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## Walking the JOURNEY amidst Challenging Circumstances:

**A methodological toolbox for establishing,  
supporting, and sustaining  
Children & Youth Advisory Boards  
along the nexus approach in Ukraine**

2024



**Terre des hommes**

Helping children worldwide.



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# I — SETTING THE JOURNEY INTO THE CONTEXT

## Introduction to the methodological toolbox

The initial methodological toolbox was developed by Terre des hommes Regional Hub for Europe within the framework of implementation of transnational projects<sup>[1]</sup> aimed at promoting children's rights to participation in the context of Access of Justice. **In light of the protracted international armed conflict in Ukraine, the current toolbox was adapted to support operationalization of children's rights, even amidst challenging circumstances.**

This toolbox represents **a methodological guidance for facilitators of Child & Youth Advisory Boards.** Being a practical tool, **it offers facilitators a range of knowledge and practical activities on how to safely, ethically, and meaningfully engage children & youth in advisory roles and decision-making processes.** Importantly, it offers facilitators the know-how of how to structure the meetings with child & youth advisors and populate them with activities that are both safe and empowering for them. Being rooted in the concepts of children's right to participation and resilience, this toolbox pays **particular attention to engaging children as active agents of positive social change rather than passive objects of assistance.** As such, it is of paramount importance that the tool and its activities are approached with attitudes and values of respect towards children and youth, their voices and evolving capacities.

**This Toolbox is adaptable to the use along the nexus approach of humanitarian-development-peace programming.** Practitioners from all walks of professional lives can benefit from the toolbox in their commitment to engage child & youth advisors in decision making processes. The activities in here can be facilitated in structured, semi-structured, and flexible manners. It gives freedom to facilitators to create their own ways and practices to collaborate with children & youth. There shall be an agreed understanding that there is no 'one size fits all' approach to child & youth participation. **The task of "building back better" can provide valuable opportunities for children & youth to contribute in the now and moving forward.**

**Let the voices of children and youth lead their journeys,  
even amidst challenging circumstances!**

<sup>1</sup> JOURNEYS - Safe and Informed Journeys through Barnahus | ChildHub – Child Protection Hub  
Linking Information for Adaptive and Accessible Child-Friendly Courts (LINK) | ChildHub – Child Protection Hub

# Rationale and objectives

In the context of the full-scale armed invasion of the territory of Ukraine since 24 February 2022, **numerous violations of fundamental rights of a child have been reported**<sup>[2]</sup>: the right to security, the right to life, to education, to health and personal development, the right to preserve his or her identity, including nationality and family relations, the right to personal and family life, inviolability of the home, right to care and protection by the state. Grave violations against children, including attacks on schools and hospitals, underscore the urgent need for protection and support.

Amidst these highly challenging circumstances, **it is important to highlight the high level of resilience children, youth**<sup>[3]</sup>, **families and communities have shown since the full-scale invasion, coping with various stresses and adapting to new dynamics – both within the family and society.** As humanitarian, relief, recovery and development actors work along the nexus approach, children and youth in Ukraine continue navigating challenging circumstances daily. The triple nexus approach asks these actors to conduct their work more holistically with one another to enable them to more effectively relieve suffering, build resilience and prevent conflict or its reoccurrence<sup>[4]</sup>. Despite **the legal, conceptual and practical reasons of involving children in decisions that affect their lives, there are numerous challenges in implementing their rights to participation, whilst simultaneously keeping children safe**<sup>[5]</sup>. While there is a growing body of evidence highlighting the significant contributions that children and youth can make in situations of conflict, relief, recovery and reconstruction processes, **capacities and contributions of children and youth continue to be underestimated by adults**<sup>[6]</sup>. In Ukraine specifically, while the policy and practice of child and youth participation gradually and progressively evolve, more efforts to support actualization of children's rights to participation are needed<sup>[7]</sup>.

**In line with this rationale, this methodological toolbox aims to provide practitioners with practical guidelines on how to meaningfully and ethically engage groups of children and youth in advisory roles and decision-making processes.** The Child & Youth Advisory Board (hereafter referred to as CAB) is used as a mechanism to operationalize such processes, and through children's meaningful engagement to support realization of their rights to participation. The current toolbox elaborates two avenues connected with the main roles of CABs as following:



**Avenue 1** – where child & youth advisors are engaged in co-producing certain tools, services, activities, policies etc. that have an impact on their lives and their environments. Within such co-designing processes, they advise, provide feedback and suggestions to project partners/adults to ensure that these deliverables are child-friendly, suitable and accessible for all children.

- 2 Rights of children - Report on the Observance and Protection of Human and Civil Rights and Freedoms in Ukraine in 2022 ([ombudsman.gov.ua](https://ombudsman.gov.ua))
- 3 undp-ua-impact-war-youth-eng-findings-recommendations print
- 4 Tdh MHPSS detailed glossary.pdf ([childhub.org](https://childhub.org))
- 5 McCafferty, P. (2017). Implementing Article 12 of the United Nations Convention on the Rights of the Child in Child Protection Decision-Making: a Critical Analysis of the Challenges and Opportunities for Social Work, Child Care in Practice, Vol. 27, No.4, 327-341.
- 6 Hart, J. The Child as Vulnerable Victim: Humanitarianism Constructs Its Object. Int. J. Environ. Res. Public Health 2023, 20, 5102. <https://doi.org/10.3390/ijerph20065102>
- 7 Sakaliuk, O. (2023). Supporting Children During the Armed Conflict in Ukraine. In Search of Strategies How to Protect Children's Rights Through Participation. In: Maier-Höfer, C., Markowska-Manista, U., Stellakis, N. (eds) Theorien und Praktiken der Selbstbestimmung und Partizipation: Janusz Korczak im Diskurs. Springer VS, Wiesbaden. [https://link.springer.com/chapter/10.1007/978-3-658-30764-6\\_5](https://link.springer.com/chapter/10.1007/978-3-658-30764-6_5)



***Some examples include, but by no means are limited to:***

- Engaging children & youth in the design, management and implementation of Child/Youth Friendly Spaces, FabLabs, Resilience Innovation Facilities
- Engaging in the design, monitoring and evaluation of humanitarian and development projects
- Working jointly on designing child-friendly and accessible feedback and response mechanisms
- Co-designing Child Safeguarding Policies and Codes of Conduct
- Advising on preferred profiles (knowledge, skills, attitudes) and responsibilities of child & youth support workers etc.
- Participating in reconstruction, local governance and peacebuilding processes.



**Avenue 2** – where child & youth advisors engage in a Participatory Action Research (PAR) to ideate, develop and implement CAB-led Collective Action projects. Such Collective Action projects are aimed at promoting positive social changes in the lives of children & youth and their environments.

***Some potential examples CAB-led initiatives are:***

- Contribution to reconstructing child/youth-friendly schools, playgrounds, community centers, towns
- Implementation of awareness raising events to promote the respect of children's rights in both peace and wartime
- Organizing social cohesion events that bring together host and displaced community members
- Organizing non-formal education activities for younger children
- Organizing joint intergenerational events (children & youth, parents, grandparents) for mutual support.

**Both Avenues can be pursued within the project,  
and there is no need to choose only one of them.**

For the sample CAB Terms of Reference, please refer to Annex 1.

# Conceptual framework

## (i) A Rights-based approach

Children's rights to participation, protection and provision are grounded in the **UN Convention on the Rights of the Child (UN CRC)**. Children's right to express their views on all matters affecting them, and to have them given due weight, commonly described as a child participation right, is embodied in UN CRC Article 12. **In addition to being a right in and of itself, child participation is one of the key principles of the UN CRC.** As children's **rights are indivisible and interrelated**, children's right to participation is a guiding principle alongside other UN CRC principles concerning children's right to **non-discrimination** (Article 2), the **best interest of the child** (Article 3) and the right to **life, survival and development** (Article 6). Drawing on the Article 2 on non-discrimination, **children's participation rights relate to ALL children** irrespective of their gender, dis/ability, ethnicity, religion, sexuality, etc. **Importantly, the right embodied in Article 12 does not cease in situations of crisis or in their aftermath<sup>[8]</sup>.**



As stated by the **UN Committee on the Rights of the Child**, in a section on emergency situations of its General Comment No. 12 (para 125-126)<sup>[9]</sup>: **«children affected by emergencies should be encouraged and enabled to participate in analysing their situation and future prospects. Children's participation helps them to regain control over their lives, contributes to rehabilitation, develops organizational skills and strengthens a sense of identity».**

*States parties are also encouraged to support mechanisms that enable children to play an active role in post-emergency reconstruction and post-conflict resolution processes.*

Moreover, this legal document outlines **the Basic requirements for the implementation of the right of the child to be heard** (para 134). It states that participation must be:

- transparent and informative
- voluntary
- respectful
- relevant
- child-friendly
- inclusive
- supported by training
- safe and sensitive to risks
- accountable.

<sup>8</sup> General comment No. 12 (2009): The right of the child to be heard | Refworld

<sup>9</sup> Ibid



«Every child has the right to freely express their personal opinion, form their own views, develop their own social identity, and receive information appropriate to their age. This right includes the freedom to seek, receive, use, disseminate and preserve information in oral, written or other form, through works of art, literature, media, means of communication (computer, telephone network, etc) or other means of the child's choice».

The Law of Ukraine "On Protection of Childhood" (2001), Art. 9<sup>[10]</sup>

## (ii) A Resilience-based approach

The work of Tdh is based upon recognising, valuing and harnessing the strengths and resources of individuals, families and communities, not just focusing on the needs and challenges, in order to empower children and youth, families and communities. As such, the support efforts are channelled into promoting the psychosocial resilience of individuals, families and communities.

Based on Tdh's MHPSS framework «Towards psychosocial resilience and wellbeing»<sup>[11]</sup>, developed based on academic research and Tdh field experience, psychosocial wellbeing is understood as a state of positive balance that contributes to mental health and social wellness. Importantly, mental health is understood as not only the absence of mental disorders, but the combination and balance of different dimensions of wellbeing. This is a holistic framing that encompasses physical, emotional, social, political, economic, cultural and spiritual dimensions. **Psychosocial wellbeing is structured across five pillars of well-being that are applicable to individual, family and community spheres.**

- Feeling safe, secure and stable (Safety and Security)
- Feeling connected (Relationships and Connections)
- Feeling worthy (Roles and identities)
- Feeling respected (Justice and rights)
- Feeling hopeful and finding meaning

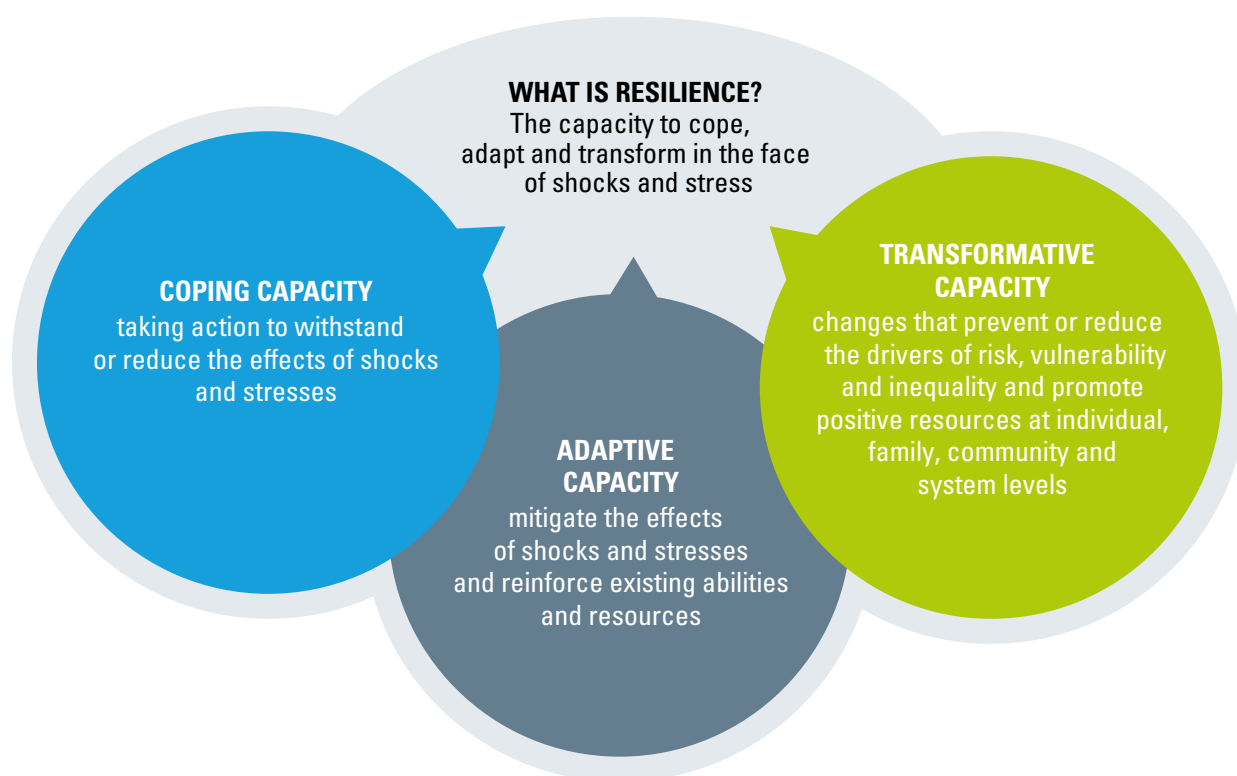


<sup>10</sup> Про охорону дитинства | від 26.04.2001 № 2402-III ([rada.gov.ua](http://rada.gov.ua))

<sup>11</sup> Towards psychosocial resilience and well-being | ChildHub – Child Protection Hub

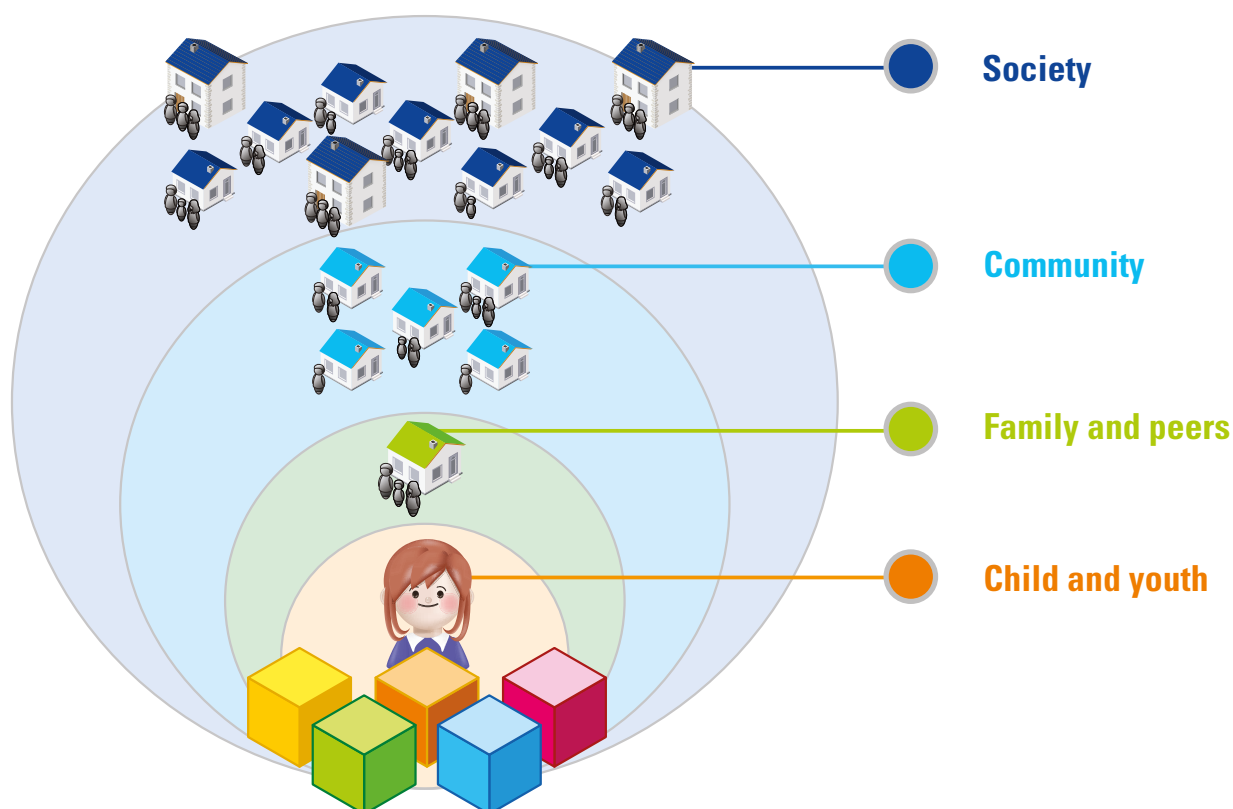
**Resilience is defined as the ability of individuals, families, communities, organisations and institutions to face adversity and positively exist and interact within different political, social, economic and environmental contexts.** In this understanding, psychosocial resilience is comprised of three components:

- **The capacity to cope:** withstanding or reducing the effects of shocks and stresses.
- **The capacity to adapt:** adjusting to ongoing change and uncertainty; mitigating the effects of shocks and stresses and reinforcing existing abilities and resources.
- **The capacity to transform:** preventing or reducing the drivers of vulnerability and inequality; and enhancing positive resources at individual, family, community and system levels.



Tdh promotes **the socio- ecological approach** to system-strengthening and recognises that **families and communities are at the forefront and core of preventing and addressing violence against children**. Child wellbeing and protection are closely linked to the availability of supportive actors and structures within the community. As such, this toolbox encourages youth to engage their community in supporting their Collective Action projects..

Tdh's understanding and definition of the **«nexus approach»** is to **«transcend the divide between humanitarian and development»** and **«invest in stability»**, as set out in the Agenda for Humanity. It is important to think beyond the "traditional" way of conceptualizing humanitarian crises as a series of distinct phases, transitioning from emergency to post-emergency, rehabilitation, reconstruction / reconciliation and development, **if we are to reduce the needs for relief action in the long term. This implies reducing the vulnerability of individuals and systems and building their resilience, which also requires a careful consideration of their natural, political and social environments and its characteristics.**



### (iii) Lundy Model of Child Participation

**The Lundy model of conceptualising Article 12 is widely recognized and used in Europe.** This model<sup>[12]</sup> was developed by academic Laura Lundy, Professor of international children's rights at the School of Education at the Queen's University of Belfast. Her model, detailed in a 2007 publication in the British Educational Journal, provides a way of conceptualising a child's right to participation, as laid down in Article 12 of the UN CRC. It is intended to focus decision-makers on the distinct, albeit interrelated, elements of the provision.

**The four elements have a rational chronological order:**

**SPACE:** Children must be given space, inclusive opportunities to form and express their views

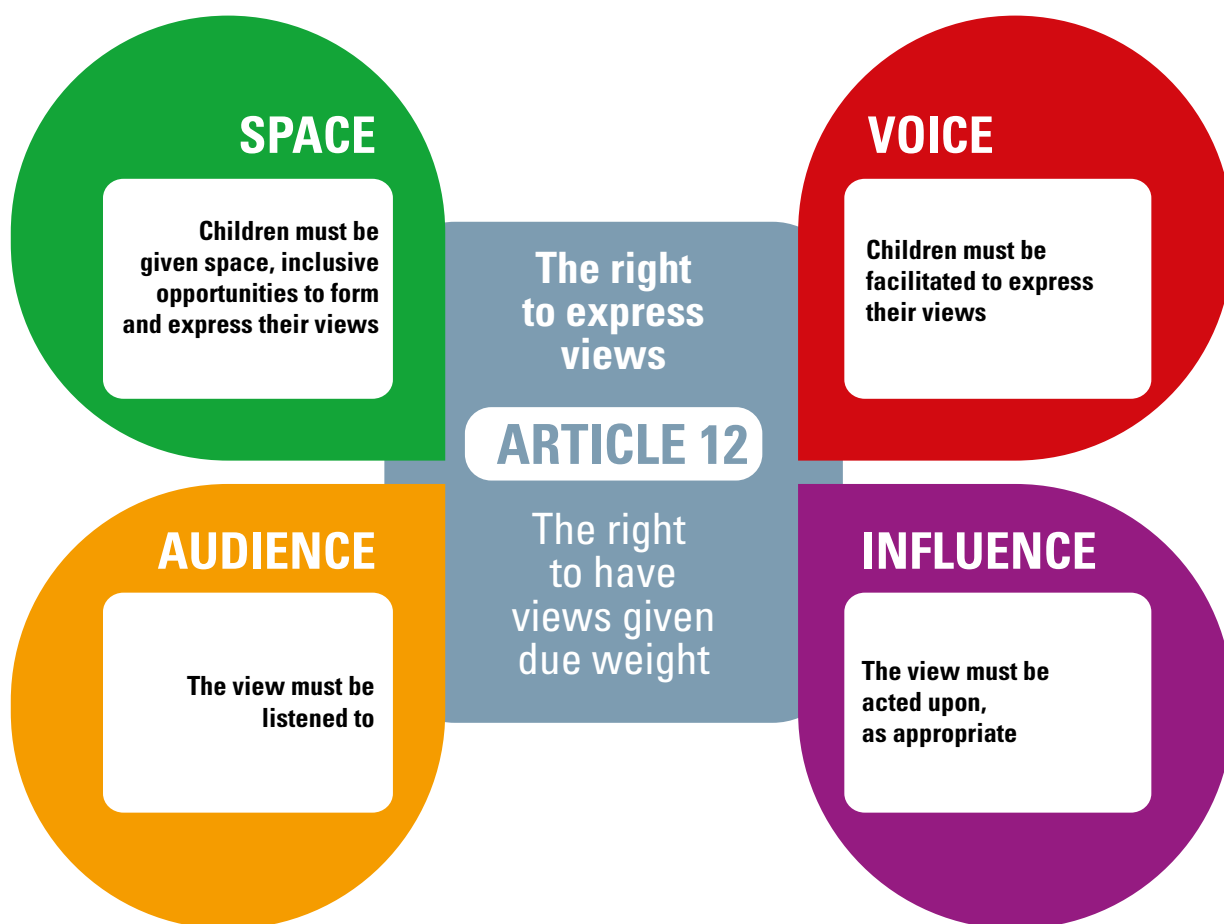
**VOICE:** Children must be facilitated to express their views

**AUDIENCE:** The view must be listened to

**INFLUENCE:** The view must be acted upon, as appropriate.

The Lundy model of child participation provides a conceptual grounding for this methodological toolbox. The four elements enabling children's meaningful rights-based participation cut across the activities suggested in here. What is crucial, however, is a practical application of all four elements when establishing, supporting and developing CABs.

<sup>12</sup> [https://commission.europa.eu/document/download/31c5ad34-8ac4-4c11-a037-25cc5e10a96a\\_en?filename=lundy\\_model\\_of\\_participation\\_0.pdf](https://commission.europa.eu/document/download/31c5ad34-8ac4-4c11-a037-25cc5e10a96a_en?filename=lundy_model_of_participation_0.pdf)



#### Tips for Practice:

Starting to think through **the Lundy Model Checklist of Participation<sup>[13]</sup>** and referring to it all along the child & youth participation processes is a useful foundation to begin with. Please refer to [lundy\\_model\\_of\\_participation\\_0.pdf](https://europe.eu/lundy_model_of_participation_0.pdf) (europe.eu)

<sup>13</sup> Lundy's Voice Model Checklist for Participation as included in Ireland's National Strategy on Children and Young People's Participation in Decision-Making 2015-2020 [lundy\\_model\\_of\\_participation\\_0.pdf](https://europe.eu/lundy_model_of_participation_0.pdf) (europe.eu)

## II — STARTING THE JOURNEY

*This section outlines the process of forming a new Child & Youth Advisory Board (CAB) or re-forming an already existing one, depending on the contextual circumstances. The section will walk CAB facilitators through the key steps of this process. Taking such steps will positively contribute to ensuring that the selection and interviewing processes are participative and empowering for children.*

*To begin with, we encourage you to self-reflect on your previous experiences working with groups of children & youth on a concrete project or theme. **Your own memories, experiences and lessons learnt will help you visualize your CAB group as if you were its member.** Which vision does the group have? Which values are important for you and for the group? What group rituals and topics would you like to facilitate and support children on? What is the trail the children will walk together? What is the overarching message or lesson you would want to share with your CAB group? Engaging your creativity, document this self-reflection in your notebook. Keep it somewhere you can easily revisit from time to time. It can be a valuable tool to motivate yourself and celebrate your successes. It could also be inspiring to share it with your fellow colleagues!*



# Eligibility criteria for CAB Membership

**The first step in forming the CAB is having fair and transparent eligibility criteria.** The eligibility criteria should be as inclusive as possible and not exacerbate unequal power dynamics between children and adults, and between different groups of children, by only supporting the most «visible», active and easy to engage. Instead, we seek to engage as diverse a group as possible and encourage their joint participation in the activities.

A good place to start is by considering specific groups of children whose voices are seldom heard for a variety of reasons. Such reasons can range from residing in hard-to-reach or disadvantaged areas, being displaced from their home places, coming from lower socio-economic backgrounds or ethnic minority groups, living with different abilities and disabilities, facing structural inequalities, etc. **The ideal CAB group has a balanced membership of children from both marginalized and vulnerable backgrounds and those who are more active in promoting children's rights and contributing to children's well-being in their communities.** A balanced membership is helpful in creating a conducive and inclusive space for peer-to-peer learning and mentorship opportunities.

**While CAB membership and its eligibility criteria will vary depending on unique contexts and locations, physical and emotional aspects of children's safety and their environments are key.** We recommend for CABs to be composed of 10-12 children & youth who are:

- Children aged between 12-18 and/or youth aged between 18-24
- Live in the location where the project is being implemented, so that they can attend CAB meetings in-person or online depending on the work modality, and can relate to lived realities of local children
- Are willing and motivated to participate in the project activities, contribute to the wellbeing of local children and their environments, and enthusiastic about learning new experiences
- Include various experiences that children have, for example children from vulnerable backgrounds or hard-to-reach areas, children from both displaced and host communities, children having less favourable opportunities, children facing structural inequalities
- Include various profiles, for example children from ethnic or minority communities, children with different abilities and disabilities
- Children's participation is voluntary, and they can withdraw at any moment they deem necessary.

