

# Promoting children's participation rights in early childhood education and care: Self-assessment tool for professionals



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## About the PARTICIPA professional development resources

Children have the right to participate in all matters affecting them, freely expressing their views and having them respected and considered. Young children's participation is key to developing a culture of human rights, democracy, and rule of law. Therefore, young people's active participation and decision-making in society must be protected and encouraged from an early age. Even though children's right to participate is key to education quality, its implementation in early childhood education and care (ECEC) remains a challenge.

To support high-quality ECEC through the implementation of children's right to participate, the [PARTICIPA project consortium](#) has elaborated a self-assessment tool for ECEC professionals. Two versions aim to support teachers and assistants in delivering high-quality ECEC through participatory practices at the classroom level. A third version aims to support coordinators in enhancing participatory practices based on organizational resources and supports.

The self-assessment tool is an independent but complementary professional development resource to the PARTICIPA Massive Open Online Course (MOOC) on children's right to participate in ECEC, targeting teachers, assistants, and coordinators. Just as the self-assessment tool, the [MOOC](#) is also available free of charge.

## About the self-assessment tool

This self-assessment tool is designed to support you in enhancing participatory practices, based on your organization's resources. This is a tool for professional development. Hence, your reflection is more important than your scores.

We define participation as children's right to be heard, to express their perspectives in matters and situations affecting them, and to have them considered and given due weight (i.e., as defined by the United Nations Convention on the Rights of the Child, in 1989). Young children's participation is key to developing a culture of human rights, democracy, and rule of law. Therefore, young people's active participation and decision-making in society must be protected and encouraged from an early age.

Multiple benefits are related to the promotion of children's right to participate. If your organization is more responsive to children's needs, it tends to be more accessible and efficient. Likewise, ECEC professionals may acquire new skills and knowledge as well as greater satisfaction when they use a pedagogy of participation and adopt a child-centered approach. Furthermore, children may increase their confidence and self-esteem, develop communication skills and collaboration with peers, as well as decision-making and conflict resolution skills. Promoting children's right to participate also means promoting their autonomy and competence, through the establishment of relationships with others, which are fundamental for children's motivation and well-being. Children accept decisions more easily if they are heard and included in the decision making process. Participation makes them feel that they are treated in a fair way.

This self-assessment tool was inspired by the testimonies of ECEC teachers, assistants and coordinators/managers from Greece, Poland, Belgium and Portugal about the way they shaped child participation in their settings. Children's participation was conceptualized following the Lundy model (Lundy, 2007).

## Structure of the self-assessment tool

All items in this self-assessment concern practices with respect to promoting children's participation. The goals of these practices can be fulfilled by using a variety of strategies. The extent to which you already implement these practices is an indication of the extent to which children can participate in your setting.

ECEC professionals across Europe have different responsibilities. Therefore, some statements may not entirely fit your daily work. In that case, we recommend that you choose the option closest to your own practices, based on your understanding of your responsibilities. Remember, this is a tool for professional development. Hence, your reflection is more important than your scores.

The items are structured around five dimensions: participative space, children's voice, audience of children's perspectives, influence, and contextual support for participation.

### 1. Participative space

In a participative space children are comfortable with themselves and feel free to express their perspectives. You can create a participative space by having a respectful attitude towards children and adults in the center and by promoting respect among children. In addition, in a participative space, you enable children to act autonomously, for example you create opportunities for children to freely choose activities or access materials. In order to promote children's participation, it is important to be aware and responsive to children's needs, emotions, interests, and difficulties.

### 2. Children's voice

All children have a voice. However, sometimes you need to make some additional efforts to make sure that children can express their voice. Enabling children's voice requires that you communicate in a child-friendly way, so that children understand the topic at hand sufficiently. In addition, you actively identify the topics that children find most relevant to participate in. In order to enable all children to participate, you facilitate multiple forms for children to express their perspectives, interests, and preferences. You can also support the development of children's skills and attitudes that help them express their perspectives.

