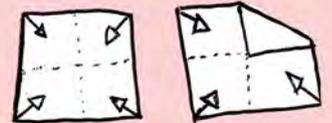
Health



Quacky

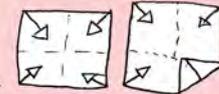
A quacky is a fun way to see how children can participate in different spaces. For this game we combine the “HOW” and “WHERE” of participation. What you need to do is:

Step 1: Go to page 28 and cut out the Quacky along the dotted line

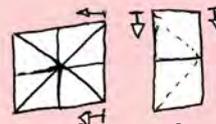


Step 2: Lay the square wrong side up and fold each corner into the middle

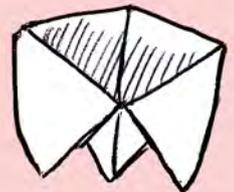
Step 3: Turn it around, and fold each corner into the middle



Step 4: Fold in half, and then fold it in half again



Step 5: Unfold and slide your thumbs and fingers under each square and pinch



How to Play

A - Pinch and pull the Quacky with your fingers to open and close it

B - Choose a number on the front, then pinch and pull open the Quacky according to the chosen numbers

C - Choose a space, and open the flap to see how you can participate

D - Use the space you have chosen and the why you can participate to build a story

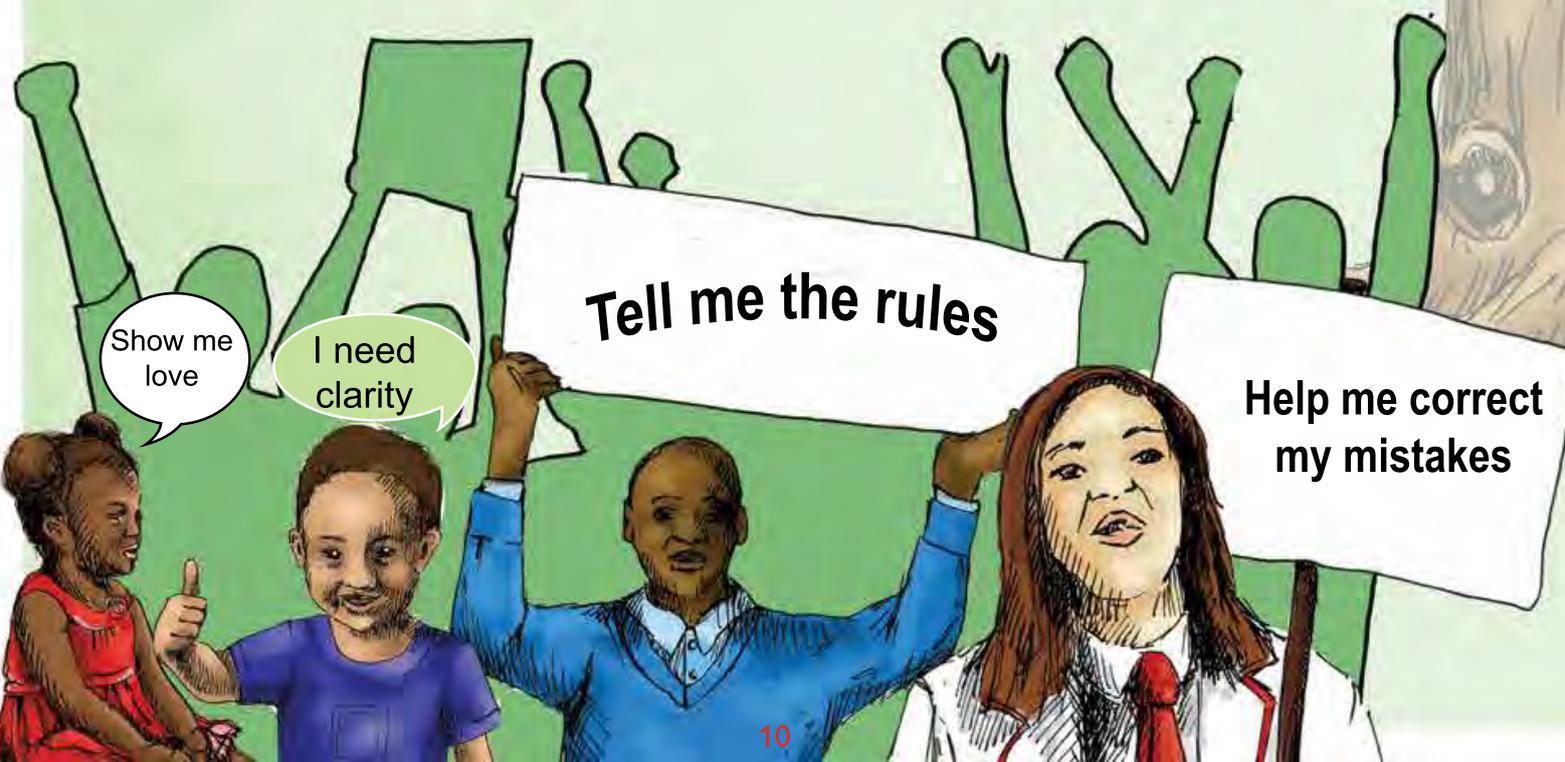
HOUSEHOLD/FAMILY



Mpho's voice

Mpho grew up in the house where they sell alcohol to anyone also to children. Alcohol will be sold until the early hours of the morning. This and the noise affected her studies. Mpho approached her parents about the noise and selling of alcohol to children; she was told the reason she has food is because of alcohol. She did not give up; she collected information about child protection. She met with her parents again and asked for alternatives to solve the problem. Currently the tavern sells only to adults and closes early. They only play music from Friday to Sunday at 18h00.

