

**1. Identification**  
**Participation and Protection of Children/Youth (“Listen to me...Help me to Act!”)**

<b>Country name:</b>	Guinea
<b>Country code:</b>	GIN
<b>Country Program name:</b>	Child Participation and Protection
<b>Country Program code:</b>	10
<b>Domain (s)</b>	Learning and Habitat
<b>Covers fiscal years:</b>	Fiscal Years 05-10
<b>Date to begin (month/year):</b>	July 2004
<b>Date to end (month/year):</b>	June 2010
<b>Program Unit(s):</b>	1013

## 2 Issues

Child Participation and Protection are outcomes of complex social and cultural processes involving a wide range of actors: parents, grandparents, teachers, peer groups and other community members and groups. In Guinea and specifically throughout the Forest Region, the extent to which children are allowed, encouraged and supported to participate in decision making is most often influenced by basic cultural factors, manifesting themselves in certain child care practices. To undertake a meaningful and effective program aiming to promote child participation as one of the fundamental child right, Plan Guinea has decided to elaborate a Participatory Learning oriented CPO process focusing on:

- How to ensure effective child participation approaches based building from the community perception of the “Child Participation and Protection”?
- How to define “Child Participation and Protection” indicators with children, families and other community members; learn from the process of child participation and protection indicator’s elaboration?
- The implication of Child-to-Child supervisors, the CPME managers and other Plan Guinea and WARO staffs to ensure that Institutional Learning principles are inserted at each step of the CPO design, implementation, monitoring and evaluation.

### 2.1 Legislative Framework and major laws related to the child

Children’s rights, as outlined by the UN Convention on the Rights of the Child ratified by Guinea in 1990, and the African Charter, are not widely recognized and children’s basic needs remain unmet, leaving them vulnerable to neglect and abuse (including recruitment of child soldiers in fighting factions and trafficking). However, Guinea’s legislature provides largely for the Rights of the Child in the constitution, the penal code, the civil code, the labor code, the code of civil procedures, the code of penal procedures and in many other instances voted by the national assembly. But the existence of these dispositions alone is not enough. Unfortunately, these laws and by-laws are largely unknown to Guineans including high echelon government personnel. As a result, the Ministry in charge of children’s affairs in collaboration with UNICEF/Guinea recently compiled all child-laws and by-laws into one document called le “Code de l’Enfant” (French for the Code of the Child) taking into consideration all the international instruments of child protection and promotion. This document is awaiting ratification by the national assembly. Much has to be done not only in lobbying for its ratification, but also for translation and dissemination.

Le Ministère des Affaires Sociales de la Promotion Féminine et de l'Enfance a commandité en 2003 avec le soutien de L'UNICEF, une enquête nationale sur la traite des enfants en Guinée. Cette enquête a permis de comprendre que 76% des enfants victimes de traite sont des garçons, la moyenne d'âge est de 15 ans, 79% ne sont pas scolarisés. Le trafic Intérieur alimentaire, la restauration (28%), la domestication (19%), les mines et carrière (16%) et la dibiterie pour 9%. Par contre la traite transfrontalière alimentaire le secteur de la prostitution, la pédophilie, l'adoption illégale et l'enrôlement dans les conflits armés.

In Plan Guinea’s intervention area, the baseline survey we undertook suggested that internalization of rights is the most important requirement for the children and being able to quote their rights parrot-fashion, as they unfortunately have to do with a lot of their education, is not enough to put them in a position to claim their rights or even to understand the implications for themselves or other children as human beings. They often stated that they would like to learn more about their rights and in particular how to claim them.