**The CAB representation needs to be inclusive, diverse, age and gender-balanced from the onset. The principles of Non-discrimination and Do No Harm should be respected at all the stages of establishing, supporting and developing CABs.**

Depending on each location, these criteria can be contextualized and specified further. **It is a good practice to consult with children themselves on how to make the membership more inclusive.** Once the eligibility criteria have been contextually defined, it is time to actually start engaging children. That is where the attention turns to next.



# Announcing CAB Membership

The exact process of engaging children may vary depending on the context, and the work modality (online, offline, or hybrid). **Nevertheless, some of the common factors we recommend considering are as follows:**

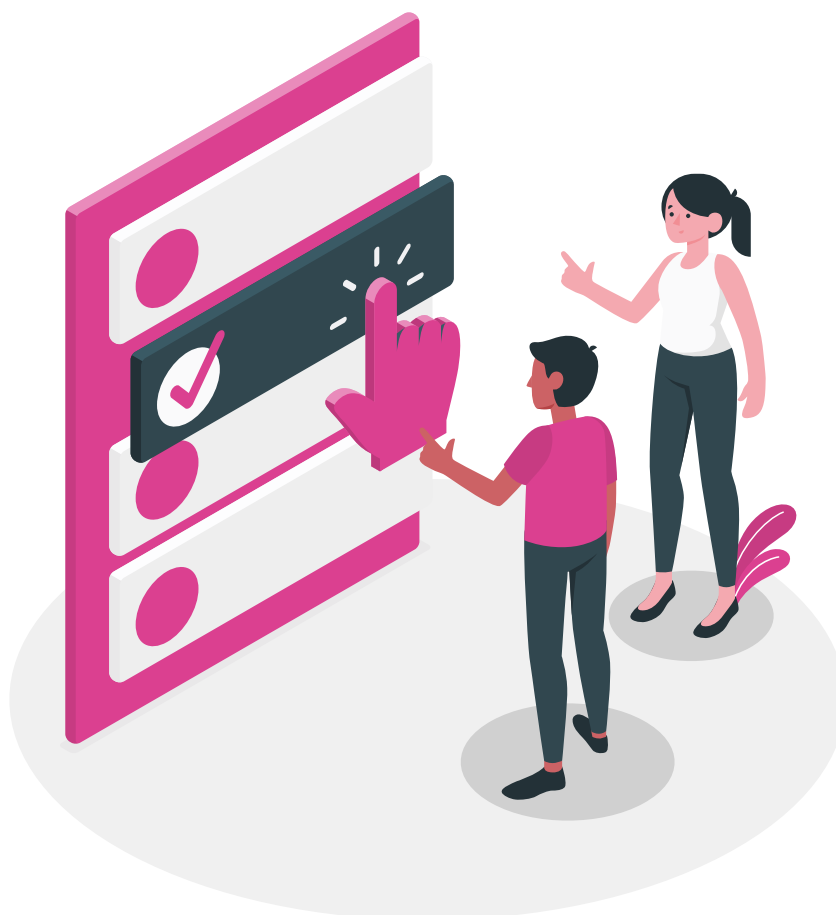
- Ensure that the information about CAB membership is made available in a child-friendly and easy-to-read format. It should include an easy-to-understand description of the tasks children are invited to engage in, approximate amount of time commitment needed and frequency of the meetings, types of support children can expect throughout the process as well as what children should get out of their participation.
- With this spoken, visual or written information, consider conducting a child-friendly presentation of the project and CAB membership in a group setting (various options are listed below). In this way, children will have a sufficient overview of this engagement and will be able to ask any questions they might have for taking an informed decision and nominating themselves.
- You need to ensure that the information about CAB membership reaches as many children as possible, from as many backgrounds as possible. Remember it is your role to reach out to the most vulnerable children, and not other way around.
- Some of the possible avenues for announcing CAB membership include, but are not limited to:
  - Schools, non-formal education facilities
  - Sport networks, including networks for children with disabilities
  - Children/youth clubs, networks, and movements
  - Children and youth services
  - Community-based organisations supporting humanitarian, relief and recovery efforts
  - Children you worked with in the course of the previous projects/initiatives
  - Parents participating in humanitarian, relief and recovery activities and/or are being supported by them.
- **Peer-to-peer information sharing** is one of the most powerful tools in raising children's interest and motivation for participation. Children, acting as messengers or participation champions, could spread the word within their peer networks and invite others for applying.
- The announcement process can be done through posting The Call for Membership (Annex 2) & Nomination Form (Annex 3) in the places children are most likely to visit and/or schools we are working in. These Forms can also be distributed to trustworthy adults who regularly engage with children, for instance schoolteachers, youth workers, social workers, school psychologists, coaches etc. Alternatively, the Call for Membership and Nomination Form can be posted on the websites and social platforms relevant to the content and context of the project.



### Diversity & Inclusion Tips:

For children with disabilities, if needed, it is important to create alternative materials. It is fine to encourage their parents'/carers' support when children apply or during the interviewing stage. ***For example, CAB facilitators can prepare simple invitation cards for every child with an opportunity for a child to choose between two options and to put a tick: YES, I will participate; NO, I will not participate. It is like an agreement between a child and an adult. It is a ritual of commitment to be engaged and respected as a participant.***

When the Nomination Forms are collected, it is time to conduct the interviews, what could better be captured as «**friendly conversations**». The suggestion is to engage in friendly conversations with ALL children who submitted their applications.



# Interviewing Process

**Remember that the process of building safe, trusting and supportive relationships with future child & youth advisors begins with the interview.** For this reason, the interview has to be more of a friendly conversation with the child rather than just a sequence of questions and answers. The impact of the first meeting with a potential child advisor on subsequent group meetings is huge. You are going to invite the child on an exciting journey which offers opportunities to learn and socialize, as well as responsibilities to contribute. **This is your first message to the child: you are looking for children who are willing to dedicate their time, knowledge and skills to improving the wellbeing of children and their environments, while being actively supported by facilitators.**

Before starting friendly discussions, provide children with a short and child-friendly overview of the project. This can include what the project is all about, what the main goals are, what the CAB is, what concrete tasks and what learning opportunities child advisors will have and what experiences and opportunities they will get from participating in the project. **The duration of friendly discussions will vary as different children need different amounts of information, specific time to absorb new things, time to feel comfortable with adult facilitators, time to react to what they hear and understand.**



## Diversity & Inclusion Tips:

**When you speak with a child with disability, you might need to:**

- Give more time than initially planned or as for other children
- Split the questions further, one at a time
- Explain simple terms, like 'project' for example
- Rely on support of children's parents/carers.
- Prepare a simple material to support your talk
- Be ready to accept non-participation of the child
- Be ready to accept the child is less focused than you expected
- Speak slowly but with respect
- Give children a choice to express themselves in a way that is easier for them
- Give children immediate feedback about what and how well they share their thoughts in this conversation

**During a friendly conversation the possible questions we suggest to explore:**

- Would you like to tell me about yourself? What are some of the things you care about?
- What are some of the things you enjoy doing during your free time? Would you like to tell me about some of the things that make you joyful?
- Do you know what the word "project" means? Have you heard about [name of] the project?
- What are some of your interests when you think about being a child advisor?
- Which of your talents would you like to offer to the group?
- Will it be difficult for you to come regularly? (e.g. for CAB meetings and CAB events). How could we support you?

- Are there any knowledge and skills you want to develop when being part of the group?
- Are there any specific activities that you would like to engage in?
- Is there anything else you would like to share with me?
- Do you have any questions for us? Would you like me to tell you about any aspect of the project or the CAB in more detail?

**All these questions can further be adapted, or split in shorter ones, depending on every child's needs and maturity.**

Please note, **if the child does not feel comfortable answering any of these questions, their right to voluntary participation (the right to say no) should be respected.** In such cases, the child should be reassured that you understand their decision, and it will not have any impact on their CAB membership.

Finish the discussion by thanking the child for their participation, time and interest. Provide the child with your contact details, so that they can reach out to you, if they need any more information. Inform the child that if at any point they would like to withdraw the application, they should feel comfortable reaching out to you too. Wish the child a nice day ahead, and say that you will be in touch for further steps.

**Following the interviewing process, there might be a larger number of children willing to participate that the CAB is able to accommodate.** In such situations it is important for prioritisation to be based on the principle of non-discrimination, and rather be guided by the diversity of profiles and experiences brought to the platform. **Your goal is to create a heterogeneous group in terms of age, gender, experiences and social backgrounds. Importantly, this diversity of profiles and experiences needs to have a common vision, in your case, to meaningfully contribute to the wellbeing of children and their environments.**

If a communication needs to be sent to the child as to why they cannot join CAB this time, it is important for it to be done timely and in a child-friendly way. The child should be offered opportunities to join other meaningful engagements, social, cultural, recreational or educational activities, through other active projects or other local initiatives appropriate and interesting to children.



#### **Diversity & Inclusion Tips:**

You treat ALL children with respect, dignity, empathy, and equality. Children with disabilities do not need extra support or special attention and a different attitude all the time. You may need to adapt your traditional approach to interviews, activities, programmes, etc. when involving children and youth with disabilities. This will make you better at interacting with ALL children and youth. When you prepare for the first meetings with children with disabilities, ask what they are **ABLE** to do, not what they can't do. If you need help from a parent/caregiver or interpreter at some stages or all the time, it is absolutely fine. **Always speak directly to the child, not to the adults, who help you.** You try to find the best atmosphere for the child to participate. When you believe and show that you value everyone's contribution regardless of a child's ability/disability, all children will start trusting you and will be more open to communicate and share. **It takes time to build positive and friendly relationships with the child.**

# Skills Useful for Interviewing future CAB members<sup>[14]</sup>

It is well known that in communication it is not only the verbal message that counts. In fact, non-verbal signs have an important role to play in the effectiveness of delivering and receiving the message. **We usually think that we hear with our ears, but we also listen with our eyes, our mind, our body and our heart.** All these qualities of a good listener will help the child express their real thoughts and feelings. This, in turn, allows for a better relationship.

One crucial element during a friendly conversation is to be an active listener. Remember that any conversation is always a two-way process. The below ideas will support your friendly conversations with children.

- **Active listening:** children want to be truly and genuinely understood for what they are actually saying and feeling. One way that we can work to genuinely understand children – and to show them that genuine understanding is a priority to us – is through active listening. Active listening is listening in a way that allows the child the space to develop and communicate a full thought. It is a way of listening that helps the child know we are listening and involves the child in confirming and clarifying what we hear them saying. There are several components of active listening, including body language, clarification, and confirmation.
- **Body language** should convey to the child that you are genuinely interested and attentive. Leaning slightly toward the child is sometimes effective, sometimes – not. It depends on the child's personality to feel safe and comfortable. Maintaining eye contact/being at the same eye level with the child and refraining from distractions (phone, side talks) conveys attention in most cultures. Body language that communicates undivided attention is more important than we might think. Examples include nodding, or saying simple things, like «*I see*», «*okay*».
- **Clarification:** try to really hear what the child is trying to say to you. Do not interpret what you think they are saying – actually listen to what they are saying to you. Pay close attention, and if you have any questions about what they are trying to say, or are confused about something, tell them so and ask for clarification. If the child is slow, it is important not to speak for the child trying to finish their sentence. This could mislead the child and lead to tokenistic results.
- **Confirmation** is one of the most powerful tools of active listening. Confirmation means checking with the child periodically to make sure that what you understand from the conversation is what they are trying to say. At appropriate times throughout the conversation, pause to confirm with the child that everything you have heard is correct. Start at the beginning and summarize everything you have heard. You may say something as simple as, «*I just want to make sure that I understand everything you have told me so far. Let me repeat it back to you and you tell me if I got anything wrong, or missed anything, okay?*». You might be surprised how much additional important information you can get from the child using this simple technique. Particularly when children are excited or emotional, they often forget to mention important information they would like to share in their rush to communicate. Also, it is really important to use the child's own words or symbols, drawings, pictures in your summary.

<sup>14</sup> Informed by Facilitators Manual : Guidelines to enhance child participation and work with youth on Child Advisory Boards, AWAY Project, Terre des hommes



### Tips for Practice:

**The use of visual cues:** children are provided with the 'Feeling Dice' (faces with 'Happy', 'Sad', and 'Angry' expressions) and are asked about what activities, places, sounds, concrete people made them feel those emotions. This is a good start for you, as facilitator, to clarify before and during the interviews to get to know the child better. For some children, try to combine visual and verbal elements for better understanding.

As simple as it may sound, **your friendly attitude, the tone and pace of your voice, and your smiling face** will all contribute to children feeling emotionally safe and comfortable in your presence.



### Diversity & Inclusion Tips:

Adults often fear that they require specific expertise to listen to children with disability. However, **it is not always necessary to be an expert to communicate with children with disability. Body language, humming, laughing, blinking are just some of the ways in which we naturally express ourselves and communicate with others.** Your attitude and individual approach are very important. Parents, carers, siblings or friends of the child could give you much more information in advance about the way the child feels comfortable to communicate.

# III — ALL THROUGHOUT THE JOURNEY

*This section explores some of the key considerations that need to be respected regardless of which stage of the journey child advisors are walking through. Being underpinned by the rights of children to both participation and protection, these key considerations are a golden thread that runs through the processes of establishing, supporting and sustaining CABs.*

*Ingredients for successful Intergenerational Partnership:*

- *Build Safe and Friendly Spaces*
- *Give enough Time*
- *Deliver Enough and Relevant Information*
- *Provide Free Choices*
- *Create Mutual Trust and Respect*
- *Benefits for Children and Youth from Participation*



# Creating and Maintaining a Safe and Friendly Space<sup>[15]</sup>

**Creating a safe space is crucial for fostering children and youth participation and supporting their sense of wellbeing.** We all want to ensure that CAB members feel respected and are kept safe in our joint working. Needless to say, while we want to honour the mantra of Do No Harm, we should also be going beyond this to consider how all our interactions, within any process, are contributing to children's wellbeing and empowerment. Creating a safe space where children and youth feel that they belong, that they are accepted, is hugely important for supporting their wellbeing and meaningful participation.

Some of the tips for considering different inter-linked and mutually reinforcing concepts of safety are as follows:

- **Physical safety:** ensure that child advisors have a safe space to gather and share their views. Amidst challenging circumstances, the importance of physical aspects of safety is paramount. This means that the space is away from physical dangers and safety procedures are in place should an air raid alert happen during CAB meeting. The setting needs to be child-friendly and accessible for children with disabilities. It is also recommended to consider whether the children's journey from their homes to/from the venue is safe, whether accompaniment and/or accessible transportation are needed, and whether the travel hours are safe (not too late that it gets dark or in rush hour). Some considerations for supporting children's basic needs during the meetings would mean that children have access to clean water, snacks, and access to gender-separated personal hygiene and sanitation facilities.



## Diversity & Inclusion Tips:

It is important to prepare in advance simple signs, symbols or arrows on the doors and/or corridors to help children with disabilities to easily find the venue, exit and not get lost if they go out alone from the venue and need to come back. The setting should be easy for children to physically access, be step-free or have ramps and have disability-friendly toilets. The level of noises around should not be a barrier for children with disabilities to join the discussions

If there is a lack of physical safety to come to and stay in the venue for either children or facilitators, the meeting needs to be facilitated online not to expose anyone to potential dangers. If facilitated online, check with children whether they have a quiet and private space to connect to the meetings, and explore whether there are any arrangements you can support them with..

- **Social safety:** ensure that child advisors have a safe space to share their views and that their opinions will not be overheard by anyone who may pose risk. This consideration is of special importance for the meetings held online. Ensure that proper safeguarding policies are in place, understood, respected, and safe reporting mechanisms are functional (*see the «Child Safeguarding» part for more detail and Tdh Child Safeguarding Policy<sup>[16]</sup>*).

<sup>15</sup> Informed by Currie, V., Lee, L., and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation

<sup>16</sup> Child Safeguarding Policy | Terre des hommes <https://www.tdh.org/en/digital-library/documents/child-safeguarding-policy>



- **Emotional safety:** offering a space that is emotionally safe for child advisors requires facilitators who have the time and capacity to actively listen to children, meaningfully engage them, and act on children's voices, if it is safe to do so. Experienced facilitators can also support building connections between peers. If any child is struggling, consider referring them to other services providing more specialized support for overcoming potentially traumatic experiences and/or stabilizing their mental health and psychosocial wellbeing (with parental consent obtained). Always provide a quiet corner or another place for a child to calm down or relax if s/he needs during the meeting, and come back to the meeting at any moment. We recommend having two CAB facilitators, so that one of them can attend to individual child's needs, while the other continues to facilitate the meeting. In the rest of this section, there are plenty of other tips for CAB facilitators on how to support the emotional safety of children.
- **Spiritual safety:** a safe space is somewhere where there is acceptance of all aspects of who we are, a place where we truly belong. Creating such a space can be challenging with children from diverse backgrounds and life paths, but it is very important. Co-create some Ground Rules and build collective value systems which will help children understand guidelines for safe interactions (see the «Establishing a Group Respect Agreement» Activity). Ensuring that children's belief systems are respected, even if not shared, is important. Engaging children in creating shared value systems and safe ways of interaction is a great way to do this.



### Referral pathways:

Referral<sup>[17]</sup> is the process of formally requesting services for a child or their family from another agency through an established procedure and/or form. Referral pathways are significant enablers in supporting children's safety for aspects outside of our immediate influence. For that, it is important to ensure that referral pathways are up-to-date, including the existence of any child helplines. It would be advisable to review referral pathways together with children to identify any additional sources of support that adult service providers/CAB facilitators may not be unaware of. Moreover, you are encouraged to work with referral sources to encourage them to follow up with children who are making calls or visiting them for support.

- **Online safety<sup>[18]</sup>:** when the CAB meetings are facilitated online, it is important to select a platform that is both safe and easy for children's use. Consider conducting a Staying Safe Online session at the initial stages of CAB meetings. Such a session would introduce children to the very concept of online safety, discuss potential scenarios where their online safety might be threatened, educate them on safe ways of protecting themselves from such online dangers, thus empowering children to be safer and more comfortable online. You might also consider inviting children to visit some child-friendly resources specifically developed for supporting them being safe online. A compilation of such resources can be found in Annex 4.

<sup>17</sup> cm\_guidelines\_eng\_.pdf ([alliancecpha.org](http://alliancecpha.org))

<sup>18</sup> Informed by experiences of #CovidUnder19 coalition #CovidUnder19 | Terre des hommes (tdh.org) (<https://www.tdh.org/en/projects/covidunder19>)



### **Diversity & Inclusion Tips:**

For some children with disabilities, online communication could be a better option, especially if they have communication difficulties or confidence issues to participate in person with other children. It depends on each child's personality, and facilitators have to observe and jointly decide on the best way to include every child.

Additionally, it is also important to consider how the information will be safely stored. If meetings take place on Zoom platform, you could consider using Zoom cloud storage that would enable you to record, store and re-visit recordings of CAB meetings with password protection in place.

# Ingredients for successful Child-Adult Partnership

- **TIME & TIMING:** make sure you have scheduled enough time for the group and yourself to work through the activities scheduled for the meeting. Children need your time and energy to support their participation. Children need time to reflect, to talk through things with you and among themselves, to explore and develop their own ideas. Pay attention for scheduling CAB meetings at hours not overlapping with children's other engagements, e.g. schooling, time usually spent with their families, public holidays etc. The duration of the meetings should not be too long and tiring for children, nor too short to be in rush and engage superficially.

**While the group needs sufficient time to make the process collaborative and effective, it is also important to have enough time to dedicate sufficient attention to each individual child in the group and listening to their individual voices.** You could consider having a meeting of around 90 – 120 minutes with a 15-minute break in between. Do regular check-ins with children on how they feel and whether more breaks are needed.

The time for fun should be considered too — as it is about the final products and inputs of the group, **it is equally about making CAB experience for children joyful!** Having chats and making new friendships over refreshment breaks with healthy snacks would be liked by everyone!

- **PROVIDE ENOUGH INFORMATION:** To respect children's rights includes to provide for children enough and accessible information. This is the only way for them to be meaningfully engaged and to have opportunity to make decisions. Adults' role is to ensure children have access to relevant information. Adults' ethical responsibility is to deliver transparent and adequate information for children without trying to manipulate it.



## Diversity & Inclusion Tips:

Children with disabilities could be the great helpers when you adapt or prepare some materials for them. If you involve them at the start, they will co-work with you to be ready with easy-to-understand texts for all children in CABs. **Keep information simple. Write in plain language. Make it as concise as possible. Use a minimum 14-point text size. This is a cost and time-efficient way of making your information instantly accessible to a larger number of your audience.**

- **FREE CHOICES:** It is easy to say that we, adults, give choices to children. However, **children need to learn to make choices before they are able to make choices.** Many children, especially children in care or with disabilities, are not able to make even simple choices for their lives. You shall start teaching children how to make very simple choices, firstly between two things from everyday life and gradually, when they gain better self-confidence, they will be ready to give opinions on bigger life choices. It takes time when a child is inexperienced, but this time is important because of long-term benefits for the child's development. **When you assign roles to CAB members, it is important to consider that one child may only be ready to choose images, colours and technicalities of a group project, whereas another may be ready to contribute to the content and make complex choices.**

**One of the best ways to support children in making choices is through play.**

Here are some ideas to stimulate children to make choices.

1. Making simple choices every day for our lives → Interactive games, situations, drawings, posters, magazines, life stories.
2. Making important choices for our happy lives! → Start introducing step by step concrete project tasks for children to work on.
3. Let's choose our next theme together! → Create a bank/jar of ideas to choose, as a group, our favourite next theme based on project deliverables. Discussion, debates, arguments.

→ **MUTUAL TRUST AND RESPECT IN RELATIONSHIPS:** nurturing strong relationships between children and adults, and amongst children, is key to supporting and developing CAB groups. **We know from research that meaningful relationships are key to supporting children's participation and development.**

→ **CURIOSITY:** curiosity is a great place to start from and a great attitude to maintain throughout the journey! If you face any challenge, rather than reacting, get curious, ask the child, explore together! Why is this happening? What might be beneath the surface? What is the child trying to communicate? Is there any unfulfilled need that I do not know about? What can we do to address this challenge together?

→ **EMPATHY:** put yourself in the shoes of the child. What can you do for the child for them to feel comfortable in their shoes? Try to actively listen to and understand one another, building understanding for the other person's experiences. This means trying to relate to what they are feeling.

→ **RECOGNIZE CHILDREN'S COMMITMENTS:** remember that children are busy. Children have roles and responsibilities that are important for not only their own lives, but the lives of their family, school, peer groups, and community. Thus, it is important for us to honour these roles, and ensure that CAB membership supports other roles and responsibilities they have rather than creates additional pressure. This is easier said than done, so it is great to consult children, and jointly agree on the timing for CAB meetings most conducive for them.

→ **HONOUR CHILDREN'S TIME & COMMITMENT:** It's important to recognize children's commitment to the project and CAB membership, particularly for those who are making large contributions of their time. Consider offering small remunerations, symbolic gifts, refreshments, covering transportation costs whenever possible, whatever is appropriate and feasible in the context you are working in.

# Skills and values important for CAB facilitators<sup>[19]</sup>

Child and youth participation can mean different things to different people. To a large extent, the level and quality of their participation and their ability to influence decision making processes will depend on the skills and personal values of CAB facilitators as well as the value they place on children and youth and their capacities. Supporting children throughout their CAB journey means ensuring that they are offered the same respect as any other person, regardless of age. As such, some of the skills and values that are important to nurture in ourselves and apply throughout the journey are as follows:

- **Respect:** are the content of my messages, the tone of my voice and my non-verbal communication conveying the message to the child/youth of being valued and respected?
- **Active listening:** do I support creating safe and supportive spaces for children/youth to express their voices?
- **Adaptability:** do I adapt my communication and way of working to the age and maturity of children/youth? Is there any risk that these children/youths are having to adapt to my needs and capacities, instead of me adapting to theirs?
- **Ability to let go of control:** do I feel comfortable to trust the process of children/youth taking the lead? Am I comfortable to balance children/youth being in charge of the process, while safeguarding their best interests at the same time?
- **Appreciation for children's creativity and ideas:** do I regularly express appreciation of children's & youth's skills, capacities and contributions? Do I seek ways of showcasing their achievements to wider community members?
- **Acknowledge and put aside our own biases, if any:** do I have any personal biases that prevent me from seeing children/youth as active agents of positive change? Where are such biases coming from? Do they prevent me from meaningfully engaging children/youth? How can I challenge such biases?
- **Do not impose judgement or ideas:** am I judgemental towards children's & youth's ideas? How can I gently suggest alternative ways of doing things without being and sounding judgemental?
- **Support children & youth to have ownership over the process and final outcomes:** can children/youth I work with proudly say that it is them who did it?

It might happen that adults act in ways that are not fully respectful or supportive of children's & youth's expertise. This is referred to as «adultism». There is no ideal facilitator but you should be good enough to avoid tokenism and adultism. **Here are some recommendations when you work in partnership with children & youth throughout their CAB journey:**

- ➔ **Start from Strengths:** Always start with exploring children's & youth's strengths. What strengths do they have individually and collectively? What are the strengths that exist among their peers, families, local community, governments, and within society? How can children & youth build upon their strengths? How can CAB membership help children & youth in their environment to grow and thrive? Thinking in this way helps identify internal and external capacities and opportunities for children & youth in their socio-cultural context that support their psychosocial wellbeing and respect their human rights.