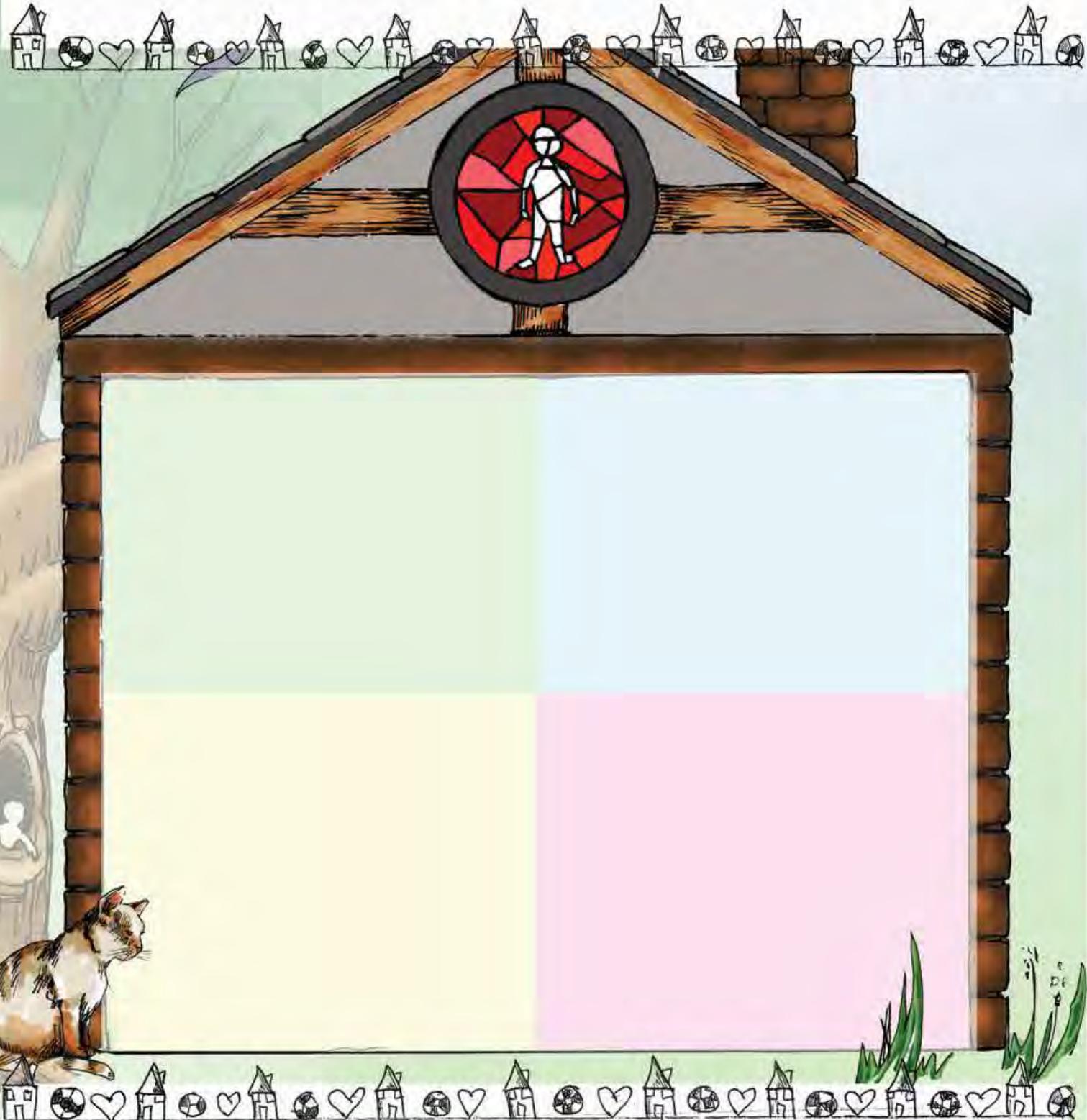
- What do you learn from Mpho's actions?
- Do you know of other similar challenges children face at home?
- What advice would you give to children in similar situations?





Drawing of House

Step 1: Draw the different spaces in your house. For example: sleeping, washing, cooking and others. You can add furniture and colour the spaces as you wish. Do not add any people in your house.

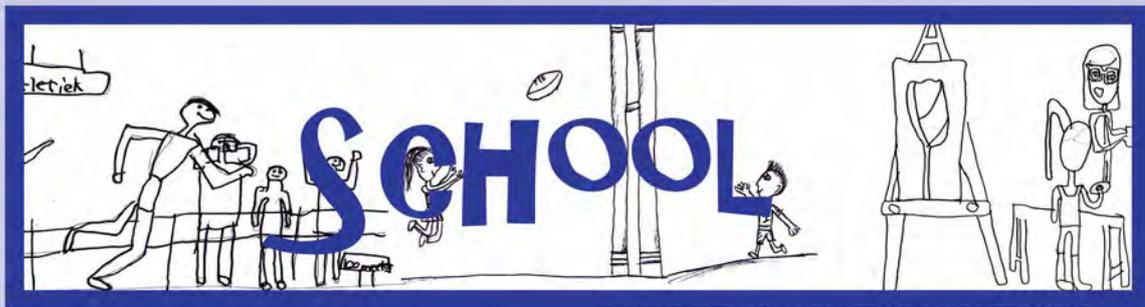


Step 2: Go to page 29 at the back and cut out the finger puppets. Imagine they are different members of your family (you, your brothers or sisters, parents or caregivers). You can colour them in interesting colours.

Step 3: Place the puppets in different places in the house doing activities that they normally do. You can play with them in the house.

Step 4: Fit the finger puppets on your fingers on both hands. Play with the puppets and let the different members of the family have conversations with each other. You can have these conversations in the different spaces in the house about issues that might crop-up in that space.

For example: What to eat? When to tidy your sleeping area?



Draw the design on the ground using some chalk.

- The first player tosses a stone into block 1, without bouncing, sliding, touching the line or rolling out. The player then hops through the course (1 foot in a block), skipping the block with the stone.
- When the player lands on the “Throne” they stop, turn around and announce one aspect they would like to be considered for the school code of conduct. Then hop back through the course.
- When reaching the block with the stone stop in the block before the stone, reach down, pick up the stone and continue.
- When successful, the player continues by tossing the stone into square number 2 and repeat the pattern. If, while hopping through the court in either direction, the player steps on a line, misses a square, or loses balance, the turn ends. Players begin their turns where they last left off. The player to sit on the throne most often wins the game.

Match the Words

Look at each word and decide whether it is a positive aspect or a negative aspect. Draw a line to “place” each word either in the “good bag” or the “bad bin”.