### 2.2 Child Participation

Children in Guinea are always kept in the background in matters concerning the development of their own communities, even when it pertains to matters concerning them exclusively. Guinean children generally

have very limited access to information such as Child Rights, health, education, environmental protection about events outside their own immediate neighborhood. The case is particularly pathetic for children who might live through adolescence without travel beyond their district, reading a newspaper, listening to a radio or seeing a television set. Because they have traditionally been kept in the background, many children lack communication skills and grow up as timid and quiet adults who cannot express themselves well and dare not express themselves outside their family or community. Listening to children and respecting their opinion is a revolutionary idea for many people living in Guinea. But it is becoming a reality with the putting in place of the Children's Parliament and other children's organizations and youth clubs. The existence of children's and youth's associations and their training in structuring, democracy, citizenship and interaction will permit these children and adolescents to express themselves and participate actively in the development of their communities. By doing so it will be possible to assert that Child Participation is a reality in our communities. Individuals, communities, Plan and NGO partners at all levels staff really need to clarification about:

- What they mean by participation?
- What Plan and other organizations mean by participation?
- How we want children to participate in Plan programs: where in the program cycle and in what way?
- What role is appropriate for them – how to avoid exploitation?
- What are the education implications of participation, e.g. Civic education, life-skills, etc. and how can these be achieved?
- How to prepare partners, communities and children for participation?

### **2.3 Child Protection**

Since the rebel aggressions of 2000-2001 child protection has become increasingly difficult due to increase of separation of children from their parents, child enrollment as soldiers in fighting factions, juvenile delinquency, child exploitation, child labor and diverse forms of violence against children particular girls in communities and school areas.

There exit a number of networks for trafficking and exploiting with prolongations into neighboring countries. Another survey in 2003 conducted by the ministry of Social Affairs revealed that 76% of the children victims of trafficking are boys, the average age is 15 years, and 79% are not in school. In country child trafficking supplies street food vendors, house- boys and girls, mines. Guinean child-traffickers also supply neighboring countries fin the sectors of prostitution, pedophiles, illegal adoption and enrollment as child soldiers.

Children remain very vulnerable to accidents and disease due to female excision, poor family controls, under/malnutrition, forced and early marriages and unwanted pregnancies. Also, children who migrate to urban centers are often obliged either to commit small crimes (stealing food) or accept to work extremely hard to meet their daily needs (labor in the fields, street begging, fetching wood or sexual abuse).

More, some of the social dangers they face, such working for their teachers, child labor, child trafficking, working very hard in the fields, etc. There seemed to be a tendency to consider such things normal. This is not an easy area to explore in a short meeting, but some awareness raising on when such things become abusive is needed both for children and communities.

Some children seemed aware of the existence of laws and customs, which could protect them, but, in general, awareness of outside support is low. Some laws and customs to protect children do exist in the Guinean context, although they may not actually be applied and how the children could have recourse to them is not clear.

### 3 Previous Experience

Plan Guinea has a strong presence in Forest Guinea, and a wide coverage within the country (currently it is working in more than 2,750 villages and 5 urban centers (including the second largest city in the country) in 5 Prefectures. The good relationship that Plan nurtures with central government is a strong lever that can be used to the advantage of children. The confidence that communities, opinion leaders and children have in Plan lends itself to the attainment of the objectives of this program. Plan Guinea's experience in working with children both individually and in groups is added value that enhances the probability of success of the program.

As a result of all what have been done by Plan in its intervention area in favor of child rights promotion, we have the following lessons learnt from Child to Child Project, UBR, Child Participation and Advocacy:

- Children are important social relays;
- The school is an appropriate stand for training children in self expression and assertion
- Children are able to promote their right to health and to make sensitization about issues concerning their life;
- Children are registered at birth and parents are aware of the significance of birth registration;
- Local authorities are largely involved in birth registration promotion within their communities;
- Children are capable to give their opinion concerning issues that affect their life in order to find appropriate solutions;
- Adult populations and children have knowledge on child rights in their communities;
- Children are capable of influencing the behaviors of adults;
- With some encouragement and training, children can assert themselves in the presence of adults;
- Children are capable of doing many things that adults usually do for them and even do them better;
- Children usually have more appropriate and down to earth solutions to their problems than adults;
- Plan Guinea staff and agents of partner NGOs have acquired certain skills in working with children;
- Child-to-Child teachers are better skilled to work with children while promoting their right to participate;
- Moving children over long distance in poor rural areas (up to or more than 100km) is a hazardous affair;
- Another important lesson learnt is that it is difficult to find child participation "professionals" both in Guinea and elsewhere. It took Plan Guinea almost one year to identify a consultant willing to do the baseline evaluation of this program. Even so, the Terms of Reference and indicators proved especially difficult to come by.

