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

Training Module 3: Adolescent Participation in Local Governance

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

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

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

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

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

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

Looking ahead, as the world grapples with complex challenges threatening rights and livelihoods, UNICEF believes that the power of young people is a force for good, and their capacity to drive change and to spark innovation should not be underestimated. We hope you find these modules inspiring and useful, allowing every adolescent to participate in decisions that affect their lives.
Introduction to Module 3

Welcome to Module 3: Adolescent Participation in Local Governance. This module builds on Module 1: The Importance of Adolescent Participation, and ideally participants can complete Module 1 before engaging with Module 3. As with other modules, this third module in the series is designed for an intergenerational group of adolescents and adults. The activities take participants through a journey to put their learning around meaningful participation into practice within the context of local government.

After a brief refresher on meaningful participation and its importance, the group will explore what participation in local governance might look like in their context. After completing a brief situation analysis to build a solid understanding of the context where they are working, participants will explore how to create a safe space and develop a strategy for doing this. From there they will build skills around networking and advocating for the issues they want to address and build out their Adolescent Participation in Local Governance Action Plan. Finally, participants will use participatory tools to explore their own learnings, the most important changes that have occurred, and chart their next steps.

Please refer to Appendix 5: Background Reading for additional information and guidance on specific subject matter related to adolescent participation in local governance.

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Session 3.1: What does adolescent participation in local governance look like?

**Learning Objectives**

1. Refresh your understanding of meaningful adolescent participation.
2. Apply your understanding of meaningful participation within local governance.
3. Identify what participation in local governance looks like in your community or region.

**Activities**

Activity 1: Welcome and Community Agreement.
Activity 2: Refresher on Adolescent Participation.
Activity 3: What is Adolescent Participation in local governance?

**Duration**

3 hours.

**Materials**

- Print out of: Appendix 2: Features, Requirements and Modes of Meaningful Adolescent Participation
- Flipchart paper and coloured markers or pens and notepads

**Facilitator notes**

Start the session by presenting the objectives of Module 3 and Session 3.1 to the participants.

This session includes some theoretical/conceptual explanations about the meaning of adolescent participation in local governance, reflection activities, and interactive exercises.

Remember, part of the challenge of facilitating a group of adolescents and adults, is to role model what meaningful participation feels like for the group. Your approach to treating adolescents as equal participants while keeping their safety in mind is crucial. Encourage participants to be open, honest, respectful and get ready to go on a learning journey together.
Activity 1:
Welcome and Community Agreement

🌟 Purpose: To welcome the group and build a collective agreement to guide their work together.

⏰ Time: 1 hour.

🛠 Materials: Flip chart paper, markers

📝 Process:

Part A: Welcome and Introductions (20 minutes)

1. Introduce yourself and welcome everyone to Module 3: Adolescent Participation in Local Governance. This module will focus on setting up a process for adolescents to be meaningfully involved in local governance. It builds on the content and approaches learned in the Curriculum Introduction and Module 1 and will build participants’ understanding of how to establish practical and realistic processes to improve meaningful adolescent participation in local governance.

2. If participants have not met before, invite everyone to introduce themselves by sharing their name, what community they are from, and share one thing that has inspired them in their lives this week.

3. Ask the group to share some of the key things they learned in the previous module with the group. You can prompt them with the question: What stood out to you the most from what you learned in the previous module?

Part B: Icebreaker: Group Rhythm (20 minutes)

1. Say to the group: I’d like to invite you all to stand in a circle. We’re going to build a group rhythm. No rhythmic expertise is required. Just follow me and we’ll figure it out together. We are going to be taking a creative journey together as we move through this module together. Let’s begin walking together to represent this journey.

2. Take 8 or 10 steps together at a moderate rate.

3. Add a new move by saying, “Great! Now, let’s clap on the 1 of a 4-beat count. Clap 2, 3, 4, clap 2, 3, 4.”

4. Continue to build the rhythm offering a steady dose of encouragement and praise.

5. If participants get it quickly, break them into two groups. Ask for a volunteer who thinks they’ve learned the rhythm to lead one of the groups. Start one group on the rhythm. The volunteer stays with that group keeping them going.

6. Now move to the other group. Count 1, 2, 3, 4, 1, 2, 3, 4...then start your second group on the new count. By adding the extra “1, 2” you create a round. Ask everyone to listen for the interplay between the two groups. To bring the rhythm to a stop, call out: “4, 3, 2, 1, stop!”

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Facilitator Tip

The point of this activity is for the group to have fun together and explore how they naturally work together. When we are clapping or stomping, it doesn’t have to be perfect, it just has to be the sound of us, exactly as we are. That is the sound that we are making together. Listen to us. When we are trying to be perfect, we are trying to be something that we are not and there is no need for that. You can be exactly as you are. Listen to the sound, your voice, our voice as we are.

Online Adaptation: Icebreaker: Group Rhythm

1. This activity can be easily adapted for online. Please ask all participants to turn their cameras on.
2. Rather than asking participants to do an action with noise, ask them to focus on actions that are visible on the screen. For example, doing a wave, clapping, high fives.
3. Encourage the group to find their own rhythm and play around. There is no right or wrong and participants are encouraged to make mistakes and laugh, as they find their rhythm together.

Part C: Community Agreement (20 minutes)

Please note: If the group participated in Module 1, you can share the Community Agreement established during that session and ask participants to add new ideas and reflections. It’s important to continue to refer back to these and invite any new participants to share their thoughts and accept the Agreement.

1. Explain: In this activity, you will jointly set the ground rules (including child protection and safeguarding) to ensure everyone feels safe and comfortable working together. This is a shared Community Agreement, that we can use throughout our time together, and can continue to refer back to.

2. Lead the participants into a discussion about the necessity of having a Community Agreement for the workshop, and ask them the following question:
   a. In your opinion, what are some helpful ground rules to make sure this workshop is respectful, safe and productive for all?
   b. What could be added to this agreement to make the workshop more inclusive and safer for the adolescents participating?

3. Encourage participants to share their ideas, while a volunteer writes them on a flipchart.

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

5. Ask the participants to read and sign the Community Agreement. Hang it in a location that everyone can see and be sure to have it up every time you meet, so people can easily refer to it.

6. Ask any adults to please also read and sign the child safeguarding code (See Appendix 1: Safeguarding Code of Conduct). Please refer to the Safeguarding section in the Curriculum Introduction.
Online Adaptation: Community Agreement

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

1. Ask them to take a few minutes to answer the following questions:
   - In your opinion, how might we make this workshop respectful, safe and productive for all?
   - What could be added to this agreement to make the workshop more inclusive and safer for the adolescents participating?

   Invite them to provide their answers in the online workspace.

2. After a few minutes, share the whiteboard on your screen and review the Community Agreement together.

Activity 2: Refresher on Adolescent Participation

📍 Purpose:
   Explore the basic features, requirements and modes for meaningful, effective and ethical participation.

⏱ Time:
   1 hour.

🛠 Materials:
   Printouts of Appendix 2: Features, Requirements and Modes of Meaningful Adolescent Participation (1 per participant); Flip chart paper and markers or pens and notepads.

📝 Process:

1. Welcome participants and explain that we will be doing a short refresher on what meaningful adolescent participation is, including what are the 4 Features of Meaningful Participation, the Nine Basic Requirements of Effective and Ethical Participation and the Four Modes of Participation. Please hand out Appendix 2: Features, Requirements and Modes of Meaningful Adolescent Participation.