RCL-representative
council of learners

Mutual respect

Bullying

Social worker
advice

Keeping quiet

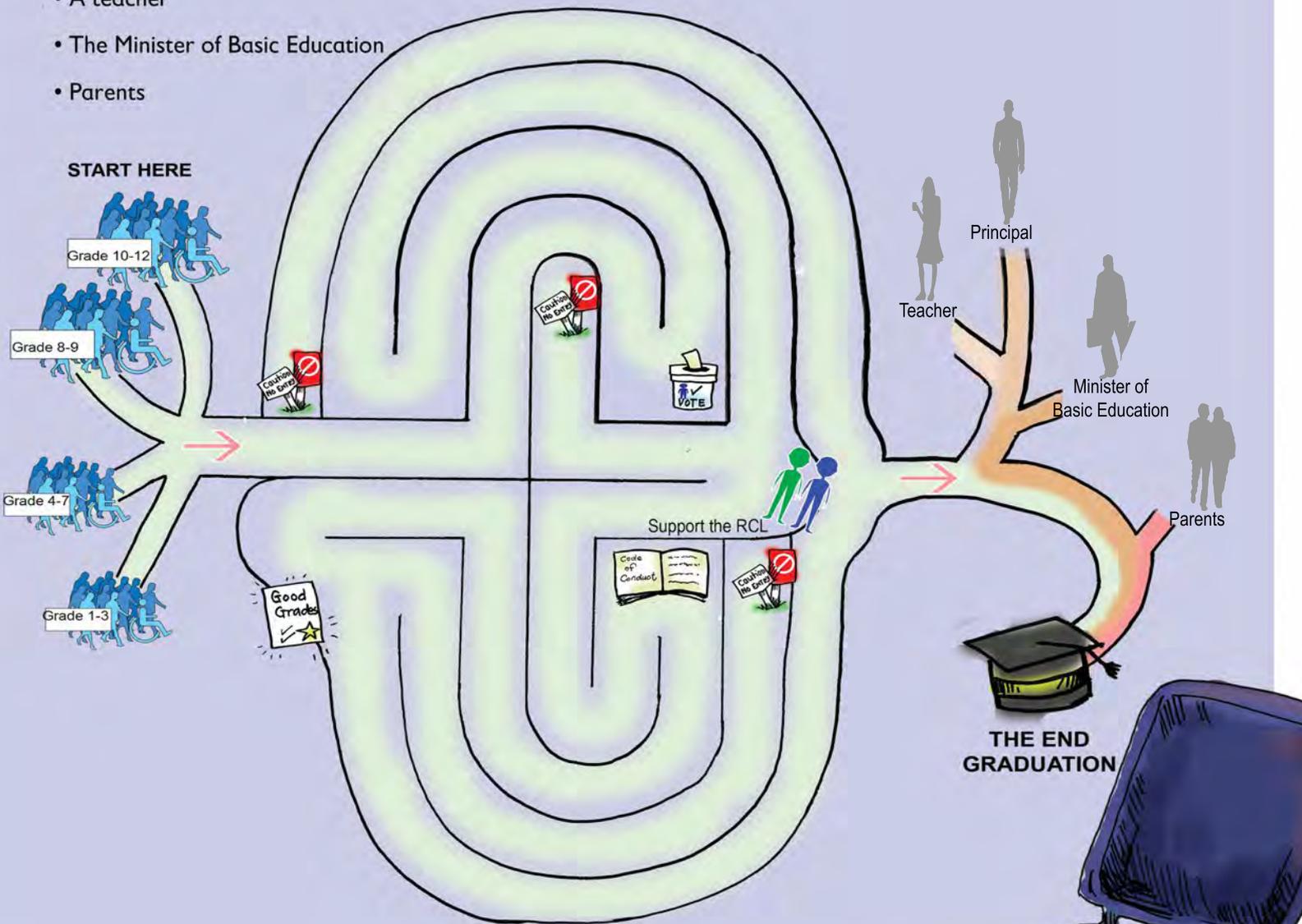


Labyrinth

Can you see that all children (different ages, genders, abilities) are in the school. Start at the grade that you are currently in and walk the participation pathway to get to the point where you exit the school (graduate). Avoid the dead-ends or paths that are only one-way. Stop to complete the actions along the way (voting for your class representative, contributing to the code of conduct and holding yourself or others accountable)

Now use a different colour and walk the pathway for the following people:

- Your friend in a different grade
- The school principal
- A teacher
- The Minister of Basic Education
- Parents



Child-friendly discipline

Beating of children

Mentors

Shouting at teachers

Code of conduct





Telephone line

- Everyone stands in a line and hold hands. The first person is the Child, the second the Parent and the third is the Doctor, repeat this pattern (forth is a Child, etc.)
- The Child starts by whispering one sentence about a health complaint to the Parent (the second person in line). The Parent then whispers to the Doctor (third person) and continue whispering to the next person (fourth and then down the line). The last person in the line has to say the sentence aloud. See how much it differs from the sentence whispered at the beginning.
- Now the first person in the line (the Child) moves to the end of the line and everyone else moves up one place to the front. The second person (the Parent) starts by whispering a secret to the Doctor behind them. The person (Doctor) whispers it to the next person in line (a Child). The Parent now moves to the end of the line. The Doctor is now in front.
- Repeat the process with the Doctor whispering either an illness or a treatment to the next person in the line.
- Repeat this process with everyone in line having a turn to be in front.



Word Search

See how many of the following underlined words you can find. The words can be left to right, right to left, up/down, down/up or diagonal. They are all important aspects in child participation.

For children to be happy when they visit the doctor, the child, parents and doctor need to have mutual respect and make the decision on how to get better together. When the doctor and nurses are available, help the child fast and are friendly there will be lots of benefits. A smart doctor will give information on how to treat the problem, the risk and what pill to take. The child will get well soon and have hope for future health.

F	R	I	E	N	D	L	Y	X	B
G	H	A	P	P	Y	L	D	I	Q
W	D	E	C	I	S	I	O	N	P
E	P	O	H	E	L	P	C	F	A
L	V	P	T	A	E	R	T	O	R
B	H	E	A	L	T	H	O	R	E
A	T	C	E	P	S	E	R	M	N
L	S	M	A	R	T	W	R	A	T
I	F	B	E	N	E	F	I	T	S
A	C	H	I	L	D	E	S	I	A
V	K	C	L	Y	T	D	K	O	F
A	P	O	S	E	S	R	U	N	G



The Doctor's Room

The doctor needs your help. Please colour the picture of the doctor in her room.

Now link each of the words/cards to the doctor.

Listen - Stethoscope

Treatment - Pills

Confidential - Mask

Consent - Clipboard



Child-friendly - Teddy

See and report abuse - Eye test

Comfortable - Plaster

Information - X-ray

Disability-friendly - Head mirror



Judge Justice and Thandi

- Please colour the picture.
- What is happening in this picture?

