BUILDING A SHARED UNDERSTANDING OF ADOLESCENT PARTICIPATION IN DECISION-MAKING IN EAST ASIA & PACIFIC

Training Module 1: The Importance of Adolescent Participation

A Curriculum Building on UNICEF’s Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement
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These modules and associated training material were developed by Aflatoun International and the International Institute for Child Rights and Development (IICRD) in close coordination with UNICEF Thailand and UNICEF East Asia Pacific Regional Office. The modules draw on UNICEF’s Global Guidelines for Adolescent Participation, *Engaged and Heard*, and seek to provide practical, contextualized training opportunities for young people and government officials to come together and develop a shared understanding of adolescent participation in the East Asian context.

The modules were informed by a virtual regional consultation with over 50 adolescents and youth (10–24 years) and were tested through virtual workshops with the Department of Children and Youth of the Thai Ministry of Social Development and Human Security and members of UNICEF Thailand’s Young People Advisory Board (YPAB). The authors would like to express their sincere gratitude to all participants in the consultations and testing workshops for their time and valuable contributions to making sure these modules are relevant for policymakers, civil society leaders and adolescents alike.

Sincere thanks to the Young People’s Team at UNICEF Thailand for their innovative idea to develop the modules, kickstarting this important work, and providing ongoing technical advice: Ilaria Favero, Jomkwan Kwanyuen, Vilasa Phongsathorn, Sirirath Chunnasart and Jagkrapan Janchatree.

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Special thanks to Claire O’Kane, the author of UNICEF’s Global Engaged and Heard! Guidelines on Adolescent Participation for her continuous support and insights to shape the work.

Finally, a sincere thank you to the researchers, trainers, consultants and project coordinators from Aflatoun and IICRD for their commitment to designing for and with adolescents, including Iari Vehuliza and Niveditha Uthrapathi Shakila and to the lead authors: Vanessa Currie, Talia Kaufman, Sarah Ebady.

Design and Layout: Inis Communication
Foreword

The critical role of adolescents and youth in shaping their communities continues to gain recognition as a means to develop more relevant public policies and an opportunity to invest in future leaders, break down generational barriers and facilitate economic and social development.

Yet, across East Asia and the Pacific, many government partners, especially at the sub-national level, do not have adequate tools to support meaningful adolescent participation in decision-making. Adults, whether they are teachers, school administrators, municipal leaders or others, need effective, adaptable and systematic approaches to bring adolescents and youth into these processes. This will ensure their right to participate and contribute to the decisions that affect their lives is upheld – no matter who they are, or where they live.

The right to participate in decisions that affect their lives is a right of children and adolescents enshrined by the Convention on the Rights of the Child, which has been ratified by all 10 ASEAN countries. Meaningful participation goes beyond tokenistic surveys or one-off consultations and instead encourages inclusive, sustained and innovative approaches to engaging with, listening to and acting on adolescent’s perspectives and recommendations.

The modules that follow were developed with the significant technical contribution and participation of the Department of Children and Youth (Ministry of Social Development and Human Security) in Thailand, as well as adolescent and youth leaders from across Southeast Asia. The modules incorporated advice and inputs from UNICEF Headquarters and UNICEF country teams across East Asia and the Pacific. The modules represent an important and ongoing effort to support adults and adolescents alike to come together and discuss barriers, opportunities, and spaces for meaningful participation in a variety of contexts including schools, local governance, and everyday life.

Looking ahead, as the world grapples with complex challenges threatening rights and livelihoods, UNICEF believes that the power of young people is a force for good, and their capacity to drive change and to spark innovation should not be underestimated. We hope you find these modules inspiring and useful, allowing every adolescent to participate in decisions that affect their lives.

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Module 1

The Importance of Adolescent Participation

Manual for Facilitators
Introduction

Welcome to Module 1: the Importance of Adolescent Participation. This is the first of three modules that build on UNICEF’s Engaged and Heard!: Guidelines on Adolescent Participation and Civic Engagement. These modules have been adapted for the East Asia and Pacific region.

The objective of this module is for participants to understand and value the basic principles and rights underpinning adolescent participation in their communities, and gain practical skills to integrate adolescent participation within their work and community.

The module is designed for mixed age groups of adolescents and adults; approximately 10–20 participants. According to the Engaged and Heard Guidelines, adolescent refers to “girls, boys and those with other gender identities aged 10–19 years”.

Supporting the meaningful participation of adolescents is as much about the process as the end result. Please refer to the Introduction to the Curriculum chapter for some tips on how to build relationships and work with adolescents that are helpful whether you are an adolescent yourself, an adult or an Elder.

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Learning Objectives
1. Understand what adolescence is and what it refers to in various contexts.
2. Understand adolescent participation in your own context.
3. Understand how to ensure that efforts to involve adolescents are ethical, equitable, meaningful and effective.
4. Be aware of child protection and safeguarding policies.

Activities
Activity 1: Introduction and getting to know one another.
Activity 2: Community agreement.
Activity 3: Building trust.
Activity 4: What is adolescence?
Activity 5: What is adolescent participation?
Activity 6: Wrap-up and conclusion.

Duration
2.5 hours.

Materials
- A ball (or item for safely throwing around)
- Flipchart
- Markers

Facilitator notes:
Start the session by presenting the course plan and objectives of the session to the participants. As this is the first session, reassure the participants that this is a process that will take time, that you are all embarking on a journey together, and that as well as learning many valuable skills they will also have great fun.
Activity 1:
Introduction and getting to know one another

| Purpose: | Participants are introduced to Module 1, learn each other’s names and build familiarity within the group. |
| Time: | 20 minutes. |
| Materials: | A ball or item for throwing around safely (optional). |
| Process: |

Part 1: Introduction

Start by thanking everyone for attending the workshop and welcome them to Module 1: the Importance of Adolescent Participation. Let them know that we will all be working together over the upcoming days/weeks to explore together how adolescents can be meaningfully engaged in all stages and phases of our work.

Express your excitement and enthusiasm to have an intergenerational and diverse group of participants, who will be learning from one another throughout this module. Explain that over the course of the next few days/weeks, we will explore concepts around adolescents’ participation in decisions that affect their lives.

The following two activities can serve as ice breakers. Facilitators may also select other activities for the group to get to know each other as appropriate.

Part 2: Pass the Ball

(If there are health and sanitation concerns, use an imaginary ball.)

1. Ask participants to stand in a circle. Tell them you will play Pass the Ball.
2. Explain that one person will throw the ball to someone else. When that person catches the ball, she/he must say their own name.
3. After a few minutes of throwing and catching saying their own names, ask people to switch and call out the name of the person who passes them the ball.
4. If the person who catches the ball does not remember the name of the person who threw it, she/he should ask.
5. Instruct the participants to keep throwing the ball around the circle and calling out names for 5 minutes.

Part 3: Maria! Maria! Maria!

1. For the second game, Maria! Maria! Maria!, ask the participants to make a wide circle.
2. Have one person stand in the middle of the circle, they will be the Call-Out Person. This person will try to escape from the middle and join the others standing in the circle. To do this, the Call-Out Person must say the name of someone standing in the circle three times in a row (quickly!) before that other person says the Call-Out Person’s name once.
3. If the person picked from the circle says the name of the person in the middle once before the person in the middle has said her/his name three times, the person in the middle stays and tries again with someone else’s name. If the person in the middle is faster, she/he can change places with the person in the circle.

4. The game continues like this until everyone has had a chance to participate.

### Online Adaptation

If the workshop is delivered online, you can use the following activity as a quick introduction. Alternatively, various online energizer activities for adolescents can also be found [at this link](#).

1. Ask a volunteer to start. The participant should say their name aloud and share why they’re interested in learning more about adolescent participation (either as a practitioner or as a young participant). For example: “My name is Maria and I want to learn about...”

2. The other participants are welcome to react with the emoticons.

3. The volunteer then names another participant, who introduces themselves and explains why they’re interested in adolescent participation. Continue until all the participants have introduced themselves.

4. The facilitator may consider taking note of the interests and what participants want to learn about in a Jamboard and can refer back to this to see if the objectives of participants were met.

### Activity 2: Community agreement

| Purpose: | To build a collective agreement amongst the group to guide their work together. |
| Time: | 20 minutes. |
| Materials: | Flipchart paper and markers. |

**Process:**

1. Explain that in this exercise you will jointly set ground rules (including child protection and safeguarding) to ensure everyone feels safe and comfortable working together. This is a shared community agreement that we can use throughout the module and can refer back to as needed.

2. Lead the participants into a discussion about the necessity of having a community agreement for the workshop, and ask them the following question:
   a. In your opinion, what might the ground rules be to make sure this workshop is respectful, safe and productive for all?

3. Encourage both adult and adolescent participants to share their ideas, while a volunteer writes them on a flipchart. Remind the group that everyone has the right to participate and be heard.

4. Reinforce that we want to frame things in a positive manner. For example, “Listen respectfully while others are talking” instead of “No talking while other people are talking.”

5. Ask the participants to read and sign the community agreement. Hang it in a location that everyone can see and be sure to have it up every time you meet, so people can easily refer to it.
6. Ask any adult to please also read and sign the child safeguarding such as the Virtual Conference Child Safeguarding Policy and Code of Conduct of UNICEF (see Appendix 1: Safeguarding Code of Conduct).

**Online Adaptation**

Prepare in advance an online whiteboard (e.g., Jamboard, Miro or Padlet) and share the link with the participants.

1. Ask them to take a few minutes to answer the following questions:
   - In your opinion, what should we agree to do to make this workshop respectful, safe and productive for all?
   - What could be added to these agreements to make the workshop more inclusive and safer for adolescent participation?

2. Invite them to provide their answers in the online workspace.
3. After a few minutes, share the whiteboard on your screen and review the Community Agreement together.

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**Activity 3: Building trust in two ways**

**Purpose:** Build trust, group dynamics and active listening skills by asking people to be silly and get out of their comfort zone.

**Time:** 20 minutes.

**Materials:** None.

**Process:**

**Part 1: Introduction**

1. Display and present to the participants a flipchart and ask them to come up with some tips for active listening based on their own experiences.
2. Facilitators may remind participants that the key to successful collaboration and participation are to consider the speaker's needs, use effective communication with words and use body language and active listening skills.
3. Here are some ideas to support active listening; you may customize these based on your context:
   - Maintain eye contact
   - Show you care by focusing on the person and not being distracted e.g., by a phone or another person
   - Have the patience to listen

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1 Adapted from: Partners for Youth Empowerment, IndigenEYEZ. (February/March, 2022). SPARK Online Workshop Series.
• Say it back – repeat what you hear the person is saying to check a point e.g., Tell me if this is what you’re saying...
• Use open questions and avoid asking questions that are just yes or no answers e.g., How are you feeling? Why is listening to someone important?

4. Once participants have shared a few ideas for how to show active listening, move to the next step in the process.

Online Adaptation

Use a screenshare and write the tips on a Jamboard or Google Slide. You can also have participants write their ideas in the chat and you can collect them to share with the group after the session.

Part 2: What is good? Skill-building activity for active listening

1. Start by giving the group the following instructions: Participants will pair off (mix adolescents with adults) and each person will take turns asking the other person by name, “Hi [Sandy], what is good?” Both people should continue answering with things they appreciate or think are good, such as the weather, a particular food, or anything else specific that they are feeling good about that day.
2. After a few minutes, wrap up and move to the next step.

Example
Sandy: So Kouv, what is good?
Kouv: Hi Sandy, the view of the skyline from that window is good. Now tell me, what is good?
Sandy: Tea in the morning is good. What else is good Kouv?
And so forth…

Part 3: Skill building activity for active listening skills: Bridge-building with “Yes, and!”

1. Start by giving the group the following instructions: We will be making short, improvised stories together in small groups. Tell the group there are no wrong ideas, the first idea they get is the best idea, and it’s not important to be cool. Ask them to pretend to pick up their “cool card” and tear it in half or throw it far away.
2. The purpose of this game is to encourage participants to accept and encourage each other’s new ideas, have fun together and build trust. The story does NOT need to make sense and does not need to be funny.
3. Each person gets to say one sentence and the next person can build off of that sentence by saying “Yes! And….” Ask the participants to make smaller groups of 3–5 people and move their chairs or stand so they can all see each other’s faces.

Example
“The river is full of fish.” (opening statement)
“Yes, and one of them is enormous.”
“Yes, and he’s swimming toward us.”
“Yes, and he looks hungry.”
“Yes, and we are trapped in this boat.”
“Yes, and he looks more like a whale than a fish.”
..and so forth

You can find more background on this kind of game here.
Part 4: Debrief

Ask the participants how they think the activities relate to collaboration and group skills? How is active listening important for meaningful participation? Why do you think so?

Online Adaptation

Use 5-minute breakout rooms with 3–4 people per room for the first two activities. Do the same with a 10-minute breakout for “Yes! And...”

Activity 4: What is adolescence?

**Purpose:** To explore the meaning of adolescence and how this might differ in various contexts.

**Time:** 35 minutes.

**Materials:** None.

**Process:**

1. Explain that we are going to take a few minutes to explore the idea of “adolescence”. Technically speaking, adolescence is defined as the age range of 10–19 years old. You may begin the exercise by asking the group to reflect on this definition and whether they agree and if it makes sense to them. (Some groups may want to split the age range down to 10–14, and 15–19, others want to start from 9 years old, and so on).

2. Though it is a specific period of time in someone’s life, between the ages of 10–19, adolescence is different for everyone.