<sup>19</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des hommes



### Diversity & Inclusion Tips:

Ask every child with/out disability to write, say or draw his/her super power! «I am good at....», «My Super power is to sing, to make friends, to play basketball, etc».

- **Use the power of children's & youth's ideas for positive change:** We know from our own experience, but also from research, that childhood and adolescence is a time of great openness and imagination. When encouraged to think critically and creatively about the world around them, children & youth have many ideas for positive change in their communities and societies. Providing a space for children & youth of different backgrounds and experiences to think through their ideas, and grow them, is an important component of supporting and developing them. Remember that children & youth will learn and participate differently from one another, and you must reflect on this and how you will create spaces for them to think through their ideas! **When we work together across generations, we can build on children's & youth's ideas to make improvements in different walks of their lives, including amidst challenging circumstances.**



### Diversity & Inclusion Tips:

For example, if there are children/youth who are visually impaired, you may have a dialogue circle and record participants' ideas instead of asking everyone to write sticky notes and read each other's thoughts. If participants have religious prayer times, structure your schedule, so that it does not disrupt their prayers. If girls are not speaking about certain issues when together with boys, gather participants into separate boys' and girls' groups to support conversation. Ensure you provide options for children of all genders (outside of self-identifying as boys and girls) to join groups.

- **Build partnerships:** Building partnerships with children & youth across different systems or sectors is important. This will look different depending on your context and location. Think about how you might be able to engage CAB members with other groups in the community and what would be most inclusive. Linking child & youth advisors with other formal or informal child protection and child participation systems, networks and external events will also support sustainability of CAB membership beyond the project timeline. This will be explored in more detail in the final «Keeping the Journey ON» Section of this toolbox.
- **Challenge oppressive ideas, if it is the case, and if it is safe to do so:** Be prepared to push back respectfully if/when child & youth advisors reflect oppressive or discriminatory ideas that do not reflect children's best interest. Even children & youth might reflect unhelpful ideas they have learned in their homes and communities, such as boys are smarter than girls, or otherwise, or certain ethnic groups are better than others. When these things come up, **take a chance to pause the conversation. Get curious, ask the individual why they think this is so (if it is safe for everyone in the group to explore this). Encourage other children & youth in the group to share their ideas by asking if there are other thoughts in the group around this, or whether there are alternative angles to look at this. If you know of a «champion of change» in the group, consider asking them as it is best when the ideas for change come from the participants themselves. Consider including this consideration in your Group Respect Agreement at the start of your time together.**

# Thinking of Potential Challenges

It should not be assumed that, upon being selected, all child & youth advisors have equitable access to meeting spaces, or are equitably placed to meaningfully participate in CAB activities. **Potential barriers to participate and contribute will vary for each individual child/youth, and it is important to start understanding such barriers early on in the process.** For that reason, one of the questions suggested for exploring during a friendly conversation is related to individual child's potential obstacles participating, and how we, collectively, can better support them the child to dismantle these barriers. **Moreover, when working along the humanitarian-development-peace nexus, the security situation might evolve quickly and unpredictably, thus constant monitoring of the operational environment and adherence to safety and security protocols is a must.**

The below questions invite you to reflect on some of the barriers that might stand in the way of children's & youth's participation. Bear in mind that the barriers presented are not exhaustive and would vary depending on the context and lived realities of individual child and youth advisors.

## → Safety and security barriers

- Have all the sites planned for CAB activities been given security clearance? Have all facilitators received security briefing?
- Is it safe to gather children/youth in groups? In this particular time, wouldn't it be safer to convene the meeting online instead of coming together physically?

## → Physical barriers

- Would the child/youth be able to safely commute from his/her home to CAB venue? Would they need to be accompanied on their way to/from the venue? Will they be able to cover travel expenses?
- Is the venue disability-friendly? Would children/youth with limited mobility be able to get to the venue and move through it?

## → Material barriers

- If CAB meetings are facilitated online, are we sure that every participant has access to technology (computer/phone)? Do they have headphones to connect to CAB meetings? Do they have a quiet and safe place to connect online?
- Is there any support needed with internet data? To ensure that virtual meetings are as accessible as possible, and to contribute to addressing digital divide, consider allocating budget for child & youth advisors to have mobile data when needed. For example, children & youth can be invited to submit simple data request forms indicating their phone number that they would like the data to be sent to, with you topping up their data using mobile apps.<sup>[20]</sup>
- Are children/youth and their families able to have their basic needs covered (food, shelter, healthcare, access to education, legal registrations etc)? Can we link them with respective services so that it does not stand in the way of their interest and ability to participate?

## → Cultural and spiritual barriers

- Do all children & youth feel comfortable sharing experiences and ideas specific to their culture or spiritual identification? Do all children share a sense of belonging to the group, regardless of their socio-cultural background?

<sup>20</sup> <https://www.ding.com/> is one of such options

### ➔ Mental health and psychosocial needs

- Do children & youth have psychosocial capacity to fully participate? Do they feel physically and emotionally safe enough in their families, peer networks and/or neighbourhoods? Do they have emotional resources to participate, thrive and grow in the process? Is there a need to safely link them with community-based or specialized support?



#### **Diversity & Inclusion Tips:**

Some disabilities can be invisible. Protection and safeguarding measures shall be in place for every individual child/youth. It is very important for facilitators to know in advance about specific challenges the child/youth could have.



# Tips for Facilitation<sup>[21]</sup>

Supporting meaningful participation of child & youth advisors is as much about the process as the final results and deliverables of the project. Below presents some tips how to build and nurture safe, supportive, and respectful relationships with CAB members.

## Building and Nurturing Relationships

- **Use a positive approach:** Stay positive and energetic.
- **Be a role model:** Act in positive ways. Share healthy values that child & youth advisors can learn from. Supportively guide them, but do not direct them or assert your opinion.
- **Build relationships:** Help child & youth advisors feel valued and respected. Be sensitive and sincere. Create spaces of trust during the initial meeting, and maintain it all throughout the journey.
- **Be patient and flexible:** Things do not always go as planned, and it is okay!
- **Be prepared with back up ideas and activities:** «Plans means nothing, planning means everything». Be ready for things not to go as perfectly as you planned. If an activity goes off track, gently try to bring it back – do not forget your sense of humour and that it is important to listen to what child advisors are telling you!

## Listening to and Speaking with Children & Youth

- **Actively Listen:** Take time and listen carefully to children & youth, their stories and anything they feel like sharing with you. Make sure you are fully listening and not just waiting to speak. Listen as much to what they say, as to what they do not say. There is much information in their silence and body language.
- **Treat children & youth with respect:** Supportively accompany children & youth while they are doing activities, demonstrate your genuine interest by asking questions and learning how they see the world around them and their place and their roles within it.
- **Pay attention to body language:** Watch body language (e.g. fidgeting, being noisy or aggressive or being very shy or quiet). Look for cues about how children & youth are feeling during activities, and whether any additional support is needed, either collectively or individually.
- **Reflect on your own attitudes:** We all have ideas of how things are and why they are like that based on our own life experiences and culture. Remember that your own experience will affect your understanding of children's & youth's stories.

## Asking «Good» Questions

- **Ask open-ended questions:** Open-ended questions do not have «yes» or «no». Panswers. An example of a close-ended question is «*Would girls have different experiences of displacement than boys?*». An open-ended question would be «*In which ways may girls' experiences of being displaced differ from the ones of boys? Why do you think it might be the case?*».

<sup>21</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Project Guide: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des hommes

- **Avoid leading questions:** Leading questions contain the answer in the question, and do not give children & youth a choice in their answer. An example of a leading question would be «*When preparing an awareness raising event, would a drama performance be more engaging for other children than a radio talk?*». A non-leading question would be, «*In your opinion, what type of awareness raising event would be more engaging for other children in your community?*».
- **Reinforce that there is no right or wrong answer:** Encourage child & youth advisors to express their opinions and feelings freely without judgment.
- **Use Probing:** Probing is when you gently ask questions to learn more detail based on your first question. This is useful when you want to find out more about what participant is thinking. Helpful probes are «*Can you tell me more about that?*» «*Why do you feel that is the case?*» «*You mentioned you are interested in making drawings for awareness raising booklets, what kind of drawings would you imagine?*».
- **Use Prompts:** Prompts are expressions or words that encourage children & youth in their story. Sounds such as 'uh huh' show that you are interested and actively listening and encourage them to keep going. Make sure not to use words/phrases, such as, 'right' or 'correct' that suggest you have an opinion about their answer. Your role is to facilitate the process for them to share without your judgement.
- **Use Repetition:** By repeating a participant's last word or phrase you can reinforce that you are listening and encourage them to say more.
- **Ask basic questions:** Basic questions can help you explore a topic more deeply. They help you put aside any ideas or judgments of your own and learn from children & youth. In this sense you are seeing participants as 'experts' on subject matter. For example «*What do you think about that? How does that make you feel? Would you like to say more about that?*»

## Supporting Diverse Behaviours

- **Be patient:** Show patience and empathy with children & youth.
- **Show respect:** Show respect for children's & youth's perspectives (as long as it does not put others at harm), even if your opinion is different.
- **Provide children with special opportunities:** If a person is restless, or acting out, give them a special task such as writing on the flipchart, so that they feel recognized and valued. Always be curious about what that behaviour might be all about. What is there that the child/youth is trying to communicate with their behaviour?
- **Explore their concerns:** Give room for children & youth to voice their concerns, including about the project and its final products, as you could gain valuable information.
- **If a child/youth is resistant or unresponsive:** Allow them to sit in their own space and reflect. Create a comfortable space for them to feel that they can re-join the activity anytime. If it feels comfortable, ask them a couple of questions about their lives or another topic to help them relax, then return to the activity. As every child/youth has the right to participate, they equally have the right to withdraw their participation at any point.

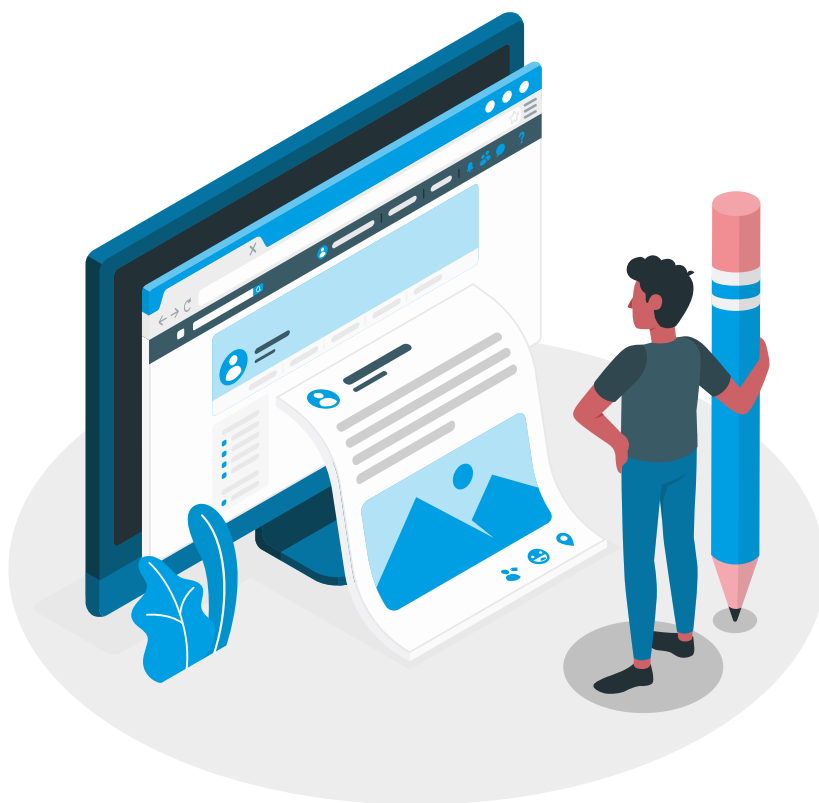
## Supporting CAB Group

- **Actively and meaningfully engage children & youth of all ages:** Depending on the age-range of your CAB group, you may need to make little changes to activities, so that they meet everyone's needs and capacities. For example, you may use different words and ideas to explain something to a 14-year-old than to an 18-year-old. Be sure you are engaging everyone.
- **Be inclusive:** Find ways to adjust your facilitation, so that all children & youth present can participate. Pay specific attention to participants with diverse physical or mental abilities. Never force someone to participate. Inclusivity starts by making sure the space is accessible for everyone, and everyone can participate in the activities.
- **Nurture a culture of responsibility:** Do not be afraid to hold children responsible for their behaviour. Set shared grounds rules in a Group Respect Agreement at the very beginning of your CAB journey, so that you can keep referring to this joint commitment, when and if needed, as you move forward. Be firm but respectful, and create an opportunity outside the group to talk through any issues.
- **Privacy is fundamental:** Remind participants that all children have a right to have their privacy protected, in line with the UN CRC Art. 16. It is important that child & youth advisors respect each other's privacy and do not share what they have heard with others outside of the group. Tell children & youth that although most things are confidential, if they tell you something or you suspect something is happening to them that puts them or others at risk, then you will work with them to find someone who can provide support. *Please refer to the «Child Safeguarding» part of the toolbox and Tdh Child Safeguarding Policy for more information.*
- **Encourage critical and creative thinking:** This is an opportunity for children & youth to think differently about their lives and the lives of other children in their community, ask questions and explore possibilities in a non-threatening way.
- **Be comfortable with being uncomfortable:** Change can often include feelings of discomfort and confusion. Recognize and pause during these moments.
- **Learn from mistakes:** We all make mistakes. Try to think of mistakes as opportunities to learn and areas for improvements. Be honest with children & youth in your group when you make mistakes, as a way to role-model how we learn from what doesn't go well or could have been done differently next time.
- **Be aware of and take steps to address power dynamics:** Be aware that by your age, position, class, culture, religion or gender, you may be in a position of power, and this can impact how children respond or not respond.
- **Pre-identify community support networks:** Find out potential support people and/or organisations that children & youth might be willing to reach out to for collaboration in the course of their activities.

## Working through potentially sensitive subjects:

Whenever we are exploring, it helps us feel well. At the same time, the process of exploration may also open up conversations about what does not feel well. We do not want a child/youth to feel that we are inquiring about their lives, or asking them to share something they are not comfortable to share.

- **Ask questions that use pretend situations** and explore children's & youth understanding of common experiences in their communities. For example, what types of things make children/youth feel well / not so well in your community?
- **Watch children's/youth non-verbal cues** and stop the discussion, if participants become upset. Follow up at a more convenient opportunity.
- Sit with someone who is upset and **provide compassionate listening**.
- Work with your co-facilitator to **follow up with a child/youth who shows signs of distress** during an activity.
- Remember to **connect children/youth to additional support people**, depending on their individual needs. You may want to put the support workers' names on a flip chart paper in case children/youth want to self-refer, or you may need to contact this person yourself and help connect them with a child/youth and their family.
- **Do not expose participants to any physical or emotional harm** and keep them safe in the course of CAB activities at all times. Respecting your organisation's Code of Conduct and Child Safeguarding Policy is everyone's responsibility.



## Tips for Note Taking<sup>[22]</sup>

Note taking is a skill, and as with any other skill, it requires some practice to be comfortable with. **While the importance of note taking should not be underestimated, it should not overshadow an actual engagement with children & youth, nurturing person-to-person communication, facilitating their voices and paying attention to both overall group dynamics and each individual participant.**

The preparation for note taking starts before an actual CAB meeting. Before CAB meetings, we recommended for CAB facilitators to review the schedule of the upcoming meeting and its objectives. Discuss any modifications you might need to integrate, making sure that children's/youth's suggestions are reflected in the schedule. You will need to tailor your notes to the objectives of each CAB meeting. Depending on the number of CAB facilitators, the role of a note taker should be agreed among themselves ahead of the meeting.

### Note Taking during CAB meetings

Begin the meeting with welcoming child & youth advisors and filling-in the CAB Attendance List with the use of CAB Attendance Facilitator's Guide (Annex 6).

Take detailed and accurate notes in your notebook. **Pay attention to what is important to the group.** Otherwise, how would you know what is important?

- **Record main points:** when the child/youth responds to a question, record the key points.
- **Record memorable words, phrases or quotes:** record phrases and quotes used by child & youth advisors.
- **Gather stories or examples:** stories and examples provide insights into how advisors see themselves, others, and the world around them.
- **Listen for recurring themes:** If more than one participant says the same thing, be sure to note down how many times you heard it. However, be sure to include differences in participants' opinions too.
- **Repetition:** Note key words or phrases that are repeated.
- **Capture key questions asked,** and be sure to answer these questions. If you do not have immediate answers to children's questions, say that you will find out and will get back to them during the next meeting, or in the meantime.
- **Note body-language or non-verbal cues:** these non-verbal cues may tell you something about what the participant is thinking and feeling. For example, if the child/youth constantly avoids eye contact with you, they may be feeling uncomfortable. It is important to be aware what cues exist in your own cultural setting, especially if the CAB group includes a variety of cultural backgrounds. **Because observing non-verbal cues is more challenging when facilitating CAB meetings online, caution needs to be exercised not to misinterpret them.**

<sup>22</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Project Guide: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des hommes



### Tips for Practice:

It is not easy to take notes and facilitate CAB process at the same time.

One good practice we recommend is for you to prepare in advance some simple posters or charts to collect children's feedback during the meetings. It could be like a ritual for the child/youth to put their key word, sign, agree/disagree, or to share their feelings with happy/sad faces, etc

There are three types of note taking that you can use in your notebook to help speed up the process:

- **Running notes:** a close to word-for-word record of what is said.
- **Jotting:** notes of key words and phrases that will jot your memory when you write out the meeting minutes in full later.
- **Categories:** include main points, related points, and examples.

The sooner you write your notes, the easier it will be to remember details. It may feel hard to do it right after the meeting, but it still will be easier than trying to do it in a few days. Remember that whatever type of notes you take in your notebook you are advised to write them in the CAB Meeting Documentation Form (Annex 7), so use the method that works best for you. **Last but not least, remember to keep all CAB-related documentation in a safe place to respect children's privacy and not to inadvertently expose them to potential risks.**



# Strengthening Competencies of CAB Facilitators

**There are no ideal facilitators, but you have to be good enough. Strengthening competencies of CAB facilitators, regularly and progressively, are part of the whole process.** Rather than being a one-off event, capacity strengthening of CAB facilitators is an ongoing process that mirrors evolving needs and capacities of child advisors as well as contextual changes. **It cannot be assumed that CAB facilitators naturally possess the levels of knowledge, skills and attitudes needed to be able to meaningfully and safely engage children.** As such, an onboarding training needs to be complemented with refreshers and supportive supervision, coaching and mentoring throughout the journey. Some of the key themes we recommend for CAB facilitators to be progressively trained on are as follows:

- Safeguarding Policies and procedures
- Fundamental concepts of Child Protection necessary when working with and for children: childhood, child development, child rights, child abuse
- Child rights principles and their application with CABs: Best interest of the child, Child participation, Non-discrimination, Life, survival & development
- Key concepts of meaningful children's participation, types and models of child participation
- Communication with children
- Key concepts of mental health and psychosocial wellbeing and trauma-informed care
- Safe identification and referral of children to other services providing basic needs and/or more specialized support
- Psychological and Physical First Aid; Child-to-child Psychological First Aid «I Support My Friends»<sup>[23]</sup>
- Practical tools, games, resources to adjust to the need of children.

<sup>23</sup> I Support My Friends: A training for children and adolescents on how to support a friend in distress | Save the Children's Resource Centre



### Tips for Training:

#### See online training modules on the following topics:

- Supporting children's participation in the decisions affecting them  
<https://childhub.org/en/online-learning-materials/supporting-childrens-participation>
- The Quest: Children's Guide for child support workers to better your professional practice  
<https://childhub.org/en/online-learning-materials/quest>
- YouCreate: Youth-led Arts-based Participatory Action Research for Well-being and Social Change  
<https://childhub.org/en/online-learning-materials/youcreate>
- Planning a Collective Participation Process with Children  
**Child Participation for Europe (CP4E) Online Learning Platform**  
([cp4elearning.org](http://cp4elearning.org))
- Psychological First Aid for Children  
**Summary of Psychological First Aid for Children** ([kayaconnect.org](http://kayaconnect.org))
- Mental Health and Psychosocial Wellbeing of Adolescents Affected by Conflict  
*Available in Ukrainian and English*  
**Course: The MHPSS Collaborative, Topic: Online courses**  
([kayaconnect.org](http://kayaconnect.org))
- Minimum Standards for Child Protection in Humanitarian Action (CPMS)  
*Available in Ukrainian and English*  
**Summary of Child Protection Minimum Standards** ([kayaconnect.org](http://kayaconnect.org))
- Protecting Children in Humanitarian Settings  
**ColumbiaX: Protecting Children in Humanitarian Settings | edX**



Please note that these suggested themes are not exhaustive, nor exclusive, and will depend on capacity strengthening needs of individual CAB facilitators. Also, capacity strengthening activities on these themes do not necessarily need to be delivered within the framework of formal trainings. They can be integrated within the practice of supportive supervision that could combine provision of theoretical information, role playing, and reflective practice.



## Self-reflection and reflective practice<sup>[24]</sup>

**Self-reflection is a valuable tool to support our own personal and professional growth.** It is valuable to always be reflecting on our own lived experiences (what has occurred in our lives that makes us who we are) and positions in relation to privilege and power and how this effects the way we engage with children.

This is helpful in terms of understanding how we perceive, for example, age, gender, position in society, and relative privilege, and how this impacts how children see us and interact with us. **By understanding our own value systems, how our own personal and professional life experiences influence how we show up in the world, and our own biases, we can learn how to better navigate interactions, and ensure everything we do works towards supporting the wellbeing and participation of each individual child we engage with.** Sometimes this can cause unsettling feelings of surprise, guilt, embarrassment, frustration with oneself and/or systems when doing deep reflection. Remember that reflecting on and deconstructing our understanding of the world is hard work and it is okay to feel unsettled! Take time to ask questions, be open minded, and seek out support if you need to.

**To carry out reflective practice you can keep a regular journal where you take notes of your experiences and/or record reflections on an audio recorder that you have.** You can also take time to have conversations with your colleagues and/or your supervisor/mentor to regularly critically reflect on your experiences and ways you engage with children.



### Tips for Practice:

You can find some tools that are helpful in supporting your reflective practice in Annex 8 «My journey to meaningfully engaging children» and Annex 9 «Self-reflection journal». Do not wait to try them out!

<sup>24</sup> Based on Currie, V., Lee, L., and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation

# IV — KEEPING THE JOURNEY SAFE

## Trauma-Informed Practice

Living amidst challenging circumstances over a prolonged period of time, in a situation of armed conflict and forced displacement, is severely distressing. Having experienced such terrifying events in their childhood, children & youth require that their participation is facilitated in a trauma-informed manner. Oftentimes, yet not always, they feel powerless, disempowered, helpless, and hopeless. **Therefore, a trauma-informed practice recognizes that child and youth meaningful participation can significantly support their sense of safety and empowerment as a response to previously unsafe and disempowering experiences.** As such, when working with child & youth advisors, some of whom have had experienced such traumatic events, keep in mind that<sup>[25]</sup>:

- **Children respond differently to different events.** Their reactions and responses may change and evolve over time.
- **Adversity and trauma impact the way children think, feel and act.** These may be expressed in very different ways according to who they are.
- Traumatic experiences require children to go through significant social, emotional, neurobiological, psychological or behavioural adaptation.
- **Children make these adaptations in an attempt to:** survive in their immediate environment, find ways of mitigating or tolerating the distress they are facing by using the resources available to them, establish a sense of safety and control, or make sense of the experiences they have had.
- Children affected by traumatic experiences may find it difficult to seek or receive support due to issues of trust in relationships.
- Activities with children should not inadvertently re-traumatize them, and the Do No Harm principle shall be respected at all times. **It is absolutely not necessary to ask children & youth, especially those with disabilities, to share their personal stories and traumatic experiences during CAB meetings. Sometimes even a game resembling similar experiences could bring back their personal trauma memory.**
- **Relationships really do matter**, and every contact with someone who has experienced adversity and trauma can be an opportunity for healing and growth. Safe and supportive relationships can be used to re-build trust and safety destabilized by previous experiences.

<sup>25</sup> Adapted from Brennan, R. et al. (2019). Adversity and trauma-informed practice: a short guide for professionals working on the frontline, YoungMinds, Anna Freud National Centre for Children and Families, Adversity and trauma-informed practice: a short guide for professionals working on the frontline - Social Care Online ([scie-socialcareonline.org.uk](https://scie-socialcareonline.org.uk))



### Tips for Practice:

To build trust and relationships with children & youth is when you show them first that you understand them and what they share with you. Try to spend more time showing children & youth you understand them. Do not necessarily respond immediately with advice or suggestions. This sometimes ruins communication because children need empathy more than fast adults' solutions. It is a delicate line of communication for the facilitators to use their intuition.

- **Think what has led to the child's behaviour rather than what is wrong with the child.** Focus on the emotions causing the behaviour rather than the behaviour itself. Understand children's behaviour as a way of communication, use professional curiosity as to what lies beneath the presenting behaviour.
- **The language matters.** Changing the language from "problematic behaviour" to "distressed behaviour" has the potential of changing the way we perceive and treat children and their behaviours, giving way to empathy and professional curiosity.



### Diversity & Inclusion Tips:

- ➔ **Trauma informed dialogue is inclusive.** It reflects awareness and sensitivity to age, gender, race, culture, but also physical, psychological and intellectual ability.
- ➔ **Language that is vague, for example saying «might», «could», can create confusion and ambiguity for children & youth with intellectual or psychosocial disabilities**  
Even humour can be understood wrongly. Using complex, technical language and jargon or child-like language by facilitators will create distance in the communication. Body language is a visual way that we detect safety, and it includes posture, hand gestures, eye contact, facial expressions, touch, physical space.

# Child Safeguarding

We recognize the risk of harm to children & youth in the context of implementing participatory processes along the nexus approach. As such, there must be commitment to preventing, addressing, and reporting child safeguarding concerns.