You can decide

Is it an adoption or a divorce? Is Thandi a victim of a crime or did she witness a crime or is Thandi accused of doing something wrong?

- What can be changed to make it easier for Thandi to participate?
- You can draw and colour this into the picture?



Create the lyrics for a song about each of the following

- ♪ Andile, who is now happily living with her adoptive parents
- ♪ Alexander, who arrived in South Africa from the Ukraine with his parents
- ♪ Auntie Gladys the friendly social worker who helps young children



Crossword

							8	W										
1	A																	
							6									10	L	
2	O																	
							3	T									11	A
							4	M										
							7	G									9	W
							5	P										

You can use the glossary on page 24 to assist you with the words in the crossword.

Across:

1. Family _____ (7). A legal specialist who helps children.
2. Breaking the law or wrongdoing (7)
3. Court proceedings. (5)
4. _____ court (10). The local court.
5. The person who presents a case in the court. (10)

Down

6. A place where trials happen (5)
7. A person who protects children (8)
8. Social _____ (7). A person who works for the social services and helps children.
9. A person who sees a crime take place (7)
10. Allowed/Lawful/Relating to the law (5).
11. When the accused is found guilty and wants to reverse the decision (6).





SNAKES AND LADDERS

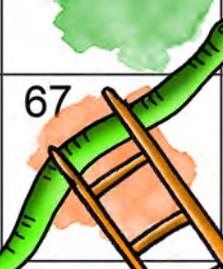
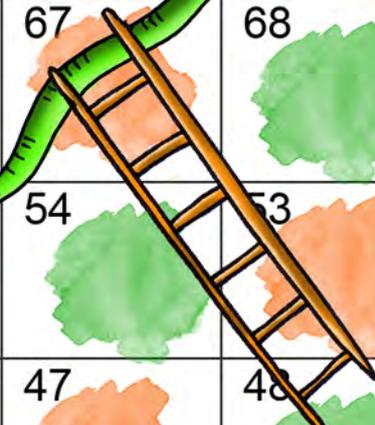
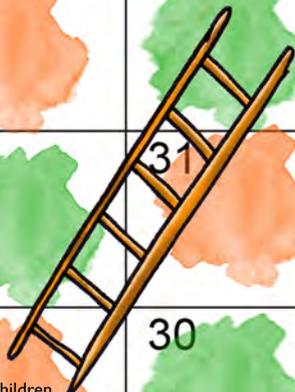
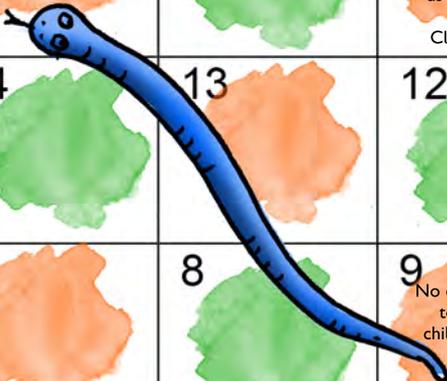
81 corporal punishment is banned in SA. Hitting a child is violation of children's rights	82	83 the teacher threw a broom at you for not speaking aloud Go back to 81	84	85 a deaf child in the community is being sexually abused by the step dad and no one report to the police	86
80	79	78	77 Child care unavailable, slide down to 65	76	75 South Africa's first child participation framework developed Climb up to 87
61	62	63	64	65	66
60	59	58	57 parents are unable to engage with children-tension in the houses slide down to 38	56	55 the right to information, this should be in a child friendly manner
41 National plan of action for children is developed with children Climb up to 62	42	43	44	45	46
40	39	38 parenting programmes are available in various organization across the country	37 RCL create a new child informed schools code of conducts climb up to 37	36	35
21 children should be defended including children who are differently abled	22	23	24	25	26
20	19	18	17	16 Child and youth care facilities are available, jump to 35	15
1	2	3	4 undocumented children access full services including education and healthcare Jump up to 22	5	6



Start here

Newsflash: Children make a difference in Alexandra

We often have older people speaking on behalf of children on child protection and violence against the children issues. Children from Alexandra saw the need for children's voice to be heard. During child protection week children marched to the community hall in remembrance of the children from the community whom were abused and were not able to access help. They spoke to a panel consisting of South African Police Service, Lawyers for Human Rights and the political party youth league chairperson. As a result of this dialogue, the Alexandra police station informs children about the child protection unit and the mechanisms to report abuse.

87 	88	89	90
74 	73 children are turned away at the clinics for requesting contraceptives Slide down to 55	72	71
67 	68 Opportunity arise to raise your concerns Please throw again	69	70
54	53	52	51 
47	46 children parliament is being supported by all government departments Climb up to 67	49	50 
34	33	32	31
27 children have no voice in families, schools and legislation Slide down to 9 	28	29 Children recognised as human rights defenders Climb up to 50	30
14	13	12	11
7	8	9 No decision should be taken about the children without the children	10

The End

Instructions

- Cut out the different coloured pieces from page 30
- If you don't have a dice, fold your own. Please see page 30.
- Place your markers on START HERE. Players roll a dice, and the one with the highest score start.
- To play the game, you take turns to roll the dice and move the spaces indicated.
- If you land on a ladder, follow the instructions and move up.
- If you land on a snake, follow the instructions and move down his tail.
- The winner is the first one to reach the end.





Step 1

Use the following space to draw the layout of a new recreational space (park) that you are designing for children in your community.



Step 2

Add different elements that you consider to be important to your design. Now build a legend to illustrate each of the symbols or colours you used. Here are a few examples:

Grass



Fence



Water



Toilet



Sandpit



Step 3

Who would you consult for advice and assistance for each of the following aspects?

Draw a line between correct pairs.



