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

Training Module 2: Adolescent Participation in Schools

A Curriculum Building on UNICEF’s Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement
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Training Module 2: Adolescent Participation in Schools

A Curriculum Building on UNICEF’s Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement
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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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 adolescents’ 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.

Kyungsun Kim
Country Representative
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Module

2

Adolescent Participation in Schools

Manual for Facilitators
Welcome to Module 2: Adolescent Participation in Schools. This module builds on Module 1: Importance of Adolescent Participation, and ideally participants can complete Module 1 before engaging with Module 2.

As with Module 1, this second module in the series is designed for an intergenerational group of adolescents and adults. The module takes place over four, 2.5 to 3.5 hour sessions (13 hours total), which are designed to help participants develop their knowledge and skills to support meaningful adolescent participation in educational settings. The module uses experiential learning, providing participants opportunities to practice skills while developing a practical action plan for an adolescent participation initiative at their school, or other learning institution.

After a brief refresher on the basics of adolescent participation, the group will explore what participation in schools might look like in a variety of formal and non-formal education contexts. The module emphasizes inclusion of more marginalized adolescents, such as adolescent girls, or those who are marginalized due to their identity and socio-economic background, who are in a humanitarian crisis, and adolescents with disabilities.

After completing a system-mapping exercise to explore entry points for participation in the context where they are working, participants will explore practical tools that support a school environment where adolescent participation is possible and welcomed. They will then work on an action plan and risk assessment for Adolescent Participation in their school or education setting. For more experienced groups and depending on the context, facilitators may choose to focus on particular activities. The activities build on each other, but they also work as stand-alone sessions if needed.

The training is suitable for adolescents and teachers or other education stakeholders, including school administrators and those working in a non-formal education space. A mixed generation group can work well but same-age groups are also welcome to participate. The module includes activities to build active listening skills and empathy across groups of diverse backgrounds. The module can be effective with a group of at least six and up to 24 participants and at least two facilitators. Co-facilitation with one youth facilitator (18–30 years old) and one adult (30 years or older) can work well. The training can be spread over three or four days with no more than five hours of facilitation planned for a given day.

Please appoint a safeguarding focal point for the session who would be able to provide psychosocial support to speak with if emotions come up after discussing sensitive topics. Please refer to the Introductory Curriculum for guidelines on Safeguarding for all modules.
# Module 2: Table of Contents

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Session 2.1: Adolescent participation in schools

Learning Objectives

1. Build intergenerational group cohesion and trust.
2. Participants apply their understanding of participation to the school system.
3. Identify key entry points for adolescent participation in schools.
4. Identify social/demographic factors that might impact young people’s participation in school management.
5. Explore what participation at the school level would look like in their context, and with consideration of supporting participation for vulnerable adolescents in school and other education settings.

Activities

Activity 1: Introduction to Module 2 and review of the community agreement.

Activity 2: Convention on the Rights of the Child (CRC) and review of key participation principles in a school context.

Activity 3: Finding the way in: education system mapping.

Activity 4: Fishbowl debrief.

Duration

3.5 hours.

Materials

- A copy of the community agreement from Module 1
- Print out or flip chart of the four features of meaningful participation chart below
- Print out or flipchart with the nine basic requirements for effective and ethical participation written out
- Flipchart
- Markers

Facilitator notes

Start the session by presenting both the overall objectives of Module 2 and this session to the participants. If you are using this module as a standalone, leave out references to Module 1 in the introduction, and use the full community agreement activity. If you have already completed Module 1 with the group, spend a few minutes reviewing the community agreement that you already established together.
Activity 1: Introduction

🌟 Purpose: Continue to build intergenerational group cohesion and trust.

⏱ Time: 40 minutes.

🛠 Materials: A Copy of the Community Agreement from Module 1, print out of the Features of participation chart below or drawn on a flip chart.

📝 Process:

Part A: Getting Acquainted

1. If the participants have not met yet, ask them to share their name and their favourite activity to do as an adolescent. Make sure to thank everyone for sharing and draw some connections across the similarities or uniqueness of the activities people enjoy.

2. **Warm-up with Sociometrics**

   This activity provides a fun and safe way for participants to explore group dynamics and identities. Ask participants to arrange themselves in a row from “most” to “least” for the following categories.

   Examples of categories for people to arrange themselves by:
   - Birth month
   - Distance traveled to come to the session
   - Languages spoken
   - Biggest K-pop fan

3. Reflection: Ask the group to consider the visible and invisible features that everyone brings into the session. We all have things in common that we might discover and we are all unique too.

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<tr>
<td>Have people give a thumbs up if they think they have “the most” of any category, thumbs down if they think they are probably least – people can put a number from 1–10 in the chat box to get more specific. It’s not so important to be accurate. The point is to have people share and compare a little:</td>
</tr>
<tr>
<td>🟢 Distance from the lead facilitator’s location</td>
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<tr>
<td>🟢 Languages spoken</td>
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<tr>
<td>🟢 Biggest K-pop fan</td>
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<tr>
<td>🟢 Biggest fan of reading</td>
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<tr>
<td>🟢 Best dancer</td>
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4. Remind the group to make and take space: People who tend to feel comfortable speaking up can count in their head to 5 or 6 to see if someone else would like to take the space. People who don’t usually take space are encouraged to share their thoughts and opinions – everyone’s voice matters equally here!

**Part B: Introduce the plan for Module 2 with reference to the features of meaningful participation**

If you are implementing Module 2 as a stand-alone module, it is recommended to review Module 1 and select some activities to include here to introduce the concept of meaningful participation to the group, such as the features of meaningful participation and the nine requirements. If your group has already completed Module 1, you may simply refresh their memory through the following activities.

1. **Review the features of meaningful participation**
   
   To explore meaningful participation for adolescents in the school setting, we have to look at space, audience, voice, and influence. Who remembers where these concepts come from?

   Allow a moment and then remind them of the features of meaningful participation. See the figure below.

![Features of Meaningful Participation Diagram](image)

- **Space**: Safe and inclusive opportunity to form and express views
- **Voice**: Expression of views must be facilitated freely in a medium of choice
- **Influence**: The view must be acted on as appropriate
- **Audience**: The view must be listened to

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3. Refer back to the dramatic poses from the first module (Session 1.2, Activity 3 Part C). If they don’t remember or have not done the first module, participants can make up new poses). Read the statements below and after each one ask participants to strike a pose to illustrate each component of the model.

- **Space:** Adolescents need safe and inclusive opportunities that provide them with space and time to form and freely express their views and opinions.
- **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)
- **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 theater, art, digital media)
- **Influence:** Adolescents’ views should receive proper consideration, and adolescents should receive timely feedback about the outcome(s) and the extent of their influence.

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<th>Facilitator Tip</th>
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<tr>
<td>Refer to Module 1 for an in-depth look at the features and requirements of meaningful participation and adapt this activity as needed if the group is not familiar with the concepts introduced in Module 1.</td>
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**Activity 2:**  
**Key principles of participation in the school setting**

<table>
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<th>Purpose:</th>
<th>Relate theories learned in Module 1 to the school setting.</th>
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<tr>
<td>Time:</td>
<td>50 minutes.</td>
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<tr>
<td>Materials:</td>
<td>Print out or flip chart sheets with the nine basic requirements for effective and ethical participation written out, and a copy of the case study for each group.</td>
</tr>
<tr>
<td>Process:</td>
<td>In this session, participants will first discuss in small groups, then come together to discuss ideas as a large group before working on a case study.</td>
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**Part A: Small group discussion**

Ask each group to appoint a note-taker and to write ideas on sheets of flip chart paper:

- What education issues matter most to adolescents?
- Why should adolescents be involved in school decisions?
- What impact would more participation have and why is this important?
Facilitator Tips

• For this activity, groups will introduce/brainstorm key issues of concern for adolescents in the school setting (e.g., bullying/inclusion, school absence, teaching quality, COVID-19 response, extracurricular activities, nutrition, school governance and influence of student council).

• If you have a mixed group of adults and adolescents, separate them for the breakout groups in this activity in order to give adolescents some space to comfortably explore and express their concerns with their peers before presenting to the wider group.

• Ask some groups to volunteer to briefly share their findings (max two groups for time). Let everyone know that we will come back to these ideas later in the module.

Part B: Examples of meaningful participation

Process:

1. Large group discussion (5–10 minutes):
   Ask one or two of the following questions.
   • What mechanisms or activities do they currently have in their school that encourage meaningful participation? (e.g., student council, parent liaisons, suggestion box).
   • Do young people provide feedback on any part of the curriculum, canteen, school management? What opportunities do we have to improve this?
   • What specifically are you most excited to bring to your school or to schools in your region?

2. Prepare for small group discussions (15–20 minutes):
   The case study in the box below exhibits an instance of meaningful participation that reached the highest levels of the education system in Thailand. Distribute copies of the case study to the groups and ask them to identify what made the participation meaningful. They should write all their ideas on post-its. This activity should be done in smaller breakout groups.

3. Debrief with the groups. Explain what they found and compare whether they found the same or different features of meaningful participation in the story.

Case Study

Twelve-year-old Ralyn Saitdtanasarn, or Lilly for short, is campaigning for an end to single-use plastics in Thailand. Her aim is clear: “Just as it’s a social norm to be polite, I want to make it a social norm to stop using plastics.”

Lily started campaigning at only 8 years old and it has since been an inspiring journey. “What really got me started was a holiday at the beach where there was loads of trash everywhere and I wanted to pick it up,” says Lily. “But I knew that the next day there would be the same amount of plastic there again.”

Since then, Lilly has been lobbying an impressive list of high-profile company executives and government officials. Today, she is working closely with the Ministry of Education in Thailand to develop courses centered around ecosystems and how human society impacts them.

But it hasn’t been an easy journey.

The initial reactions from company leaders and government officials were mainly ones of confusion, and Lilly and her friends quickly understood that the key to being heard lies in perseverance and creativity. “I focus on people who have power because I like to think of it as a pyramid effect that will slowly trickle down and bring about change,” Lilly says.

