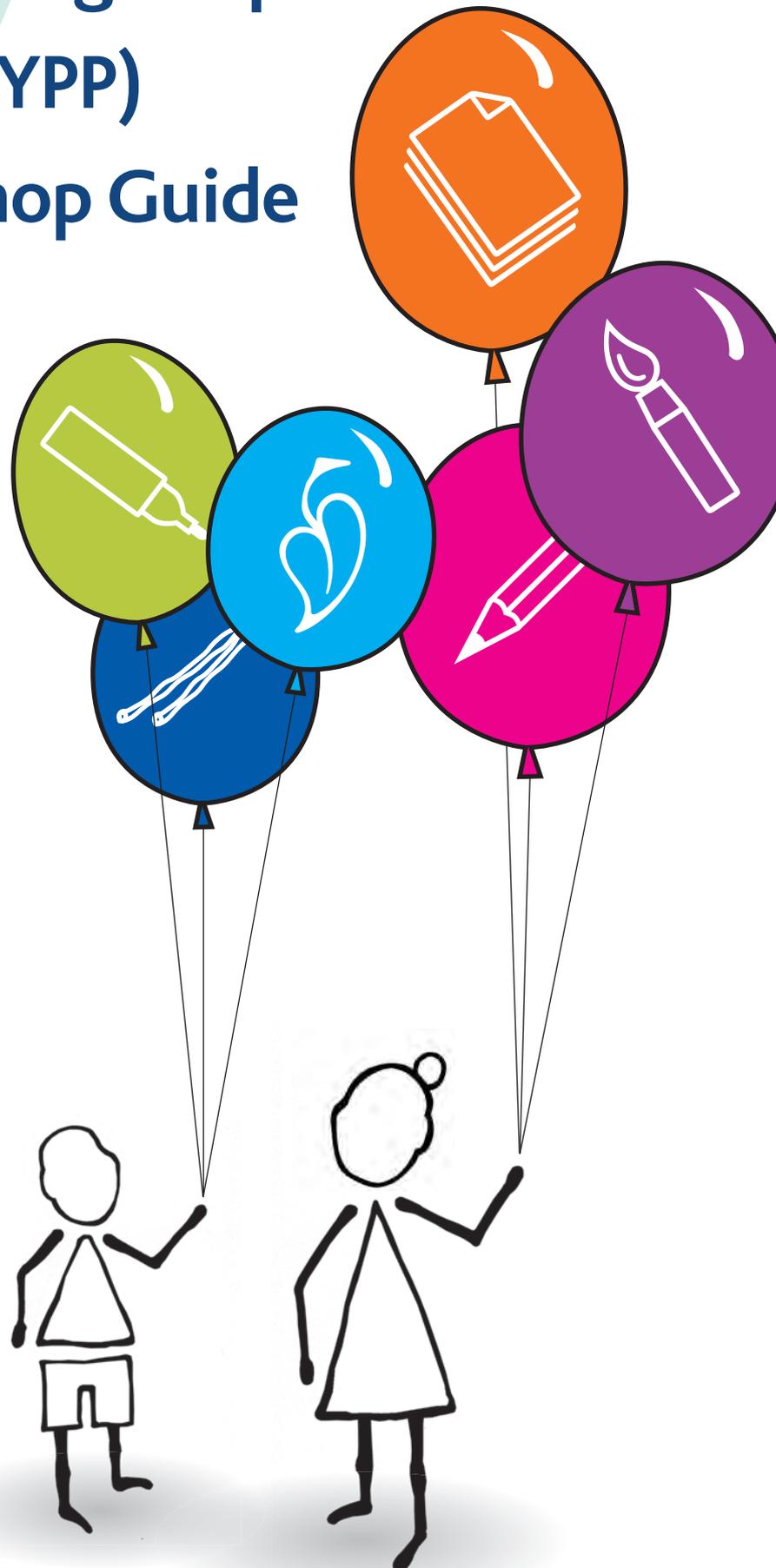


Children and Young People's Participation (CYPP) Training Workshop Guide

ChildHope and
Development Focus



Written by
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Acknowledgements

Where this manual came from

This guidance on training in children and young people's participation (CYPP) was first developed by Development Focus when working with a range of government and non-government organisations in the UK and internationally. It has then been applied and built upon by ChildHope and their local partners in different organisational, political and cultural contexts. Experienced facilitators who work with children and young people in partner organisations were trained and mentored by ChildHope, so that they could plan and deliver children and young people's participation training to core staff, as well as adults and children from the communities they work in.

The training was piloted by ChildHope with their partners Organisation for Child Development and Transformation (CHADET) in Assela, Ethiopia and with Street Child of Sierra Leone in Makeni, Sierra Leone. This training was delivered to staff, men, women, girls and boys for a period of five days and culminated in the development of a local action plan for children and young people's participation. Experiences were also added during training with Proceso Social, Calandria, Cesip and Amhauta, ChildHope's partners in Peru.

"In ChildHope we believe that children and young people have the right to have their perspectives heard as specified in Article 12 of the UN Convention on the Rights of the Child (UNCRC), but also that without their voices we have an incomplete picture and can make mistakes. Children and young people are creative and innovative, making our programmes more effective and helping to build positive relationships in communities. They can be both an inspiration as active participants in the development process now as well as important in their roles as future citizens."

Vicky Johnson, Children and Young People's Participation Newsletter

About the Authors

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Thanks to all the girls and boys who took part in the workshops and training sessions for sharing their time and experiences and for opening the eyes of the staff, trainers and adults from the local communities.

Thanks also to all of the adult participants who were open to change and discussion, and were committed to moving towards more meaningful children and young people's participation.

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I. Introduction – Map of the Manual

Who this manual is for

This manual is designed to support organisations to promote children and young people's participation and inclusion in project planning, implementation and evaluation.

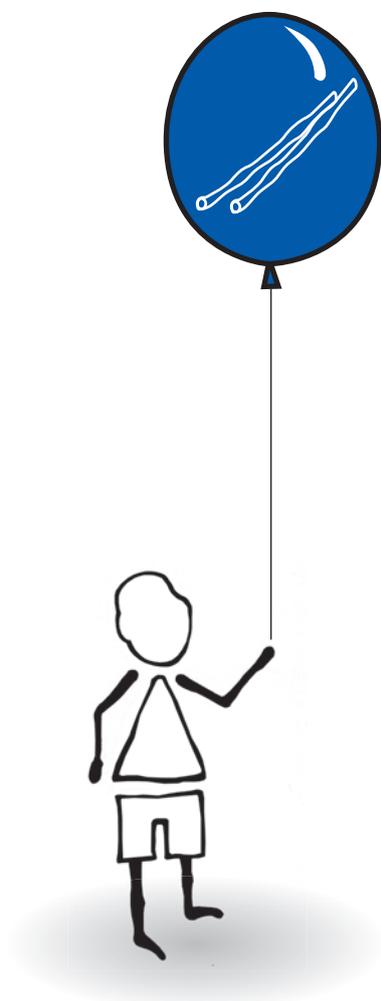
What this manual aims to do

This manual will help you to facilitate dialogue and an exchange of ideas between your organisation's staff and the adults and children that you work with. This will enable children and young people's voices to be heard, and support you in changing adults' attitudes towards children and young people so that they are able to participate in a non-tokenistic way in your organisation's work.

The training programme will also allow you to train a team of your staff, adults and children to undertake participatory action research and action planning. This team will have the capacity to engage with communities to ensure that children and young people's participation is at the centre of the work that you do.

This training is only the first stage of implementing more meaningful participation. Mainstreaming children and young people's participation also involves long-term organisational and community commitment, changes in attitudes and behaviour, capacity building, and identifying champions for children. This training offers an important first step. It seeks to enable the valuable perspectives of children to be articulated and understood, giving them the opportunity to exercise their right to be heard in matters affecting their lives. It also seeks to help adults to listen to, understand and act on the views, experiences and information that children and young people provide.

Once trainers are experienced and have used CYPP for some time, they can then use this guide to start to train other organisations in CYPP. This Training of Trainers (ToT) aims to ensure that partners have the capacity and confidence to replicate and adapt the training in different areas of implementation, being flexible and changing the training in response to participants and circumstances.



Manual structure – how to use this manual

I. Introduction

This section gives you the aims of the manual and guidance on how to use it as you design and plan your training event. Consideration is given to the setting of objectives, logistics, venue, location, choice of participants and facilitators to run the sessions.

II. Training structure

In Section II, we provide sample training agendas using the sessions that are provided in Section III and IV. These include a full 5-day training schedule as well as shorter training events which focus on introductory principles (2.5 days) and monitoring and evaluation (3 days).

III. Process sessions

This section provides you with guidance on how to ensure that the training events are well structured and support a positive learning environment for the participants. Sessions include: setting ground rules; ice breakers and energisers; monitoring and evaluation of the training activities.

IV. Training sessions

This section gives you step-by-step instructions on how to deliver a range of training sessions that cover a variety of topics. You are provided with information on learning outcomes, approaches and the resources you will need.

V. Trainer Briefings

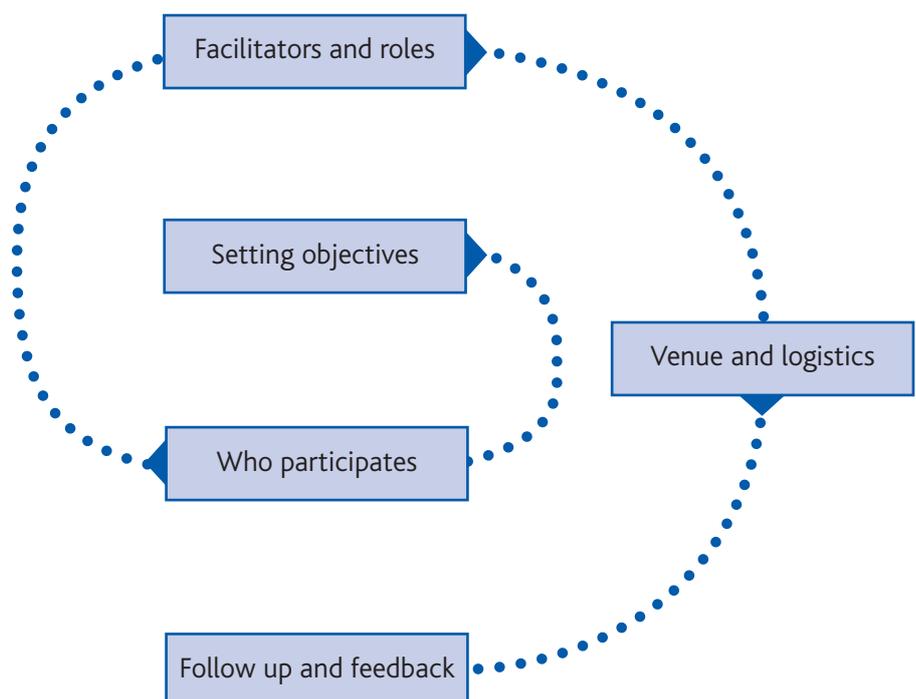
This section provides you with further explanation and detail on the concepts referred to in the training sessions. This will help you both in preparation for and during the training itself. Sign posts to these briefings are provided in the Training Sessions section.

VI. Additional Resources

This section lists key resources so that additional and different approaches to addressing CYPP can be considered.

Planning for your training event

The diagram below illustrates the process of planning and the steps you need to take to prepare for your training event. Remember that the planning is not a linear but an iterative process. As you progress through each step reflect back on the earlier steps and be prepared to revise your plan, if required, in the light of new information.



Setting objectives

Before embarking on delivering a training event, you need to consider **why** the CYPP training is being conducted and **what** children, community members and local staff want to achieve. Organisations should consider what the **commitment** and **capacity** is locally and whether there are any **'champions for children'** in the community or local institutions.

To assist you in developing your training objectives, a local planning session should be held with children, staff and decision-makers. Objectives agreed within this session should then be presented to, discussed by and agreed amongst participants in the core team of local children and adults who will be responsible for taking any actions forward at the end of the training.

Who participates?

We have found that the training event works best if participants reflect a mix of staff, and adults and children from the communities in which you work. For adults (including your staff) who have not previously been involved with children and young people (C&YP) in a professional setting, including both in the training is one way of changing adults' attitudes towards C&YP in a positive way. You may, however, want to do some preparatory workshops with children separately from the adults so that you can build their confidence before they participate in the same space with adults.

When including children as participants, there are a number of issues that you need to take into account. The checklist overleaf can help you in your planning:



Checklist for including children in a training event

Consent	Done Y/N	Action Required
Seek the informed consent of children, ensuring that children know that they can withdraw at any point		
Also seek informed consent for any work with children from parents/guardians/schools		
Gain written permission for photos and film and ensure children can opt out easily		
Child Protection		
Conduct risk assessments regarding the safety of children both during the training and the follow-up and take steps to prevent or minimise these risks		
Consider child protection issues in the recruitment of adult participants		
Explain confidentiality, being clear about when issues will need to be shared due to risks of harm		
Facilitation should be in at least pairs so children are not alone with adults that they do not know		
Inclusion		
Ensure training activities are understandable and attractive to children to maximise their participation		
Documentation must be easily accessible for all in terms of their age, language, literacy skills etc.		
Consider whether there is a need to offer recompense to those attending the training		
Consider the needs of children of different ages, gender, socio-economic status, ethnicity, religion and disability		
Support		
Define the process for dealing with any children who may be distressed during the training or any follow up		
Make arrangements for further ongoing support to individual children who need it		
Consider whether there is any need for follow-up work in the community, and what form this should best take		
Facilitation Style		
Be respectful towards children, listening not leading		
Be aware of your preconceptions and assumptions about children and avoid bias		
Be aware of gender and other power dynamics		
Involve elders and children and encourage dialogue		
Facilitators should understand the local context, culture and the political agenda		
Feed back to children and adults regarding how actions will be followed up or explaining why if not possible		

(This checklist is adapted from: Save the Children (2004:40-41) & more details of these issues can be found in ChildHope's Child Protection Toolkit)

Inclusion

When planning the training, promoting inclusion is critical. The participation of people who experience different forms of discrimination and exclusion needs to be actively encouraged and their needs understood and catered for throughout the process. Delivering the workshop at a time that is convenient for participants is important and must respect their need to go to school, work, play times or conduct household chores as part of their daily routine. Ignoring these factors can lead to some groups being excluded because of other priorities.

Attention needs to be paid to getting a gender balance among both adults and children. When we conducted pilot trainings as part of the preparation for producing this manual, there were plenty of girls, but too few adult females which made it difficult to fully explore and discuss gender among the adults. Girls, boys, men and women may be split into different or mixed groups

depending on the activity or it may be more appropriate for some sessions to split participants into gender groups. Particular attention is needed to encourage girls to answer questions to get them involved in the sessions. Negative or derogatory comments about gender or any participant should be addressed by facilitator.

People with disabilities should be able to participate fully and the World Vision's guide, *Travelling Together*, is a useful resource when planning to include people with disabilities in training. For example, those with sight impairments should be led around the venue so that they get a sense of the layout and introductions must be made clearly so that the partially sighted person can put a name to a voice. For those with hearing impairments, you should consider whether the person can lip read or whether it is necessary to employ a signer. If participants have mild to moderate learning impairments, their needs can be accommodated



through keeping the information straightforward, being patient and repeating information as required.

Disability, gender, religion and ethnicity also need to be considered in relation to action planning following the training. Children, young people and adults who are marginalised and excluded should be supported to take an active part in the planning and implementation phase of children and young people's participation.

Trainers, facilitators and roles

The training should be conducted in the first language of the participants and trainers chosen who have these language skills. The training should be jargon-free, using straightforward and accessible vocabulary and expressions.

Trainers need to be experienced and have good facilitation skills to enable intergenerational dialogue where both adult and child participants share and articulate their experiences and perspectives. Issues of body language and power dynamics in facilitation and participation can be addressed through icebreakers, role-play, practice situations, discussion and observation. Small group work is an effective way to facilitate participation where there are participants of different ages and providing feedback is part of a more meaningful participatory process.

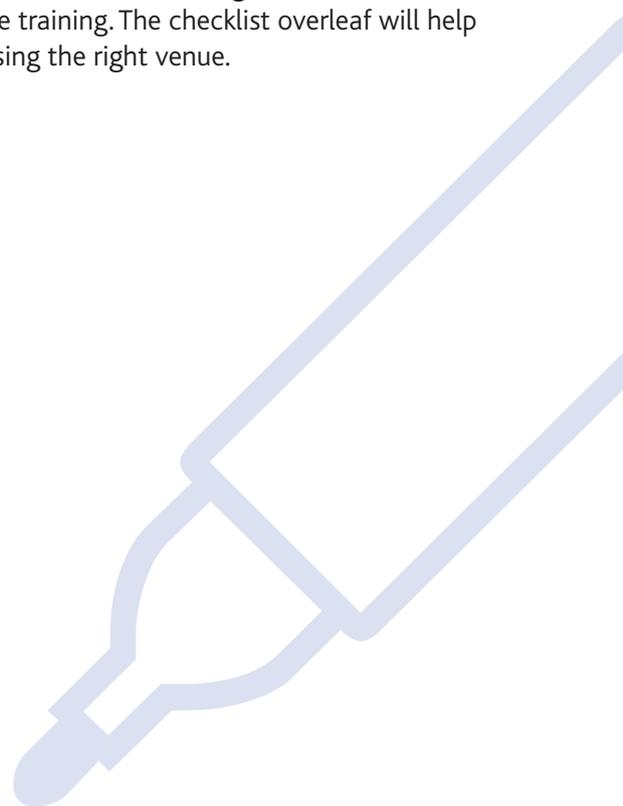
If resources allow, it is preferable that two trainers deliver the training. This will provide a greater depth of experience to be shared with participants and allows for a higher level of trainer guidance and facilitation during small group discussions. With groups of 20 participants or more, two trainers are essential.

During the training, it may be possible to identify participants that have experience or the potential to be effective trainers and facilitators. Including them in the delivery of the training is an important part of building and strengthening capacity within organisations and communities. Other participants including children may be assigned roles such as time keepers or documenters of plenary discussions. You may also want to assign "champions" for particular themes such as inclusion or child protection to ensure these remain live throughout the training.

Documentation of the training process is important for learning and provides participants with a record of the training sessions and the discussions, deliberations and reflections of participants and trainers. It is, however, important that participants are able to engage fully in the sessions and therefore careful thought needs to be given to how much participants are asked to document discussions during the course of the training.

Venue and logistics

Careful consideration should be given to the choice of venue for the training. The checklist overleaf will help you in choosing the right venue.



Checklist for venue selection

Criteria	Yes or No
Access	
Is the venue appropriate for participants with disabilities?	
Is the venue within reasonable travelling distance for all participants?	
Are you in a position to offer transport or provide money to pay for public transport to attend?	
If you plan to do activities in the community, is the training venue suitably located for this activity?	
Space	
Does it represent a safe space to spend several days?	
Is the venue comfortable and conducive to a good learning experience for participants?	
Is the room of an adequate size to accommodate expected numbers of participants?	
Is there enough room to allow for chairs and tables to be laid out either in a 'horseshoe' or in a café-style?	
Is there enough room for small group work?	
Is there sufficient wall space to stick up flipcharts and other outputs of the sessions?	
Food	
Is there good food available for participants?	
Is the food culturally appropriate?	
Are there refreshments and snacks on arrival, in the morning and afternoon?	
Residential Events	
Is the sleeping accommodation comfortable and appropriate?	
Are separate quarters provided for men and women?	
Can children be adequately supervised? Where will the accompanying adult sleep?	
Materials	
Do you have a plentiful supply of materials for the training event? You will need flipchart paper, scissors, multi-coloured card, Post-its, sticky tape, multi-coloured marker pens, name badges	

Follow-up and feedback

Developing an action plan for realising children and young people's participation is a key aspect of this training. As such, consideration is needed to identify participants who will be in a position to take on the role of champions for children and young people's involvement in the community. A core team should be drawn from participants which comprises of staff, together with adults and children from the community.

The Core Team will be responsible for putting the action plan developed during the training into practice by developing new mechanisms and forums to support the implementation of CYPP. Mentoring after the workshop is an important element of ensuring successful follow-up and it may also help to have a coordinator who can ensure that this team continues to meet and implement the action plan.

II. Training Structure

In this section we provide an overview of three training events: a 5-day training covering all aspects of CYPP in-depth, a 3-day training focusing on CYPP in monitoring and evaluation and a 2.5-day introductory training. The training agendas presented should not be thought of as prescriptive, but rather illustrative of the types of training that can be delivered.

For each training event, we provide you with suggested objectives. The objectives set out in this manual are only a guide and should not replace the development of local objectives that will enable the training to be adapted to the needs of the local community and context.