Police Services



Local Radio Station



Local Government



Traditional Leader

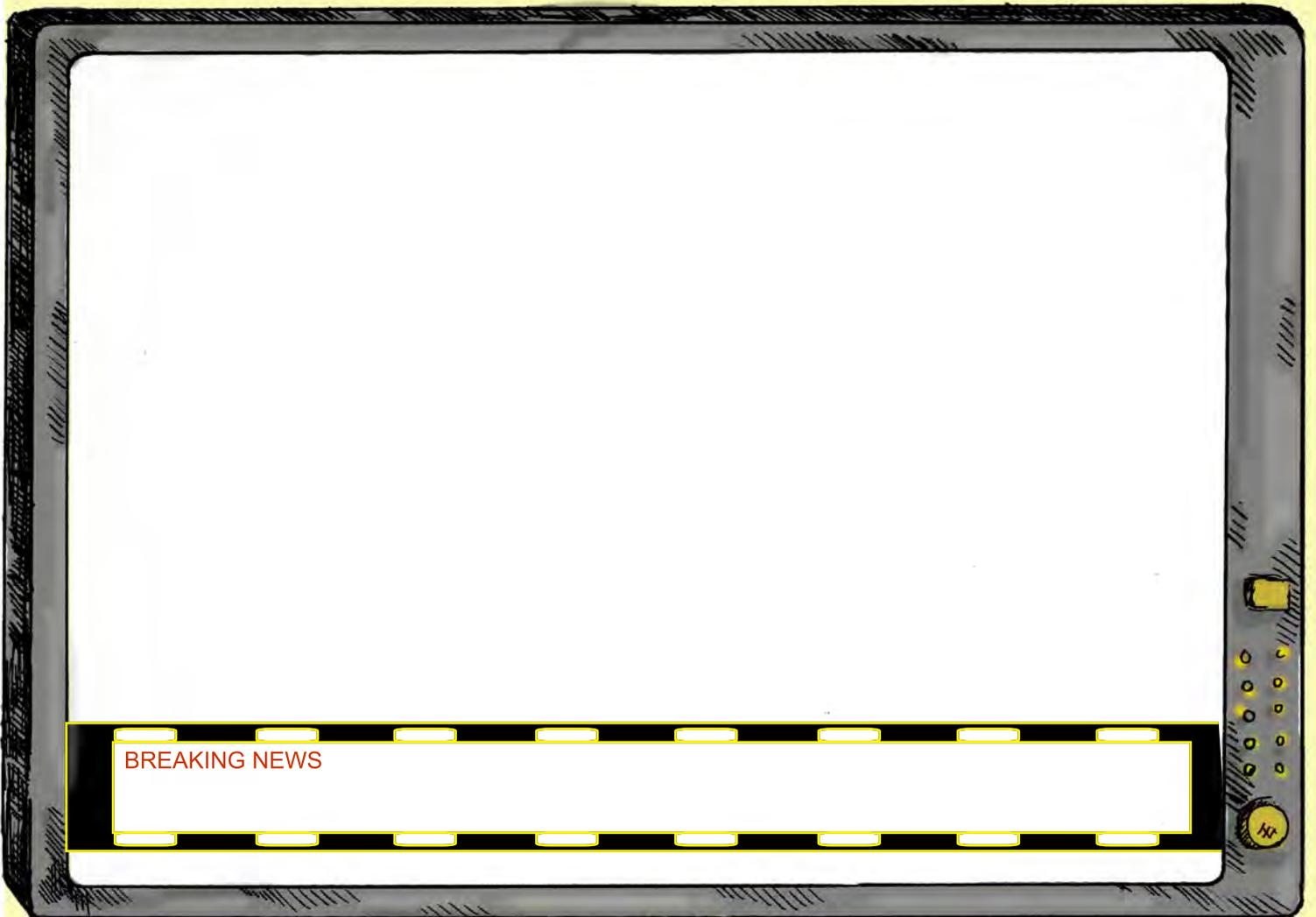
Marketing of events in the park

Obtaining land

Safety

Assistance with services e.g. water





You are on the news on television. You talked to the major and ward councillors in your municipality. You gave them advice on a new policy to help children in your community. Draw yourself in the television where you are interviewed on the news. Also add a "breaking headline" at the bottom.



Code cracker

Use the following code system to unlock the words. You can also use it to make your own codes to send messages to your friends.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