“At first they thought I was lost, but what I do is I stay at the ministries for a long time with a bunch of signs so my message gets heard. My friends and I would just stay there, write them messages and annoy them until they finally had to do something.”

What’s crucial, according to Lilly, is for youth to discuss the problems they care about and generate ideas and solutions together. “If you’re passionate about the ocean, try thinking about creative solutions for marine life conservation and protection,” she says.

Lilly points to three crucial trends that are shaping today’s growing youth activism. “It’s easy for people to get online and find information,” she says. This exposure to information means that children now form opinions on an increasingly broad range of issues.

Secondly, the growth of social media provides youth an easier way to share their knowledge, thoughts, and passions with peers. This expands the potential sphere of influence a young person has; from school to friends and family, to the entire world.

Finally, Lilly says that this easy access to information also reveals the problems and injustices going on in the world, and the lack of action happening to tackle them.

Young people are increasingly fed up with the lack of timely progress on a wide range of issues, but now they are able to make their voices heard, and to grow support with like-minded people.

Lilly’s meeting with UNICEF, where she spoke about her work and efforts to eradicate single-use plastics, was an inspiring moment. On several occasions, Lilly pointed out how essential the support from her parents has been.

In general, adults arguably have two main responsibilities when it comes to empowering youth. On the one hand, they need to cultivate and support the notion that youth hold the power to kick-start important discussions and initiate change.

On the other hand, as adults we need to preserve children’s innocence and ignite their passions. They will likely live up to what we believe of them in the future. Together with that comes the need to truly listen to them and not to discredit them. Indeed, it’s a true blessing that children typically remain unencumbered by “real-world” burdens such as financial security, stable employment and more, as it allows them to think free of society’s metaphorical shackles.

Youth are able to spend their time thinking and advocating about how the world should be, without any “reality bias”. They remain unconstrained, uncorrupted, and isolated from many of our modern world’s crudest realities. Acknowledging that their innocence represents an invaluable asset, the voice of the young should increasingly be taken as a compass for political, economic, social, and environmental development.

“Change is not your enemy,” she says with confidence. “It’s been happening for thousands of years. We should not be afraid of changing something because we think it’s the safest option, or we think we’re already used to it. It might be scary at first, but we can always work together to make the change successful.”

As adults, we should be reminded of this more often.
Facilitator Tips

During discussion, you may wish to refer to the four features of meaningful participation (Space, Voice, Audience, Influence) and the nine requirements that state:

**Meaningful child and adolescent participation must be...**

1. Transparent – There is clear and complete information available
2. Free (voluntary) – It happens out of children’s free will
3. Respectful – Everyone gives due consideration to what is expressed
4. Relevant – It makes sense for children why they are participating
5. (Child) Friendly – Experience is adapted to the needs and interests of each child
6. Inclusive – Everyone should feel they can participate, in their own way
7. Safe – Children feel protected from any harm
8. Supported – Everyone involved feels they are prepared
9. Responsive (Accountable) – Children must know what is done with their views

As a facilitator, if you would like to spend more time on the 9 Requirements with your group, please refer to the activities in Module 1 on this subject.

Activity 3: Finding the way in

**Purpose:** Map the education system and entry points for participation at the school and district levels.

**Time:** 1.5 hours.

**Materials:** Flipchart, markers.

**Process:**

This session has three parts starting with a discussion on participation in school, mapping school systems and then a debrief.

**Part A: Common Ways Adolescent Participation Takes Place in Schools**

1. Start by sharing the following saying with the group: *Nothing about us without us.*
2. Ask everyone to pair off and spend a few minutes each sharing with the other:
   a. What does the phrase mean to them?
   b. What does this phrase mean for their school setting?

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4 We Are Here, a Child Participation Toolbox
3. Explain that this is a phrase that may have originated in Poland in the 1500s but it has been used in recent decades in the disability rights community. It is now often used to communicate the need for active youth participation as well.

“The slogan is used to communicate the idea that no policy should be decided by any representative without the full and direct participation of members of the group(s) affected by that policy. In its modern form, this often involves national, ethnic, disability-based, or other groups that are often marginalized from political, social, and economic opportunities.”

4. Ask: What do you think are some common ways adolescents participate in schools where you live and why do you think this might be?

Examples: Student Councils, suggestion boxes, student representatives.

5. Ask: What areas of education and school operations are less common to see adolescents participate in, and why might this be? What do you think are some ways adolescents are not able to participate in schools, and why might this be?

Examples: Budgeting, transportation decisions, curriculum content, assessment methods. Hint: these processes have a high degree of complexity so require more dedication and time from adults to make the process inclusive for adolescents.

6. Share the following with the group:

**Common examples of adolescent participation at the school level:**

- Buddy systems and student-led school campaigns for reducing bullying and violence, including reducing gender-based violence.
- Suggestion boxes.
- Fighting corruption by being aware of policies and laws and using reporting mechanisms.
- School Clubs – safe spaces to develop life skills, leadership skills, and explore talents and skills and/or work together on issues such as climate change or school violence.
- Student councils to influence practices and policies and amplify student voices.
- Role in improving accessibility for students with disabilities.
- Role in identifying out of school adolescents for enrollment.
- Role in school communication such as a school newspaper or daily announcements.
- Participation in advocacy to speak up at school and in the wider community on issues that matter to them.
- Peaceful protest at school, for example Fridays for Future.
- Role in improving school services, such as transportation, canteen and school atmosphere (i.e., garden, or improving the building in some way).

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Facilitator Tips

To stimulate discussion you can share facts about children’s clubs from the list below.
You can also refer to the Case Study in Appendix 2 about a student-led mental health initiative at a university in Iran.

How Children’s Clubs Make Impact

**Children and Young People:** Felt good about being in child clubs. Developed self-confidence, self-esteem, had the chance to share their voice, felt connectedness with their schools and their peers, gained leadership experience and improved problem solving and communication skills.

**Staff at School:** Learned from children and adolescents about their concerns around safety and violence. Gained respect for children’s skills and leadership.

**School:** Increased awareness of child safety and protection, increased school attendance, improved safety in the school environment and increased awareness of children and adolescents’ ability to promote safety.

**Community:** Learned from children and adolescents about their concerns around safety and violence. Gained respect for children’s skills and leadership.

Summary:

- There are many ways adolescents participate in schools such as school councils, school clubs, and campaigns on important issues.
- There are also areas where adolescents are often excluded, such as budgeting, school curriculum development and hiring.
- Participation can take place at the ministry level, district level, school management committee, student council, student clubs, etc.

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Part B: Mapping the School and Education System

1. Explain to participants that a familiar image can help us understand complex ideas. Schools and the education system are complex systems, just as a house, a car, a forest, a garden, or even a meal is complex and has many interconnected parts.

2. Share some images with the group as creative prompts, such as a city, an ocean, a car engine, a tree, a house, a recipe, etc.

3. Ask participants to spend a few minutes imagining their school in terms of one of the suggested pictures or an image of their own.

4. Ask that they draw a picture of the school or education system the way they experience it.
   - Remind them to label the parts that represent themselves, students and teachers, and the other people, organizations and roles they imagine being involved in the system. Symbols or stick figures are fine to use.
   - There are no right or wrong answers!
   - Invite participants to hold up and show their picture to the group if they wish to.

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Facilitator Tip:
Share the following images or similar ones with the group as creative prompts.


5. System Mapping small group discussion

- Explain, now we will consider the structure of our school(s) and identify the “ways in” for adolescent participation at various levels of power. We will do this together in small groups.
Refer to the chart in Appendix 1 as a concrete example and briefly mention the various roles in the system that are labeled in the chart.

Set up the group work – separate participants into groups of 4–6 participants.

Ask each group to appoint a note taker.

Provide the participants the following questions to discuss in small groups:

a. What do you think are the key elements of the education system (decision makers, teachers, institutions, organizations, other roles)?

b. At what points do adolescents have a chance to participate in this system?

6. Give them the option of working on the district and national governance level, or the school and local municipal level, depending on their knowledge and scope of work.

7. **Optional adaptation of the System Mapping, for more advanced groups:** Groups can draw a map together of the complex system and use three colors for labels and arrows to show the types of power that each part of the system holds, and how they influence the other parts.

   - **Purple:** Final decision-making power
   - **Green:** Full voice and a lot of influence in decisions
   - **Orange:** Some voice and some influence in decisions
   - **Red:** Little voice and influence in decisions

8. Ask participants some of the following questions to consider for their diagram:

   - What decisions do adolescents most want to influence or be involved in?
   - Who makes the main decisions in the school, or school administrative area (state/region)?
   - Who can influence these decisions?
   - How are adolescents currently involved in making decisions?
   - What other opportunities for participation in the system exist?

**Online Adaptation**

- Prepare a slide with the example from Appendix 1.
- Use breakout groups and a tool such as Miro, Google Slides, or Jamboard for the diagram.
- Drawing will be less practical but the visualization can still be used as a warm-up for the activity.

**Part C: Large Group Discussion**

1. Return to the main group and invite groups to present their picture and their ideas back to the larger group, allowing 2–3 minutes for each group. At the end of the activity, the facilitator can post all visuals around the room.

2. Optional debrief – ask participants:

   - What common themes do you hear across groups?
   - Is the school system designed for adolescent participation?
   - What would make it more open to this?
Activity 4: Fishbowl reflection

Purpose: Practice active listening and making or taking space.

Time: 30 minutes.

Materials: Video and audio capacity.

Process:

Part A: Short video
2. Explain that this is one example of how a school is making new entry points for adolescent participation.

Part B: Fishbowl activity
1. Explain that we will be having a fishbowl activity with two rounds.
2. If you have an intergenerational group, ask the group to separate into those under 18 years and those 18 and up. If not, just count off 1–2–1–2 to make two groups.
3. In the first round the adults are the “fish.” They should stand or sit in a small circle in the center of the room and discuss the questions below. The other group will observe the fishbowl discussion.
4. After five minutes ask the groups to switch places and repeat the activity.
5. Fishbowl discussion questions:
   - What has surprised you from what you learned today?
   - Based on all the learning from this session, what do you think are important issues for adolescents in the school setting? Has this changed from what you were thinking at the beginning of the session?

