



Bank Information Center, March 1 2015

## Recommendations regarding **child rights** related elements of World Bank Draft Environmental and Social Standards

This submission contains the Bank Information Center's thoughts, inputs and recommendations on the World Bank Draft Environmental and Social Standards, as those relate to child rights and the impacts of World Bank projects on children. This submission contains the following elements:

- 1) Recommendations on Environmental and Social Standard 1
- 2) Recommendations on Environmental and Social Standard 10
- 3) Case study on the impacts of the Mumbai Urban Transport Project, funded in part by the International Development Association
- 4) Case study on the Second National Water Development project in Malawi, funded in part by the International Development Association
- 5) Case study on the Tata Mundra Power Plant, funded in part by the International Finance Corporation

In addition to the detailed recommendations in ESS 1 and 10 included in this submission, the following are necessary improvements in order to bring the Environmental and Social Standards in line with highest international standards on child rights:

- The lack of reference to International Labour Organization (ILO) core conventions in Environmental and Social Standard 2 on Labor and Working Conditions represents a serious deficiency. With respect to children the fact that the section on minimum age for work sets the minimum age based upon national law rather than ILO Convention 138 is particularly worrisome. This provision would allow the Bank to hire child laborers on its projects where a country, such as Bolivia, sets a minimum age for work far below that specified by the ILO. This means that we respectfully disagree with the assertion by World Bank Vice President Hartwig Schafer in a letter dated December 4, 2014, that “the proposed framework prohibits child labor in Bank-funded projects”. This must be rectified with the next draft of the framework **specifying the minimum age for work in line with ILO Convention 138.**
- Unlike the equivalent IFC standard applied to the private sector, ESS2 does not address the issue of child labor in primary supply chains. In fact, supply chains are not addressed at all under the new labor standard. The relevant IFC performance standard requires that, “Where there is a high risk of child labor or forced labor in the primary supply chain, the client will identify those risks... If child labor or forced labor cases are identified, the client will take appropriate steps to remedy them.” However, supply chains are addressed in ESS6 (Biodiversity Conservation and Sustainable Management of Living Natural



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Resources), which indicates that there is no barrier to addressing supply chains in the Environmental and Social Standards. The revised framework should **require that borrowers take steps to address the risk of child labor or forced labor in the supply chain.**

- Environmental and Social Standard 4 on Community Health and Safety and Environmental and Social Standard 5 on Involuntary Resettlement both contain references to the need to pay particular attention to “vulnerable” groups. Vulnerable is not specifically defined in either of these policies, and thus additional clarity is needed regarding whether the same definition of vulnerable groups, incorporating age related vulnerability, from ESS 1 will apply to these policies. Furthermore, as with ESS 1, it is important that these policies **explicitly require that borrowers address the unique needs of children who may be resettled**, i.e. access to quality education, as well as the unique health and safety needs of children, i.e. increased risks of sexual exploitation, rather than address all groups deemed “vulnerable” as a single entity.

## **Child Impact Assessments**

### **Suggestions for Supplementary Guidance on ESS1**

#### **I. Introduction**

As the World Bank itself has long noted, investing in children is the clearest path to reducing poverty. Yet, a lack of specific protections for children in World Bank safeguards has led to many years of Bank projects with unintended negative impacts on children, impacts that harm not only those children directly affected but also their communities and successive generations as well. That is why the reference to age related vulnerability in the new Environmental and Social Safeguard framework is a welcome development. In particular we appreciate the requirement in ESS1 to consider social risks and impacts “particularly in the case of disadvantaged or vulnerable groups,”<sup>1</sup> with vulnerable groups specifically defined in a footnote as those who “may be more likely to be adversely affected by the project impacts” because of their age.

However confusion remains about whether borrowers will be required to assess specific impacts on each of these groups or whether a generalized look at vulnerable groups would suffice—a requirement we believe to be consistent with best international practice. A general approach would be completely inadequate to address the needs of children and specific assessment of risks to children is necessary to prevent and mitigate negative impacts on children. It is vitally important that a determination of whether children are a particularly vulnerable group with respect to a particular project not be left to the borrower’s discretion as many projects which appear not to be related to children, i.e. an energy generation project, can have significant impacts on the health, well-being and development of children.

We note that in a letter from World Bank Vice President Hartwig Schafer, dated December 4, 2014, the World Bank contends that “[p]rotecting vulnerable groups from potential negative impact in World Bank-financed projects is a primary goal of the proposed Environmental and Social Framework... Children are included in the definition of ‘disadvantaged or vulnerable’ individuals or groups. This means that mandatory environmental and social assessment must explicitly assess the impacts of our projects on children.” Such strong language should be contained within the policy and direct all borrowers to include unique impacts on children in each and every assessment.