### 3. Audience of children's perspectives

Audience refers to the people who need to listen to children's perspectives. When children express their views, but these views are not directed at the right person, it is possible that they will never be known, considered, and implemented. An important possibility to promote children's participation is to explain to children which people are responsible for which decisions. In addition, you can give children opportunities to communicate their perspectives to the people who are responsible for the topic at hand. You can also make sure there is a process for communicating children's perspectives (e.g., a periodical meeting). In sum, 'audience' means that children's perspectives, needs, interests, and expectations are listened to and given due weight.

### 4. Influence

We need to ensure that children's perspectives are acted upon, as appropriate. To this end, you may plan, organize, and monitor children's participation in decision-making. No matter how young they are, children's participation in decision-making should be effective and meaningful. In some cases, children may be consulted. In other cases, they may collaborate with adults or take the lead. ECEC teachers must provide feedback regarding how children's perspectives have been used and how they have influenced the decisions.

### 5. Contextual support for participation

In a participative community, all professionals support children's participation and optimize their practices in close collaboration. Moreover, children's families, visitors, and the local community are invited and encouraged to support children's right to participate.

The aim of this tool is to encourage and support your reflections. You may complete the tool individually or with colleagues from your center. Statements included in the tool may serve you as an inspiration, or starting point for discussion. By using this self-assessment you demonstrate the intention to improve your practices with respect to promoting children's participation. Therefore, it is OK to respond 'not at all' if necessary. We encourage you to complete the original version of the tool which is available online on the [PARTICIPA project website](#). Professionals who complete the online version receive personalized feedback.

# Self-assessment tool for teachers

## Participative space

Consider individually, or with your colleagues, to what extent the following statements reflect your practices.

Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|   |   |   |   |   |
|---|---|---|---|---|
| I actively seek ways to build a positive connection with every child in the classroom (e.g., I look for moments during the day when I can talk to each child individually).   | 1 | 2 | 3 | 4 |
| When I observe recurring yelling, anger or any other signs of a negative climate, I analyze the situations individually or with colleagues in order to find ways to prevent them in the future.   | 1 | 2 | 3 | 4 |
| I encourage children and families to contribute to the classroom activities with their knowledge and experiences (e.g., by inviting parents to talk to children about their culture or profession).   | 1 | 2 | 3 | 4 |
| I actively encourage children to respect each other and take into account each other's perspectives (e.g., by discussing the influence of different experiences, motives, and intentions behind other people's ideas, decisions or/and actions).  | 1 | 2 | 3 | 4 |
| I support children in developing their own projects over long periods of time (e.g., if I see children building a model of a city, I help them arrange space in the classroom where they can work on the project for several days or even weeks). | 1 | 2 | 3 | 4 |
| I organize space in a way that allows children to use materials on their own, according to the rules we agreed on (e.g., I place toys, books, and other materials at children's level so that children can easily access them).                   | 1 | 2 | 3 | 4 |



*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

## Children's voice

Consider individually, or with your colleagues, to what extent the following statements reflect your practices.

Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|  |   |   |   |   |
|--|---|---|---|---|
| I help children in my classroom understand their right to participate and the importance of such participation in issues affecting them (e.g., I share with children information about a planned visit to a theatre and discuss with them the importance of helping choose the play and ways to make informed decisions).                        | 1 | 2 | 3 | 4 |
| To involve all children, I adjust the way I communicate, according to their needs (e.g., I use pictures to communicate with children who do not speak the language of instruction).  | 1 | 2 | 3 | 4 |
| I use multiple strategies (e.g., puppets, play, drawings) to enable all children to express their perspectives, interests and preferences.   | 1 | 2 | 3 | 4 |
| I respect and reflect on children's decisions to share their perspectives or not.  | 1 | 2 | 3 | 4 |
| I respect children's decision not to be involved in an activity and I try to understand the reasons behind this decision to promote participation accordingly (e.g., if a child who often paints in free time does not want to take part in a planned painting activity, I do not urge him/her to do so, as I know it is a familiar experience). | 1 | 2 | 3 | 4 |
| I plan opportunities for children to develop skills to express their perspectives, interests or preferences (e.g., presenting or summarizing).   | 1 | 2 | 3 | 4 |
| I plan opportunities for children to develop behaviors and attitudes that facilitate their participation (e.g., self-esteem, respect, curiosity, entrepreneurship).  | 1 | 2 | 3 | 4 |
| I include children's interests in the pedagogical documentation to use the information for classroom activities.   | 1 | 2 | 3 | 4 |
| I support children with limited language skills or other difficulties so that they too can express their perspectives, interests or preferences.   | 1 | 2 | 3 | 4 |