3. Let’s start with ourselves. Take a few moments to think about your own period of adolescence, you may be still in it, and/or someone who you know well is an adolescent, such as a child or niece/nephew.

   a. What stands out to you when you think about adolescence? What major things are/were taking place at this time?

   b. When did you first feel that you were no longer a child?

   c. As an adolescent, how did you relate to younger children, to your peers and to adults? Did anything change from when you were a younger child?

4. Ask participants to share, if they are comfortable, some of the key markers of adolescence. Are there any apparent differences with people’s stories around culture, family dynamics, education, gender, religion or disability? Discuss how these intersectional parts of a person’s identity might impact their experience of adolescence.

5. Close this session with some general reflections on adolescence (in terms of physical, emotional and psychological changes), and some current facts from the region. You can draw on the box below for talking points. Ask the group to reflect on their understanding of the concepts and add their thoughts about adolescence as a stage of life. Ask them how the facts have resonated with their personal experiences or what they see around them.
Talking points: Activity 4, what is adolescence?

Adolescence is a phase separate from both early childhood and adulthood, it is a phase of transformation. It is a transitional period that requires special attention and protection. This second decade of life also presents a window of opportunity since it is characterized by rapid physical and cognitive development. (For more information on adolescent brain development, please see the following video: adolescent-brain.)

During adolescence (ages 10–19), young people may have unfamiliar emotions. They venture beyond their families to form powerful connections with peers. They search for ways to stand out and belong, to find their place in society and make a difference in their world. This can be a time of deep searching, confusion and of uncovering who they are as a person. It's also a time when adolescents are developing their identity, including their gender identity, and gaining more independence.

The desire and curiosity of adolescents to learn and interact with the world around them have often led to innovation and achievement. Adolescents impact their communities and environment in diverse ways through individual and collective action.

Today's generation of adolescents is larger than ever before – with over 1 billion adolescents around the world representing 16 per cent of the global population. Adolescents in the ASEAN region play an important role as agents of change, being more connected, aware, and eager to bring fresh perspectives, offer solutions, and support partnerships towards social change.

But far too many are not getting what they need to realize their full range of rights. Millions of adolescents in this region are still far from accessing quality learning, education, and skills that will enable them to have a bright future. The disparities are huge when it comes to ethnic minorities, young people with disabilities, young girls, and adolescents experiencing poverty. Many continue to lack awareness of, or access to, information and services that can improve their health and nutrition.

There are other challenges for adolescents including mental health and well-being, violence, abuse, and exploitation both offline and online, as well as climate change. Teen pregnancies and child marriage can have a major impact on the lives of young girls and can exacerbate discrimination and exclusion. Adding to these challenges are the often-limited support systems at home, school, or community levels and constraints to freedom of speech and expression.

There are many opportunities to transform the way that adolescents are engaged with the key issues that impact them. There are creative ways that schools, communities and governments can ensure that adolescents have a voice, space, influence and an audience to consider their concerns. Engaging adolescents in building these features of meaningful participation is an exciting step forward.

**Key facts**

It may be helpful to share the following facts, and you can also add in any additional facts that represent information from your country or region.

- There are 1.2 billion adolescents aged 10–19 in the world today – the largest cohort ever, and the most educated and urbanized.  
- Approximately 300 million adolescents live in East Asia and the Pacific. The region has never been younger. 
- 80 per cent of young people in the Asia-Pacific region are working informal jobs. 
- Before the pandemic about 160 million young people in the region were not in education or employment. 
- There is a low level of female leadership in politics and business in South East Asia.

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2 Taken from: https://www.unicef.org/adolescence
3 Taken from: https://www.unicef.org/eap/what-we-do/adolescent-development
4 Tackling the COVID-19 youth employment crisis in Asia and the Pacific: International Labour Organization, Bangkok (Thailand), and Asian Development Bank, Manila (Philippines), 2020.
5 Ibid.
6 Ibid.
Online Adaptation

Host the conversation online. If you have a large group, consider breaking out into smaller groups to share and then come back together to discuss the intersectional parts of identity, such as gender ability, race, religion and others, that impact our experiences of adolescence.

Activity 5: What is adolescent participation?

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Explore values, barriers and the meaning of adolescent participation for the participants.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time:</strong></td>
<td>35 minutes.</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>None.</td>
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</tbody>
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**Process:**

**Part 1: Brainstorming**

1. Start by asking the group to do a brief brainstorming on what adolescent participation means to them. Probe by posing the following prompts:
   - What does adolescent participation look like to you?
   - What does it consist of?
   - Where do you see it?
   - Who is involved?
2. After allowing several minutes of individual reflection, ask participants to turn to their neighbour and exchange their ideas.
3. After a few minutes of pair discussions, open it up to the whole group. Encourage participants to share their ideas with the group (call on two or three people to share).
4. Offer a brief reflection to highlight elements of participation that you can begin to refer to from the Lundy model, Child rights, and the nine requirements for ethical and effective participation. Use the Lundy model below for reference.

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Part 2: True or False

1. Read the following statements and ask the participants to consider whether they think the statement is true or false, keeping their answers private.

2. After each statement ask participants to talk about why the statement might be true or false. The facilitator may choose to ask the participants to speak first in small groups, noting they may need to adjust for group dynamics (as some young adolescents may not be comfortable to disagree with older participants). Then share the correct answer.

a. Participation can be fun for adults and adolescents. [Answer: true.]

b. Authorities should budget adequate resources to support adolescent participation. [Answer: true.]

c. Adolescents should be allowed to register and lead their own associations and clubs. [Answer: true.]

d. Human Rights Organizations should work directly with adolescents to learn about their concerns. [Answer: true.]

e. Intergenerational dialogue within families, communities and wider society usually helps with meaningful adolescent participation. [Answer: true. Intergenerational dialogue strengthens the relationships and norms that enable adolescents of different ages, genders and backgrounds to express their views and feelings on matters that affect them.]

f. Most adults in positions of influence have the skills they need to promote and support civic engagement of adolescents. [Answer: false. A wide range of adults who are in a position to influence adolescents’ participation need to develop skills such as: knowledge of children’s rights, adolescent development, participation and safeguarding; skills such as communication, active listening, self-reflection and negotiation; and respectful non-discriminatory attitudes towards adolescents.]
g. Participation and civic engagement skills need to be taught to adolescents only in a formal way, such as a classroom or online lecture or e-course. [Answer: false. Creative, fun and innovative skill-building methodologies can help motivate and sustain adolescents’ participation and civic engagement.]

h. Participation needs to be adapted to include people with intellectual and physical disabilities. [Answer: true: Participation processes need to be adapted, and all efforts made to include those with disabilities. It’s the role of adults to ensure equal access to opportunities for participation.]

Part 3: Stories

1. Break the larger group into smaller groups of 3–5 people, mixing adolescents and adults.

2. In small groups, ask participants to share examples of adolescent participation from their own experiences, encouraging adolescents in the group to start. Give 10 minutes for groups to share.

3. Bring the group back together, ask for some volunteers to share some examples of participation that resonated with them from their group discussions.

4. Share the UNICEF definition of participation: Adolescent participation is when adolescents (individually and/or collectively) form and express their views and influence matters that concern them directly and indirectly.

5. Display the following image. Explain to participants that this is a socio-ecological model. It outlines the different levels of participation, including family, peers, school and the local community as well as local and national government all the way to the international sphere and the global environment. Adolescents have a right to participate and be heard at all these levels, influencing the decisions that affect their lives. Let participants know that in the coming sessions we will work more with the socio-ecological model.

6. Ask participants to think through these dimensions in relation to the experiences they identified earlier. Did their experiences and examples fit these dimensions?

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* Taken from: https://www.unicef.org/malaysia/media/2631/file/Adolescent_SitAn_infographic_booket.pdf
a. Participation is individual and/or collective.
b. Participation includes voice, but also influence, being heard and action.
c. Adolescents can work on issues that affect them directly or indirectly

Examples of participation:
- An adolescent advocates for healthy food at lunch at their school.
- A group of adolescents protest a new rule brought in by the school administration.
- An environment minister sees an adolescent-led social media announcement about innovations for clean drinking water for rural schools and follows up to find out more about the technology.
- Following a student-led campaign, an education minister approves additional funding for classroom assistants to support adolescents with disabilities to join mainstream classes.
- A student council requests a meeting with the school management committee (collective).
- A group of adolescents protest outside the town hall to draw attention to climate change.
- A group of adolescents create a program to clean up garbage and waste in their community.

7. Encourage participants to discuss and share any other dimensions they see in participation.

Online Adaptation
If facilitating this session online, use breakout rooms to encourage deeper discussion.

Activity 6:
Wrap-up and conclusion

**Purpose:** To share most important learnings from the first session and discuss next steps.

**Time:** 20 minutes.

**Materials:** None.

**Process:**
1. Ask the participants to form a circle. Explain that you will throw the ball and that whoever catches it should quickly say one thing they have learned today and/or they can answer the questions:
   a. “What is one thing you want to learn more about?”
   b. “What is one thing that surprised you?” or
   c. “What useful information did you learn today that you could now apply to your work?”
   They will then throw the ball to someone else who must do the same thing.

2. At the end, thank the participants for their presence and participation and introduce quickly what will be the subject and timing of the upcoming session.
Online Adaptation

If the workshop is delivered online, prepare in advance an online whiteboard with one slide or column per question, and share the link with the participants. Ask participants to throw the virtual ball to one another.

1. Ask them to take a few minutes to answer the questions:
   - What is one thing you want to learn more about?
   - What is one thing that surprised you?
   - What useful information did you learn today that you could now apply to your work?

They should write one answer per post.

2. After a few minutes, share the whiteboard on your screen and comment on some of the main themes or ideas that are appearing, giving a short summary of the ideas. Ask people to expand on particularly interesting points.
Learning Objectives
1. Describe what participation means to them in their own lives and context.
2. Identify the challenges they face in participation.
3. Describe what adolescence means in their context.
4. Identify some commonly held objections to adolescent participation and challenge these.

Activities
Activity 1: Mirroring.
Activity 2: Nine basic requirements for effective and ethical participation.
Activity 3: Common objections to adolescent participation.
Activity 4: Exploring meaningful adolescent participation through drama.

Duration
2.5 hours

Materials
- Flipchart
- Markers
- Copies of key questions and nine basic requirements for effective and ethical participation of adolescents from Appendix 2.

Facilitator Notes
This session features an activity called “Image Theatre”. In order to understand how this methodology is used, watch the following short animation on the methodology before the lesson: https://www.youtube.com/watch?v=j0qWF3hi2Nc
Activity 1: Mirroring

**Purpose:** Build on your non-verbal communication skills and continue to develop rapport as a group, explore vulnerability in communication.

**Time:** 15 minutes.

**Materials:** None.

**Process:**

1. Explain that you will begin this session with an activity called mirroring. Explain that mirroring is a paired activity that allows participants to work on leading/following through collaboration and focus. Partners work silently to create mirrored physical movements. The activity involves shared trust and responsibility as partners work to keep each other safe.

2. Give the directions below and then ask participants to pair off and sit across from one another for the activity.

3. Participants will face each other. Each has the chance to be the leader and do motions with their hands and arms, and make facial expressions, turn their body, etc. They can move quickly or slowly and their partner must follow and do all their actions as though the person were looking in a mirror. Each person can lead for 1 minute. Then they can try doing the motions in sync, with both leading.

4. You can share the following tips as you walk around the room and observe how the pairs are working together:
   - Try your best to move as one unit
   - Try experimenting with different levels (high/low)
   - Take turns shifting between leaders; find a natural way to switch who is leading and who is following
   - Remember to maintain soft focus throughout the activity.

5. After the three rounds ask people what they think the purpose of this activity was. Remind them that this activity encourages collaboration, bonding and communication skills for the group. You can ask the following reflection questions following the activity as a reflection:
   - Which did you prefer: leading or being led? Why?
   - How did you strategize to help your partner keep up with you?
   - What does this activity have to do with trust and the work we are about to do together?

6. Remind them that working with people of diverse backgrounds and ages requires us to be comfortable with uncertainty, with looking like we don’t know what we are doing sometimes, and to tune in to understand both verbal and non-verbal communication cues.

7. Note: If anyone has mobility limitations that should be respected during the activity, e.g., if someone cannot stand up, their partner when leading should not stand up either. If someone has a visual impairment or is fully blind the activity can be modified by having one person tap a rhythm or hum a tune and the other imitates the rhythm or tune.
Online Adaptation

Put people in breakout rooms of two for the activity, if working with a younger group of adolescents, make breakout groups of 3 persons (1 lead, 2 follow). The purpose of the 3-person group is for child safeguarding and to prevent 1 adult and 1 adolescent being in a virtual space by themselves.

Activity 2: Nine basic requirements for effective and ethical participation

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Explore the basic requirements for effective and ethical participation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>35 minutes.</td>
</tr>
<tr>
<td>Materials:</td>
<td>Paper and pens, print out of Appendix 2: Key Questions and nine basic requirements for effective and ethical participation of adolescents.</td>
</tr>
<tr>
<td>Process:</td>
<td></td>
</tr>
</tbody>
</table>

**Part 1: Brainstorming**

1. Put the participants in pairs. Explain that you will read out some questions and ask them to discuss. Before you pose the questions, first ask participants what does it mean to them when we use the words “safe” or “ethical”? Does this just mean our physical safety? Our emotional wellbeing? Are these standards and procedures? Allow for discussion on this and then summarize the main ideas. Facilitators can highlight that these are considerations we put into place to ensure that interactions (with young people and others in general) are conducted in a way that causes no harm or risk, whether physically, mentally or emotionally.