We believe the World Bank should align with highest international standards with respect to preventing negative impacts of development projects on children, a group that Mr. Schafer noted, in his December 4, 2014 letter, “deserve particularly strong protection and consideration”. Yet, the current draft ESS1 is not as strong as the Japan Bank for International Cooperation’s Guidelines, which require—in the text of the binding policy—appropriate consideration be given

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<sup>1</sup> ESS1 ¶ 26

to “vulnerable social groups such as women, children, the elderly, the poor, and ethnic minorities, all of whom are susceptible to environmental and social impact and who may have little access to the decision-making process within society.” This more prominent reference to children sends a message to those carrying out assessments that considerations of how the project may impact children is an important element within the ESIA process. Thus the revised ESS1 should, at a minimum, clearly and prominently state that unique impacts of a project on children must be assessed separately from the impacts on other vulnerable groups.

## **II. Why Consider Impacts on Children in all ESIA's?**

There has traditionally been a belief that impacts on children need to be considered only for projects that are seen as directed at children such as education or health projects. This, coupled with the view that the ways in which children are impacted by other types of projects are similar to the impacts on adults, has led to decades of assessments that overlook unique devastating impacts of projects on children. While many projects may not initially appear to have direct impacts on children, they may have hidden impacts on children's health or rates of violence in a community or may lead to circumstances in which the resources families and communities have available to dedicate to children are diminished.

As the World Bank and UNICEF noted in the excellent report on the need to include a focus on children in Poverty and Social Impact Analysis (PSIA):

[C]hildren and adolescents are uniquely vulnerable to even short periods of deprivation, which can have lifelong and intergenerational effects. Because of the rapidity of neurobiological, cognitive, and emotional development in early childhood, even short-term deprivations can have long-term and potentially irreversible harmful effects. Nutritional and emotional deprivation in the first two years of life in particular can prevent essential brain development that can diminish children's capacity to learn and their ability to effectively relate to others as they grow up .... Even later in childhood, lost opportunities for education and for healthy development can be hard to recoup. Children and young people growing up in difficult circumstances are at greater risk of being drawn into activities that undermine their long-term well-being, such as unsafe sex or substance abuse... Through a combination of these factors, they are more likely to become poor and deprived adults and risk passing their poverty and deprivation on to their own children... Aside from the social costs, the economic costs of allowing child and youth deprivation can be enormous ... Today's children, and the societies they will inherit, stand to pay the costs or reap the benefits of policy decisions taken today for the rest of their lives.<sup>2</sup>

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<sup>2</sup> World Bank and UNICEF, *Integrating a Child Focus into Poverty and Social Impact Analysis* (2011)



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Recognizing the importance of identifying the risks of projects for children, the Committee on the Rights of the Child, in its General Comment on Children's Rights and Business called for:

A State engaged with international development, finance and trade organisations must take all reasonable actions and measures to ensure that such organisations act in accordance with the CRC and its protocols in their decision-making and operations, as well as when entering into agreements or establishing guidelines relevant to the business sector. Such actions and measures should go beyond the eradication of child labour and include the full realisation of all children's rights. International organizations should have standards and procedures to assess the risk of harm to children in conjunction with new projects and to take measures to mitigate risks of such harm. These organisations should put in place procedures and mechanisms to identify, address and remedy violations of children's rights in accordance with existing international standards including when they are committed by or result from activities of businesses linked to or funded by them.

### **III. Minimum Requirements for Quality Child Impact Assessments**

According to the Children's Rights and Business Principles as developed by UNICEF, in collaboration with Save the Children, children's rights considerations should be integrated "into the broader human rights impact assessment process as part of ongoing efforts to implement the Guiding Principles on Business and Human Rights. As part of identifying human rights risks and opportunities, map all company operations and functions to determine where detailed and specific in-depth assessment is needed to understand child rights risks and opportunities in relation to business lines, sites, facilities, products and services." A quality child impact assessment policy should be based on two criteria "1) A human rights-based approach, which implies participation, inclusion, non-discrimination, and accountability; 2) Feasibility and simplicity to enable the method to be used as a regular tool in diverse contexts."<sup>3</sup> An assessment that looks at the impacts of a project on children must include, in addition to conversations with parents, guardians and other community members, engagement with children themselves.<sup>4</sup>

While full details regarding how to carry out a quality assessment of impacts on children as part of an environmental and social impact assessment may be contained in procedures or guidance notes developed at a later point, it is important that the binding ESS1 policy contain additional details regarding the basic elements of such an assessment. Namely, the policy should address the types of impacts on children that an assessment should look at, as well as the need for assessments to look at differing impacts on certain groups of children, including, but not limited to, those separated from their families and communities as referenced in the draft policy.