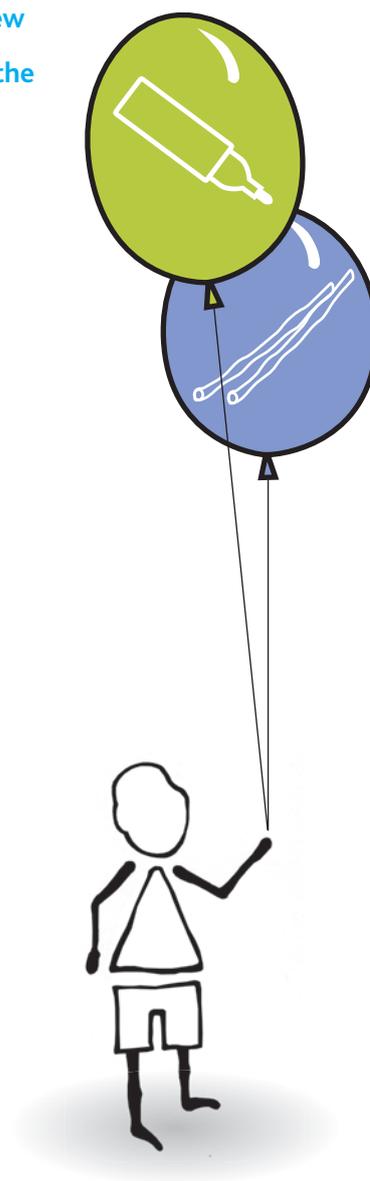
Cross Cutting themes

Each session within the training relates to one of 10 cross cutting themes. Addressing all of the themes in your training event is recommended if you wish to meet the overall objectives and build capacity for promoting and operationalising children and young people's participation in your organisation. The themes are:

- A. Building a basic understanding of CYPP**
- B. Introduction to models of CYPP, their relevance and use**
- C. Contextual analysis – policy, local institutions, culture and beliefs relating to CYPP**
- D. Ethical framework and issues of child protection in CYPP**
- E. Inclusion - including gender, age and disability**
- F. Tools for engaging with marginalised C&YP and different partners/stakeholders**
- G. Achieving more meaningful communication and collaboration**
- H. Sharing experience from different programmes and settings**
- I. Participatory Evaluation Techniques**
- J. Action planning for future CYPP**

In addition to the sessions that address these themes there are also 'Process' sessions that are designed to help you foster good communication and learning between yourself and the group, and between participants. These sessions are explained in Section III, and are grouped into:

- **Objectives and overview**
- **Introductions**
- **Setting ground rules**
- **Energisers**
- **Monitoring & Feedback**
- **Learning Review**
- **Evaluation of the training event**



Children & Young People's Participation (5 days)

Suggested Objectives:

- Develop staff capacity for facilitating children's participation
- Assess the extent and nature of children's participation in the organisation and the community
- Develop an agenda and action plan for children's participation
- Empower a team from the community, including children, to implement actions that ensure the long term participation of children in the community

Don't forget breaks & energisers!

Day 1		
Time	Session	Objectives of the session
45 mins	Process Session: Objectives & Overview	To share the aims of the training and provide opportunity for revisions
20 mins	Process Session: Introductions	To enable participants to start to get to know each other and feel relaxed in each other's company
30 mins	Process Session: Setting Ground Rules	To provide a respectful and safe environment where there is agreement on how to behave towards one another
40 mins	Session A1: Exploring issues on CYPP – why CYPP?	To generate participants' ideas and perspectives on the issues surrounding CYPP
40 mins	Session A2: What is CYPP and what is not?	To explore participants' perceptions on definitions of CYPP and to reach a common understanding in the group
45 mins	Session A3: Who should participate and who should initiate CYPP	To raise awareness that who participates and initiates CYPP depends on context and process
40 mins	Session B1: Hart's Ladder of Participation	To provide an overview of Hart's ladder of participation in the context of C&YP
60 mins	Session B2: Other models of participation	To review alternative models of participation in relation to C&YP
15 mins	Process Session: Monitoring & Feedback	To get feedback from participants on the afternoon's activities

Day 2		
Time	Session	Objectives of the session
30 mins	Process Session: Learning Review of Day 1	To ensure that participants are aware of the key learning points from the previous day
80 mins	Session C1: Who are children/young people? Exploring policy context/ cultural practices, beliefs and capacity concerning CYPP	To raise awareness that definitions of childhood and children's agency are culturally and context specific
120 mins	Session C2: World Café – Barriers & Enablers	To categorise a range of barriers to CYPP and discuss potential solutions to address these
40 mins	D1: Developing a safety and ethical framework (opt 1)	To raise awareness of child protection issues and how to protect children when engaging with them
40 mins	D2: Safe and unsafe environments for C&YP	To enable participants to identify child protection issues that they need to be aware of in the local context
60 mins	E1: Analysis of how age and gender shape CYPP – daily chores	To explore how issues of difference and inclusion impact on CYPP
15 mins	Process Session: Monitoring & Feedback	To get feedback from participants on the afternoon's activities
Day 3		
Time	Session	Objectives of the session
30 mins	Process Session: Learning Review of Day 2	To ensure that participants are aware of the key learning points from the previous day
45 mins	E2 (Option 1): The concept of inclusion	To introduce participants to 'Models of disability'
	Or E2 (Option 2): Inclusion of C&YP with disabilities in the participation process	To explore different attitudes to disability and review good practice for inclusion
60 mins	E3: Inclusion: gender and disability – community reactions	To highlight the importance of inclusion and consequences of exclusion
60 mins	F1: Identification of institutions and their levels of involvement in CYPP	To provide participants with the skills to identify relevant organisations and their relationship with each other
90 mins	F2: Mapping as a tool for engaging with C&YP	To understand how mapping is used as a method of engagement
15 mins	Process Session: Monitoring & Feedback	To get feedback from participants on the afternoon's activities

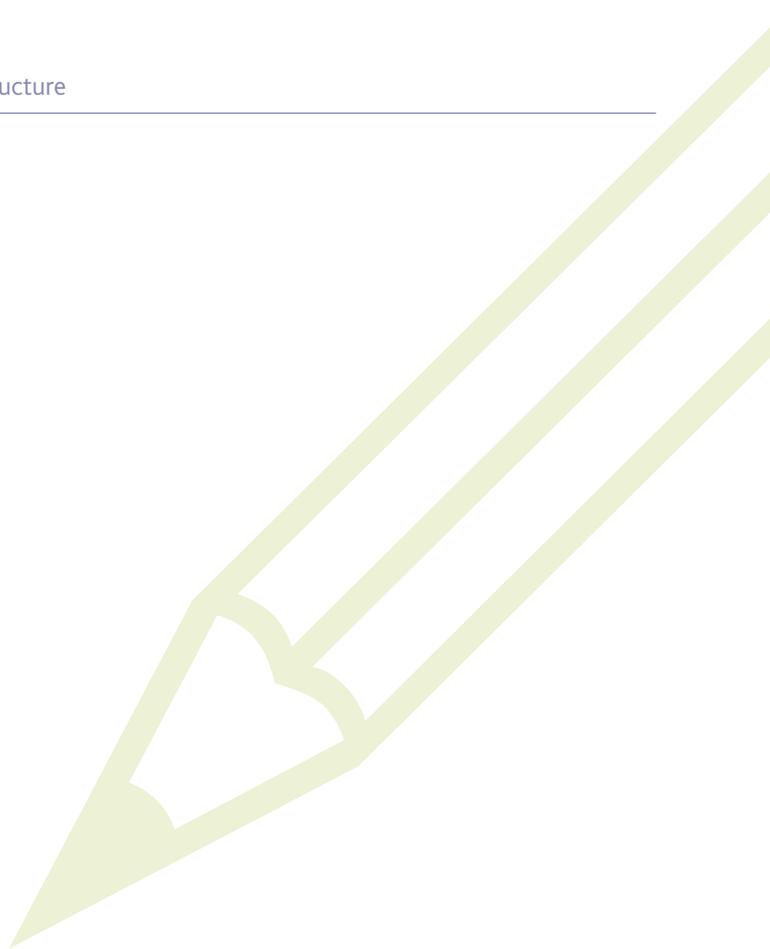
Day 4		
Time	Session	Objectives of the session
30 mins	Process Session: Learning Review of Day 3	To ensure that participants are aware of the key learning points from the previous day
165 mins	F3: Mapping exercise in the community	To enable participants to conduct a mapping exercise in the community
60 mins	G2: Importance of communication in groups	To be aware how different levels of power/influence affect interactions between individuals
60 mins	H1: Sharing personal experiences from different programmes and settings	To apply lessons learnt from CYPP processes in other parts of the world
15 mins	Process Session: Monitoring & Feedback	To get feedback from participants on the afternoon's activities

Day 5		
Time	Session	Objectives of the session
30 mins	Process Session: Learning Review of Day 4	To ensure that participants are aware of the key learning points from the previous day
60 mins	I2: Rating levels of CYPP in the community and organisation	To evaluate the degree of CYPP and identify steps to increase participation
180 mins	J1: Action Planning	To develop an action plan for CYPP
30 mins	Evaluation of the training event	To assess participants' perceptions of the training using a range of criteria/indicators

CYPP in Monitoring & Evaluation (3 days)

Suggested Objectives:

- To equip your organisation’s staff, as well as adults and C&YP from the community, with an understanding of the principles and theories of CYPP
- To build staff capacity to enable C&YP to participate in monitoring and evaluation of your organisation’s projects
- To enable your organisation to develop a monitoring and evaluation system that includes C&YP’s indicators and child friendly tools for assessing these



Don't forget breaks & energisers!

Day 1		
Time	Session	Objectives of the session
45 mins	Process Session: Objectives & Overview	To share the aims of the training and provide opportunity for revisions
20 mins	Process Session: Introductions	To enable participants to start to get to know each other and feel relaxed in each other’s company
30 mins	Process Session: Setting Ground Rules	To provide a respectful and safe environment where there is agreement on how to behave towards one another
40 mins	Session A1: Exploring issues on CYPP – why CYPP?	To generate participants’ ideas and perspectives on the issues surrounding CYPP
	Or	
	Session A2: What is CYPP and what is not?	To explore participants’ perceptions on definitions of CYPP and to reach a common understanding in the group
40 mins	Session B1: Hart’s Ladder of Participation	To provide an overview of Hart’s ladder of participation in the context of C&YP
60 mins	Session B2: other models of participation	To review alternative models of participation in relation to C&YP
40 mins	E4: Disability: barriers to participation	To explore the types of barriers that children with disabilities may face and how to overcome these
60 mins	E3: Inclusion: gender and disability – community reactions	To highlight the importance of inclusion and consequences of exclusion
15 mins	Process Session: Monitoring & Feedback	To get feedback from participants on the afternoon’s activities

Day 2		
Time	Session	Objectives of the session
30 mins	Process Session: Learning Review of Day 1	To ensure that participants are aware of the key learning points from the previous day
45 mins	Session G1: Power dynamics and communication	To highlight importance of considering power dynamics
40 mins	D1: Developing a safety and ethical framework (opt 2)	To raise awareness of child protection issues and how to protect children when engaging with them
90 mins	Session I3: Developing indicators	To introduce pair-wise ranking as a participatory evaluation tool for evaluation programmes and activities
90 mins	F2: Mapping as a tool for engaging with C&YP	To understand how mapping is used as a method of engagement
165 mins	F3: Mapping exercise in the community	To enable participants to conduct a mapping exercise in the community
15 mins	Process Session: Monitoring & Feedback	To get feedback from participants on the afternoon's activities

Day 3		
Time	Session	Objectives of the session
30 mins	Process Session: Learning Review of Day 2	To ensure that participants are aware of the key learning points from the previous day
120 mins	I1: Participatory tools for evaluation	To introduce participants to a range of participatory evaluation methods
60 mins	I4: Review of organisation's M&E system	To assess the scope for integrating C&YP's indicators into existing M&E systems
180 mins	J1: Action Planning	To develop an action plan for CYPP
30 mins	Evaluation of the training event	To assess participants' perceptions of the training using a range of criteria/indicators



Introductory Training (2.5 days)

Suggested Objectives:

- Develop staff capacity for facilitating children’s participation
- Assess the extent and nature of children’s participation in the organisation and the community
- Develop an agenda and action plan for promoting CYPP

Don’t forget breaks & energisers!

Day 1		
Time	Session	Objectives of the session
45 mins	Process Session: Objectives & Overview	To share the aims of the training and provide opportunity for revisions
20 mins	Process Session: Introductions	To enable participants to start to get to know each other and feel relaxed in each other’s company
30 mins	Process Session: Setting Ground Rules	To provide a respectful and safe environment where there is agreement on how to behave towards one another
90 mins	Session A4: CYPP and your organisation	To review current understanding of CYPP and how your organisation promotes CYPP
40 mins	Session B1: Hart’s Ladder of Participation	To provide an overview of Hart’s ladder of participation in the context of C&YP
60 mins	Session B2: Other models of participation	To review alternative models of participation in relation to C&YP
40 mins	Session A2: What is CYPP and what is not?	To explore participants’ perceptions on definitions of CYPP and to reach a common understanding in the group
90 mins	F2: Mapping as a tool for engaging with C&YP	To understand how mapping is used as a method of engagement
15 mins	Process Session: Monitoring & Feedback	To get feedback from participants on the afternoon’s activities

Day 2		
Time	Session	Objectives of the session
30 mins	Process Session: Learning Review of Day 1	To ensure that participants are aware of the key learning points from the previous day
165 mins	F3: Mapping exercise in the community	To enable participants to conduct a mapping exercise in the community
60 mins	I1: Participatory tools for evaluation	To introduce participants to a range of participatory evaluation methods
45 mins	Session G1: Power dynamics and Communication	To highlight importance of considering power dynamics
60 mins	E3: Inclusion: gender and disability – community reactions	To highlight the importance of inclusion and consequences of exclusion
40 mins	D1: Developing a safety and ethical framework (opt 2)	To raise awareness of child protection issues and how to protect children when engaging with them
40 mins	D2: Safe and unsafe environments for C&YP	To enable participants to identify child protection issues that they need to be aware of in the local context
15 mins	Process Session: Monitoring & Feedback	To get feedback from participants on the afternoon's activities

Day 3		
Time	Session	Objectives of the session
30 mins	Process Session: Learning Review of Day 2	To ensure that participants are aware of the key learning points from the previous day
180 mins	J1: Action Planning	To develop an action plan for CYPP
30 mins	Evaluation of the training event	To assess participants' perceptions of the training using a range of criteria/indicators

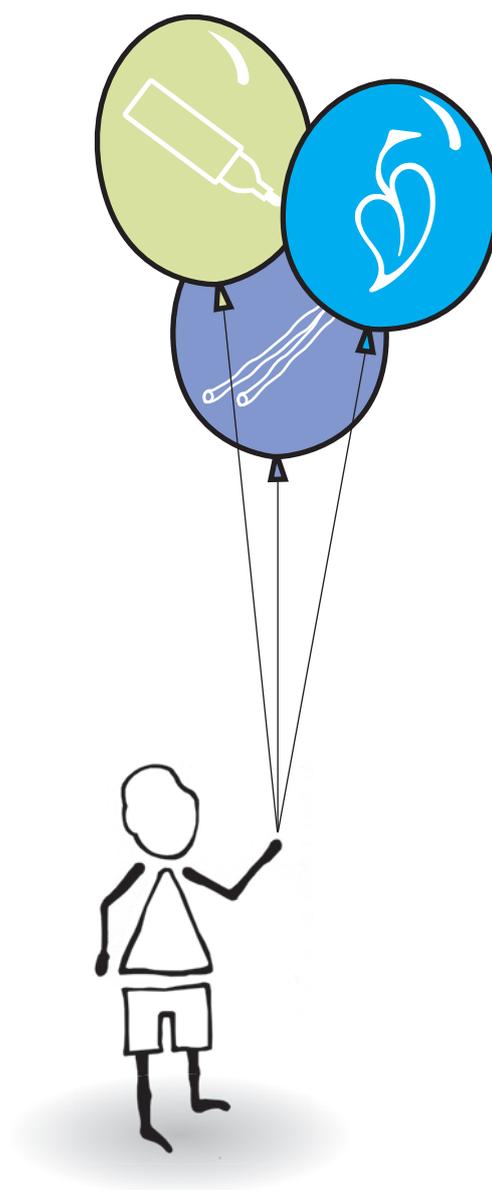
III. Process Sessions

In this Section we provide a detailed explanation for running the process sessions. These sessions are an essential part of your training event and serve to provide participants with a structure and pathway through the training days. They also support participants' learning and provide them with a sense of involvement in the development and delivery of the training.

The process sessions are:

- **Objectives and overview**
- **Introductions**
- **Setting ground rules**
- **Energisers**
- **Monitoring and Feedback**
- **Learning Review**
- **Evaluation of the training event**
- **Closure of the event**

Guidance is given on when to use each process session, its purpose, duration, the resources you will need, and a step-by-step guide on how to run the session.



Process Session 1: Objectives and Overview



When:

The overview of the training and its objectives should be the very first session on the first day



Purpose:

Sharing the objectives of the training event with participants is more than an information presenting exercise. It is important that you enable participants to reflect on what they expect from the training and for you to present the objectives within that context.



Duration:

45 mins



Resources:

Different coloured Post-its, flipchart paper, pens



Activity:

Option 1) Individual: Hopes and fears

- Before participants arrive at the venue, place two pieces of flipchart paper on the wall and write 'Hopes' at the top of one, and 'Fears' on the other.
- As participants arrive, hand out the different coloured post-its and ask them to write down their 'hopes' for the training on one colour and their 'fears' on another. Emphasise that it is important for them to write only one thought per Post-it.
- Ask participants to place their completed Post-its on the respective flipchart paper.

There are two options for sharing the 'hopes' and 'fears'.

- a) The co-trainer groups the Post-its into common themes whilst the trainer facilitates the 'introductions' session. As the trainer presents the objectives of the training to the group, the co-trainer can make reference to the participants' hopes and fears, and the trainer links the objectives.
- b) The participants are split into two groups. One group is asked to read and cluster the hopes into themes and the second group is asked to do the same with the fears. Each group nominates a person to feedback to the other group. After the feedback, the trainer presents the objectives of the training linking these to the themes identified in the hopes and fears.

Trainer notes:



- *It is recommended to use this activity, as the themes identified can be used as indicators at the end of the training when participants do an evaluation of the training event (See process session 'Evaluation of the training event')*
- *Any points that are raised that are not linked to the existing objectives can either be added or the trainer should explain why they cannot be addressed.*
- *Asking participants to cluster the hopes and fears contributes to team building and 'breaking the ice' between participants.*
- *The process of clustering hopes and fears introduces participants to thematic analysis – the central method for analysing qualitative data. This is an important skill for those who wish to conduct community research.*

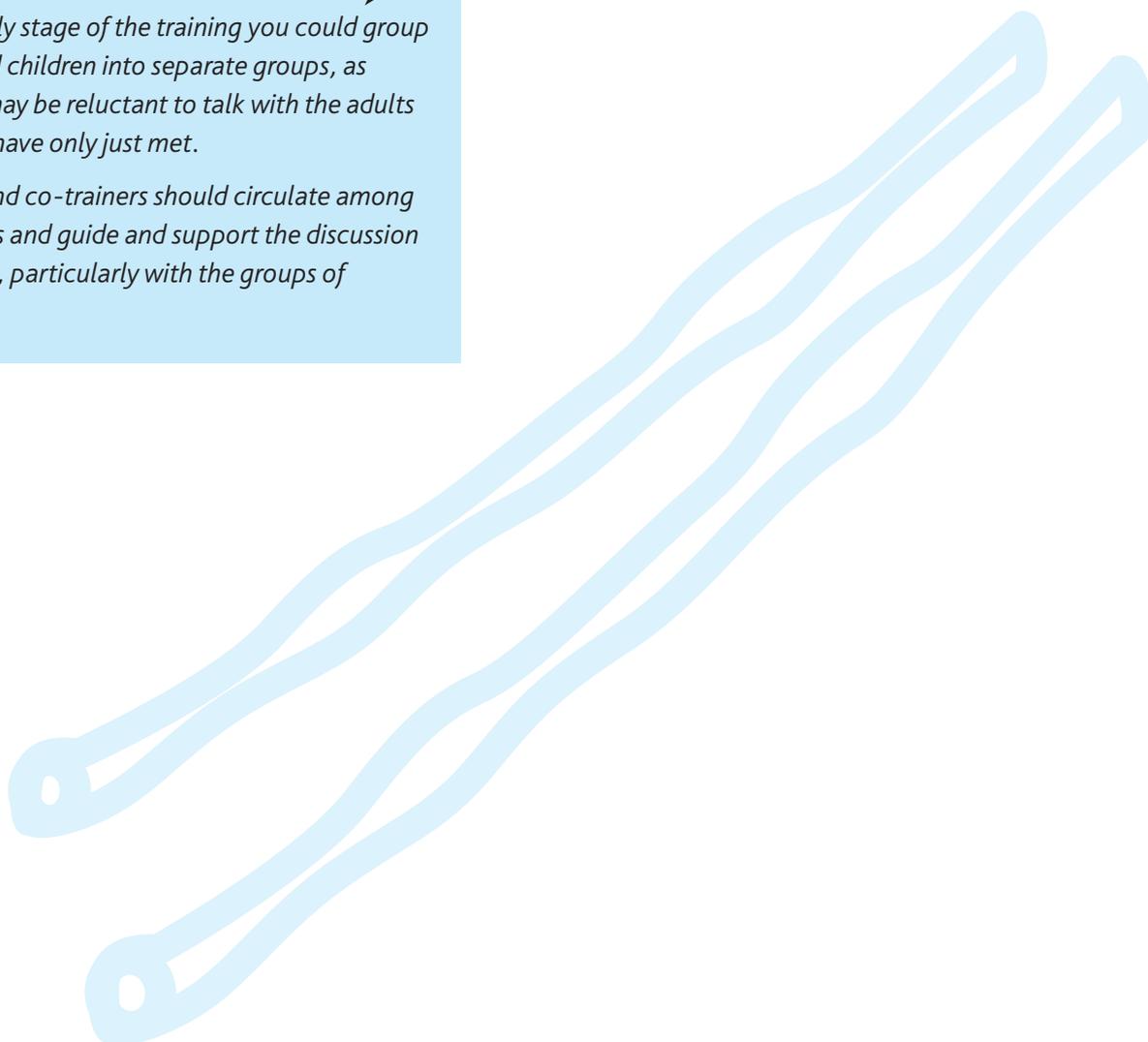
Option 2) Small Group: Expectations

- Split participants into pairs, or into groups of three or four.
- Ask participants to share their expectations of the training with each other, posing questions such as “Why did you come on this training?”; “What do you hope to get from it?”
- The group feeds back
- After the feedback, the trainer presents the objectives, linking these to the expectations of participants.

Trainer notes:



- *At this early stage of the training you could group adults and children into separate groups, as children may be reluctant to talk with the adults that they have only just met.*
- *Trainers and co-trainers should circulate among the groups and guide and support the discussion if required, particularly with the groups of children.*



Process Session 2: Introductions



When:

This session should follow the 'Objectives and Overview' on the morning of the first day



Purpose:

For participants to start to get to know each other and to begin to create an environment where they feel secure and comfortable with each other. As such, it is important for the introductions session to be informal, relaxed, fun and participatory



Duration:

20 mins



Resources:

Ball



Activity:

Option 1:

- Ask participants to stand in a circle and throw the ball to one of them at random. As you throw the ball say your name loudly so everyone can hear.
- The person who catches the ball then throws it to someone else in the circle, while saying their own name.
- Allow this exercise to continue until everyone has had the opportunity to throw the ball and call out their name at least once.
- Explain to participants that the game has now changed – as participants throw the ball they must now call out the name of the person that they are throwing the ball to.
- Let this game continue until everyone has caught the ball at least once.