2. Read the following questions and ask the participants to discuss and write down some ideas: *What do you usually do to make participation safe and ethical when you work with adolescents? How do you usually make sure adolescent participation is effective? What are some ideas from your own experience?*

3. Allow some volunteers to share their ideas with the larger group.

4. Ask the other participants to share their thoughts and ideas and support one another to deepen the thinking about ethical participation.

**Online Adaptation**

Ask the other participants to use the thumbs up emoji if they like the example, raise their hands to say if they would like to add something.

---

9 This session builds on UNICEF’s [Engaged and Heard Guidelines](https://www.unicef.org) (2020), in Appendix 9.
1. Before the start of the activity the facilitator should print one copy of Appendix 2: key questions and nine basic requirements for effective and ethical participation of adolescents for each group. Cut out the boxes of questions and requirements, as participants will be sorting and pasting these together.

2. For this exercise the participants will be working with teams of 5 (“Blue Team”, “Green Team”). Each team will be responsible for their own learning, and at the end of the exercise there will be a short quiz.

3. Each team will receive a list of questions and a list of basic requirements; the participants should group two key questions and the related basic requirement together.

4. Once they link all the requirements with their questions, the participants should summarize (in one sentence) the nine basic requirements.

5. After 20 minutes of the matching exercise, make sure they have pens and paper and give them the quiz. Remind the participants that they can help each other and are allowed to use their notes.

6. Read out the quiz questions, giving participants 30 seconds to discuss the questions in their teams, agree upon an answer and write it down. You can give a bit more time to the participants for the second part of the quiz.

7. When everyone has finished, have each group hand their answers to another group to mark as you read out the answers and explain the scoring.

8. Calculate which team is the winner and ask for a big round of applause for them.

9. Debrief with the group afterwards. Ask them the following questions: what did you learn from the nine basic requirements for effective and ethical participation? What was most interesting to you? What do you still find challenging?

10. Remind the group that the nine basic requirements are a key tool for ensuring quality child, adolescent or youth participation in any initiative. Any participatory programme with adolescents and youth must follow the nine basic requirements, otherwise, participation runs the risk of being tokenistic, manipulative or unsafe.
Quiz Questions

<table>
<thead>
<tr>
<th>Statement</th>
<th>Related Basic Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I like to ensure that information is shared with adolescents in an easily understood way.”</td>
<td>Transparent and informative</td>
<td>1 point</td>
</tr>
<tr>
<td>“I make it very clear that any individual or member of the group can stop participating at any time they wish.”</td>
<td>Voluntary</td>
<td>1 point</td>
</tr>
<tr>
<td>“I organize activities at a time and a place that best suits the adolescents’ needs.”</td>
<td>Respectful</td>
<td>1 point</td>
</tr>
<tr>
<td>“I have to put extra effort in ensuring equal opportunities to the most vulnerable adolescents.”</td>
<td>Inclusive</td>
<td>1 point</td>
</tr>
<tr>
<td>“It’s important to offer young people feedback and let them know to what extent their views were taken into account.”</td>
<td>Accountable</td>
<td>1 point</td>
</tr>
</tbody>
</table>

Then ask the groups to develop a statement for the following basic requirements:

- Relevant
- Child/adolescent-friendly
- Supported by training
- Safe and sensitive to risk

2 points per statement

Online Adaptation

After the brainstorming activity, facilitate the rest of the exercise as follows:

- Before the activity the facilitator should prepare in advance the team lists, an online document for the basic requirement/key questions and the whiteboard for the quiz (i.e., Jamboard or Padlet).
- Before putting the participants in breakout rooms, share the exercise link and ask each group to download the file. The groups will work in their own word file where they will link each requirement to two questions.
- For the quiz, prepare in advance a whiteboard and share the link for the participants to write their answer, prepare one slide per question. After explaining the instructions for the quiz, put back the participants in the breakout rooms and share the question through the screen. Allow 30 to 50 seconds for each question.

Adapted from “Engaged and Heard! UNICEF Training on Adolescent Participation and Civic Engagement” (AGORA).
Activity 3:
Exploring meaningful adolescent participation

**Purpose:**
Explore dimensions of adolescent participation in various parts of society using non-verbal communication and creative thinking skills. Reflect on how we can work together to make or take space and negotiate privilege and power to make way for adolescent participation.

**Time:**
1 hour.

**Materials:**
Flipchart paper, pens and markers.

**Process:**

**Part 1: Brainstorming**

1. Put the participants in pairs (ideally one adult and one adolescent). Start by asking the young person in each group to share, if they feel comfortable, what makes participation work well? What can adults do to make participation work well for adolescents? Encourage adults to listen and ask reflective questions.

2. Then ask the pairs to discuss together: from your experience, in your community or region, what are some things that help make adolescent participation meaningful?

3. Ask the groups to share any top tips from their discussions with the larger group. Write these on a flip chart or ask a volunteer to write these up for everyone to see.

4. This session will give you a good understanding of how comfortable the group is with the topic of meaningful participation and may help you identify specific areas that require more attention.

**Part 2: Learning the Image Theatre method**

1. Explain that for this activity, participants will work in groups to create a frozen image, also known as a tableau. Begin by demonstrating a frozen picture or group image with some volunteers. Ask for four volunteers to come up and sit in a row. Tell them that you are going to “sculpt” them into a frozen image (you can use the following as examples: something that makes us happy, something that makes us sad) using instructions and demonstrations but without touching them. For example, you will describe a position and they should hold that position. Point out that they should not move, speak or use any objects other than their bodies. It might be a good idea to arrange them so that they look like four musicians, as the participants who are watching should be able to understand what you are doing.

**Note to the facilitator**

Ensure that the participants listen carefully and “sculpt” themselves. Actual physical touching should be avoided.

2. Now ask the audience (the other participants who are watching) the following sorts of questions:
   - What do you see?
• Who are these people?
• Where are they?
• How can you tell?

3. Continue with this discussion until you have heard a variety of interpretations of what is happening in the tableau.

4. Put the participants into groups of four or five and tell them to work in their groups for five minutes preparing a still image representing the following ideas in one of the following situations:
   Imagine yourself as an adolescent participating in a decision-making process in one of the following situations (you can assign a different situation to each group):
   • Decision-making at home (e.g., decision on curfew or screen time)
   • School governance (e.g., school council)
   • Local governance (e.g., municipal children’s councils)
   • Volunteering (e.g., gardening, caring for elderly people)
   • Advocacy group (e.g., working-children’s associations) or campaigns (including online)

5. Ask the groups to prepare their frozen image representing the situation. Remind them that when they make their image, the audience should understand what is happening. In other words, the picture must tell a story by using expressive gestures and facial expressions.

6. When they are ready, invite one group into a space where everyone can see them and ask them to demonstrate their tableau.

7. Ask the participants to hold their positions for each tableau, ask them the questions suggested below.

   Reflection questions to ask:
   • What do you see?
   • Who are these people?
   • What is happening? Why do you say that?
   • Is this a situation you recognize from your own life, community, or experience?
   • Are there any power dynamics you can detect from the images? If so, what are they?
   • Who seems like they are in a position of power? Why? Who seems like they have the least power? Why?
   • Is anyone being excluded? Who? Why do you think that is?

8. Try to view as many other groups as possible while keeping to the time limit.

**Note for the facilitator**

The role of the facilitator is to encourage discussion. The value of the exercise is in letting the “audience” participants say what they think they see in the image. When participants say what they think is happening in the image, ask them “Why do you think that?” and then, “Who has a different idea?” The exercise is not about trying to find a right or wrong answer. There is no right or wrong answer. It is about giving participants the freedom to express ideas and giving them practice in explaining and justifying their arguments.

With Image Theatre the facilitator’s job is to offer participants a concept or a problem and give them the freedom to form an image of how they perceive it. The facilitator’s job is then to simply facilitate a discussion. You should not direct the images, telling students where to stand etc.
Part 3: Applying the Image Theatre method to the topic of Meaningful Participation

1. Explain that we’ve taken a quick look at different areas where young people can participate.

2. Now, they will look very briefly at the definitions of the four essential features of meaningful participation. Read through the descriptions listed below. Ask the group to stand up for the exercise.

- **Space**: Adolescents need safe and inclusive opportunities that provide them with space and time to form and freely express their views and opinions. Ask the group to stand or sit in a way that takes up the most space possible.

- **Voice**: Adolescents should be provided appropriate information to inform their views, and they should be able to use the media of their choice to communicate their views and to negotiate decisions (e.g., verbal expression, creative theatre, art, digital media, etc.). Ask the group to say their names out loud all at once, loudly. Then ask them to strike a pose that shows how they would feel if they spoke up and felt their voice was heard.

- **Audience**: Adolescents’ views must be respectfully and seriously heard by those with the power and authority to act on them (e.g., government officials, parents, social workers, doctors). Ask the adolescents in the room to strike a pose that indicates speaking up about something they care passionately about. Ask the adults in the group to strike a pose that indicates an audience listening respectfully.

- **Influence**: Adolescents’ views should receive proper consideration, and adolescents should receive timely feedback about the outcome(s) and the extent of their influence. Ask the group to strike a pose that shows influence.

3. Put participants into groups of four to five and assign each group one of the four essential features of meaningful participation that you have just discussed. Ask each group to spend five minutes preparing an image using the Image Theatre technique to demonstrate how the feature might affect adolescent participation.

4. After five minutes, bring the groups back together again. Ask to see one image for each feature. Use the questions below to facilitate a discussion with the audience:

- What do you see?
- Who are these people and what are they doing?
- Is this a realistic situation? Is it an image you recognize from your own lives or communities?
- Is the described situation of participation meaningful? Why?
- Would you like to give any advice to the adolescents or the adults in this image?

5. Be sure to keep asking: “Why do you think that?” and “Does anyone have a different idea?” to prompt deeper discussion.

---

11 “Meaningful” opportunities for adolescent participation require well-planned and practical efforts that ensure space, voice, audience and influence.
If delivering this session online, facilitate the following activity after the brainstorming exercise in lieu of the Image Theatre. Before the session, you should prepare online documents to share with the participants including the instructions for the group work and the features of meaningful participation.

1. Ask the participants to think about a time when they experienced or heard of meaningful adolescent participation. If participants do not know of a real-world example, they can make a hypothetical scenario. Ask 1 or 2 participants to share.

2. Guide them to think of the example they saw or read about adolescent participation in any scenario (e.g., school, local governance).

3. Now ask the participants to think to themselves, “What made it meaningful?” using the following discussion prompts:
   - **Space:** Where did it happen, how did you feel there?
   - **Voice:** Who was listening and who was speaking? How did it feel to hear or be heard?
   - **Audience:** Who had power in this space? How did they show with their actions and words that they were taking the adolescents seriously? How did they use their power to support the adolescent?
   - **Influence:** How do you imagine the adolescents felt afterward? How does it feel to have influence? (Invoke the group to strike an influential pose!)

4. Explain that in this section, we are going to analyze what features are required for meaningful adolescent participation.

5. Ask the participants to read this case of adolescent participation.

   Hanoi continues to face a waste management problem with landfills at bursting point and new high tech landfill sites under development, the local municipality wants to fix the problem at the root — garbage production. Some local students want to contribute and have a say on how this problem can be solved. The municipality wants to hear from the students about their ideas for on-ground awareness. They invite all interested youth and students for an online discussion forum. Prior to the event, materials are shared with the registered participants, to inform them of the current waste management problem and proposed solutions. In addition, a website is developed that hosts the resources while youth and students in the district are invited to fill an online survey with their ideas. The forum is for a discussion about the proposed solutions and to hear students’ opinion. All information (from forum and surveys) are collected and shared with the district authorities and also includes key decision makers in the waste management project. Regular updates are shared with the participants through a newsletter on the project and the impact of their ideas. Furthermore, youth are also invited for follow up discussion forums to discuss the progress.

6. Ask participants to discuss the elements of meaningful participation they saw in the case study. Here are some additional probing questions:
   - What factors made this effective participation?
   - What enabled adolescents’ to participate in this scenario?
   - How were the participants informed of the situation?
   - How did the participants share their views and ideas?
   - Who heard the adolescent participants’ views?
   - What was the effect of the adolescent participants sharing their views?
   - Was there anything that could have been done differently?
7. Ask guiding questions to get the participants to identify the four features of space, voice, audience and influence and summarize.

8. Share the image outlining the features of meaningful participation to recap.

9. For the next task, share the instructions before assigning breakout rooms for the participants.

10. The task is to analyze the features of meaningful participation (space, voice, influence and audience) in the above case or in one of their examples and provide practical recommendations to improve them, for example:
   - How to reach out to more adolescents?
   - How do we engage those who are often left out, and make the space inclusive? (e.g., think of marginalized groups in your region, such as adolescents with disabilities, different genders or backgrounds)
   - How to reach adolescents in rural areas or in poor communities?
   - How can adolescents be informed of their influence?
   - What forms of communication can be utilized?
   - How to amplify adolescent voices?

11. Ask them to take 10 minutes to discuss this in their groups.

12. After 10 minutes, bring back the participants to the main room and ask 1 or 2 groups to present their analysis and recommendations to the other groups.