The overall aim of this is to ensure that your actions while working with CABs, DO NO HARM to children & youth and that appropriate measures are taken to address and report potential incidents as per your organisational safeguarding policies and procedures. Please **consult Tdh Child Safeguarding Policy**<sup>[26]</sup>. All partners must assess the risk of every individual child & youth involved CAB, to see whether their participation is safe and that they can give informed consent/informed assent to not only take part in the project but to also consent to data collection elements of the project. If children are under the age of 16 years old, parental consent will also be required (parental consent is recommended regardless of the child's age and can be found in Annex 5).

We recommend the conduct of annual Safeguarding trainings for project partners, in particular, for professionals/volunteers/associates in contact with children to refresh their knowledge, update their Safeguarding policies and practical instruments when needed.

## Definition of Child Safeguarding:

**«Child Safeguarding is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organization has about children's safety within the communities in which they work, are reported to the appropriate authorities»** (Keeping Children Safe Coalition — [www.keepingchildrensafe.org.uk](http://www.keepingchildrensafe.org.uk))

This includes both **preventative** actions to minimize the chances of harm occurring, and **responsive** actions to ensure that incidents which may happen are appropriately handled. **Safeguarding** implies a wider duty of care towards children rather than just upholding their right to protection. .



### Tips for Practice:

The risk assessment form can, as a minimum, include concrete adults' responsibilities for children's safety, identification of potential risks and harms, mitigation measures, what actions are required, timeframe, adults leading on those actions etc. For example, **Guidance – Children's Consultations in Humanitarian Contexts | Save the Children's Resource Centre.**



## Commitment to Child Safeguarding and the principles underpinning it:

1. All children have equal rights to protection and to have their well-being and participation promoted.
2. Child safeguarding is an obligation for all project partners. All actions regarding child safeguarding will be taken in the best interest of children. This includes an understanding that in all activities we must ensure that we uphold children's rights and do not cause harm.
3. Everybody has a responsibility for safeguarding.
4. Confidentiality will be always maintained and the personal details will be treated on a need-to-know basis.
5. We raise awareness and influence others on the importance of safeguarding children.
6. We work within the framework of international and national laws, and policies in the field of safeguarding.



### Diversity & Inclusion Tips:

We suggest 3 safeguarding tools to be in place before CABs start their work:

- **Disability-inclusive risk assessment** tool to identify potential safeguarding risks and mitigation measures to ensure that all activities are safe and inclusive. It is an important first step for facilitators to do before planning all ways of children's involvement (in CABs sessions, events, adults' meetings, conferences, round tables, trainings, publications, social media, etc.).
- Ensuring **safeguarding reporting mechanisms** are functional and accessible for all children with/out disabilities. It is necessary to create a child-friendly version and/ or easy read one-page for children to be aware of how to report their concerns
- **Disability-inclusive Code of Conduct, underpinned by the UN Convention of the Rights of People with Disabilities, is a tool** every partner organisation could develop as a long-term instrument.

Other resource to refer to for more information is:

<https://resourcecentre.savethechildren.net/pdf/disability-inclusive-child-safeguarding-toolkit.pdf>



# V — WALKING THE JOURNEY

*The CAB facilitators have an important role to play in creating and facilitating a safe and conducive space for children & youth to express their voices, listen to children's voices, and act upon them, if it is safe to do so. Here are some handy tips to support you to feel comfortable and confident to plan, facilitate, and follow up on CAB meetings.*

## Before, During, and After CAB Meetings<sup>[27]</sup>

### BEFORE CAB MEETINGS: PLAN AND PREPARE

1. When planning CAB meetings ensure that the agenda is informed and led by the views and interests expressed by child & youth advisors themselves. **The agenda should be a simple one-page informative piece of paper.** It may include images, photos and symbols, especially if these are more familiar for an individual child with disabilities. It is recommended to co-work on the agenda with child & youth advisors as partners. **If you involve them at that stage, you will contribute to their self-esteem and ownership of the process.**
2. In consultation with child & youth advisors **select a time, date, and location for the meeting.** Send a reminder about the upcoming meeting to all child advisors using pre-selected accessible communication channels, e.g. emails, WhatsApp chat, setting recurring calendar invites, or just call them.
3. Develop an agenda of the meeting using the activities from this toolbox and any other pieces you and child & youth advisors might want to add in. **Decide on energizers to keep the energy up, the main activity** of the meeting, the wrap up activity as well as online polls in case of online meetings. Ensure that you have supplies needed.



#### Diversity & Inclusion Tips:

Every child has a different ability to understand their role in CABs. For the child with an intellectual disability, based on their needs, **it will be good if you interact with the child directly**, do not ignore them. **Break down information into small, easy to understand sections.** If necessary, involve a family member to better understand the child's likes/dislikes and the agenda. Provide information in writing and with pictures.

4. **Prepare the venue:** Make the room/space feel fun, safe, quiet, and supportive. You may want to put up a welcome sign, print pictures, or add any pieces that support child advisors to feel welcome. You could prepare a mood meter, and invite children & youth to share their mood at the beginning and at the end of meeting (happy/sad/excited/curious faces etc). See if it is possible to have refreshments. In case of online meetings, refreshments, e.g. candies, biscuits, could be sent to children by post prior to the meeting.
5. **Make a Checklist of the materials you will need** to bring and the things you will need to do before the meeting. Consider preparing PowerPoint/Prezi presentation/other digital tools, especially in case of meetings online, to provide them with all the information they might need in an accessible way.

<sup>27</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des hommes

6. **Identify a support person who will be available to support CAB members, should anyone need extra physical and/or emotional support.** This person may be a counsellor or psychosocial support person, but they must not be directly involved in facilitating the activity. Consider displaying the contact information of this person during every meeting, in a format and at the height children can easily read.



#### **Diversity & Inclusion Tips:**

**For children who fear new places/meeting new people for the first time:** propose a meeting with a family member / friend present.

**If they have space issues (claustrophobia):** show them the nearest exit or meet them outside, make sure not to stand/sit too close to them if this is uncomfortable.

**If they feel upset:** find productive ways to accommodate these feelings in a way that is comfortable for them.

**They could have a fear of getting lost:** meet them in a location they know and then accompany them to the venue. Rely on adults' support for these children to feel calm and confident in the venue.

7. **Mentally prepare yourself:** Be emotionally present and available to engage with child & youth advisors and listen well. .

## **DURING CAB MEETINGS:**

1. **Arrive early:** arrive before child & youth advisors, so that you can organize the space and complete any last minute details. Join online meetings a few minutes in advance, and ask advisors to do the same. This will provide a leeway in case of any technical issue.
2. **Welcome everyone:** thank child & youth advisors for coming and conduct an energizer/warm up activity drawing ideas from the Energizer Toolboxes (Annex 10 & Annex 11). **As they feel more comfortable with each other, encourage them to propose and/or co-lead energizers on their own.**
3. **Facilitate introductions:** if you are meeting as a group for the first time, take time for introductions and ice-breaking activities. You can use any fun creative way to support introductions and/or get suggestions from the Energizer Toolboxes.
4. **Establish a Group Respect Agreement during the first CAB meeting:** work with child advisors to develop their own agreement to set guidelines for how everyone wants to work together. You may need to prompt and guide with additional ideas, and the «Establishing a Group Respect Agreement» activity provides insights for it. Be sure to write it down where everyone can see it and ask all child advisors to sign it.
5. **Explain the specific objectives of the meeting on that day, and what the main activity will be.** The main activity may relate to facilitating children's voices on a specific project deliverable and/or engaging them in the Participatory Action Research activities for the development of CAB-led Collective Actions.

6. **Be aware of the mood in the room:** discussing challenges or becoming more aware of challenges children & youth are facing in their daily lives, especially when navigating challenging circumstances, can feel frustrating and overwhelming. You may need to remind them about the good things in their families and communities and/or pause to play a game to unwind. Practice relaxation methods with the group.
7. **Close the session** with the conduct of one of the activities from a Wrap UP Toolbox (Annex 12).
8. **Discuss next steps:** always be ready to inform child & youth advisors of the next steps of their engagements with CAB, and answer any questions they might have. Agree with them on where and when the next meeting will take place and who will be reaching out to them with the reminders and information sharing. If needed, signpost children & youth to where they can find additional information resources they are interested in.

## AFTER CAB MEETINGS:

1. Follow up with any child & youth advisor who might need additional support pertaining to their individual needs and circumstances.
2. Document the results of the meeting using the CAB Meeting Documentation Form (Annex 7).
3. If children & youth engaged in online polls and/or shared their ideas on a whiteboard, consider generating them into PDF documents, and share with them. If online meetings were recorded, signpost CAB members to where they can access recordings, so that they can catch up in case they missed out on the meeting. Again, ensure that such recordings are password protected





# STRUCTURING CAB MEETINGS

The way you structure meetings with child & youth advisors will be influenced by the Avenue of their engagement, described below. **Both Avenues can be pursued within the project, and there is no need to choose only one of them.**



**Avenue 1** – where children & youth are engaged in co-producing certain tools, services, activities, policies etc that have an impact on their lives and their environments. Within such co-designing processes, they advise, provide feedback and suggestions to project implementing organisations or partners to ensure that these deliverables are child-friendly, suitable and accessible for all children.

*Some examples include, but by no means are limited to:*

- Engaging children & youth in the design, management and implementation of Child/Youth Friendly Spaces, FabLabs, and Resilience Innovation Facilities
- Engaging in the design, monitoring and evaluation of humanitarian and development projects
- Working jointly on designing child-friendly and accessible feedback and response mechanisms
- Co-designing Child Safeguarding Policies and Codes of Conduct
- Advising on preferred profiles (knowledge, skills, attitudes) and responsibilities of child & youth support workers etc.
- Participating in reconstruction, local governance and peacebuilding processes.



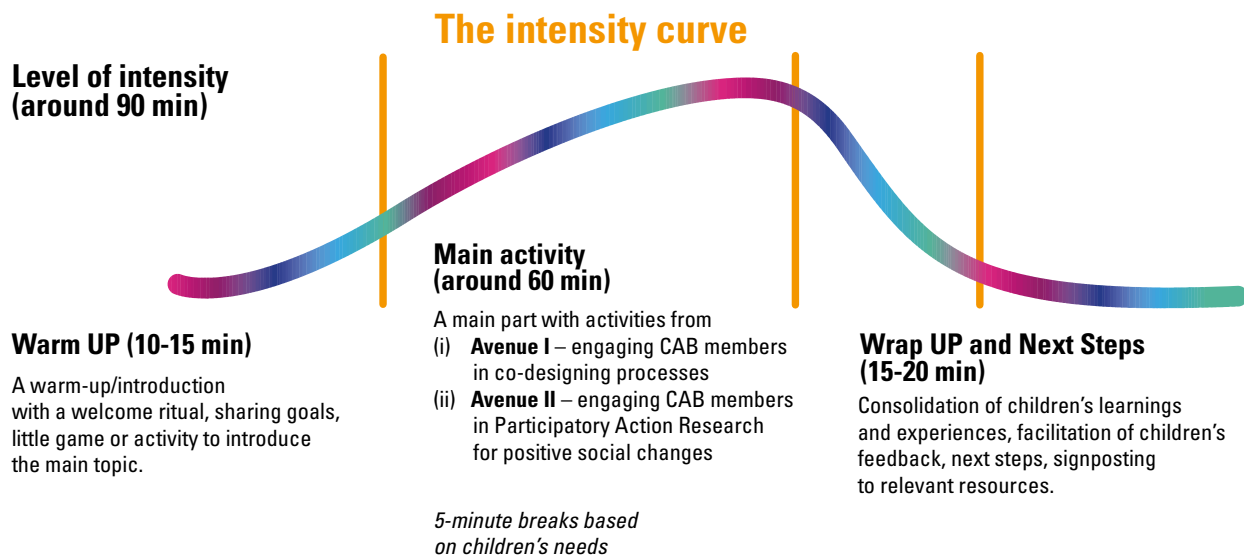
**Avenue 2** – where child & youth advisors engage in a Participatory Action Research (PAR) to ideate, develop and implement CAB-led Collective Action projects. Such Collective Action projects are aimed at promoting positive social changes in the lives of children & youth and their environments. Some potential examples of CAB-led initiatives are:

- Contribution to reconstructing child/youth-friendly schools, playgrounds, community centers, towns
- Implementation of awareness raising events to promote the respect of children's rights in both peace and wartime
- Organizing social cohesion events that bring together host and displaced community members
- Organizing non-formal education activities for younger children
- Organizing joint intergenerational events (children & youth, parents, grandparents) for mutual support. .

While each Avenue offers a different set of activities (that can easily and creatively be combined though!), it is recommended for the structure and content of the meeting to follow a below-depicted Intensity Curve<sup>[28]</sup>. This intensity curve will support your reflection along the different phases of the meeting:

- how are you going to get started
- how are you going to accompany children & youth to provide their expertise, explore and co-create new things, and
- how you are going to end the session so that it is «understood» and that everyone wants to come back and continue together.

As such, we recommend that the meeting is conceived in three stages as follows:



## 1. Warm Up, Introduction, Getting started (around 10-15 minutes)

This is the beginning. Children & youth are often excited when they arrive. Give them time to look around, agree on the agenda of the session, choose how to participate. Getting started helps to focus the group and prepare their minds for the activity. Introduce children & youth to the main objective of the meeting, so that they know what to expect. **If we want children & youth to participate, set the tone in the first 5-10 minutes to get them involved right from the beginning.** Consider drawing ideas from the Energizer Toolboxes that offer ideas for both in-person and online modalities (Annex 10 & Annex 11). **It is important to include from the start ALL participants, no matter what type of activity and working ways you suggest.**



### Tips for Practice:

If children's voices are facilitated using online modality, consider employing different options for making their participation more engaging:

- Online whiteboard options (e.g. Google Jamboard, Miro, Mural)
- Team apps (e.g. Basecamp, Trello)
- Online polls (e.g. Inbuild poll function in zoom, Mentimeter, [Sli.do](https://www.sli.do/))

28 Adapted based on the Working with children and their environment: Manual of Psychosocial Skills, Terre des hommes






## 2. Main part (around 60 minutes)

**The main part is made up of the activities from Avenue I** (facilitating children' & youth advice and expertise on certain tools, services, activities, policies) **and/or Avenue II** (engaging them in Participatory Action Research for a positive social change). Both Avenue I and Avenue II activities are described in the next sections.

Importantly, depending on the humanitarian-development-peace phase, children's needs, capacities and particular tasks they are willing to engage in, **consider including a range of activities aimed at strengthening their knowledge and skills**, as exemplified in the tipsheet. A great variety of additional options might be considered here, ranging from legal literacy to IT skills, from drafting CVs to directing short movies, from storytelling to simple budgeting to public speaking and advocacy, and so forth! This will support children's full and meaningful participation and leadership.

### Examples of knowledge and skills for each well-being pillar

This list is non exhaustive and can be adapted to the specific context of the intervention.

Pillar of well-being	Knowledge	Skills
 <b>Safety and Security</b> Feeling safe	Identifying risks and resources  Reporting systems  Specific types of abuses and risk factors, sexual abuse, grooming, digital abuse, intimate (dating) violence, alcohol and drugs use	Stress management and self-calming strategies (from anxiety and strong emotions)  Conflict management
 <b>Social connection</b> Feeling connected	Mapping of networks (family, friends, community)  Available support services	Interpersonal relationships with adults and peers  Gender relationships  Communication  Expressing needs
 <b>Roles and identities</b> Feeling worthy	Role within family, friendship  Identifying personal strengths, competencies  Role models  Values	Self-awareness and self-esteem  Leadership  Decision making and problem solving
 <b>Justice</b> Feeling respected	Rights and responsibilities  Power relations  Justice system  Discrimination  Gender norms  Bullying	Conflict management and peace building  Assertiveness  Advocacy and public speaking  Problem solving
 <b>Hopes and meaning</b> Feeling hopeful	Existing opportunities: schooling and work  Values	Making plans  Decision making



#### Tips for Practice:

(i) Training module for children on self-care, risk and disappointment management

**[knh\\_dialogue-works\\_ModuleSelfCare\\_en\\_digital\\_220714.pdf](#)**



(ii) Training module for children on communication and self-expression for child and youth-led advocacy

**[Module-Selfexpression-and-Communication.pdf](#)**  
**[\(dialogue-works.com\)](#)**



(iii) Move On & ENGAGE Youth Curriculum

**[MOVE ON & ENGAGE | ChildHub – Child Protection Hub](#)**



### 3. Wrap up and Next steps (around 15-20 minutes)

**It is the end of the session where we want child & youth advisors to consolidate what they have learnt and experienced during the sessions.** It is also the place to get their feedback on the structure and content of the session overall, their likes and dislikes, suggestions for improvements, and the way forward. The Wrap UP Toolbox (Annex 12) offers ideas to draw from. Do not forget to inform children of the next steps of the Board, and signpost them to relevant resources they are interested in. Express children your appreciation for their active participation and contributions!



#### Tips for Practice:

It is a good time for children & youth to relax, have more fun and refreshments, and informal communication. **When living through challenging circumstances, these informal chats are also valuable for expression of solidarity among children & youth.** Moreover, there could be created different rituals at the end – group dancing time, singing, or outside playing before saying goodbye. Adults (parents, active community members etc) could support CAB facilitators at the end of the meetings with some extra activities. **This time is extra time, and it is important because children & youth can become closer, because this is a time for team building for all, and they will be more confident and committed to come next time.** CAB facilitators have to decide how much time to prolong the meetings when children express interest not to go home immediately after the «formal» session.

# AVENUE I – FACILITATING CHILDREN'S ADVICE AND EXPERTISE

**When accompanying children & youth in walking Avenue 1, they engage in co-producing certain tools, services, activities, policies etc that have an impact on their lives and their environments.** Within such co-designing processes, they advise, provide feedback and suggestions to project partners to ensure that these deliverables are child-friendly, suitable and accessible for all children.

**This process follows a logical sequence of:**

1. Presenting the concept of the tool/service and its key features to child & youth advisors, providing simple (yet not simplistic) information on the rationale behind its development and any other background information they might need, and addressing any questions they might have.
2. Providing children & youth with opportunities to experience, to practice the tool and its different features.
3. Providing children & youth with opportunities and child-friendly modalities to provide their advice and expertise on the tool/service and suggestions for its improvements.
4. Returning to child & youth advisors with feedback on how their advice was taken into consideration when producing a final deliverable. If/when it was not possible to fully integrate children's inputs, the reasons behind it should be clearly explained to and discussed with them. Closing the feedback loop is of paramount importance as a matter of our accountability to children & youth.

**Several techniques are proposed below that help create favourable opportunities for CAB members to provide their advice and expertise:**

- The Six Thinking Hats Technique
- The Carrousel Technique
- The Defining Areas for Improvements Technique
- Questions to Facilitate children's feedback.







## The Six Thinking Hats Technique

The Six Thinking Hats<sup>[29]</sup> is a technique developed by Edward de Bono that supports the processes of exploring, developing and implementing creative ideas. The technique is for the use of individuals and groups that enables them to think constructively together in exploring and implementing changes they want to see. When using this technique, children can learn how to separate thinking into six different functions and roles. Each thinking role is identified with a coloured symbolic «thinking hat». By mentally wearing and switching «hats», children can easily focus or redirect thoughts or discussions. Make this activity more fun and enjoyable for children by inviting them to bring to the meeting or create their own different-coloured hats, so that they are actually switching hats when engaging in different thinking functions!

<sup>29</sup> Six Thinking Hats – De Bono Group, (70) Thinking with hats intro – YouTube

## How does it work?

Form groups with at least 6 children each, so that each child can have their unique-colour hat. Invite groups of children to provide their feedback on the tool/service/activity/policy/etc under consideration by looking at it through six different angles, depending on the colour of the hat the child is wearing. If the time permits, encourage children to switch their hats, so that everyone has a chance to engage in various thinking functions.

Colour of the Hat	What is being explored?
 <p><b>White hat</b> Information</p>	<p>«The facts, just the facts»!</p> <p>What information do we know? Is it accurate? Is it relevant? Is there any additional information we need to know? How are we going to get that information?</p>
 <p><b>Black hat</b> Risks, difficulties and problems</p>	<p>Where can things go wrong? What are the reasons for this way of thinking? Why something may not work? What are some of the risks? Does it fit the facts, experiences, and values? Why not? How could such risks and difficulties be overcome?</p>
 <p><b>Red hat</b> Feelings, intuition, gut instinct</p>	<p>How does it make me feel right now? What feelings do I feel like expressing and sharing? What are some of my fears, likes, and dislikes?</p>
 <p><b>Yellow hat</b> Benefits and feasibility</p>	<p>What are some of the positive aspects? What are the reasons for this optimistic thinking? What are the benefits of it? What are the benefits short-term and longer term? How valuable is it?</p>
 <p><b>Green hat</b> New ideas, possibilities</p>	<p>Is it possible to imagine it differently? Are there any other/ new ideas that could be explored? What if...?</p>
 <p><b>Blue hat</b> Managing the thinking</p>	<p>How will the group work be managed? Are the Six Thinking Hats guidelines observed? Are we asking ourselves questions according to our hats? How can we summarize and present our group discussion? What are the key conclusions our group made?</p>

Following the group discussion, invite children to present their feedback along Six Thinking Hats to the whole group.

## The Carrousel Technique

This technique presents a participatory and engaging process for child advisors to jointly discover and discuss about the different elements of the tool/service/activity/policy etc. under consideration. It allows for discussions in small groups, being followed by a whole-group reflection.

### How does it work?

- Step 1.** Depending on the tool/service presented, choose several of its major elements/functions where children's advice and expertise is sought. Write each element/function at the top of a piece of flipchart paper, and tape the paper to the wall. Alternatively, you can place the paper on different tables situated in different parts of the room.
- Step 2.** Gather children in several small groups of 3-5 children each. Assign each group a different coloured marker with which they will write their ideas, reflections, and suggestions on the flipchart paper. Assign each group to a particular "station" that will be their starting point.
- Step 3.** Give teams around 5 minutes to discuss the element/function of the tool/service (as indicated on the top of the paper) among their team members and then write down or draw everything they would like to express using their assigned coloured marker.
- Step 4.** After the given 5 minutes, each team should rotate to the next "station" where they have another element/function and also what the previous team has already written about it. Children discuss it within their team, and add their own reflections using the coloured marker of their team. Children are also encouraged to comment on the ideas of the previous group, and perhaps to note down their questions.
- Step 5.** Continue this process until each team is back to the "station" they started from. Invite each group to present final versions of the flipcharts, and facilitate a large group discussion for each of the flipcharts. Then, all the flipcharts can be placed onto the wall for children to do a gallery walk and see a full picture of what CAB brainstorming has achieved.
- Step 6.** It is important that children discuss the tool/service/activity/policy etc under consideration not only among themselves but, first and foremost, they have access to relevant audiences/key decision makers. For that, ensure that the results of CAB brainstorming are presented to these key decision makers either at the end of this activity or after it within reasonable timelines.

## Defining Areas for Improvement<sup>[30]</sup>

For a desirable improvement to happen, we need to identify a specific and intentional area of where this improvement is needed, and which shape it might take. An area for improvement should be approachable, understandable and actionable, and it should be clearly scoped – not too big or too small, not too vague or too simple.

<sup>30</sup> Adapted based on the Design Thinking for Educators Toolkit, 2012 IDEO LLC, IDEO's Design Thinking for Educators Toolkit

## How does it work?

### Step 1. List possible areas for improvement

Finding opportunities for improvement often comes from noticing problems. We want child advisors to maintain a mindset which instinctively reframes problems into opportunities. Invite children to make a list of all the problems they have noticed in the tool/service/activity/policy etc under consideration or things they have wished for in relation to it.

### Step 2. Frame the problem

Invite children to rewrite the problem statements into «how might we» questions in order to frame the problem as a possibility. For example, invite children to think about how this tool (or anything else) might be used by their peers, friends with some difficulties reading/understanding, children from different backgrounds and with different lived experiences etc. You can also use the Define Areas for Improvements Worksheet (Annex 13) to help create a «how might we» questions.

### Step 3. Keep it simple

Encourage children to describe an area for improvement simply and optimistically. Make it broad enough to allow them to discover areas of unexpected value, and narrow enough to make the improvement manageable.

### Step 4. Support children's work on «how might we» questions

Facilitate children's work on "how might we" questions by exploring their general impressions and initial thoughts about the tool (service, activity etc). Invite children for constructive feedback by asking:

- Can you describe what excites you most about this tool (service, activity etc), and why?
- What did you value most about this tool (service, activity etc), and why?
- If you could change one thing about this tool (service, activity etc), what would it be?
- What would you like to improve about this tool (service, activity etc)?

### Step 5. Define measures of success

Invite children to brainstorm on how success of the tool will look like by asking:

- What will make this tool (service, activity etc) successful? How will we know it is successful?
- What will make it easy to use for children? Will all children be able to use it? Are there some groups of children that might find using this tool (service, activity) challenging?

### Step 6. Writing a Brief

Invite children to write up a short «brief» that clarifies areas for improvement they would like for the tool/service/activity/policy etc to be addressed. Encourage children to capture their thoughts on why they see it needing improvement, and what suggestions for the design or re-design they are suggesting. Ensure that this «brief» is handed over and explained to key decision makers and/or support children to present it to them on their own.