Trainer notes:



- *This activity can also serve as an energiser*
- *Be aware that this may be a challenging exercise for participants with physical disabilities so will need to be modified*

Option 2:

- Ask participants to form a circle.
- Ask one participant to say their name and one thing they like to do that has the same first letter as their name. For example "My name is Michael and I like meditating".
- The participant standing next to Michael then says their name and the thing they like doing followed by Michael's name and what he likes doing. For example, "My name is Saskia and I like swimming. This is Michael and he likes meditating".
- This is repeated so that all participants state their name, what they like and the names and likes of all the previous participants.

Trainer notes:



- *The task becomes progressively more challenging and may not be appropriate for very large groups*
- *It is good practice to place yourself at the end of the line so that it is your task to recall everyone's name and their likes.*

Option 3:

- Participants stand in a circle and in turn ask each to say their name and perform an action that represents an activity that they enjoy doing.

Trainer notes:

- *In the pilot training, it was confirmed that a wide range of people may start to participate sooner if there are fun instead of formal introductions.*
- *This activity helps to change the power dynamics between adults and children. This is particularly important as many children may be more cautious about speaking their minds if the community leaders are introduced more formally.*
- *People's formal roles can be shared later in the training after a degree of rapport has been established between participants.*



Process Session 3: Setting ground rules



When:

This should take place on the morning of the first day of training



Purpose:

It is advisable to have ground-rules or learning agreements at the beginning that participants formulate, discuss and agree. These can be revisited during the training if they are not adhered to or if issues need to be added. It also forms a good basis for the discussions on ethics later in the training and should raise issues of respect and participation of all ages.



Duration:

30 mins



Resources:

Flipchart paper and pens



Activity:

- Split participants into groups – ideally, one group of C&YP, one group of community members, and one group of professional staff.
- Provide flipchart paper and pens to each group
- Ask each group to identify and write on the flipchart paper the ground rules that the whole group should follow.
- Each group feeds back one point from their discussion. The trainer writes them on flipchart paper. The groups continue sharing each point until all points are displayed on the trainer's flipchart.
- Seek confirmation from all participants that the points on the flipchart are the agreed ground rules for the group.

- Explain that all participants should adhere to these ground rules and anyone is free to draw attention to these at any time during the training if they feel that one or more are not being adhered to.

Trainer notes:



- *The types of rules that may come up include: don't speak/interrupt while others are speaking, respect each other's ideas, put mobile phones on silent, be punctual, be non-judgmental.*

Process Session 4: Energisers



When:

Energisers can be used throughout the training but it is important to plan energisers for after all lunch and tea breaks when energy levels and engagement tend to be low



Purpose:

Energisers can be used to create a fun and interactive atmosphere. This is especially important to get adults and children participating together; as it seems to help lead to greater confidence in dialogue. Energisers can be used to create a break and wake everybody up, but are also effective to highlight particular issues and to create discussion around a theme.

Facilitators have a responsibility to be part of these groups to dissipate any power dynamics.

Here we provide a few examples of energisers but in Section VI: Resources we provide links to many other examples of energiser activities that you can include in your training event. You can also ask participants to provide energisers as most people who have been on training events will have some examples they can share.



Duration:

5-10 mins

Option 1: Fruit salad



Resources:

Chairs placed in a circle facing inwards. Once the activity begins, one chair is removed so that one person is left standing



Activity:

- Participants sit in a circle and the trainer points to a participant and asks them to name their favourite fruit.
- This is repeated with several different participants until you have between three and five fruits identified.
- Assign fruits to each participant in a clockwise direction. For example, participant 1 – apple; participant 2 – banana; participant 3 – papaya etc.
- Explain that when you call out the name of one of the fruits, all those who have been assigned that fruit need to stand up and find another chair to sit on. The only rule is that you cannot sit on a chair immediately next to the one you have vacated.
- As you call out the fruit you also need to find a chair to sit on. One of the participants will be left standing. Ask this participant to call out the name of a fruit and the game repeats.

Trainer notes:



- *This is also a very useful exercise for splitting participants into groups for the following activities, e.g. if your activity requires three groups, have three fruits identified.*
- *Remember that this energiser may not be appropriate for participants with limited mobility.*

Option 2: Letters game



Activity:

1. Ask participants to stand up and use their bodies to spell 'participation' one letter at a time.
2. Lead the exercise with all participants physically representing each letter in unison

Trainer notes:



- You can ask participants to spell any word e.g. rights, children, community, and so on.

Option 3: Knots of People



Activity:

- Divide the group into 2 teams and ask each team to stand in a circle.
- Each person in the group has to join right hands with someone but NOT the people standing either side of them.
- Then instruct them to join left hands with someone else but again NOT the person either side of them.
- Now the groups have to untangle themselves without letting go of hands.
- The first group to untangle themselves is the winner.

Option 4: All My Neighbours



Activity:

- Ask participants to place their chairs in a circle so there is one chair fewer than the number of participants.
- One person in the centre says "I like all my neighbours who are..." e.g. wearing trainers (whatever they say must be true of themselves).
- All the players wearing trainers, including the person in the middle, have to get up and move chairs.
- The person left standing then has to repeat with something that they like: "I like all my neighbours who..."

Process Session 5: Monitoring and Feedback on training days



When:

This session should take place at the end of every training day



Duration:

5-15 mins



Purpose:

Getting participants' views on the training at the end of each day provides you with feedback on what is working and what isn't working and gives you the opportunity to address any issues that arise. It also sends a message that their input and views are valued and acted upon.

Option 1: Mood meter



Resources:

Flipchart and Post-its



Activity:

- Draw symbols on a flip chart that represent happy, unhappy and OK.
- Ask participants to reflect on how they feel – happy, unhappy, or OK.
- Ask them to note down why they feel as they do on a Post-it and stick it next to the corresponding symbol.
- Explain that the trainers will read and consider all the contributions before the next training session.

Trainer notes:



- *It is important that, having asked for feedback, you then respond to this. Refer to the comments posted in the next session and explain how they have been taken on board.*
- *This activity is a form of "line ranking". Other similar activities are described in Section III, Training Session 11& 12.*

Option 2: Ranking agenda



Resources:

Flipchart paper with red, yellow and green sticky dots or pens.



Activity:

- List the day's agenda by session on a flipchart paper.
- Handout green, red and yellow sticky dots to participants.
- Ask them to stick one of the coloured dots next to each of the day's session using the following key: green for a good session (that met participant's expectations, was relevant and useful etc), yellow for intermediate (expectations partially met and of some relevance) and red for a poor session (expectations not met and content not relevant or interesting).
- Optional: facilitate a discussion in the whole group in response to the pattern of scoring that emerged and ask for suggestions as to how sessions can be improved.

Option3: Evaluation person



Resources:

Flipchart paper, pens and Post-its



Activity:

- Prepare a flipchart with a drawing of a person on it. In the picture, the person's heart should be drawn; they should have a thought bubble near their head, a handbag in one hand, and a rubbish bin to the side of them.
- Hand out four Post-its to each participant and ask them to write the answer to the 4 questions below – one answer per Post-it:
 - What did you like about the day? – place Post-it on the heart
 - What you would take away and use? – place Post-it in the handbag
 - What made you think or reflect? – place Post-it on the thought bubbles
 - What would you throw away? – place Post-it in the rubbish bin
- Then ask them to place the Post-it in the relevant part of the evaluation person.
- Optional: facilitate a discussion in the whole group in response (you will need to allocate an additional 10 mins for this discussion).

Option 4: Graffiti wall/suggestion box



Resources:

Box or flipchart paper and Post-its/cards or A5 paper and pens



Duration:

Continuous. Participants contribute as and when they wish during breaks/lunch/before or after the training day



Activity:

- Place a box or flipchart paper outside the training room with pens and Post-its/cards.
- Explain to participants that they are free to put any comments that they like on the graffiti wall or in the suggestions box and they can remain anonymous if they like.
- Check for comments at least once a day and respond accordingly to them.

Trainer notes:



- *This is a good method to capture comments in a confidential way with no attempt to steer/influence the issues to be flagged.*

Process Session 6: Learning Review of previous day's sessions



When:

This should be conducted at the start of each day



Duration:

20-30 mins



Purpose:

To provide a space for participants to reflect on the previous day's sessions and the learning associated with this. This is an important part of the training and helps to reinforce learning and prepare participants for the sessions to come.

Option 1: Whole group reflection



Resources:

Flipchart paper and pens



Activity:

- Ask one participant to recall one thing that they learned from the day before, and write the response on the flipchart paper.
- Choose another participant – not the one sitting next to the previous one – and ask the same question, but explaining that they have to recall a different point from the one already shared. Write this down on the flipchart paper.
- Continue asking each participant in turn until all have shared one reflection from the previous day.

Option 2: Catch the ball



Resources:

Small ball



Activity:

- All participants stand in a circle.
- The trainer throws the ball to a participant and asks them to share their reflection from the previous day.
- The participant then throws the ball to another person who does the same.
- This is repeated until all participants have had an opportunity to share their reflections.

Option 3:



Resources:

Small gifts as prizes



Activity:

- Prepare questions beforehand that address the main learning points from the previous day.
- Split participants into small groups and run a quiz – asking each question and asking each group for the answer.
- Offer a prize for the best answers.

Trainer notes:



- *Option 2 also serves as an energiser to get everyone doing some physical activity at the beginning of the day.*
- *It is helpful to have a piece of flipchart paper on the wall where you can write down issues that are raised that may need to be picked up later in the day or later in the training.*

Process Session 7: Evaluation of the training event



Duration:
30 mins



Purpose:
The on-going monitoring and feedback sessions enable you to revise and adapt the training activities on a day-by-day basis. The end of training event evaluation provides important feedback for your future training work.

It is also important for participants as it reaffirms that their views and feedback are useful and will be used to improve future training.



Resources:
Flipchart paper with an evaluation matrix drawn on it, pens, A5 cards



Activity:
• Define a set of indicators to use for the evaluation. This can be done in two ways:

Option 1:

– If you used the individual hopes and fears exercise for the introductions at the start of the training, the themes that were defined from these provide you with a set of participant indicators.

– Remember to transform negative themes into neutral or positive, for example, if the theme is poor facilitation, the indicator becomes 'facilitation' or 'quality of facilitation'.

Option 2:

– Organise participants into small groups and hand out A5 cards and ask each group to identify positive and negative aspects of the training – using one card for each aspect.

- Ask each group to feed back handing over each card to you. Cluster the cards into similar issues as they are handed to you.
- Label each cluster/theme making sure the label is neutral or positive. These provide you with the indicators for evaluation.
- Alternatively, if you feel that energy levels are down and/or time is limited, ask participants to 'shout out' the positive and negative aspects of the training and write them on flipchart as they are provided. Bear in mind that some may be reluctant to call out negative aspects to the whole group.
- Draw up an evaluation matrix on flipchart paper like the one shown overleaf, and write the indicators in the first column.
- Hand out sticky dots to participants and ask them to assess how well the training has met each indicator by placing the sticky dot choosing which one of the boxes in the scale (1-5 with 1 being highest and 5 being lowest) best reflects their evaluation of that indicator. You can also ask participants to write a reason why they have scored the indicator as they have.
- Leave the room while participants score the indicators.

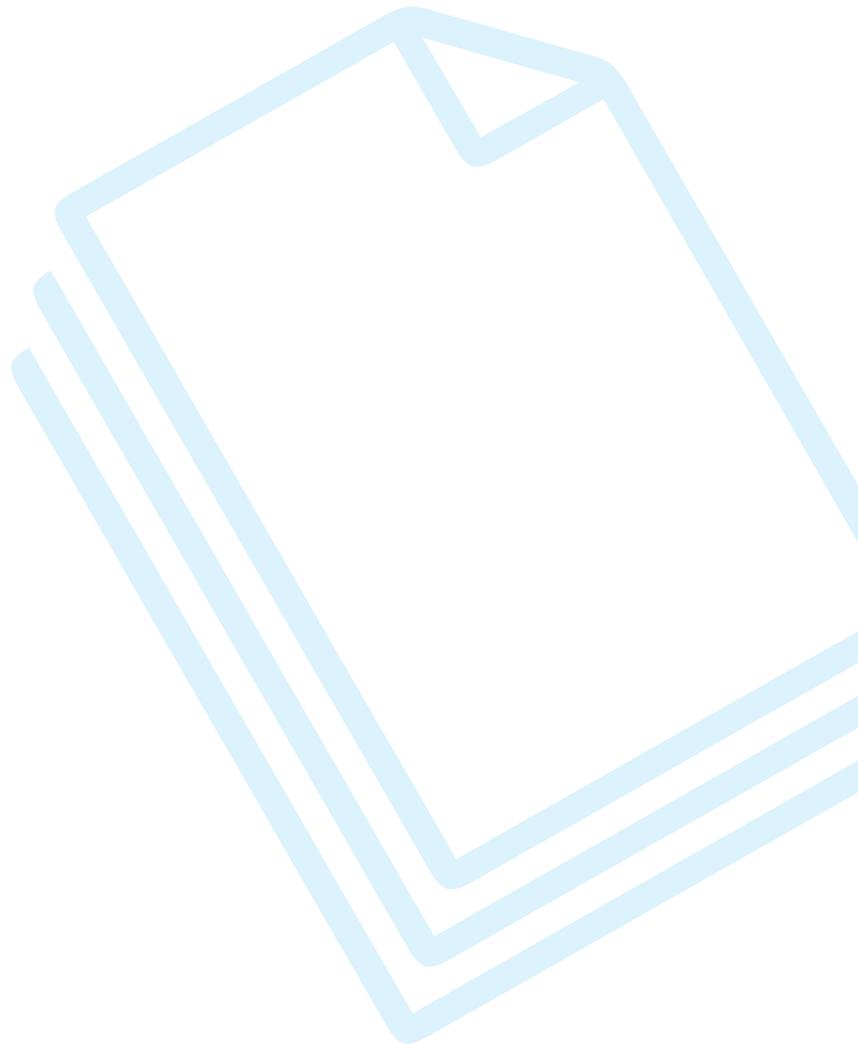
Trainer notes:



- You can add your own indicators onto the matrix to complement those identified by participants.
- The scoring of indicators by each participant is not completely anonymous, in that each participant can see how the other participants are scoring the indicators. Providing each participant with a sheet of paper with the evaluation matrix allows participants to complete the evaluation confidentially.

Evaluation matrix

Indicator	1	2	3	4	5
Indicator 1					
Indicator 2					
Indicator 3					
<i>And so on...</i>					



Process Session 8: Closure



Duration:
30 mins



Resources:
Ball of string, pens and paper

Option 1: Participant feedback



Activity:

- Ask each participant to write their name on a piece of paper.
- Participants then circulate the named pieces of paper to each other.
- Each participant writes a positive comment, about the person whose name is at the top of the paper, based on their experience during the training.
- This exercise continues until all participants have written a positive comment about the other participants.
- Each participant takes their completed sheet of paper.

Option 2: Learning web



Activity:

- Ask participants to stand in a circle.
- Throw the ball of string to one of the participants and as you do share one aspect of the training that you have really enjoyed.
- The participant who catches the ball of string throws it to another participant sharing one aspect of the training that they have really enjoyed.
- The exercise continues until all participants have shared an enjoyable moment of the training. You will see that a web has been created by the string – connecting all of you together.

Trainer notes:



- *You should also create the space for participants themselves to lead on a closure activity.*
- *In the pilot training in Ethiopia, the children decided to organise a coffee ceremony with a very hard hitting role-play about why children need to participate in decisions that have to be made about their lives in the face of drugs, peer pressure and some poor adult role models. They showed different scenarios involving mentoring and positive peer influence as solutions to their problems. They rounded up the whole workshop with music encouraging children and adults to dance.*

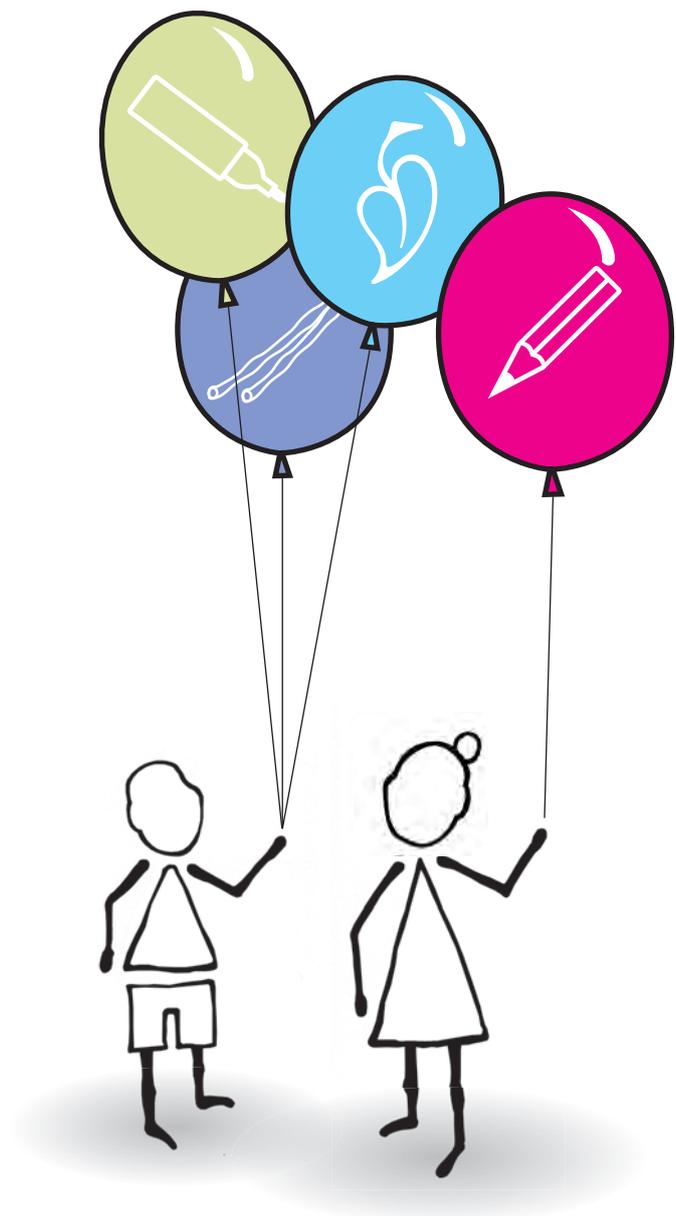
IV. Training Sessions

In this Section we provide a detailed explanation for running the sessions listed in the training agendas in Section II. The objectives are presented for each session and a description of how to run the session as well as the materials and resources you will need.

A. Building a basic understanding of CYPP

This theme focuses on introducing concepts of Children and Young People's Participation (CYPP) and gets participants to describe what they understand by the term CYPP. Key learning in the sessions in this theme is:

- **What is CYPP?**
- **What is NOT CYPP?**
- **WHY CYPP?**
- **Who initiates CYPP and who is involved?**



CASE STUDY: BUTTERFLIES INDIA

Butterflies is a registered voluntary organisation working with street and working children across India. Their main aim is to empower street and working children with skills and knowledge to protect their rights and to develop them as respected and productive citizens. Children's participation is so central to all aspects of Butterflies' work that they view themselves as a "Programme with Street and Working Children", where children themselves are actively involved in all decisions from programme planning to monitoring and evaluation.

In 2001, Butterflies began their Children's Development Khazana (CDK), based on the principles of co-operative banking. The Khazana is today open to all children, including street and working child, so that they can save their money and earn interest on their savings. This initiative grew out of the concerns raised by the children that they were vulnerable to theft and exploitation on the street and needed somewhere safe to keep their money. But CDK goes beyond this. Embedded in a life skills program it also helps the children learn how to prioritise needs, budget, save and manage money.

The CDK is owned and run by children aged 9–18 years and the branches are run by a Child Volunteer Manager who is democratically elected for a period of six months. The manager is supported by a larger representation of younger children who make up the Advance Committee with responsibility for decisions about the offer and management of loans and cash advances. Building on democratic principles, those running the Khazanas are then accountable to a General Body consisting of all the children and young people using the bank and the adult facilitators.

This experience of participation has been highly successful and challenges the adult dominated world of budget and money management. The young people have shown themselves highly capable of managing their own money and supporting their peers to do the same. CDK model continues to grow and develop. CDK presently operates 132 branches in both rural and urban locations across India, Sri Lanka, Afghanistan, Nepal, Hyrgyzstan and Bangladesh. There is now a team of more than 200 Child Volunteer Managers who are learning basic accounts, inspiring their members to use their money judiciously and helping them set up ethical businesses.

To find out more about the work of Butterflies, visit their website at www.butterflieschildrights.org



Session A1: Exploring issues on children & young people's participation - why CYPP?



Objective:

To generate participants' ideas and perspectives on the issues surrounding children and young people's participation



Duration:

40 mins



Resources:

Flipchart paper with a symbolic expression already drawn for the participants, for example a flower or a spider diagram; Post-its of different colours, pens, markers



Activity:

- Request the participants to form an age line, and divide them into at least three groups based on their age (if you do not have C&YP among the participants, divide into groups based on other criteria for example: workers, community members, funders etc).
- Groups discuss all the issues that come to mind when they think of CYPP and write these on Post-it notes (assign different colour Post-its for each group).
- Everyone is welcome to post whatever issue they have on the flower or spider diagram drawn on flipchart paper.
- The facilitator summarises the issues brought up by the participants and relates it to the planned training agenda, adding any issues that may not have been identified, for example 'gender issues'.