---

**Activity 4:**
**Common Objections to Adolescent Participation**

<table>
<thead>
<tr>
<th><strong>Purpose:</strong></th>
<th>Explore common objections to adolescent participation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time:</strong></td>
<td>40 minutes.</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>None.</td>
</tr>
<tr>
<td><strong>Process:</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. Explain that in this activity we will discuss that, in some cases, people might not be as receptive to adolescents’ participation as we might hope. In fact, we might even hold some unintentional objections or beliefs that hold us back from fully supporting adolescents’ participation. It is useful to spend some time reflecting on our own thoughts and ideas of participation, and where we might have some bias, as well as where there might be resistance in our community or area of work.

2. Ask the group to start by reflecting privately on the following questions. Give people 5–7 minutes to write, draw or think through these questions.
   a. What are my own fears about adolescent participation?
   b. Do any of these fears hold me back from either engaging young people or participating as a young person?
   c. Why might I hold these beliefs or views?

---

12 This session builds on UNICEF’s Engaged and Heard Guidelines (2020), Appendix 11: Dealing with Common Objections.
3. Invite participants to share their reflections if they feel comfortable.

4. Now, share with the group the common objections to participation from the Engaged and Heard Guidelines, Appendix 11. (You can read additional details in the Guidelines.)

**Common Objections to Adolescent Participation**
- Adolescents lack competence.
- Adolescents should learn responsibilities first.
- Adolescent participation is too complicated and too expensive.
- Children and adolescents will lose their childhood and not respect parents.
- Participation is not part of “traditional” culture.
- There is no time to develop adolescent participation in emergencies.
- Adolescent participation puts them at risk.
- Adolescents can be manipulated by adults.

5. Invite the group to break out into smaller groups of 3–4 people (mixing adults and adolescents) and discuss these objections and consider ways they might address these challenges in their work. Assign 2–3 points per group, so that all points are discussed in a small group. Give groups 10–15 minutes to discuss and ask a representative from each group to report back.

6. Come back together as a larger group for small group presentations and debriefing.

7. Go back to the Community Agreement Flipchart and, based on the four essential features and nine basic requirements learned today, ask the participants if they would like to add any new ideas about how to encourage participation during this workshop.

**Online Adaptation**

For the individual reflection, write the key questions on an online whiteboard and consider playing soft music while participants think through key questions.

Create breakout rooms for the group discussion. Prepare a white board with 2–3 bullet points of common objections for each group that they can populate with sticky notes.

Bring the group back together for the small group presentations and sharing.
Session 1.3: Actors involved in participation

Learning Objectives

1. Determine the actors who are involved in different areas and levels of participation in their context.
2. Using the ecological model, identify needs and actors at the micro, system and macro levels.

Activities

Activity 1: Tree and forest visualization.
Activity 2: Relationship builder – my dream for my community.
Activity 3: Participation within a socio-ecological context.

Duration

1.5 hours.

Materials

• Flipchart
• Markers

Facilitator Notes

Be sure to read the background materials in Appendix 3: Strategies to support adolescent participation before you begin.
Activity 1: Tree and Forest Visualization

<table>
<thead>
<tr>
<th><strong>Purpose:</strong></th>
<th>To foster feelings of connection and presence in the workshop.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time:</strong></td>
<td>5 minutes.</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>None.</td>
</tr>
</tbody>
</table>

**Process:**

1. Ask everyone to stand if they can, and plant their feet firmly on the ground.
2. Ask them to close their eyes and imagine a forest or a jungle. Imagine they are a tree in that jungle, and that their feet are strong roots reaching deep into the ground.
3. Tell them their legs are the tree’s trunk, they are strong but also flexible in the wind. Ask them to sway a little in the breeze and to reach their arms up and out like tree branches. They should reach out to absorb the sunshine for their leaves.
4. Ask them to imagine the specific kind of tree they are – how tall, what their leaves and fruit look like. Now ask them to imagine they are part of the whole forest, and their roots and branches are reaching out to the roots of the other trees there with them, making a strong forest floor and a thick canopy for the forest’s creatures. Take a few breaths together as trees swaying in the breeze.
5. Now everyone can open their eyes and retake their seats.

**Online Adaptation**

This activity can be conducted online, asking people to either stand or do the actions in their seats.

Activity 2: My Dream for my Community

<table>
<thead>
<tr>
<th><strong>Purpose:</strong></th>
<th>Practice active listening skills, build connections and practice empathy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time:</strong></td>
<td>15 minutes.</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>None.</td>
</tr>
</tbody>
</table>

**Process:**

1. Explain that, in groups of two or three the participants will take turns speaking about a dream they have for their community. Facilitators should reiterate the objective of this exercise is to practice active listening.
2. Remind them that community can exist at school, work, in their neighbourhood, in their city, online and in other parts of life, including across borders.

3. Give everyone two minutes in silence to think about a hope or dream that they hold for a community they are part of.

4. Now invite the group to open their eyes and begin to share what their dream was with their small group.

5. Remind them that while others are talking they can use active listening skills to show interest. Ask the group for active listening tips. Then ask them to move into groups of two or three and take turns sharing their dream.

6. As a reminder, for active listening there should not be any interruptions; show you’re listening with eye contact and body language; after someone is done speaking you can thank them for sharing their dream with you.

<table>
<thead>
<tr>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use breakout rooms to encourage small group dialogue, after the activity has been explained in full.</td>
</tr>
</tbody>
</table>

---

**Activity 3: Participation within a Socio-Ecological Context**

| Purpose: | Map out the various people and groups in your community that have an impact on adolescents’ meaningful participation. |
| Time: | 70 minutes. |
| Materials: | Flip chart and markers. |
| Process: |

Please note: For additional background information, please see Appendix 3: Strategies to support adolescent participation.

1. The goal is to map out the various people and groups in your community that have an impact on adolescents’ meaningful participation. For example: school teachers, internet café owners, parents, adolescent leaders, government officials, youth groups, online communities etc.

2. Take a look at the social ecology model as a group (see figure below). Explain that a socio-ecological model is a great way to look at a whole system – all the people and groups that shape the lives of adolescents.

---


SESSION 1.3: ACTORS INVOLVED IN PARTICIPATION

Activity 3: Participation within a Socio-Ecological Context

National government
International community
Institutions – schools, hospitals, courts, workplaces

Family
Local community and local government

Adolescent Participation:
Adolescents form and express their views and influence matters that concern them directly and indirectly.

Engagement:
In dialogue, decisions, mechanisms, processes, events, campaigns, actions and programmes.

Civic engagement:
Individual or collective actions in which people participate to improve the well-being of communities or society in general.

3. Then, on a flipchart paper make a large diagram of concentric circles, adolescents at centre, surrounded by:
   - Level 1. Peers and family.
   - Level 2. Community.
   - Level 3. Regional and national.
   - Level 4. International and online.
   - Level 5. Natural environment.

4. Explain that, at each level of the socio-ecological model, these groups are influencing or impacting adolescents, but adolescents are in turn influencing these groups as well.

5. Break the group into small groups of 4–5 participants. Ask the small groups to take 10 minutes to draw/write their own socio-ecological model and include specific individuals and groups that are important at each level (e.g., parents, community leaders, faith leaders, local government, local organizations, artists, companies, artists, online adolescent communities.) in their specific context. This will help them see how everything in an adolescent’s environment affects how they grow and develop, and helps us think beyond an individual level to a systems-level of thinking.
6. Now ask the groups to think about the following case study, and read it aloud:

Case Study: Achara is a youth worker. She works to promote adolescent participation by working with her school club to set up a suggestion box, so students can give feedback to teachers. Using the ecological model, help her evaluate who and what she might need from each level to support young people in their active participation and civic engagement.

7. Ask the group to discuss as a small group the following questions, thinking about Achara and/or your own context and the various levels of the socio-ecological model. Give 15 minutes for this discussion:

<table>
<thead>
<tr>
<th>Level</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual, Peers and Family</td>
<td>What do adolescents need from the <strong>family</strong>? How can this group better support adolescent participation?</td>
</tr>
<tr>
<td></td>
<td>What do adolescents need from the <strong>peers</strong>? How can this group better support adolescent participation?</td>
</tr>
<tr>
<td></td>
<td>What do peers and family need from the <strong>adolescents</strong>? How can adolescents better support their own participation?</td>
</tr>
<tr>
<td>Community, Regional and National</td>
<td>What do adolescents need from the <strong>community</strong>? How can this group better support adolescent participation?</td>
</tr>
<tr>
<td></td>
<td>What do adolescents need from the <strong>education system</strong>? How can this group better support adolescent participation?</td>
</tr>
<tr>
<td></td>
<td>What do adolescents need from the <strong>local governance system</strong>? How can this group better support adolescent participation?</td>
</tr>
<tr>
<td>International, Online and the Natural World</td>
<td>What messages should come from the broader <strong>culture/society</strong> to support adolescents? How can this group better support adolescent participation?</td>
</tr>
<tr>
<td></td>
<td>What do adolescents need from the <strong>natural world</strong>? How can adolescents be better engaged in climate action?</td>
</tr>
</tbody>
</table>

8. Bring the small groups back together and ask representatives of the groups to share key ideas at each level of the socio-ecological model (Individual, Peers & Family; Community, Regional and National; and International, Online and the Natural World). Take another 15 minutes for this discussion.

9. Then ask the group to consider if there are any adolescents who might be treated differently. Who in your community or region do you think is marginalized or faces major barriers to participate?

10. You can prompt the group with the following examples:

- Adolescents of different genders, sometimes this might be boys or girls or children who are gender nonconforming.
- Adolescents living in rural or remote areas, with no access to technology.
- Adolescents with neurocognitive disabilities, (e.g., autism or intellectual disabilities).
- Adolescents with physical disabilities.
- Adolescents on the move, either refugees or internally displaced.
- Ethnic minorities or specific religions.
- Other.
11. Encourage an open discussion about who these adolescents are and how we might reach out and provide opportunities for them to be included.

<table>
<thead>
<tr>
<th><strong>Online Adaptation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use breakout rooms to simulate the small group work in this activity. Prepare online whiteboards for groups to add their ideas into the various levels of the socio-ecological model.</td>
</tr>
</tbody>
</table>
Session 1.4: What does adolescent participation look like in practice?

Learning Objectives

1. Differentiate between types of participation, both formal and informal.
2. Explain the scope of participation at the school and local governance level.

Activities

Activity 1: Short personal storytelling with active reflection.
Activity 2: Types of adolescent participation.
Activity 3: Case studies – six perspectives.
Activity 4: Wrap-up discussion with fishbowl.

Duration

2 hours.

Materials

• Paper
• Pens
• Flipchart
• Print outs of Appendix 5: case studies from six perspectives
• A bag or bowl for the fishbowl activity

Facilitator notes:

• This session requires some printed documents (flipchart and case study). Be sure that all the needed materials are ready before the session.
• Please refer to Appendix 4: modes of participation for more background information to support your facilitation of this activity.
Activity 1: Short personal storytelling with active reflection

**Purpose:** Practice embodied listening skills and vulnerability to build trust.

**Time:** 15 minutes.

**Materials:** None.

**Process:**

1. Tell the group that we will be doing a storytelling activity to practice whole-body listening. Each person should think of a personal story about something meaningful they have experienced. The story should be under three minutes. It can have a beginning, middle and end. Or it can be a story about a feeling the person had or something important they saw. In any case it should be based on a personal first-hand experience. It does not have to follow a plot.

2. The group will be pairing off for about 10 minutes (three minutes for each story and 1–2 minutes for reflection). One person will listen while the other tells their story. They should use a timer and let the person know when their time is up. Ask the participants to think about their role as listener and how they are creating a safe space for someone to tell a personal story by:
   - Being quiet.
   - Being mindful of where they are looking.
   - Keeping open body language (consider how the position of arms and legs conveys where your attention is).
   - Being mindful of facial expressions.
   - Responding to what has been shared, reflecting on emotion in voice tone or words, what you see them do with their body language and facial expression while they are speaking, and what the person might need or want in relation to the story.

   Main points: Reflect on body language, voice tone (emotion), eye contact, what the person might need or want.

3. Examples of active listening phrases:
   - I imagine you might have felt... (emotions, showing empathy).
   - I see you... (reflecting, showing presence).
   - I wonder if you might need/want... (reflecting understanding).

4. Debrief by asking the participants the following questions: How did it feel to hear an active reflection of your story? How did it feel to give such a reflection? Could you use these skills in your relationships, at work or school, with family? How can active listening help with adolescent partnerships and participation? How might active listening be different across generations than with the same age group?

**Online Adaptation**

Use breakout rooms for small group work, and then bring the group back together for the debrief.
Activity 2: Brainstorming types of adolescent participation

**Purpose:** Explore different types of participation.

**Time:** 45 minutes.

**Materials:** Flipchart and markers.

**Process:**

Please refer to Appendix 4: modes of participation for more background information to support your facilitation of this activity. The figure below will also be useful.

1. Explain that in this activity we will be brainstorming different types of participation.
2. Put the participants into groups of 4–5, ideally mixed groups with adults and adolescents and distribute several slips of blank paper to each group.
3. Divide a flipchart into three columns, one column for each type of participation – Consultative, Collaborative and Adolescent-led. Briefly explain each term (see Appendix 4).
4. Ask the adolescents, if they feel comfortable, to discuss a project they have been involved in or heard about, where adolescent participation was an important component. Write the following questions on a flip chart paper, to guide the discussion within the groups:
   - How were adolescents involved in the project? (e.g., adolescents recommended new ideas, or they were consulted before the implementation of a project, etc.).