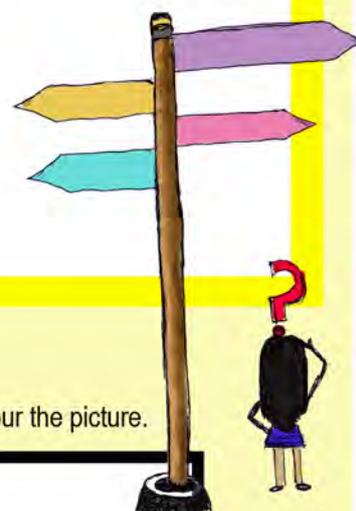
7-15-22-5-18-14-13-5-14-20

16-15-12-9-3-25

3-15-21-14-3-9-12

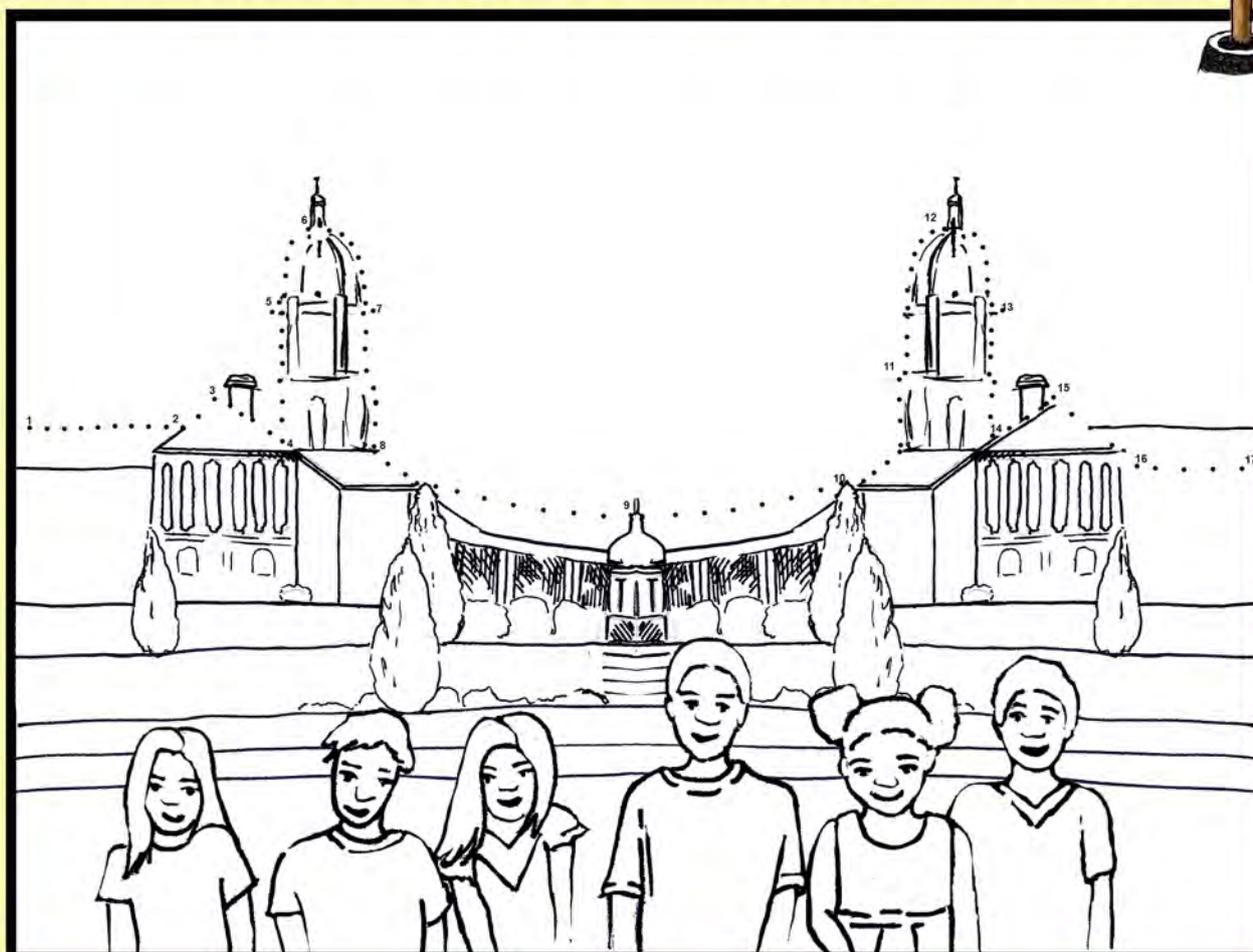
3-15-14-19-20-9-20-21-20-9-15-14

16-1-18-12-9-1-13-5-14-20



CHILDREN'S PARLIAMENT

Can you see some children in front of the Union Buildings? Connect the dots to complete the picture. Now colour the picture.



Glossary and Explanations

Adopt: Legally take another person's child and bring it up as one's own.

Appeal: Apply to a higher court for a reversal of the decision of a lower court.

Code of conduct: The code of conduct spells out the rules regarding learner behaviour at the school and describes the disciplinary system.

Confidential: Private/secret.

Consent: Permission for something to happen or agreement to do something.

Constitution: The principles according to which South Africa is governed.

Court: The place where trials/court proceedings take place.

Divorce: Legal separation of marriage.

Family advocate: A family law specialist who assists parents to reach an agreement on responsibilities and rights of children.

Guardian: A person who protects or defends something.

Labyrinth/Maze: A difficult network of paths in which it is difficult to find one's way.

Legal: Relating to the law. Allowed or lawful.

Magistrate court: The *magistrates' courts* are the lowest level of the court system in South Africa. There is then a Supreme Court of Appeal and higher than that the Constitutional Court.

Mutual: Two or more people or groups feeling the same emotion or doing the same thing to or for each other.

Offence: A breach/breaking of a law or rule.

Parliament: *Parliament* has the power to make laws for the country, in accordance with the Constitution. It consists of the *National Assembly* and the National Council of Provinces.

Policy: A policy is a set of ideas or plans that is used as a basis for making decisions,

Prosecution: The person who presents the case in a criminal trial against an individual suspected/accused of breaking the law.

Risk: Exposure to danger.

Social worker: A person who works for the social services or for a private organization providing help and support for people (including children) who need it.

Stethoscope: A medical instrument for listening to someone's heart or breathing.

Treatment: Medical care given for an illness or injury.

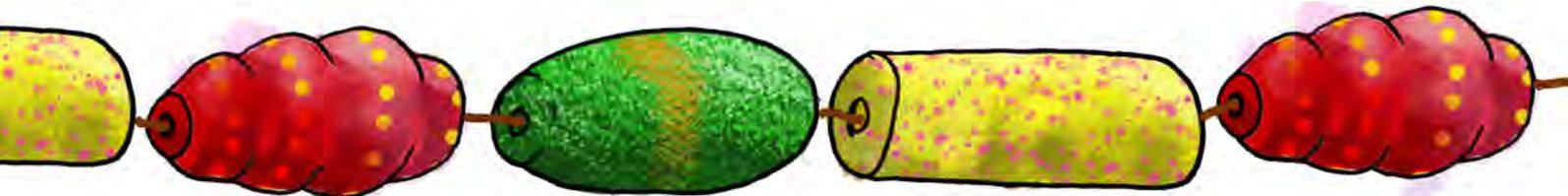
Witness: A person who sees an event, typically a crime or accident, take place.