2. Break the group into small groups of 3–4, mixing adolescents and adults together.

3. Read the following scenario out loud:

   There is a group of adolescents living in an informal housing area on the edge of a large city. The adolescents have been advocating for access to clean drinking water, as there are no facilities in their area. The adolescents have had a few meetings with a local non-governmental organization (NGO) where they have raised their concerns. The NGO staff have been very impressed with how the young people have done their research and understand what is going on. The NGO staff plan to arrange a meeting with local government officials, so they too can hear from the adolescents.

4. Now ask the small group to sit together and spend 10–15 minutes reading through Appendix 2 and talk through some of the concepts and ideas. Please note: If the group did not go through Module 1, it will be helpful for you to walk them through the concepts, before giving them time to discuss in small groups. Facilitators may wish to refer to Module 1 and select introductory activities from there, if the group is new to the concept of participation.

5. Now with these ideas in mind, ask them to think through the next 8–10 steps the NGO might take to ensure that the way the adolescents are involved could be considered meaningful participation. Give the groups permission to use their imagination and consider the continuation of the scenario.
6. Give the group 15 minutes to prepare a brief plan that they will present back to the larger group in 1–2 minutes. Hand out flip charts and markers or notepads and pens.

7. Facilitate small group presentations back to the larger group. Start by asking: *In your scenario, which adolescents from the informal housing were involved? Who else did you involve as you built out the steps to continue the scenario?* Watch for the inclusion of adolescents of various ages, genders, and abilities as well as through the stages of the scenario/plan.

8. Now ask the larger group if they felt that meaningful participation was well presented in the scenarios. (See box below for guided questions). Encourage the group to share ideas for how we could improve on the scenarios presented, being respectful of the work done by each group.

9. Summarize any key themes that you saw emerge from the discussion and add in any points you saw as missing.

**Tip for Facilitators:**
Here are some guiding questions you can use to facilitate the discussion. It’s not important to go into detail about every question, but you want to get a sense of whether the group has understood the key concepts and go deeper into areas you think they may be struggling to understand or apply key concepts.

**Four features of participation: space, voice, audience, influence**
1. **Space:** Was there a safe space created for adolescents to express their views?
2. **Voice:** Were adolescents given the voice to express themselves the way that they wanted to?
3. **Audience:** Were adolescents listened to?
4. **Influence:** Were adolescents’ views going to be taken into consideration?

**Nine basic requirements for effective and ethical participation**
1. **Transparent and Informative:** Were adolescents given full information about their right to express themselves, and the purpose and scope of how they were participating?
2. **Voluntary:** Was their participation voluntary? Did they know they could stop at any time, without repercussions?
3. **Respectful:** Were adolescents’ contributions respected?
4. **Relevant:** Were adolescents able to draw on their own knowledge, skills and abilities?
5. **Adolescent-Friendly:** Were adolescents’ abilities or capacities taken into consideration?
6. **Inclusive:** Were there opportunities for more marginalized adolescents to participate (consider age, gender, disability and background)?
7. **Supported by Training:** Were any adolescents or adults supported with training or capacity building?
8. **Safe and Sensitive to Risk:** Were adolescents safe, and did they know where to go for support if needed?
9. **Accountable:** Did adolescents receive clear feedback on how their participation influenced outcomes?

**Modes of Participation:**
1. **No participation or unethical participation:** Adolescents have little or no opportunities to express themselves and get involved.
2. **Consultative:** Initiated by adults, adolescents contribute to change but do not manage or control it.
3. **Collaborative:** Adolescents and adults partner for change, and adolescents can manage it, but the collaboration is initiated by adults.
4. **Adolescent-led:** Adolescents lead a change initiative, identifying what they want to work on, and how they will manage it. Adults can be involved as facilitators and supporters but do not control the process or outcomes.
Online Adaptation

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

1. This activity can be facilitated easily online, by preparing a whiteboard for each small group in advance with the four features of participation, the nine basic requirements and the modes of participation.
2. Break the group into breakout rooms and encourage them to populate the whiteboard with their ideas.
3. Bring the small groups back together for the closing presentations and discussion.

Tip: Visit each room during their discussion to check whether they’re stuck or on track.

Activity 3: What is Adolescent Participation in Local Governance?

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Explore what local governance is, what a good citizen is and how young people can be meaningfully engaged.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>1 hour.</td>
</tr>
<tr>
<td>Materials:</td>
<td>Flip chart and markers.</td>
</tr>
</tbody>
</table>
| Process: | 1. Explain to the group that in this session we will be exploring what adolescent participation in local governance looks like in their context.  
2. Acknowledge that this is a complicated topic, but we will start from what they know and build on this.  
3. Ask the group, *what do you think local government is?* Encourage the group to share ideas.  
4. Once the group has discussed, share that: |

Local government

- A local government is a public organization that decides and then administers public policies.  
- This takes place within a relatively small geographic area and is a division of a larger regional or national government.

Note: This will differ in every context, so don’t worry too much about the semantics here, the important thing is that people have a general understanding of what local government is.

5. Ask the group: *What is a good citizen?* Facilitate a short discussion.

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79 Adapted from Encyclopedia.com
6. Once the group has had a chance to discuss, explain that:

A citizen\textsuperscript{80}

- A citizen who is someone who has certain rights, duties and responsibilities that are related to where they live. You can be a citizen of a city, a province/state/region and of a country. Being a citizen means being a part of a political system.

A good citizen\textsuperscript{81}

- A good citizen is someone who takes on responsibilities and contributes, while accessing their rights. For example, through voting, by doing things that support the public good, like cleaning up garbage, or joining a local committee.

Note: Not all adolescents will have the rights associated with being a citizen in a given country (e.g., migrants, undocumented or refugee adolescents). Nonetheless, their participation in decision-making and local governance is extremely important and requires further thought to ensure safe opportunities for participation.

7. Ask the group, what is civic engagement? Facilitate a short discussion.

8. Once the group has had a chance to discuss explain that:

Civic engagement\textsuperscript{82}

- Participation in civil society, by an individual or a group.
- Working to address an issue of public concern, that protects or supports the community/civil society and aims to make a positive difference.

9. Now explain that the group will be moving into small groups, to discuss two questions, giving groups 15 minutes to discuss:

   a. When you think about adolescent participation, how does this connect to being a good citizen?
   b. Do you see any examples of this in your community?

10. Bring the group back together and allow groups to share some of their thoughts and ideas. You can reinforce their ideas with some examples, see box below.

\textsuperscript{80} Adapted from DictionaryCambridge.org
\textsuperscript{81} Adapted from Wikepedia.com
\textsuperscript{82} Adapted from https://www.unicef.org/adolescence/participation
Examples of Adolescent Participation in Local Government

Using the Modes of Participation, we can think about some examples of adolescent participation in local governance.

**Adolescent-led: Adolescents take the lead**
- Adolescent-led organizations feeding into policy and programming.
- Adolescent-led programmes to address local issues.
- Adolescent-organized events, forums or activities.
- Adolescent-led blogs, websites or other social or online forums. For example: Writing a blog with your peers on climate change and sharing information about youth voice with your town representatives.

**Collaborative: Adults and adolescents work together**
- Adolescent Advisory Councils or Youth Councils within local government.
- Adolescents co-developing and offering community-programmes with adults.
- Adults and adolescents organizing a forum, conference or consultation to gather adolescent’s ideas on important issues to them.

**Consultative: Adults consult adolescents**
- Websites, brochures and other information developed by adults for adolescents.
- Adults develop surveys to hear from adolescents.
- Adolescents attend a City Council meeting, and ask questions.
- Adolescents volunteer to support at an existing adult-led community programme.
- Adults organize a forum or conference to hear from adolescents.

11. Now ask the larger group, *Why is it important for adolescents to be engaged and participate in local governance?* Discuss for 10–15 min.

12. Summarize the main points that you have heard in the discussion (using the Tips below), thank the participants, and briefly explain when you will be meeting next.
Facilitator Tips

Here are some guiding points you can use when you are facilitating the discussion. Try to draw these points out from the discussion and reinforce them.