There was literally no children's structure in Forest Guinea prior to the advent of the Child-to-Child approach. Since then, much has been achieved by Plan Guinea including:

- 200 operational school health committees;
- 200 community health clubs;
- 5,000 teachers trained in participatory teaching methods including Ministry of Education administrative personnel and school directors;
- 220 adult community agents trained, including Community Health Workers, Professional Animators and Education Quality Supervisors, C2C supervisors;
- At least 2,000 health messages diffused per year by children in their communities;
- Children in Plan zones democratically elected their representatives in the Children's National Parliament; The Ministry in charge of Children's Affairs and UNICEF have recently requested Plan Guinea assistance to replicate this in the all Prefectures of the country;
- Children participate actively in the Annual Policy Meeting where communities and Plan Guinea agree on keys issues that guide the implementation of Plan's program in Guinea during the Fiscal Year;
- During three years Plan Guinea worked closely with children in the Radio Campaign "I am a Child but I have my Rights too". This campaign was done in seven languages broadcast by all the radio stations in Guinea. Children animated the campaign in many zones, and children's listening clubs were put in place in all the 10 prefectures with radio stations in the country.

#### 4 Program Objectives

This program is linked to the process goal, **“During the life of this CSP, communities should manage their own affairs in a transparent way that invites full participation of children and of all segments of society”**.

- 1 To increase children and youth awareness on the rights of children.
- 2 To increase children and youth participation in identifying and implementing solutions to their problems and to those of their communities. [10-25].
- 3 To increase knowledge of children and youth about citizenship. [10-25].
- 4 To have common and in-depth understanding amongst stakeholders of child protection issues in the forest region of Guinea (child protection issues /characteristics).

## 5 Indicators

Indicator (TBD)	Means of Verification	% At start of CPO	Objective % at end of CPO
<b>Objective 1:</b> To increase children and youth awareness on the Rights of the child.			
<b>Objective 2:</b> To increase children and youth participation in identifying and implementing solutions to their problems and to those of their communities [10-25]			
<b>Objective 3:</b> To increase knowledge of children and youth about citizenship. [10-25]			
<b>Objective 4:</b> To have common and indebt understanding of child protection approach in the forest region of Guinea (child protection issues /characteristics).			

### Indicators are being identified by children within their communities with the supervision of Child-to-Child agents.

The baseline study has shown (from preliminary observations, without the full results being yet available) that there is still a great deal to be done in the area of Child rights knowledge by children themselves, Child Protection within communities and Child Participation. Although many children were able to cite several rights, there was not in general a very good understanding of the meaning or implication of those rights but also the concepts of Participation and Protection. Admittedly these are new ideas for many children, and many may only have heard about them on the radio, without having the opportunity to discuss them and their implications, but it is precisely this opportunity to discuss their rights and the concept of their participation and their protection in depth and what this means for them as individuals and human beings that the children most need.

From this baseline study, indicators identified by children themselves will be analyzed and the most pertinent of them will be selected for a large dissemination with all stakeholders, beneficiaries including children as well, NGOs partners and WARO countries.

### 5.1 Baseline with the children

Once the results of the ongoing baseline survey are available these should be presented to all stakeholders, including the children, and not just the communities where the baseline survey was carried out. However, when it is presented in other communities, it will be useful to have a discussion about the validity of those results for that particular community too. WARO countries also will be part of beneficiaries for these results

dissemination, in order to be sure that the baseline survey results are interesting and useful to all. That will be possible at the end of the baseline study results analysis (end of the third quarter FY 06).