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<sup>3</sup> UNICEF, *Children are Everyone's Business: Workbook 2.0* (2013), available at: [http://www.unicef.org/csr/css/Workbook\\_2.0\\_231213\\_Web.pdf](http://www.unicef.org/csr/css/Workbook_2.0_231213_Web.pdf)

<sup>4</sup> For more information on how to engage with children safely and effectively, see BIC's child rights comments on ESS10, included with this submission.



### a. Types of Impacts

It is crucial that the World Bank require all assessments to look at both the direct and indirect impacts of projects on children. Assessments which examine only the direct impacts of projects on children (for example the health impacts of a coal fired power plant or the education related impacts of a dam that resettles children far from their schools) risk missing a great deal of the impacts that a project has on the lives and development of children. Such indirect impacts that must be assessed include those that result from a change in families' economic circumstances or changes in the social fabric of a community.

**Education** An assessment of impacts of a project on children must include an examination of the potential impacts on both access to education and quality of education available. It must also look at the likely impact of a project on families' ability to pay school fees.<sup>5</sup>

**Labor** An assessment of risks related to child labor cannot be limited solely to whether children are likely to be employed by the project directly but must also look at the potential for child workers to be involved in the supply chain and the potential for the project to feed into a system of child labor.<sup>6</sup> It must also examine whether the project has an impact on household income such that families would be more, or less, likely to rely on children for income or domestic labor.

**Health** A child impact assessment must look at both the impacts of a project on children's health<sup>7</sup>, including rates of malnutrition, as well as on families' access to quality health care facilities and ability to pay for health care services.<sup>8</sup>

**Violence** Risk assessments must look at the potential for World Bank projects to lead to an increase in violence against children, including sexual exploitation and domestic violence.<sup>9</sup> This may occur through many different means, including, but not limited to, the presence of project workers that may pose a threat to children, the change in a route that children take to school or the market that exposes them to danger, or a change in family dynamics and the presence of new household stresses that increase violence in the home.

### b. Differentiated Impacts

A child impact assessment must avoid the tendency to treat all children as a single group and instead must examine the ways in which different groups of children are likely to be differentially, or disproportionately, impacted by a project. ESS1 must require borrowers, for all projects, to look at differentiated impacts on children by gender and age as well as potential differing or more severe impacts for child headed households and particularly vulnerable children.

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<sup>5</sup> See BIC's case study on the Bujagali dam in Uganda, submitted in April 2013 and available at <http://www.bicusa.org/wp-content/uploads/2012/11/Naminya-Final-Report.pdf>

<sup>6</sup> See BIC's case study on the RESP-II project in Uzbekistan, submitted in April 2013 and available at <http://www.bicusa.org/wp-content/uploads/2013/05/RESP-II-Uzbekistan-Case-Study-BIC.pdf>

<sup>7</sup> See BIC's case study on Pre-paid Water Meters in Malawi, included in this submission

<sup>8</sup> See BIC's case study on the Mumbai Urban Transport Project, included in this submission

<sup>9</sup> See BIC's case study on the Tata Mundra Power Plant, included in this submission



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**Gender** Just as men and women may be impacted by projects in different ways, so too are girls and boys likely to face differing risks and impacts. While, for example, a project that impacts access to water is likely to have disproportionate impacts on girls, traditional water carriers, a project which affects access to grazing lands for animals may have disproportionate impacts on boys who, in many cultures, are more likely to be responsible for grazing animals.

**Age** Children of differing ages have different needs and are likely to be impacted by projects in distinct ways. This includes, for example, very young children who may be particularly vulnerable to health impacts of a project or to suffer more serious consequences from a period of malnutrition. It also includes older children who are nearing the age of maturity and are beginning to make the transition from school to work and from their parents' home to independent households.

**Child Headed Households** Children living in households without an adult present are at special risk of suffering negative impacts of projects as they are less likely to be represented in stakeholder meetings and are more likely to be overlooked when considering project related impacts. Special care must be taken to examine how they are likely to be impacted, to ensure such impacts are prevented or mitigated, and, where compensation may be due, that these children receive everything to which they are entitled.