Adolescents engaged at the local level can:

- **Represent their own issues** and those of their peers, because of their deep connection to local issues.
- **Negotiate and advocate** for the realization of their rights and hold local governments accountable.
- Be involved in the **development, implementation and monitoring** of all relevant legislation, policies, services and programmes affecting their lives, including at the local level.

Adolescent participation at the local level can:

- **Lead** to better services, more responsive local policies and plans.
- **Lead to** more effective use of local budgets to support adolescents’ priorities.
- **Improve decision-making** processes and strengthen the operations of local governments.
- **Improve services** for children and families.

Local authorities are well positioned to engage adolescents, building on existing mechanisms for meaningful participation such as youth advisory councils.

Online Adaptation

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

1. This activity can be facilitated easily online, by preparing a white board in advance with the key questions for the larger group.
2. Break the group into breakout rooms for the small groups’ discussions.
3. Close with the guiding points and invite others to share their own thoughts and ideas.
Session 3.2: Creating a Safe Space to Develop a Plan for Participation

Learning Objectives

1. Understand policy, institutional (organizational) and cultural contexts in your community.
2. Understand what is required to create a safe space for adolescent participation.
3. Explore what format teams want to use to build a safe space to facilitate meaningful participation.
4. Explore barriers and obstacles to participation for more marginalized groups and develop strategies to address these.

Activities

Activity 1: Situation Analysis.
Activity 2: Creating a safe space.
Activity 3: Tower of Power: Addressing obstacles to meaningful participation in local governance.

Duration

4.5 hours

Materials

- Computer or tablet (1 per small group) and access to the internet
- Coloured markers and flip chart paper
- A large assortment of either recyclable containers, or small boxes, 2 oranges or gloves, and 4 blindfolds/handkerchiefs
- Print out or Google Doc of: Appendix 2: Features, Requirements and Modes of Meaningful Adolescent Participation, Appendix 3: Situation Analysis and Appendix 4: Adolescent Participation in Local Governance Action Plan

Facilitator notes

In this session, participants will learn about strategies to improve adolescent participation in local governance and ideate new inclusive strategies that include the most marginalized adolescents in local governance processes.

Throughout the following sessions of this module, it is important for participants to form small teams based on region/geography or by issues of interest. For example, for “region” think about the physical area of a local government and for “issue”, it could be those interested in adolescent participation in climate action or poverty alleviation. Some groups may be based on region and others based on issues. Choose whatever works best for the group. You will have time during this session to support the teams to establish themselves and develop a team identity.
### Activity 1: Situation Analysis

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To map out the policy, institutional (organizational) and cultural contexts in your region to help create a strong framework for adolescents’ meaningful participation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>1.5 hours.</td>
</tr>
<tr>
<td>Materials</td>
<td>Computer or tablet (1 per small group), access to the internet, flip chart paper and markers, Google Document of Appendix 3: Situation Analysis or a printout.</td>
</tr>
</tbody>
</table>
| Process          | 1. Explain to the group that today we will be starting to build out a “Situation Analysis.” Explain that a situation analysis is simply a review of the current situation, including the policy, the institutions or organizations and the cultural contexts that have an impact on adolescent participation in local governance.  
2. **Building Teams:** Ask the group to split up into small teams (4–8 people), by region or by issues of interest. For example, for “region” think about the physical area of a local government, like a community or city and for “issue,” it could be those interested in climate action, poverty alleviation, or disability rights. Choose whatever works best for the group and remember, no matter if the team is based on region or issue, their focus will need to relate to adolescent participation. These groups will remain consistent throughout 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 team.  
   **Note:** You might want to set up sign-up sheets on flip chart paper around the room with communities or issues listed as their headings or encourage the group to discuss and self-organize. Allow 10 minutes for this.  
3. Ask each team to then choose a name and choose an image or mascot that represents them. Give teams 15 minutes to draw and design a poster and share these with the larger group.  
4. Hand out a computer or tablet to each team, and flip chart paper and markers for any team notes. Explain that we will now be exploring what we know about our context and doing a bit of research in our teams to fill in any gaps in what we know to build a Situation Analysis. We will not have time to develop a full Situation Analysis today, but this will give us a good start and help us to better understand how we can support adolescent participation in our context.  
5. Hand out or provide a Google Doc link to Appendix 3: Situation Analysis. |
6. Walk through the document with the participants, reading out each question, and making sure it is clear for them.

7. Give teams 30 minutes to begin to fill it out, taking on one question at a time. Encourage them to draw on their individual knowledge, as well as conduct research on anything they do not know.

8. Encourage one person from each team to act as the note-taker and either add things directly to the Situation Analysis Table, or to write notes that can be added later.

9. Walk around answering questions or providing input.

10. Bring the group back together after 30 minutes and ask them to share any highlights from their process and share their reflections. *What were some highlights from your Situation Analysis? Was there anything that stood out as important in your region/context?* Answer any specific questions that emerge from the group.

11. Give the teams another 15–20 minutes to finish up.

12. Encourage the teams to meet on their own time to continue to build this out or schedule another working session.

**Tip:** You can refer to UNICEF’s: *Tip Sheet for Adolescents and Youth on Participation in Policy Dialogue with Authorities* for more information on participation in policy dialogue.

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<table>
<thead>
<tr>
<th>Online Adaptation</th>
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<tbody>
<tr>
<td>Prepare in advance an online whiteboard (<em>e.g.</em> <a href="https://jamboard.google.com">Jamboard</a>, <a href="https://miro.com">Miro</a> or <a href="https://padlet.com">Padlet</a>) and share the link with the participants.</td>
</tr>
<tr>
<td>1. This activity can be facilitated easily online, by preparing a Google Doc version of Appendix 3: Situation Analysis for each team.</td>
</tr>
<tr>
<td>2. You might want to use a Jamboard to help facilitate the group as they form themselves into smaller teams of 4–8 people.</td>
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<tr>
<td>3. Invite the teams to move into breakout rooms, giving them ample time to work together.</td>
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<tr>
<td>4. Pop in and out of rooms to answer questions and observe.</td>
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<tr>
<td>5. Close by inviting participants to share their reflections.</td>
</tr>
</tbody>
</table>
Activity 2: Creating a safe space

Purpose: To create a safe space for intergenerational participation in local governance that centers the needs of adolescents.

Time: 1.5 hours.

Materials: Coloured molding clay (4–5 different colours per group), coloured markers and flip chart paper, Print out of: Appendix 2: Features, Requirements and Modes of Meaningful Adolescent Participation and Appendix 4: Adolescent Participation in Local Governance Action Plan

Process:

Part A: Exploring the meaning of a Safe Space

1. Explain that in this we will be talking about creating a safe space for adolescents to meaningfully participate: a safe space for adolescents to work alongside adults in local governance. Remind the group that “Space” is one of the four features of meaningful participation. We all need a safe space to build trust, to share our thoughts and ideas and to make a contribution.

2. What this “safe space” looks like will be different for every team depending on the nature of your work together, the length of time you are working together, and the structure you want to build.

3. Ask the larger group: Why do you think it is important to create a safe space for adolescents to participate? Host a discussion and listen for comments on the right to participate, the importance of hearing from a diverse group of adolescents including adolescents with disabilities, LGBTQ+, etc., drawing attention to these and other points of interest that emerge.

4. Now ask them to think: What is required to create a safe space for adolescents and adults to work together within local governance?