## **5.2. Analysis of indicators chosen by the children**

The children provided a very interesting list of indicators in the areas of:

- Child rights;
- Child protection;
- Child participation.

However, their list is not complete and needs some discussion. The analysis of the indicators would be useful if there could be further discussions with, Community Leaders, Plan Guinea staffs, WARO Research Specialist and other WARO countries as well to complete this list. Some elements belong to the list of quantitative data that has not yet been collected and even qualitative data are not finalized yet. This needs to be a joint effort, as it is a complicated and difficult task.

By the end of the FY06 quarter 3, Plan Guinea will finalize the indicators with related to Child Participation, Child Protection and the status of child rights.

Plan Guinea will implement this program using the following strategies

### 6.1 Learning process for children, communities, government, Plan and Partners

This CPO implementation is a learning process (that learning process consists of involving children in the whole process i.e. from the baseline study, through research, reviews, to the final evaluation of the program, during the implementation of the program children will undertake awareness sessions, child rights promotion to allow their effective self expression and develop their communication skills. That will lead us to good results achievement about issues concerning Children's protection and development through an effective participation in community development activities.

- It is linked to the process objective of the CSP (Community management and Participation) it is its recommendation due to the pertinence identified.
- Children, C2C agents, Plan and Partner field staff and local government personnel participated in the elaboration of the skeleton of the CPO.

### 6.2 Support to children's organizations / youth clubs / Children's Parliament

In terms of support Plan Guinea will assist the children in (1) organizing their clubs and committees (2) provide them with information on Child Rights (3) facilitate their training in communication skills and (4) provide financial support in small grants to fund children's initiatives such as games, meetings, news bulletins, youth/children's centers building and equipment and so on.

Children's clubs and organizations provide an opportunity to increase knowledge on the Rights of the Child and give children the chance to emphasize and claim their rights. The clubs and organizations will boost their participation in analyzing the realities surrounding them and play an active role in identifying and implementing solutions to their problems and to those of their communities. Children's clubs and organizations are an ideal and very practical platform for training in democracy and good governance. They learn to vote, to express their views and respect each other's opinions, to make decisions, plan activities and engage themselves in the implementation. Children's clubs and organizations encourage solidarity and create contacts for today's children for building their societies tomorrow.

Membership in children's clubs and organizations will give them the opportunity to discuss with other children and share information. Not only will they be able to discuss the problems they face in their respective communities and the solutions identified, but also share information about current events at national and international levels. The clubs and organizations will gradually train the children in communicating with outsiders and in expressing their opinions courageously.

This program will also identify opportunities to:

- Train children in community diagnostics using methods like PRA;
- Train children to implement, manage and evaluate their own projects including mobilizing the necessary resources;
- Train children in communication skills;
- Produce children's news bulletins, radio and television programs.

### 6.3 Child-to-Child activities

Children will take part in the Child-to-Child participatory learning and message diffusion program via stories, dance, theatre, music, and posters on diverse themes including dysentery, cholera, malaria, diarrhea,

citizenship, HIV/AIDS, accidents, unwanted pregnancies, vaccination, education especially of the girl child, environmental protection, child soldiers and substance abuse.

In school the approach will be practiced in the 4th, 5th and 6th grades of primary school. Pupils from these grades in their turn will transfer their learning, aptitudes and behaviors to their juniors of 1st, 2<sup>nd</sup> and 3rd grades. This transfer will be done through the tutorial system wherein the bigger child takes responsibility of a smaller child in the same school. In the same way, school children also take responsibility of out-of-school children of their age group in the village.

Each Child-to-Child school will have a health committee responsible to ensure a healthy environment in the school compound, in the classrooms, in the latrines and around the water source. The committee also watches over foodstuffs brought or sold in the school. The health committee will be composed of one girl and one boy per class, one teacher and a representative of the school's PTA.