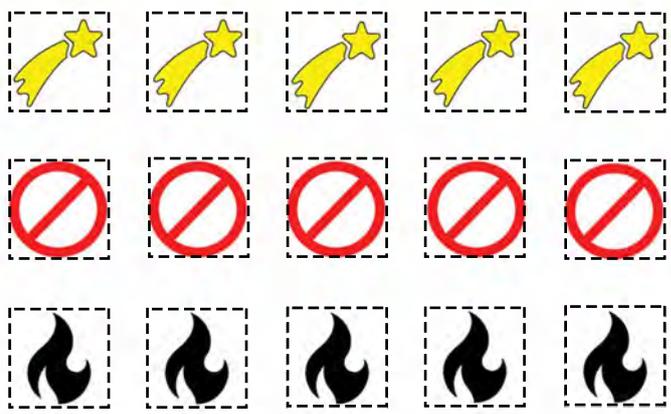
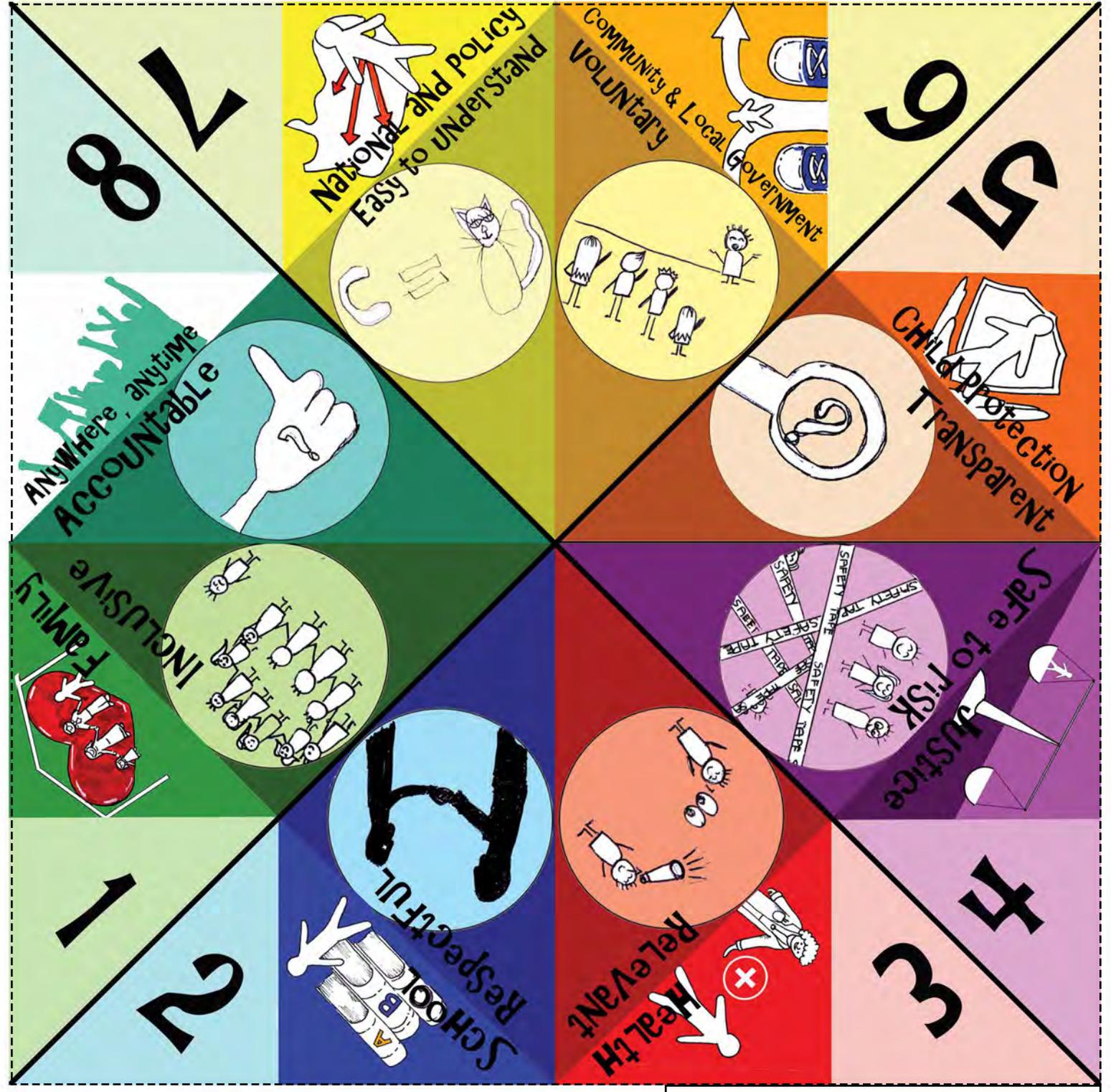
X-Ray: A picture of a part of the body

Principles (how to participate meaningfully, safe and ethically)

- Transparent and informative: Freedom to get information and express oneself.
- Voluntary: Freedom to give view and to stop when feeling like it.
- Respectful: Children's views need to be valued.
- Relevant: Children can contribute according to what they know at their experience.
- Facilitated in child-friendly environments and working methods: There should be a time and support to include children according to their age.
- Inclusive: All children (all ages, boys and girls and those with different abilities) should be treated the same and not discriminated against.
- Supported by training: Adults need training to be able to help children in the right way.
- Safe and sensitive to risk: Children should be protected against violence, injury, abuse, neglect and other bad things that might happen if they participate.

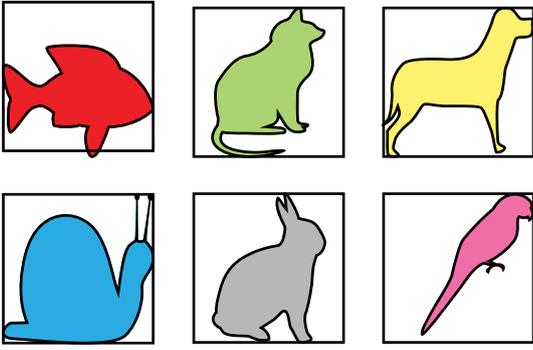
Accountable: Children need to be told how they helped a decision or actions.



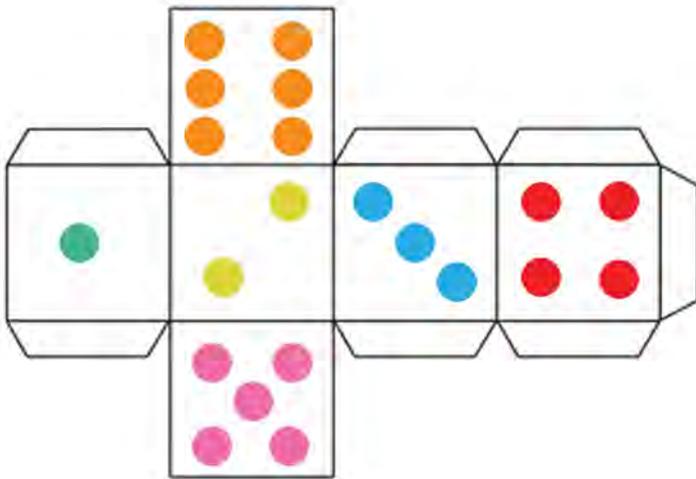
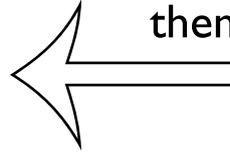