5. Break the large group into three smaller groups, assigning each group a topic that they will build out a role play on, to share with the larger group. Here are the topics:

a. Group A: A community project designed to address the needs of children with disabilities, creating safe places for them to play. The project is supposed to be collaborative, with adults and adolescents working together, but the adults keep taking over and forget to create space for adolescents to collaborate. What are adults doing? What are adolescents doing? What does participation look like here? Is it creating a safe place for adolescents?

b. Group B: A Youth Advisory Council within a local government office is a safe place for adolescents. Adolescents love attending meetings, collaborating on building agendas and projects, and having strong and supportive relationships with adults. What are adults doing? What are adolescents doing? What does participation look like here? Is it creating a safe place for adolescents?

c. Group C: Adults from the local government have invited adolescents to a community forum to hear their thoughts and ideas about climate action. Adolescents are not involved in planning the event but are happy to attend and share their ideas. What are adults doing? What are adolescents doing? What does participation look like here? Is it creating a safe place for adolescents?
6. Once the groups have their role-play topic, explain that they will prepare a short role-play or skit to demonstrate their topic to the broader group. Encourage them to be creative!

7. Give the small groups 10–15 minutes to work on this. You can remind them of the nine basic requirements for effective and ethical participation (Hand out: **Appendix 2: Features, Requirements and Modes of Meaningful Adolescent Participation**) and encourage them to see how these might apply.

8. Now invite the small groups to present back their role-plays to the larger group. After each role-play, invite the larger group to share what they thought made adolescents feel safe, what made them feel unsafe, and share any opportunities for improvement.

9. Ask the group, what are some of the elements of a safe space that you heard. You can prompt them with some of the following ideas:
   a. Adolescents feel physically safe to travel to the space.
   b. Adolescents feel physically safe from harm while in the space.
   c. Adolescents feel safe voicing their thoughts and ideas without repercussions.
   d. Adolescents feel safe hearing the thoughts and ideas of others.
   e. Adolescents feel safe and free to create new ideas that challenge the status quo.
   f. Adolescents understand the risks of challenging the status quo and can operate within this.

**Part B: Creating our own safe space**

10. Hand out **Appendix 4: Adolescent Participation in Local Governance Action Plan**. Explain that throughout the activities in this module we will be building out our Actions Plans. Today we will be adding to Question #1 and setting the stage for the action plan.

11. Explain that, as they already know, there are many ways to create a safe space, and we have now explored some of the elements required for a safe space. There are many different formats that this can take, for example:

**Common Safe Spaces:**

The following are a few common formats of safe space for adolescent participation:

- **Adolescent Advisory Council**: A group of adolescents who meet on a regular basis and advise local government offices or issue groups on a regular basis.

- **Community group**: Invite members of the community, including children, youth, parents/guardians, adults and Elders to come together at a regular place and time to talk about issues that matter to adolescents.

- **Specific issues or forums**: Adolescents and adults may decide to work together on an important issue, such as climate action, or school reform.

- **Consultation**: A consultation is a meeting where adults can explore specific ideas with adolescents, collect their feedback and ideas, and hopefully build out a plan of action together. This might be a one-time thing or can occur on a regular basis.

- **Suggestion Boxes**: A physical box at the local government office, school, library or other accessible location, where adolescents can share their suggestions with the local government.

- **Online platforms**: An open forum online for young people to fill in their thoughts and ideas, that will be read by the local government. The local government then shares a summary of the findings and the next steps on a website, for easy access by all participants.

- **Other?**
12. Remind the group that work needs to occur to make sure that these formats are safe and supportive for adolescents on an **ongoing basis**, and they already have some tools to help them with this, including the Consent form and the Community Agreement.

13. In their teams based on region or issue, ask the groups to discuss for 20 minutes:
   a. **How will your group work to support adolescent participation?**
   b. **What issue would you like to address?**
   c. **When will you meet? Where will you meet?**
   d. **How will you communicate?** (e.g., email, phone, WhatsApp)
   e. **What do you hope your group can achieve?**

   Encourage the group to summarize their ideas on a flip chart paper, that they can keep and refer back to.

14. Invite the teams to present their ideas to one another in a short summary of 2–3 minutes. Reinforce key themes, drawing from the Nine Basic Requirements for Effective and Ethical Participation and the Top Tips below.

**Top Tips for Adolescent Participation in Local Governance Action Plans:**

- Make sure activities are safe and adolescents will not be harmed through their engagement.
- Make sure you have your safeguarding and protection policies in place, and consent forms signed.
- Ensure that adolescents are involved from the very beginning!
- Find your adult champions. Adolescents can’t be expected to manage everything on their own, especially when working within a government structure. Ensure that adult champions are in place to support adolescents and help them safely navigate the complexities of the local government.
- Action plans need to be realistic, we want to set adolescents up for success.
- Encourage groups to take a gradual approach – we cannot address all issues around adolescent participation in one project, select something that you can achieve success at.
- Choose something that you can work on together that will get results quickly, this is called the **“low hanging fruit.”** Think about it as the fruit that hangs the lowest on the tree and is easiest to pluck and eat. Is there anything you might do quickly and easily that can achieve some results? This will support the morale of the group and help to attract others.
- You don’t need to stop when your action plan is finished, you can continue to create new ideas and projects together to support adolescent participation in local governance.

15. Highlight that for participation and partnership to really be meaningful, we need to think about the long-term, and how engagement is sustained. Offer the following tips and ideas (these can be made into a PowerPoint or shared through discussion):
Making meaningful participation work over the long term:

Building relationships and working together in a meaningful way across generations to address critical issues takes time. Be sure to factor this long-term into your planning. Here are a few points to consider as you build your safe space:

- Identify your champions (be they adults, adolescents or others) as soon as possible.
- Invite others to join you, be they young leaders, government officials or community members.
- Set clear objectives for what you would like to achieve.
- Create a plan for how you want to achieve these objectives together.
- Offer capacity building training for both adults and adolescents.
- Co-design your participatory space and the process you will follow.
- Rotate or share leadership roles.

Now once you have things up and running, here are some tips to keep your momentum going and enthusiasm high:

- Celebrate your successes together, even the small ones.
- Track your learning and build on lessons that you learn through both successes and challenges.
- Continue to offer new training opportunities, to meet the needs of the group.
- Offer incentives for both adolescents and adults to contribute their time and effort to the work.

16. Invite the group to take 10 minutes again in their teams and add any additional ideas to their flip charts on how they will create and structure a safe space for adolescent participation.

17. Encourage the teams to fill out the introductory sections of Appendix 4: Adolescent Participation in Local Governance Action Plan, as well as Question #1. Clearly fill in the objective of your action plan, and what your safe space will look like, what structure you will follow, and how you will make it safe.

Online Adaptation

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

1. This activity can be facilitated easily online, by preparing a white board in advance with the points from the common safe spaces box and the meaningful participation in the long-run box populated there, as well as Appendix 3 in a Google Doc.

2. Small groups can be organized in break out rooms for the case studies, bringing people back together to discuss.

3. Invite the teams to move into breakout rooms to develop their Adolescent Participation in Local Governance Action Plans.