Part C: Closing
1. Thank everyone for participating and ask if they noticed any major differences between the two fish bowls. What was each group focusing on?
Session 2.2. What supports or prevents meaningful participation at school?

**Learning Objectives**

1. Identify the factors that enable or limit participation and consider what these factors mean for participants and their role in facilitating participation.
2. Practice using tools to assess and reflect on the ways a school’s culture and environment may impact opportunities for adolescent participation.
3. Understand their role in making space and advocating for the rights of adolescents, particularly those who may be more vulnerable and/or marginalized.

**Activities**

Energizer: Drawing on communication.

Activity 1: Personal reflection on childhood experiences with participation.

Activity 2: Child Rights in Education Settings.

Activity 3: Is Everyone Included?

Activity 4: School Assessment.

**Duration**

3.5 hours.

**Materials**

- Paper, writing utensils, a few everyday items (keys, a cup, a coin, a hat, etc.) or pictures of common objects.
- A4 paper, coloring tools (e.g., markers, pencil crayons, crayons); journal/notebook, pen/pencil.

**Facilitator notes:**

Start the session by presenting the objectives of Module 2 and this session to the participants.
### Energizer: Drawing on communication

**Purpose:** Sharpen communication skills and build group cohesion. It is also a warm-up for the reflective drawing in Activity 1.

**Time:** 10 minutes.

**Materials:** Paper, writing utensils, a few everyday items (keys, a cup, a coin, a hat, etc.) or pictures of common objects.

**Process:**

1. The goal of this activity is for the artist to draw an item based only on other group members’ description of it. This activity works well with small groups of 2–5 people.

2. Each team appoints one artist to begin with. Give the artist the drawing materials. Ask them each to sit with their back facing the rest of their group so they aren’t able to see or make eye contact with the group. Those who are not facing away will each silently choose an item or picture that the artists must draw. They must successfully get the artist to draw this item in 2 minutes. However they aren’t allowed to say the actual name of the item, they can only give indirect descriptions. For example, if the item is a shoe, they can say it goes on your foot and is good for walking, but they can’t say “shoe”.

3. When time is up the groups should compare drawings to see how they all did. If time, do more rounds so more people have a chance to draw.

### Activity 1: Personal reflection on childhood experiences with participation

**Purpose:** The individual reflective activity is designed to help you better understand your personal and professional approach to communication across generations.

**Time:** 30 minutes.

**Materials:** A4 paper, coloring tools (e.g., markers, pencil crayons, crayons); journal/ notebook, pen/pencil.

**Process:**

#### Part A: Visualize and draw

1. Introduction: Self-reflection supports us to think carefully about our own personal values, lived experiences, privilege, power, experiences of discrimination, and beliefs held; how this impacts us positively and negatively; and how we understand and engage with each other and with social issues at school.

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2. Give the group the following instructions: Close your eyes and think back to yourself as a child and adolescent as you journeyed from 13 years old to now or to 18 years old 18, if you are over 18 you can stop there. The facilitator should choose 2 to 4 questions from the list.

- What were/are your special and unique traits and when did you start to notice them?
- What has been important in your life (e.g., people, places, activities, feelings)?
- What are strengths and challenges you have faced in relation to your own identity (e.g., age, gender, ability, race, culture, sexuality and sexual orientation, socio-economic status)?
- What has been your experience at school? Have you felt like your voice mattered? Have you been allowed to make decisions about your education?
- Have you been treated fairly and respectfully by teachers and school administrators?
- What have been support systems that you could reach out to along the way? (Who has been there to support you?).

3. After a few minutes, open your eyes.

4. Take five minutes to draw a picture that represents your lifeline or journey so far and what makes you who you are today. You can use images, words, or other creative forms of expression. It doesn’t have to be perfect, it just has to be about you. Have fun with it!

5. Invite participants to then reflect on their drawings. The facilitator should choose 3 or 4 questions from the list below to guide the reflection and debrief.

6. Possible prompts for self-reflection:

- How easy or difficult was it to reflect on your own experiences in childhood?
- What did you learn about yourself while doing the exercise?
- How does your own experience change how you collaborate with children or adults today?
- What about with children or adults across different ages, genders, abilities, and in marginalized groups or those experiencing adversity?
- For adolescents, how have your childhood experiences affected how you approach adults at school about your needs and opinions?
- For adults, how have your childhood experiences affected how you listen to adolescents and whether you respond meaningfully to their ideas?

Facilitator Tip

This session could be potentially triggering for some participants, be sure to identify psychosocial support ahead of time, in case adolescents or adults would like to debrief with a professional.

Part B: Discussion and conclusion

1. Ask the group if anyone would like to share how the activity felt for them or any insights they gained from the visualization. Be sure that no one feels obligated to share, as this can be a very personal activity. Ensure that the reflections come from both adults and young people.

2. Explain, when working across generations, it is important that we reflect on how our own knowledge, experience, and perspectives affect the way we communicate in both positive and negative ways. We can practice being reflective by stopping to check in on our perspectives and actions regularly. Professionals may consider journaling on a regular
basis at work (e.g. weekly), when something surprises/unsettles you in your own thoughts or your interactions with children. Even if you simply jot down a few notes in the course of your day, reflect on what took place and how any changes you might make in your behavior might positively impact the school environment. Invite your colleagues and the adolescents you work with to have reflective conversations with you.

Activity 2: Child rights in education settings

Purpose: Understand the context, rationale and strategies for implementing child rights in schools and alternative education settings.

Time: 40 minutes.

Materials: Prepare the video for Part B.

Process:

This activity involves three parts. These include a group discussion about formal and informal education settings, reflection on how to support education for all adolescents, and a “gut feeling” inclusion assessment and discussion about how discrimination and bias can affect participation in education settings.

Part A: Introduce concept of formal and non-formal education settings

1. Ask the group: where does education take place?

2. Source as many answers as you can from the group before providing the examples below to fill in any that they miss:
   - Formal settings such as public and private schools and small community schools.
   - Alternative schools that use non-traditional curriculum such as Waldorf, Montessori and other learning methods not commonly found in the public system.
   - Informal settings (ask for some examples before sharing: after school programs, non-profit led programs for adolescents, online platforms (i.e., Coursera).
   - Lessons in language, music, sports, and other enrichment classes.
   - Skill training or vocational training schools.
   - Humanitarian and emergency settings.

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Facilitator Tips

Speaking points on children's right to participate in decisions about their education:

- Adolescents have the right to be heard in decisions that affect their lives, including concerning their education, skill training and work and in collective decisions related to school governance and educational policies and laws.
- Children's and adolescents' right to influence decisions concerning their education is integral to quality education and supports essential life skills development.
- Supporting disability inclusion, gender equity and non-violence in schools and other non-formal learning and skill training spaces is critical to creating equitable participation.
- In line with Sustainable Development Goal 4\(^{10}\), advocacy should support strengthened education and skill training systems that enable life-long learning for all learners.
- Seeing adolescents as partners and ensuring equitable access to information and participation will help harness their unique body of knowledge, experiences and views for more effective, relevant and sustainable services, policies and practices.

Refer to Curriculum Introduction Appendix 2 – UN Convention on the Rights of the Child (CRC)

A child's right to be heard (Article 12, CRC) is both a fundamental right and a key principle that should be taken into account when considering how to implement other rights. Article 12 is linked to other general principles of the Convention, such as:

- Article 2 (the right to non-discrimination)
- Article 6 (the right to life, survival and development) and, in particular)
- Article 3 (primary consideration of the best interests of the child)

This can be a useful resource for both participants and the facilitator:

Learn more about “Integrating child rights in development cooperation” at the website [https://agora.unicef.org/c/CRT](https://agora.unicef.org/c/CRT).

Part B: Reflect on our role in supporting participation for ALL adolescents

1. Watch the short video *Together we can give a fair chance to every child*\(^{11}\) (3:41) (Produced by UNICEF in Thai with English subtitles).

2. Discussion: Ask the group for their thoughts and reflections about the video. How did they feel while watching it? What was the message? Do you think the message is well founded or does it exaggerate the situation?

Part C: “Gut feeling” quick inclusion assessment

1. **Read the statements below.** Ask participants to raise a hand if they feel that the school environment (somewhere you have worked in the past or went to school) where they currently work or learn aligns with the statements.
• Adolescents’ influence in decisions concerning their education is necessary for achieving quality education.
• Adolescents have the right to be heard when decisions are made about their education and in individual decisions concerning their education, skill training and work.
• Adolescents are heard when decisions are made related to school governance and educational policies and laws.
• Gender equity and inclusion of vulnerable groups, such as adolescents with disabilities or adolescents living with HIV are considered when schools are making decisions.

2. **Discussion**: Invite the group to discuss using some of the following prompts:
   - How do adult biases affect adolescents’ chances to participate and succeed in school?
   - What about adolescent biases, how can adolescents with more social power help make opportunities for those with less power?
   - Who is frequently left out of student councils, school clubs and other formal and informal spaces where adolescents participate in the school setting?
   - What can be done about this?

   Strategies include: reflecting on our own experiences, speaking with people from many different backgrounds from our own, and also being familiar with your role as an adult whose role is to support participation or as a young person whose right it is to participate.

3. **Debrief**: Summarize the key points from the group discussion and link back to CRC principles.

### Activity 3: Is everyone included?

#### Purpose:
Build the awareness, skills and capacities of adults and adolescents to promote, support, and engage in participation for adolescents in the school setting.

#### Time:
80 minutes.

#### Materials:
Handouts of the case studies – print and cut out or share as individual Google Docs, flipchart, and markers.

#### Process:

**Part A: Case Studies in small groups – actions and solutions**

1. Create groups of 4–6 participants and assign them each a number. Each group will discuss the barriers for participation from one of the boxes below.
2. Ask participants to read the barriers in the boxes below.
3. Ask them to try to identify reasonable concrete actions they can take to challenge these barriers and support participation in the school setting.
4. Ask the adults/adolescents to discuss whether their case has elements they feel they can realistically influence in their role.