## Questions to Facilitate children's feedback

Finally, the above techniques could be enriched by exploring with child & youth advisors the following questions:

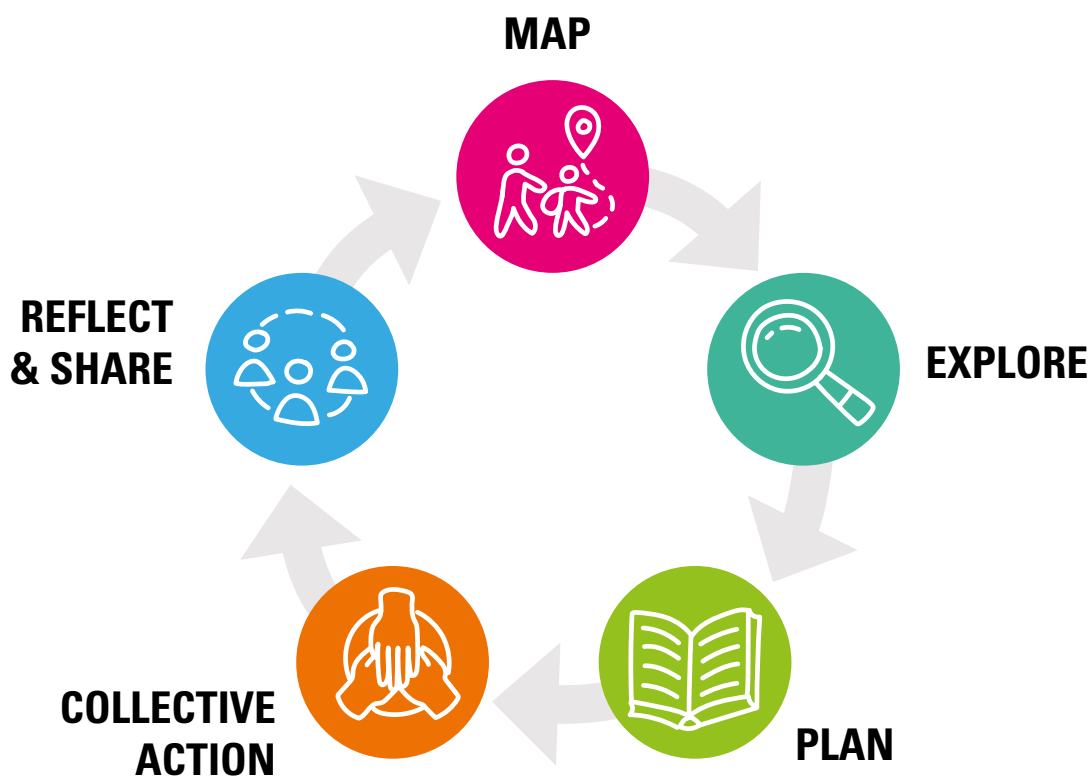
- How did you feel using this tool/service/activity? What was easy for you? What was difficult for you? Why?
- Was this experience easy/boring/fun etc for you? Why?
- Tell me about your experience when using this tool/service/activity... What are the best/worst parts about it...?
- Which parts did you prefer? Why?
- Did certain aspects of the tool/service/activity complicate it? Which ones? Why?
- What other options/versions can you think of?
- Do you think it can easily be understood/accessed by other children? Which children might experience difficulties using it? How would you make it better/different?
- Have you learnt anything new? If yes, what was that?
- Can you see any links between the tool/service/activity and your daily life/daily lives of other children? What are those?



## AVENUE 2 – PARTICIPATORY ACTION RESEARCH<sup>[31]</sup>

**Participatory action research (PAR)** is a process where the researchers (child advisors), being supported by CAB facilitators, work together to understand the strengths and challenges in children's daily lives, and then ideate, plan, and implement a child-led Collective Action project. Through PAR, child advisors will walk along the journey of reflecting and acting on the lived realities of children in their community, and then create the positive change they want to see.

What makes the PAR process unique is that it aims at the child-led level of engaging child advisors. As such, **Collective Actions aim to address concerns identified by children themselves, putting them in the «driver's seat» to protect and promote their own wellbeing.** Facilitators are responsible for the agenda for each session, ensuring that child advisors respect the agreed group rules, and respecting the Do No Harm principle. **Another key feature of the approach is that it is strength-based, in that it encourages drawing from internal and external resources that exist within children, their peer networks, families and broader community.** By exploring strengths, child advisors are encouraged and supported to actively draw on these to develop and implement their projects.



<sup>31</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des hommes

There are 5 phases in the **JOURNEYS Participatory Action Research**: (1) **Map**, (2) **Explore**, (3) **Plan** (4) **Collective Action**, (5) **Reflect & Share**. Here is a description of each of the 5 phases in more detail:

Phase of PAR	What is this Phase all about	Activities proposed
 <p><b>1. MAP</b></p>	<p>Child &amp; youth advisors are about to begin their journey! This journey requires a map – a map that shows their starting point, their end point, and how children would like to get there. This map is not yet designed. This is because children are not only a significant part of the journey, but they are guiding it.</p>	<p><b>1</b> – Puffy Cloud : Establishing a Sense of Safety  <b>2</b> – Establishing a Group Respect Agreement  <b>3</b> – Wants &amp; Needs  <b>4</b> – Mapping Children’s Lives</p>
 <p><b>2. EXPLORE</b></p>	<p>In Explore, children &amp; youth will explore their daily lives and some of the challenges in their environment they want to overcome. Together they will begin to generate some ideas for Collective Action.</p>	<p><b>5</b> – Map to Wellbeing  <b>6</b> – Charting the Themes (Activity for CAB facilitators)</p>
 <p><b>3. PLAN</b></p>	<p>In this phase the results of the Map &amp; Explore phases will be reviewed. Child &amp; youth advisors will work to create a vision related to a positive social change, prioritizing the key challenges they would like to work on.</p>	<p><b>7</b> – Checking findings of Mapping and Exploring and Setting Priorities  <b>8</b> – Planning Trees  <b>9</b> – Imagining expected changes  <b>10</b> – Mind Mapping  <b>11</b> – Developing Collective Action Map</p>
 <p><b>4. COLLECTIVE ACTION</b></p>	<p>Here child &amp; youth advisors will implement their Collective Action project!</p>	<p><b>12</b> – Presentation of Collective Action Map to the Community  <b>13</b> – Monitoring Collage</p>
 <p><b>5. REFLECT &amp; SHARE</b></p>	<p>In this phase you will support child &amp; youth advisors to reflect on their experiences implementing and monitoring their Collective Action project, once it is complete. Children &amp; youth will share the results of their hard work with their community and celebrate their success together!</p>	<p><b>14</b> – River Journey  <b>15</b> – Celebrating and sharing your successes  <b>16</b> – Certificate Ceremony</p>



# MAPPING PHASE



## Activity 1. Puffy Cloud : Establishing a Sense of Safety<sup>[32]</sup>



**Purpose:** creating and maintaining a safe space is one of the key enablers of effective and meaningful children's participation. This brief, yet vital, activity helps establish a sense of emotional, social, physical, and spiritual safety.



**Materials needed:** small blank cards, flip chart papers, pens, markers.



**Time:** 45 minutes



### STEPS TO WALK:

1. Ask children to close their eyes (if they feel comfortable to do so) or rest their gaze on the floor. Explain that you want to jointly explore what makes them feel safe, and what we can do together to create a feeling of safety within this space.
2. Ask children to imagine a puffy white cloud, floating through a blue sky. The cloud is gently blown by the wind and wanders happily through the warm sky. The cloud feels safe. If there is space for physical distance, you can even ask children to lie on the floor (if they feel comfortable to do so) and imagine watching the cloud floating through the air.
3. Now ask children to imagine what that little white cloud needs to feel safe in the sky. You can prompt for sunshine, a calm breeze, there is no right or wrong answers here.
4. Invite children to sit up and think of themselves and their families and peers as a little white cloud. What do children and families in their community need to feel safer and more supported? Invite someone to draw a cloud on a flipchart paper and write these on a flipchart paper for everyone to see. Encourage children to brainstorm ideas.
5. Then prompt for specific ideas of what children think is needed for them to feel safe in CAB meetings. You can ask:
  - What would make you feel safe in this space? Is there anything that could be improved?
  - Are there any ideas that can be acted upon or implemented right away? Are there any ideas that can be done jointly
6. Discuss the possibilities and draw out a plan that everybody can agree on. If possibilities for any of the children's suggestions need to be checked, ensure that children are provided with feedback as to how they suggestions were or were not taken into account/acted upon and why. Inform children about feedback and complaints mechanism, and ensure they understand how to use it.

<sup>32</sup> Adapted from Currie, V., Lee, L., and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation



## Activity 2. Establishing a Group Respect Agreement<sup>[33]</sup>



**Purpose:** To understand the importance of group rules and to establish them from the outset.



**Materials needed:** flip chart papers, pens, markers.



**Preparation:** Make a list of both helpful and unhelpful qualities of groups (e.g. people shouting at each other; everyone taking turns; people turning up late; people listening to each other; people leaving the venue without cleaning the room; people rejecting the ideas of others; people constantly on their phones etc). Make sure you include children's examples from the previous activity, so that they feel their voices are heard and taken into account. In this way, they will also feel continuity and connection between different activities, and that their contributions and efforts build upon each other. This list will then be used at Step 2 of this activity.



**Time:** 45–50 minutes



### STEPS TO WALK:

1. Brainstorming (10-15 min): Introduce the activity by asking child advisors about some of the groups they have enjoyed being part of in the past. What did they like about these groups? Focus on the way people treated each other, and highlight what makes a group feel welcoming, happy, and safe to be part of.
2. Game (10-15 min): Identify two spaces in the room that symbolise two different groups. Using a pre-prepared list of different qualities, start by allocating a helpful quality to one imaginary group and an unhelpful quality to the other one. Ask the participants to walk/run to join the group they would like to be part of. Keep allocating the qualities, mixing them up, so that the participants walk/run between two spaces.

Each time jointly reflect on the helpful qualities they have chosen.

At the end, review all the positive qualities that children chose and use them to have a discussion with the participants.

3. Establishing group rules (30 min): Ask child advisors to agree on a set of norms that every group member agrees to follow when participating in CAB meetings. Write these on a flipchart sheet and place it on the wall where everyone can see it each time the group meets.

### *Examples of possible group-generated rules include:*

- Honour your engagement by participating regularly (or inform CAB facilitator when you are unable to join due to conflicting engagements)
- Arrive on time and stay until the end
- CAB meetings should begin and end on time (having time for informal chats too!)
- Listen carefully to whoever is speaking
- When speaking, stick to the point and do not speak for too long
- Do not talk or hold side conversations whilst others are talking

<sup>33</sup> Adapted from Move on & Engage: Youth Curriculum, Terre des Hommes

- Be kind to each other
- Be polite and courteous
- Respect the other members of the group and their ideas
- Support the group to achieve its goals
- Enjoy yourself and the time spent as a group!

If CAB meetings take place online, additional rules can be articulated along the following lines:

- A range of communication methods will be used for internal coordination of the group, for instance Emails and WhatsApp.
- Participants in the WhatsApp group can «opt in» or «opt out» depending on their wishes.
- Be careful sharing personal identifiable information, such as the city you live in or your phone number. Furthermore, do not share any sensitive information - this might be information about yourself or other people that you would consider private.
- Participants should not take screenshots, photos, audio or videos during the live meetings.
- If you want to network with other participants, we do suggest to only share your public profiles (such as LinkedIn profile or social media accounts).
- Participants must not send personal communication of any discriminatory, sexist nature or make sexualised comments. All communication must be respectful of others' views and opinions
- **If you receive a private communication from a participant (via your personal or public profiles) that is unwanted or that you do not wish to engage in, you can ignore it or block it. If the communication makes you uncomfortable or it contains abusive or disrespectful language, please report it via our safeguarding person.**

***One more example for ground rules:***

- Listening to each other while we are talking
- Using accessible language
- Being friendly to everyone
- Taking breaks
- Speaking loud and clear
- Having fun
- Respecting each other
- Being patient, working calmly and not worrying about the time
- Turning off the mobile or the sound



### Tips for Practice:

**Elements to highlight:** through this activity, CAB group establishes ground rules they agree to follow throughout their CAB journey. It is important to help participants understand that the rules are important to build safe, trustful and respectful relationships to be able to work together effectively and have a joyful time as a group.



### Activity 3. Wants & Needs<sup>[34]</sup>



**Purpose:** to support child advisors in connecting human needs and human rights; to discuss what is essential for the four main principles of Children's Rights: Participation, Non-Discrimination, Best Interest of the Child, Life, Survival, and Development.



**Materials needed:** flipcharts, glue, balloons, an envelope with Wants & Needs cards (Annex 14) per each group. It is also important to have enough physical space for children to comfortably move.



**Time:** 60 minutes



### STEPS TO WALK:

1. Ask the children to imagine that they are about to set a trip to a new place on a hot air-balloon. There are no people living there now, so when they arrive, they will be pioneers establishing a new country. Before they start their trip, they have to take with them all the things that are necessary to set up in the new place.
2. Gather the children into small groups and give each group an envelope with all the Wants and Needs cards in, explaining that these are the things they are packing to take with them for their life in the new country. Ask each group to open the envelope, spread out all their cards and examine them. You can also provide a few blank cards and give the children an opportunity to add some additional things they think they might need or want to have.
3. Explain that the hot-air balloon is ready to go now. Ask the children to imagine they are inside the hot-air balloon and act according to the narration:

*At first the trip is very pleasant. The sun is shining, and the sky is peaceful. However, a big storm comes up suddenly, and the hot-air balloon is shaking from the wind, while you are trying to protect yourselves from the heavy storm, helping each other. In fact, three holes open in the hot-air balloon and it starts losing height! You must use three of your cards to cover the holes and keep the balloon in the air.*

Ask every group to decide which cards to give up. Explain that they won't be able to get these things back later. Collect the cards which have been used as "patches", and put them together in one pile.

<sup>34</sup> Based on the Child Safeguarding/Protection Activities for Children & Adolescents Curriculum, Terre des Hommes

4. Return to the narrative:

*At last, the storm is over. Everyone is very relieved. However, a weather report comes that a big hurricane is heading straight for the hot-air balloon. If you are going to survive the hurricane, you must keep the holes safe putting overboard three more cards! Remember: don't throw away what you may need to survive in your new place.*

As before, collect these cards and keep them in a separate pile.

5. Return to the narrative:

*We are almost ready to land to our new place. Everyone is very excited. But just as we see land on the horizon, a giant bird crashes into the balloon and makes another hole in the side. You must make the balloon even more rigid! Place three more cards on the hole.*

Collect and put these cards into a pile.

6. Announce that finally they have reached the new place safely and are ready to build a new country. Ask each group to glue their remaining cards onto a piece of paper so that everyone can remember what they are bringing to the new continent.

Ask each group to hang their sheet on the wall and explain what they are bringing to the new land. After each description, ask the whole group, «Are they missing anything they will need to survive? To grow and develop?»

7. Facilitate a big group discussion with the following questions:

- *What did you like about this activity?*
- *How did you decide what you could do without? What was essential?*
- *Were some decisions difficult? Which ones?*
- *Were there any disagreements as a group on what to keep and what to throw overboard? How did you solve these disagreements?*
- *Do all people have the same needs? Who may have different needs?*
- *What do you think about your final choices? Will you be able to survive in the new country? Will you be able to grow and develop well?*
- *How did your group decide what to throw away?*
- *If you had to do this activity again, would you throw away any different things?*

8. Emphasize that human rights are based on human needs: the things that every human being needs to survive, grow, develop well and live a life of dignity. Ask questions such as these:

- *Did you have what you need to survive?*
- *Did you have what you need to grow and develop? Did you have what you need to feel protected and safe?*
- *Did you have what you need to express your voice?*
- *What things did you want to have but decided were not essential?*

9. Emphasize that everyone needs all their human rights! Some are necessary to stay alive, such as food, medical care, clothing, clean water, safe shelter. But others are essential for people to live well and develop, such as being part of their family and community, having opportunities to express their voices and having their voices listened to, being respected and treated equally, feeling protected and feeling safe.



**10.** Introduce children to the four fundamental principles on which the UN Convention on the Rights of the Child is based on:

**Principle 1.** — Non-discrimination: All children have rights, and their rights must be respected without discrimination on any grounds.

**Principle 2.** — Best interest of the child: When decisions are made that affect the lives of children, it's very important to think about what is best for children.

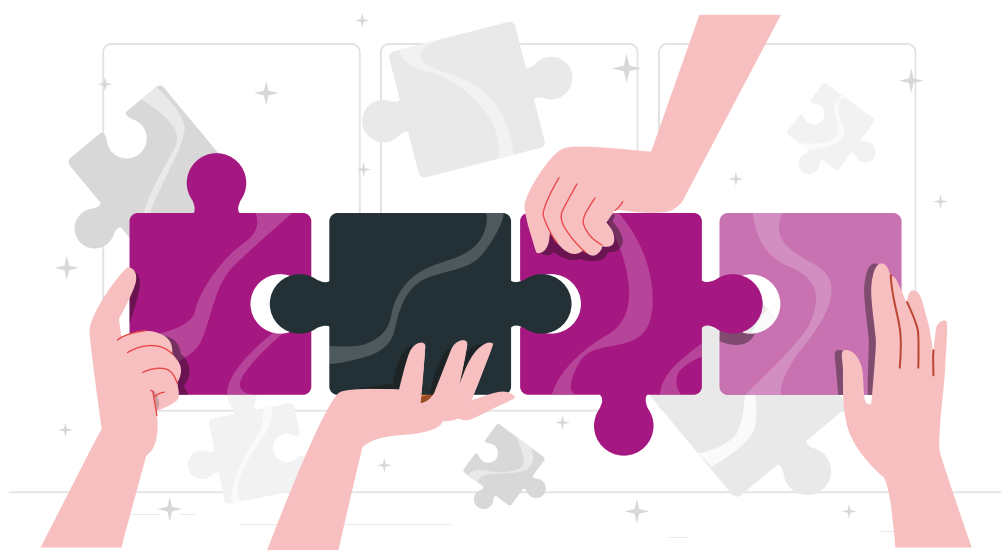
**Principle 3.** — Right to life, survival, and development: Governments should protect children from harm, and help children live and grow to their full potential.

**Principle 4.** — Participation: Children have the right to give their opinions on all matters that affect them and to have their voices heard. Their views should always be taken seriously, and they should have more say as they grow older.



**Tips for Practice:**

- It is very important that the children do not assume from this activity that some human rights are less important than others and can be eliminated. In the debriefing phase emphasise the interdependence of children's rights.
- Some Wants & Needs cards are intentionally ambiguous to stimulate debate about what defines an essential item (e.g. a mobile phone might be seen as a luxury by some and a necessity for communication by others).





## Activity 4. Mapping Children's Lives<sup>[35]</sup>



**Purpose:** To generate a list of people, groups and organisations that have an impact on children's daily lives and upholding their rights.



**Materials needed:** Flipchart paper, marker pens, a diagram of the child's social ecology.



**Time:** 60 minutes



### STEPS TO WALK:

1. The goal is to map out the various people and groups in the children's environment that have an impact on their daily lives. For example, parents, teachers, coaches, Internet café owners, drama teachers, facilitators of non-formal education, online communities, local and national authorities etc. This activity will help CAB members visualize how they see the world around them, who has an impact on their world and who is a responsible for having their rights upheld.
2. Present the social ecology model to children and explain it in a language they can easily understand (see figure below).
3. Then, on a flipchart paper make a large diagram of concentric circles, children at the center, surrounded by:

**Level 1 – Peers & family**

**Level 2 – Community**

**Level 3 – Regional and national**

**Level 4 – International and online**

**Level 5 – Natural environment**

4. Invite children to draw/write on this diagram the individuals and groups that are important at each level, e.g. parents, teachers, coaches, local authorities, youth clubs, companies, online communities etc. These are the people or groups that play a role in children's safety, development, and wellbeing.
5. Next to each concentric circle invite children to map out these people's and groups' potential role in developing, supporting and implementing CAB-led Collective Action projects. Here are some questions to support children's brainstorming:
  - Which adults will be involved in our project?
  - What will the role of our families be?
  - Who are the main supporters to us and our peers?
  - What groups/organisations (schools, religious institutions, clubs etc) and individuals (youth workers, teachers, social service providers etc) are currently working with us/ supporting us?
  - Will anyone pose a challenge that we should address?

<sup>35</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes

6. Now gather children in small groups of 2-4 and ask each group to prepare a small skit to show how they imagine connecting with key people in their community. Who are these people? How will they reach out to them? What will they say? Give children 10 minutes to prepare and 15 minutes to share their skits.



Figure 1. Social Ecology



# EXPLORING PHASE



## Activity 5. Map to Wellbeing<sup>[36]</sup>



**Purpose:** To jointly explore the children's & youth daily lives, with a focus on people and places that support them feeling safe and connected, as well as challenges they want to overcome in their environment.



**Materials needed:** Coloured markers, paints, materials and paper



**Time:** 60–75 minutes



### STEPS TO WALK:

1. Invite children/youth to form a circle.
2. Say: «Let's explore what an ideal positive environment would look like for children to support their wellbeing, what is going on there to help them feel safe and connected».
3. Invite participants to close their eyes (if they feel comfortable doing so) and ask them to imagine they are on a flying carpet above their community. Say: «Looking down you can see the streets, you can see younger and older children and youth, you see community centres, clubs, schools, stadiums, parks, and other buildings where they may go and spend their time. You see people walking around. Take time to wander through the community. What do you see? What do you hear? What are children and youth doing? What does it feel like?»
4. Invite participants to open their eyes.
5. Ask them to sit down and in groups of 2-4 talk about what they see as the most important parts of the community they have seen in their visions.
6. Give each group a piece of flipchart paper with paints and coloured markers.
7. Explain that each group will have 15 minutes to create a drawing of its vision for the community. Groups can add text around their drawing to explain what is going on if they wish.
8. Write the following on a flipchart page and hang or ask the questions out loud:
  - What does your community look like?
  - How does it feel to be there?
  - What are children and youth of different ages doing? What are adults doing?
  - Who is supporting children and youth (peers, families, community members, government)? How are they doing it? How do they treat children? How do they support children? Is this different for different genders, ages, abilities, and other characteristics? What services are in place at the local level? How does society perceive children?

<sup>36</sup> Adapted from Currie, V., Lee, L., and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation

- *Where are children and youth participating actively in the community? What does this look like at different rings of a social ecological model?*
  - *Where do children and youth have opportunities to take leadership?*
9. After 15 minutes, ask groups to draw hearts beside the areas where they feel this is already happening, stars (\*) beside the spots where they feel this could improve, and X's where they feel this is not happening yet.
  10. Invite one member from each group to hang their drawing on the wall and explain their vision in around three minutes.
  11. Invite all groups to add any additional ideas and/or ask questions.
  12. Ask all groups to arrange the flip chart papers onto the wall in a way that makes sense to them, and connects their visions. Using paints or markers, take 5 minutes to «connect» the visions together.
  13. Lead a discussion using the questions below as a guide:
    - *What are the common elements in our visions?*
    - *What are the differences?*
    - *How does child & youth participation vary at the different rings of a social ecological model? How are children & youth supported to have spaces and opportunities to participate in these areas?*
    - *What is already happening in your environment?*
    - *What is not happening yet that you would like to see?*





## Activity 6. Charting the Themes<sup>[37]</sup>

*\*Activity for CAB facilitators*



**Purpose:** for CAB facilitators to bring together, analyze and structure information collected over the course of the previous mapping and exploring activities done with child & youth advisors. This information will then be presented back to CAB members for verifying and/or adjusting in the activity that follows «Checking findings of Mapping and Exploring and Setting Priorities».



**Materials needed:** Flipchart paper and coloured markers, flipcharts from the previous activities that contain child & youth advisors' ideas and reflections, Annex 15 (Theme Chart).



**Time:** 60 minutes



**Why should the data be organized?** Child & youth advisors have contributed a lot of ideas that are documented on the flipcharts and in the Activity Documentation Forms. Now we want to compile all of the ideas and information in one place in order to develop an overview of the environment, as perceived and expressed by advisors, including strengths, challenges, and differences. You will do this by organizing the information into a Theme Chart (Annex 15). Into here you will pull together all information that you have learnt from CAB members about the strengths and challenges in their environments. During the next meeting with child & youth advisors, you will present it back to them to confirm, validate, and prioritize.



<sup>37</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes

## How do we pick the themes?

In order to develop a picture of the environment, as perceived and expressed by children, you need to pick a set of broader «themes». Broader 'themes' enable you to see common ideas emerging.

After children have completed the Map and Explore activities:

- You will have held several meetings with them, and this will be the opportunity for you to pull it all together. The Theme Chart will help you do this.
- Before you begin to fill out the Theme Chart, read through the CAB Meeting Documentation Forms you completed and the flipcharts containing children's ideas and reflections. Take note of the common themes emerging across the forms.

Step 1. Read through the notes

Step 2. Highlight themes and key ideas

Step 3. Read through and circle repeating ideas

Step 4. Write out in Theme Chart

Step 5. Talk through anything that you heard, but wasn't in the notes. You can record this as well because you will verify findings with children during the next activity.

- Next, take notes on the Strengths and Challenges, thinking about what "themes" each relates to. Some themes might be: school, family, safety, play, peers, spirituality, government policies, recovery and reconstruction, social cohesion between displaced and host community members etc.
  - The Theme Chart is broken up into sections:
- ➔ Column 1: **Strengths:** Record any themes here that perceived by child & youth advisors as positive/ helpful/ supportive or are a strength or resource.
  - ➔ Column 2: **Challenges:** Record any themes that are perceived by child & youth advisors as challenges or difficulties.
  - ➔ Column 3: **Ideas:** If during your discussions, participants had ideas for how to address a challenge or expand on a strength or anything that feels promising for their safety and wellbeing, record that here.

Now you are ready to complete the Theme Chart of the CAB group you are supporting (Annex 15).



## PLANNING PHASE



### Activity 7. Checking findings of Mapping and Exploring and Setting Priorities<sup>[38]</sup>



**Purpose:** The aim is to present the findings from the Map & Explore phases back to child & youth advisors, offering an opportunity to make any changes needed. Child & youth advisors have a chance to discuss the findings/challenges that are most important for them and vote for 1-2 challenges they would like to focus on.