4. Close with the guiding points and invite others to share their own thoughts and ideas.

## Activity 3:
### Tower of Power: Addressing obstacles to meaningful participation in local governance

<table>
<thead>
<tr>
<th><strong>Purpose:</strong></th>
<th>To identify any obstacles that prevent the meaningful participation of adolescents and address them.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time:</strong></td>
<td>1.5 hours.</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>A large assortment of either recyclable containers, or small boxes, 2 oranges or balls (or something else palm-sized to hold) and 4 blindfolds.</td>
</tr>
</tbody>
</table>
| **Process:** | 1. Explain that in this activity, we will be working together to build a tall tower out of a random assortment of materials.  
2. Break the larger group into two small groups (mixing adults and adolescents) and explain that the group who is able to build the tallest tower within 5 minutes wins the game. But there is a catch, not everyone can work in the same way.  
3. Ask a member of group #1 to hold an orange or something that prevents them from using their hand, ask another participant if you can put a blindfold over their eyes, meaning they cannot see, and another if you can put a blindfold over their mouth, meaning they do not feel safe to speak. (Be sure to check in with the participants, to see if they feel comfortable before you do this. If they do not, find another volunteer.) Now do the same for group #2.  
4. Tell the groups they have 5 minutes to build their tower.  
5. **Note to facilitator:** As the groups move through the activity, watch how they are interacting. Are they trying to include the participants who have had their participation altered? Are they rushing without considering them?  
6. Call the time when you see that they are close to finished (between 3–5 minutes).  
7. Thank the group for participating. Now ask the group to debrief. Start with those who had modifications. Ask them: How did you feel? How did your participation change with the modification?  
8. Ask others: Did you modify how you acted when others had challenges participating? If so, how?  
9. Explain that: **Not all adolescents participate in the same way**\(^4\) – The systemic oppressions of adolescents are intersectional – meaning oppression can be experienced in multiple ways including by race or ethnic group, gender, sexuality, economic status, ability, etc. A young, disabled person from Bangkok will have different experiences and access to participate in comparison to a young person of Indigenous heritage from a rural community in Indonesia. Even though they are both adolescents, they will both experience other layers of marginalization and oppression that impact their experiences as adolescents. This is to say that the experiences of adolescents are complex and diverse – when striving to center their voices it is necessary to account for this complexity and diversity. |

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Let’s think about certain groups who may be more marginalized in your context:
Consider the following examples of adolescents who are more marginalized, or who are seldom offered opportunities for participation.

Ask the group to quickly brainstorm which groups of adolescents may be more marginalized in their context. As a facilitator, you may want to prompt or summarize using the below:

• Adolescents on the move, either refugees or internally displaced.
• Adolescents of different genders, in some contexts this may be girls, in others it may be boys, and in others it may be those who are gender non-conforming.
• Adolescents with disabilities, including neurocognitive disabilities (E.g autism or intellectual disabilities) or mental health issues.
• Adolescents who are working or heading a household.
• Adolescent girls or married adolescents.
• Adolescents who identify as non-binary or LGBTQ+.

10. Now explain that the group will break up into three small groups for 15 minutes to discuss a specific scenario that represents an obstacle to participation. Thinking about the people involved in your specific scenario, answer these two questions in your small group:

• What obstacles might the people in your scenario face?
• How do you think they might address them?

Scenarios for 3 groups:

**Group 1: Gender:** A group of girls has started skateboarding at a local plaza under a bridge, where mostly boys and men are practicing the sport. They feel unsafe there and want to ask for a well-lit skatepark in their community for everyone to access.

**Group 2: Socio-economic Status:** There is a group of children who need to walk a long distance to school. They live in a low-income area with poor access to public services and want to advocate changing a city bus route to pick them up.

**Group 3: Safety:** A group of tenth-grade students are upset about climate change and want to protest climate action in front of the Municipal Hall one morning to raise awareness of the issue instead of going to school.

11. Invite the groups to come back together and spend 15 minutes hearing from each group and discussing the strategies they identified.

12. Now, ask the group to break up into their regional/issue teams and to turn their attention back to their Adolescent Participation in Local Governance Action Plan. What do we need to do to make sure everyone is at the table? How can we support all genders, all abilities, all socio-economic backgrounds, religions or ethnicities to be at the table? What do we need to shift to create a safe space for everyone to participate?

13. Encourage the groups to discuss, who are the more marginalized adolescents in their region? How might they create a safe space for these young people?

14. Give the teams 15 minutes to add any ideas to the Adolescent Participation in Local Governance Action Plan, answering question #9 and #10 in the Action Plan about ensuring that everyone has an opportunity to participate.
**Online Adaptation**

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

1. It is not possible to do the Tower of Power itself online, but you can encourage the teams to explore similar themes through a different method.

2. Inform the teams that they will be trying to explain how to make a noodle dish. First, each team needs to decide on what noodle dish they want to make. Ask the participants to discuss the best way to prepare the dish and come up with a recipe. Ask one participant to turn off their camera, and another to turn off their microphone. Ask the teams to try to build out the recipe in 3–5 minutes.

3. Here are some prompting questions: *What ingredients do you need? How do you prepare it? How do you serve it?*

4. Break the teams into two breakout rooms.

5. Come back together and debrief the experience for the groups. *Ask the teams: How did it feel to do this together, with some limitations? It’s not too uncommon from how we often have to work online, what did you do to ensure everyone felt ok to participate? For those with limitations, how did it feel?*

6. Use breakout rooms to organize the scenario discussions and the team discussions.

7. Close with the guiding points and invite others to share their own thoughts and ideas.
Session 3.3: Supporting Adolescents’ Voice and Building an Audience

Learning Objectives

1. Build participants’ understanding of what it is for adolescents to share their voice, through building relationships and networking.
2. Build participants’ confidence in advocacy.

Activities:

Activity 1: Building Relationships with Champions of Participation.
Activity 2: Dare to dream: Advocating for your ideas.

Duration

2.5 hours.

Materials

- Flip chart paper and markers
- Print out or Google Doc of Appendix 4: Adolescent Participation in Local Governance Action Plan

Facilitator notes:

In this session, adolescents and adults continue to build their skills around working meaningfully together, and will develop their knowledge and plans around networking and advocacy, in support of their Adolescent Participation in Local Governance Action Plans.
Activity 1: Building Relationships with Champions of Participation

**Purpose:** To explore how to build relationships with Champions of Adolescent Participation, be they government officials, NGO leaders or adolescent leaders. This activity will explore networking and setting up a meeting with a Champion.

**Time:** 1 hour.

**Materials:** Flip chart paper, markers, and Appendix 4: Adolescent Participation in Local Governance Action Plan

**Process:**

1. Explain that in this activity we are going to be building on our Situation Analysis and will start making plans for how we will connect with key champions of adolescent participation.

2. In order to do this, first we need to explore our relationships, and how we can deepen the relationships needed to establish meaningful adolescent participation in local governance.

3. Ask groups to join up with their team, based on region or issue. In this activity, they will continue to build off of their Situation Analysis. If the groups have a copy of the Situation Analysis that they were working on, they can pull it up again now.

4. Explain to the group, **Who are Champions of Participation:** Champions of adolescent participation are individuals who are interested in and supportive of adolescent participation. The champions we need to connect with may be in local government, they may be NGO leaders or adolescent leaders, it will depend on who we are and who our network is.

5. Encourage the group to take a few minutes of self-reflection. Ask participants the following questions, giving 2–3 minutes for people to reflect quietly.
   - Why am I a champion of participation?
   - What is my role?
   - What can I do?

6. Now let’s spend some time building out a Network Map. Explain that very simply, a network is a group of people who are working together, sharing or coordinating ideas or projects.

7. Now, we will reflect on: **Who are champions of adolescent participation you know of in organizations, government or the community?** These can be people in a formal position (city administrator, mayor, lawyer) or people in your community who support children and adolescents like a bus driver, teacher, a neighbor or a grandma.

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86 Adapted from: Save the Children. (2016). A youth participation best practice toolkit: Part II: Tools, methods, tips, exercises and suggested training workshops for youth participation programmes and projects aimed at the social and civic empowerment of vulnerable youth, Save the Children.
8. Hand out flip chart paper and markers and ask the teams to write the following 3 questions in concentric circles:

- **(Inner circle) Who did you know in the past?**
  This circle contains people you knew in the past who were interested in or supportive of adolescent participation. For example, previous teachers, a government official, a coffee shop owner.