Facilitator Notes:



- *It is important to be flexible and to respect and learn from participants about their cultural beliefs and practices. For example in pilot training in Ethiopia the 'Spider exercise' was not culturally appropriate and therefore the facilitators changed the symbol into a flower.*
- *Maintaining eye contact with all participants while de-briefing or eliciting responses so that the facilitator doesn't give non-verbal cues that influence the power dynamics between children and young people (for example, by focussing attention and eye contact on adults).*
- *Pay more attention to the groups of children who spend more time to agree on whom and what to present, this probably means that this way of working is new to them.*
- *Address conflicting views in the concluding summary and use the information from the groups to link to following sessions.*
- *The issues that arise may include, but are not limited to: C&YP should be engaged on issues that are of concern to them; creating an environment for C&YP to gain confidence and participate in planning and implementation of projects/initiatives.*

Session A2: What is CYPP and what is not?



Objective:

To explore participants' perceptions on definitions of CYPP and to reach a common understanding within the group



Duration:

45 mins



Resources:

Participants are free to use any resource in the workshop area to enhance their 'role play' sessions.



Activity:

- Randomly split group participants into 3 groups.
- Give each group at least 10 mins to prepare a role-play session of 2-3 mins that represents a situation of CYPP and one that represents a situation that is not CYPP.
- Each group then presents the role-play to the larger group and the other groups identify whether the drama represents child participation or not. Clarify any doubts.
- The facilitator then supports a discussion amongst the larger group on the issues raised by the role play and summarises the shared understanding of CYPP established by the session.

Facilitator Notes:



- *This session can be well documented through a video.*
- *Facilitators have to be aware that not all groups will depict both situations of what is and what is not CYPP and therefore care must be taken to try and show both sides from within the session as a whole.*
- *It can be easier if facilitators clarify any doubts that participants have even after the instructions for the group work are given. But the facilitators should not influence the group in any way on the content.*
- *Facilitator ensures that good examples of participation are highlighted in conclusion.*

Session A3: Who should participate and who should initiate CYPP?



Objective:

To raise awareness that who participates and initiates CYPP depends on context and process



Duration:

45 mins



Resources:

Post-its, flipchart, pens, markers, ball



Activity:

- Flipchart paper with three columns is prepared. Columns are labelled: Why CYPP/Who initiates CYPP/Who is involved
- Responses are elicited from the participants by a 'throw the ball' game whereby participant talk about
 - Why CYPP is necessary?
 - Who should initiate CYPP?
 - If CYPP is in place, who is involved in CYPP?
- The co-facilitator writes the discussion points in the columns on the flip chart.
- At the end, the facilitator summarises the idea in each of the columns.



Facilitator Notes:



- Using a ball to initiate ideas from people can help in a large mixed group to ensure that certain people, usually adults, do not dominate discussions.
- Recording each input shows that everybody's opinion is valued.

B. Introduction to models of CYPP, their relevance and use

This theme focuses on theoretical concepts of CYPP and introduces participants to three models of CYPP: Hart's ladder of participation; Treseder's Degrees of Participation, and Kellet's "By Children, With Children, For Children" spectrum.

Remember that underpinning all of these models is The United Nations Convention on the Rights of the Child (UNCRC) Article 12.

United Nations Convention on the Rights of the Child: Article 12

1. Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.



CASE STUDY: STREET CHILD OF SIERRA LEONE

The current training package was piloted with ChildHope's partner, Street Child of Sierra Leone, in 2012. Street Child's mission is to empower vulnerable children to access their basic rights within their families and communities and to build a more caring society. Street Child's work has developed and changed over the years, responding to the changing needs of the most vulnerable children. What became clear, however, was that a piece of the jigsaw was missing:

"We were getting the children to accept our views of what they needed, rather than asking them to tell us what they needed"

The training has helped Street Child shift both their thinking and approach to participation. What they have found is that young people can be partners in finding solutions, not just passive recipients.

"For a long time we had difficulties in establishing initial contact with street children. Our teams of social workers would go out at night to places where the young people were but all too often the children would run away. It was not until we asked the children themselves, that the problem became clear"

The young people told us: *"You come in big groups, with police and so we feel threatened and run away"*

Travelling in groups and with police had been essential for the team's safety but when seen from a child's perspective, the difficulties were clear and resulted in simple changes to stop children feeling threatened when approached and enabling them to engage with staff without fear.

Street Child also identified a less commonly cited advantage to children's participation.

"The solutions children come up with are normally more cost effective. As adults we come with resources but we are also determined by those resources. Children do not have any resources and so their ideas are determined only by their environment. They look around and ask:

"What can we do with what we have got?"

This creativity was shown recently when Street Child opened a new education centre in the North of the country. Such is the demand, that over 300 children turned up to the centre which is only has capacity for 100. Overwhelmed, the adults turned to the children for help finding a solution:

"Why don't you just come to the local schools instead?"

Simple, practical and very affordable!



For more information on the work of Street Child of Sierra Leone visit their website www.street-child.co.uk

Session B1: Hart's Ladder of Participation



Objective:

To provide an overview of Roger Hart's ladder of participation



Duration:

40 mins



Resources:

Flipchart, pens, markers, Post-its, Trainer Briefing B1



Activity:

- Prepare a flipchart with Hart's Ladder of Participation (as shown in Trainer Briefing B1).
- Explain the ladder to participants using the notes in Trainer Briefing to assist you.
- Split participants into groups of 3 or 4 and ask each group to discuss examples on each of the levels of the 'participation ladder' based on their own experience in the communities they live and work in.
- Together, participants and facilitators discuss different aspects to 'participation' using people's experiences and the 'ladder' model.

Facilitator Notes:



- *The theoretical nature of the description of the participation ladder can make it difficult to understand for some participants. It is therefore helpful to refer back to the ladder of participation throughout the training.*

Session B2: Other models of participation



Objective:

To review alternative models of participation in relation to children and young people



Duration:

60 mins



Resources:

Flipcharts, markers, papers, Post-its, Trainer Briefing B2



Activity:

- Prepare a flipchart with Treseder's 'Degrees of Involvement' diagram, and the 'By Children, With Children, For Children' spectrum (as shown in Trainer Briefing B2).
- Present these two models to participants, highlighting their similarities and contrasts with the ladder concept and with each other (use Training Briefing B2 notes to assist you).
- Ask participants to reconvene in their groups (from Session B1) and to discuss which models appeal to them and are most relevant in informing their work.
- A nominated speaker from each group presents the conclusions to the wider group.
- The facilitator addresses the issues coming up from the discussions.

Facilitator Notes:



- *Whole group activity is very important for interaction after working in separate groups and to understand the perspectives of each group.*
- *If group work overruns, instead of having each group feedback to the wider group, you can instead do a walk around to look at flip charts with notes from each group, and the facilitator can do a short summary of key issues and themes.*

C. Contextual analysis – policy, local institutions, culture and beliefs relating to CYPP

This theme helps establish a better understanding of the context of participation and how this context fundamentally affects the way in which children and young people participate. See Trainer Briefing C1 for a more detailed explanation of these concepts.

Session C1: Who are children/young people? Exploring policy context/cultural practices, beliefs and capacity concerning CYPP



Objective:

To raise awareness that definitions of childhood and children’s agency are culturally and context specific



Duration:

80 mins



Resources:

3 flipchart sheets (prepared in advance for each of the groups with three concentric circles and text described in Trainer Briefing C1), pens, different coloured Post-its



Activity:

- Group participants into three groups: C&YP, NGO staff and CBOs/community members.
- Provide each group with the prepared flipchart and ask the group to discuss and note down in the appropriate circle:
 - *Definitions of CYPP thinking about C&YP interest, inclusion and identity*

- *Identify family and Community stakeholders that are involved/could be involved in promoting CYPP*
- *What policies, beliefs and cultural values influence children and young people and their participation*
- *What are the communication and collaboration mechanisms, the participatory spaces and capacity building activities that act as enablers to CYPP*
- Each group then shares their discussions and completed flipchart with the other groups.
- The facilitator summarises what the participants have identified on a flip chart in order to record the issues that may need further discussion at a later stage.



Facilitator Notes:



- *Dividing into separate groups gives the children time to gain confidence in expressing their thoughts and helps the expression of different perspectives by those of different genders and ages.*
- *Definitions of C&YP can vary greatly. In the pilot training in Ethiopia, the children’s presentation highlighted that a child is like a blank paper – innocent, needing care and protection but capable of making an informed decision if given the chance. Whilst the adults defined children in the age range 0-17 years, and they suggested that cultural practices shaped definitions of children and young people.*

Session C2: World Café: Barriers and enablers



Objective:

To categorise a range of barriers to CYPP and discuss potential solutions to address these



Duration:

180 mins



Resources:

4 tables representing the home, school, community and C&YP focused organisation

Refreshments (biscuits, sweets, soft/hot drinks) to recreate a 'café' atmosphere, flipcharts, markers and Post-its

4 briefed hosts (facilitation team) whose duty is to receive customers, stimulate discussion in regards to CYPP in their context and then organise and record the ideas on flipchart paper



Activity:

- Mixed groups spend 15 mins at each table to identify barriers, solutions and actions in relation to CYPP, rotating from one table to the next. The timekeeper advises groups to move on.
- As each group arrives at a new table, the host presents the work of the previous group. The subsequent group builds on contributions by other groups.
- Group discussions are chaired by the host in each table.
- After every group has visited each table, the flipcharts from the tables are posted on the walls around the main training room.

- In the presence of all participants, the host, with a member of each original group, summarises key points made and actions arising.
- Facilitator indicates that actions will be included in the final action plan.
- Lead facilitator invites the group to comment on their experience of participating in a World Café.

Facilitator Notes:



- *World Café involves lots of clarifications on instructions and supervision of groups to ensure that groups don't spend more time than required on one table as this might affect the flow of movements of participants around the tables.*
- *Ideas generated could be diverse and the hosts should be well-briefed and able to guide discussion and help to organise the ideas.*

D. Ethical framework and issues of child protection in CYPP

Participation should not put children and young people at risk, but should rather provide a safe space for different people to express their views. It is critical to hold a discussion and achieve better understanding of the ethical issues that need to be considered in addressing CYPP, including child protection.

If the organisation has a child protection policy, this should be introduced and the participants can then

raise issues that they feel may be of relevance. The facilitators then promote additional issues that the core team may want to think about as they go on to address CYPP in their community. This should not be a theoretical exercise and the workshop needs to be documented so the Core Team can use it in their ongoing work in implementing the action plan.

Refer back to Section I for a checklist of ethical and child protection issues that you must consider when working and engaging with C&YP. However, be mindful that other issues are likely to be raised depending on the local context, the area of work and experience of participants.

CASE STUDY: URHB, UGANDA

Uganda Reproductive Health Bureau (URHB) is an indigenous NGO established in 1994 with the mandate to improve the sexual and reproductive health status of young people and children. URHB have increasingly incorporated a child protection focus in their work with vulnerable children and young people, working with communities and government agencies to implement more effective structures for the protection of children.

In 2009, the Ugandan government began to roll out strategic plans for Orphans and other Vulnerable Children (OVC). As part of this process, OVC Committees were being established at both a county and district level. A wide range of stakeholders were represented on these committees including politicians, police, faith leaders and CBOs. No consideration was given to including representatives from the children themselves.

URHB recognised the value of the OVC Committees but were concerned that, without the voice of the children themselves, any actions would fall short of their goal of protecting vulnerable children. URHB didn't seek to change the composition of the OVC Committees but used their relationships to advocate for the inclusion of 3 children or young people on every Committee, with at least one being female. URHB's efforts were successful and children were included in the composition of all Committees.



Their success does not stop there. A big achievement has been the establishment of minimum standards to protect children from sexual abuse in schools. The young people themselves have been central in developing the standards and ensuring they reflect the needs and priorities of their peers. These Standards have been approved by the management and disciplinary committees of 6 schools and are being considered by the District Education Offices to have them rolled out to all schools.

For more information on the work of URHB visit their website www.urhb.org

Session D1 (option 1): Developing a safety and ethical framework



Objective:

To raise awareness of child protection issues and how to protect children when engaging with them



Duration:

40 mins



Resources:

Flipchart, pens, markers, different coloured Post-its



Activity:

- Facilitators introduce the session and ask participants (including children and young people) to think for a moment and suggest some 'ethical' principles they would consider while working with C&YP.
- An image of a tree is kept ready, drawn on a flipchart while participants are asked to write their ideas on Post-its (different colour for different groups; C&YP, CBOs, NGO) and stick them on the branch of a tree.
- Participants are allowed to challenge each other's ideas for some time, with the discussion summarised by the facilitator with an ethical framework drawn from the experiences of all the community.

Facilitator Notes:



- *The facilitator should refer to the ethical and child protection checklist from Section I.*
- *This is a part of the training that cannot be dropped and is critical to the ongoing safety of the children and young people who participate.*
- *Some of the materials needed for ongoing work with children will need to be developed over time if there is no child protection policy, such as informed consent procedures and reporting mechanisms.*

Session D1 (Option 2): Developing a safety and ethical framework



Objective:

To raise awareness of child protection issues and how to protect children when engaging with them



Duration:

40 mins



Resources:

Flipchart paper, Post-its and pens



Activity:

- On flipchart paper draw up four quadrants and label: "How do we ensure inclusion of all C&YP?" "How do we ensure C&YP are safe when we engage with them?" "How do we ensure C&YP are interested in engaging in the process?" "How do we ensure C&YP can make an informed choice to engage with us?"
- Ask participants to individually write down on Post-its the actions that are needed to ensure that each of the four areas is addressed.
- Group participants into 4 groups and assign one group for each action and ask them to read through the Post-its and to cluster them into common themes.
- Each group reports back to the plenary.

Facilitator Notes:



- Use the ethical and child protection checklist in Section I for guidance

Session D2: Safe and unsafe environments for children and young people



Objective:

To enable participants to identify child protection issues that they need to be aware of in the local context



Duration:

40 mins



Resources:

Flipcharts, pens, markers



Activity:

- The participants are grouped into three groups: children and young people, CBOs/community members, and NGO staff.
- Each group is requested to draw what they think are safe and unsafe environments in their communities and share it with the larger group.
- The facilitator encourages discussion between participants based on the drawings by each group and also helps to reflect on the learning from the previous session (D1).

Facilitator Notes:



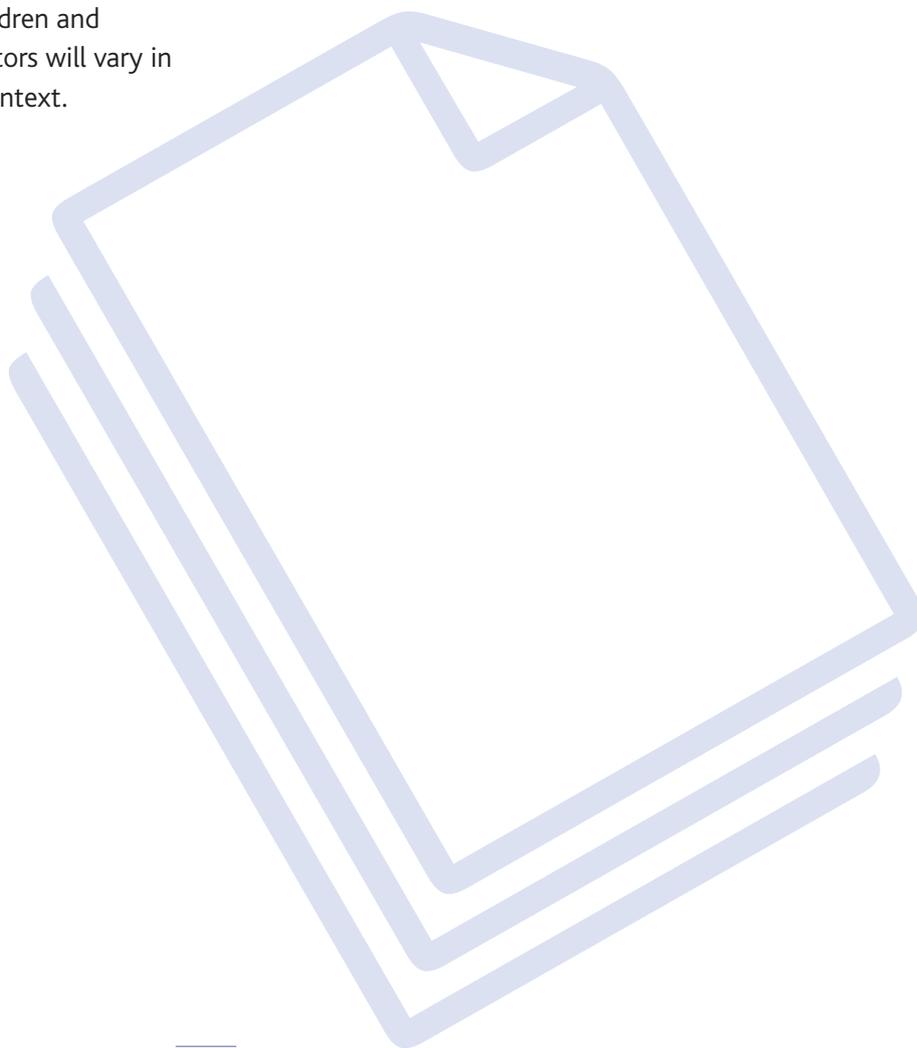
- This can also be done with different groups doing mapping below (Session F2)

E. Inclusion – including gender, age and disability

It is impossible to look at CYPP meaningfully without addressing issues of inclusion including gender, age, disability and other issues of difference such as socio-economic status, wealth, homelessness, family support or lack of it, ethnicity and religion, all of which have their associated entrenched power dynamics.

In this training the importance of difference and inclusion is central. There is an argument that power relations between children and adults are so marked that complexity and diversity need to be put to one side. In reality, however, children and young people's participation is complex and would tend to only include the more privileged and articulate unless inclusion is considered carefully. Issues of age, gender, disability, ethnicity, religion, relative wealth, location (to name some) can make a difference to how children and young people are included and these factors will vary in importance depending on the cultural context.

Taking a couple of issues of inclusion in depth in the training to start with can usefully lead onto a broader discussion of inclusion and intersectionality (how different factors of exclusion and poverty can cross over with each other and add to an individual's situation). In the training with partners we decided to cover two issues of difference in depth: **gender** and **disability**. The discussion was then opened up to include other issues which participants felt may be relevant to include in their ongoing work on CYPP and how they might address these issues.



Session E1: Analysis of how age and gender shape children's and young people's participation – daily chores



Objective:

To explore how issues of difference and inclusion impact on CYPP



Duration:

60 mins



Resources:

Flipchart, pens, pencils, markers



Activity:

- Divide the participants into four groups: girls, boys, men and women.
- The groups are then asked to discuss how they spend a typical day. As individuals they express their daily routine by drawing a pie chart with the amount of time they spend on different chores in a day or a week.
- The group members then share the 'time diagram' with each other and then put it on the wall for every other group to see.
- Facilitators and participants move around to observe each group's diagram.
- Facilitators lead a de-briefing session to support each other's understanding of the diagrams and have a larger group discussion to understand each other's perspectives on how age and gender (sex-role typing, power imbalances) play a role in CYPP, considering their own life experiences and what roles adults play in supporting C&YP in participating.

Facilitator Notes:



- Gender is a sensitive issue and so care should be taken to ensure that facilitators deal with all members with respect.
- It is also the responsibility of the facilitators to ensure that no discussion on gender/power imbalances becomes too personal.



Session E2: The Concept of Inclusion (Option 1)



Objective:

To introduce participants to 'Models of Disability'



Duration:

45 mins



Resources:

People, flipchart, Post-it notes, Trainer Briefing E2



Activity:

- Give one Post-it note to each participant (colours of Post-it notes should represent gender or type of participant).
- Ask each participant to write down what comes to mind when 'inclusion' is considered.
- Facilitator collects Post-it notes and sticks them to a flipchart, reading each Post-it out.

- Using pre-prepared flipcharts, facilitator explains the models of disability – 'medical', 'charity' and 'social' models – refer to trainer Briefing E2 for an explanation of these models.
- Facilitator then asks the participants to consider which of the words on the Post-its is relevant to each of the models. Participants are then invited to stick the Post-its on each of the flipcharts.
- Facilitator concludes the activity, stating that each of the models is useful and that there is overlap between the models.

Facilitator Notes:



- *Provide a key for the colours that represent different genders/types of participants to enable disaggregation of responses, ensure that this key is understood by co-facilitators and the documenter.*



Session E2: The Concept of Inclusion (Option 2)



Objective:

To explore different attitudes to disability and review good practice for inclusion



Duration:

40 mins



Resources:

Flipchart, prepared with the models of disability drawn on them (See Training Brief E2), pens, markers, Post-its



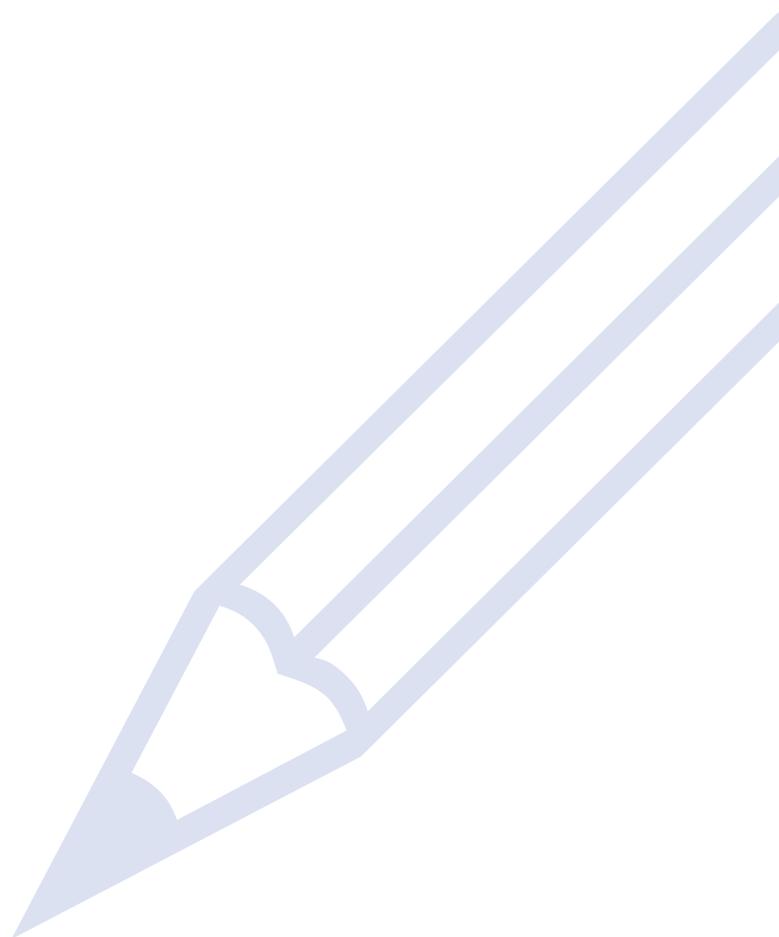
Activity:

- Participants are asked to write a word on a Post-it that comes into their mind when they think about 'disability' and keep it to themselves.
- Facilitator has the diagrams of the three models of disability and explanations of them ready on a flipchart (namely the medical, charity and social models - refer to Trainer Briefing E2). These are explained to the participants.
- After the explanation, the participants are asked to share the words on their Post-its and stick them on a model that best fits with their chosen phrase or word.
- Facilitators then generate a discussion on how and why each model is different from each other and how they could ensure disabled children and young people's participation in their existing communities with examples of good practice already in place.