The Child-to-Child program will also include environmental education for today's children and youth to receive messages on environmental protection and transmit them to other members of the communities through appropriate media like stories, plays, rural radios, focus groups and music. This will have the double goal of changing mentalities and behaviors in community vis-à-vis of the environment while at the same time inciting children, youth and adults in the communities to rationally use, improve and conserve the available natural resources.

This will be done through a participative and appropriate approach, based on freedom of expression and the full mobilization of all members of the community by the children and youths in to discuss, analyze and react positively and in unison. Plan will thus support the training and information of children and youth at the helm of community development activities such as the following:

- A campaign for the diffusions of laws and by-laws on the protection of flora and fauna, land laws and the roles of the state versus the population in the protection of the environment
- Teacher training in the importance of school fields, botanic gardens, nursery gardens, reforestation and the fight against wild fires
- Training of children in the knowledge of appropriate species (for medication, for food, for housing and atmospheric improvement...)
- Assisting the Government of Guinea and the communities to achieve universal birth registration.

The Community Animators, the Community Health Workers and Child-to-Child teachers will accompany the children in this program at the community level. Professional Animators will coordinate activities at the CRD level and the Child-to-Child Supervisors at the CRD level. One Child-to-Child agent in the Country Office and the Rights of the Child Coordinator will provide technical assistance and guidance to the whole program. The ROC specialist and the Direction of Plan Guinea will ensure coordination in collaboration with government and other organizations. The different government departments in the Program Area and in Conakry will provide additional technical guidance and ensure respect of Guinean law and legislature.

## **6.5 Communication and Advocacy.**

### **Communication**

We will continue the use of radio as an important development tool for promoting children's rights. We intend to increase the skills of children to use radio and other means of communication (theatre, music, newsletters, video, internet, etc.). We will seek collaboration with the ministry of Education and schools to increase the use of radio, Internet, etc, as part of the curriculum and also as teachers' aid.

A communications strategy for this CPO will be developed as part of the development of an overall communications strategy for all CPOs.

**Advocacy**

The Child Participation and Protection program will make advocacy at different levels with children and youth about different issues notably: child labor, genital cutting and exploitation but also in some extend child trafficking. That will contribute to child rights respecting and the well being of children.

This advocacy will be based on different issues notably: pleading to allow and facilitate Children's participation in the development process of their communities by adopting clear texts allowing children to claim their rights, pleading for the case of child rights respecting, and, adopting texts in favor of the well-being of children.

At the national level the advocacy will be led towards the Ministry of Social Affairs and the Ministry of Youth, Sports and Culture but also towards the Ministry of Communications to increase children programs on radios and TV, the Ministry of Education level for the integration of Child-to-Child approach into teachers in service training program. Advocate for the Government of Guinea to effectively implement the UNCRC.

**6.5 Additional guiding principles**

We will ensure that during the implementation of this program, activities will not create conflict between children and their parents and also with authorities.

We will ensure that during the implementation of this program, activities will not distract any students from their studies.

We will ensure that during the implementation of this program, children's participation will not include activities that are exploitive or dangerous.

## 7 Assumptions and Risks

Some of Plan Guinea's assumptions are:

- **Stability in the country:** Guinea will know political stability as opposed to upheavals, rebellion, war and disorder;
- **Stability in neighboring countries** so that children and youths are not dispersed or distracted.
- **Respect the partnership convention between Plan, its Partners and the Government:** Plan Guinea assumes that its program partners and the government will continue to respect and effectively apply the UN CRC;
- Natural disasters.

The risks are:

- Renewed fighting in Guinea and neighboring countries;
- Risk of neglecting traditional life aspects by children;
- Mixture or confusion between Child Participation and Child exploitation.