- **(Middle circle) Who do you know now?**
  These are people in your current network who you may work with, go to school with or are in your family or community who support adolescent participation.

- **(Outer circle) Who do you want to know in the future? Who do you want or need to get to know to move your plans for adolescents’ meaningful participation?**

9. Now encourage the teams to explore these three circles, and write the names of people, and their roles, in the circles. Explain that they may begin to see overlap between people, and some people may know others that you want to get to know. This is how you begin to build and strengthen your network.

10. Coming back to the larger group, discuss the following questions for 10–15 min. (You can write these on a flip chart paper as you read them out):

- **What are some of the roles/jobs of people that you know? (Are these people men, women, older, younger, professionals…?)**
- **How would you reach out to these people? (Tying back to the self-reflection piece – how would you want a young person to reach out to you as a champion?)**

11. Summarize by saying:

- Positive change occurs because of our relationships.
- Networking is a great way to learn, share knowledge, work together and move our ideas forward.
- When you network with others, you might set out to build connections, to share knowledge and information and/or to collaborate. You may be looking for feedback, looking for funding, or looking for support.
- Networking gives you the chance to broaden your perspective by meeting new people and understanding where they come from and what they are doing, or not doing, around adolescent participation. You can also refer to the tips for adults and adolescents in the box below.
- Strong relationships can help us overcome obstacles and risks to participation.

12. Remind the group that building your network requires research and action. You want to understand who you want to connect with and then take the initiative to connect with them, in whatever way is best.

13. Ask the small groups to write down three tangible next steps they might take to build out their networks, they can add these directly to their Adolescent Participation in Local Governance Action Plans.

14. Close by asking participants to share their reflections.
A special note for adults:
When connecting with adolescents, adults need to provide them with the following information:
• Clear information about where and when you will meet.
• Informed consent, clear information on confidentiality and safety. (See Appendix 1: Safeguarding Code of Conduct).
• What is expected or needed from adolescents.
• How the information gathered will be used.
• To what extent adolescents can expect to be involved, and what influence they might have on both the process and the outcomes.

A special note for adolescents:
• Ask questions to make sure you understand what you are being invited to be involved in.
• Share your own experiences and ideas, these are valuable for adults making decisions that impact adolescents.
• If you can gather perspectives of diverse groups of peers, this helps improve your ability to represent diverse voices.
• Follow up with adolescents you consulted with and ensure adults understand you would like information and opportunities to be involved in the next steps.

Online Adaptation
Prepare in advance an online whiteboard (e.g., Jamboard, Miro or Padlet) and share the link with the participants.
1. This activity can be facilitated easily online, by preparing a Jamboard version of the inner, middle and outer circles and the accompanying questions.
2. Invite the groups to move into breakout rooms in place of team discussions. Giving them ample time to work together.
3. When they come back together, ask them to share ideas.
4. Bring them back into their teams to develop their next steps.
5. Close by inviting participants to share their reflections.
Activity 2: Dare to dream: Advocating for your ideas

| Purpose: To build participants’ skills on how to advocate, to call attention to the importance of meaningful adolescent engagement in issues you are passionate about. |
| Time: 1.5 hours. |
| Materials: Flip chart paper and markers. |

**Part A: Definitions**

1. Explain that today we will be daring to dream, imagining how we can advocate for adolescent participation in issues that are important to you.

2. Ask the group: *What is advocacy? What is an advocate?* Invite them to share their thoughts and invite a lively brainstorm of ideas.

3. Provide a summary at the end of the discussion:
   a. Advocacy involves **promoting the interests of issues of a person or a group of people. In this case, we are advocating for adolescent participation in a specific area of local governance.**
   b. An advocate is **someone who supports this cause, by arguing or recommending positive changes. In this case, it is you!**

**Part B: Dare to Dream**

4. Ask participants to go on a bit of a journey in their imagination, flying on a magic carpet. Ask participants to sit together with their small group and close their eyes if they feel comfortable. Speaking in a soft voice, explain that: *We are going to go on a bit of a journey in the imagination, so please take a bit of a leap of faith here. If you are comfortable, you can close your eyes. Now imagine that you are flying on a magic carpet. It’s a beautiful warm sunny day, and you are flying over your community on a magic carpet. As you look down you see children, adolescents and adults playing, and working together. Things are going well. All the hard work to meaningfully engage young people has really paid off. What do you see? What do you feel? What is going on? What are adolescents doing now? What are adults doing now?*

5. Now ask them to open their eyes, after adjusting. Ask if anyone is keen to share their visions for how adolescents were participating? What stood out most? Ask for 3–4 volunteers to share.

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87 Adapted from: Save the Children. (2016). *A youth participation best practice toolkit: Part II: Tools, methods, tips, exercises and suggested training workshops for youth participation programmes and projects aimed at the social and civic empowerment of vulnerable youth,* Save the Children.
Part C: Advocating for your ideas

6. Now that the teams have identified an issue they want to work on, mapped the broader situation of adolescent participation, and explored their networks in earlier activities, we can begin to think through how we will advocate for what we need together and for what we believe.

7. Building on your vision from the magic carpet ride, what do you most want to achieve together? How will you do this? What strengths do each member of your team bring to the table?

8. Encourage each team to determine one sentence that describes what they want to do. For example: “Advocate with the local government for a park or green space that is accessible for children with disabilities”; “Gather community interest and local stories to support the need for street lights to protect girls traveling after dark”; or “Organize an after-school babysitting program to support refugee mothers with their childcare needs.”

9. Now, continue work in teams building out the following:
   a. **Message:** What is the key message you want to get across?
   b. **Audience:** Who needs to hear your message?
   c. **Tools:** How will you let them know what you need or what you want? What are your tools for communication? (e.g., email, meeting, poster, social media message etc.)
   d. **Assess the risk:** What risks might you, and especially the adolescents on this project face? How can you mitigate these risks?

**Sample Tools for Advocacy:**

Here are a few examples of tools for advocacy that participants might want to build on:

- Email campaign
- Poster campaign
- Theater performance
- Rally or peaceful protest*
- Meetings (online and offline)
- Events (online and offline)
- Public murals (if allowed by authorities)
- Speeches (online or in person)

*Please note that protests and rallies can potentially be dangerous for adolescents if not handled correctly or if the appropriate permits are not sought. The safety and security of adolescents needs to be the primary concern, when discussing advocacy strategies.

For more detailed tips and tools, you can also use the 2022 UNICEF Youth Advocacy Guide at [2022 UNICEF Youth Advocacy Guide [ENG] | Voices of Youth](#)

10. Encourage teams to build out their advocacy plan using a flip chart and markers. Once they have a solid plan, they can add their ideas to their Adolescent Participation in Local Governance Action Plan, Question 4: How will you advocate for your ideas?

11. Encourage the teams to present in 2–3 minutes their strategy for advocacy.

12. After each presentation, encourage the larger group to offer constructive feedback and ideas, to bolster the plan.
13. It may be important to revisit some of the obstacles to participation discussed in Activity 3: Tower of Power: Addressing obstacles to meaningful participation in local governance, and explore and address any risks associated with the adolescent’s plan for advocacy.

**Top Tips: A good advocate:**
- Feels positive about their vision and their message.
- Has a good intergenerational support group.
- Finds friends and other people in the community who can help support them.
- Knows his or her rights, and the local laws.
- Understands how the system works, including the policies, institutions and cultural context.
- Asks a lot of questions to try to understand the issue and people’s perspectives.
- Actively listens to what others have to say.
- Is well prepared and organized.
- Has a solid plan and takes action, one step at a time.
- Makes a plan to ensure personal and group safety.
- Makes sure that adolescents feel safe and supported at every step.
- Communicates clearly and with confidence.
- Is assertive but respectful and polite.
- Understand the risks and has a plan to address or avoid them.