*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

## Audience of children's perspectives

Consider individually, or with your colleagues, to what extent the following statements reflect your practices.

Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|  |   |   |   |   |
|--|---|---|---|---|
| I inform children regularly about relevant issues that require decisions, and I actively seek their views.   | 1 | 2 | 3 | 4 |
| I use different strategies in the group that allow children to express their views regularly (e.g., brainstorm moments or art activities).   | 1 | 2 | 3 | 4 |
| I observe and listen attentively to children's contributions, even when these are expressed in a non-verbal, unconventional or indirect way.   | 1 | 2 | 3 | 4 |
| I share with children information about how decisions are made and who is responsible in different contexts (e.g., the responsible for meal choices in the setting, the responsible for safe traffic in the neighborhood).   | 1 | 2 | 3 | 4 |
| I encourage and support children's attempts to communicate their views to the relevant stakeholders in the center, such as staff, parental board, peers (e.g., by inviting children's representatives to the staff meeting and by actively supporting them in this role).                                    | 1 | 2 | 3 | 4 |
| I create opportunities for children to communicate their ideas with people outside the center to inform decisions in matters that may affect them (e.g., regarding the maintenance of their favorite playgrounds, the choice of children's books in the local library, celebrations in the local community). | 1 | 2 | 3 | 4 |
| I initiate and maintain collaboration with different organizations to allow children to present their work and perspectives outside the center.  | 1 | 2 | 3 | 4 |

*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

## Influence

Consider individually, or with your colleagues, to what extent the following statements reflect your practices.

Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|   |   |   |   |   |
|---|---|---|---|---|
| I organize decision-making processes in a way that allows all children to get involved (e.g., by allowing children to indicate choices instead of using words). | 1 | 2 | 3 | 4 |
| I implement children's ideas when possible, even if they are not in line with my own preferences.   | 1 | 2 | 3 | 4 |
| I provide children with a justification when their ideas cannot be implemented.   | 1 | 2 | 3 | 4 |
| I discuss with children the steps that we need to take to implement their ideas.  | 1 | 2 | 3 | 4 |
| I change the plan of activities according to children's interests and initiatives.  | 1 | 2 | 3 | 4 |
| I change the environment and/or organization of the work in the classroom based on children's perspectives (e.g., organization of meals).                       | 1 | 2 | 3 | 4 |
| When reflecting on my work, I look for evidence of children's participation (e.g., a theme proposed by children, a play corner designed by children).           | 1 | 2 | 3 | 4 |
| I provide children with materials that reflect their different interests and needs.   | 1 | 2 | 3 | 4 |
| I support children in implementing their ideas.   | 1 | 2 | 3 | 4 |