5. Group 2’s case study refers to School-Related Gender Based Violence (SRGBV). This can include bullying, assault, homophobic bullying, and breach of the code of conduct or safeguarding protocols by teachers.

6. After the groups have had a chance to talk through their case study together, ask them to brainstorm possible actions and solutions to support equal participation.

7. Give groups 30 minutes for small group discussion and note taking. After they have analyzed their case and written solutions on one or more flipchart sheets they should hang their flipchart sheet on the wall.

8. Allow 15 minutes for everyone to mingle around the room and read or discuss the inclusion solutions from the different cases.

9. Give up to 30 minutes in the larger group to report back and debrief.

<table>
<thead>
<tr>
<th>Facilitator Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Let the participants know that they can come to you to request to change groups if they identify with the case study and would prefer to work on an issue that is less “close to home”.</td>
</tr>
<tr>
<td>• If you have a large group you can make more small groups to consider the same case studies.</td>
</tr>
<tr>
<td>• If you are short on time, skip the mingling step where participants look at each others’ posters.</td>
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</tbody>
</table>

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<tr>
<th>Online Facilitation</th>
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<tbody>
<tr>
<td>• Use breakout rooms.</td>
</tr>
<tr>
<td>• Share the case study and suggestions with each group and ask for a volunteer to read it out loud for the group.</td>
</tr>
<tr>
<td>• Use a Jamboard for brainstorming or have one person take notes on a shared Google Doc for each level of participation.</td>
</tr>
<tr>
<td>• Prepare the Google Docs ahead of time with the case and questions and make sure everyone has access.</td>
</tr>
</tbody>
</table>
Group 1: Key barriers to participation for adolescents with disabilities

Case 1 – Stigma and active exclusion:
Somchit’s family has moved to a new neighbourhood and he is now attending a new school. Somchit uses crutches because he was born with a bone disease that makes it difficult for him to walk without support. At his old school he had lots of friends but at the new school some students start to imitate the way he walks and the teachers give him a nickname referring to his disability. Somchit is not invited to try out for any of the school sports teams and when the elections for student council take place his teacher discourages him from campaigning. His teacher has also suggested Somchit should join a separate class for children with intellectual disabilities although he does not have any learning difficulties.

Case 2 – Accessibility issues:
Achara has a vision impairment. None of the teachers have had a student with low vision before and nobody has met with her to find out about her needs and how best to support Achara. Achara does not have a white cane to walk with, so her sister always guides her through the school. One day she is telling her friends that she thinks the school should paint the stairs and walkway in a dark colour so they are easier to see. Her friends suggest that she write the idea in the new school suggestion box that was put up last week. Anchara is surprised to learn there is a suggestion box – this was never announced to the students. Furthermore, she is shy to speak up and worried about drawing too much attention to her needs.

Group 2: How gender-based violence (GBV) prevents adolescent participation in schools

Case:
At the fictional Dara High School, it is tradition for the male students to line up early near the doors of the school on the first day and tease the girls who are new to high school as they come in, telling them they look pretty or sexy and joking about which girl they will try to kiss. The male teachers often joke with the boys and laugh with them during the first day of school.
In the halls the girls try to always walk with someone and avoid eye contact with the boys. They move quickly from class to class because they are afraid of being grabbed or getting unwanted attention. The parents know about the school environment and discourage their girls from staying late to participate in afterschool activities and leadership clubs. Last year two girls who wear their hair short and were getting bullied a lot by the boys transferred to a different school.
Even though nobody has been physically hurt, the female students feel unsafe and scared throughout the year because of this first day of school ritual. Some female teachers start talking about raising the issue with the principal but he is a man and they are concerned he won’t understand.

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12 Adapted from: https://sites.unicef.org/disabilities/files/Take_Us_Seriously.pdf (p. 11).
13 Adapted from: https://www.ungei.org/sites/default/files/2022–02/Connect%20with%20Respect%20Research%20Report.pdf
Group 3: Barriers Experienced by Children of Migrants and Construction Workers\textsuperscript{14,15}

Case:
Kosal's parents moved to Thailand from Cambodia three years ago when he was nine, to work on a large construction project. Since then he has not attended school and is instead working with his father most days and sometimes helps his mother care for his two younger siblings. He is speaking only a little Thai with the workers on the job. A social worker from an NGO has recently met with his family and talked about enrolling him in school. His mother and father were very worried about losing Kosal’s help but they agree to let him enroll after the NGO worker speaks with them about Kosal’s rights and his future. Kosal has been joining some non-formal tutoring classes on the construction site a couple times a week. His Thai language skills are low so he would join at a lower grade than his age group. He is nervous about re-entering the school system but he understands that this is important for his future job prospects.

The social worker is advocating at a school to enroll Kosal there and the school leadership is worried he might be a negative influence on the other children and they think he will need a lot of support to catch up in his classes. They tell the social worker that Kosal is not allowed to enroll because he lacks Thai citizenship. The social worker knows Thailand has passed comprehensive national education policies that ensure the right to an education for all children living in Thailand (even non-Thai children), without exception. She is preparing to challenge the school with the help of the legal team at her NGO.

Group 4: Barriers Experienced by Adolescents due to Child Marriage\textsuperscript{16}

Case:
May comes from a low-income family and her mother had her when she was 15. May studied hard and had excellent grades in school and has hopes of going into politics. Her family always told her they would find a husband for her at 15 so she could start a family of her own and secure her future.

After she herself is married, at 16, May wants to stay in school. She becomes pregnant and when her pregnancy becomes visible the school administration asks her to leave. They think it would be disruptive for the other students to see a pregnant classmate. She is told to stay home and study from there.

“Child marriage has been identified as one of the biggest obstacles to education, particularly for girls….In some countries, schools are known to refuse enrolment of girls who have been married or are pregnant. This then limits the chances of these girls to develop intellectually and to escape the poverty trap in which they find themselves.” (Plan International, 2011 as cited in Plan International, 2014). “It is strongly recognized in many international documents that ending child marriages will break the intergenerational cycle of poverty as this will allow girls and women to become more empowered and educated in order to participate more fully in society,” (UNICEF, 2013. P37).


Group 5: LGBTQ+ inclusion barriers

Case:

Buppha is a trans girl (meaning she was born male but identifies and dresses as a girl). Her school has a strict dress code. Halfway through the year the school Principal becomes seriously ill and has to retire. A new Principal starts working at the school and reviews all the student information and the policies. After the review, the administration asks Buppha to cut her hair and wear the boys’ uniform to match the registration information they have on hand for her (male). She feels most comfortable in her girls’ school uniform and doesn’t want to change her long hair either. She is doing well at school and has a nice friend group. She has not told many people she is trans. When she comes to school in the new uniform and short hair nobody will speak to her and everyone is staring and whispering. Soon she becomes depressed and stops going to school altogether.

In a UNESCO study of 2,070 school-aged Thai students on anti-LGBT bullying, “More than half (56%) of self-identified LGBT students in the study reported having been bullied within the past month because of their sexual orientation or gender identity. Among students that did not identify as LGBT, 25% reported being bullied because they were perceived to be transgender or same-sex attracted. This confirms research suggesting that it is the mere perception of same-sex attraction or of transgender identity that puts people at risk. A range of behaviours were described by those who identified as LGBT, including verbal abuse (e.g., face-to-face and online name-calling), physical abuse (e.g., slapping, kicking), social abuse (e.g., face-to-face and online social exclusion), and sexual harassment (e.g., unwanted touching),” (UNESCO, 2014, p.2).

Facilitator Tips

Actions that support adolescents with disabilities to participate at school

- Reserving places for adolescents with disabilities on school councils and committees.
- Promoting inclusive schooling by mainstreaming students with disabilities into classes.
- Actively ensuring events, communications and campaigns are accessible for young people with disabilities (communication and physical accessibility).
- Anti-bullying campaigns (often successful if led by adolescents themselves).
- Conducting research into barriers to inclusion using your own school data and sharing the findings
- Mapping out-of-school children with disabilities and making plans to contact families and advocate for school enrolment.
- Advocate with local and national education departments for the equal right to education
- Peer to peer mentoring.
- Consult with adolescents with disabilities who are displaced or refugees. Their perspectives are needed on the barriers they face in accessing education and other services and next steps to take.18

Violence prevention and safeguarding – adults can help when they:

- Ensure children and adolescents’ safety by engaging in safeguarding training and being familiar with safeguarding policy.
- Encourage, engage and empower children and adolescents.

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18 Adapted from: https://sites.unicef.org/disabilities/files/Take_Us_Seriously.pdf (p. 12).
Activity 4: School assessment

Purpose: Practice using a tool to assess and reflect on the ways a school’s culture and environment impact opportunities for adolescent participation.

Time: 40 minutes.

Materials:

Process:

Part A: Tool analysis

1. For this activity, refer to Appendix 3 – school assessment tool – what I wish…

2. We are going to reflect on a simple School Assessment Tool. This tool creates an opportunity for participation by asking adolescents directly for their feedback in an informal manner that invites honest feedback.

3. The tool is called “What I wish my school would...” and “What I wish my teacher knew...”

4. If you are a young person, try completing the two sentences privately to yourself. Only share your comments if you feel safe and comfortable to do so in the group. If you are an adult, complete the first sentence and consider how you would go about using this tool to encourage adolescent participation.

Part B: Reflection on the tool

1. Carry out a discussion with the participants using the following discussion questions:
   - Would you want to use this tool at your school?
   - Consider the pros and cons of using anonymous feedback tools.
Facilitator Tips

Who can use this tool?
- Teachers
- Student councils
- Student support staff

“There needs to be a safe space and trust for students to honestly speak up about their school environment. If you invite participation, you are inviting adolescents to be vulnerable. How will you manage that vulnerability?”