**Particularly Vulnerable Children** This includes children with disabilities, children from ethnic or religious minorities, indigenous children, refugee and displaced children, and children who may be discriminated against due to their sexual orientation or gender identity or expression.

#### **IV. Conclusion**

It is of critical importance that the World Bank require, through its Environmental and Social Safeguards, all borrowers to assess the potential impacts of any Bank financed project on children. The Bank must provide sufficient guidance to the borrower, in binding policy, to ensure that the borrower will examine any likely direct or indirect impact on children and will look at the differentiated impacts of a project on different groups of children. A failure to include such requirements will lead to a continuation of the present situation, one where Bank projects are responsible for harm to children that can have negative consequences that last a lifetime and further impoverish communities.

## **Children’s Consultation Guidelines**

### **Suggestions for Supplementary Guidance on ESS10**

#### **I. Introduction**

Child participation in stakeholder engagement can and should be an integral part of the World Bank’s efforts to reduce poverty. Children, as a group, are one of the most important constituencies to consider and involve in developing poverty reduction strategies. They are not only a numerically significant portion of the population, but also highly vulnerable to the effects of poverty, which can have lasting and devastating effects on individuals as well as entire communities. Children are often the primary and future beneficiaries of World Bank projects, and their reality can differ substantially from the perceptions and expectations that even well-meaning adults may have. Children also possess the right to participate in decisions that affect their lives, and have the ability to contribute unique opinions and experiences that adults representing their interests may be unable to convey. To understand fully the interests and challenges faced by communities that may be impacted by World Bank projects, it is crucial that the voices of children from those communities be included in stakeholder engagement efforts.

The World Bank’s draft Environmental and Social Framework (ESF) includes several promising new provisions that open the door to child participation in the new Information Disclosure and Stakeholder Engagement Policy, or ESS10. These provisions are unprecedented among multilateral development banks, and set an important precedent for child participation that will undoubtedly be replicated and emulated by development agencies and professionals around the world. However, the requirements are broad and lack the detail and guidance necessary for their fulfillment. For example, the policy requires the Borrower to identify individuals and groups that can be disproportionately affected by projects because of their age,<sup>10</sup> but does not include further requirements or guidance for identifying an appropriate sample of children in the community. The policy also acknowledges the need for “specific measures” or “assistance” in order for children to be able to participate in the consultation process,<sup>11</sup> but does not provide guidance to the Borrower as to what those “specific measures” or “assistance” should be. Borrowers are also required to provide stakeholders with “understandable and accessible information,” to consult with stakeholders “in a culturally appropriate manner” and to do so in a way that is “free of manipulation, interference, coercion and intimidation,”<sup>12</sup> but there is no explanation for how these terms may take on a special meaning when it comes to engaging and consulting with

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<sup>10</sup> ESS10 ¶ 12.

<sup>11</sup> ESS10 ¶ 12 fn 3.

<sup>12</sup> ESS10, ¶7.



children as stakeholders. This submission provides suggestions for filling in some of these missing details.<sup>13</sup>

## **II. Minimum Requirements for Child Participation in Stakeholder Engagement**

The inclusion of provisions requiring consultation with children in the draft ESF are welcome additions to the World Bank safeguards suite, and subsequent ESF drafts must maintain and build upon those positive developments. Most importantly, the safeguards should continue to include requirements for including children in the stakeholder engagement process generally. Children must also be explicitly referenced in articulated definitions of the term “stakeholder” and borrowers must be required to include children in stakeholder engagement efforts around all projects—not only those traditionally associated with “children’s issues” such as education and health.

In addition to these minimum requirements, detailed guidance for borrowers must be provided by the Bank and referenced in the ESF so that the commitments in ESS10 can be meaningfully and effectively realized. Such guidance must enable borrowers to overcome real and perceived barriers to child participation in all aspects of stakeholder engagement. The following principles and guidelines are focused on overcoming those barriers to child participation in consultations.

## **III. Key Principles for Child Participation in Stakeholder Engagement**

Engaging directly with children in the stakeholder engagement process should not be viewed as impossible or overly difficult, but it can raise concerns associated with children’s relative lack of power, greater vulnerability, and issues around their protection. There are two key principles that should be adhere to when designing and planning a stakeholder engagement strategy that includes children: First, the inclusion of children in stakeholder engagement processes should be done in a way that is safe and ethical; and second, the inclusion of children must be done in a way that is meaningful and sustainable. While the methodologies will likely vary depending on context, any subsequent procedures produced by the Bank as guidance for carrying out ESS10 obligations should require that these principles be upheld in stakeholder engagement efforts that include children.