*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

## Contextual support for participation

This dimension includes practices concerning the team's professionalization and collaboration, and communication with families and the broader community. Consider individually, or with your colleagues, to what extent the following statements reflect your practices. Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|   |   |   |   |   |
|---|---|---|---|---|
| I attend professional development initiatives that enhance my knowledge and skills regarding children's right to participate.   | 1 | 2 | 3 | 4 |
| I exchange strategies to support children's skills and attitudes needed for participation with team members (e.g., ways to enable shy children to express their perspectives).  | 1 | 2 | 3 | 4 |
| I build positive relations with the team members by being sensitive and open to their emotions, interests, and ideas as well as being supportive when they encounter difficulties.  | 1 | 2 | 3 | 4 |
| I am aware of all stages of the decision-making process in my center and I know who is responsible for each type of decision (e.g., when children suggest a field trip, I know that there is a certain process to follow to obtain permission at the center level and then at the educational/local authorities level). | 1 | 2 | 3 | 4 |
| I inform families about the right and importance of children's participation and provide them with examples of its implementation in the center (e.g., children have the right to be involved in the planning of a field trip).   | 1 | 2 | 3 | 4 |
| In my communication with families, I advocate for respecting children's participation in all settings (e.g., center, family, community).  | 1 | 2 | 3 | 4 |
| I exchange strategies to support children's skills and attitudes needed for participation with families (e.g., ways to enable shy children to express their perspectives).  | 1 | 2 | 3 | 4 |
| I encourage and support children in sharing their achievements with the local community (e.g., I support children in presenting their art works in public spaces).  | 1 | 2 | 3 | 4 |
| When we invite parents or other visitors to participate in activities with children, I inform them about favored pedagogical approaches in the center promoting children's right to participate.  | 1 | 2 | 3 | 4 |



*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

## Self-assessment tool for teacher assistants

### Participative space

Consider individually, or with your colleagues, to what extent the following statements reflect your practices.

Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|   |   |   |   |   |
|---|---|---|---|---|
| I actively seek ways to build a positive connection with every child in the classroom (e.g., I look for moments during the day when I can talk to each child individually).   | 1 | 2 | 3 | 4 |
| When I observe recurring yelling, anger or any other signs of a negative climate, I discuss this with the teacher in order to find ways to prevent them in the future.  | 1 | 2 | 3 | 4 |
| When I notice experiences of children and families that could be used in classroom activities, I discuss them with the teacher.   | 1 | 2 | 3 | 4 |
| I actively encourage children to respect each other and take into account each other's perspectives (e.g., by discussing the influence of different experiences, motives, and intentions behind other people's ideas, decisions or/and actions).  | 1 | 2 | 3 | 4 |
| I support children in developing their own projects over long periods of time (e.g., if I see children building a model of a city, I help them arrange space in the classroom where they can work on the project for several days or even weeks). | 1 | 2 | 3 | 4 |
| I encourage children to use materials on their own, according to the classroom rules.   | 1 | 2 | 3 | 4 |

*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

## Children's voice

Consider individually, or with your colleagues, to what extent the following statements reflect your practices.

Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|   |   |   |   |   |
|---|---|---|---|---|
| I help children in my classroom understand their right to participate and the importance of such participation in issues affecting them (e.g., I share with children information about a planned visit to a theatre and discuss with them the importance of helping choose the play and ways to make informed decisions). | 1 | 2 | 3 | 4 |
| To involve all children, I adjust the way I communicate, according to their needs (e.g., I use pictures to communicate with children who do not speak the language of instruction).   | 1 | 2 | 3 | 4 |
| I use multiple strategies (e.g., puppets, play, drawings) to enable all children to express their perspectives, interests and preferences.  | 1 | 2 | 3 | 4 |
| I respect and reflect on children's decisions to share their perspectives or not.   | 1 | 2 | 3 | 4 |
| I am involved in planning opportunities for children to develop skills to express their perspectives, interests or preferences (e.g., presenting or summarizing).   | 1 | 2 | 3 | 4 |
| I am involved in planning opportunities for children to develop behaviors and attitudes that facilitate their participation (e.g., self-esteem, respect, curiosity, entrepreneurship).  | 1 | 2 | 3 | 4 |
| I support children with limited language skills or other difficulties so that they too can express their perspectives, interests or preferences.  | 1 | 2 | 3 | 4 |

*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

## Audience of children's perspectives

Consider individually, or with your colleagues, to what extent the following statements reflect your practices.

Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|  |   |   |   |   |
|--|---|---|---|---|
| I am aware of relevant issues that require decisions, and I actively listen to and observe children to understand their perspectives on such issues.   | 1 | 2 | 3 | 4 |
| I encourage children to express their perspectives (e.g., during brainstorm moments or art activities).  | 1 | 2 | 3 | 4 |
| I observe and listen attentively to children's contributions, even when these are expressed in a non-verbal, unconventional or indirect way.   | 1 | 2 | 3 | 4 |
| I share with children information about how decisions are made and who is responsible in different contexts (e.g., the responsible for meal choices in the setting, the responsible for safe traffic in the neighborhood). | 1 | 2 | 3 | 4 |
| I encourage and support children's attempts to communicate their perspectives to the familiar adults in and around the center.   | 1 | 2 | 3 | 4 |
| I encourage children to communicate their perspectives to people they are not familiar with.   | 1 | 2 | 3 | 4 |
| I support teachers in their effort to create opportunities for children to present their work and perspectives outside the center.   | 1 | 2 | 3 | 4 |

*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

## Influence

Consider individually, or with your colleagues, to what extent the following statements reflect your practices.

Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|  |   |   |   |   |
|--|---|---|---|---|
| I support teachers in engaging all children in decision-making processes.  | 1 | 2 | 3 | 4 |
| I provide children with a justification when their ideas cannot be implemented.  | 1 | 2 | 3 | 4 |
| I discuss with children the steps that we need to take to implement their ideas.   | 1 | 2 | 3 | 4 |
| If children's interests and initiatives are not aligned with the plan of activities, I discuss changes of schedule with the teacher and fellow assistants.   | 1 | 2 | 3 | 4 |
| I help the teacher change the environment and/or organization of the work in the classroom based on children's perspectives (e.g., organization of meals, location and play rules in the puppet corner). | 1 | 2 | 3 | 4 |
| When reflecting on my work, I look for evidence of children's participation (e.g., a theme proposed by children, a play corner designed by children).  | 1 | 2 | 3 | 4 |
| I provide children with materials that reflect their different interests and needs and/or make suggestions to the teacher about materials that could be acquired.  | 1 | 2 | 3 | 4 |
| I support children in implementing their ideas.  | 1 | 2 | 3 | 4 |



*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

## Contextual support for participation

This dimension includes practices concerning the team's professionalization and collaboration, and communication with families and the broader community. Consider individually, or with your colleagues, to what extent the following statements reflect your practices. Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|   |   |   |   |   |
|---|---|---|---|---|
| I attend professional development initiatives that enhance my knowledge and skills regarding children's right to participate.   | 1 | 2 | 3 | 4 |
| I exchange strategies to support children's skills and attitudes needed for participation with team members (e.g., ways to enable shy children to express their perspectives).  | 1 | 2 | 3 | 4 |
| I build positive relations with the team members by being sensitive and open to their emotions, interests and ideas as well as being supportive when they encounter difficulties.   | 1 | 2 | 3 | 4 |
| I am aware of all stages of the decision-making process in my center and I know who is responsible for each type of decision (e.g., when children suggest a field trip, I know that there is a certain process to follow to obtain permission at the center level and then at the educational/local authorities level). | 1 | 2 | 3 | 4 |
| I discuss with teachers ways to encourage and support children in sharing their achievements with the local community (e.g., I support children in presenting their art works in public spaces).  | 1 | 2 | 3 | 4 |
| I inform families about the right and importance of children's participation and provide them with examples of its implementation in the center (e.g., children have the right to be involved in the planning of a field trip).   | 1 | 2 | 3 | 4 |
| In my communication with families, I advocate for respecting children's participation in all settings (e.g., center, family, community).  | 1 | 2 | 3 | 4 |
| I exchange strategies to support children's attitudes and skills needed for participation with families (e.g., ways to enable shy children to express their perspectives).  | 1 | 2 | 3 | 4 |
| In my interactions with new families and visitors, I mention the center's mission to support children's participation.  | 1 | 2 | 3 | 4 |

*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

## Self-assessment tool for coordinators

### Participative space

Consider individually, or with your colleagues, to what extent the following statements reflect your practices.

Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|   |   |   |   |   |
|---|---|---|---|---|
| I support my team in building a positive connection with every child in their classroom.  | 1 | 2 | 3 | 4 |
| When I observe recurring yelling, anger or any other signs of a negative climate, I analyze the situations with my team in order to find ways to prevent them in the future.  | 1 | 2 | 3 | 4 |
| I encourage my team to use children's and families' knowledge and experiences in classroom activities (e.g., by inviting parents to talk with children about their culture or profession).  | 1 | 2 | 3 | 4 |
| I support my team in encouraging children to respect each other and take into account each other's perspectives (e.g., by discussing the influence of different experiences, motives, and intentions behind other people's ideas, decisions or/and actions).  | 1 | 2 | 3 | 4 |
| I encourage my team to support children in developing their own projects over long periods of time (e.g., when I notice that children are building a model of a city, I support the teacher in arranging space in the classroom where children can work on the project for several days or even weeks). | 1 | 2 | 3 | 4 |
| I monitor if spaces in the center are set up in a way that supports children in using materials on their own and developing their own projects.   | 1 | 2 | 3 | 4 |

*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

## Children's voice

Consider individually, or with your colleagues, to what extent the following statements reflect your practices.

Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|   |   |   |   |   |
|---|---|---|---|---|
| I discuss children's right to participate with my team in order to help them understand the importance of such participation.   | 1 | 2 | 3 | 4 |
| I discuss with my team the importance of using child-friendly ways of communication to involve all children.  | 1 | 2 | 3 | 4 |
| I help my team understand that children have the right to refuse expressing their perspectives and that it is also a form of participation.   | 1 | 2 | 3 | 4 |
| I help my team understand that our goal is to develop children's skills to express their perspectives, interests or preferences (e.g., presenting, or summarizing).                   | 1 | 2 | 3 | 4 |
| I discuss with the team how they can help children develop behaviors and attitudes that facilitate their participation (e.g., self-esteem, respect, curiosity, entrepreneurship).     | 1 | 2 | 3 | 4 |
| I encourage my team to document children's perspectives in order to use the information when decisions about the center are made.   | 1 | 2 | 3 | 4 |
| I discuss with my team how they can support children with limited language skills, or other difficulties, so that they too can express their perspectives, interests, or preferences. | 1 | 2 | 3 | 4 |

*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

## Audience of children's perspectives

Consider individually, or with your colleagues, to what extent the following statements reflect your practices.

Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|  |   |   |   |   |
|--|---|---|---|---|
| I frequently give children the opportunity to communicate their perspectives, needs, interests and expectations about the center directly to me.   | 1 | 2 | 3 | 4 |
| I support my team in establishing a regular process in their groups to allow children to express their perspectives (e.g., brainstorm moments or art activities).  | 1 | 2 | 3 | 4 |
| I encourage my team to pay attention to children's contributions, even when these are expressed in a non-verbal, unconventional or indirect way.   | 1 | 2 | 3 | 4 |
| I share with children information about how decisions are made and who is responsible in different contexts.   | 1 | 2 | 3 | 4 |
| I ensure that children's perspectives are communicated to the relevant stakeholders in the center, such as team members, parental board, peers (e.g., by inviting children's representatives to the staff meeting and by actively supporting them in this role).   | 1 | 2 | 3 | 4 |
| I create opportunities for children to communicate their ideas with people outside the center to inform decisions in matters that may affect them (e.g., regarding the maintenance of their favorite playgrounds, choice of children's books in the local library, celebrations in the local community). | 1 | 2 | 3 | 4 |
| I initiate and maintain collaboration with different organizations (e.g., the local art school, or the library) to allow children to present their work and perspectives outside the center.   | 1 | 2 | 3 | 4 |



*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

## Influence

Consider individually, or with your colleagues, to what extent the following statements reflect your practices.

Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|   |   |   |   |   |
|---|---|---|---|---|
| I encourage my team to engage all children in decision-making processes including those who need additional support (e.g., by allowing children to indicate choices instead of using words).        | 1 | 2 | 3 | 4 |
| I implement children's ideas when possible, even if they are not in line with my own preferences.   | 1 | 2 | 3 | 4 |
| I provide children with a justification when their ideas cannot be implemented.   | 1 | 2 | 3 | 4 |
| I encourage my team to discuss with children the process necessary to implement their ideas.  | 1 | 2 | 3 | 4 |
| I encourage my team to change their plan of activities according to children's initiatives.   | 1 | 2 | 3 | 4 |
| I change the environment and/or organization of the work in the center based on children's perspectives (e.g., organization of meals).  | 1 | 2 | 3 | 4 |
| When observing how my center operates, I look for evidence of instances when teachers encouraged children's participation (e.g., a theme proposed by children, a play corner designed by children). | 1 | 2 | 3 | 4 |
| I buy materials for the center that reflect children's different interests and needs or I support my team to do so.   | 1 | 2 | 3 | 4 |
| I monitor the actual implementation of children's perspectives in the center (e.g., during staff meetings I ask teachers to present examples of children's ideas implemented in their classroom).   | 1 | 2 | 3 | 4 |

*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

## Contextual support for participation

This dimension includes practices concerning the team’s participation, professionalization and collaboration, and communication with families and the broader community. Consider individually, or with your colleagues, to what extent the following statements reflect your practices.

Please tick the most suitable number from 1 to 4, where **1** indicates *not at all* and **4** indicates *to a large extent*.

|  |   |   |   |   |
|--|---|---|---|---|
| I build positive relations with the team members by being sensitive and open to their emotions, interests and ideas as well as being supportive when they encounter difficulties.  | 1 | 2 | 3 | 4 |
| I encourage my team to communicate their own perspectives and preferences, and I use this information when decisions about the center are made.  | 1 | 2 | 3 | 4 |
| I communicate all stages and responsibilities of the decision-making process to my team (e.g., when children suggest a field trip, my team knows that there is a certain process to follow to obtain permission at the center level and then from individual parents). | 1 | 2 | 3 | 4 |
| I inform my team about relevant issues that require decisions, and I actively seek their professional perspectives.  | 1 | 2 | 3 | 4 |
| I ensure that the perspectives of all professionals are given due weight.  | 1 | 2 | 3 | 4 |
| I make sure that the importance of children’s participation is explicitly stated in the mission of the center.   | 1 | 2 | 3 | 4 |
| I attend professional development initiatives that enhance my knowledge and skills regarding children’s right to participate.  | 1 | 2 | 3 | 4 |
| I support my team in attending professional development initiatives that enhance their knowledge and skills regarding children’s right to participate.   | 1 | 2 | 3 | 4 |

*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*

|   |   |   |   |   |
|---|---|---|---|---|
| I support my team in reflecting on how to implement participatory practices.  | 1 | 2 | 3 | 4 |
| I exchange strategies to support children's attitudes and skills needed for participation with my team (e.g., ways to enable shy children to express their perspectives).                           | 1 | 2 | 3 | 4 |
| When there are new team members, I inform them about the center's favored pedagogical approaches promoting children's right to participate.   | 1 | 2 | 3 | 4 |
| When children enroll in the center, we discuss our mission on children's participation with families (e.g., we explain that children have the right to be involved in the planning of field trips). | 1 | 2 | 3 | 4 |
| I exchange strategies to support children's attitudes and skills needed for participation with families (e.g., ways to enable shy children to express their perspectives).                          | 1 | 2 | 3 | 4 |
| In my communication with families, I advocate for respecting children's participation in all settings (e.g., center, family, community).  | 1 | 2 | 3 | 4 |
| I encourage and support children in sharing their achievements with the local community (e.g., I support children in presenting their art works in public spaces).                                  | 1 | 2 | 3 | 4 |

*In this box, take notes on key points for discussion with your team: examples, good practices, ideas for future action, etc.*



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