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15 This session is built on UNICEF. (2020). Engaged and heard! Guidelines on adolescent participation and civic engagement on 2.6 Modes of Adolescent Participation.

• When were the adolescents involved in the project? (e.g., During the design or during a pilot implementation, they were consulted as a part of the final evaluation, etc.).
• Did the type of participation evolve during the project? (e.g., in the beginning adolescents were consulted for the project but after the consultation, a meeting was organized with them to develop a new project implementation).
• What were the benefits of the adolescents’ participation?
• In your opinion, was the participation meaningful? Why?
• How could the participation have been improved?
• How would you categorize your project- Consultative, Collaborative or Adolescent-led? Or a mix of these?

5. After 15–20 minutes, bring all the participants back together and ask each group to present their responses. Then, ask the groups to share any keywords (such as adult-led, increase motivation, involvement, consultation, evaluation, opinion, etc.) that describe each type of participation – Consultative, Collaborative and Adolescent-led.

6. Ask the group to share any reflections on what they have learned in this activity.

Online Adaptation
Prepare an online whiteboard with the key types of participation. Break participants into breakout rooms for discussion, encouraging adolescents to lead with their examples if they feel comfortable.

Activity 3: Case study from six different perspectives

Purpose: Explore concepts of participation through case studies.

Time: 50 minutes.

Materials: Paper, markers, and print outs of Appendix 5: case studies from six perspectives.

Process:
1. Explain that in this next exercise, participants will analyze and talk about a case study from six different perspectives.
2. Read through each of the six prompts (below). And respond to any questions about the instructions.
3. Put participants into groups of 6–7 and distribute one case study and one piece of paper per group. Ask each group to tear up a sheet of A4 into six small pieces, write the numbers 1 – 6 so that there is one number on each piece of paper, fold them up, shuffle them and have each participant pick one.
4. The first participant picks one paper and discusses the case in a manner according to the number selected. Continue until all six perspectives have been argued at least once. For example, if she picks a 2, she compares the case to another type of participation by explaining what is similar or what is different. When she has finished, another participant picks a number and answers accordingly (it could be the same number as the previous one).
5. After 30 minutes or so, bring all the participants back together and have each group explain briefly their case study focusing on: the type of participation; issues that intersect in the lives of adolescents; how young people may be shaped by their social environment; and the positive and/or negative influences of family, peer group, school, community and society. Allow for questions from the “audience” participants.

Prompts:

1. **Describe it**: Read the case study and describe the situation focusing on facts, figures and objective information. You can use the following questions:
   - What type of participation (consultative, collaborative or adolescent-led) is described in the case? How do you know?
   - Where the participation takes place (school or local governance level)?
   - Who is involved in it?
   - What are their goals?
   - How do they try to reach their goals?

2. **Compare it to another type of participation (of your choice)**: What is similar? What is different?

3. **Associate it** with one of your previous participation experiences or one you heard of. Have you previously worked in a situation like this and what was the value? In this situation do you think the adolescents felt valued/heard?

4. **Analyze how** would you ensure that the process of consultative/collaborative or adolescent-led is meaningful and equitable?

5. **Analyze what** are the positive and/or negative influences of the family, peer group, school, community and/or society on the adolescents’ issues.

6. **Improve it**: Explain how you would improve the situation described in the case study.

**Online Adaptation**

If working online, you can use any online random number generator such as Google random number generator, by selecting 1 as minimum number and 6 as maximum.

Use breakout rooms and have handouts ready in Google Docs to share.
Activity 4: Wrap-up discussion with the fishbowl

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Answer persisting questions and wrap up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>10 minutes.</td>
</tr>
<tr>
<td>Materials:</td>
<td>Paper, pens, bowl or hat.</td>
</tr>
</tbody>
</table>

Process:

1. Distribute a piece of paper to every participant and ask them to write down one question or comment concerning adolescent participation and/or the course content so far.

2. Ask the participants to deposit their questions or comments in a fishbowl (such as a hat or a bowl). Then pick several questions out of the bowl and ask volunteers to answer them.

Online Adaptation

If working online, you can use any online whiteboard and ask participants to write their questions/comments on post-its or use the chat box.
Session 1.5: Pushing back barriers to adolescent partnerships and participation

Learning Objectives

1. Use storytelling and self-reflection to gain self-awareness about biases and values about intergenerational cooperation.
2. Become comfortable applying practical strategies to challenge systemic and social barriers for adolescent partnerships and participation.
3. Practice strengths-based thinking.

Activities

Activity 1: Two truths and a wish.
Activity 2: Strategies to improve adolescent participation.

Duration

1.5 hours.

Materials

- Flipchart
- Markers
- Copies of Appendix 6: Exploring how to improve adolescent participation table and Appendix 3: Strategies to support adolescent participation
- Copies of Appendix 7: The five main strategies for adolescent participation

Facilitator notes:

Throughout this session, participants explore how they can address some of the barriers or challenges to participation. Encourage them to reflect on some of their own experiences where they faced challenges, whether as practitioners or through their own participation initiatives. Draw out some of their lived experiences and encourage active listening from the rest of the group. This should be a safe space to share and discuss.
**Activity 1: Two truths and a wish**

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Build empathy and strengthen group dynamics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>15 minutes.</td>
</tr>
<tr>
<td>Materials:</td>
<td>None.</td>
</tr>
</tbody>
</table>

**Process:**

1. Ask each person to think of two things that are true about themselves or their lives and one thing they wish were true.
2. One at a time, ask them to share their three things in small groups of 3–4, and have group members guess which is their wish. For example: I am really good at playing guitar, cooking and running.

**Activity 2: Strategies to improve adolescent participation**

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Identify strategies to improve opportunities for adolescent participation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>75 minutes.</td>
</tr>
<tr>
<td>Materials:</td>
<td>Flipchart, markers, and template from Appendix 6: exploring how to improve adolescent participation printed for each group.</td>
</tr>
</tbody>
</table>

**Process:**

1. Explain that in this activity we will be working together to identify strategies to improve opportunities for adolescents to participate in issues and projects that are important to them.
2. Start off by encouraging participants to share any possible barriers or challenges they might face in improving opportunities for adolescent participation. Ask for a volunteer to write the responses on a flip-chart paper for everyone to see.
3. Now, ask the participants to move into their small groups.
4. Explain to the participants that they will now explore how they can address some of these barriers or challenges to participation. Encourage them to explore together how they can support meaningful participation. This is a chance to critically reflect on the processes in your office or community and imagine ways you can build on what you have learned in this module.
5. Each group will receive a template (see the template from Appendix 6: exploring how to improve adolescent participation) that they will have to fill based on their own context.
6. Give groups 30 minutes to work through the template.
7. During the activity, move around the room responding to participants’ questions and ensure that all the participants are joining participating in the group discussion. If needed, provide some guidance to the groups.

8. After the small group work, invite representatives to present back on their strategies.

9. Summarize that the role of adult actors is important in supporting adolescent participation. Adults must be equipped with knowledge and skills to interact with adolescents in a respectful, participatory and inclusive way and to partner with adolescents as change agents. Additionally, adolescents should receive feedback from adult stakeholders about the extent to which their views have influenced the outcomes of decisions and have opportunities to take forward some of their own ideas.

10. Encourage participants to look for any themes or commonalities in what is being presented, such as:

- Engage influential actors: Influential actors and groups such as local chiefs, religious leaders and influencers can be mobilized to start a dialogue and take action in support of positive norms for adolescent participation.
- Promote intergenerational dialogue: Facilitating intergenerational dialogue within families, communities and wider public settings strengthens the relationships and norms that enable adolescents of different ages, genders and backgrounds to express their views and feelings on matters that affect them.
- Establish strategic partnerships for capacity building: Capacity-building for professionals, government officials and other relevant actors should build upon identified entry points for wider-scale system strengthening.
- Institutionalize platforms for adolescent participation in school governance: Institutionalizing adolescent participation in school governance, such as school councils or unions, can be supported and strengthened by whole-school approaches to child-rights education. (See Module 2 for more information).
- Support high-level consultations on laws and policies: High-level consultations engaging adolescent representatives can be organized using offline and online platforms and forums at national, regional and/or global levels.
Session 1.6: To succeed, we all need adolescent partnerships and participation

Learning Objectives

1. Identify the benefits of adolescent participation.
2. Evaluate who benefits from adolescent participation.
3. Explore success stories.
4. Recognize the positive impacts of adolescent participation.

Activities

Activity 1: Setting the stage.
Activity 2: Brainstorming benefits and opportunities of participation.
Activity 3: Case studies and presentations.
Activity 4: Final reflection.

Duration

2.5 hours

Materials

- Flipchart
- Markers
- Printed copies of Appendix 8: Case studies

Facilitator notes:

To make everyone feel comfortable, start with a fun icebreaker. One has been suggested below, but if you have one you prefer feel free to use it instead.

This session features some group work. We recommend allowing for working groups composed of both adult participants and young people. Visit the groups and ensure that all the participants are sharing their opinions.

This session requires some printed documents (flipchart and case study). Be sure that all the needed materials are ready before the session.

Please see Appendix 8: Case studies for this session. These can be printed in advance.
### Activity 1: Setting the Stage

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>To continue to build relationships.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>30 minutes.</td>
</tr>
<tr>
<td>Materials:</td>
<td>None.</td>
</tr>
</tbody>
</table>

#### Process:

**Part 1: One Word Icebreaker**

1. Welcome everyone to the session.
2. Start with an interactive energizer to break the ice.
3. Encourage participants to walk around the room and mingle. Have each participant share one word that describes how they are feeling at this moment and associate an action with it. For example, “happy” with “waving arms in the air”.
4. Participants might feel a bit silly moving around the room doing their action and saying their word to each new person. Have fun with it!

**Part 2: Collective Recap**

1. After completing the icebreaker, bring all the participants back together.
2. Briefly review the previous session’s learnings – ask someone to volunteer to provide a summary of the socio-ecological model and why this is an important framework when we are thinking about adolescent participation. Ask the other participants if they would like to add anything.

### Online Adaptation

**Icebreaker:** Go around the group and have each participant share one word that describes how they are feeling at this moment and associate an action with it. If there is a larger group, this can be done in breakout rooms.

**Recap:** Conduct the recap in small groups and report back.
Activity 2: Brainstorming Benefits and Opportunities of Participation

**Purpose:** Explore benefits and opportunities of participation.

**Time:** 50 minutes.

**Materials:** Flip chart paper and markers.

**Process:**

1. Explain that we will be exploring the benefits and opportunities of adolescent participation. Ask participants to form small groups of 3–4 participants. Encourage adolescents and adults to be in separate groups, so for example you may have 2 groups of adolescents and 2 groups of adults.

2. Give each group a piece of flipchart paper and a marker.

3. Assign each group 1 or 2 of the following brainstorm topics, so that all topics are covered by the adolescent groups as well as by the adult groups:

   Benefits of adolescent participation…
   - …at home
   - …in school decision-making process
   - …in local governance
   - …in national policy making

4. Once groups have brainstormed the benefits for 10 minutes or so, bring them back together and ask adolescent participants to first share what their groups came up with.

5. After each presentation, ask the adult participants if they have any other benefits or opportunities that they would like to add. Be sure to reinforce the main points of the activity, including:

   - Participation can improve the process for everyone, bringing fun, new ideas, and innovation to the table.
   - Participation allows adults to hear new voices and perspectives.
   - Participation offers adults and adolescents the opportunity to learn new skills and knowledge.
   - Inclusive participation supports adolescent wellbeing.
   - Participation builds confidence and creates empathy.
   - Participation enables adolescents to create and engage in meaningful solutions to the issues they face.
   - Participation supports effective policy making and programs that impact adolescents.

**Online Adaptation**

Break the groups into breakout rooms based on age and then bring the whole group back together for the group discussion. A whiteboard application, such as Miro, Padlet or Jamboard may support small groups to organize their thoughts.
Activity 3: Case studies and presentations

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Learn more about adolescent participation through case studies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>1 hour.</td>
</tr>
<tr>
<td>Materials:</td>
<td>Paper or flipchart paper, pens, markers, and print outs of Appendix 8: case studies</td>
</tr>
</tbody>
</table>

Process:

1. Explain that for this activity, you will divide participants into four groups. Each group will be assigned a case study. Ask each group to take notes collectively on a flip chart or on a note-pad.

2. Then they should read through their case study and discuss the following questions/prompts, taking note of their answers. Groups will have 20–30 minutes to discuss:
   - What occurred in this case study?
   - How did adolescents engage?
   - What was the outcome?
   - What actions on the part of the adult decision makers facilitated engagement by adolescents?
   - How did participation impact adolescents?
   - How did participation impact the community?
   - Have you experienced a similar case in your country or region? How was it similar or different and what was the outcome?

3. After 30 minutes or so, bring all the participants back together and have each group present their case study. They should explain the situation of their case study using their answers to the discussion questions. Allow for questions from the other participants.

Online Adaptation

If completing this session online, use break-out rooms for small groups and prepare a Google Doc or White Board for groups to take notes.
Activity 4: Final reflection

| Purpose:  | To consider how we can remember and apply the learning from this session. |
| Time:     | 10 minutes. |
| Materials:| None. |

Process:

1. As a final reflection activity for this session, have each group go through the “remembering & applying” questions below and write their responses down on a piece of paper.

2. Ask participants to take a few minutes of quiet reflection to consider the following questions:
   - Remembering: What did I learn today?
   - Applying: How can I apply this in a new situation?