Before you introduce an activity like “What I wish my teacher knew,” at your school or with your class, ask yourself what you will do with the information. You should be prepared with your answers to all of these related questions:
- If a student discloses something they like or love to do, what will I do with that information?
- If a student discloses something they hate or dislike, what will I do with that information?
- If a student discloses harm that is happening or has happened inside their home, what will I do with that information?
- If a student discloses harm that is happening or has happened in school, what will I do with that information?
- If a student discloses something that triggers my mandated reporting responsibility, how does that impact this activity and its purpose?
- If a student chooses not to disclose anything, how does that impact this activity and its purpose?
- What do other stakeholders think about this activity, including my school leader, counselor, and students’ families/caregivers? What are their concerns or questions?

In short: if you open the door, you have to be ready for what comes through it. If “what I wish my teacher knew” is anonymous, how will you meaningfully follow through on the information you gather?

Part C: Conclusion

1. Ask participants to write their own “vision statement” for how they hope students feel when they enter their school. Allow 5–10 minutes for writing.
2. Invite participants to share their statement if they wish to.
3. Read aloud or invite a volunteer to read the following and invite the group to reflect on whether they agree, or if they would like to add anything:

“A safe and welcoming school is one in which students will thrive and flourish. They will feel able to be themselves and will know that their needs will be met; this will be true too of staff, parents and visitors. Walking into a school which feels warm and welcoming is enough to make any visitor walk with a bounce in their step; whilst a frosty welcome with angry shouting audible in the background is enough to set anyone on edge.”

Facilitator Tip

If participants are interested in further exploring tools for assessing the school environment and how welcoming it is for adolescent participation there are additional tools and resources available in Appendix 8 (Six Litmus Tests for Mentally Healthy Schools) and Appendix 9 (SWAN Framework).

In addition to providing a chance for adolescents to give feedback about the school environment, these tools can be used to check in on the general mental health and wellbeing of the faculty and students. Users can apply the findings to improve aspects of the school environment and make the school culture more safe and welcoming for adolescents to share their voice.
Session 2.3. Strategies and solutions

Learning Objectives
1. Become familiar with strategies that are currently being used to support adolescent participation in school settings.
2. Develop some tangible solutions they can apply to improve adolescent participation in schools.

Activities
Activity 1: Experiencing levels of participation.
Activity 3: Intro to action planning for the school setting.
Activity 4: Managing risk for adolescent participation in schools.

Duration
2.5 hours.

Materials
- Timer
- A meter of string per group
- A roll of tape per group
- 25 sticks of spaghetti or wooden kabob skewers per group
- A plastic bottle cap or one marshmallow candy per group

Facilitator notes
Building on the previous session, participants will learn about strategies to improve adolescent participation in schools and ideate on inclusive and equitable partnerships between adolescents and adults to transform existing patterns of discrimination and exclusion for young people in school settings.

Start the session by presenting the objectives of this session to the participants.

**Activity 1:**
Adolescent-led, consultative, collaborative warm up – marshmallow challenge

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Experiential activity to practice each level of participation and to build team cohesion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>30 minutes.</td>
</tr>
<tr>
<td>Materials:</td>
<td>Timer, a meter of string per group, a roll of tape per group, 25 sticks of spaghetti or wooden kabob skewers per group, a plastic bottle cap or one marshmallow candy per group.</td>
</tr>
</tbody>
</table>

**Process:**

1. Set up the supplies for each team.
2. Create small teams with a mix of adults and adolescents (about 4–6 people per group).
3. Explain the challenge: Using the materials provided, you will be working in your teams to build a tree that will support the marshmallow (or other light item, in 18 minutes, but here's the catch:
   - For the first 6 minutes adults can lead the process but must consult with adolescents. The adolescents cannot touch the materials during the stage.
   - For the next 6 minutes adults and adolescents collaborate on building together.
   - For the final 6 minutes, adolescents lead the construction and adults can only provide help if they are asked.
   - Ring a bell/sound an alarm every 6 minutes to remind groups that they are switching to a new type of participation now.
4. Set timers for 6 minutes x 3
5. Go!

**Facilitator Tips**

- Remind groups of the level of participation they are practicing while they do activity.
- For a single-generation group ask for participants to volunteer to play the role of adult or adolescent.

**Online Adaptation**

For an online group, use the same roles as above but have the group designing a playground, using an online tool such as Jamboard or the Whiteboard feature on Zoom.

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Debrief

1. Ask participants: *How did each level feel for adults, and for adolescents?*

   *Which part was most successful/least successful? What process did you use to design and build your tower?*

2. Explain to the group the modes of participation\(^{25}\) to the group:

   Just like the ways you worked together for the previous exercise, there are four broad modes of participation for adolescent engagement and influence in decision-making:

   - **No participation or unethical participation**: Adolescents have little or no opportunities to express themselves and get involved. (We did not use this one for our activity)
   - **Consultative**: Initiated by adults, adolescents contribute to change but do not manage or control it.
   - **Collaborative**: adolescents and adults partner for change, and can manage it, but the collaboration is initiated by adults allowing for some self-direction.
   - **Adolescent-led**: Adolescents leading a change initiative, identifying what they want to work on, how they will manage it, adults can be involved as facilitators and supporters but do not control the process or outcomes.

   Each of the last three modes of participation can be right for a particular context, if it complies with the nine basic requirements for meaningful participation.

3. Read the following statement to the group:

   “*Adolescents have the right to be heard in individual decisions concerning their education, skill training and work and in collective decisions related to school governance and educational policies and laws….Engaging adolescents and youth in the design, development and implementation of policies and programmes requires that adults shift their mindset and value and approach adolescents as equals […] who can offer valuable perspectives and insights, take forward their own initiatives, and work alongside parents, caregivers, practitioners, researchers and policymakers….as partners[...],*”\(^ {26}\)

4. Ask participants: how do they see the difference between partnership and participation? Which part of the building challenge felt like an equal partnership?

5. Have you experienced meaningful partnerships for participation in your school setting? What were they?

<table>
<thead>
<tr>
<th>Facilitator Tip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer back to the modes of participation – partnership is more collaborative.</td>
</tr>
<tr>
<td>a) Consultative: adolescents contributing to change</td>
</tr>
<tr>
<td>b) Collaborative: adolescents and adults partnering for change</td>
</tr>
<tr>
<td>c) Adolescent-led: adolescents leading a change initiative</td>
</tr>
</tbody>
</table>

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# Activity 2: Entry points for participation in education settings

<table>
<thead>
<tr>
<th><strong>Purpose:</strong></th>
<th>To identify concrete opportunities for adolescent participation in education settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time:</strong></td>
<td>30 minutes.</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>Print out or flip chart written “education environment.”</td>
</tr>
</tbody>
</table>

## Process:

1. Discussion: How can the school environment support adolescent participation?

2. Get a few key words and ideas from the group and write them down on a flipchart or whiteboard. Examples:
   - Inclusive policies
   - Avenues for parents to engage with the school
   - Adolescents’ voices are heard
   - Adults are ready to share power

3. Ask participants to volunteer to read the following entry points for participation. Each person can take a line or one person can read each section:

### Facilitator Tips

To promote participation, educational organizations, including schools and community-based organizations should take the following actions.

**Create an environment “filled with safety and belonging” that**:  
- Promotes trust and physical, social and emotional safety.
- Creates a sense of belonging and inclusion.
- Recognizes the importance of building relationships.
- Promotes respect, values and celebrates diversity.
- Is trauma aware and informed.
- Views Emotional Health and Wellbeing as “everybody’s business”.

**Build an overarching supportive, safe and inclusive school culture**:  
- School-based programs in and out of the classroom that focus on social emotional learning and respect for differences.
- School policy that prioritizes, monitors and reports on progress for all students, with a focus on eliminating disparities.
- School partnerships to bring community programmes and resources into the school setting, to augment school capacity and address families’ needs beyond the classroom.

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4. Discussion: Ask the group if they recognize features of their school in these descriptions. Offer definitions for new vocabulary about mental health if the group needs this. Ask how they think these actions might create more entry points for adolescent participation.

5. Further Reflection: Close your eyes and consider the signs on the walls and doors of your school or schools in your region/community, the rules, the appearance of the outside and the inside of your school. If your school building itself could speak, what would be its catch phrase? Invite participants to share their thoughts if they feel comfortable.

### Activity 3: Introduction to action planning

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>To develop an action plan for a specific school or community/regional group of schools, to prioritize meaningful adolescent participation and address issues of importance to adolescents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>1 hour.</td>
</tr>
<tr>
<td>Materials:</td>
<td>Print out or a Google Doc version of Appendix 5: action plan.</td>
</tr>
<tr>
<td>Process:</td>
<td>Part A: Getting familiar with action plans</td>
</tr>
</tbody>
</table>

1. For this session you will begin working on action plans to make adolescent participation a reality in your school setting(s).

2. Invite participants to form working groups if they are working on similar themes for their action plans.

3. First, you will need to identify the challenge you wish to address, or a change you wish to see in the school system or school environment; or a change for adolescents, such as developing leadership, communication or negotiation skills, or having better access to school facilities. It’s totally up to you!

4. Let them know: if you want to build on your action plan that you started in Module 1 you are welcome to do that, as long as it relates to a school or education setting.

5. Give the participants 20 minutes to brainstorm alone or in small groups about a concept for their action plan. Ask that they brainstorm in terms of challenges and solutions at their school.

6. After 20 minutes, ask the participants to share their challenges/solutions that they will be using for the basis of their action plans.

7. Try to keep the discussion “strengths focused”; ask participants to provide both a challenge and solution together.

8. Write the ideas on a flipchart or white board and then try to group them by theme. Offer the option of combining groups with similar themes to work together on planning, especially if they are from the same school. If they have not formed small groups yet around common ideas, encourage them to do so now. The action plan should be completed in groups.

9. Give 5 more minutes for everyone to refine the challenge they will address with their action plan concept.
Facilitator Tip:
Ask participants to name which mode of participation they think will work best for their plan:

a) Consultative: adolescents contributing to change
b) Collaborative: adolescents and adults partnering for change
c) Adolescent-led: adolescents leading a change initiative

Part B: Begin planning

1. Introduce the action plan template (Appendix 5).
2. Spend a few minutes talking through the various components of the action plan template.

