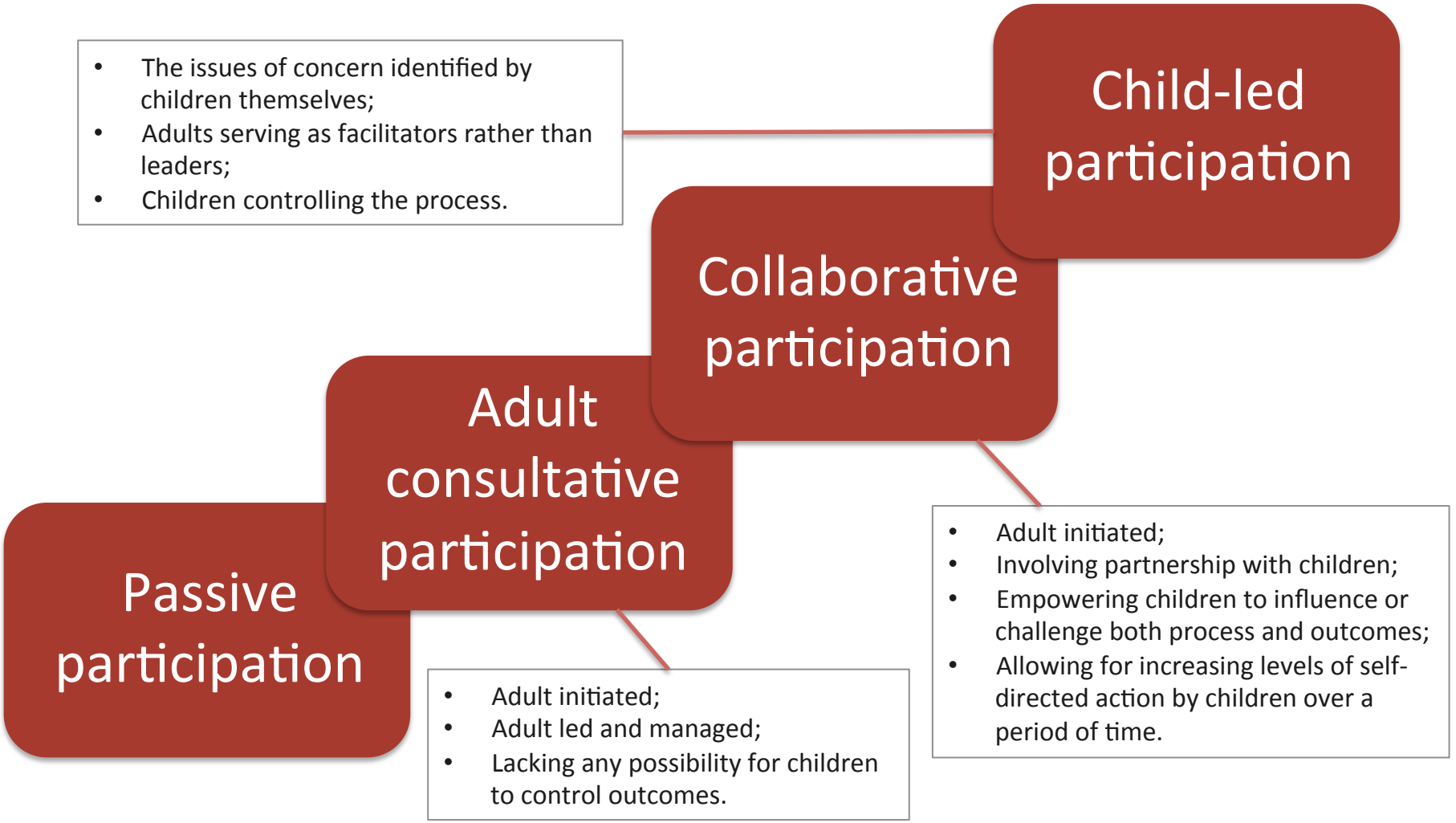
Participation and empowerment map



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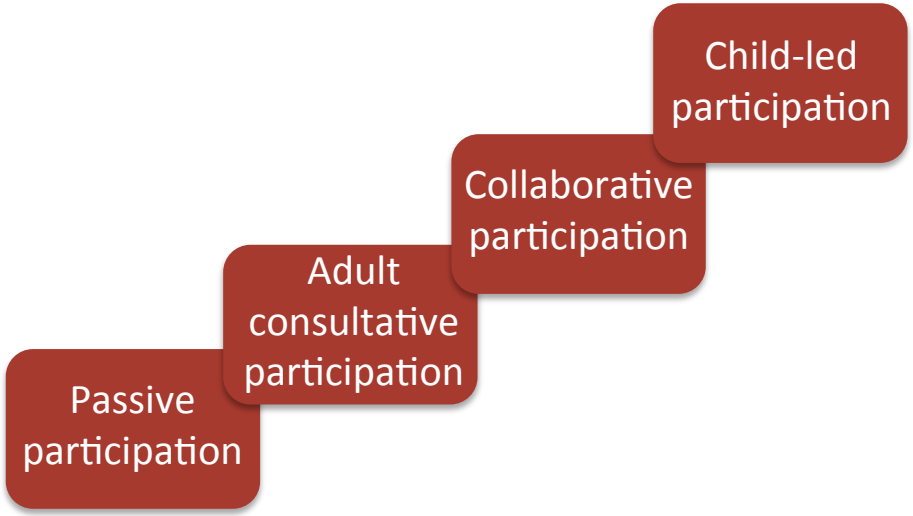

RISKS

ENABLERS

Points of engagement
- Situation analysis
- Strategic planning
- Programme development and design
- Implementation
- Monitoring and evaluation

Variables
- Time
- Location
- Setting
- Target group
- Group size
- Topic
- Context
- Experts

Quality
- Transparent and informative
- Voluntary
- Respectful
- Relevant
- Child friendly
- Safe and risk sensitive
- Supported by training for adults
- Inclusive
- Accountable

	CHILDREN ARE NOT INVOLVED	CONSULTATIVE	COLLABORATIVE	CHILD-INITIATED, LED OR MANAGED
SITUATION ANALYSIS		Children's views are solicited but the design and process for information gathering as well as the analysis are undertaken by adults	Children are invited to contribute to the design methodology, their views are sought for both the data collection and the data analysis	Children undertake their own research with other children to identify issues of concern
STRATEGIC PLANNING		Planning takes account of the issues raised by children in the identification of key issues	Children are involved in contributing to what programmes are to be prioritised and developed	Children identify and determine what programmes they would like to see developed
PROGRAMME DEVELOPMENT AND DESIGN		Children are consulted on ideas conceived by adults	Children work with adults on the design of the programme, and deciding what activities will take place and who should be involved	Children work together to design their own programme
IMPLEMENTATION		Children are invited to participate, for example, delivering a peer education programme	Children work with adults are involved in the implementation of the programme, for example communicating what the programme is seeking to achieve, taking part in programme activities	Children organise and manage the programme and have full responsibility for its implementation
MONITORING AND EVALUATION		Children are consulted on whether the programme has been successful in achieving its objectives	Children collaborate with adults in developing the criteria for evaluating the programme and they are consulted on whether the programme has been successful in achieving its objectives	Children determine what should be evaluated and, with adult support, undertake the evaluation of the programme