Facilitator Notes:



- *It is important to provide the participants with the operational definitions of the different categories of disabilities including physical, mental, intellectual, etc., alongside the models in order to clarify/avoid any confusion.*



Session E3: Inclusion: Gender and disability, community reactions



Objective:

To highlight the importance of inclusion and consequences of exclusion



Duration:

60 mins



Resources:

People, flipcharts, Post-it notes, Trainer Briefing E3



Activity:

- Introduce the session by explaining that we will use the 'Game of Life' as a physical demonstration of how people with disabilities and girls' life chances are affected by people's perception of their abilities.
- Facilitator asks for 4 volunteers (2 male, 2 female). Facilitator divides volunteers into pairs (1 male, 1 female).
- Facilitator then explains to the group that one female and one male have a physical disability and one female and one male do not.
- All four volunteers are asked to stand in a line at the end of the room, where they are clearly visible to all participants and have space behind them and in front of them.
- Facilitator then explains that they will tell a life story and participants must agree how successful or positive the event would be in the life of each of the different volunteers. A pre-prepared flipchart is helpful here to show:

2 steps forward = very positive/successful

1 step forward = positive/successful

1 step backward = negative/unsuccessful

2 steps backwards = very negative/unsuccessful

- The facilitator then tells a life-story (refer to Trainer Briefing E4 for an illustration of this) setting the scene and then highlighting significant life events such as birth, going to school, getting a job, getting married, having children, running for political office.
- At each significant life event, participants must agree for each of the volunteers how positive/negative the experience would be and ask them to step forwards or backwards.
- At the end of the game, the facilitator concludes by reflecting on the progress of the volunteers and how gender and disability has influenced their life chances. By asking:
 - *Who is in the best position now? Who is in the worst place?*
 - *Volunteers, how does this make you feel?*
 - *What thoughts does this provoke about the impact of disability and social exclusion?*
- The most powerful way to end this session is to ask the group to look once again at where the characters are standing.

Facilitator Notes:



- *The key messages from the Game of Life can be lost if too many variables are introduced, it is better to stick with just gender and disability as the focus, and not also introduce socio-economic variables.*
- *Role-plays must focus on inclusion and should be sensitive to people with disabilities and not negatively stereotype.*

E4: Disability: barriers to participation



Objective:

To explore the types of barriers that children with disabilities may face and how to overcome these



Duration:

40 mins



Resources:

Flipchart paper, Post-its and pens, A5 cards



Activity:

- Ask participants individually to write down on Post-its all the barriers that they would face if they were disabled – use one Post-it for one barrier.
- Group participants into small groups of 3 or 4 people.
- Within each group ask participants to share the barriers they have identified with each other and to identify between 5 and 8 for the group and write these down on A5 cards.
- Facilitator collects up a card in turn from each group and clusters them into themes.
- In the plenary take each theme in turn and discuss how each can be addressed to ensure full participation of children with disabilities.



F. Tools for engaging with marginalised C&YP and different stakeholders

The sessions in this theme provide a range of tools for engaging with community members and children and can be used to facilitate dialogue and planning in communities. They provide further examples of tools that are associated with participation learning and action, participatory appraisal or participatory action research. Others included in this training manual include:

- **Role-play**
- **Mapping**
- **Ranking lines**
- **Drawing and discussion**
- **Clustering, grouping and scoring ideas**
- **Daily routine on a clock, or pie of different tasks**
- **Venn diagrams to explore power and relationships**
- **Sociogram to explore power in communication**
- **Group action planning**

Some of the benefits of using these more visual tools in the training and the ongoing work are that different people, including those with low levels of literacy, can be involved and interact with people in positions of power thus helping to level power relationships (for more information see Robert Chambers' work referenced in Section VI).

There is also a change in power relationships by working **with** rather than working **on behalf of** or **for** children (Recall Session B2). One of the most empowering approaches can be supporting research and programming **by** children, giving them the lead with adults helping them to achieve their objectives (see work by Berry Mayall and Mary Kellett, reference provided in Section VI). The following activities support this approach.

CASE STUDY UYDEL, UGANDA

Uganda Youth Development Link [UYDEL] is a Ugandan NGO that works with young people on issues such as child rights, sexual health, HIV prevention, trafficking and substance abuse. The organisation has 5 outreach posts in the most disadvantaged slum areas of Kampala. UYDEL offers services such as counselling, vocational and life skills training to young people. One of UYDEL's core values is participation.

Like most NGOs, ensuring accountability is a key issue. Accountability can be defined as 'how you ensure and demonstrate responsibility'. UYDEL realised that to act responsibly they had to enhance participation, not only in their projects but throughout every aspect of their work. In conjunction with De Montfort University, UYDEL piloted a new model of working, known as Participatory Inquiry in Practice [PIP]. PIP gives practitioners time and space to improve participation and to enhance accountability. Young beneficiaries are voted by their peers to become PIP group members and the elected young people then help ensure that the voice of young people is represented within the NGO.

The contribution of the PIP group has been wide ranging. Providing training to the PIP members was a key first step, empowering them with the knowledge and skills to take forward the issues that were important to them and their peers. The 20 PIP group members then selected issues that they wished to take forward and conducted their own youth-led research with over 450 individuals. Armed with this detailed information, they have since established their own business and designed an advocacy campaign on crime in slum areas. They have also had a direct impact on key aspects of UYDEL's work, contributing to UYDEL's strategic planning, project monitoring, evaluation and dissemination.

The messages from young people are clear:

'We want to solve poverty, because poverty begins with us'

'PIP makes us feel good because our voices are being heard'.



For more information on the work of UYDEL visit their website www.uydel.org

Session F1: Identification of institutions and their levels of involvement in CYPP



Objective:

To provide participants with the skills to identify relevant organisations and their relationship with each other



Duration:

60 mins



Resources:

Cameras, flipchart paper, markers, round shaped items e.g. pot covers, trays, plates etc. Flipcharts taped together to form a large mat in the middle of the room with a picture of a child drawn in the centre



Activity:

- Facilitator defines a child from an economic, socio-cultural and political point of view
- Participants are asked to identify institutions/actors that are responsible for C&YP and can influence children and young people's participation such as school, home, NGOs, church, mosque etc.
- The facilitator then explains that each actor/institution is represented by one of the circular objects, the larger the object the larger field of power this actor/institution has.

- Participants are then asked to choose an appropriate size for each institution/actor and place the physical item on the flipchart mat.
- The choice is then discussed with the wider group until general agreement is reached and a circle is drawn around the item showing the level of involvement of institutions in CYPP.
- The circles are placed overlapping each other to indicate the strength of the relationship between the institutions/actors.
- The Venn diagram is displayed on the ground for observations and comments.

Facilitator Notes:



- *As this is a large group discussion the facilitation team must control levels of involvement and if needed indicate children to participate when adults are dominating.*
- *Facilitator should remind participants that they can use the objects more than once.*



Session F2: Mapping as a tool for engaging with C&YP



Objective:

To understand how mapping is used as a method of engagement



Duration:

90 mins



Resources:

Materials – any available (stones, rope, boxes, bottles, leaves); camera & computer (for documentation of physical maps); paper and felt pens (for drawing the map)



Activity:

- Lead facilitator introduces the concept of mapping to identify locations of safety explaining that maps can be drawn on paper or made using physical objects.
- Participants are divided into 4 groups. Two groups are asked to do a physical map on the ground using materials available. The other two groups are asked to do their mapping on paper.
- The groups are asked to draw a map of the route from the town centre to where the training is taking place and identify significant landmarks on the way.
- All the groups rotate to see the maps of other groups. This serves as an example of how to do mapping.
- Facilitator asks the group how they found the exercise, drawing out points that illustrate the suitability for involving CYPP in this process (e.g. active, based on local knowledge that C&YP already have, simplicity, etc).

Facilitator Notes:



- *Every group member should have an opportunity to participate in physical mapping or drawing.*
- *The exercise is an opportunity for on-the-spot learning and prepares participants to facilitate a mapping exercise in the community.*

Session F3: Mapping exercise in the community

It is almost impossible to imagine what a more participatory process might look like, or imagine that marginalised girls and boys have important perspectives to offer. The only way to convince you will be to see it for yourself! Exchange visits can be very helpful to learn from projects and organisations that have been able to achieve more meaningful participation.

Another important aspect of training is to get out into the community and use the facilitation skills participants have learnt. Carrying out some participatory exercises in the community can really help participants to understand what a difference their facilitation makes to the process and to understand how to engage with children and adults. Of course proper introductions should be made to ensure that expectations are not raised and this should only be done after developing an ethical and safety framework.



Objective:

To enable participants to conduct a mapping exercise in the community



Duration:

165 mins



Method:

This involves fieldwork and involving non-participants of the workshop



Resources:

Cameras to capture pictures of the physical maps, locally available materials, paper and pens (for drawn maps)



Activity:

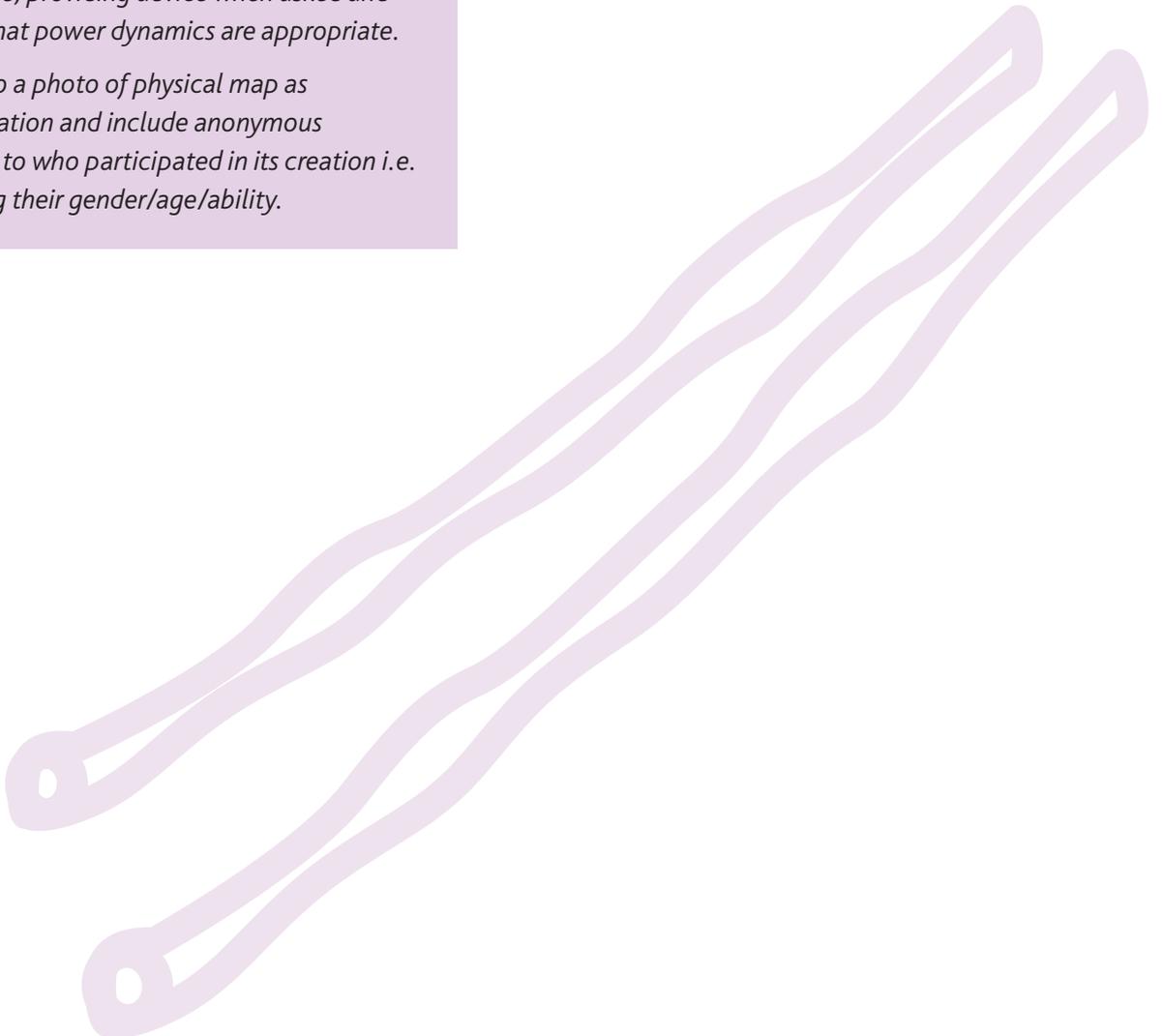
- Prior to carrying out this activity, permission to carry out the activity in a school and/or community space must be sought from the relevant authorities.

- The two groups from exercise F3 now swap roles. That is, the group who completed the physical map does the drawn map and vice versa.
- Accompanied by facilitators, one group goes to busy places in the local community and, using the drawn map, asks children in the community to identify safe and unsafe areas on the map. These are marked down on the map.
- The other group heads for a school and works with children to identify safe and unsafe areas shown on the physical mapping. Again, these are marked down on the map.
- The whole group returns from the field and the drawn maps are displayed in the main workshop room. Digital photos of the physical maps are shown on a laptop computer to the group.
- The lead facilitator summarises what is shown by the maps and invites participants to give opinions on the experience and on how the safety concerns raised are relevant for CYPP.

Facilitator Notes:



- *Facilitator identifies locations for fieldwork in advance and seeks permission from relevant authorities to conduct activity.*
- *Facilitator obtains permission for photo taking and for participation of children in the exercise.*
- *Safety concerns must be paramount. This will include the proper supervision of children and young people to ensure that they are not at risk.*
- *Consideration should also be given to the use of cameras (if they are expensive) in areas where it may not be safe to do so.*
- *Facilitator should step back from the activity and allow participants to take the role of facilitating the exercise, providing advice when asked and ensuring that power dynamics are appropriate.*
- *Good to do a photo of physical map as documentation and include anonymous references to who participated in its creation i.e. monitoring their gender/age/ability.*



G. Achieving more meaningful communication and collaboration

It is necessary to address the ways in which people communicate with each other highlighting adult-child and gender power relationships. There are a couple of useful ways to address both body language and the way in which people interact with each other.

Session G1: Power dynamics and Communication



Objective:

To highlight importance of considering power dynamics



Duration:

45 mins



Resources:

None



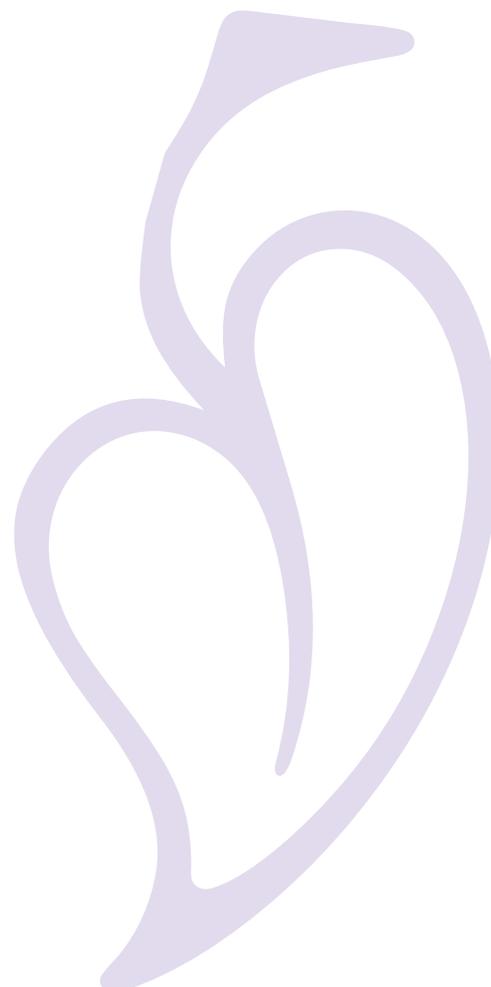
Activity:

- Split participants into groups of 3-5 people
- Ask each group to prepare a freeze-frame/statue that depicts CYP being interviewed by adults.
- Ask half of the groups to depict a situation of poor power dynamics and the other half to depict a situation of good power dynamics.
- The groups depicting poor power dynamics present their freeze-frame/statue first to the participants and the trainer facilitates a discussion around the issues raised.
- The groups then present the good power dynamics freeze-frame/ statue and the trainer facilitates a discussion around the lessons to be learnt in addressing issues of power.

Facilitator Notes:



- *The reaction of the adults present in the training can be one of surprise at the freeze-frame/statue presented. It is important the trainer moderates the discussion and manages the reactions appropriately.*
- *A variation of this exercise is for the observers of the freeze-frame/statue to interpret whether the body language is good or bad and discuss why.*
- *This activity also serves as an energiser, so you could consider facilitating it at the beginning of the afternoon.*
- *This session also serves as introduction to the next session.*



Session G2: Importance of communication in groups



Objective:

To be aware how different levels of power/influence affect interactions between individuals



Duration:

60 mins



Resources:

Flipchart paper, pens, markers



Activity:

- The facilitator asks participants to identify a topic for discussion that is of interest/relevance to all participants
- Participants are then placed randomly into three groups, each group comprising all age groups. Each group should form a circle.
- The facilitator identifies one person in each group to be a note-taker and briefs the note-takers during a break, away from the other participants. The trainer explains to the 'note-takers' that they are to fulfil the role of 'secret observers'.
- The task of the secret observer is to record the patterns of discussion in the groups. They do this by drawing a diagram of the group with people's names in order around a circle. Each time a person speaks, the observer should draw a line between the people speaking and a tick mark next to who speaks.

- At the end of the group discussion, the observer shares their chart (with names of members and the lines of communications between them) with the larger group and also shares their impressions from the role assigned to them.
- The groups rejoin together and the charts are shared with everyone. The facilitator encourages everyone to think about what encouraged or blocked children's and young people's participation in this scenario for instance.

Facilitator Notes:



- *This is very effective as long as the groups are of mixed power dynamics so that the difference of communication and the exclusion of some are noted. If the groups are of similar power then the tool is not appropriate.*
- *The note-takers/secret observers may be participants that have more experience in training/facilitation and have helped out co-facilitating in the earlier sessions.*

H. Sharing personal experience from different programmes and settings

Facilitator Notes:



- Showing pictures of different ways of involving children and young people stimulates interesting discussion.

Session H1: Sharing our experience



Objective:

To apply lessons learnt from CYPP processes in other parts of the world



Duration:

60 mins



Resources:

Photos, video



Activity:

- Trainers need to come prepared with examples of CYPP from other projects/programmes/regions/countries.
- Share the media you have, e.g. video, to the whole group and facilitate a discussion drawing out participants' own experiences and links with the case study.
- If you have laminated photos of different examples of participatory action research involving C&YP consider getting participants into small groups to discuss these and share their reflections with the wider group.

CASE STUDY CPA, THE GAMBIA

“Most of the time, adults are the ones making the decisions for us. They often think children must obey the rules. But at the end of the day, when it is not working out, they put the blame on children. Actually, they have to be the ones to be blamed because they haven’t asked our opinions about the rules.”

‘Voice of the Young’ member, 15 years old

The Child Protection Alliance (CPA) is a national network of 48 organisations in The Gambia working for and with children, focused solely on child rights promotion and protection. In October 2002, CPA established an advocacy group called Voice for the Young composed entirely of children and young people under the age of 18. Although the group is supported by 2 Youth Workers, they have their own governance structure, annual work plan and are represented on the CPA Board.

CPA has found that training young people is essential when promoting CYPP. Over the years, Voice of the Young have received training on areas such as advocacy, child rights and child protection, media, presentation and public speaking skills. Armed with the right training, these children and young people have become their own best advocates and achieved significant changes in issues affecting their own lives.

As well as promoting much greater participation in policy dialogue, Voice for the Young have contributed directly to changes in law in The Gambia. This includes the enactment of the Children’s Act 2005 and the Trafficking in Persons Act 2007, as well as gaining the Government’s commitment to establish a Ministry for Children’s Welfare. At a more local level, the 12 Voice Clubs that have been established in schools have all achieved the prohibition of corporal punishment within their school.