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<sup>13</sup> While much of the guidance here is relevant to the information disclosure and grievance mechanism portions of ESS10, among others, the focus is on providing guidance for both the Bank and borrowers on consulting with children.



*a. Ethical Considerations for Child Participation in Consultations*

The following considerations are useful in avoiding and mitigating ethical issues that can arise when planning and implementing a consultation that includes children. This list is not exhaustive, and should be adapted to the context and conditions that exist where the consultation takes place, however all of the issues listed here should be considered in the design and implementation of the consultation.

**Take into Account the Child’s Best Interests:** In all actions concerning children, the best interests of the child must be the primary consideration. This principle goes beyond the concept of “do no harm,” and includes considering the holistic development of the child as well as the importance of a child’s own views.<sup>14</sup> Both the positive or negative impacts on the child should be assessed, and the decision that is taken should represent the best possible outcome. The principles outlined here address these issues in further detail, but adhering to this principle throughout the planning and implementation of consultations—from the introduction of the idea to the community through the end of the process of storing data or recording consultation proceedings—will assist those responsible in creating a process that is both safe and meaningful for the children involved.

**Adopt/Update a Child Protection Policy:** The consultation should be governed by a child protection policy. If the consultation is facilitated by the Borrower, a child protection policy should be adopted or updated to reflect common issues that can arise during consultation with children. If the consultation is facilitated by a civil society organization (CSO) or nongovernmental organization (NGO), due diligence should be applied to ensure an adequate policy exists and is carried out. Child protection policies can vary depending on the conditions and context existing at the time. The Bank should provide borrowers with resources for developing and carrying out due diligence on child protection policies.<sup>15</sup>

**Obtain Informed Consent:** Both children and their parents or caregivers should provide informed consent to participate in a consultation.<sup>16</sup> In order to give consent, children should be given information including, but not limited to, a description of the consultation including the duration and location. If possible, preparatory materials should be provided in advance. Parents or caregivers should also be provided a description of the consultation, including the duration

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<sup>14</sup> For a full description of the concept of the “child’s best interests” and the right of the child to have his or her best interests taken as a primary consideration see, Committee on the Rights of the Child, General Comment No. 14, CRC/C/GC/14 (2013).

<sup>15</sup> A useful reference in developing a child protection policy is UNICEF’s “Child Protection Policies and Procedures Toolkit” (2005), which includes key principles to include in child protection policies and training materials.

<sup>16</sup> There may be some instances, such as with older children, those who are separated from their parents, and those who do not want their parents to be involved around consent, where this might be dispensed with. But careful thought needs to be given to this. Communities themselves or local CSOs that have experience working with children may have some helpful ideas on how to proceed.



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and location, as well as detailed information about who is leading the consultation, how the children will be chaperoned, contact information where the children or their chaperones can be reached if necessary, and a copy of any child protection policy that will govern the consultation.

**Address Confidentiality:** If confidentiality around a consultation needs to be maintained, the mechanism for such needs to be shared with participants. This includes how data will be transcribed, used, stored and disposed. All those involved with the consultation should be made aware of the confidentiality policy.

**Avoid Manipulation:** The purpose of consultation is to gather views of the participants. Children's evolving capacities can cause them to be vulnerable to manipulation, and all efforts should be taken to ensure that children are not pressured or unduly influenced such that they are unable to freely express their opinions.

### *b. Designing Consultations that are Meaningful and Sustainable*

The following are more general recommendations for designing consultations that are meaningful and sustainable. This list is not exhaustive and should be adapted based on local context and the best interests of the children being consulted. While these suggestions are less important for protecting the safety of the children involved, they should be incorporated into stakeholder engagement strategies so that consultations with children provide meaningful opportunities for discussion, and a foundation for sustainable engagement with these key stakeholders.

**Broadening the scope of “children’s issues”:** Children should be consulted on all matters that affect their lives, not only on issues traditionally associated with children, such as education or health. Children are impacted directly and indirectly by a much broader range of issues, such as those associated with infrastructure projects, economic programs, and environmental initiatives, among others. Children can be expected to have expectations, opinions, and experiences related to these projects, and should therefore be involved in discussions around them. They are also the generation with the biggest stake in the project that may dramatically influence their futures, and therefore should have the chance to reflect on how their lives have been and will be changed.