Facilitator Tips

- Ask the group to split up into small groups, by issue of interest or by geographical region/state.
- For example, for a geographic area, “region” think about the physical neighbourhood or district of the school, and for “issue”, it could be those interested in climate action, gender-based violence at school, or school clubs. Choose whatever works best for the group.
- These groups will remain consistent throughout the rest of the Module, so spend time ensuring that people are in a group they can work well with.
- If there are people who are alone from a specific region or issue group, encourage them to join another group.
- Encourage the groups to think of the significant issues at their school that adolescents would like to be involved with, or that could be improved with better participation.
- Ask the groups to imagine how their plan will make a meaningful opportunity for adolescent participation and have a lasting influence on the school’s culture and environment.

Activity 4:
Managing risk for adolescent participation in schools

Purpose: Introduce the concepts of risk and risk management for the school setting.

Time: 30 minutes.

Materials: Flipchart paper and markers (or a whiteboard)

Process:

1. Ask if anyone is familiar with risk assessment already and would like to share what they know about its purpose.

2. Explain: Risks may be present whether adolescent participation is digital or face-to-face.

3. A risk assessment helps us lower the chances of something going wrong and lower the consequences of mistakes when things do go wrong.

4. To manage both digital and face to face participation risks:
   - Assess risks associated with participation, but also analyze the risks of not consulting and not listening to adolescents (e.g., increased risks of adults abusing adolescents IF there are no channels for adolescents to share their concerns and complaints).
   - Within their own initiatives, adolescents should also be actively involved in risk assessments and strategies to reduce risks and to inform decisions about when and how participation may not be safe or appropriate; and should be supported to adjust their plans if proposed activities are not in line with their best interests.

5. In their action planning groups, ask participants to discuss together how risks are managed in their school setting and during the activities adolescents participate in.
   a. Do you perceive any risks to adolescents or adults working to secure meaningful participation in schools?
   b. What can you do to address or avoid these risks, to ensure adolescents are safe and free from harm?

6. Ask everyone to come back to the full group and have one representative of each group report the risks they came up with.

7. Ask for suggestions from the group on how to manage/lower each risk.

8. Explain that their action plans will require a risk assessment and they will have the chance to explore risk in more detail in the next session.

**Online Facilitation**

- Use breakout rooms for the discussion
- Use a Jamboard or equivalent for the lists
Session 2.4 Participation at school – from ideas to action

Learning Objectives

1. Create an action plan to apply and connect learnings from earlier sessions to each participant’s role.

Activities

Activity 1: Action Planning.
Activity 3: Presentations.
Activity 4: Risk Assessment.
Activity 5: Closing Session.

Duration

2 hours.

Materials

- The group members should come prepared with an issue to tackle for their school setting. If they have not prepared an idea you can refer to the areas of concern for adolescent participation that the group came up with in Session 1.1.
- Flipchart and markers
- Whiteboard if available
- Paper, pens
- Sticky notes

Facilitator notes

Start the session by presenting the objectives of this session to the participants.
**Activity 1: Refining Your Action Plan**

<table>
<thead>
<tr>
<th><strong>Purpose:</strong></th>
<th>To complete small groups’ school action plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time:</strong></td>
<td>1.5 hours.</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>Printed action plans or online versions.</td>
</tr>
</tbody>
</table>

**Process:**

1. Explain that participants will be building on our concepts from the last session to create an action plan that they wish to carry out in their school.

2. Explain that today will be a very open activity, where small groups will have time to build out the rest of their action plans together.

3. Confirm that everyone now has a topic and a group, and support anyone if they need help finding people with a similar idea. (They can work in parallel if there’s no exact match).

4. For more advanced groups, share the Nine Requirements Checklist (Appendix 6) as an additional tool they can use to help with planning.

5. Explain that you will be there to offer any assistance or answer any questions. Give them 60 minutes to work through their plans together.

6. To guide the process once they begin, you can refer groups to think back to the System Mapping activity they completed in Session 2.1 and ask participants to consider which entry points in the system their action plan will be working with.

7. After 60 minutes, bring the groups back together and ask for volunteers to share their plans with the others; please see further instructions on this in the next section.
**Facilitator Tips**

- Leave time for some questions about the action plan template before separating into groups.
- Remind the groups of the key concepts they covered together and ask them to apply these in their action plans.
- You can share the tips below as a slide, or verbally as they move through the planning process.

**What to consider for engaging an audience:**

- Who are the main decision makers I need to engage with and what is the best way of engaging with them?
- What is the best way of gaining support for my cause and how should I engage with people to encourage this?
- Who could influence the outcome of my cause, either positively or negatively, and how should I engage with them?
- Who will I need help or support from?
- Who of my peers can work with me at this early stage?

**Online Facilitation**

- Prepare enough Google Docs of *Appendix 5 – Action Plans, Appendix 6 – Using the nine basic requirements (for more advanced groups only), and Appendix 7 – Risk Assessment Tool* for each group to have one to work on together. Label them each with a Group # and put them in their own folder to make it easy to keep track.
- Use breakout rooms for the Planning.
- Visit breakout rooms to check on the process and provide encouragement.

---

**Activity 2: Presentations and feedback**

| 🎯 Purpose: | To share school action plans with the group and discuss. |
| 🕒 Time: | 30–45 minutes. |
| 🌀 Materials: | Print out of school action plans. |

**Process:**

1. Ask for a presenter or presenters to volunteer to describe the main highlights or features of each action plan. Presentations should be about 3 minutes each – encourage them to focus on the most important parts of the plan, then allow 2 minutes for follow up questions.

---

Adapted from: [https://www.voicesofyouth.org/developing-your-advocacy-plan](https://www.voicesofyouth.org/developing-your-advocacy-plan)
2. When groups are presenting their action plans, be sure to encourage them to discuss any possible barriers they might face, such as funding, so that the larger group can support them to brainstorm possible solutions.

3. Encourage the broader group to provide constructive feedback, share possible ideas and resources.

4. Be sure to celebrate each group’s plan and offer encouragement.

**Facilitator Tips**

Encourage groups to have an adolescent lead their presentation.

Offer thoughtful feedback about the strengths and areas for development after each plan is presented (at least one strength and one part to further develop).

The following reminders can be helpful during the question period:

- For adult-adolescent partnerships to be meaningful, it is particularly important to respect the features of space, voice, audience and influence so that adolescents influence adult decision makers on issues that affect them.

- These features may also be relevant for some adolescent-led initiatives, but not necessarily all. For example, adolescent-led social gatherings and action initiatives may not require an external audience to be meaningful.\(^2\)

**Facilitator Notes:**

Look for opportunities for the groups to synchronize their plans, especially if they are working or learning in the same education environment. Do the plans align well with one another?

---

**Activity 3: Risk assessment**

**Purpose:** Practice analyzing and reducing risk for a planned initiative.

**Time:** 1 hour.

**Materials:** Copies of Appendix 7, flipchart paper and markers.

**Process:**

1. Tell the group that we are going to use the Risk Management tips that we talked about in the previous session to manage risk for our action plans.

2. Introduce the risk assessment template and explain its various parts.

3. Groups will work on their risk assessment for 40 minutes and then present a summary back to the larger group – briefly explaining in 2 minutes per group the main risks and mitigation strategies for their project.

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4. Use any remaining time to consider how to use the risk assessment to carry out the action plan.

**Online Facilitation**

- Prepare enough Google Docs of Appendix 7 for each group to have one to work on together. Label them each with a Group # and put them in their own folder together with that group’s copy of Appendix 5 and Appendix 6, to make it easy to keep track.
- Use breakout rooms for the Planning and Risk Assessment sections.
- Visit breakout rooms to check on the process and provide encouragement.

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**Activity 4: A picture is worth 1000 words**

<table>
<thead>
<tr>
<th>🌟 Purpose:</th>
<th>To encourage participants to reflect on their learning, their progress throughout the module and their next steps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>🕒 Time:</td>
<td>1 hour.</td>
</tr>
<tr>
<td>💼 Materials:</td>
<td>Participants bring or create their own image, a blank wall and tape or large flip chart papers taped together, markers, tape, and any other craft supplies.</td>
</tr>
</tbody>
</table>

**Process:**

**Please note:** Inform participants before you meet for this activity that you would like them to find or create an image that reflects their feelings about Module 2, ask them to bring this to the activity.

1. Explain that today we will be building on the idea that a picture tells 1000 words. This will give us an opportunity to reflect on what we have learned throughout Module 2 and create a shared story of our collective experiences.

2. Ask participants to pull out the image they have brought in. If anyone has not brought one, say that this is ok, they can create their own image now.

3. As they are working, ask participants to reflect on the following questions, and while they are doing so they can add to their image:
   - How are you feeling today about your work throughout Module 2?
   - How does this compare to how you felt on the first day you arrived?
   - What are some of your biggest learnings or aha! Moments?
   - What are you going to do based on what you have learned?
   - What are your next steps?

4. Give participants 10 minutes to add to their image (for example, they can draw on it, create a frame or a background for it, add words or phrases to it).

5. Now spend time to allow each person in the room to speak, giving people time to share a bit about their picture or message. After everyone who wants to has had a chance to share, explain that now we will be creating a mural from our individual images.
6. Invite participants to come to the wall and paste their image somewhere on the wall. Invite participants to talk and discuss, seeing if there is a way to display their individual images into the collective based on themes or ideas, or colors or any other way they want to display them.

7. Give participants a few minutes to add or draw to the mural, connecting their individual images together.

8. Give everyone a big round of applause and thank them for all of their hard work. Encourage the group to offer positive reflections to their peers, to celebrate everyone’s participation.

**Facilitator Tips**

This activity helps to conclude Module 2 by taking stock of what changed in how the group thinks about participation, and what information or skills from the content has stood out for participants.

The questions in Point 3 are suggestions only. This activity lends itself well to open-ended discussion and exploration. You do not need to ask every question that is listed. Leave space for themes to come up naturally within the group.

If you have an intergenerational group, use this as an opportunity to reflect on adult and adolescent or youth cooperation. You can do this through one-on-one discussions for 5 minutes, followed by a whole-group debrief for 5 minutes.