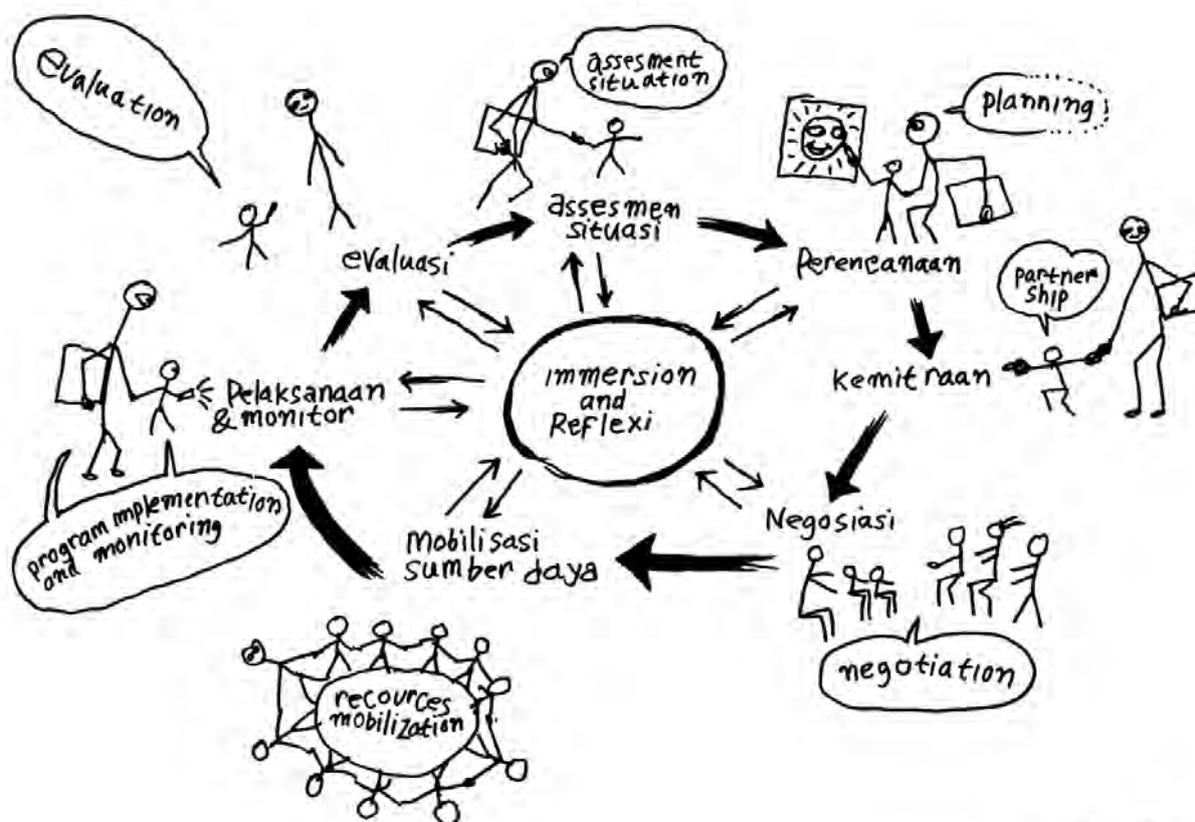
Promoting participation in advocacy has not been without its challenges however. In The Gambia suspicion remains about the legitimacy of child rights and the value of participation in decision-making. Policy makers can be unpredictable and although law reform is an important prerequisite for policy change, it is not sufficient to guarantee children’s rights. That said, the impact of children and young people’s participation in CPA’s work is clear and is set to continue.

For more information about the work of the Child Protection Alliance, visit their website at www.cpagambia.gm

I. Evaluation of different levels and types of participation in the community and the organisation

The sessions in this theme address the issue of children and young people being involved throughout the project cycle.

It is important to run this session after the work on models in CYPP as this involves putting different aspects of the organisation's work and CYPP in the community on a spectrum from 'no participation' to 'lots of participation'.



moe/10.

I1: Participatory tools for evaluation



Objective:

To introduce participants to a range of participatory evaluation methods



Duration:

60 mins



Resources:

Flipchart paper, Post-it notes, large felt pens



Activity:

Method 1: Ranking lines:

- Explain that line ranking can be done in different ways – by using drawings (example in I2) or by physically asking people to move.
- Then try out a physical ranking line: at one end of the room place a card with the words 'A lot' on it and at the other end of the room a card with 'A little'.
- Ask participants to stand on the line between the two cards that reflects their responses to a series of questions – e.g. "How much do you enjoy school?" "How much does your family listen to you?"
- Ask participants to share with the others why they have stood where they have and to identify what is needed to enable them to move up the line.

Method 2: Diamond ranking

- Write 9 different types of activities that organisations do with young people on cards (one per card).
- In groups of 3 or 4 participants ask each group to arrange the 9 cards in a diamond shape, with the best activity at the top and the worst at the bottom.

- Each group needs to come to a consensus on the group's decision.
- Each group shares their ranking with the other groups.
- Facilitate the plenary discussion with the following questions: How easy was it to come to a decision on the ranking; How is this exercise different from just writing a list of good and bad activities?

Method 3: Hot air balloon

- Draw a picture of a hot air balloon on flipchart paper
- In the large group facilitate a discussion of each area of the balloon:
 - *Who needs to be on board (the basket)*
 - *What needs to be in place to take off (the balloon)*
 - *What is holding it back (the ropes)*
 - *What will make it fly (the sky above balloon)*
 - *What might blow it off course (the wind)*

Facilitator Notes:



- *Of course, there are many more participatory methods for evaluation and you can create your own. Many of the techniques described in previous sessions can be adapted for evaluation.*
- *Section V – Resources provides links to a range of evaluation methods.*

CASE STUDY: THE CONCERNED FOR WORKING CHILDREN, INDIA

In the Indian state of Karnataka, bi-annual meetings of all the people in a village (known as Grama Sabhas) form a key component of decentralised government, making decisions over budgets and selecting beneficiaries for services. In 2002, ChildHope's partners, The Concerned for Working Children (CWC) created children's village meetings (Makkala Grama Sabha's) to ensure that children could raise the issues that were important to them. The government were impressed:

"I have attended many adult Grama Sabhas. Rarely do elected government officials have such a depth and quality to their information, about the problems or the solutions"

Viany Kumar Sorake, MP

The impact was ground shifting and in 2006 resulted in a Government mandate requiring children's Makkala Grama Sabhas to be carried out throughout the state.

As revolutionary as this was, participation in local governance must go beyond children and communities "having a voice" regarding local issues, and must extend to the creation of accountability and social monitoring mechanisms. Information should be publicly available so that the process of identifying issues and solving them in local governments is monitored and properly tracked.

Red ribbons for child participation

Achieving an accessible mechanism for monitoring and tracking local government can appear complex, but the children of Maravanthe came up with a deceptively simple solution. They decided to tie red ribbons on a tree located at a prominent location in their Panchayat (local government district). Each red ribbon signifies a problem and as each issue is addressed, the red ribbon will be untied and a white ribbon, signifying resolution, tied instead.

This is a very powerful way to inform the community of issues raised in the Panchayat, and also to put pressure on the local government about the prevalence and urgency of unsolved issues. The system has been adopted by children in many different Panchayats but with modifications based on the children's own ideas and suggestions. For example, in some areas children prioritise their issues by tying bigger ribbons for issues they consider more urgent or important, such as alcohol abuse or dangers from stone quarrying. In another Panchayat, it was noted that the size of the ribbon was not enough of an indicator and the issue itself was written on the red ribbon to identify problems which were still pending resolution.

Enabling children to develop mechanisms for participation

This mechanism of monitoring is very significant in that it has been completely developed by children themselves and is a way in which children can appropriate public spaces. Such an appropriation of public spaces by the children helps to reduce their vulnerability and gives them ownership of their information and research. The whole community is witness to their efforts and any attempt to threaten the children would be open to community scrutiny.

If you would like to find out more about the work of CWC, visit their website at

www.concernedforworkingchildren.org



Photo provided from The Concerned for Working Children Archive

Session 12: Rating levels of CYPP in the community and organisation



Objective:

To evaluate the degree of CYPP and identify steps to increase participation



Duration:

60 mins



Resources:

3 prepared flipcharts with line ranking on them (one for school, one for family and another for the community), pens, markers



Activity:

- Facilitator explains the linear ranking: one end has a smiling face to indicate that you are happy, on the other end is a sad face to show you are not happy and you can rank your responses anywhere between them.
- The participants are then divided into three groups: children and young people, CBO representatives and staff from NGOs.
- Each group is asked to discuss the levels of CYPP in different environments – schools, family and the CBOs in their communities.
- After a thorough discussion, participants are asked to post their views of the level of participation in each of the 3 environments on a scale from low to medium to high levels of participation, using the prepared flipcharts.
- Finally the participants are asked to reflect on how the low participation ratings can be moved to a higher level wherever applicable in the community settings.

Facilitator Notes:



- Facilitator to be prepared to share their experiences and rate levels of participation.
- It is also good to ensure adequate discussion of the participants' own examples.



I3: Developing indicators



Objective:

To introduce pair-wise ranking as a participatory evaluation tool for evaluation programmes and activities



Duration:

90 mins



Resources:

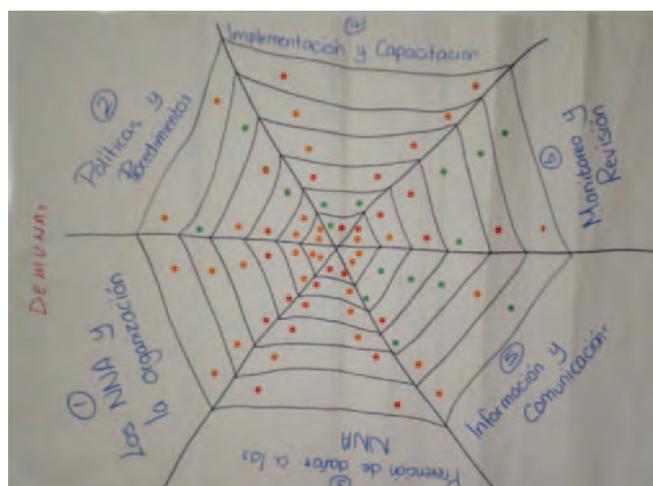
Flipchart paper, Post-it notes, large felt pens



Activity:

- Split into small groups and ask the groups to list up to 5 activities that the organisation provides to support young people – these are written onto A5 cards
- Then the groups have to take each one and compare systematically with the others in turn. Ask the question: "Which was better for you: Activity 1 or Activity 2?"
- This is then followed up by asking "Why was the activity better for you?" The 'why's are written down on a sheet of flipchart paper and become the indicators to evaluate the activities/projects.
- Continue and ask "Which was better for you: Activity 1 or Activity 3?", and again ask "why?" Repeat this exercise until all activities have been compared with each other.
- The group then comes back as a whole to present their indicators.
- The facilitator identifies re-occurring or similar indicators across the groups.
- Once the indicators have been identified, introduce the spider diagram matrix and write the indicators on the outside of each section of the spider matrix.

- Hand out sticky dots to participants and ask them to assess how well the training has met each indicator by placing the sticky dot in the boxes in the scale that best reflects their evaluation of that indicator (1-5, with 1 being highest and on the outside of the web and 5 being lowest and the inner most segment of the web).
- The facilitator sums up the evaluation and draws out comments about the experience.



Facilitator Notes:



- Developing community-based indicators and scoring these on a matrix is a very effective way of enabling participants to articulate their criteria for successful outcomes and assessing them.
- For other activity examples, refer back to process session – 'Evaluating the training event'. This describes some alternative ways of developing indicators.

I4: Review of organisation's M&E system



Objective:

To assess the scope for integrating C&YP's indicators into existing M&E system



Duration:

60 mins



Resources:

Flipchart paper, Post-it notes, large felt pens



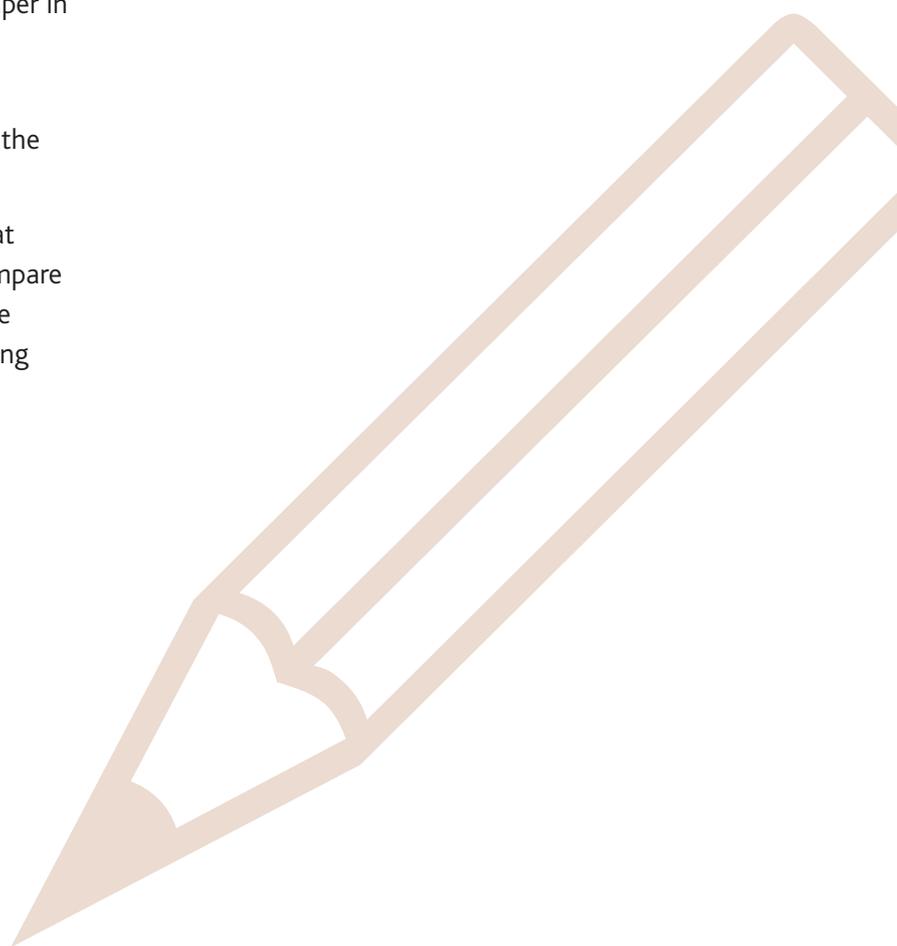
Activity:

- Develop CYP's indicators for your organisation's activities/projects using the techniques described in Session I3.
- Write these indicators on a flipchart paper in one column.
- List in an adjacent column your organisation's indicators for evaluating the organisation's projects/activities.
- Facilitate a plenary discussion looking at how the two columns of indicators compare and how the C&YP's indicators could be integrated into the organisation's existing M&E system.

Facilitator Notes:



- *Before conducting this session it is important that the organisation is open to addressing and integrating at least some of the C&YP's indicators. If this is not possible this exercise will raise expectations that will lead to disappointment on the part of participants.*



CASE STUDY: MKOMBOZI, TANZANIA

Most Significant Change (MSC) technique was developed by Rick Davies as a participatory form of monitoring and evaluation. MSC provides a way in which a wide range of project stakeholders, including children, can be involved in both the collection and analysis of data. No specialist knowledge is required. In fact the technique is wonderfully simple: anyone can tell stories about events which they consider important in their own lives and in their communities.

ChildHope's partner, Mkombozi have been using this technique since 2008. Children and community members are asked to look back over the past month and identify the most significant change in the quality of people's lives within their local community. As the example below indicates, children's own words paint a vivid picture of the impact of Mkombozi's work:

"I was collecting scrap metal when they took me to the centre and I received different services such as education, clothing, and to be taken to play sports. Now I am at home. This is how Mkombozi is good and they should be given a lot of praise, I am very thankful to all of the teachers and social workers. Thank you. It [THE CHANGE] is good because I know how to read and write. I have developed and now I have good behaviour and respect both elders and those younger than me. I have stopped hanging out with those bad groups who steal things. Because I have been reunified at home and have begun to build my future life, and know how to use my time effectively for work."

For Mkombozi, however, the value of MSC stories extends beyond simply describing the work – it actually helps them refine what they do. For each story that is collected, the individual must identify why the change was significant and why it was more significant than other changes that may have occurred in the same period of time. This information then helps Mkombozi analyse the different levels of impact of their work and refine its interventions and values according to the changes that children and young people want to see for themselves.



For more information about Mkombozi, visit their website at www.mkombozi.org

For more information on Most Significant Change (MSC) technique, visit <http://www.mande.co.uk/docs/MSCGuide.pdf>

J. Action planning for future CYPP

This needs to be carried out on the last day as many of the actions identified to improve CYPP arise from previous exercises in the training.

Session J1: Action Planning



Objective:

To develop an action plan for CYPP



Duration:

80 mins in total with a tea break after the first hour or group discussion



Resources:

Flipcharts, pens, markers, colourful Post-its



Activity:

- The process documentation from all the previous days' discussions is made available to the participants in the workshop, by sticking them on the wall in the order in which the sessions occurred.
- Everyone is asked to go through the documentation and choose or reflect on at least one action that they would like to take up in the next few months in order to ensure CYPP in their own communities.
- The participants are then grouped into three: the C&YP group, the NGO group, and the CBO group. Each group is requested to discuss the actions mentioned and to collectively prioritise at least 5 actions for each group.

- Either while the groups are working or as preparation before the activity, a flipchart consisting of columns to display actions, strategies, responsible bodies, resources and remarks is drawn by the facilitators and posted on the wall.
- Each group then posts five actions prioritised by them in their groups and explain reasons as to why they were prioritised as opposed to other possible actions (naming a few). The facilitator should keep a close eye on similar actions and club them together on the flipchart.
- After all the actions have been shared, overall strategies are discussed with all participants for greater ownership.
- A core group is identified by the participants to take the action plan forward, with support from the facilitators.

Facilitator Notes:



- *It may be that the actions developed by participants are broad and need to be pinned down. The purpose is just to get a sense of items to take forward after the workshop and the facilitators should not make it look like a task that has been assigned to them to ensure that actions are rigid and cannot be changed. In fact, it is realistic for the plan to be reviewed on another date to see how realistic it is and what can be achieved within a specific time frame.*

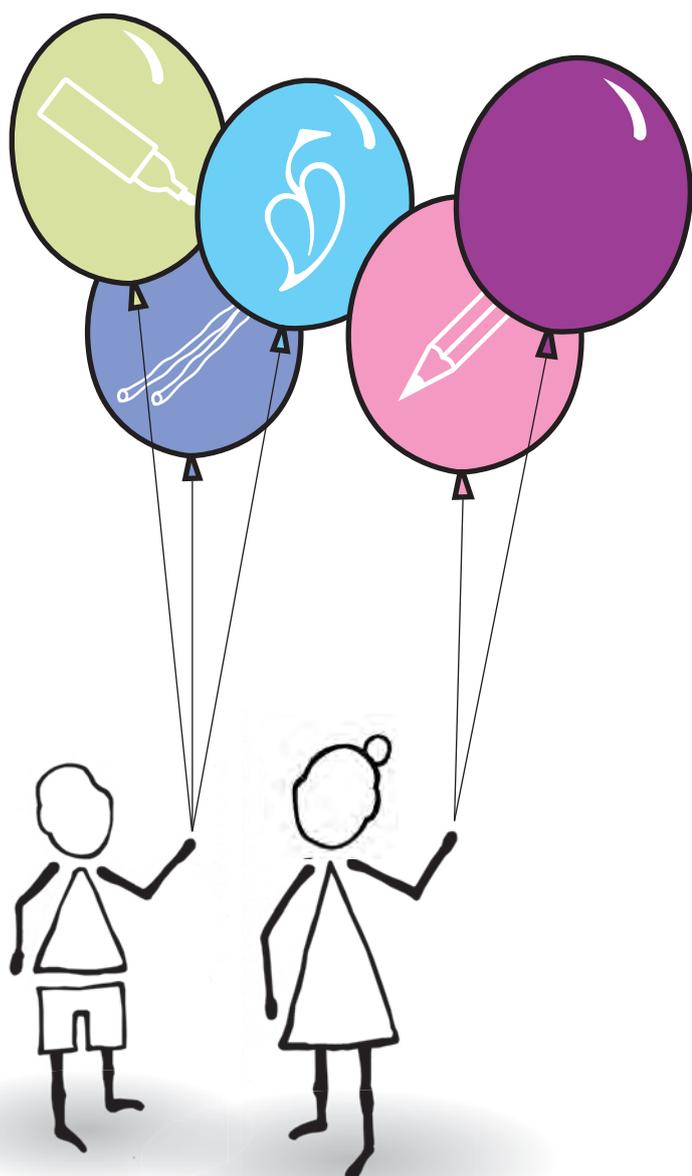
V. Trainer Briefing Notes

Trainer Briefing B1: Hart's Ladder of Participation

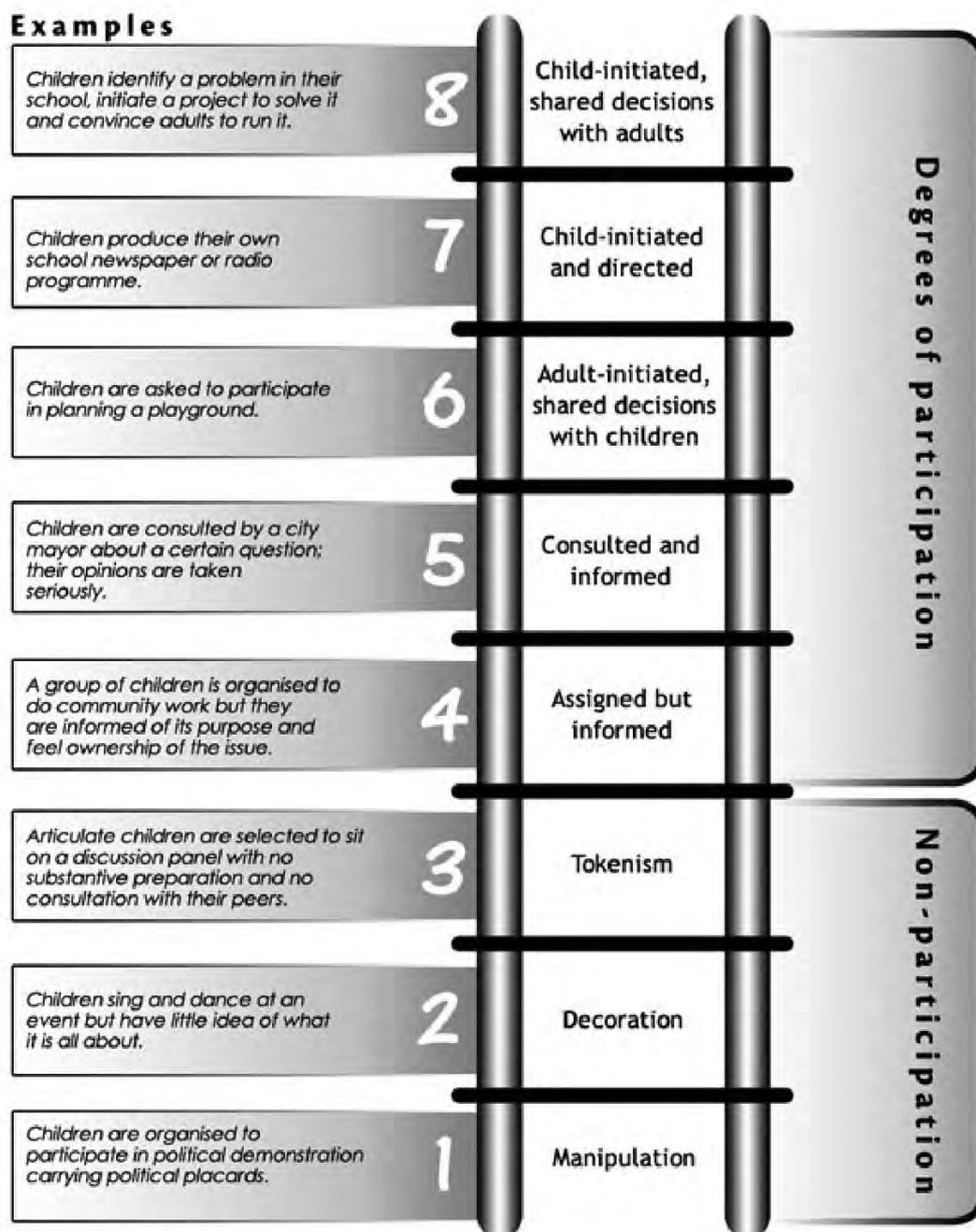
Sherry Arnstein first developed the concept of the ladder of participation in the 1960s as a framework for examining power structures and levels of citizen participation. In the 1990s, Roger Hart applied the ladder concept to the context of children and young people's participation in decision-making.