3. Then ask participants to turn to a person next to them and share their answers.

Online Adaptation

Ask participants to share one on one in break out groups for 3–4 minutes or share their answers in the chat box.
**Session 1.7: Plans to action**

**Learning Objectives**
1. Recognize the role participants play in adolescent participation and put their skills into practice.
2. Develop an action plan with next steps based on the learnings of this module.

**Activities**
Activity 1: Refresher.
Activity 2: Action planning.
Activity 3: Wrap-up discussion.

**Duration**
1.5 hours.

**Materials**
- Ball
- Flipchart
- Markers
- Print outs of action planning templates (see Appendix 9)

**Facilitator notes:**
- This session requires some printed documents (flipchart and case study). Be sure that all the needed materials are ready before the session.
- If you deliver the training with an online modality, try the proposed online tools before the session. You can search for other tools and choose the ones that best suit your needs.
Activity 1: Refresher

**Purpose:** Review content from previous session in the module.

**Time:** 15 minutes.

**Materials:** Ball.

**Process:**

1. Ask the participants to form a circle. Explain that you will throw the ball and that whoever catches it should quickly answer the question: What are your main takeaways from the previous session? What are your main takeaways from Module 1 so far?

2. The participants can elaborate on their answer, for example, if a participant says that “it’s important to provide feedback to adolescents about the impact they had on the decision-making process,” ask the participant to explain how they can do it.

3. They will then throw the ball to someone else who must do the same thing.

**Online Adaptation**

If the workshop is delivered online, prepare in advance an online whiteboard (e.g., Jamboard or Padlet), and share the link with the participants.

1. Ask them to take a few minutes to answer the question: What are your main takeaways from the previous session? They can write one answer per post.

2. After a few minutes, share the whiteboard on your screen and review and comment on the responses with the participants. They can elaborate on their answer, for example if a participant wrote that “it’s important to provide feedback to adolescents about the impact they had on the decision-making process,” ask the participants to explain how they can do it.

3. Participants can throw a virtual ball, or name someone else who did not participate yet.
Activity 2: Action Planning

**Purpose:** Begin to design a group action plan to improve adolescent participation.

**Time:** 1 hour.

**Materials:** Flip chart paper, markers and print outs of *Appendix 9: action planning table.*

**Process:**

1. Put the participants into groups of 6–7, ideally mixed groups with adults and adolescents. Participants from the same office, community or region, may be best suited together to consider practical implementation; or individuals interested in working on a similar issue such as climate action or participation in schools or local government could be placed together.

2. Give the groups a flip chart and some markers. Explain that they have 10 minutes to brainstorm some of the main challenges they think adolescents face in their community. Encourage adults to meaningfully listen to the adolescents in their groups, to understand the challenges they and their peers are facing. Ask the groups to create a list of 5–10 challenges or issues.

3. After identifying several challenges or issues, have them brainstorm solutions. How would they go about addressing these identified issues? Who would they leverage? Who needs to be involved? What will adolescent participation look like in this situation? What would the role of adult actors entail? Allow for brainstorming and discussion within groups so they can narrow down their ideas. They should ideally narrow it down to 1 or 2 issues they prefer to work on.

4. Walk around the room and assist as needed. Remind participants that these issues should be manageable, with a goal that is achievable, as we want to set people up for success, especially the first time we work together.

5. Explain that based on their discussion, they will design a project with meaningful engagement of adolescents. As a roadmap to develop their project, distribute to each group the table below:

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**Sample participatory projects for inspiration:**

- Volunteering and community service (offline or online)
- Mobilizing peers and/or community members to engage in awareness and actions
- Participatory action research
- Media initiatives
- Community arts, music or theater initiatives
- Advocacy or activism to influence practices and policies
- Social entrepreneurship
- Leadership training and practice
- School governance or local governance
- Electoral voting

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17 Adapted from UNICEF’s *Adolescent Kit.*
6. Suggest that groups spend 10–15 minutes discussing possible projects that may solve an issue or address a concern in their community. Invite groups to select a project they might work on by the end of this time.

7. Now, hand out the printed action plan templates and give groups 30 minutes to begin to fill out their action plan (Appendix 9). They may not be able to finish it completely at this time but getting some ideas on paper at this stage is important. They will have time to revise them later.

8. When groups are finished, invite them to share their ideas for 2–3 minutes with the larger groups.

### Online Adaptation

If working online, use the breakout rooms to divide the participants into groups. Before the session, put the action plan template from Appendix 9 into a live, online document, such as a Google Docs, that several participants can work on at a time. Share the link of the documents with each group so that they can work synchronously together online. During the presentation, ask each group to share their screen with their action plan.

### Activity 3: Wrap-up discussion

| 🎯 Purpose: | Plan next steps for action planning and sharing hopes for intergenerational work. |
| 🕒 Time:    | 15 minutes. |
| 🛠 Materials: | None. |

**Process:**

1. Encourage groups to set-aside time to refine their action plans. Ask groups to take five minutes to plan out when they will meet next.

2. Finish the session by asking the participants to respond to the following questions:
   - What is your hope for how adults and adolescents can work in partnership together?
   - What is one tangible action I will do as a result of this workshop? (e.g., make a presentation to my office about the importance of adolescent participation).

### Online Adaptation

If working online, you can use any online whiteboard and ask participants to write their answers on post-its or ask participants to share their reflections verbally.
Session 1.8: Growing roots for your action plan

Learning Objectives
1. Identify strategies to improve opportunities for adolescents to participate in issues and projects that are important to them.
2. Explore the successes, challenges and learning opportunities of Module 1.

Activities
Activity 1: Creative icebreaker.
Activity 2: Reach out for success.
Activity 3: Rose, bud and thorn.

Duration
2 hours.

Materials
• Pen
• Paper
• Action planning template that groups worked on during the previous session
• Flipchart
• Markers

Facilitator notes:
• As this is the final session, take time to work through the activities with groups, answer their questions and encourage them with their next steps following the completion of this module.
Activity 1: Creative icebreaker

| Purpose:   | To build connection for the final session. |
| Time:     | 15 minutes. |
| Materials: | Pen and paper. |

Process:

1. Ask everyone to close their eyes and plant their feet on the ground. Ask them to mentally scan their body from head to toe and consider how they are feeling at this moment. Ask them to visualize a natural element or something from nature that represents how they feel right now (earth, air, fire, water, a storm, wind, a river, the sea, smoke, etc.). Now ask them all together to each think of a motion and sound for their natural element. Ask them to each do their gesture on the count of three.

2. Now ask everyone to privately visualize a positive metaphor for the unique and diverse community of people sitting in the room (or on the video call) together working toward the same goals. Tell them they have five minutes to write freely. Remind them that there are no wrong answers, the first thought is the best and they should just let the creative ideas flow. They will not have to share what they write.

3. After five minutes ask people to put down their pens and give them the option to read one sentence that stands out for them from what they wrote.

4. By taking turns reading out loud a free-form poem emerges about the community they aspire to build.

Online Adaptation

Have people type a sentence in the chat box. Ask a volunteer to read them out loud. Alternatively, you can copy the sentences into one slide or document to create a poem.
Activity 2: Reach out for success

**Purpose:** Continue to build out your action plan by creating a strategy around the support and resources you might require.

**Time:** 45 minutes.

**Materials:** Copy of your action plan.

**Process:**

1. Now that you have a sketch of your action plan, you will likely need other people and resources to support you to make it a success.

2. Thinking back to the socio-ecological model, what people or resources do you need at the level of family, community, school, online, government or other levels? Invite participants in their small groups to spend 15 minutes brainstorming what support they need and how they might reach out for it.

3. Invite groups to think about how they might present their project to their community, encourage them to prepare a “strategy” or “ask” for the support they need. Encourage them to be creative. For example, they might prepare a role-play of an interview; a short ad, a poster, or short comic; social media content like a video or a poster. Give participants an additional 10–15 minutes to put together a strategy to share with the larger group – they can either do a quick draft or share their idea verbally.

4. Encourage groups to consider the following questions when putting together their action plan:
   - **What?** What is the challenge you started with, and what is the idea or solution? What idea are you proposing? What is the (expected) impact of this project?
   - **Why?** Why should people be excited to join or contribute, what is your goal?
   - **Who?** Explain your vision of adult and adolescent partnership, and who you need to support you going forward?
   - **When?** When do you need people or resources?
   - **How?** Explain how people could get involved in the project.

5. Give them around five minutes to finish up.

6. Ask each group to present their strategy and tool to the other participants in 2–3 minutes. Allow time for questions and feedback from the audience.

**Online Adaptation**

If working online, the groups can use the tools of their choice. They can for example design an Instagram/Facebook post, use a website (such as https://www.canva.com) to design a poster, etc.
Activity 3:
Rose, bud and thorn

**Purpose:** Think through your successes, challenges and learning into a few key messages.

**Time:** 1 hour.

**Materials:** Flipchart paper and markers.

**Process:**

1. Before beginning the session, it may be helpful to refer to this explanation of the activity for reference: https://lifedesignlog.com/rose-thorn-bud-activity-for-group-presentations/.

2. Explain to the group that they will be exploring three categories through the metaphor of a rose – successes (roses), challenges (thorns) and key learnings or opportunities (buds).

3. Take some flipchart paper and draw a rose bush – just a few branches coming up from the ground. As a group, you will add roses (successes), thorns (challenges) and buds (learning) with a brief written description of each one.

4. Guide the group through thinking about module 1 with the following questions:
   - **Roses = Successes:** What went well? What did you enjoy learning the most? What are you most proud of that your group has accomplished?
   - **Thorns = Challenges:** What challenges did you face along the way? What did you do to try to deal with these challenges?
   - **Buds = Learning and opportunities:** What did you learn from this module? What opportunities have come up through the module to better engage adolescents? What possibilities need growth and nurturing?

5. Once you have brainstormed all of your roses, thorns, and buds, summarize them into the key messages.

6. Now have a discussion as a group, or if groups prefer break into the same regional/office groups to discuss:
   - What creative methods could we use to share this information that we have learned? Are there any existing forums where we present what we have learned?
   - What is your timeline for implementing your action plan? What are the next steps you need to take?
   - When and where should we share to best reach the people who need to hear this and plan next steps with us?

7. End by thanking everyone for coming and explain to them the next steps for coming back together for Module 2.

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Appendices to Module 1

Appendix 1: Safeguarding Code of Conduct.

Session 1.1, Activity 2

As an attendee to the activity, I agree that I will:

1. Adhere to this Conference Child Safeguarding Policy and contribute to creating a safe, inclusive, and gender-sensitive environment that is free from discrimination and violence against children, including neglect and physical, mental, and sexual exploitation and abuse.

2. Treat children with respect and dignity and consider their best interests, irrespective of their race, color, sex, language, religion, political or other opinions, national, ethnic or social origin, property, disability, health, birth, sexual orientation, gender identity and expression, family composition, or other status.

3. Listen to children's voices, give due weight to their ideas and opinions, and empower them so that they learn about and are able to exercise their rights.

4. Be a positive role model to children by displaying high standards of behavior at all times.

5. Recognize that as an adult engaging with children I am in a position of trust and will maintain appropriate boundaries at all times.

6. Seek the informed consent of children and of their parents/guardians prior to taking the children's photos or videos.

7. Ensure that children are represented in a dignified, respectful manner; and that accurate context for the child's story or image is always provided.

8. Raise any concerns, problems, or issues pertaining to child safety and well-being with the Children and Youth Safeguarding Team as soon as possible.

9. Immediately report any violations of this policy.

10. Encourage children to speak out and raise concerns about any issue including any kind of harm.

11. Cooperate fully and confidentially in any investigation of concerns or allegations of discrimination and violence against children.

I will not:

1. Engage in any form of physical, emotional or sexual violence against children, regardless of the local age of consent or majority. In addition, I understand that mistaken belief in the age of a child is not a defense, and that sexual abuse and exploitation of children and sexual activity with a child is considered by the organizers to be serious misconduct that will result in applicable legal action.

2. Use language/images/emojis, make suggestions, or offer advice that is inappropriate, offensive, abusive, discriminatory, sexually provocative, or culturally insensitive.

3. Act in ways intended to shame, humiliate, belittle, or degrade children, or otherwise perpetrate any form of emotional abuse.

4. Encourage a child to do something harmful to himself/herself, others or property.

5. Take photos or images of children which could endanger or adversely affect them by showing their home, community or general whereabouts; further stigmatize any child; use categorizations or descriptions that expose a child to negative reprisals – including additional physical or psychological harm, or to lifelong abuse, discrimination or rejection.

6. Take and share screenshots or recordings of the online activity without the consent of all children people in the photo/video.
7. Publish the child’s last name or any personal information that could be used to identify a child’s location.

8. Ask for personal contact details (i.e., email address, phone numbers, social media contacts) of a child attending, unless there has been explicit authorization from the organizers to do so for business purposes.

9. Communicate with the child via digital platforms (e.g., Facebook, Twitter), via mobile technology (e.g., texting, WhatsApp, Skype), or online without consent and knowledge of his/her parents/legal guardians.

10. Condone or participate in activities with children which are illegal, unsafe, or abusive.

11. Stay silent, cover up, or enable a known or suspected child safeguarding incident or breach of this Code of Conduct to take place.

12. Threaten a child with violence or abuse.

13. Discriminate against or show preferential treatment or favor to a particular child, to the detriment of that particular child or of other children.