It is not essential for participants to bring an image – they can draw one as long as you provide art materials.

The quality of the final image will depend on the right inputs. If you ask them to visualize an image, you will get pictures, but if you ask them to just consider a question you get fewer pictures and more comments. Each can be valuable depending on the purpose. Likewise, the amount of art materials available on the table will contribute to the quality of the mural.

**Online Facilitation**

Use an online tool such as Google Slides, Miro, or Zoom Whiteboard to create a collage and draw together. Participants can search and include images directly from the internet.
Appendices to Module 2

Appendix 1 – Mapping tool for education systems: relationships and entry points for participation

Example with simple format:

| Purple: Final decision making power |
| Green: Full voice and a lot of influence in decisions |
| Orange: Some voice and some influence in decisions |
| Red: Little voice and influence in decisions |

Activity 2: Brainstorming types of adolescent participation

- National Curriculum Body
- Professional Associations
- Student Council
- School Management Committee
- School Board
- Ministry of Education
- Parent Teacher Association
- Local Education Authority
- Head Teacher or Principal
- UNICEF Country Office
- Children’s Parliament
- Disability lobby group
- LGBTQ+ support groups

Appendix 2 – Participation case study

From a Midnight Call to a National Movement

Decision makers need to tackle the challenge of integrating mental health support with academia.

Suddenly finding yourself in a new environment with a different culture, not being able to cope with new lessons, failing exams one after the other, and seeking help from drugs.

This was the state my friend found himself in when he called me at 2 a.m., disappointed, empty of hope and his voice trembling; this call was his last step before self-harm.

I was shocked and worried. With loads of adrenalin in my blood, I used everything I had in mind to hear him out and reassure him that he was truly valuable for us and his family, and I managed to save him from an immediate danger. But was it the best possible way? Or were we just lucky?

Just as it happened to my friend, the mental health issues of youth, especially students, does not get enough attention; the issues are not detected on time; and the necessary actions are not taken properly. If you look around, or think back on your days as a student, you will definitely find that friend who needed proper help.

Although my friend’s story is tragic, his 2 a.m. phone call changed his life; it also changed mine. It motivated me to become part of a super talented team of students who organized Beyond Our Thoughts (BOT), a national, student-led campaign that addresses mental health issues, especially depression among university students.

On a cold winter day, the group of friends who formed BOT came together in a room in the basement of our university to make a leap, not a step, towards addressing the mental health issues of students and young people just like my friend. We felt we were not only responsible for helping our peers, but also responsible for increasing mental health awareness and educating university officials so they could take necessary actions. The idea for BOT grew. Our mental health initiative was not only implemented in our university, but working with many others throughout Iran, it also became a national movement aimed at highlighting the mental health issues of youth.

As students, we were committed to combine scientific evidence with the knowledge we had from our peers with lived experience – our friends with late night calls! We wanted to learn ourselves more, share our knowledge and reach out to others who needed help.

Above all, the experience with BOT taught us that youth have the power to make big changes.

Numerous obstacles can get in the way of reaching great goals and BOT was not immune to them. Students encounter stigma towards mental problems; they face extreme pressure to succeed academically; there is a lack of access to professional mental health centres; and there is “downward drift”, a cascade of negative events that can damage our mental health drastically.

As students shared some of their concerns with BOT, there were serious challenges that we, youth alone, could not address. There are challenges that decision makers and people in power need to tackle including:

- Equip students, teachers, professors and academic leaders with greater capacity to respond to students who struggle with their mental health.
- Integrate psychological first aid into academic curricula.
- Make sure to establish more professional mental health centers on university and school campuses.

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BOT has helped students like my friend to be aware of the threats to their mental well-being and pointed out ways to prevent the risks. As a result of the BOT campaign, my friend is more aware of his mental health condition and is also able to help others, to keep them away from the dangers he experienced. He – and all of us with BOT – know what advocacy efforts need to be taken in order to make significant changes.

My friend’s mental health has improved dramatically, and now he is seeking professional help. But what about your friends and loved ones? Could all of us be that lucky?
Appendix 3 – School assessment tool – What I wish….


Activity

If you are a young person, try completing the sentences above privately to yourself. Only share your comments if you feel safe and comfortable to do so in the group.

Conversation starters

• What are the pros and cons of using anonymous feedback tools?
• “There needs to be a safe space and trust for students to honestly speak up about their school environment. If you invite participation you are inviting adolescents to be vulnerable. How will you manage that vulnerability?”35
• In short: if you open the door, you have to be ready for what comes through it. If “what I wish my teacher knew” is anonymous, how will you meaningfully follow through on the information you gather?

Before you do an activity like “what I wish my school would,” ask yourself what you will do with the information. You should be prepared with your answers to all of these related questions:

• If a student discloses something they like or love to do, what will I do with that information?
• If a student discloses something they hate or dislike, what will I do with that information?
• If a student discloses harm that is happening or has happened inside their home, what will I do with that information?
• If a student discloses harm that is happening or has happened in school, what will I do with that information?
• If a student discloses something that triggers my mandated reporting responsibility, how does that impact this activity and its purpose?
• If a student chooses not to disclose anything, how does that impact this activity and its purpose?
• What do other stakeholders think about this activity, including my school leader, counselor, and students’ families/caregivers? What are their concerns or questions?


Appendix 4 – Promoting inclusive participation

1. Adopt a two-strategy approach for equitable participation:
   
a. Identify, analyse and address barriers like stigma and discrimination. Encourage duty-bearers, stakeholders, staff and adolescents to reflect upon and discuss power relations within and between groups.

b. Actively support adolescents who are excluded. Build solidarity among adolescents who are marginalized. Consult adolescents about how they would like to be engaged, what barriers limit their participation and how to overcome them.

   - Ensure risk assessments, child safeguarding and do no harm. Systematically implement UNICEF’s Policy on Conduct Promoting the Protection and Safeguarding of Children, including risk assessments and mitigation. Support a safe environment for participation by increasing the awareness of communities (particularly “gatekeepers” such as parents, elders, teachers, etc.) of the benefits of adolescent participation, especially for girls, adolescents with disabilities and other marginalized groups.

   - Support inclusive spaces and separate spaces for specific groups of adolescents. Inclusive spaces enable adolescents from different backgrounds (e.g., gender, age, disability, work, ethnicity, sexuality, care status, etc.) to collaborate on activities and to overcome stigma and discrimination. However, it may also be useful for adolescents with similar backgrounds to meet together, build solidarity and a positive identity, and act to improve their particular situation. For example, adolescent girls are more able to discuss sensitive issues in female-only spaces.

   - Ensure accessible, diversity-friendly information for adolescents of different ages and abilities. Provide offline versions of online resources, as some adolescents cannot access the internet. Budget for interpreters (e.g., sign language, braille or local languages).

   - Disaggregate data. Promote greater disaggregation of data (e.g., by gender, wealth, urban/rural, ethnic/linguistic, migrant, disability, care status, etc.) to ensure critical contextual inequalities are addressed by policymakers and implementers.

   - Strengthen partnerships with the most marginalized adolescents and their allies (e.g., working children’s associations and movements, associations of adolescents or youth affected by HIV, organizations for people with disabilities, LGBTQI groups, etc.) Support the training and mentoring of adults, youth and adolescents on gender equity, disability inclusion and conflict sensitivity.

2. Advocate for equitable facilities, services, communications and policies. Address attitudinal barriers among service providers and institutionalize accountability mechanisms to track whether marginalized adolescents are being reached. Recognize and mitigate policy tensions that may arise when marginalized adolescents begin participating in governance (e.g., opposing interests of adolescents and political or corporate actors).
Appendix 5 – School action plan

School 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’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. **What steps will you take?**

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

4. **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.

5. **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.

6. **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:

7. **Resources and materials needed**

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Engaged and Heard, p. 15
<table>
<thead>
<tr>
<th>Voice</th>
<th>8. Gender inclusion Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Accessibility Strategy</td>
<td></td>
</tr>
<tr>
<td>10. Whose attention do you need?</td>
<td>Who needs to know about your plan and goals?</td>
</tr>
<tr>
<td>11. Communication Plan</td>
<td>How will you spread the word about your plan?</td>
</tr>
<tr>
<td>Safe Space</td>
<td>12. Safeguarding Plan</td>
</tr>
<tr>
<td></td>
<td>Does your school have safeguarding or protection policies to support the safety of your project?</td>
</tr>
<tr>
<td></td>
<td>13. Risk Assessment</td>
</tr>
<tr>
<td></td>
<td>Has a risk assessment been conducted for your action plan? List 2–3 of the main risks and mitigation strategies here.</td>
</tr>
</tbody>
</table>
Appendix 6 – Using the nine basic requirements as a planning tool for quality participation processes

### PLANNING TOOL: KEY QUESTIONS TO SUPPORT PLANNING TO APPLY THE NINE BASIC REQUIREMENTS

#### PARTICIPATION IS TRANSPARENT AND INFORMATIVE
- For consultative or collaborative participation, do adolescents have enough information about the process (purpose, scope, potential risks and benefits) to make an informed decision about whether and how they may participate?
- For adolescent-led participation, are adolescents able to share information about their initiatives with their peers and with other potential allies?
- Is information shared in accessible, diversity-sensitive and age-appropriate formats and languages that they and their peers understand?
- Has relevant information about the process been shared with adolescents’ parents/caregivers to ensure informed consent and encouragement for adolescent participation regardless of gender?

#### PARTICIPATION IS VOLUNTARY
- Is adolescent participation voluntary?
- Are adolescents fully aware that they can withdraw (stop participating) at any time they wish?
- For adolescents who are already engaged and active in their own initiatives, are they interested to join other participatory processes?

#### PARTICIPATION IS RESPECTFUL
- 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?
- To support consultative, collaborative and/or adolescent-led participation does the organization have flexible policies that allow staff to work at times that suit adolescents? (e.g., weekends, evenings?)
- Has support from key adults in adolescent’s lives (e.g., parents, caregivers, teachers) been gained to ensure respect for adolescents’ participation?
- 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?