### 8.1. Monitoring levels

The program will be monitored at district, CRD, Prefecture and CO levels as follows:

- At **district level**, children's committees and Child-to-Child pupils will meet and discuss issues regularly. The CHW, CA and the C2C teacher will provide guidance and assistance on need bases. Minutes of meetings are filed at community level. The CHW monthly reports will highlight major issues to be followed by the CRD children's committee, the Professional Animator or the C2C Supervisor.
- At the **CRD level**, the CRD children's committee, the children's/youth clubs hold meetings on monthly basis with the possible participation of the professional Animator, the Community Animator, the CHW Supervisor and the C2C teachers. The minutes of these meetings are filed in the community and the Professional Animator or the CHW supervisor, depending on the domain, highlights major issues. These reports are used to monitor program implementation and adjust program approach as the need arises.
- At the **Prefecture level**, the children's committee, children's organizations and / or youth clubs will hold regular meetings in periods of their choice. The C2C supervisor in the Plan zone office is a focal point and a resource person for these meetings. The minutes of their meetings will be filed at this level. Reports from the C2C supervisor are sent to the Plan Zone Coordinator and major issues are discussed in the Zone's monthly meetings. Again, there is an opportunity for learning and integrating lessons into the future of the program. Action to be taken at the zone level will be decided during the zone's monthly meeting and planned consequently in conjunction with the local government department and/or the community bodies concerned.
- At the **CO level** the extended CMT meeting is the platform for following up on issues and integrating lessons into the future of the program. The zone coordinators and the ROC specialist update the extended country management on major issues/events, future actions are decided and strategies identified to continue and improve the program. Plan Guinea's ex-CMT members also have frequent opportunities to visit other organizations, other Plan programs and access information that can be used to further improve quality and timeliness. The CMT will also be responsible for sharing lessons in this program with the communities, government, partners and other Plan programs. Plan Guinea senior management will do frequent field visits to oversee program implementation and give support and advise as the need arises.

### 8.2. Guidelines on indicators selection with the children

During the baseline, the children identified a series of indicators, which need analyzing and refining for use in monitoring and evaluation of the Child Participation CPO. To do this we need first to decide which children will be involved in the monitoring and evaluation so that they can be involved in the analysis and refinement of the indicators; the steps should be as follows:

1. Decide where monitoring and evaluation will take place. Is this to be in all Communes and CRDs or will a sample be used? Children involved in the monitoring need to come from these sample communities.
2. Decide how many and which children will be involved in the monitoring. Ideally they should work on the indicators together as we do not want to come up with separate sets of indicators in different areas, and working on the indicators will make the whole monitoring and evaluation process much more meaningful for the children involved. On the other hand, too large group of children will make this a difficult task. Probably a group of at most 15 is large enough to work with meaningfully.
3. Decide how many indicators (roughly) we should be aiming for, as the children have identified many indicators – too many for them to work with all of them. Alternatively, there could be several groups of children, one for each series of indicators (child rights, protection and participation). Gaps also need to be identified beforehand so that with the children this list can be completed. Expected results statement

will help the children to understand the scope of desired changes. These changes may be related to a situation, level of knowledge, behavior and/or attitudes.

4. Set up a working group with the children which will establish which indicators (signs) we will use and how we will use them.
5. With the working group we can begin by checking if all the indicators are valid or if there are some we can eliminate immediately – this is a first round of eliminations. Some may not really be good signs at all, so have a first discussion to see if any are not really useful.
6. The next step is to classifying the indicators. There are various ways that this can be done and this is only a suggestion.
7. When we have classified them, we can look at one section at a time, and consider each indicator in turn. We will begin with signs for the respect of children's rights and ask.
8. For each sign we need to decide how we will measure it. What information do we actually need? What questions will we ask? Who will give us the information? Some answers may be available from health centers or other records.
9. Do we need to set up a questionnaire to cover some of these questions? If so, this can also be done with the children work on producing the appropriate questionnaire.
10. Train the children in administering the questionnaire.
11. Pre-test and adjust the questionnaire.
12. Plan the steps of the monitoring (who will do what, when, where and how, with whom) and how will the results be collected, analyzed and presented.