The ladder has become one of the most influential tools for examining the nature of children and young people involvement in decision making and in an organisation's work. Implicit in this model is that the higher up the ladder you are, the greater the level of participation. It is worth noting that there are other models which challenge this linear understanding of participation and these are explored in the next session (B2).

To familiarise themselves with the ladder model, participants are asked to come up with examples of CYPP in their own organisations or communities and categorise them onto different rungs of the ladder. The ladder should be drawn on prepared flipcharts for the groups to use during this activity. To provide clarification, you can use some of the examples provided in the diagram opposite.



Examples



Source: Compasito: www.eycb.coe.int/compasito/chapter_5/10.html

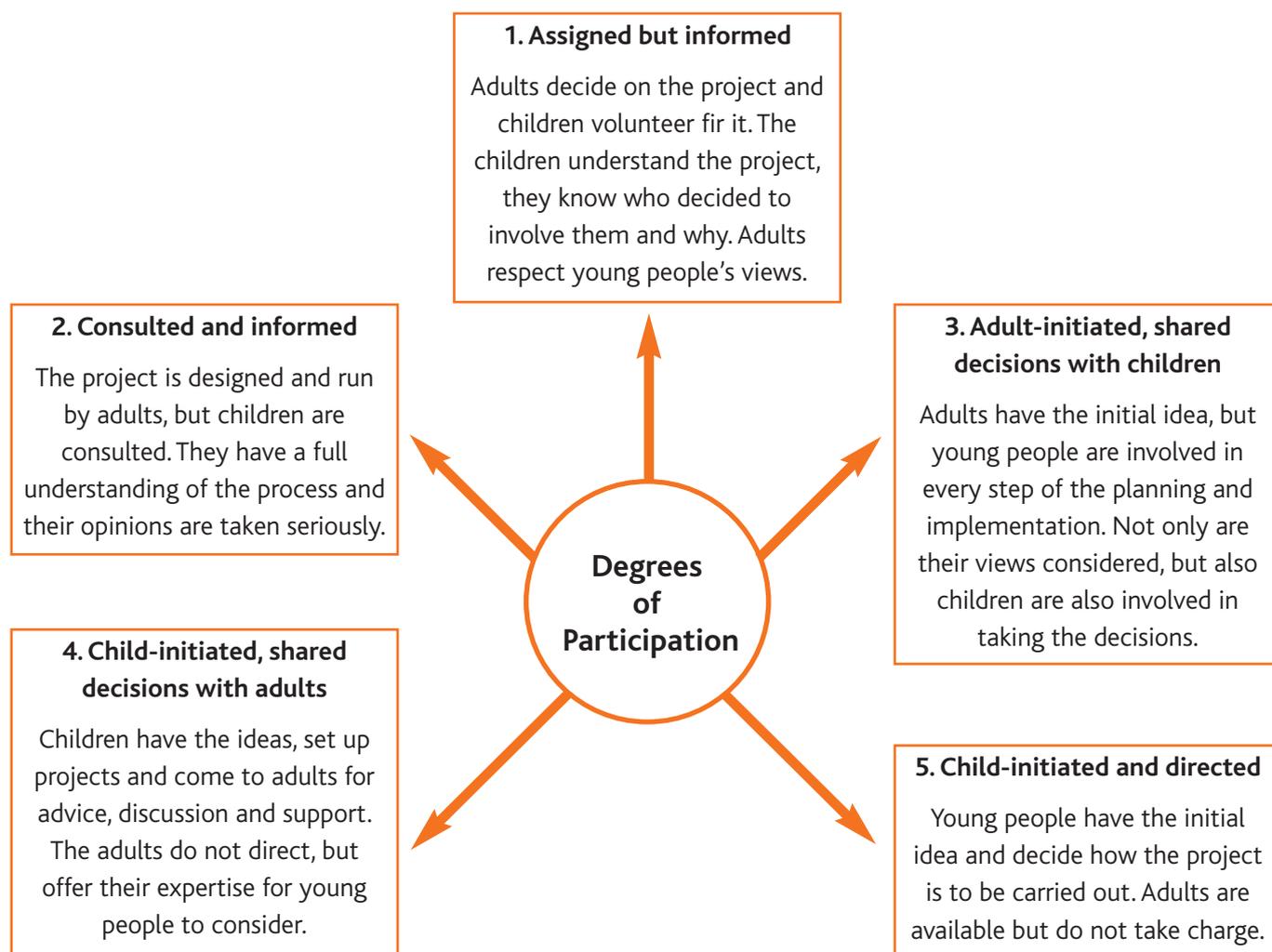
Trainer Briefing B2: Other Models of Participation

Whilst the ladder of participation can be extremely useful, some feel the concept is too linear and fails to recognise that different levels of participation may be appropriate under different circumstances and in different contexts.

Treseder's Degrees of Involvement

Phil Treseder's model, 'Degrees of Involvement' uses the categories 4 to 8 of Hart's ladder (all types of participation, as opposed to non-participation) but presents them in a circular (non-linear) way.

The key message from Treseder's model is that each degree of involvement may be appropriate depending on the objectives of your organisation and the activity in question.



To illustrate this, you may want to use examples from your own experience or refer to case studies contained in this manual.

- Mkombozi, Tanzania (Page 68): The Most Significant Change technique was developed by adults and adapted through children's involvement in planning and implementing the M&E methodology. This illustrates the 'adult-initiated, shared decisions with children' degree of involvement.
- URHB, Uganda (Page 43): The children represented on committees to provide input into the development of Child Protection policies for schools. In this example they are 'consulted and informed'
- Butterflies, India (Page 34): The development of this co-operative project was initiated by and is run by children thus illustrating 'child-initiated, shared decisions with adults' degree of involvement.

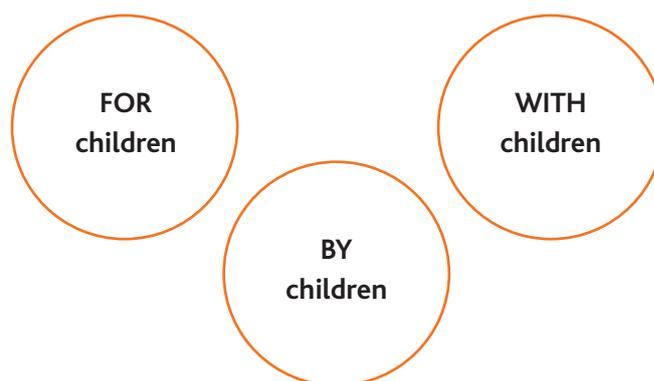
All these examples illustrate appropriate and meaningful participation and involvement of C&YP in projects and the planning process. However, they all represent different 'degrees of involvement'.

To prepare for the session, reproduce the model above on flipchart paper.

Kellet's For Children, With Children, By Children

Kellet offers another way to think about the involvement of C&YP in action planning by splitting different forms of participation into three categories – planning FOR children, planning WITH children and planning BY children. Although the model presents the levels of participation in a non-linear form, you can see that the 3 categories "by children", "with children" and "for children" relate directly to the top three rungs of Hart's ladder. Kellet's model offers a practical tool for organisations to categorise their involvement activities with C&YP, and communicate it to C&YP as well as other stakeholders. Like Treseder's 'degrees of involvement' model, this model of CYPP avoids the hierarchical representation of CYPP implicit in Hart's ladder.

To prepare the session, draw three circles on flipchart paper and write in one: "FOR children"; another, "WITH children"; and in the third, "BY children".



Have a look at the other models of participation presented in Participation Models: Citizens, Youth, Online (2011) - http://www.nonformality.org/wp-content/uploads/2012/11/Participation_Models_20121118.pdf. As you become confident using the material in this manual you should include more of the models in Session B2. Choose those that are most relevant to your audience and the type of work that they do and the ways in which they involve children.

Trainer Briefing C1: Contextual analysis – policy, local institutions, culture and beliefs relating to CYPP

Whilst the ladder and other related concepts are useful in helping us think about different forms of participation within our organisations, they don't explicitly address the impact of the context in which the work is set. In order to help us get an even better understanding of how we can facilitate and enable CYPP, we need to analyse the context in which we work and in which children live as this will influence the degree and nature of participation.

These contextual factors and influences have been captured in Vicky Johnson's Change-scape depicted below.

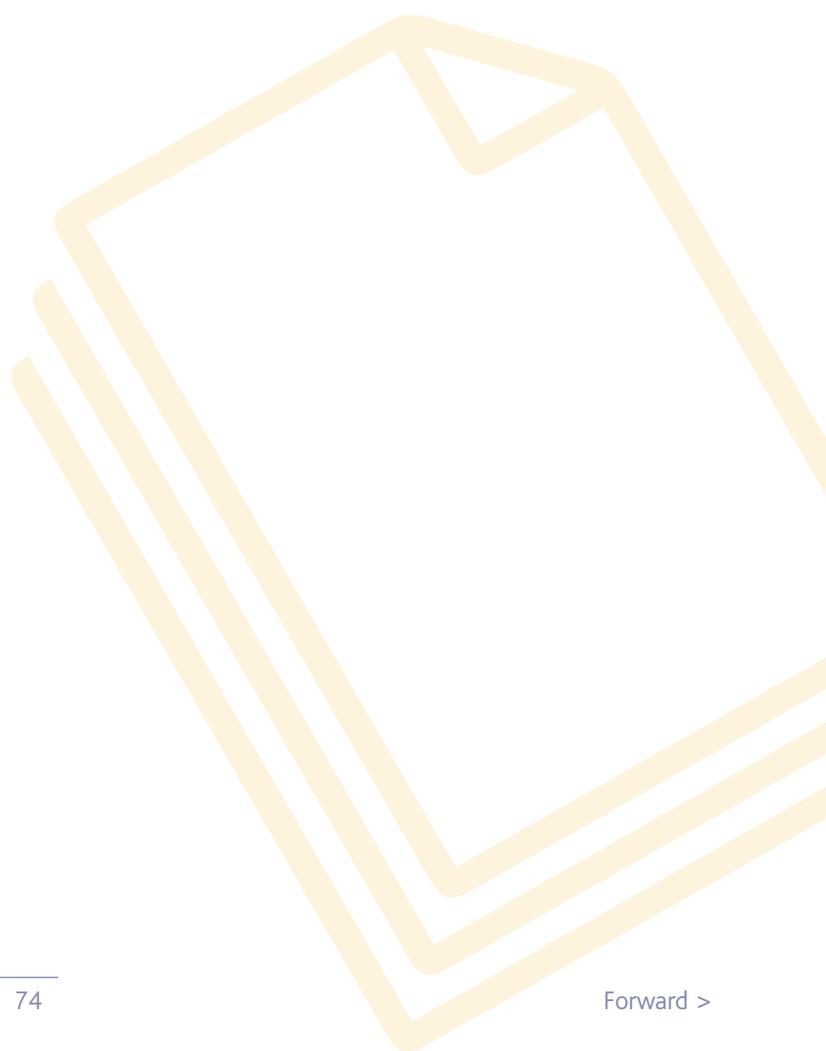
In this model, there are 3 concentric circles with the C&YP at the centre of this process. Placing the C&YP here recognises that it is not only external factors that affect the level of participation but there are factors within the C&YP themselves that need to be considered. This includes Identity (e.g. ethnicity, caste, gender, disability) and the level of interest each person has in participating. During the pilot with partners in Sierra Leone, the trainers identified 'Inclusion' that C&YP experience in decision-making and planning processes as another factor influencing C&YP and, in discussion with Vicky Johnson, this has been added as the third "I" in the model.

Surrounding the C&YP are the groups and individuals that can help or hinder attempts to promote CYPP. Successful participation and engagement with C&YP will depend upon the degree of commitment there is for genuine engagement and dialogue, the capacity and confidence of our staff to facilitate participatory processes. We also need to consider whether we are champions of CYPP. These factors are depicted by the arrows that cut across the 3 circles.

Finally, the outer circle considers the external forces that can influence CYPP. Local and national policies, institutions – of state and religion – cultural beliefs and values, and the physical environment in which the participation takes place will all have an influence.

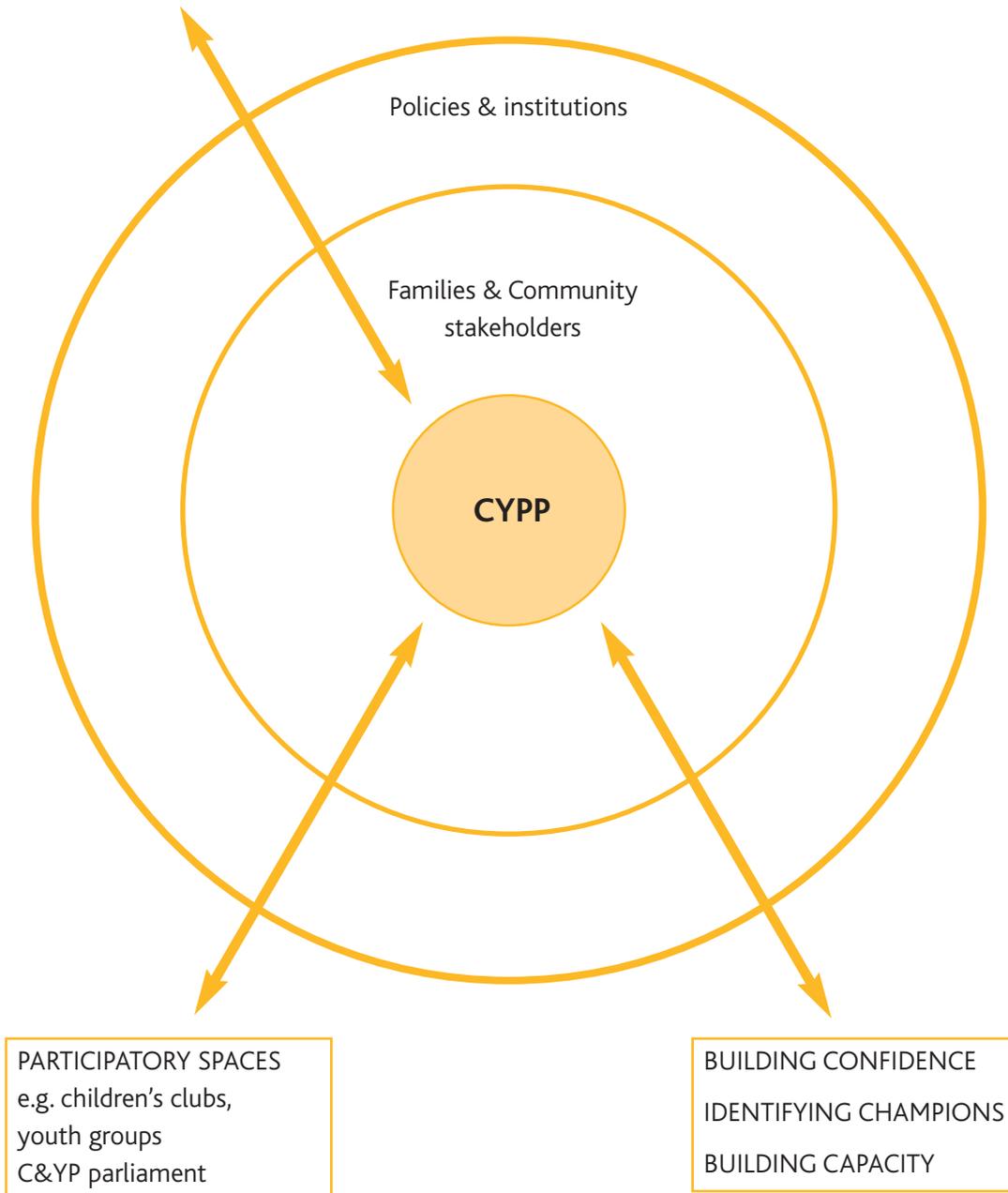
Again, the arrows show factors that can help promote participation at this and other levels. This includes ensuring that reports and verbal feedback are communicated in child-friendly language and the creation of participatory spaces, where C&YP feel safe and secure. This may mean that decision makers travel to where the C&YP are so that the participation is in places where the C&YP normally spend their time so that they feel comfortable and "at home" in the space.

For Session C1 reproduce the diagram for each group and follow the steps detailed in the training session.



COMMUNICATION e.g. using different media – song, dance; Child friendly reports & Language

COLLABORATION e.g. taking decision-makers to where children are

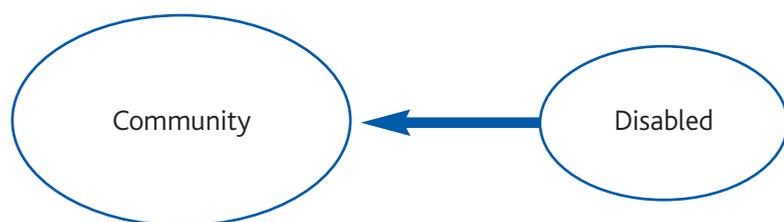


This diagram has been adapted from Johnson, V (2011) 'Conditions for Change for Children and Young People's Participation in Evaluation: 'Change-scape'', in Special Issue: Child Indicators for Diverse Contexts, Child Indicators Research, Springer Vol 4 No 4 October 2011 pp 577-596

Trainer Briefing E2: Models of Disability

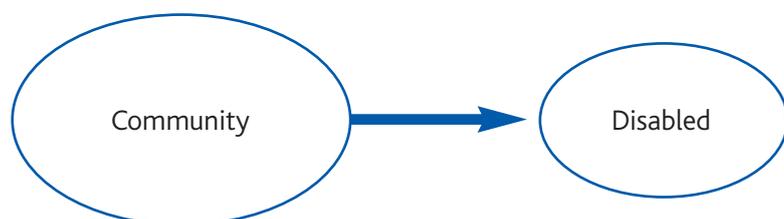
There are several models, or ways of understanding, disability:

Medical model: regards disability as a "problem" that needs to be addressed. This model explains disability in terms of medical conditions and seeks to resolve problems arising through disability by way of medical interventions. For example, blindness can be addressed through provision of a guide dog, the inability to walk through surgery and/or provision of a wheelchair.



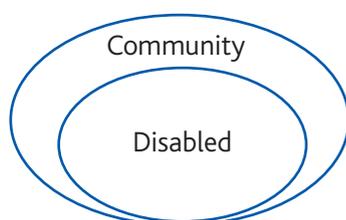
Disabled people in this model are represented as pulling resources

Charity model: views people with disability as needing extra help from the wider community. This model argues that the difficulties arising for people with disabilities can be addressed by others offering more help, motivated by concern, pity, or moral obligation. For example, donating money for specific causes.



In this model, the community is viewed as reaching out to disabled people and 'giving'

Social Model: Both the medical and charity model view disabled people as separate or apart from society. In contrast, the social model views disabled people as embedded and part of the community. Within this model, disabled people have equal rights to participate in community life. Factors or barriers that prevent full participation are the problems that need to be addressed, rather than the disability itself. Such barriers may include stigma, ignorance and resources.



In this model, disabled people are part of the community and have a right to fully participate in society

See World Vision (2011) *travelling together training manual* referenced in Section VI for more detail

Trainer Briefing E3: Game of Life – life story

For this session you need to have an open space free from tables and chairs as your participants will take steps up and down the room.

The story begins:

Your mother gives birth to you:

'One fine day, after a long wait of nine months, your character is born. How does your family feel when they see who you are? Make your moves.'

Note what might happen:

- family is very happy (non-disabled son born), two steps forward;
- quite happy (disabled son/non-disabled daughter), one step forward;
- not happy (disabled son), one step back;
- very unhappy (disabled daughter), two steps back.

'Now you are a bit older, and it's time to start thinking about school. How likely is it that you will be able to attend school? Make your moves.'