**Materials needed:** Flipchart paper, coloured markers, coloured stickers, and any props needed for the skits.



**Time:** 60 minutes advance preparation by CAB facilitators and 60 minutes with CAB members.



#### STEPS TO WALK:

##### Advance Preparation by CAB facilitators:

- Take the Theme Chart you have developed in the previous activity, and create 3 flip chart papers where you list what children & youth have shared: 1) Strengths; 2) Challenges; 3) Ideas. Make sure to add the title to identify what each sheet is discussing.



- Now brainstorm a creative way you can present these back to your CAB group. You might decide to do a funny skit where one facilitator is a local TV personality and the other is a journalist; you might sing a song that explains each chart, or find a way to use performance to creatively explain what is on the 3 lists.

<sup>38</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes



### Meeting with the child & youth advisors:

1. Explain to children that after your last meeting you analyzed all the information that they presented in the Map & Explore phases. You would now like to present that information back to them, so that they can check if you have understood them correctly, and to see if there is anything they would like to add, remove, or change.
2. Tell them before you go through the flip charts together, you would like to present them with an artistic interpretation of the data.
3. Perform your skit, play song for the group, or any other modality you might have chosen for the group.
4. Now, hold a discussion with children to go through what they saw in the performance and the themes that are recorded on your flip chart papers:
  - **Strengths**
  - **Challenges**
  - **Ideas**
5. As you are having the discussion with children, be sure to add any new items that come forward, cross-out anything that they might disagree with, or make any changes directly to the flip chart paper in front of the group. Remember to be open and apply any changes suggested by the group (unless there is any potential risk of harm to themselves or others), as the objective is to identify Collective Action that the group wants to work on together. If children are not able to agree, then ensure all ideas are presented, and suggest that you will be voting to determine what Collective Action idea the CAB group would like to work on with your support.
6. Briefly summarize the discussion and review with them what will stay the same on the chart and what will be changed.
7. Now ask children to look at the “Challenges” chart. Give each child 2 stickers.
8. Ask them to think, if they were going to work with their peers to address one of these challenges, using a variety of creative modalities, which one would they want to work on?
9. Invite children to take a few minutes to think about this and ask any questions they might have.
10. Ask children to go up to the flip charts and put a sticker beside 2 Challenges they would like to work on.
11. If there are 1 or 2 that stand out as the favourites, point this out to the group. Tell them you will discuss these in more detail the next time you meet. There is no need for full agreement at this stage. If there is not a clear favourite, ask children to think it over and you will meet to discuss and decide together later



## Activity 8. Planning trees<sup>[39]</sup>



**Purpose:** for child & youth advisors to analyze the root causes of the challenges previously identified, look more deeply at the strengths and resources they have available, and begin to identify possible ideas to address these challenges.



**Materials needed:** Flipchart paper and coloured markers, Flipcharts with the Strengths, Challenges and Differences.

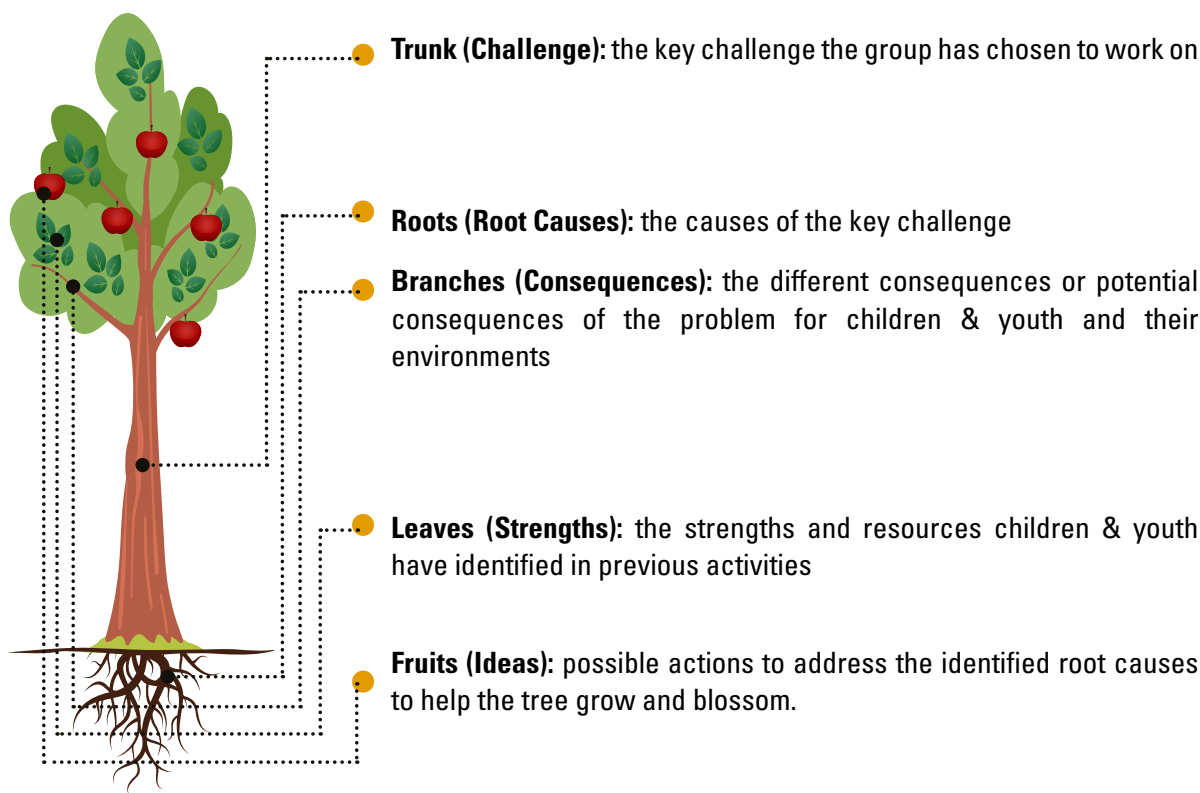


**Time:** 60 minutes



### STEPS TO WALK:

1. In this activity, we will be creating a tree to help us think about ideas to address some of the challenges we face. Post the 2 flip charts (Strengths and Challenges) from your previous activity up again. If children are clear on 1 or 2 challenges they would like to work on, you can move on, but if there is still some debate, have a discussion with children about their top 2-4 picks. **When selecting the challenges to work on, try to strike a balance between what is realistic (so that children do not end up being frustrated and disappointed) and what is reasonably challenging (so that it boosts children's sense of achievement and self-esteem).** Ask children what is most important to them and what they feel they could make a real impact on. (If there is a disagreement between children, you can ask them to vote again after the discussion.) If children decide on 2 challenges, you will need to do 2 separate trees. Finish one Planning Tree and then move on to the next.
2. On a large flip chart paper, draw a large tree with roots, a trunk, branches, and fruits. Explain that this is a «Planning Tree» and explain what each part represents as follows:



<sup>39</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes, and Move on & Engage: Youth Curriculum, Terre des Hommes

3. Ask children to gather into small groups of 3-5 people each. Hand out a big sheet of paper and coloured markers to each group.
4. Ask the groups to draw a similar tree on their paper. Ask children to write the challenges they have selected on the trunk of their tree. *(Please note that all groups should focus on the same challenge. This will generate and stimulate discussion when they share their planning trees with each other, as they can build on one another's ideas).*
5. **Now encourage children to have a discussion within their small groups about what are the root causes (the tree's roots) of the challenge.** Prompt them with the question «why» to encourage them to look deeper into the challenges. When children have identified some of the root causes of the challenge, they can write these down on the roots. If there are disagreements about the root causes, remind children that we are sharing ideas and everyone has a right to their opinion, as agreed when they jointly drafted a Group Agreement.
6. **Now invite children to reflect on some of the consequences or potential consequences of the problem.** Depending on the challenge under consideration, the consequences can relate to child & youth advisors, to children in a wider community, and/or to their environments more generally. **This reflection will help when clarifying the expected changes they want to see as a result of their action.** When ready, ask children to write the consequences on the branches.
7. Refer to their «Strengths» chart hung on the wall. Ask the children to discuss and write down the strengths that could help in addressing the challenge they have selected, on the leaves of the tree.
8. Facilitate a discussion about **how they can work together to address the root causes of the challenge they have selected, drawing on the Strengths they have identified.** Ask the following questions:
  - *What are some ideas they can think of to address their challenge?*
  - *What 'ideas' or 'strategies' will help them get closer to their 'vision' or 'dream' for the future?*
9. **Ask children to write possible actions/ideas down on the fruit.** If the resources are not readily available, tell them it is still okay to write the ideas down, but to make sure that some of the ideas are possible to carry out.
10. Ask each group to provide a short presentation (2-3 minutes) of their Planning Tree and hold a discussion.
11. Remember if children chose 2 challenges, you will now need to support the group through the development of a second Planning Tree to analyze the other challenge.
12. Now that you have the actions/ideas written down, ask the participants to review them together as a group and decide on 1 to 2 Action ideas that would be feasible to carry out together. **Circle or highlight these ideas for their Collective Action.**



### Tips for Practice:

**Sometimes some of the root causes cannot be addressed by children & youth themselves**, and need other members of society (e.g. government, policy makers, family, etc.) to effect change. Sometimes you can invite these people to help you, and other times it may be too complex to address through this project. We can, however, try to find challenges children can address, or look at ways their actions can support children facing these challenges. For example, if children feel unsafe in their neighbourhood due to criminality, we cannot stop criminality through children's actions. We can, however, support children to have a space to go to where they feel safe and supported, reflect on what is happening in their community, and communicate their feelings to the public (if safe to do so). **It might also be useful to explore with children if and how they can link their ideas with ongoing initiatives which may already be in place.** Perhaps they could support ongoing actions with their new ideas and join existing groups.



### Activity 9. Imagining expected changes<sup>[40]</sup>



**Purpose:** for child & youth advisors to generate a summary statement of the expected changes as a result of their Collective Action



**Materials needed:** Flipchart paper and coloured markers



**Time:** 20 minutes



### STEPS TO WALK:

1. On a flip chart, display the Collective Action or the problem tree participants have decided to focus on.
2. Ask the group to close their eyes (if they feel comfortable doing so) and imagine that their action idea is playing out in their minds, all the way to a successfully finished Collective Action project. Imagine the process of developing their action, the different people and activities involved, imagine the action itself and who will be part of it.
3. Ask: **«What changes do you expect to see as a result of the process and the Collective Action itself»**
4. Write the following questions on a flip chart to help participants to generate a statement:
  - *What is the action you have planned? (start by stating the action)*
  - *What are the expected changes at your level? (the one «doing» the action)*
  - *What are the expected changes at the broader children level for children?*
  - *What are the expected changes at the family level?*
  - *What are the expected changes at the community level? (at institutional or people's level)*

<sup>40</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes, and Move on & Engage: Youth Curriculum, Terre des Hommes

- What are the changes expected in the short term (immediately after action), in the middle term (maybe 3 / 6 months after the action) and the long term (more than 6 months)?

Take note on a flip chart of what the participants share.

5. Explain to children that as a group you need to come up with a **summary statement that captures the changes they expect from their action idea**. For example:

*«Our Collective Action project will share our experiences navigating challenging circumstances with our community members. We will also share with them our hopes for the future, for us and for our loved ones. We will use our imagination and creativity to demonstrate how we imagine our reconstructed town, our reconstructed school, and neighbourhood. With our contributions to build back better, opportunities for children and youth will be plentiful, and our community will be thriving again».*

6. Gather children into groups of 4-5 and distribute a flip chart page to each group. Ask them to come up with a statement based on the answers they gave previously. When all the groups have finished, show the flip charts and ask the group to come to a common understanding and a final statement.



## Activity 10. Mind Mapping<sup>[41]</sup>



**Purpose:** for child & youth advisors to plan out their ideas for the Collective Action, including how to plan, implement and monitor it.



**Materials needed:** Flipchart papers, tape, coloured markers, crayons, paints.



**Time:** 45–60 minutes



### STEPS TO WALK:

1. Explain that we will now develop a mind map. A mind map is a tool to help reflect more deeply on the Collective Action idea children & youth have chosen to work on.
2. Explain that now we will use a **mind map to explore how they make their Collective Action idea a reality**. Provide advisors with a piece of flipchart paper or a print out of Mind Map (Annex 16). Now ask the group to work backwards from the vision they saw of their successful and completed Collective Action.
3. In the centre of the page, write your Collective Action idea. Invite children to write out the following:
  - What resources will you need to turn this vision into reality?
  - Who will need to work with you? Support you?
  - What strengths do you already have that you can draw on?
  - Who will join you in your Collective Action and when?
  - What types of creative activities can we use?
  - What potential challenges do you need to address?

<sup>41</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes



4. Invite children & youth to work through the Mind Map and these questions, adding layers of ideas.
5. After 15 minutes, reflect on the mind maps. Do their mind maps include ideas to help them make their Collective Action ideas a reality? Is there anything else they would like to add?
6. Ask participants to take another 5 minutes to add more pieces to their mind map to ensure all ideas are included. Participants can either add these directly to the mind map or add other circles to the side of their mind map that will support their Collective Action.
7. Ask participants if they learned anything new from each other about the needs, resources, and challenges that they had not initially thought of? Have a discussion to confirm the Collective Action ideas.





## Activity 11. Developing Collective Action Map<sup>[42]</sup>



**Purpose:** this activity is a continuation of the previous Mind Mapping Activity; it serves the purpose of planning out children's & youth's ideas for their Collective Action, including its planning, implementation and monitoring.



**Materials needed:** Flipchart papers, tape, coloured markers, crayons, paints.



**Time:** 45–60 minutes



### STEPS TO WALK:

1. Now that the group has their Mind Map ready, they can begin to fill out their Collective Action Map, building on the ideas they came up with together. Support the group through brainstorming and documenting the following elements of their Collective Action Map (Annex 17):
  - ➔ **Name of Collective Action:** What do child & youth advisors want their Collective Action to be named? Encourage them to be as creative as they wish.
  - ➔ **Name of the CAB:** What do child & youth advisors want be named as a collective? How do they want to be referred to by their community, as a group of active children and youth?
  - ➔ **Start and Finish Dates:** When do children & youth want to start and finish their Collective Action?
  - ➔ **Location:** Where will the Collective Action be implemented?
  - ➔ **Vision/Goal:** Why do children & youth want to do this? Refer to a summary statement they have formulated previously. State the vision or goal of the Collective Action.
  - ➔ **Challenge(s):** What challenge does this address? Write the challenge(s) children & youth have selected to work on.
  - ➔ **Step-by Step plan:** What are the different steps involved in this Collective Action plan and what kind of timeline would it follow? Write out a step-by-step plan, including the people responsible for each step and the timeline associated with each step.
  - ➔ **Resources:** What internal and external resources will children & youth need? Think through all of the things (e.g. people, funds, materials as well as knowledge and skills) that they will need to do this Collective Action.
  - ➔ **Budget:** What is your budget? If there is a budget associated with a Collective Action, please write down the items that will be needed and the estimated cost for each.
  - ➔ **Progress Markers:** What are the short-term changes children & youth want to see as a result of their Collective Action? Explore what they would Expect, Like and Love to see as a result of the Collective Action.

<sup>42</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes

Some of the Progress Marker Examples include:

→ **What would we Expect to see:**

- We expect to have our awareness raising event about reconstructing child-friendly schools attended by at least 20 people, including the key decision makers
- We expect them to like it
- We expect them to appreciate all the work we did

→ **What would we Like to see:**

- We would like to have our awareness raising event about reconstructing child-friendly schools attended by at least 40 people, including the key decision makers
- We would like there to be a lively conversation about what reconstructed child-friendly schools would look like
- We would like key decision makers to take our suggestions seriously

→ **What we would Love to see:**

- We would love to have our awareness raising event about reconstructing child-friendly schools attended by at least 100 people, children and adults, including local politicians, teachers and school management, humanitarian and development organisations
  - We would love to have a joint discussion about how to make reconstructed child-friendly schools a reality
  - We would love the local authorities to dedicate one of their next meetings to discussing concrete plans for reconstructing child-friendly schools where we will have the opportunity to present our ideas
2. When the Collective Action Map is ready, congratulate child & youth advisors on having achieved this significant milestone along their Journey! Now they are ready to start to oversee and implement their Collective Action.





## COLLECTIVE ACTION PHASE



### Activity 12. Presentation of Collective Action Map to the Community<sup>[43]</sup>



**Purpose:** For child & youth advisors to present their idea for Collective Action project to their community, and to inspire them to get involved.



**Materials needed:** Flipchart papers and coloured markers.



**Time:** 60 minutes (preparation to the meeting). Duration of an actual community meeting will depend on each particular context.



### STEPS TO WALK:

#### → Prior to the meeting with the community members

Work with child & youth advisors through the following ideas:

Remind them they will be meeting with community members to inspire them to get involved and to support children with preparation and implementation of their Collective Action.

- **Who?** Who would they like to invite to the meeting? Think about the different levels of the social ecology model: family, friends, community members, representatives of local and national authorities, school staff etc. Think about anyone who might be able to help support their Collective Action idea, with their time, influence, or resources. This is a great way to get parents, caregivers, and other influential people on board to support children in all the work it will take to prepare the Collective Action. Discuss how these people will be contacted, and who will do that? Who will follow up on the invitations to the attendees?
- **Where?** Where would be a good and safe place that is conducive to hold the meeting? Will it jeopardize participants' physical and emotional safety? Make sure that the venue is accessible for all.
- **When?** What is a good time and date to hold the meeting? Ensure that it is done at a strategic time, so there is enough time for children to get community members on board prior to implementing their Collective Action. How long will the meeting last?
- **What?** What do you need to bring with you to help present your idea? What can you provide, such as snacks and water, for community members?
- **How?** How do you want the meeting to flow? How will you share your ideas? Think if there is any creative way you can use to present your idea to the community. Perhaps you can do a drawing to represent your idea? Or prepare a short skit to express your thoughts? Think of your preferred way to use the arts and creativity to tell your story to your community. Discuss if there will be a chance for children to review/rehearse their presentation. Make sure they feel comfortable and confident presenting.

<sup>43</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes, and Move on & Engage: Youth Curriculum, Terre des Hommes



### → At the community meeting

- Invite everyone to sit together in a circle.
- Ask everyone to introduce themselves and share with the group one creative thing they loved to do when they were a child.
- Explain the project. Explain that you have gathered the ideas and lived experiences of CAB members. Talk about the work that was done by children, being supported by you, to develop their vision and priorities for their current safety and wellbeing, for their future. Explain that this is an opportunity for community members to build a vision together with children and make positive change in a way they would like to and in support of their rights. Encourage everyone to rally around children's voices.
- Ask children to present their Collective Action map to the community. If children are comfortable to take the lead, encourage them to do so, offering support only when needed.
- Ask the group if they have any questions.
- Next, ask if they would like to add anything to the Collective Action presented by children. Do they have any suggestion to offer? What contributions would the community like to make? What resources are available in the community that could support the Collective Action project? How do children's ideas align with their own visions for the community?



#### Tips for Practice:

You can make a **Resource Hat**, for people to write their contact details and anything they might be able to help with, on a small piece of paper, and add it to the hat. You can pass around the paper, pens and hat or have a «Resource Hat» station that you direct people to.

- Explain that we would love for the Collective Action to be supported by the community and that the Collective Action will be improved with the community's involvement.
- Thank everyone for coming. Share snacks and drinks together.
- Following the meeting, ensure that any promised follow up is done.





### Activity 13. Monitoring Collage<sup>[44]</sup>



**Purpose:** to support child advisors in reviewing their progress in preparing and implementing their Collective Actions, and measure the success of their journey together.

The timing for this activity will depend on the time available for preparing and implementing Collective Action, nevertheless, it is recommended for this activity to be done either in the middle of the preparation process or at regular intervals.



**Materials needed:** Paper, paints, markers, magazines, photos.



**Time:** від 30 minutes and more (depending on children's preferences and creativity!)



#### STEPS TO WALK:

1. Say «In this activity you will think about the Collective Action that you are planning and carrying out and the progress you have made on the journey. You will reflect on and present this process in a creative way».
2. Bring children back to their Collective Action Map and review the Collective Actions and Progress Markers (Expect, Like and Love to see). Ask children:  
«What have been the most significant changes in the past period?»  
«What changes do you see in your wellbeing as a group?»
3. Ask the group to create a one-page collage highlighting the progress achieved in the period and/or any significant changes they have seen or experienced – these can be big or small. This can be done on a small letter size page. If a larger flip chart paper works best for your group, that's fine too. Encourage children to be creative!

Children's collage can include any of these, or children's own ideas:

- Photos — print photos of your CAB group activities
- Clippings from magazines / other materials
- Draw or paint
- Write a poem, song or story.

<sup>44</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes



## REFLECTING & SHARING PHASE



### Activity 14. River Journey<sup>[45]</sup>



**Purpose:** to explore changes in children's lives and in their community brought about by CAB Collective Action.



**Materials needed:** Flip chart paper (4-5 pasted together), paints/crayons/other colours.

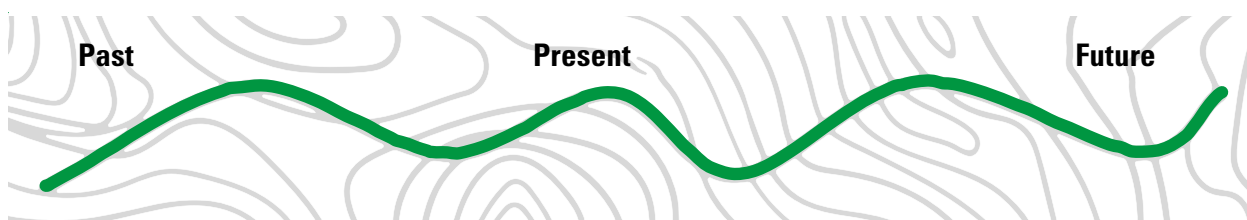


**Time:** 60 minutes



### STEPS TO WALK:

1. Place a long piece of paper on the floor or the wall, and write past, present, and future in intervals across the top.



2. Ask children to close their eyes and envision a beautiful river, flowing from their past (before they joined CAB) to the present (recently completed Collective Action) and into their future (What do they hope will happen next?).
3. Ask children what their lives were like before they joined CAB? What it is like now that they have finished the Collective Action? And what do they hope they might do in the future?
4. Ask children what some of the most important changes have been between each of these time periods (past, present, future)? These changes can be personal, in the family or in the community.
5. Ask children to draw a river and together populate the river with their individual stories (in writing and/or drawing). They may also include significant activities /events that led to the changes.
6. Once complete, ask participants to draw or write any significant stories that reflect the changes that they experienced as a result of their CAB membership generally or their Collective Action specifically.
7. Ask children what activities and events were significant to them/ led to these changes? Invite them to draw or write these.
8. Facilitate a discussion using the following questions as a guide.

<sup>45</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes

- What were the most significant changes that were revealed in your River Journey? Why do you find them significant?
  - Were the changes experienced by all participants? Please explain.
  - What have you learned that you will take forward into a) future activities you plan as a group, and b) into your daily lives?
9. Following this discussion, bring children to the Progress Markers they have identified in their Collective Action Map.

Invite children to jointly reflect on the changes brought about by their Collective Action:

Progress Markers <i>*as identified in the Collective Action Map</i>	Reflection on Changes after Collective Action
What would we Expect to see	
What would we Like to see	
What would we Love to see	



### Activity 15. Celebrating and sharing your successes<sup>[46]</sup>



**Purpose:** for child advisors to reflect on their journey together and identify successes, challenges, learnings, and further opportunities. To plan a «sharing session» with people they feel should be included in order to celebrate their success.



**Materials needed:** Flip chart paper and markers, 3 colours of paper, scissors, SHARE Worksheet (Annex 18).



**Time:** 90 minutes



**Preparation:** Take 3 different colours of paper, and in advance of the activity, cut out «roses», «thorns» and «buds». Make them large enough that people can write ideas on them.

<sup>46</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes, and Move on & Engage: Youth Curriculum, Terre des Hommes

**This activity will guide child advisors through the following Steps:**

A: WHAT: summarize your successes, challenges, key learnings and further opportunities into a few key messages.

B: WHO: decide who needs to hear these key messages.

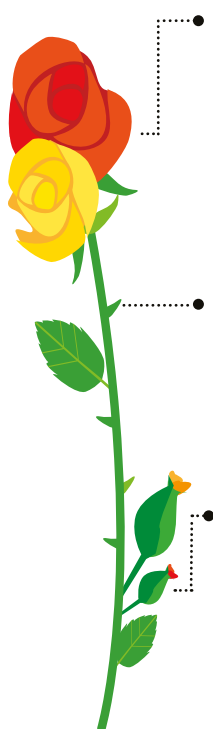
C: HOW/ WHERE / WHEN: plan for the best creative method to share these key messages, including a forum for discussing next steps.

D: SHARE



**STEP A — WHAT: Summarize your successes, challenges, key learnings and further opportunities into a few key messages**

1. Explain to the group that they will explore three categories through the metaphor of a rose – successes (roses), challenges (thorns), and key learnings and opportunities (buds). The activity is described below as a paper-cutting activity, but children can also do this through drawing, drama, song, poetry or another art form of their choice.
2. Take some flip chart paper and draw a rose bush – just a few branches coming up from the ground. As a group, children will add roses (successes), thorns (challenges), and buds (learning which can bring opportunities), with a brief written description of each theme.
3. The following questions can guide the completion of each category:



**ROSES – Success:** What went well? From all that your group has accomplished, what are you most proud of? Remember to also look at the Progress Markers to remind children of the important successes that may not be apparent, for example: social connections and friendships children may have made, an increase in their self-esteem, ability to express oneself more confidently etc.

**THORNS – Challenges:** What challenges did you face along the way? Did any of you experience these challenges more than others? Why do you think it was the case? What did you do to try to address these challenges? Who supported you in addressing these challenges?

**BUDS – Learnings for further opportunities for community/individual growth:** What did you learn from this project? What would you do differently next time? How could you plan for and deal with the challenges next time? What opportunities have come up through the project? What possibilities have arisen which need growth and nurturing?