### **8.3 The Plan for the mid-term review of this program**

A baseline study of this program was done in June 2005. A mid term review will be carried out by a registered and independent structure after 3 years of implementation of the program with the active participation of children and youths. It will permit to point out the strengths and weaknesses and make recommendations in continuing the Program. Plan and the children and communities will design the terms of reference. Plan will finance the review. The children and C2C supervisors will administer the questionnaires. The consultant will be responsible for the monitoring of the review and writing up the report. If necessary, this program will be revised by taking into account the findings and recommendations.

### **8.4 The Plan for the final evaluation of this program**

The final evaluation will be carried out at the end of the program. An independent Consultant/bureau with the technical support of Plan Guinea will carry it out. The impact of the Program could be appreciated and recommendations for future Program will be defined. As with the midterm evaluation, Plan will finance the evaluation while the children, youths and C2C supervisors administer questionnaires and assist the consultant in the communities. The consultant/bureau will compile and study the results of all questionnaires administered by children, youths and C2C supervisors in the communities to produce a final report on the Program.

### **8.5. Research and Learning**

This CPO being one of the rare apprenticeship programs within Plan due to the difficult aspect of Child participation and Protection, it is somehow very interesting to bring out some studies and research questions in order to perfect the work we have already started in this field.

This table summarizes in three phases all the issues questions identified during the CPO review conducted by WARO regional team on June 2005:

Key questions and type of activities will be identified during a participatory workshop.

CPO phases	Key questions to be addressed	Type of activity to be undertaken
<b>Start Up</b>		
<b>Full Operation</b>		
<b>Phase down</b>		

## 9. Resource Implications

### 9.1 Financial Resources

The budget for this program is US\$ 4,846,391; around 50.0% (US\$ \$2,301,518) of the budget will come from Plan Sponsorship funds. About 25.0% (US\$ 1,195,954) are already confirmed with UKNO and USNO. Plan Guinea intends to mobilize 25.0% of the budget through locally raised grants from bilateral and multilateral donors (EU, World Bank, USAID, UNICEF, etc.).

The CPO will last six (6) years, it outlines specific interventions to help alleviate child etc. poverty and promote a rights based approach to social and economic development, with a special emphasis on reaching the most vulnerable children – providing them the opportunity to grow up healthy, learn, acquire life skills, and to participate in social processes and thus become productive and responsible citizens.

### 9.2 Human Resources

- **Child-to-Child agents** collaborating with Plan Guinea usually work with children on their issues (Birth registration, organizing the Month of the Child...); in schools and communities on the promotion of child rights, health education since years now. This active frontline staff has experience in mobilizing children and the communities in general to undertake sensitization about community and children's issues and good health messages dissemination and they deal with other aspects concerning children's well-being, they cover all Plan zone (1 agent in each of the five zones) in term of child events activities running and supervision.
- **The family** is indeed the core of any child program especially this program of Child participation and Protection, the family is the first learning of social skills place for every child and generally education in communities starts at home for every child, that is to say we can not talk about this program without highlighting the role of the family (parents and children) in term of protection and participation for the implementation of the different stages of this program. Usually and traditionally the family educates and protects children. Through sensitization, families will promote child participation in their communities.
- **MDE** (Le Monde des Enfants), a local CBO affiliated to ERM (Enfants Refugiés du Monde) works for children in Guinean communities apart from refugees, they develop psychosocial programs on the field for children in general, they offer to children and to their family daily support through games and training. They are implementing actions in favor of native children of local communities through playground and training centers in three different municipalities (Bolodou and Guedembou in Gueckedou and Fermessadou in Kissidougou). Animators conduct their activities.
- **Community Leaders:** they are opinion makers, they can influence public behavior regarding children's welfare when they are sensitized on the issue; including religious leaders, midwives, traditional healers, teachers, community communications representatives.
- **The Association of Children and Youth Workers of Guinea (AEJT):** One of the biggest Children/Youth structures in Guinea, the AEJT brings together hundreds and children and youths from all walks of life (school-going or out of school, handicapped, working children and so on). Its endeavors to promote the Rights of the Child through lobby and advocacy for improved regulations on working children, literacy, apprenticeship and so on. It has branches in all the regions of the country. The AEJT is member of the African Movement for Children and Youth Workers and works in close collaboration with ENDA-Third World. It is represented in more than 18 African Countries.
- **The Association for the Defense of the Children's and Women's Rights (ADDEF)** is a CBO that is very active in theatre as a means of promoting children's and women's rights. Plan has been collaborating with ADDEF since 2001 and with most of its key members individually years before.