**Partnering with Local Civil Society:** It is always good practice to partner with local civil society in the identification and engagement of children in consultations. Organizations that work directly with children may be able to guide the process of engagement in such a way that respects local conditions, customs and context. Often, they will already have child protection policies and practices in place based on those conditions. In addition, they are generally well placed to assist with the identification of child participants, and can recommend or provide appropriate venues that are child-friendly and accessible.



**Identify a Broad Range of Child Stakeholders:** Communities may share certain ideas, experiences and beliefs, but they are also diverse, and so are the children within them. Children and youths' experience cannot be represented by just one individual. Experiences will generally vary by age, gender, sexual orientation or gender identity, ethnicity, social and economic circumstances, and whether one has a disability. It can also be very useful to include young people, those between 18 and 24, whose recent experience of childhood is enriched by slightly longer term reflections, and their perceptions of if and how those experiences prepared them for the transition to adulthood. The broader community and local civil society should also be collaborated with to ensure the broadest range of groups and sub-groups of children in the community are represented.

**Maintain Transparency:** Those responsible for designing and carrying out consultations that include children must be clear and transparent about the process, the rationale for certain choices, and any limitations they face in adhering to applicable standards. Maintaining transparency can mitigate some of the risks associated with the process as well as its outcomes being challenged.

#### **IV. Practical Guidance for Carrying out Children's Consultations**

There is no one way or one method for consultation that works with all children, in all contexts, on all issues. As previously noted, children are not a homogenous group. They vary by age, gender, sexual orientation, gender identity, ability, experience, etc. What follows are recommendations for methods that have been tried and tested with different groups of children in diverse contexts and found to be useful in helping them share their ideas, and articulate relevant and useful information. These suggestions, or variations thereof, should be incorporated into subsequent procedures produced by the Bank on ESS10 as guidance and suggested methodologies for carrying out binding policy. In practice, many of these techniques can also be useful when working with adults. Sample activities and exercises are also included in the Annex.

**Plan Adequate Time for Preparation and Notice for Consultations with Children:** Current World Bank guidance calls for a minimum of 10 business days prior disclosure for meaningful consultations. As these guidelines suggest, additional time may be required in order to adequately prepare for consultations with children. The amount of time for preparation and notice must be sufficient to produce child friendly materials, obtain parental consent, and carry out the key principles and practical guidance for effective consultation outlined here.

**Produce Child Friendly Materials:** This recommendation is relevant not only in preparation for children's consultations, but also an important consideration for those responsible for information disclosure aspects of stakeholder engagement. Child friendly materials can be adapted from documents originally intended for adults, or created specifically for children. In



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certain circumstances, particularly where older children are involved, literal “translations” of adult materials could be used, whereas in other cases, child-friendly summaries may be more appropriate. It is important to be clear about the ages of the children being targeted, the levels of literacy and education, languages and dialects spoken and understood, and disabilities any of the children may have before producing materials to be used for consultation. Plain language and present tense should be used if possible; jargon and metaphors should be avoided. Visual images are particularly helpful for explaining complicated subjects, but images and photographs should be used carefully and should be age-appropriate as well as culturally appropriate.

**Choose Effective Facilitators:** Facilitators must be able to gain access and obtain the trust of the community. Facilitators should not possess conflicts of interest with regard to the project or the community. Both male and female facilitators may be needed. Local civil society can be an excellent resource in identifying effective, appropriate facilitators.

**Schedule an Appropriate Day and Time:** Efforts should be made to ensure the day and time chosen for the consultation are appropriate for the broad range of children necessary to make the consultation effective. The time should be convenient for both students and working children; girls as well as boys; rural as well as urban children.

**Choose an Accessible Venue:** The location of consultations chosen must be accessible for children with disabilities. The venue should also be accessible, safe and convenient for children regardless of age, gender, sexual orientation or gender identity, ethnicity, social and economic circumstances.

**Explain the Process:** The purposes for the consultation and the process of stakeholder engagement generally should be clearly explained prior to and at the beginning of the consultation. The issue of what, if any, compensation will be offered to participants should be made clear. If a preparatory workshop is to be held prior to the consultation, the differences between the two should be clearly explained.

**Hold a Preparatory Workshop:** Children must be provided with adequate information before they can meaningfully participate in a consultation. A preparatory workshop tailored to the needs and interest of children can be an effective way of conveying the necessary information. The same principles and recommendations outlined here also apply to preparatory workshops.

**Choose Appropriate Activities to Convey Information and Solicit Opinions:** Activities should be chosen that are fun and help participants relax and engage freely. Discussions should be depersonalized, and children should be encouraged to talk about experiences generally or what a “typical” child’s life is like in the community. There are a number of activities and techniques that have proved successful in other contexts, and several manuals exist that can be



referenced by those designing and implementing children's consultations.<sup>17</sup> Some examples are also included in Annex I of these guidelines.