4. Once children have brainstormed all of the roses, thorns, and buds, summarise these into some key messages and write these in the SHARE Worksheet.



## **STEP B — WHO: decide who needs to hear these key messages**

5. Discuss with child advisors the following questions:

- Is there anyone who participated in any of the steps of your Collective Action who should hear the key messages?
- Who would benefit from learning about this?
- Who needs this information for future decision-making?
- How can you get feedback from relevant individuals/organisations/community members?
- Who should be involved in determining next steps?



## **STEP C — HOW/ WHERE / WHEN: plan for the best creative method to share these key messages, including a forum for discussing next steps**

6. Use the following questions to think through your SHARE plan. Invite children to write their collective answers in the SHARE Worksheet.

- What is the best format for sharing the key messages, for example, in writing, in person, or through creative means? What is the best way to receive feedback from relevant individuals/organisations/community members?
- What creative methods could we use to share this information — a method that could IN ITSELF show the impact of our Collective Action (i.e. public drama, mural, photography exhibit, community garden, etc.)
- Are there any existing community meetings or forums where we could request to present what we have achieved?
- Are there online communities that would be interested in learning about our work?
- Look at your various audiences and ask, «will we need to develop some different sharing methods to reach each specific audience in an effective way?»
- What is our timeline for developing the SHARE plan? Who will lead each step of the process?
- When and where should we SHARE to reach the people who need to hear about it and help us plan the next steps?



## STEP D – SHARE with your community!

Facilitate children's discussion along the following questions:

- **Who?** Who would we like to invite to our celebration? Think about the different levels of the social ecology model: family, friends, community members, local or national authorities, school staff, business leaders, artists etc. Think about anyone who may have helped with our Collective Action or could have influence in the future.
  - **Where?** Where would be a convenient place to hold sharing events?
  - **When?** What is a good time and date?
  - **What?** What do you need to develop or bring with you to help present your idea? What can you provide, such as snacks and water, for the guests of your celebration?
  - **How?** How will you facilitate the process? How will you share your ideas?
7. Invite children to incorporate the results of their discussion into the SHARE Worksheet to help prepare the celebration.







## Activity 16. Certificate Ceremony<sup>[47]</sup>



**Purpose:** to celebrate everyone's collective success and strengths as individuals and as a Child Advisory Board.



**Materials needed:** Certificates, refreshments, music, materials for hand-made awards (colored papers, balloons, colours, crayons, ribbons etc).



**Time:** 90 minutes



### STEPS TO WALK:

1. Prepare a hat or box with each individual's name written out on a small piece of paper. Invite children to choose a name from the hat. If they get their own name, they can put it back and choose another name.
2. Invite participants to complete the design of an award for the person whose name they have drawn.
3. Tell children that now they will have 1 minute to introduce the award and how it represents the person that they selected.
4. Ask participants to be specific and share special things that they have respected and valued about the person during CAB meetings.

Examples:

- *I give Anton the big listener award. He always listened to what other people had to say. For example, when I was nervous during one of the activities, he listened to my concerns and provided support.*
  - *I give Anna the painting award. When I did not know how to make a drawing of our community, she kindly showed me how to mix red and blue to make purple, and it made me more comfortable to start drawing.*
5. After ten minutes of preparation, invite all children to come together in a circle.
  6. Invite a participant to start the process.
  7. Invite the person who received the award to then introduce their award to the next person.

<sup>47</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes



## VI — KEEPING THE JOURNEY GOING

With the Collective Action implemented, and as the CAB has moved closer to achieving its goals, the Journey is not over! It is up to the children to decide to take this Journey as many times as they wish. Remember, however, that it is the responsibility of adults to create this supportive space for them that would enable children to continue their journey. The Mapping and Exploring activities have already revealed a great variety of aspects that children consider important addressing to support their wellbeing and realization of their rights. They have also presented a wealth of ideas of how some of such aspects might be addressed by them directly and/or with their meaningful contribution. Here, through the implementation of the Collective Action, children have addressed only some of such challenges. While other challenges to children's rights and wellbeing exist and the new ones arise in the future, children's capacities and ideas will evolve too as they gain new knowledge and skills through their CAB membership and in their daily lives. For that, child advisors should be encouraged to embark on addressing new challenges by designing and implementing CAB-led Collective Actions moving forward. To keep the journey interesting and joyful, children might be invited to use a great variety of creative modalities to express themselves! This includes visual and performing arts, crafts, dance, film, music, digital media, culinary (food) arts, traditional arts and other forms of creative actions such as live performance art and graffiti. **The next steps of children's Journeys depend on children's interests and motivations, as well as the support they have from you and other supporting adults in their communities.**

**Sustaining children's interests and motivations over a period of time** will require efforts on behalf of CAB facilitators and their organisational structures. It should not be taken for granted that all children will stay interested in being child advisors throughout the project lifetime considering a great variety of other engagements and commitments they have. While children have the right to participate, they also have the right not to participate. Should CAB facilitators observe that some children start having lower levels of interest and motivation, consider:

- *Organising one-to-one discussions with individual children to understand what else is going on in their lives*
- *Checking with their supportive adults*
- *Referring children to basic needs services and/or the ones providing more specialized support*
- *Asking if they would be willing to benefit from peer-to-peer support/a buddy system.*

Nevertheless, **there might be cases when children are unable to continue their participation for various reasons**, for instance when they change their place of residence or experience secondary displacement, are unable to continue their membership due to other conflicting priorities, or other individual reasons. This is especially true for children and their families living amidst challenging circumstances. In order to manage children's exit from the CAB in a supportive manner, consider:

- *Reassuring children that there is no judgement if they need to step out of the CAB before its activities have been completed;*
- *Ensuring that their supportive adults are informed and available to support them through whatever they are experiencing that is leading them to leave the CAB;*
- *Sign-posting towards self-help resources or relevant channels of support (for example, if they are dealing with academic-related stress, there may be online resources that they can access in their native language to help them manage their stress; or if they are coping with loss, grief or illness in their family/peer group, there may be other relevant online resources or specialist services to make children aware of);*

- *Asking them if they would like to follow activities of the CAB from afar (for example, through social media);*
- *Asking them if they would like to continue being part of the CAB through online modality (for example, organizing both in-person and online CAB meetings);*
- *Informing them that they are entitled to recognition for their role in the CAB, such as through a certificate of participation or a letter of recommendation.*

**When re-advertising CAB membership**, the announcing nominations and interviewing processes you did in the beginning of the Journey when the CAB was established might not be the best approach. The situation of re-advertising nominations would provide only a handful opportunities for joining, perhaps only one place. Thus, care must be taken for the selection processes not to become disappointing and frustrating experiences for potentially large numbers of applying children. As such, consider spreading the word through active child advisors themselves by inviting them to share this opportunity within their peer networks. Moreover, when a new person joins, it is important for the group to introduce the child to the Group Respect Agreement and conduct a couple of Getting to Know Each Other activities together. For a newly joint child to feel comfortable with the process and to be able to meaningfully participate and contribute, invite child advisors to brief the child on what has already been done so far and how this experience was for them.

Last but not least, **by no means should children's meaningful participation be confined to project timelines.** Being their intrinsic right, children's participation should go beyond project confines, and extend into other spheres of their private and public lives. It is our hope that the positive changes created for and by children's participation are progressively mirrored by a community and society at large. A gradual cultural shift, supported by the activities of this toolbox, in how children are socially seen, what value is placed on them and their opinions, and how their capacities are perceived by adults has yet a long way to go for children's right to participation be fully respected. Here are a few suggestions for making children's participation more sustainable moving forward:

- *Staying in touch with child advisors and convening annual meetings of the group will convey a message that their contribution to their communities and to the state of children's rights was and remains appreciated.*
- *Inviting child advisors to act as mentors for the CABs of new projects or initiatives will support children feeling empowered and the work jointly done being more peer-to-peer, thus less top down.*
- *Linking child advisors with child and youth participation platforms at Ukrainian, European and/or global levels for them to have their say on the laws and policies that affect their lives.*
- *Continuing organizing webinars and podcasts that allow children to own and celebrate their achievements.*
- *Suggesting online resources linked to child participation and children's rights (mailing lists, social media channels) that children can follow to keep up-to-date with campaigns and activities globally, regionally and nationally, alongside a reminder of available resources for staying safe online.*
- *Supporting children in acting as spokespersons for children's needs and children's rights at internal and external events.*
- *Finally, having a joint discussion with child advisors on how they would like to stay engaged and how they can best be supported will provide numerous ideas for the continuation of their journeys.*

**Let the voices of children and youth lead their journeys,  
even amidst challenging circumstances!**

# List of Annexes

## Annex 1. CAB Terms of Reference — Sample

### Child Advisory Board

### Terms of Reference

### [Name of the project]

### Background

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*[Background information on the project, its timeline, funding institution, implementation sites]*

*[Objectives of the project]*

### Aims of the Child Advisory Board

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As part of the Project's Governance structure, a Child<sup>[48]</sup> Advisory Board (CAB), comprised of 10-12 children *[depending on the project and context]*, is established and supported in *[location]*. The main role of CABs is to provide input and advice on the project activities design, implementation and deliverables. Specifically, it entails:

- Advise, provide feedback and suggestions to the project partners on the development of *[deliverables, activities, structures, services, process etc]* as to their child-friendliness and suitability for children;
- Ideate, plan, prepare and implement CAB-led Collective Action projects to promote positive social change and to improve the wellbeing of children and their communities *[awareness raising and advocacy activities to raise children's and important adults' awareness of children's rights, to advocate for children's rights with relevant duty bearers on local, regional, national, and European levels etc]*;
- Provide child-lens expertise to the project partners on the quality and child-friendliness of services, quality standards and premises;
- Participate in monitoring and evaluation activities and exercises to gather feedback on the project and offer child-lens expertise as to the further improvements.

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<sup>48</sup> In the context of this ToR, a child means every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier, in line with the UNCRC definition

## Membership of the Child Advisory Board

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Within the framework of *[name of the project]*, the CABs are composed of *[number of children]* who are:

- Children between *[12-18]* years of age and/or youth between *[18-24]* years old [depending on the project and context]
- Live in the *[country/location where the project is implemented]*, so that they can attend CAB meetings in-person or online, depending on the work modality, and can relate to lived realities of local children.
- Willing and motivated to participate in the project activities, contribute to the wellbeing of local children, and enthusiastic about learning new experiences
- Include various experiences that children have, for example children from vulnerable backgrounds or hard-to-reach areas, children having less favourable opportunities, children facing structural inequalities etc.
- Include various profiles, for example, children from ethnic or minority communities, children with different abilities
- Children's participation is voluntary, and they can withdraw at any moment they deem necessary.

The CABs representation is inclusive, diverse, age and gender-balanced.

The principles of non-discrimination and Do No Harm are respected at all the stages of establishing, supporting and developing CABs.

## Ethical considerations

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In establishing, supporting and developing the CAB and facilitating CAB meetings, project partners should refer to and abide by their organisational and inclusive Child Safeguarding policies and procedures. The Policy and its procedures apply to all operations and activities conducted by, or on behalf, of the Project.

Project partners must assess the risk of every individual child involved in the CAB, to see whether their participation is safe and that they can give informed consent/informed assent to not only take part in the project but also consent to data collection elements of the project. If individuals are under the age of 18 years old, parental consent will also be required (parental consent is recommended regardless of the child's age).

## Meetings of CABs

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The CAB members will be invited to participate in and meaningfully contribute to CAB meetings and related activities and initiatives throughout the project implementation, as listed in the Aims of CABs section of this document. The CAB meetings are to be planned according to the progress of the project *[e.g. timelines for co-producing services or policies, key milestones and deliverables]*.

Depending on the work modality of the project partners, such meetings will take place either in-person or online *[depending on safety and security considerations of the context, feasibilities, children's preferences]*. Throughout the project implementation, a total of *[number of]* CAB meetings will be prepared, facilitated, and documented through collecting attendance lists and meeting records.

## Annex 2. Call for CAB Membership — Sample

Hello! If you are *[12-18]* years old, have time and interest to contribute to making a difference for children in your community alongside other children, this chance is for you! We invite you to join the Child Advisory Board supported by Tdh team!

The Child Advisory Board is an exciting opportunity for you to make opportunities for children more friendly, useful and interesting, in your community and beyond! By coming together, exchanging ideas and designing activities with other children, your collective voices on the issues important to you and other children will be heard!

### If it is about you:

- You are between *[12-18]* years
- You have the time to participate in *[number of]* meetings of the Child Advisory Board in the course of *[number of]* years/months
- You are eager to collaborate with other children, learn from and get inspired by each other
- You are enthusiastic about communicating the issues of importance to you and other children within your community and beyond
- You are open to offer your ideas, knowledge and skills for the wellbeing of children and promoting children's rights

### If you are willing to:

- ➔ Engage in co-designing child-friendly services and activities;
- ➔ Engage in designing and conducting Collective Action projects;
- ➔ Participate in various training opportunities and develop new skills;
- ➔ Make new friendships and have a joyful time with other children all throughout!

Then we are looking forward to hearing from you and receiving your Application Form!

If you would like to have more information before applying, we will be happy to answer any of your questions!  
We can be reached out by \_\_\_\_\_



### **Diversity & Inclusion Tips:**

*To prepare a child-friendly easy-to-read invitation, consider:*

- *Children should get information in a way that is easy for them to understand. Every child is different and has different ways they like to get information.*
- *Use big writing, at least font 14. Use short sentences. Avoid difficult words.*
- *Think about the main things children need to know. Say things simply.*
- *If you have to check in advance whether your information is easy to understand, consult children with different abilities or even co-design the invitation together. You would have first critical readers before sharing the invitation with a wider cohort of children.*
- *Circulate the invitation at least two weeks before a meeting.*
- *Publish the easy-to-read document at the same time as you publish a regular version to give to all children the same chances to participate.*
- *Use pictures, sounds, videos to express the content of the invitation.*



## Annex 3. Nomination Form — Sample

Your name and surname \_\_\_\_\_

Your age \_\_\_\_\_

Gender: Male \_\_\_\_\_ Female \_\_\_\_\_ Other \_\_\_\_\_

Your phone number: \_\_\_\_\_

Your town/neighbourhood: \_\_\_\_\_

Name of one of your parents \_\_\_\_\_

Phone of one of your parents \_\_\_\_\_

Why is the CAB membership interesting for you?

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Do you need any support from us in participating in the interview?

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### Diversity & Inclusion Tips:

Depending on children's different abilities, this form could further be adapted by using simple pictures on the left side for each question and possible responses on the right side for each question. Children can put a tick or other familiar sign they prefer. For the last question, it is recommended to list different choices (visually or verbally), so that children can express their needs. For example, the child shares «I need symbols to help understand the words, I need symbols that are familiar to me, I need symbols placed above the text to link the meaning of the words with the images». This needs assessment will help you to communicate with the child not just during the interview phase but also to build a system of familiar and the same symbols during the whole process of engaging with child advisors.

## Annex 4. List of resources for supporting children and young people in being safe online<sup>[49]</sup>

Host Website	Document title	Theme	Age group	Link
LSE	My Privacy	Safety; Privacy	12+	<a href="https://www.lse.ac.uk/my-privacy-uk">https://www.lse.ac.uk/my-privacy-uk</a>
Child Rights Coalition Asia	#SafeWeb4Kids	Safety	12+	<a href="https://www.crcasia.org/campaigns/safeweb4kids/">https://www.crcasia.org/campaigns/safeweb4kids/</a>
Google	Be internet Awesome	Safety; Privacy; Digital Literacy	10+	<a href="https://beinternetawesome.withgoogle.com/en_us/interland">https://beinternetawesome.withgoogle.com/en_us/interland</a>
Think U Know	Play - Like - Share (game)	Safety; Privacy; Digital Literacy	8–10	<a href="https://www.thinkuknow.co.uk/parents/playlikeshare/">https://www.thinkuknow.co.uk/parents/playlikeshare/</a>
Safer Internet	Talk it over – new resource to support discussions around online hate	Online violence	13+	<a href="https://www.saferinternet.org.uk/blog/talk-it-over-%E2%80%93-new-resource-support-discussions-around-online-hate">https://www.saferinternet.org.uk/blog/talk-it-over-%E2%80%93-new-resource-support-discussions-around-online-hate</a>
Think U Know	Band Runner (game)	Safety; Privacy; Digital Literacy	8–10	<a href="https://www.thinkuknow.co.uk/parents/articles/band-runner/">https://www.thinkuknow.co.uk/parents/articles/band-runner/</a>
ChildNet	Children's online activity zone	Safety; Privacy; Digital Literacy	6–11	<a href="https://www.childnet.com/young-people/primary">https://www.childnet.com/young-people/primary</a>
ChildNet	Teenager's online activity zone	Safety; Privacy; Digital Literacy	12–18	<a href="https://www.childnet.com/young-people/secondary">https://www.childnet.com/young-people/secondary</a>
Save the Children Resource Center	Children's Guide to Online Safety	Online safety	10+	<a href="https://resourcecentre.savethechildren.net/node/10219/pdf/safeweb4kids.pdf">https://resourcecentre.savethechildren.net/node/10219/pdf/safeweb4kids.pdf</a>

<sup>49</sup> Based on the resources of #CovidUnder19 coalition #CovidUnder19 | Terre des hommes (tdh.org)

# Annex 5. Parent & Child Consent Forms — Sample

## Parent Consent Form

**XXXX** is an organization that exists to support children, their families and communities in emergency relief and development contexts. We are proposing different activities involving your child. Before starting this collaboration, we need your consent, and some important information from you to ensure that your child can participate safely, and their welfare will be ensured. All information will be kept confidential and only shared with adults who need to know to make sure that your child is properly cared for.

For the purposes of all trip and events **a child is defined as anyone who is under 18 years old**. Our guiding principle is that in all situations **the best interests of the child are of the utmost importance**. This means that in all actions and decisions we must consider the needs and rights of the child as the critical issue..

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### Activity Consent *(Please tick as appropriate):*

☒ we give my/our consent for my/our child (name of child) to travel to and participate in **xxxx** activities.

☒ we authorize xxx to be responsible for my/our child during these activities and authorize them to make decisions concerning any emergency medical treatment for my/our child which may be required during this trip.

☒ we affirm that I/we have full authority to give the consent provided for in this document..

### Media and Information Consee *(Please tick as appropriate):*

☒ I/we give my/our consent for my/our child to take part in media activities which may include photographs, films, videotapes audiotapes, or other forms of recording and which may appear in print (such as newspapers) or online.

☒ I/we give consent for the information and/or opinions that my/our child shares during the event to be documented and used for reporting and/or research purposes. In doing so, we acknowledge that personal identifiable data will not be released for any use without my/our prior consent.

I/we confirm that I/we have read and understood the Parental Consent Form and agree to abide by its contents

Name of the child \_\_\_\_\_

Date \_\_\_\_\_ at \_\_\_\_\_

Name and Signature *(names of parent(s)/ carer(s))* \_\_\_\_\_

## Child Consent Form – guidelines

*(for images, photos, video and audio interviews)*

Child advisors shall be given an opportunity to sign consent form, not only their parents/caregivers. If you want to include all children, regardless of their abilities, and create just one consent form, it is good to make it as simple as possible and easy-to-understood by all children. When it is necessary, the adults can support a child with disability to fill in the form. The design of the consent shall be a simple one-pager.

One example for a one-page consent we recommend is:

- Put words **on the left side** of the document to inform a child about: a) What you'd like to use child's photo, words, images, voice for; b) Where you'd like to share this information; c) How often this information will be shared – once or multiple times;
- Explain to the child what you both agree on with this consent (one sentence);
- **On the right side** put a space for the child to write their name or initials and to sign, if possible. Ask the child how s/he prefers to be named for the shared information (with real or not real name, or just initials, or nothing);
- **Finish the document with a keynote that the child can change his/her mind at any moment and withdraw this consent at any time;**
- Be clear for the child to know that sometimes it is not always possible to delete information after it has already been shared (especially online).

You can see here a sample consent form that can be adapted for your purposes:

<https://supporteddecisionmaking.com.au/resource/easy-read-photo-consent-form/>

# Annex 6. CAB Attendance Facilitator's Guide & CAB Attendance List

## CAB Attendance Facilitator's guide

### Facilitator Protocol for Seeking Children's Participation Consent

*This template is a guide only. CAB activities are composing a very broad area; the template should be adapted to suit the particular activity's purpose and topic. Below is an example of the discussion of how consent and related concepts can be explained to children. The text can be adapted to your context, the important aspect is that every concept is explained in an open discussion where children's inputs and questions are welcomed and attended to.*

#### Introduction:

Hello! My name is [Your Name], and I'm here to talk to you about the activity we're having today. The purpose of this activity is [brief description of the activity's purpose and topic]. It's expected to take about [XXX] minutes. We're really interested in having you participating and hearing your thoughts and ideas.

#### Procedures Involved:

During this activity, I'll be asking some questions and I (or a co-facilitator) will be taking some pictures. Photographs might be used for example, as illustrations in website summaries, research reports, summary leaflets, newspapers articles and/or conference presentations. They will not be used in any way that would show you in a bad light. In the attendance sheet you can tell us if you're okay with us taking pictures of you. If not, simply put a «No» under media consent.

#### Ability to say no:

Some questions might be personal or a bit challenging. You don't have to participate or talk about anything you don't want to. This won't affect your ability to be involved in other activities now or in the future. However, your honest and open answers will be valuable to us. Do you have any questions about what we've discussed so far?

#### What Will Happen with the Information and photos taken during this meeting:

We'll keep this information safe, and you can find out about the results from us and our colleagues.

#### Confidentiality:

If you agree to participate, what you say will be confidential. It means that the pictures and information we gather from this activity will be combined with what other children are sharing in different places. If you're okay with that, you can make a mark here (point to the «agree to participate» column in the attendance list). Alternatively, I can mark it now to confirm that I have witnessed your agreement.

#### Consent for Reporting/Documentation:

We would also like your permission to use what you share during this activity for reporting and other documentation purposes. Your consent will help us share important information and improve our work. Any personal info will only be shared with donors, auditors, or partners directly involved in the project, and only if they really need to know. Your data will be safe and sound, and we'll say goodbye to it when it's no longer needed. Do you have any questions about anything that I said so far?

## CHILD AND YOUTH ADVISORY BOARD ATTENDANCE LIST

<b>Date of CAB meeting:</b>				<b>Venue / Platform of CAB meeting:</b>			
<b>Facilitators:</b>				<b>Theme of the meeting:</b>			
	Name	Age	Gender	Media Consent (Y/N)	Agree to participate (Y/N)		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

## Annex 7. CAB Meeting Documentation Form<sup>[50]</sup>

CAB Meeting Documentation Form	
<b>Location:</b> <i>(town/village/school/Child and Youth Friendly Space etc)</i>	
<b>Date, Time &amp; Modality:</b> <i>(in-person/online/hybrid)</i>	
<b>Names of CAB facilitators:</b>	
<b>Child advisors present</b> <i>((disaggregated by age, gender, disability, host &amp; displaced community)</i>	
Reflections on the meeting	
<i>Please be sure to capture the quotes or words used by participants wherever possible).</i>	
<b>Name and objectives of the main activity</b>	
<b>Describe the main activity: what happened</b>	
<b>Highlights</b> <i>What was the most important thing that happened today for the group?</i> <i>For facilitators?</i> <i>What ideas, strategies, hopes, areas for improvement did the group share? How will they be acted upon?</i>	
<b>Lessons Learnt</b> <i>What are some of your key take aways from this meeting with regard to working with child advisors moving forward?</i> <i>Would you do anything differently?</i>	
<b>Moving Forward</b> <i>What are the next steps, as informed by children's inputs?</i>	
<b>Additional comments or Areas for Follow-up?</b>	

<sup>50</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes.

## Annex 8. My journey to meaningfully engaging children<sup>[51]</sup>

Working alongside children is a learning journey with highs and lows. What does the map of your journey look like?

Take a moment to map your own journey towards working in meaningful partnership with children. This is a personal map and there is no right or wrong way to do it.

Think about creating images or words that represent events that have led to where you are today or if this is new for you, imagine where you want to go. As a prompt:

- ➔ Think about the first time you were inspired by a child. Draw an image or phrase to represent this.
- ➔ Think about a time you struggled while working alongside a child. Draw an image or phrase to represent this.
- ➔ Draw other markers to signify stages of learning along your journey of working with children. If the journey is just beginning for you, these can be visions of how you want to work and learn alongside children in the course of this project, and beyond!
- ➔ As you make your map, think about the key lessons you have learned along the way. How do you wish you build upon these lessons?

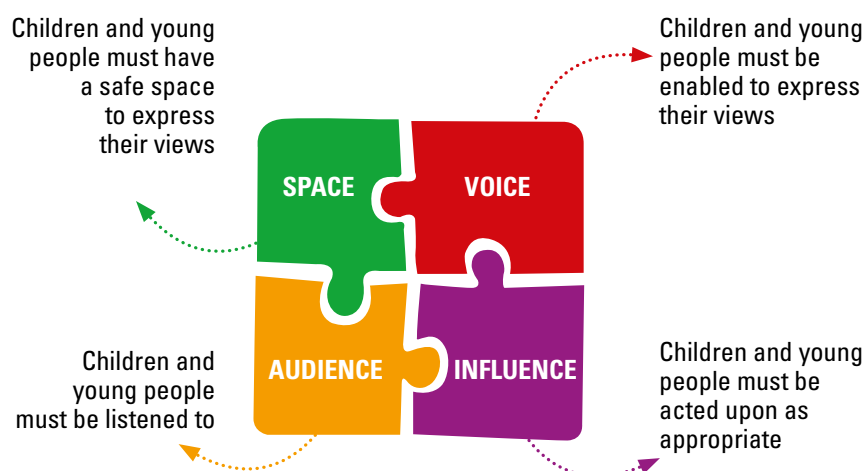
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<sup>51</sup> Based on Currie, V., Lee, L., and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation



## Annex 9. Self-reflection Journal <sup>[52]</sup>

Drawing on the Lundy model of child participation that was presented at the beginning of this toolbox, here is a refresher on what children need to meaningfully participate:



Now take some minutes to reflect on your own practice by thinking through the following questions. Feel free to write them here or to write your answers in a journal. These are for you alone. Please feel free to discuss your reflections with your colleagues and/or your supervisor, if you feel comfortable doing so.