Cut Quacky out on the perforated line. For instructions turn to page 9

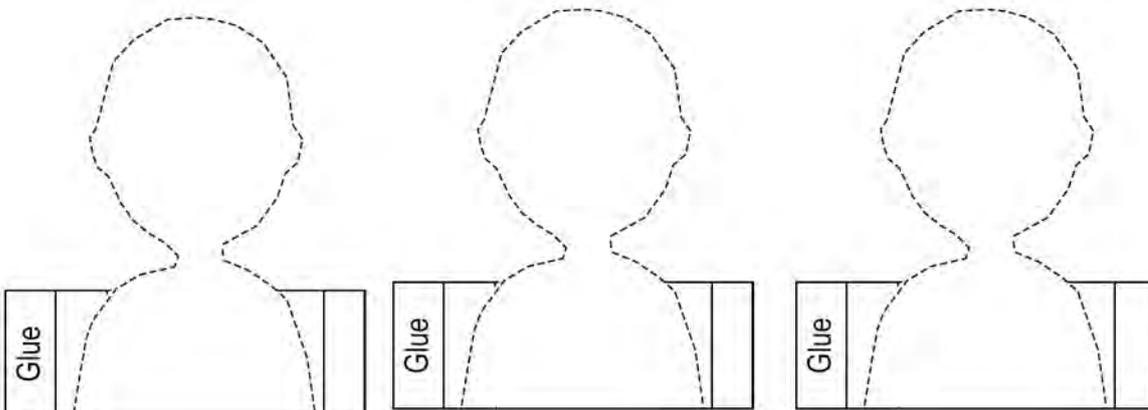
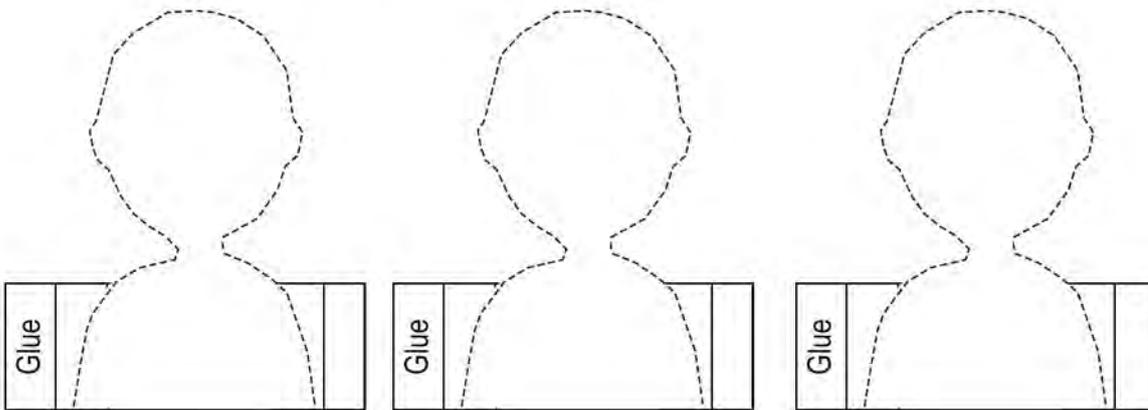
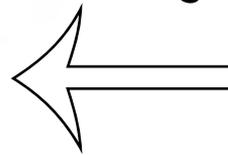
← Cut outs for page 6



Tokens for Snakes and Ladders game on page 18 and 19. Cut them out. One per player



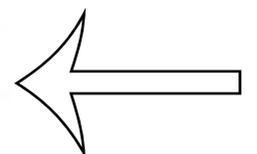
Foldable dice for Snakes and Ladders game on page 18 and 19



Finger Puppets

Follow instructions on page 11 to

complete the activity



Answers

Crossword Answers

							⁸ W							
¹ A	D	V	O	C	A	T	E							
			R											
⁶ C			K				¹⁰ L							
² O	F	F	E	N	C	E								
U			R				G							
R							A							
³ T	R	I	A	L				L						
							⁹ W							
⁴ M	A	G	I	S	T	R	A	T	E					
			T							A				
⁷ G			N								L			
U			E											
A			S											
⁵ P	R	O	S	E	C	U	T	O	R					
D														
I														
A														
N														

Codebreaker: Answers

G-O-V-E-R-N-M-E-N-T

7-15-22-5-18-14-13-5-14-20

P-O-L-I-C-Y

16-15-12-9-3-25

C-O-U-N-C-I-L

3-15-21-14-3-9-12

C-O-N-S-T-I-T-U-T-I-O-N

3-15-14-19-20-9-20-21-20-9-15-14

P-A-R-L-I-A-M-E-N-T

16-1-18-12-9-1-13-5-14-20

Answers

How many small kids could you find in the book?

Answer:

Fact/Myth/Risk

Children with disabilities can also participate	F
Children can become tired of too much participation	R
Children's voices will not mean they disrespect their parents	F
Children do not know how to speak on their issues	M
Children can be used by adults	R
Even small children can make some decisions	F
Children must first show that they can be responsible before talking to adults	M
Participation in some places can be dangerous	R
Children should not speak in our culture	M
Children can select (vote) children to speak for them	F

Acknowledgement

Save the Children South Africa would like to thank all those who participated in the different processes that led to the development of the Child Participation Framework (NCPF) and this Child Friendly Version.

Our appreciation also goes to Resilience Analysis Consulting (Dr Madri Jansen van Rensburg, Christelle Pretorius, Dr Phaswane Moukangoe and Gertrude Moukangoe) for facilitating the development of the NCPF Child Friendly Version.

Special thanks goes to children who were consulted at various purposes, provided artistic work and gave invaluable guidance to both the consultants and SCSA in the development of this child friendly version. Save the Children South Africa is indebted to them for their overall support and cooperation. SCSA thanks the following children:

Amber Dell (10y)
Casimiro Sithole (16y)
Cinzia Perosino (14y)
Dehann Malan (Sy)
Demi Shroder (13y)
Dwayne van Heerden (13y)
Hlulukani Mafa (18y)
Keenan Pienaar (13y)
Kim Baloyi (16y)
Lethabo Rammutla (9y)
Mahlako Moukangoe (12y)
Muzi Mbatha (18y)
Nkosenhle Mcube (17y)
Ntwanano Mabunda (16y)
Opang Moukangoe (16y)
Phuti Moukangoe (10y)
Ruve Zeelie (10y)
Tshenolo Tswai (16y)
Tunisia Moukangoe (14y)
Vukosi Maswanganyi (17y)
Keenan Pienaar (13y)



**CHILD CONSULTANTS,
CONTRIBUTORS AND ARTISTS**



Save the Children

1067 Arcadia Street SAQA House
3rd Floor Hatfield, Pretoria
Tel: +27 (0)12 430 7775
Fax: +27 (0)12 430 7776

General Inquiries: info@savethechildren.org.za