**Explore Difficult, Distressing or Dangerous Issues with Sensitivity:** There are a number of issues and experiences that all people find hard to discuss, especially with strangers. These might involve embarrassing experiences (such as sexual acts), behavior that is traditionally not discussed outside the family (such as domestic violence), or things that we have been told not to disclose. Culturally, there are many forms of harmful behavior where the victims have assumed responsibility and both fear and internalize the associated shame and stigma. It is important to depersonalize these issues when they arise in consultations or preparatory workshops.

**Create a Follow-Up Plan in Advance:** Consultation with children should not be viewed as a one-off or tokenistic experience. When provided with meaningful, appropriate opportunities to participate, children can and will offer useful, insightful, and unique feedback and opinions on their own experiences that adults are unable to gather without them. A plan to follow-up with children that is created and disclosed in advance of the consultation is essential to ensuring the experience is taken seriously by both children and adults, and results in a meaningful experience for all involved. Feedback from children on the consultation experience should also be obtained immediately after the consultation and/or after they have had time for reflection on the experience so that lessons learned can be incorporated into the follow-up plan.

**Include the Views of Community Members that have Insight and Interest in Children:** When the purpose of the consultation is to better understand impacts of a project on children, it is important to gather information from caregivers, community leaders, teachers, parents, and others that have interests and insight in children and their experiences. The same considerations regarding difficult or dangerous topics should be taken when discussing issues of child abuse, sexual violence, etc. at this level.

## V. Conclusion

The recommendations in this submission should be viewed as a starting point in developing more detailed guidance for borrowers to facilitate the fulfillment of new obligations pertaining to child participation under the current draft ESS10. Although the World Bank's inclusion of child participation provisions in the draft ESF are welcome, real and perceived barriers to child participation in many contexts could prevent these commitments from being realized. Further guidance can help in breaking down these barriers, and should be prioritized during the next drafting stage.

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<sup>17</sup> See, e.g. Save the Children, *A Toolkit for Monitoring and Evaluating Children's Participation* (2014), available at <http://www.savethechildren.org.uk/resources/online-library/toolkit-monitoring-and-evaluating-childrens-participation>.



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## ANNEX

### Sample Child-Friendly Activities and Exercises

#### Community Timelines

**Purpose:** This exercise helps children think about and report on their lives over time. It helps develop ideas about if and how their situation has changed after a major incident or event. It can be used as a way to explore children's experiences and how they have/are changing.

#### **Process**

- *Create a Timeline Diagram:* A timeline diagram might be just a line with dates on it, or something that resonates more with the community, like a drawing of a river, or road, to help children plot their life journey. This is a useful way of remembering, discussing and reflecting on critical events in a child's life in that community. It helps highlight how lives have been impacted by a program or project, to think about expectations at the time, and how the actual results may coincide with promises or not.
- *Choose a Character to Travel the Timeline:* The character can be a fictional girl or boy, for the group to suggest what would have been typical experiences before and after the critical event.
- *Identify Points on the Timeline:* Children can identify the major transitions, events, special moments in time experienced by the character.
- *Reflection:* Children can discuss expectations for the future, things that previously happened or were anticipated over a lifetime and if and how this might be changing. They can reflect on the positive and negatives of the old model and the positive and negatives of how things have changed.
- *Tips for Adapting to Various Contexts:* Various props can help children engage, visualize and present their journey through time. Paper footprints can help children walk through their own timeline; pictures of the fictional characters can help children continuously reflect back on the impact on a child of their own gender and age, without having to reveal difficult things they themselves have faced.

#### Child-Led Community Tours

**Purpose:** Child-led tours through a community can reveal a great deal about the community; both about the current situation and what may have changed since a program or project began. The aim is to allow children to highlight their own perspectives on their community. They can identify what they consider to be community assets, safe places and supportive people and groups. They can also highlight where they think is unsafe, why, and how it might be changed.



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The transect walk can also help determine how much children know about resources and services. Importantly, they can highlight that disconnect between services, systems and supports that exist on paper, but are not real or accessible in that community.

**Process:** Walk with children, noting their observations and ideas. Provide opportunities to discuss the findings, to look at how different groups perceive their community, how access to assets and resources may vary between different groups of children, e.g. boys and girls, or different religious groups. It also helps in discussions of who the most marginalized children are. It encourages conversations about some practical ways in which problems of unsafe, inaccessible places and resources might be addressed.