**Online Adaptation**

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

1. This activity can be facilitated easily online, creating an online whiteboard or Google Doc for each group to develop their ideas.
2. Invite the teams to move into breakout rooms in place of small group discussions. Giving them ample time to work together.
3. When they come back together, ask them to share ideas.
4. Close by inviting participants to share their reflections.
Session 3.4: Playing a Role in Local Governance

Learning Objectives

1. Reflect on what participants learned in this module and practice their skills.
2. Refine team Adolescent Participation in Local Governance Action Plan and apply and connect these learnings to their role.
3. Evaluate the workshop and identify additional learning needs.
4. Chart next steps.

Activities

Activity 1: Building out your Adolescent Participation in Local Governance Action Plan.
Activity 2: Learning Collage.
Activity 3: River Journey: Tracking Lessons Learned.

Duration

3.5 hours.

Materials

• Paints, brushes, coloured markers, magazines, brochures or old books, thick 8 X 11 paper, glue and scissors, enough for participants to work alone.
• Large paper or multiple flip chart paper taped together on a wall to serve as a mural, coloured markers, sticky notes.
• Print out or Google Doc of Appendix 4: Adolescent Participation in Local Governance Action Plan.

Facilitator notes

This session invites participants to reflect on Module 3. Adolescent and adult participants will provide feedback to evaluate the content and the delivery of the module. This session invites participants to identify key take-home messages from this module and to plan the next steps and actions that they can take as a result of this workshop (e.g., to promote adolescent participation in local governance) within their sphere of influence.
Activity 1: Building out your Adolescent Participation in Local Governance Action Plan

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>To complete the teams’ Adolescent Participation in Local Governance Action Plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time:</td>
<td>1.5 hours.</td>
</tr>
</tbody>
</table>

**Process:**

1. Remind participants that throughout the activities so far, we have been building out our Adolescent Participation in Local Governance Action Plans.

2. Explain that today will be a very open activity, where teams will have time to build out the rest of their Adolescent Participation in Local Governance Action Plans together.

3. Explain that you will be there to offer any assistance or answer any questions. Give them 40 minutes to work through their plans together.

4. After 40 minutes, bring the group back together and ask for volunteers to share their plans with the others.

5. Ask them to pretend that they are presenting their action plan to the City Council, convincing them that their plan is important and needs to be implemented alongside adolescents. They have only 5 minutes to share their plan and will be timed.

6. When teams are finished presenting their action plans, encourage them to discuss any possible barriers they might face, such as funding. Encourage the larger group to help each team brainstorm ideas or solutions to any issues they have.

7. Celebrate each team’s plan and offer encouragement.

**Online Adaptation**

1. If working online, use the breakout rooms to divide the participants into their teams.

2. At this point, teams should have their own copies of their Adolescent Participation in Local Governance Action Plans so they can pull these up.

3. During the presentation, ask each team to share their screen with their action plan.

4. Ask them to pretend that they are presenting their action plan to the City Council, convincing them that their plan is important and needs to be implemented alongside adolescents. Each team has 5 minutes.

5. Brainstorm any solutions to possible challenges as a larger group and celebrate everyone’s success.
Activity 2: Learning Collage

🌟 Purpose: To reflect on key learnings from across the module.

⏰ Time: 1 hour.

🛠 Materials: Paints, brushes, coloured markers, magazines, brochures or old books, thick 8 X 11 paper, glue and scissors, enough for participants to work alone.

📝 Process:

1. Welcome participants and explain in this activity we will be reflecting on what we have learned and what has changed for us throughout Module 3.

2. Invite participants to work alone, or in small groups of 2 or 3, however they feel most comfortable.

3. Hand out the materials and explain that we will each be creating a collage. A collage is a combination of images, photos, or colors that are cut and pasted onto a backing and represent a theme or a feeling. There is no right or wrong way to do it, it’s up to you to create something that reflects your experience. If you can’t find images that reflect how you are feeling you can draw them yourself or use words.

4. Now ask participants to consider the following questions:
   a. What did you learn in the module that most impacted you?
   b. What did you learn about intergenerational collaboration?
   c. Did you have an “Aha!” moment, when an idea really clicked for you?
   d. What have you struggled with?
   e. What is one thing you are going to take away from this module?
   f. What is one thing you want to do now?

5. Give the group 20–25 minutes to work on their collages.

6. Invite participants to share their collages, and the meaning behind them with the group.

7. Ask the group if they notice any key themes from across the presentations.

Online Adaptation

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

1. This activity can be facilitated online, by preparing a Padlet in advance. Use a pretty background to highlight some of the feelings of the group.

2. Invite participants to populate the Padlet with photos, images, words or videos that reflect their experiences.

3. You can read out the questions for consideration and ask participants to also add words and ideas to the Padlet.

4. When the group has finished, ask them to share some of their impressions of what they have created together.

5. Close by inviting participants to share their reflections and any key themes they see emerging from the Padlet.
Activity 3:
River Journey: Tracking Lessons Learned

Purpose: To explore the most significant changes that have taken place throughout your work together. (This is also a helpful tool to track important changes through your Adolescent Participation in Local Governance Action Plan Project later on).

Time: 1 hour.

Materials: Large paper or multiple flip chart paper taped together on a wall, coloured markers, sticky notes.

Process: This activity can be used at various points throughout the module and can also be used while implementing the Adolescent Participation in Local Governance Action Plan to track progress. Be sure to clearly define the Past, Present and Future, to gather the information on the duration of time you would like to evaluate.

Before the Activity
1. Paste a very large piece of paper, or multiple flip chart papers together to cover part of a wall.
2. Draw the words “Past” on the top left, “Present” in the top middle and “Future” in the top right-hand side.
3. Draw a large river across the whole page (You can use 2 blue lines to show the river flowing across the sheet of paper, keep it simple.)

During the Activity
1. Welcome to the final activity, tracking the lessons we have learned and the most significant changes that have occurred. This is a participatory process where we will be tracking the lessons we have learned together.
2. Remind participants that meaningful participation is a process. It takes time to build relationships, to create a common platform to work together, to implement a project and create change. To maximize our learning, we want to track our individual experiences and our collective experiences, be that within an organization, an adolescent advisory club, or some other structure. Understanding what we have learned, and what we still need to learn together, helps us on a path of continual growth.
3. Invite participants to close their eyes if they feel comfortable doing so.
  - **Past:** Ask them to imagine the first day they arrived and met one another. What did it feel like?
  - **Present:** Now ask them to trace their journey to the present. What happened along the way? What stands out as important to them?
  - **Future:** Now ask them to let their minds wander to the future. What do they hope to be doing? How do they see themselves working to support adolescent participation?
4. Hand out multiple coloured sticky notes to each participant, and coloured markers or paints.
5. Explain that participants are going to create their “River Journey” together. Explain that the River starts in the “Past”, before the participants first met, flows to the “Present” where you are at the end of module 3, and then to the “Future” when you will be implementing your Adolescent Participation in Local Governance Action Plans.

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6. Explain that you will give people time to write or draw either on the large sheet or on sticky notes and create the river together. Remind participants that there is no right or wrong and they are encouraged to be creative.

7. As participants are writing or drawing about the Past you can use the following questions as prompts:
   a. What did they think about adolescent participation in the past? What were they doing around adolescent participation personally? In their work or in their networks?

8. For the Present ask participants to think about:
   a. What are the main lessons learned or changes you have seen in yourself? How has this impacted you?
   b. Are there any stories or highlights that capture this learning?
   c. Did you see any changes with your peers (co-workers or friends)? If so, what were they?