- **UNESCO Clubs** (not directly linked to the UN's body) are clubs of secondary school children. They exist in virtually all the secondary schools in Forest Guinea where Plan operates. Their domain is promoting Child Rights, peace, education and play among children.
- **APARFE** (The Association pour la Protection, l'Amélioration des Ressources Forestières et leur Enrichissement): For more than ten years, this national NGO has been training community groups in environmental protection, in natural resource management in the Income Generating Projects in many parts of the country. These initiatives were UNICEF, USAID, the World Bank, the UNHCR and the government of Guinea and sometimes from APARFE funds.
- **The Rural Radios:** Their National Direction in Conakry heads the Rural Radio of Guinea under the administrative supervision of the Ministry of Information. It is comprised of four regional stations, one in each of the geographic regions of Guinea (Kindia, Labé, Kankan and N'Zérékoré) and 8 prefectural station in the prefectures of Kissidougou, Faranah, Mamou, Boké, Koundara, Siguiiri, Kerouané and Bissikrima).

Entities	Actual Key competencies	Key Competencies needed	
<b>Communities and NGOs partners throughout Plan intervention area.</b>			
Forest Guinea Region natives responsible living in Conakry	Advocacy and Lobbying		
Rural radios network.	Media coverage and info dissemination on the program activities in Guinea.		
The Association of Children and Youth Workers of Guinea (AEJT)	Lobby and advocacy for improved regulations on working children, literacy, apprenticeship and Child Trafficking.		
The Association for the Defense of the Children's and Women's Rights (ADDEF)	Promoting children's and women's rights.		
MDE (Le Monde des Enfants=Children's World), a local CBO affiliated to ERM (Enfants Réfugiés du Monde)	Works for children in Guinean communities apart from refugees, they develop psychosocial programs on the field for children in general, they offer to children and to their family daily support through games and training.		
UNESCO Clubs	Promoting Child Rights, peace, education and play among children especially in schools.		
External expertise	Monitoring and evaluation		
Plan Guinea staffs: PSM Child Advisor/ Assistant Governance & Civil Society Advisor Communication Adviser OSM Country Coordinator	Monitoring of the program activities Fund Raising Link with other CPOs Reporting and dissemination Public Relation Financial and Administrative support		
<b>Department of Guinean Government</b>			
Ministry of Social Affairs	Technical assistance and training in Child Rights Promotion and Protection Monitoring & Evaluation of Program activities on Child Rights		

Ministry of Youth, Sports and Culture.	Technical assistance to Child and youth structures while organizing different sportive and cultural activities in term of sensitization on child rights. Training of structures on management procedures of Child and youth organizations.	
National Radio and Television of Guinea	Sensitization/Awareness/Broadcasting	
External Long Term consultant: (to be identified)		Participatory Monitoring and Evaluation
WARO research and evaluation Advisor Regional Child Advisor Communication Advisor Regional Program Advisor		Research and Dissemination
To be identified with WARO support		Advocacy

## 10. Outputs and Funding

Please see attached Excel file.

← Formatted: Bullets and Numbering

**11. Approval**

Submitted by: Ousmane Raymond SEYE	
Date: .....	..... (Originator)
Approved by: John CHALONER	
Date: .....	..... (Regional Director)