14. Access, view, create, download, or distribute sexually abusive images and materials of children.

NAME  

DATE  LOCATION  

55
Appendix 2: Key questions and nine basic requirements for effective and ethical participation of adolescents.

Session 1.1, Activity 3

Nine basic requirements for effective and ethical participation of adolescents

Any process that meaningfully engaged adolescents, must adhere to the following nine requirements for effective and ethical participation. This helps to ensure that participation is not tokenistic, manipulative or unsafe for adolescents.

1. **Transparent and Informative.** Provide full, accessible, diversity-sensitive and age-appropriate information about adolescents’ right to express their view and the purpose and scope of the opportunities for participation that are available.

2. **Voluntary.** Adolescents should never be coerced into expressing their views, and they need to be informed that they can stop participating at any point.

3. **Respectful.** Adults need to acknowledge, respect and support adolescent’s ideas, actions, and contributions to their families, schools, cultures and work environments.

4. **Relevant.** Give adolescents the opportunity to draw on their knowledge, skills and abilities and to express their views on issues that have meaning to them.

5. **Child/Adolescent Friendly.** Environments and working methods need to reflect the evolving capacity and interests of adolescents.

6. **Inclusive:** Opportunities to participate need to include marginalized adolescents of different age groups, genders, abilities and backgrounds.

7. **Supported by Training.** Adults and adolescents need training and mentoring in facilitating adolescent participation, so they can serve as trainers and facilitators.

8. **Safe and Sensitive to Risk.** When people share their views, it can involve risk. Adolescents need to be supported in risk assessment and mitigation and know where to go for help if needed.

9. **Accountable.** Adolescents need to receive clear feedback on how their participation has influenced outcomes and should be supported to share their feedback with their peers.

<table>
<thead>
<tr>
<th>Basic Requirement</th>
<th>Key Questions</th>
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<tbody>
<tr>
<td><strong>TRANSPARENT AND INFORMATIVE</strong></td>
<td>Is information shared in accessible, diversity-sensitive and age-appropriate formats and languages that they and their peers understand?</td>
</tr>
<tr>
<td></td>
<td>Has relevant information about the process been shared with adolescents’ parents/caregivers to ensure informed consent and encouragement for adolescent participation regardless of gender?</td>
</tr>
<tr>
<td><strong>VOLUNTARY</strong></td>
<td>Are adolescents fully aware that they can withdraw (stop participating) at any time they wish?</td>
</tr>
<tr>
<td></td>
<td>For adolescents who are already engaged and active in their own initiatives, are they interested to join other relevant participatory processes?</td>
</tr>
</tbody>
</table>

Adapted from: Committee on the rights of the Child. (2009). General Comment No. 12 The Right of the Child to be Heard, CRC/C/GC/12 para 134.
<table>
<thead>
<tr>
<th>Basic Requirement</th>
<th>Key Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESPECTFUL</td>
<td>Are adolescent’s own time commitments (to study, work, play, etc.) respected and taken into consideration to inform the project design and timing of activities?</td>
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<td></td>
<td>Are strategies and activities planned and facilitated in ways that a) recognize and respect adolescents’ existing skills, competences, interests and initiatives? b) build on positive cultural practices and c) enable respect for differences of opinion among participants?</td>
</tr>
<tr>
<td>RELEVANT</td>
<td>Are the adult partners sufficiently responsive to adolescent-led initiatives and suggestions?</td>
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<td></td>
<td>Is space provided for adolescents to highlight and address the issues they themselves identify as important?</td>
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<tr>
<td>CHILD FRIENDLY</td>
<td>Are the meeting places adapted to adolescents, which are accessible to adolescents with different abilities, ages and genders?</td>
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<tr>
<td></td>
<td>Are adolescents encouraged to explore issues using their own preferred forms of communication and/or using adapted approaches including creative participatory tools?</td>
</tr>
<tr>
<td>INCLUSIVE</td>
<td>Do adolescents of different genders, ages, abilities and backgrounds have opportunities to participate and influence decision-making?</td>
</tr>
<tr>
<td></td>
<td>Have the activities – space, pace, roles – been adapted with adolescents so that they cater for a range of abilities and all can engage?</td>
</tr>
<tr>
<td>SUPPORTED BY TRAINING</td>
<td>Do staff and volunteers have sufficient knowledge, confidence and skills to facilitate ethical and effective participation of adolescents?</td>
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<tr>
<td></td>
<td>Are there plans and budget to provide trainings to adolescents on child rights, participation, transferable life skills, facilitation, gender equality and other topics identified by them?</td>
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<tr>
<td>SAFE AND SENSITIVE TO RISK</td>
<td>Have risks associated with adolescent participation been identified and efforts taken to minimize them in consultation/collaboration/or led by adolescents themselves?</td>
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<td></td>
<td>Do all staff, volunteers and partners know what actions and behaviours are prohibited, what the sanctions are, and how and to whom they can report any concerns?</td>
</tr>
<tr>
<td>ACCOUNTABLE</td>
<td>Do adults take adolescents views and suggestions seriously and act on their suggestions?</td>
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<td></td>
<td>Are adolescents given feedback about the extent to which their views influenced the decision process?</td>
</tr>
</tbody>
</table>
Appendix 3: Strategies to support adolescent participation.

Session 1.3, Activity 3

The right of adolescents to participate in all spheres of life must be underpinned by legislative and policy frameworks that strengthen and guarantee participation rights. To support this goal, relevant authorities should be consulted and included in all phases, including programme design.

Many adolescents, particularly girls, are discouraged from questioning adults or exercising free thought. Cultural norms such as status or socio-economic background can further marginalize adolescents and exclude them from relevant decisions. By working in partnership with key actors, including adolescents, programmers and advocates, we can use a variety of communication methods and approaches to shift social norms that prevent participation and promote the adoption of positive ones.

The role of adult actors is important in supporting adolescent participation. Adults must be equipped with knowledge and skills to interact with adolescents in a respectful, participatory and inclusive way and to partner with adolescents as change agents. Additionally, adolescents should receive feedback from adult stakeholders about the extent to which their views have influenced the outcomes of high-level consultations and have opportunities to take forward some of their own action ideas.

Below are a few strategies you can leverage in supporting adolescent participation:

Engage influential actors

- Influential actors and groups such as local chiefs, religious leaders and celebrities and influencers, can be mobilized to start a dialogue and take action in support of positive norms for adolescent participation.
- Community meetings and/or small group meetings can support community members to reflect upon, hold a dialogue about and mobilize in support of equitable adolescent participation.
- Traditional and religious leaders, teachers and other influential actors can publicly support positive norms around adolescents’ participation and explain why it is harmful to ignore the views of adolescents.

Promote intergenerational dialogue

- Facilitating intergenerational dialogue within families, communities and wider public settings strengthens the relationships and norms that enable adolescents of different ages, genders and backgrounds to express their views and feelings on matters that affect them.
- Positive parenting initiatives also support improved intergenerational dialogue in families.
- Positive parenting initiatives can be designed to build the capacities and confidence of parents and caregivers to communicate effectively with adolescents, strengthen healthy parent–adolescent relationships and allow adolescents to influence decisions that affect them.

Establish strategic partnerships for capacity building

- Capacity building for professionals, government officials and other relevant actors should build upon identified entry points for wider-scale system strengthening.
- This may involve partnering with professional bodies, universities and other academic and training institutions, child and adolescent-focused agencies and/or government ministries.
- This partnership can be formed to develop standard training courses, modules and manuals, including online resources on children’s rights and adolescent participation that can be scaled up. A pool of trainers, including adults, and adolescent facilitators can be established.
Institutionalize platforms for adolescent participation in governance

- Institutionalizing adolescent participation in school governance, such as school councils or unions, can be supported and strengthened by whole-school approaches to child-rights education.

Support high-level consultations on laws and policies

- High-level consultations engaging adolescent representatives can be organised using offline and online platforms and forums at national, regional and/or global levels.
- Follow-up processes are crucial for ensuring adolescents’ meaningful and accountable participation, particularly in national and international forums.
Appendix 4: Modes of Participation.

Session 1.4, Activity 2.

The following modes of participation are drawn from the UNICEF’s Engaged and Heard Guide (2020), page 11.

Consultative participation takes place when adults seek adolescents’ views in order to build knowledge and an understanding of their lives and experience.

Consultative participation:

- Is adult initiated and managed.
- Lacks the possibility for adolescents to control outcomes.
- Recognizes the added value that adolescents’ perspective, knowledge and experience can contribute.
- Is the minimum requirement when programme managers are developing resources or content for adolescents.

Collaborative participation affords a greater degree of partnership between adults and adolescents, with the opportunity for active engagement at any stage of a decision, initiative, project or service.

Collaborative participation:

- Is adult initiated.
- Involves partnership with adolescents.
- Enables adolescents to influence or challenge both process and outcome.
- Allows for increasing levels of self-directed action by adolescents over a period of time.

Adolescent-led participation takes place where adolescents are able to create the space and opportunity to initiate their own agendas.

Adolescent-led participation:

- Looks at the issues of concern raised by adolescents.
• Sees adults serving as facilitators rather than leaders.
• Sees adolescents controlling the process and outcomes.

All three modes of participation are valid approaches and can be appropriate, depending on the goals of the programme or initiative and the time and resources available. Furthermore, some programmes and projects may include a mixture of different modes of participation. Adolescents can lead certain aspects and be consulted or work collaboratively on other aspects. There is a dynamic, and often overlapping relationship between them. A process that starts off as consultative may evolve into something more collaborative or may contribute to adolescent-led initiatives.
Appendix 5: Case Studies from six perspectives.

Session 1.4, Activity 3.

Case study 1\textsuperscript{20}: Child participation in reconstruction efforts in Thailand

Following the Tsunami in 2004, some enterprising young people in Thailand set up small local businesses to facilitate access to critical supplies. Others with more advanced English language skills assisted community leaders to negotiate with foreign humanitarian organizations for support to reconstruct homes and villages. These activities earned them respect from adults and thus gained them a place in community meetings. In another tsunami affected area of Thailand, a teenage girl became the accountant for a community housing group. The new community housing group placed increased value on children’s participation in decision-making, and advocated for children to receive voting rights and participate in the process of selecting the leader of the new community.

Case study 2\textsuperscript{21}: Relevant skills through local curriculum

In Thailand following the 2004 tsunami, children wanted to learn more about the natural environment, particularly because they saw links to their protection. For instance, the mangroves had protected them by diffusing the force of the waves and they wanted to increase their future security by building up the natural environment around them. In suggesting ways they could contribute to community restoration, children wanted to learn about mangrove conservation and natural resource management. They also wanted to learn other relevant skills, such as swimming. Education officials responded with local curricula that reflected their interests and concerns.

Case study 3: Protection through information

In Viet Nam, children have been involved in emergency preparation work in what is called a “Safe Village” model. The aim is for children to have basic knowledge on responding to disasters likely to affect their community as well as their general protection. The Red Cross in Viet Nam has drafted a disaster preparedness manual for children aged 9–12 years.

Case study 4: Children’s vulnerability assessments improve communities

In Viet Nam, children have led assessments looking at disaster risks and mitigation. In a disaster training project in seven provinces, preparation and response plans were developed to identify threats and means of mitigating them. The training programme looked at different disaster risks and especially at how children are affected. Assessments were conducted in communities to identify resources as well as vulnerabilities. Survey members included children, and some assessments were led by children. Assessments by children “have resulted in improved school roads, clean water and toilets, swimming lessons, ready supplies of life jackets, safe play areas and public address systems.” In addition, both adults and children felt transformed by the process. Children reported being more confident about themselves and their abilities to handle potential disasters. Adults reported having greater respect for children’s capabilities.

Case study 5: Street Safety in Indonesia

In Indonesia, an innovative local action project, in collaboration with Transportologi, conducted road safety assessments and focus groups with a school in Indonesia. The aim of the participatory study was to seek input from Indonesian youth on how to improve the safety of street designs. It also placed a focus on raising collective awareness on road safety issues among children. 409 parents, 379 students, and 29 teachers were involved, participating in variety workshops, focus group discussions and surveys.

The project has other long-term aims, including carrying out a youth-led advocacy strategy to gain commitment from the Surakarta government to invest in road safety infrastructure. Their goal is to have zero road traffic fatalities in the Sekolah Menengah Pertama Negeri area by 2022.

Case study 6: Young people’s participation in health in The Philippines

The participation of children and young people has been crucial for developing strategies for HIV prevention in the Philippines. Participatory strategies for adolescents and young people have been enthusiastically supported by the government and by civil society more generally. The National Young People’s Planning Forum (NYPPF) was designed to create an institutional framework for young people’s participation in addressing problems. The Forum is now in its fourth iteration. Since its first Forum in 2008, the process has meaningfully involved young people in the creation of a country-wide strategic plan for responding to HIV/AIDS in the Philippines.

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### Appendix 6: Exploring how to improve adolescent participation.