#### PARTICIPATION IS RELEVANT
- Is space provided for adolescents to highlight and address the issues they themselves identify as relevant and important?
- Are the project objectives and issues being addressed of real relevance to adolescent’s own lives?
- Do adolescents feel any pressure from adults to participate in activities that are not relevant to them?
- Is UNICEF and its partners sufficiently responsive to adolescent-led initiatives and suggestions?
- Is networking, exchange and learning supported among adolescents and youth?

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### PARTICIPATION IS CHILD FRIENDLY
- Are adolescent-friendly meeting places used, which are accessible to adolescents with different abilities, ages and genders?
- Do processes allow sufficient time for trust building among adolescents, and with adults?
- Do the ways of working build self-confidence and self-esteem of adolescents of different genders, ages, abilities and backgrounds?
- Are adolescents encouraged to explore issues using their own preferred forms of communication and/or using adolescent-friendly approaches including creative participatory tools?
- Are adolescents encouraged to work together in peer groups to support one another and to take forward their own ideas and initiatives?

### PARTICIPATION IS INCLUSIVE
- Do adolescents of different genders, ages, abilities and backgrounds have opportunities to participate and influence decision-making?
- Are efforts made to analyse and overcome barriers for inclusive participation (through consultative, collaborative or adolescent-led planning with marginalized adolescents)?
- Are proactive efforts made to reach girls, boys, transgender, adolescents with disabilities, ethnic minority groups, out of school adolescents, stateless, refugee or migrant adolescents, adolescents living in alternative care, adolescents living in remote, rural and urban communities, etc.?
- Have partnerships with disability rights organizations/working children's associations/ethnic minority organizations/feminist groups, etc., been strengthened to support equitable participation opportunities?
- Have the activities – space, pace, roles – been adapted with adolescents so that they cater for a range of abilities and all can engage?
- Are adolescents encouraged to reflect on existing patterns of discrimination and to address discrimination through their participation?

### PARTICIPATION IS SUPPORTED BY TRAINING
- Are there plans and budget to support capacity-building of adolescents on child rights, participation, transferable life skills, facilitation, gender equality and other topics identified by them?
- Have staff (UNICEF and partners including youth) been provided with training on child rights, participation, child safeguarding, facilitation and adolescent-friendly participatory tools?
- Do staff and volunteers have sufficient knowledge, confidence and skills to facilitate ethical and effective participation of adolescents?
- Have adult duty-bearers received training on children's rights and adolescent participation to increase the likelihood that adolescents’ views are taken seriously?
PARTICIPATION IS SAFE AND SENSITIVE TO RISK
☐ Are procedures for child safeguarding and procedures applied?
☐ Have risks associated with adolescent participation been identified and efforts taken to minimize them in consultation/collaboration/or led by adolescents themselves?
☐ Are risk assessments sensitive to current and historical conflicts?
☐ Are the principles of “do no harm” and “best interests of the child” sufficiently considered when designing, implementing and monitoring the project/programme?
☐ Have all staff, volunteers and partners received training on child safeguarding and the prevention of Sexual Exploitation and Abuse?
☐ 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?
☐ Are staff members, professionals and concerned duty-bearers sufficiently trained to sensitively respond to adolescents in distress and/or to potential disclosures of abuse?
☐ Has a child safeguarding focal point been allocated for the programme/ project?
☐ Are roles and responsibilities of chaperones, facilitators, and a child safeguarding focal point clearly defined?
☐ Are referrals established for psychosocial support and other forms of support if needed by adolescents?
☐ Are referral pathways clear for emergency cases (e.g., if an adolescent is sick or in an accident?)
☐ If the participation includes travel, are procedures in place to ensure safe transportation logistics, accommodation arrangements and other requirements?
☐ Have adolescents given their informed assent/consent to participate?
☐ Have adolescents’ parents or legal guardians given their informed consent?
☐ Are adolescents informed and aware of the child protection code of conduct, and do they know how and to whom they can report any concerns?

PARTICIPATION IS ACCOUNTABLE
☐ Do adults take adolescents’ views and suggestions seriously and act on their suggestions?
☐ Do agencies have indicators, plans and budget to monitor and evaluate the quality and outcomes of the participation process?
☐ Are adolescents supported to actively participate in follow-up research, monitoring and evaluation processes?
☐ Do staff and partners consider adolescent views to tailor programme interventions across development and humanitarian contexts?
☐ Are sufficient time and resources allocated to support adolescent participation in monitoring and evaluation processes?
☐ Are adolescents given feedback about the extent to which their views were taken into account?
☐ Do any elected adolescent representatives ensure timely sharing of information and feedback with adolescents who they represent?
☐ Is there a plan and budget to develop and disseminate an adolescent-friendly report of any planned evaluations?
Appendix 7 – Risk assessment tool for adolescent participation

Complete the table below regarding potential benefits and risks/threats and together make a decision about whether risks are manageable and whether it is in the best interests of adolescents to be involved with the major steps or milestones of your action plan.

Hint: risks can include issues like transportation/road safety, suitable accommodation if there is a trip involved (for example to attend a conference or panel), community push-back, safeguarding, risk of injury, professional boundaries working intergenerationally, risk to school grades if the time commitment is too high, etc.

<table>
<thead>
<tr>
<th>PLANNED ACTIONS or ACTIVITIES</th>
<th>KEY IDENTIFIED RISKS/THREATS associated with no participation or different modes of participation</th>
<th>LIKELIHOOD OF RISK (high, medium, low)</th>
<th>SEVERITY OF RISK (high, medium, low)</th>
<th>RISK MITIGATION – what actions will be taken to reduce risks?</th>
<th>FURTHER ACTION NEEDED to ensure best interests and “do no harm”</th>
</tr>
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Appendix 8 – Six litmus tests for mentally healthy schools

My school or schools in my region feels safe and Welcoming: Six Litmus Tests for Mentally Healthy Schools

This test requires respondents to give their gut reaction to the statements on a scale of 1 to 10, with 1 being “strongly disagree” and 10 being “strongly agree”. Anyone can use this test as a quick reflection about their school. The test helps to find the strengths and areas to focus on at your school and to learn about the priorities of different stakeholders. To increase the quality of data, survey as many of the following stakeholders as you can:

- A student from each year group
- Students from vulnerable or minority groups
- Engaged parents & carers
- Less engaged parents & carers
- A member of teaching support staff
- A member of non-teaching support staff
- A member of teaching staff
- A middle leader
- A senior leader

### Six Litmus Tests

1. **Staff at my school are happy and healthy**
2. **My school feels safe and welcoming**
3. **The voice of every learner is heard and valued**
4. **We recognise and support our most vulnerable learners**
5. **Parents and carers positively engage with my school**
6. **Students, staff and parents seek help when needed**

Dr Pooky Knightsmith

- **Safe**
- **Altogether**
- **Nurturing**
- **Welcoming**

**Areas for reflection**

- **Staff wellbeing and resilience**
  - “You can’t pour from an empty cup—take care of yourself first”

- **Environment and Ethos**
  - “Our ability to learn is regulated by how we are treated by our teachers, at home and in the classroom”

- **Relationship and connectedness**
  - “Every interaction is an intervention”

- **Voice of students and parents/carers**
  - “Don’t think I have the guts to go back to school after this. Lost confidence”. Cornish student May’20

- **Transparent and flexible curriculum**
  - “The brain priorities need for survival and sense of safety over higher order skills needed for learning”

- **Individual experiences**
  - “Same storm, different boats”

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Appendix 9 – SWAN school assessment tool

Part 1 – SWAN – Safe Welcoming Altogether Nurturing

Staff wellbeing and resilience
“Your can’t pour from an empty cup-take care of yourself first”

Environment and Ethos
“Our ability to learn is regulated by how we are treated by our teachers, at home and in the classroom”
Louis Cozolino

Voice of students and parents/carers
“Don’t think I have the guts to go back to school after this. Lost confidence”. Cornish student May’20

Safe

Relationship and connectedness
“Every Interaction is an Intervention”
Dr Karen Treisman

Areas for reflection

Nurturing

Individual experiences
“Same storm, different boats”

Altogether

Transparent and flexible curriculum
“The brain priorities need for survival and sense of safety over higher order skills needed for learning”
Louis Cozolino

Welcoming

Conversation Starters

• What are the Core Values of our school community?
• What is working? What do we want to do more of? What will this look like?
• What is one specific challenge that we can examine using the SWAN Framework?

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### Part 2 – The SWAN Framework – A whole school approach reflective tool

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<tr>
<th>Definitions</th>
<th>Safe</th>
<th>Welcoming</th>
<th>Altogether</th>
<th>Nurturing</th>
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<td></td>
<td>Physically, Socially Emotionally, Cognitively: Being safe is a basic need without it students cannot function and flourish.</td>
<td>A sense of belonging and connectedness – Clearly demonstrating to students that they are co-creators of the school environment</td>
<td>Staff, students, parents, governors, partners/ outside agencies work together to support Adolescent participation Ensuring / Helping all staff recognize and are confident about their role in the school by providing support (training, resources).</td>
<td>Creating an inclusive environment and ethos that helps all students to see school as a safe place, fostering readiness to learn.</td>
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**Universal** – actions that support parents, teachers, administrative staff and students

**Targeted** – actions to address potential problem areas for learners

**Specialist** – actions considering the needs of vulnerable groups, including people with disabilities, LGBTQ+, girls, and people with a mental health diagnosis

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Appendix 10: Participant feedback form, Module 2

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, the quality of the trainers, the relevance of the course to current/future work, the 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 to administer 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 2

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: __________)

2. 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.

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<td>Module 2: Adolescent Participation in School Settings</td>
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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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<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></td>
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<td>of the course?</td>
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<td>d. How would you rate the <strong>logistics</strong> of this training? (Were</td>
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<td>you happy with the training venue/location, were the training</td>
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<td>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></td>
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<td>due to the training course?</td>
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<td>f. How confident do you feel in <strong>applying the concepts</strong></td>
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<td>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></td>
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<td>to your peers?</td>
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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?)

   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________