These exercises have been done with children as young as three, but the practicalities of a walk, who will accompany the children, and how far it should be, should all be considered.

To be done safely and effectively, some preparation, such as parental consent and discussion with community leaders, needs to take place.

### **Body Mapping**

\*This relatively simple but fun exercise can be done with children of very different ages, and can take less than one hour.

**Purpose:** The body map is a participatory tool to help children begin to think about and identify how their lives, experiences, views and feelings have changed, after a critical event, a project, or displacement, for example. It is an exercise that can be facilitated with an individual or in groups of girls and boys (of similar ages and backgrounds) to explore attitudes, ideas and behavior or practices, likes and dislikes. Body mapping can be used to highlight what has changed for children before and after the implementation of a major program or project in their community. It can be used to look at positive and negative change, and how experiences can vary. It helps children develop ideas about priorities or most significant changes. By having smaller groups share their ideas using the body map, children can see how experiences vary across different parts of their community. Discussions on the exercise can help generate ideas about why these changes have taken place, and why the impact varies.

### **Vignettes, Story Completion and Exploring News Headlines**

**Purpose:** These can be very helpful ways of eliciting information about children's experiences, but in ways that are not attributed to a specific girl or boy. It is a technique in which children can discuss what typically happens, when and why there might be exceptions etc.



**Process:** The facilitator will create the first few lines of a story, with a fictional character (with a name, age, and other basic information) representing some key characteristics of a group of children and facing some of the critical issues and experiences that are relevant to the children in that community. The group will then be asked “What will happen next? What should X do? Who might help?”

A similar approach to generate discussion about what children are facing, who is most affected and some of the strategies to address them, can be done through the use of news headlines—highlighting a story, asking if and how it is played out in this community, and what should happen now.

### **Children in Context**

**Purpose:** This activity uses a visual diagram of children in the context of their families, caregivers, communities, sub-national, national, regional and international contexts to help identify outcomes associated with an intervention or major event.

**Process:** Children are able to comment on and rate changes at each of these levels, good or bad, expected or unexpected, that have taken place and that they have experienced or observed. It is also useful to remind everyone what was anticipated or promised as a result of the intervention. This is helpful in not isolating children and their experiences from those of their families, neighbors, leaders etc. It helps develop a series of more systematic ideas and thoughts about what can be done, by whom, and how these can be reinforced or undermined.

### **Stories of Most Significant Change**

**Purpose:** This activity provides children the opportunity to evaluate a specific intervention, or as a monitoring and evaluation tool. Within a group, stories are likely to be remembered “as a whole,” given the shared context, and they can help keep group discussions grounded and concrete.

**Process:** The facilitator collects “stories” about change from people who are meant to have benefited at regular intervals, and interprets them in a participatory way through group discussions. In focus groups, different groups of children can share their “stories of most significant change” relating to the process or outcomes of the project or program being considered. The stories may reveal positive or negative outcomes.



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Children and young people may be interested to share their stories in creative ways through poetry, drawings, paintings, cartoons, photo stories, drama or short films. Ideally, this tool can be used alongside other exercises, such as body mapping, to help children (and other stakeholders) discuss, identify and share what they see as the most significant change brought about by the intervention, and record the reasons why they think this change is most significant.

Recording stories in sufficient detail, as well as keeping and storing other forms of data generated through group activities, is important, as it offers evidence and validates claims about change if this is needed.

### **Ladders**

**Purpose:** This activity creates a picture of comparative well-being, and can uncover the gaps in resources, services and support.

**Process:** Using a visual image of a ladder, the facilitator asks children to reflect on children's well-being (using appropriate, depersonalized language). If the top rung of the ladder represents a child doing really well, what would this look like. Different domains of a child's life should be suggested for consideration. Thinking about all of those domains, where would you, the child, or the group, put yourself on the ladder. Why? What resources, support, change would make it possible to move higher up the ladder?

### **Child Led Discussions and Group Work**

**Purpose:** Group work is easily facilitated by children and young people themselves, and it can allow them to empathize, encourage and get to issues that would otherwise be difficult when adults lead discussions. Children are been especially adept at supporting conversations and discussions on embarrassing and difficult experiences.

**Process:** In addition to in-person conversations led by children, the use of art, drama and dance can be used to facilitate group work. Those responsible for designing consultation and follow-up processes for stakeholder engagement may consider using mobile phone technology and other forms of digital communication to facilitate discussion during and after the consultation. Children and facilitators may require additional training, support and time to develop these skills.