**Session 1.5, Activity 2.**

<table>
<thead>
<tr>
<th>Area</th>
<th>Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate for laws, policies, practices and budgets that enable institutionalization of adolescent participation</td>
<td><em>Ex: What can be done to plan for adolescent participation in advocacy processes?</em></td>
</tr>
<tr>
<td>Enhance positive social norms and attitudes around meaningful participation</td>
<td><em>Ex: What can be done to support people’s understanding and support of meaningful participation?</em></td>
</tr>
<tr>
<td>Build the awareness, skills and capacities of adults</td>
<td><em>Ex: What could be some plans to support capacity building initiatives with adult duty-bearers and with adult facilitators on adolescent participation? How might adolescents be involved in this?</em></td>
</tr>
<tr>
<td>Area</td>
<td>Opportunities for Improvement</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Build the awareness, skills and capacities of adolescents in areas they would like to develop</td>
<td>Ex: What can be done to support adolescents to build the skills and capacities they are most interested in?</td>
</tr>
<tr>
<td>Create and sustain platforms for adolescent participation and civic engagement</td>
<td>Ex: What can be done to create and sustain platforms for adolescent participation?</td>
</tr>
</tbody>
</table>
Appendix 7: Five Main Strategies for Adolescent Participation and Civic Engagement.

Session 1.5, Activity 3.

- Advocate for laws, policies, practices and budgets
- Enhance positive social norms and attitudes
- Build the awareness, skills and capacities of adults
- Build the awareness, skills and capacities of adolescents
- Create and sustain platforms for adolescent participation and civic engagement
Appendix 8: Case Studies.

Session 1.6, Activity 3

Case study 1:
Life skills programming is important in supporting young people in their communities. The Local Life Skills Programme in Siem Reap, Cambodia, helps students from grade 4–9 to better deal with the challenges of everyday life, whether at school, home, or in their communities. The curriculum uses an Inquiry-Based Learning (IBL) approach, which allows students to learn soft skills while studying a problem and searching for a solution. While actively exploring a topic through research and interviews, they learn about themselves, become more confident, and start to apply their learnings to the world around them.

Each class starts with a real-life problem relevant to the students and their community. Topics are picked by students in collaboration with teachers, school directors, and key community members. In order to tackle these problems, students need to collaborate with many stakeholders.

Director of Prey Chrouk Primary School, Roeun Khan understands that although the benefits of the local life skills programme can be great, it’s not easy in the beginning, “Soft skills are a bit abstract; take a quality like “confidence”. As you observe students in Life Skills activities, you can see them become more confident over time. When you see the change in your students, you will believe even more in the Life Skills programme.”

Peer support between students is just as important for the success of the programme. In local life skills classes, students learn individual responsibility and how to work together towards a common goal. In the process of learning about themselves, students become more confident and engaged with classmates, teachers, family, and the greater community.

After going through the programme, teachers and parents noticed a change in their students; young people were better able to advocate for themselves, ask questions, and communicate respectfully. The Inquiry-Based Learning approach that young Cambodians are learning through Local Life Skills courses can grow students into self-starters who confidently communicate, collaborate with others, and who can learn well wherever they go. This kind of independent learning style is now more important than ever, with self-guided, distance learning becoming the new norm worldwide. Beyond learning independently, the Life Skills Programme has changed the way teachers engage with students and it is creating empathetic Cambodian citizens who bravely ask for what they need, care for others, and take initiative for the greater good of their communities.
Case study 2:

Bullying is a serious issue that can have short and long-term impacts on mental health, social functioning and educational performance. Whilst bullying is recognized by children and policymakers alike as a serious issue in Indonesia, there are few evidence-based interventions tested in Indonesia.

Violence prevention has been a national priority, included in the National Medium-Term Development Plan 2015–2019. Further to this, the Ministry of Women’s Empowerment and Child Protection launched the National Strategy on the Eradication of Violence against Children 2016–2020. The strategies include changing the current social norms which accepts, tolerates, and ignores violence, including in school settings.

To address the issue of increased bullying, a series of workshops were held with government, universities, adolescent, and civil society to design the model intervention to prevent bullying in junior high schools in Indonesia. The aim was to develop, implement and evaluate an evidence-based, adolescent-driven anti-bullying intervention model to be pilot tested in South Sulawesi and Central Java, in both rural and urban areas.

The intervention was based on a North American programme called Roots. In Roots Indonesia, students “voted” on their peers whom they spent the most time with to become Agents of Change. These students are highly connected and have the most influence to change attitudes and behavior on the largest numbers of their peers.

Students were involved in every step of the development, design and implementation of the Roots programme. By including the students through each stage, it ensured that the intervention is adapted to the context of young people and gives them ownership of the process. The Roots programme was also combined with a teacher training to strengthen teachers’ knowledge of using positive discipline practices as well as capacity building on the importance of meaningful adolescent participation.

Decreased acceptability of bullying and increases in positive bystander actions were evident during the pilot. “Since the implementation of ROOTS, most students have been brave to report to the counseling teacher or another teacher when they see bullying. Previously, they would stay silent” said a counseling teacher from South Sulawesi.
Case study 3:

Martinho is from Tilomar, in Covalima municipality in Timor-Leste. “Because of the history of Timor-Leste’s move to independence, it was normal that everyone aged 15 and above should already be working. Though we were still children, we really only applied the definition to children below 12. Economically it was hard for my family if I stayed at school. I never thought about university.”

Martinho was part of the first cycle of Timor-Leste Youth Parliament (TLYP), which brought together 130 promising young people aged between 12 and 17 to represent the children and of their local area. All of Timor-Leste was covered, with one girl and one boy selected from every electorate nationwide. He heard about the opportunity from the leader of the local youth centre, who was also involved with Timor-Leste’s National Youth Council. “I was quite active at the youth centre as a peer educator and my church also had youth activities. If you are young and proactive in Timor-Leste you can find these opportunities, but not everyone is. My mentor at the National Youth Council was interested in the TLYP at first, but was too old to apply, so he suggested I put in an application.” At first Martinho thought the initiative was NGO-based and local, as much of the National Youth Council work is based on local grants. When he found out it was a national, government-run organization, he became even more interested. He thought maybe it was a way to visit Dili, something he’d never previously imagined being able to do. “Two candidates from each village were selected, so eight total for two positions. We presented in public. I knew that at least three of them were active in more organizations than I was. But I got through. I think some of the girls were probably stronger than me, but they could only choose one of each.”

Martinho describes the mandate of TLYP not only to represent children of Timor-Leste but also to prepare future leaders to take up responsible roles. As one of the oldest members in the first TLYP, Martinho noted some different levels of knowledge to start with, but found that this decreased as the training began. “Everyone went through the same process of selection, and when we started to learn, for instance, public speaking, we found similar maturity across age groups. We felt as though we were the best.” Martinho’s personal journey has been strongly influenced by his time with TLYP. He achieved his goal of visiting Dili and joined an international exposure visit to Indonesia. Learning about different national and international perspectives expanded his world view. He took part in the first ever parliamentary plenary, attended by national heroes Xanana Gusmao and Jose Ramos Horta.

Martinho has now finished university and is working for the government in Dili. He also continues to volunteer with the TLYP Alumni Association, mainly in mentoring current TLYP members but also in public engagement and awareness work on youth issues. “I don’t know if my experience is representative of all TLYP members. Only some of us remain active. We all continue to face our own challenges, and only some of us overcome them. I will say though, that my story is representative of what is possible for young people if they are fortunate enough to be chosen for TLYP.”
Case study 4:

Ho Chi Minh City (HCMC) is Viet Nam’s largest city and the commercial, political, cultural and technological centre of the country. The city is inhabited by 13 million people, and close to 45 per cent are under 25 years of age. In September 2015, the HCMC People’s Committee, in collaboration with UNICEF Vietnam, committed to creating Vietnam’s first Child Friendly City and joined the UNICEF-supported global Child Friendly Cities Initiative. In the coming years, it is envisaged that Ho Chi Minh City will serve as a model in Vietnam as well as in the region, of a city where every child is given a fair start in life and opportunities to live, thrive and grow in a safe, clean, responsive and resilient environment.

Between 2017–2021, the Child Friendly City Initiative will be supported through a partnership with UNICEF with the overall aim of addressing emerging and growing urban challenges affecting girls and boys, namely rapid urbanization, climate change and manmade disasters, violence and abuse, and discrimination and inequity.

Evidence-based planning and monitoring, expanded partnerships, meaningful participation and strengthened coordination with children, government institutions, the business community, the innovation eco-system, civil society, child- and youth-led organizations and academia are core strategies for achieving results for children and adolescents in the city.

The Child Friendly City Initiative will address the following key concerns impacting child rights: 1) reducing equity gaps, extending social services to marginalized children and protecting all children from violence; 2) promoting safe and sustainable urban environments; 3) adapting urban planning and budgeting for children in urban settings; 4) enhancing voice and participation of vulnerable children and young people; and 5) strengthening the evidence base of urban areas in policy and research.

Based on good practice and lessons learned from the CFCI in HCMC, it is hoped that other major cities in Viet Nam, such as Hanoi and Da Nang, will join the network of Child Friendly City Initiatives.
### General Action Plan

**Name of Project:**

**The issue or challenge our project will address is:**

**Short summary of what we plan to do, make or create:**

**Adolescents will be engaged in this project by:**

**The type of participation (collaborative /consultative/adolescent-led) of our project will be:**
### 1. Objective
What is the change you aim for with your action plan?

Consider what challenge you would like to tackle to improve or launch an Adolescent Participation initiative. A change can be as simple as creating a safe space for adolescents to connect and share ideas, teach new skills or develop their talents; or it can be a specific change you wish to make in the school/organization's culture or environment. It could also be a change to policy or curriculum content.

### 2. Purpose of participation
Consider which broad outcome area(s) your plan will affect.

1. Sense of self-worth, self-esteem & self-efficacy
2. Being taken seriously
3. Making decisions
4. Public & civic engagement

### 3. How will you make it meaningful?
Drawing from the nine requirements for meaningful participation.

### 4. What steps will you take?
What will you do? Clearly list the steps and activities you will need to take on.

### 5. Who will lead and who will be involved with these steps?
Clearly state who is responsible for what step, ensuring that responsibilities are shared between adults and adolescents.

### 6. Timeline
Where and when will your actions take place? Set deadlines and timeline for the activities. Feel free to draw a timeline on a separate paper.

### 7. Key milestones
What will success look like for your plan? Include some clear impacts or changes you would expect to see, like to see and love to see as a result of your action plan.

We expect to see:
- Fill in 2–3 points here

We would like to see:
- Fill in 2–3 points here

We would love to see:
- Fill in 2–3 points here

### 8. Resources and materials needed

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24 Engaged and Heard, p. 15
<table>
<thead>
<tr>
<th><strong>Voice</strong></th>
<th><strong>9. Gender and LGBTQ+ inclusion</strong></th>
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<td><strong>10. Accessibility</strong></td>
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<tr>
<td><strong>Audience</strong></td>
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<td><strong>11. Whose attention do you need?</strong></td>
<td>Who needs to know about your plan and goals?</td>
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<td><strong>12. Communication Plan</strong></td>
<td>How will you spread the word about your plan?</td>
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<td><strong>Safe Space</strong></td>
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<td><strong>13. Safeguarding Plan</strong></td>
<td>Does your school have safeguarding or protection policies to support the safety of your project?</td>
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</table>
Appendix 10: Participant Feedback Form

Tool 1: Participants’ Feedback Form

Variable of analysis:

A) **Participants’ Profile**: Country, Gender, Age, Current occupation, Role in programme, Prior knowledge of training subject, Means of attending training.

B) **Participants’ Perception of training (overall)**: overall quality of the course, quality of the trainers, relevance of the course to current/future work, effectiveness of the course in increasing knowledge and skills, time/duration of the course, course logistics, the likelihood will apply concepts learned, the likelihood of recommending the course to peers.

C) **Participants’ Feedback**: General feedback for improvement.

How to use this tool

The facilitator/trainer is responsible for administering this tool to training participants upon the completion of a training course. Data collected in the feedback form are to be used by the facilitator/trainer in completing a training report.

Adolescent Participation: Module 1

Participants Feedback Form

Introduction

Thank you for your participation in this training. We would appreciate it if you could take 10 minutes of your time to fill out a short survey about your training experience. The survey is anonymous, and your responses will be analyzed together with other training participants’ responses to provide the team with general information about the performance of the training.

If you agree to provide feedback, please answer the following questions.

Section A. Participants’ Profile

1. What is your role in the Training?
   a. Participant
   b. Co-Facilitator
   c. Other (please specify: __________)

Did you already know about what was covered in the training before joining? Please choose one answer from 1: I knew little to 5: I knew most of it for each module.

<table>
<thead>
<tr>
<th>Module 1: Importance of adolescent participation</th>
<th>1</th>
<th>2</th>
<th>3</th>
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## Section B. Participants’ Perception

Please answer the following questions about the overall training, on a scale of 1 (lowest) to 5 (highest).

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<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>a. How would you rate the overall <strong>quality of the course</strong>?</td>
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<td>b. How would you rate the overall <strong>quality of the trainers</strong>?</td>
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<td>c. How would you rate the appropriateness of the <strong>duration</strong> of the course?</td>
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<td>d. How would you rate the <strong>logistics</strong> of this training? (Were you happy with the training venue/location, were the training organizers helpful and considerate of your needs?)</td>
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<td>e. How would you rate your <strong>increase in knowledge and skills</strong> due to the training course?</td>
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<td>f. How confident do you feel in applying the concepts from this training in the future/in your work?</td>
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<td>g. What is the likelihood of you <strong>recommending the course</strong> to your peers?</td>
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</table>

## Section C. Participants’ feedback

1. What are two things that you liked about the training and module? (Tell us about a session, activity, or new learning that helped you!)

2. What are two things that would make the training better for future participants? (Was there something you needed but wasn’t covered in the training? Did you enjoy the format of the training?)