<p>Do you feel comfortable listening to children and young people and supporting them to meaningfully participate? What does this look like in your work and what are the benefits you see?</p>	<p>Is there anything you feel passionate and excited about? How can you bring your enthusiasm and experience to the centre of your work?</p>
<p>Where do you feel tension to support children and young people to play a meaningful role? What can you do to address your concerns?</p>	<p>Open space, please write any thoughts or ideas you have here about moving towards meaningfully engaging children and young people.</p>

<sup>52</sup> Adapted from Currie, V., Lee, L., and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation

## Annex 10. Energiser Toolbox : In-person Modality<sup>[53]</sup>

*The following energisers can be used in the beginning of CAB meetings to warm up participants and/or at any point during the sessions to help them re-focus or give them time to assimilate difficult emotions that might potentially arise.*

### A + B

**Material:** none

**Time:** 5–10 minutes

**How to play:** Everybody chooses a person who is going to be their A, and one who will be their B. You want to get as close to A as possible, and as far from B as possible. On the count of 3 everybody starts running after their A and escaping their B. The game finishes after some time of running around, or you can do the opposite – getting as close to B and as far away from A as possible.

### Counting game

**Material:** none

**Time:** 5 minutes

**How to play:** The whole group has to count to 10 (depending on how many participants there are) without talking to each other. They have to communicate nonverbally. When two people say the same number at the same time the game starts from the beginning again. They stand in a circle and they are not allowed to count in line. Everyone has to say a number until the game is finished.

Variation: The whole group has to say the entire alphabet without talking to each other. When two people say the same letter at the same time the game must start from the beginning.

### Atomic game

**Material:** none

**Time:** 10 minutes

**How to play:** The facilitator of the game asks for atoms (groups of children) to be created. Atoms consist of x amount of people according to the facilitator. If there are 11 participants and the facilitator decides that atoms should have four people, the three remaining people who have not joined a group have lost the game and are “out”. 8 participants are left. The facilitator then says that atoms of three people must be formed, so there will be two people who lose. The winners are the last two people to stay in the game.

Variation: If there’s a big group, they can be split into smaller equal sized groups, and everyone can stay in the game even if there are not enough participants to form a group with the number the facilitator asks for.

<sup>53</sup> Based on the Move on & Engage: Youth Curriculum, Terre des Hommes, as extracted from: [www.ruralyouth europe.com/wp-content/uploads/2018/03/Learning\\_Platform\\_ENERGIZERS.pdf](http://www.ruralyouth europe.com/wp-content/uploads/2018/03/Learning_Platform_ENERGIZERS.pdf). You can find other ideas on the following link: [careerintern.ydinstitute.org/cin/resources/cin/2010-04-13-file:en-us.pdf](http://careerintern.ydinstitute.org/cin/resources/cin/2010-04-13-file:en-us.pdf)

## Electric shock

**Material:** a scarf/a flower or something that can be picked up

**Time:** 5–10 minutes

**How to play:**

The group is split up in two (or more) teams, with the members of each team holding hands. They stand in two lines next to each other. 5 metres in front of them is an item. One person squishes the last person of each team's hand, and they squeeze the next person's hand and so on, so it starts an electric wave. When the last person in each row feels the squeeze, they run to get the item. The team who gets the item wins.

## Caterpillar

**Material:** none. However a lot of space is needed.

**Time:** 5 minutes

**How to play:**

Participants are split into two teams. They stand in a row, one behind the other, with their hands on the shoulders of the person in front of them. Both teams have to catch the other caterpillar's tail. When they catch it, the team who caught the other team's tail will gain a person. The winning team is the team who ends up with all the people.

*Variation:* The participants start out solo, playing «rock, paper, scissors». The one that loses has to go behind the winner and put their hands on their shoulders. The winner continues competing against the other, while the rest of the “caterpillar” (the previous losers) cheer for the winner. In the end there will be two long «caterpillars» competing against each other.

## Ski race

**Material:** none

**Time:** 5 minutes

**How to play:**

The participants form a circle. The facilitator explains that this is a ski race and explains the different moves. First everyone has to put their ski gear on: suit, shoes and a helmet. The skiers have to stand in a downhill ski position, and when the facilitator says «large/small jump» everyone has to jump, when the facilitator says «left/right turn» the participants have to lean to either side. The race goes faster and faster with jumps and turns coming closer and closer and ends with a photo finish.

## Choose and share (about what you like/dislike)

**Material:** print out of the below table

**Time:** 10 minutes

**How to play:**

Children have to choose and share as much as they wish from the proposed options. The other way to play is to invite all children to ask each other what they like/dislike and put a name or initials under the choices. Children walk around, meet new peers/adults in the venue, ask them to choose from the list, and communicate in an informal way.

<b>I like music</b>	<b>I like ice-cream</b>	<b>I like my room</b>	<b>I like watching TV</b>
<b>I like my school</b>	<b>I enjoy playing sports</b>	<b>I have friends</b>	<b>I like walking my pets</b>
<b>I like the colour «red»</b>	<b>I have pictures of my closest people and friends</b>	<b>I like meeting new people</b>	<b>I don't like getting up early in the morning</b>
<b>All children are precious</b>	<b>I like how doctors are looking after me</b>	<b>I like singing</b>	<b>I like dancing</b>

# Annex 11. Energiser Toolbox : Online Modality<sup>[54]</sup>

*The following energisers can be used in the beginning of CAB meetings to warm up participants and/or at any point during the sessions to help them re-focus or give them time to assimilate difficult emotions that might potentially arise.*

## «Where in the World»

Allows participants to know each other in a fun way.

### Instructions :

1. Ask participants to pick a place in the world where they would like to go or that suits their personality.
2. Ask them to post three clues for that place.
3. Explain that the other participants have to guess which place the other participants have chosen.

## «Accomplished Goals»

This is a good activity to focus on positive things (i.e. people's achievements). It is also a networking tool, as participants could be interested in achieving the same goal that another person in the group has achieved and whom they might ask for advice from.

### Instructions:

1. Ask participants to say what goal they have achieved in the last year (it does not matter how small)
2. Discuss. You could facilitate the discussion by asking a question such as how they felt when they achieved the goal or what skills they think were important in achieving the goal.
3. You could post a list of achievements on a chat or virtual board.

## One Random Object

This icebreaker is a fun game, aimed at making participants feel relaxed and creating a sense of community. You could also use it as an energizer, if needed, when you sense that your participants are losing focus.

### Instructions:

1. Ask a participant to pick one random object that is in their room and not tell anyone what it is.
2. Explain that the other participants will have to guess what it is, by asking questions that require a yes or no answer.

You can also, if you wish to, make it a competition, whereby the participant who correctly guesses the most objects win.

<sup>54</sup> Extracted from 21 Free fun Icebreakers for Online Teaching and virtual remote teams ([symondsresearch.com](https://symondsresearch.com)), where many more energizers for an online use can be found..

## One Word (or One Image) Activity

This is another activity suitable for participants to share information about themselves creatively.

### Instructions:

1. Ask participants to choose one word that best describes them or their life and to explain why. Alternatively, you can ask them to choose an image (they can download it from the Internet or take a picture with their smartphone, for example).
2. Ask them to share their answers via the chat feature or on a virtual whiteboard.

## Lost in Space

This is a good activity to get to know participants in a way other than just asking the usual questions.

### Instructions:

1. Ask the participants to imagine that they are living in a space station. All of a sudden, the space station malfunctions, and they have to evacuate. They are only allowed to take 5 items with them. Which items would they choose?
2. Ask participants to share their answers in the chat box, explaining why they chose those five items.

## «Asking Questions» Icebreaker

This is a good way for participants to get to know each other in a relaxed manner.

Remember to ask questions that are light-hearted though, as you want to start on a positive note.

### Instructions:

1. Ask your participants a list of questions. For example, what is your favorite meal, your favorite place to travel, where were you born etc.?
2. They could just write an answer on the chat board or post a picture or a link.
3. Share the answers with all the participants and get them to guess who gave each answer.

## Take a Picture of Something' Class Activity

This is a fun activity, which is good to get people to know each other using visuals and creativity.

### Instructions:

1. Ask participants to take a picture of something. Typically, you choose a specific theme. For example, ask participants to take a picture of their shoes, or a picture of something that is on their desk or the view outside their window. Remember to ask participants to take the picture and upload it before the session starts, as otherwise it might take too much time out of the session if they were to do it in real time.
2. Ask participants to share the picture on a virtual board.
3. Start a discussion. For example, you could ask why they chose that particular item on their desk, or what they like the most about the view they can see from the window etc.

## «Two Truths and a Lie» Icebreaker

This is a classic icebreaker, which can be adapted to an online session.

### Instructions:

1. Ask one participant to write three statements about themselves: 2 true and 1 false.
2. Ask the other participants to vote on which statements are true and which is false.
3. After the first person has shared their statement and the group has decided which statement is false, the first person will reveal which statements were true and which one was false.
4. Move on until each person in the group has shared their statements.
5. The person who manages to correctly guess the most lies wins. Alternatively, you can play this game in a non-competitive way just for participants to get to know each other.

## «Three Words» Ice Breaker

This is a good warm-up activity, and it can also be useful to discuss the importance of adapting to changing situations and thinking on one's feet.

### Instructions:

1. Ask participants to agree on a random topic. It can be anything from food to dogs, to rugby.
2. Explain that each person should contribute with three words to the story (and three words only at a time) and they will take turns to contribute.
3. Encourage the participants to say the first three words that come to their mind. It does not matter if they make sense or not.
4. Try to move from one person to the other quickly.

## Annex 12. Wrap UP Toolbox<sup>[55]</sup>

### Snowstorm

Participants write down what they learned on a piece of paper and bunch it up. At a given Signal, they throw their paper snowballs in the air. Then each participant picks up a nearby snowball and reads it aloud.

### DJ Summary

Participants write what they learned in the form of a favourite song. Offer extra praise if they sing.

### Gallery Walk

On chart paper, small groups of participants write and draw what they have learned.

After the completed papers are attached to the walls, other participants affix sticky notes to the posters to further extend the ideas, add questions, or offer praise.

### Cover It

Have children sketch a book cover. The title is the topic of the CAB meeting. The author is the CAB member. A short celebrity endorsement or blurb should summarise and articulate the Benefits of the CAB meeting.

### So What?

Ask the participants the following question: *What takeaways from the CAB meeting will be important to know three years from now? Why?*

### Dramatise It

Have participants dramatise a real-life application of a skill they have developed today.

<sup>55</sup> Based on the Move on & Engage: Youth Curriculum, Terre des Hommes as extracted from [www.edutopia.org/blog/22-powerful-closure-activities-todd-finley](http://www.edutopia.org/blog/22-powerful-closure-activities-todd-finley)



## Beat the Clock

Ask a question. Give CAB members 10 seconds to confer with peers before you call on a random child to answer. Repeat.

## Person I Learned From the Most

Participants write notes to peers describing what they learned from them during discussions.

## Key Words

Select five key words used in the session. Ask the participants to try to identify these words and write them down individually. Compare your key words to the participants' key words to see if they were able to identify the key ideas/concepts of the session.

## 3-2-1

3 things they learned, 2 things they have a question about, 1 thing they want the facilitator to know — post-its, index cards etc.

## Fishbowl

Participant writes one question they have about the topic of the current session. This can be something which they know the answer already, or for which they want an answer for. Form an inner and outer circle. Share the question with the person in front of you to see if they know the answer, switch who is asking the question, if there is time, rotate to a new partner. .

## Annex 13. Defining Areas for Improvement<sup>[56]</sup>

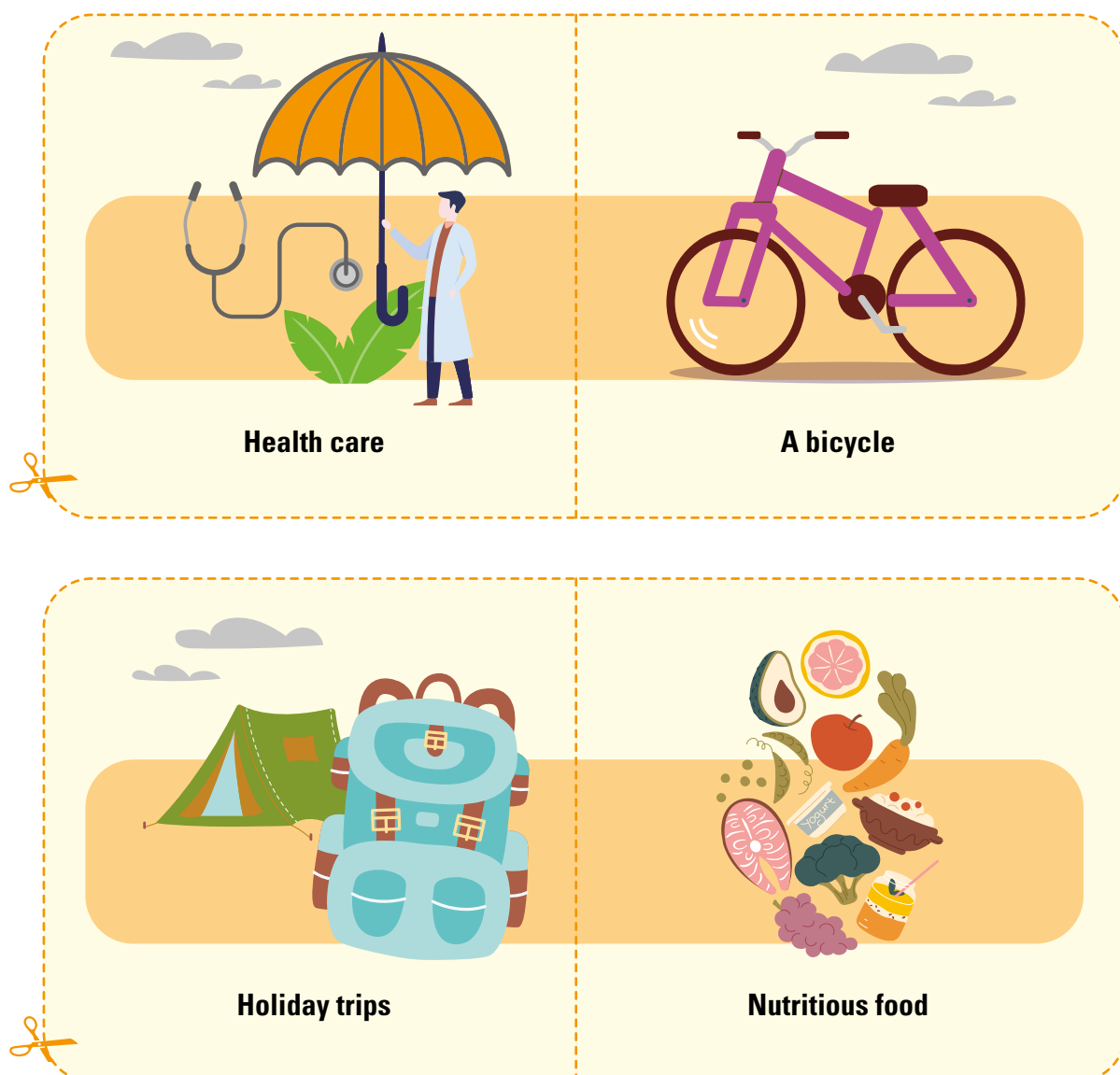
**Finding opportunities for improvement often begins by noticing problems.** Sometimes it comes out as wishes («I really wish this tool had \_\_\_\_\_»). Sometimes it comes out as complaints («It annoys me that using this tool we cannot \_\_\_\_\_»). Either starting point is fine. Invite children & youth, working either individually or collectively, to list down their feedback on the tool/service. Then, invite them to flip these statements into possible areas for improvements. Begin the question with **«How might we...»** and/or **“What if...?”**. This turns the problems children & youth notice into opportunities for improvement!



<sup>56</sup> Adapted based on the Design Thinking for Educators Toolkit, 2012 IDEO LLC, IDEO's Design Thinking for Educators Toolkit

## Annex 14. Wants and Needs Cards<sup>[57]</sup>

*Print, cut out, and place in the envelope a full set of cards for each group. You can also provide a few blank cards and give child advisors an opportunity to add some additional things they think they might need or like to have.*



<sup>57</sup> Based on the Child Safeguarding/Protection Activities for Children & Adolescents Curriculum, Terre des Hommes



**Fast food**



**Playgrounds and recreation**



**Clean water**



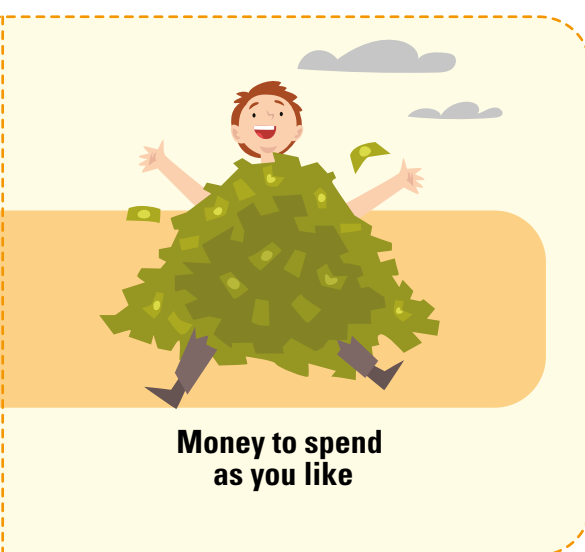
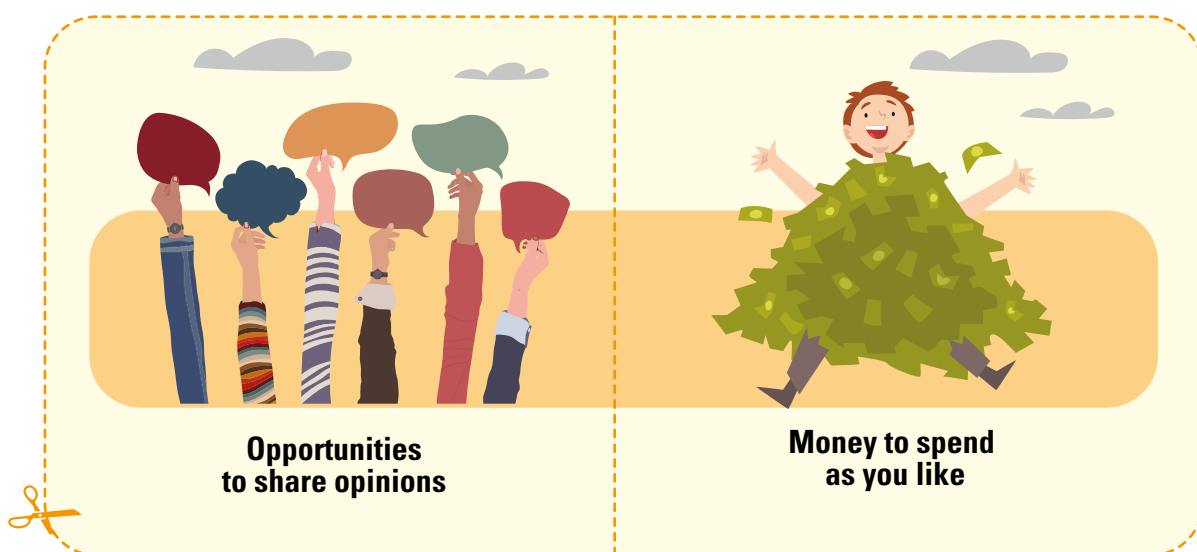
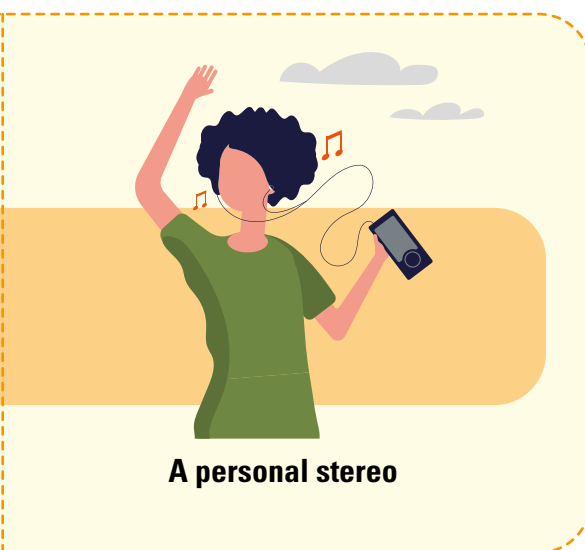
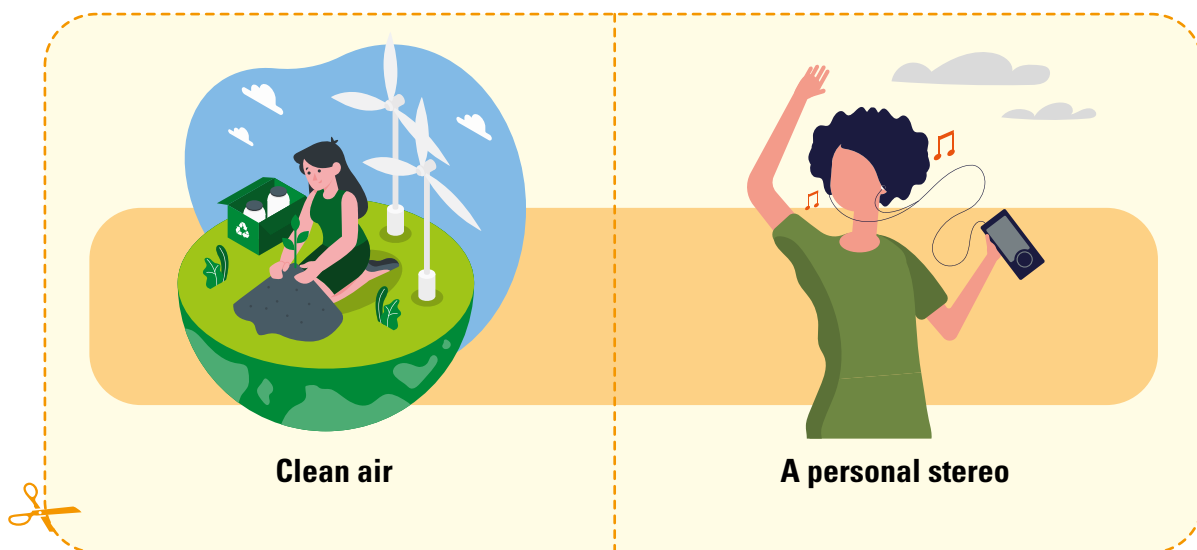
**Your own bedroom**



**Decent shelter**



**Clothes in the latest style**





**A personal computer**



**Fair treatment and  
non-discrimination**



**Protection from abuse  
and neglect**



**Education**

# Annex 15. Theme Chart<sup>[58]</sup>

Please fill out this Chart after you develop themes at the end of the Explore phase. Please feel free to add as many rows and as many themes as needed to accommodate all the key ideas and reflections shared by children & youth.

THEME CHART		
Strengths	Challenges	Ideas
Theme Chart 1		
Theme Chart 2		
Theme Chart 3		

58 Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes.

## Annex 16. Mind Map<sup>[59]</sup>

*Please fill out this form when engaging children & youth in a Mind Mapping Activity. You can print it on a large piece of paper for them to fill it in directly, or you can transfer this information to a few flip chart paper..*



<sup>59</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes.



## Annex 17. Collective Action Map<sup>[60]</sup>

Please invite child & youth advisors to use this form when developing their Collective Action Map. They can continue to add to this and build it out as they move through the planning and monitoring preparation for their Collective Action.




Collective Action Map	
<b>Name of Collective Action</b>	
<b>Name of CAB</b>	
<b>When will we start?</b> <i>date</i>	
<b>When will we finish?</b> <i>date</i>	
<b>Location:</b> <i>Where would the Collective Action be implemented?</i>	
<b>Vision/Goal:</b> <i>Why do we want to do this?</i> <i>What positive change do we want to achieve?</i>	
<b>Challenge(s):</b> <i>What are the challenges we want to address?</i>	
<b>Describe the activity:</b> <i>What will happen?</i>	

<sup>60</sup> Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes.

	Task	Person(s) responsible	Timeline
<b>Step by step Plan:</b> <i>What are the steps we need to take to implement Collective Action?</i>	1.		
	2.		
	3.		
	4.		
	5.		
<b>Resources: what resources will we need?</b> <i>Knowledge &amp; skills, people, funds, materials</i>			
<b>Budget:</b> <i>What is our budget and how will we spend it?</i>	Materials: Location: Transportation: Food: Support People: Anything else:		
<b>Progress Markers:</b> <i>Short term changes we want to accomplish with our Collective Action</i>	What would we expect to see: What would we like to see: What would we love to see:		

## Annex 18. SHARE Worksheet<sup>[61]</sup>

*This Worksheet should be filled out during the «Celebrating and sharing your successes» Activity.*

What?	Key messages (part A)	To whom (part B)
<b>Successes</b>		
		
<b>Challenges</b>		
		
<b>Learning / opportunities</b>		
		
<b>SHARE action plan (part C)</b>		
<b>How?</b>		
<b>Whom?</b>		
<b>Where?</b>		
<b>Roles and responsibilities</b>		
<b>Agenda / road map</b>		

61 Based on the Move on & Engage: Youth Curriculum, Terre des Hommes











# Terre des hommes

Helping children worldwide.



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