'Now you are 20. You'd like to get married, or form a relationship. How much do you think this will be possible for you? Make your moves.'

'You like to keep busy and want to make some money for your family. You try to get a job. How easy will it be for you to find one?'

'A few years go by. Everyone in your age group is having babies. How much will this be a possibility for you?'

Check if the disabled woman takes two steps back, or is instructed to do so by the group. Why did this happen? They may say it's because most disabled women are physically unable to have children – a common myth.

Two steps back may well be an accurate response for a different reason – disabled women often don't have children because society thinks they can't or shouldn't.

'Now you're in your 40s. You have a lot of experience of life. You want to help your community by becoming involved in local politics. How likely are you to achieve this goal?'

Source; World Vision (2011) *Travelling Together* pp27-28. Full reference in Section VI: Additional Resources

VI. Resources

In this section we provide a list of freely available on-line publications that can help you plan for your training events and provide examples that you can incorporate into your training sessions.

Web Portals and Networks

Children's Rights Information Network (CRIN)

CRIN is a global network that disseminates information about children's rights and participation. CRIN publishes a newsletter on children's rights and presents extensive information about children's rights and participation according to different themes.

www.crin.org/

Participation.net

Participation resource centre with a collection of over 5,000 documents about participatory approaches to development. Searches available by both topic and country.

www.pnet.ids.ac.uk/prc/index.htm

Institute of Development Studies

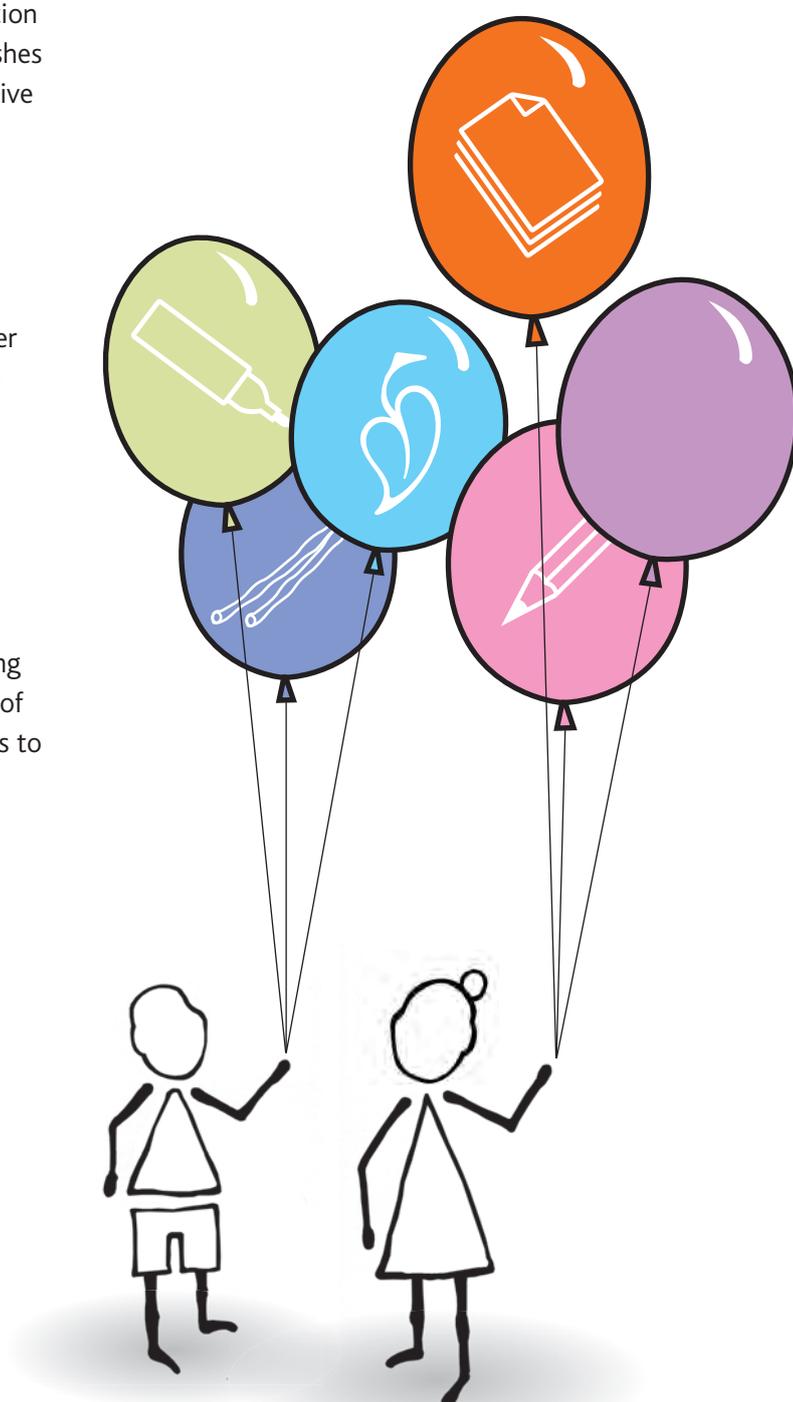
The home page of the Participation Group at the Institute of Development Studies is one of the leading sources of information on the research and practice of citizen participation and on participatory approaches to development.

www.ids.ac.uk/team/participation-power-and-social-change

Robert Chambers Archive on OpenDocs at Institute of Development Studies

This resource provides much material written by Robert Chambers on participation. For example: 'Relaxed and participatory appraisal: notes on practical approaches and methods'

<http://opendocs.ids.ac.uk/opendocs/handle/123456789/29>



Open University Children's Research Centre

This Centre provides a wealth of information and resources on children as researchers with over 150 examples of research by children and young people themselves. The centre also provides resources and guidance for those organisations that are seeking to enable children and young people to conduct their own research.

<http://childrens-research-centre.open.ac.uk/>

Concepts of Participation

Participation Models: Citizens, Youth, Online (2011)

This publication provides a very accessible introduction to 30 different models of participation dating from 1969 to 2010. It also includes references to the original texts for further reading

http://www.nonformality.org/wpcontent/uploads/2012/11/Participation_Models_20121118.pdf

Hart, Roger A. (1992) Children's Participation: From tokenism to citizenship

Introduces the 'Ladder of Participation', one of the first models to analyse the levels and quality of children's participation.

http://www.unicef-irc.org/publications/pdf/childrens_participation.pdf

Lansdown (2001) Promoting Children's Participation in Democratic Decision Making

This publication builds on research and experiences on children's participation and provides practical guidance on working with children as partners and a checklist for children's participation in international conferences.

www.unicef-irc.org/publications/pdf/insight6.pdf

Nonformality.org (2011) Participation models: Citizen, Youth, Online

This publication reviews 33 different models of participation

<http://www.nonformality.org/participation-models>

United Nations Committee on the Rights of the Child (2009), General Comment No 12: The Right to Be Heard

This document is aimed at strengthening the understanding of the meaning of Article 12 and its implications for governments, stakeholders, NGOs and society at large

<http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/CRC-C-GC-12.pdf>

Ethics & Standards in Participation

Save the Children Alliance (2005) Practice Standards in Children's Participation

This document outlines Save the Children's practice standards in children's participation and discusses how to meet those standards.

www.savethechildren.org.uk/resources/online-library/practice-standards-children%E2%80%99s-participation

Schenk, K. & Williamson, J. (2005) Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and resources

Practical guidance on collecting information from and about young people to help researchers and uphold ethical standards while planning and conducting research with children. Also provides guidance on planning and implementing the research.

www.popcouncil.org/pdfs/horizons/childrenethics.pdf

UNICEF (2008) Children Participating in Research, Monitoring and Evaluation: Ethics and your responsibilities as a manager

This paper offers advice and checklists on ethical issues when involving children in research, monitoring and evaluation.

<http://hbr.nya.org.uk/files/1-Hear%20By%20Right%202008.pdf>

Capacity Building in Participation

Commonwealth Secretariat (2005)

One: Participation in the Second Decade of Life: What and Why?

Two: Adolescent and Youth Participation: Adults Get Ready!

Three: Adolescent Participation and the Project Cycle

Four: Tools for Adolescent and Youth Participation

These booklets are how-to guides on promoting meaningful adolescent participation in decision making. Together, the booklets provide a comprehensive framework for participation that can be adapted for various social and cultural environments.

www.thecommonwealth.org/Templates/Internal.asp?NodeID=143804

Cook, P., Blanchet-Cohen, N. & Hart, S. (2005)

Children as Partners: child participation promoting social change

This report examines current literature and examples of good practice in programmes supporting meaningful participation. The report is aimed at development agencies wishing to support children's participation in designing, implementing and evaluating programmes.

<http://resourcecentre.savethechildren.se/sites/default/files/documents/2352.pdf>

Save the Children UK (2003) Dynamix Ltd, Participation – Spice It Up! Practical tools for engaging children and young people in planning and consultation

Provides ideas and values that underlie youth participation approaches. It includes tried and tested examples of over 40 activities. The topics cover everything from getting started and gathering information to long-term planning and evaluation.

Can be ordered online – costs £18.95.

The Innovation Centre, Building Community

Aims to equip youth and adult facilitators with a framework and specific tools to promote participation to achieve positive community change

http://www.theinnovationcenter.org/files/BuildingCommunity_ToolKit.pdf

Marx, M., Finger, W. & Mahler, H. (2005), Youth Participation Guide: Assessment, planning and implementation

The Guide seeks to increase the level of meaningful youth participation in reproductive health and HIV/AIDS programming at an institutional and programmatic level.

http://www.advocatesforyouth.org/storage/advfy/documents/youth_participation_guide/acknw0110enyt.pdf

Pretty, Jules, Irene Gujit, John Thompson and Ian Scoones, Participatory Learning and Action: A trainer's guide, International Institute for Environment and Development, London, 1995

This is a guide for training in the use of Participatory Learning and Action (PLA) techniques. These appraisal instruments can be used in urban and rural settings and can be adapted for use with young people.

<http://pubs.iied.org/6021IIED.html>

United Nations (2003) Focus Group 101: Guide for Facilitators

This guidebook was developed for young people to use when facilitating focus group discussions with other young people. It is a useful resource for adults who want to facilitate focus group discussions.

http://www.tgmag.ca/aorg/pdf/english/guides/FG101Manual_e.pdf

Youth Peer Education Electronic Resource (2003) Peer Education Training of Trainers Manual,

This manual focuses on the training of trainers of peer educators and provides an example of a training programme. Themes include sexual and reproductive health, prevention of HIV and sexually transmitted infections, and substance use.

http://www.streetchildren.org.uk/_uploads/Publications/160.peer_education_training_of_trainers.pdf

Davies, R. & Dart, J. (2005) The 'Most Significant Change (MSC)' Technique: A Guide to Its Use

A step-by-step guide to introducing MSC and involving children and young people and other beneficiaries in this process

<http://www.mande.co.uk/docs/MSCGuide.pdf>

Research Assessment and Analysis

Laws, S. and Mann, G. (2004) So You Want to Involve Children in Research?

A toolkit supporting children's meaningful and ethical participation in research relating to violence against children. The booklet presents research techniques and pointers for involving children in secondary and primary research.

http://www.savethechildren.org.uk/sites/default/files/docs/So_you_want_to_involve_children_in_research_SC_2004_1.pdf

Save the Children (2002) Children and Participation: Research, monitoring and evaluation with children and young people

Purpose is to guide reader to relevant texts and sources of information rather than provide detailed descriptions or examples of participatory research. Has an annotated bibliography and guide to resources on participatory research and evaluation with children.

http://www.savethechildren.org.uk/sites/default/files/docs/children_and_partipation_1.pdf

Participation With Specific Groups or Issues

Younger Children

Lansdown, G. (2005) Can You Hear Me? The right of young children to participate in decisions affecting them,

This paper argues that there is an urgent need to explore the active participation of children younger than 8 in decisions that affect them. It offers suggestions on how this can be achieved.

http://issuu.com/bernardvanleerfoundation/docs/can_you_hear_me_the_right_of_young_children_to_par

Lansdown, G. (2005) The Evolving Capacities of the Child

The report examines the practical and programmatic implications of the principle that children should receive guidance 'in a manner consistent with the evolving capacities of the child' and what it means.

www.unicef-icdc.org/cgi-bin/unicef/Lunga.sql?ProductID=384

Male Engagement

PROMUNDO (2002) Engaging Young Men in Gender-Based Violence Prevention and Sexual and Reproductive Health Promotion

This report shares experiences in working with young men in violence prevention and in promoting reproductive and sexual health. It emphasises the need to focus more on young men to redress gender inequalities. It also gives recommendations for active involvement of young men in these programmes.

<http://www.promundo.org.br/en/activities/activities-posts/program-h-manuals-download/>

Refugees

Lowicki, J. (2005) Youth Speak Out: New voices on the protection and participation of young people affected by armed conflict

Drawing on research conducted by more than 150 adolescents in Kosovo, northern Uganda and Sierra Leone, Youth Speak Out provides an overview of the problems and challenges young people face during and after armed conflict. It offers youth-driven solutions for addressing these problems.

<http://www.eldis.org/go/topics&id=18579&type=Document#.UctK-ppwbug>

Child Labour

Regional Working Group on Child Labour (2003) Learning to Work Together: A handbook for managers on facilitating children's participation in actions to address child labour

This book combines lessons learned by working children and adults who have participated in child labour programmes, with insights from the growing literature on this subject. Key themes include: implementation, monitoring and evaluation, child-to-child, and communication about child labour.

http://www.crin.org/docs/resources/publications/hrbap/Learning_to_Work_together_RWGCL.pdf

Health

PATH (2002) Games for Adolescent Reproductive Health: An international handbook

This manual includes games, ice breakers and other activities on reproductive health that can be adapted to different cultures and contexts.

http://www.iwtc.org/ideas/10_games.pdf

Save the Children (2004) Effective Peer Education: Working with children and young people on sexual and reproductive health and HIV/AIDS

This manual helps programme managers to improve the quality and sustainability of peer education programmes and link them to other child-friendly services

<http://www.savethechildren.org.uk/resources/online-library/effective-peer-education-working-children-and-young-people-sexual-and>

Safe Youth Worldwide, UNFPA and Margaret Sanger Centre International (2004) Programming, Planning Materials and Training Resources: A compendium

This is an annotated directory of resources for youth-focused HIV-prevention programming. It includes checklists, guidelines and standards, handbooks, reports, toolkits, training manuals, curricula, and methodologies. Most documents are in English, a few are in Spanish, French or Nepali.

www.unfpa.org/upload/lib_pub_file/367_filename_compendium.pdf

International HIV/AIDS Alliance (2004) A Parrot on Your Shoulder: A guide for people starting to work with orphans and vulnerable children

This guide is aimed at facilitators and trainers working with children affected by HIV/AIDS. Drawing on practical experiences, it contains 30 activities for engaging children in group work: ice-breakers and energisers, observation, active listening and analytical skills, drama and role-play, painting and drawing.

http://www.savethechildren.org.uk/sites/default/files/docs/Ch_7._Annex_C_Parrot_on_your_shoulder_1.pdf

Children's Involvement in Political Decision Making

National Movement of Working Children, India (2003) The Alternate Report, Submitted to the Committee on the Rights of the Child, 2003.

This report was prepared by working children in India and submitted to the Committee on the Rights of the Child.

www.crin.org/docs/resources/treaties/crc.35/India_NMWC_ngo_report.pdf

Save the Children (2002) Shaping a Country's Future with Children and Young People: National plans of action for children, Involving children and young people in their development

This report explains why and how children can be involved in the process of developing a national plan of action for children's rights.

<http://resourcecentre.savethechildren.se/library/shaping-countrys-future-children-and-young-people-national-plans-action-children-involving-0>

Save the Children (2009) Consultation Toolkit: A practical toolkit for consulting with children and young people on policy issues

This toolkit aims to encourage children's participation in policy debates by illustrating consultative approaches on policy issues.

http://www.savethechildren.org.uk/sites/default/files/docs/Consultation_Toolkitpdf_1.pdf

Save the Children (2004) 12 Lessons Learned from Children's Participation in the UN General Assembly

This booklet provides guidance on key principles and processes that have to be considered when involving children in conferences.

<http://resourcecentre.savethechildren.se/library/12-lessons-learned-childrens-participation-un-general-assembly-special-session-children>

UNAC (2002) Navigating International Meetings, A pocketbook guide to effective youth participation

This booklet gives concise information about the structure and process of United Nations meetings, looks at different avenues available to youth for participating and offers practical information for surviving such meetings.

www.unac.org/en/pocketbook/index.asp

CYPP IN Adult Organisations

Bernard, G (2001), The Power of an Untapped Resource: Exploring youth representation on your board or committee

This handbook provides a list of basic criteria for creating an effective board that includes youth representation. It also includes a checklist for adults and youth.

www.atthetable.org/images/Details/03130215570525_The%20Power%20of%20an%20Untapped%20Resource.pdf

Save the Children, The Recruitment Pack

This pack was designed to support organisations wishing to involve children and young people in the recruitment and selection of staff.

<http://www.togetherscotland.org.uk/pdfs/The%20Recruitment%20Pack%202008.pdf>

Save the Children (2007) Easier to Say than to Do: Children's Participation in Events with Adults

This guide provides a theoretical background as well as practical advice on enhancing the relationships between adults and children when they participate in activities together.

http://mena.savethechildren.se/Global/scs/MENA/Celebrating_90years/easertosaythantodo.pdf

Young People & the Media

IFJ (2002) Putting Children in the Right

This publication includes a number of practical recommendations intended to make media and journalists more responsive and to encourage debate within media about the portrayal of children and their rights.

http://www.unicef.org/magic/resources/childrights_and_media_coverage.pdf

Training manuals

Save the Children (2004) So You Want to Involve Children in Research?

A toolkit supporting children's meaningful and ethical participation in research with children.

<http://www.savethechildren.org.uk/resources/online-library/so-you-want-involve-children-research>

World Vision (2011) Travelling together: How to include disabled people on the main road of development

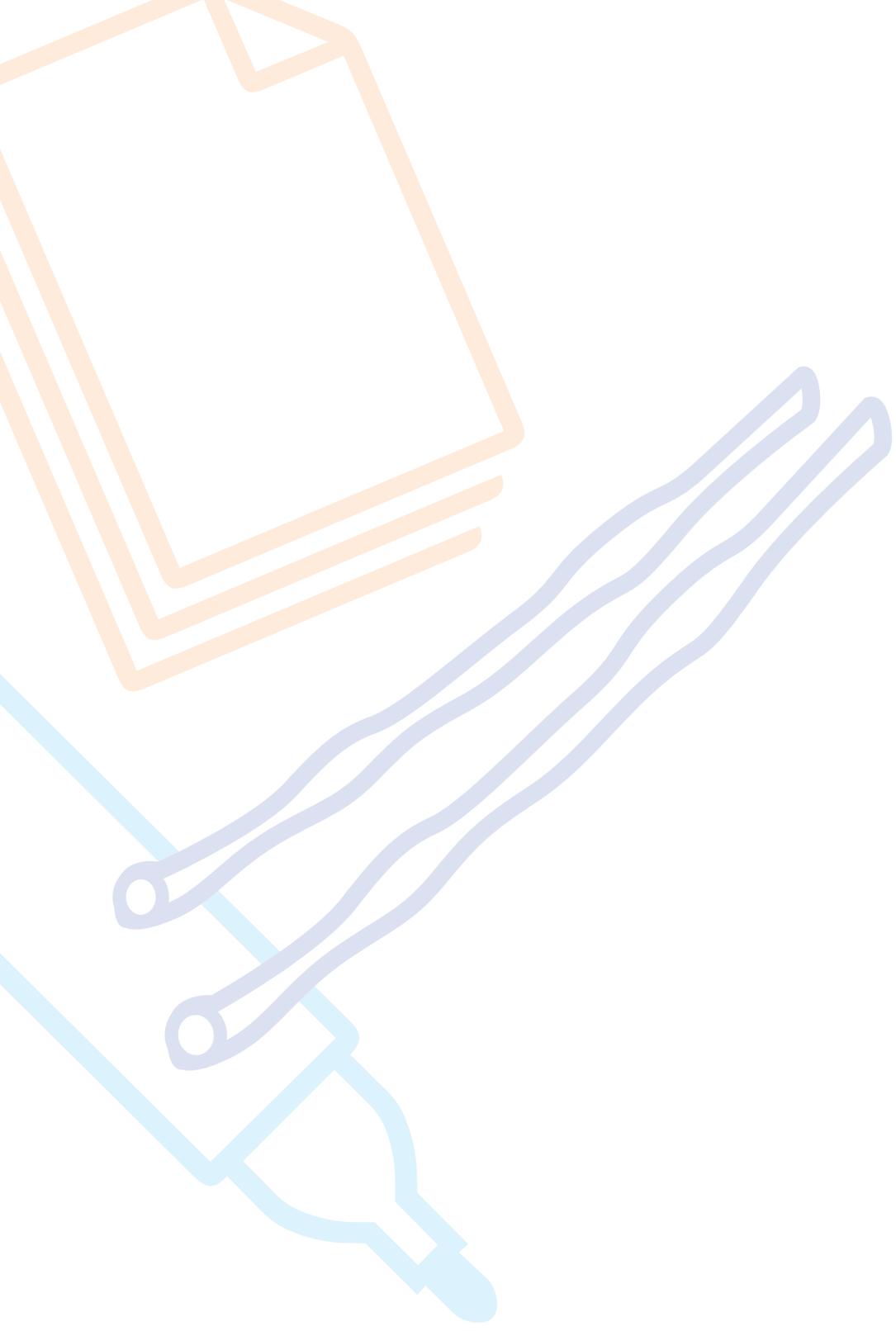
This training manual provides a one-day training to raise awareness in organisations on how to include disabled children in development.

<http://www.worldvision.org.uk/what-we-do/advocacy/disability/travelling-together-publication/>

Participatory Learning and Action: A Trainers Guide (1995), IIED

This is a valuable resource for both new and advanced trainers who wish to train others in participatory methods. It provides details on 101 interactive training games, energisers and exercises

<http://pubs.iied.org/6021IIED.html>



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