9. For the Future ask participants to think about:
   a. What steps do you see yourself and your group taking in the future?
   b. What do you hope to achieve in the future through your Adolescent Participation in Local Governance Action Plan?
   c. How do you imagine adolescent participation might look in your local government in the future?

10. Once everyone has completed adding to the River on the wall, ask the group to stand back and look at what they have built together. Ask anyone if there are any stories that stand out to them that they would like to share. As people are sharing, encourage people to highlight or add to the River.

11. Close by thanking the group for going on this journey together. Remind them that participation is a journey that we are all on together, learning and growing together. Our relationships are our most important component of this work.

12. Spend a few moments appreciating one another and congratulating each other for the hard work well done.

13. Please hand out or provide electronically the post-module evaluation in Appendix 6: Participants’ Feedback Form.

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**Online Adaptation**

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

1. This activity can be facilitated online, by preparing a Jamboard in advance. Use a background of a river. On the top write Past, Present and Future.

2. Invite participants to populate the Jamboard with sticky notes that share their thoughts and ideas.

3. You can read out the questions for consideration and ask participants to add their ideas as they move through the Past to the Future.

4. Encourage conversation amongst the group. Take time to listen to stories and experiences, and make sure they are reflected on the Jamboard.

5. When the group has finished, ask them to share some of their impressions of what they have created together.

6. Close by inviting participants to share their reflections and any key themes they see emerging from the River Journey.
Appendices to Module 3

Appendix 1: Safeguarding Code of Conduct, Session 3.1, Activity 1

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

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

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

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

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

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

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

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

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

9. Immediately report any violations of this policy.

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

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

I will not:

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

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

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

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

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

6. Take and share screenshots or recordings of the online activity without the consent of all children people in the photo/video.

7. Publish the child’s last name or any personal information that could be used to identify a child’s location.
8. Ask for personal contact details (i.e., email address, phone numbers, social media contacts) of a child attending, unless there has been explicit authorization from the organizers to do so for business purposes.

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

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

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

12. Threaten a child with violence or abuse.

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

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

NAME ____________________________________________________________________________

DATE __________________________ LOCATION ____________________________________________________________________________
Appendix 2: Features, Requirements and Modes of Meaningful Adolescent Participation

Four Key Features of meaningful participation: space, voice, audience, influence.

When we talk about “meaningful participation”, we can think about four key features: Space, Voice, Audience and Influence. The following features of meaningful participation are important to consider:

- **Space**: Adolescents need safe and inclusive opportunities that provide them with space and time to form and freely express their views and opinions.

- **Voice**: Adolescents should be provided appropriate information to inform their views, and they should be able to use the media of their choice to communicate their views and to negotiate decisions (e.g., verbal expression, creative theatre, art, digital media, etc.).

- **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, etc.).

- **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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Nine Basic Requirements for Effective and Ethical Participation of Adolescents: 90

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

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

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

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

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

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

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

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

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

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

**Modes of Participation** 91

There are four broad modes of participation for adolescent engagement and influence in decision-making:

1. **No participation or unethical participation:** Adolescents have little or no opportunities to express themselves and get involved.

2. **Consultative:** Initiated by adults, adolescents contribute to change but do not manage or control it.

3. **Collaborative:** Adolescents and adults partner for change, and can manage it, but the collaboration is initiated by adults allowing for some self-direction.

4. **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.

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90 Adapted from: Committee on the rights of the Child. (2009). General Comment No. 12 The Right of the Child to be Heard, CRC/C/GC/12 para 134.

Appendix 3: Adolescent Participation Situation Analysis\textsuperscript{92}

The following table is designed to help you begin to understand the context around adolescents’ participation in your region. This is a document that adolescents and adults can build together, and adult participants are encouraged to draw on their own institutional resources to help build out a robust analysis.

<table>
<thead>
<tr>
<th>Situation Analysis Table</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Question</strong></td>
</tr>
<tr>
<td><strong>Part 1: Laws and Policies</strong></td>
</tr>
<tr>
<td>What laws exist at the national or sub-national level around adolescent participation?</td>
</tr>
<tr>
<td>What policies exist in your region (city, town) that refer to adolescent participation?</td>
</tr>
<tr>
<td><strong>Part 2: Institutions and Activities</strong></td>
</tr>
<tr>
<td>What organizations or groups exist that support adolescent participation at local and national levels?</td>
</tr>
<tr>
<td>What activities are currently going on around adolescents’ participation in local governance?</td>
</tr>
<tr>
<td>Are there any specific leaders or committees that are interested in or working on adolescent participation in local governance?</td>
</tr>
<tr>
<td>Are there any offices or committees within the local government who might be interested in working with adolescents?</td>
</tr>
<tr>
<td><strong>Part 3: Cultural context</strong></td>
</tr>
<tr>
<td>What do you think are the prevailing attitudes or beliefs around adolescents’ participation?</td>
</tr>
<tr>
<td>Do you foresee any obstacles that need to be overcome?</td>
</tr>
<tr>
<td>Do you see any opportunities within your cultural context that may help promote adolescent participation? e.g., traditional practices that engaged young people or innovative groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Question</th>
<th>Answer</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 4: Risks</td>
<td></td>
<td></td>
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<tr>
<td>Do you perceive any risks to adolescents or adults working to secure meaningful participation in local governance?</td>
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<tr>
<td>What can you do to address or avoid these risks, to ensure adolescents are safe and free from harm?</td>
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</table>
Appendix 4: Adolescent Participation in Local Governance Action Plan

Please note, if a team has already developed an action plan in Module 1 that applies to local governance, they can continue to build on it at this time.

<table>
<thead>
<tr>
<th>Adolescent Participation in Local Governance Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Project:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>The adolescent participation issue or challenge our project will address is:</strong></td>
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<tr>
<td><strong>Short summary of what we plan to do, make or create:</strong></td>
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<tr>
<td><strong>Adolescents will be engaged in this project by:</strong></td>
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<tr>
<td><strong>The type of participation (collaborative /consultative/adolescent-led) of our project will be:</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td>1. Objective</td>
</tr>
<tr>
<td>---------------</td>
</tr>
</tbody>
</table>
| 2. Purpose of participation | Consider which broad outcome area(s) your plan will affect.  
1. Sense of self-worth, self-esteem & self-efficacy  
2. Being taken seriously  
3. Making decisions  
4. Public & civic engagement |
| 3. How will you make it meaningful? | Drawing from the nine requirements for meaningful participation. |
| 4. What steps will you take? | What will you do? Clearly list the steps and activities you will need to take on. |
| 5. Who will lead and who will be involved with these steps? | Clearly state who is responsible for what step, ensuring that responsibilities are shared between adults and adolescents. |
| 6. Timeline | Where and when will your actions take place? Set deadlines and timeline for the activities. Feel free to draw a timeline on a separate paper. |
| 7. Key milestones | What will success look like for your plan? Include some clear impacts or changes you would expect to see, like to see and love to see as a result of your action plan.  
We expect to see:  
• Fill in 2–3 points here  
We would like to see:  
• Fill in 2–3 points here  
We would love to see:  
• Fill in 2–3 points here |
| 8. Resources and materials needed | |

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Engaged and Heard, p. 15
<table>
<thead>
<tr>
<th>Voice</th>
<th>9. Gender and LGBTQ+ inclusion strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10. Accessibility strategy</td>
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<tr>
<td></td>
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<tr>
<td>Audience</td>
<td>11. Whose attention do you need?</td>
</tr>
<tr>
<td></td>
<td>Who needs to know about your plan and goals?</td>
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<tr>
<td></td>
<td>12. Communication Plan</td>
</tr>
<tr>
<td></td>
<td>How will you spread the word about your plan?</td>
</tr>
<tr>
<td>Safe Space</td>
<td>13. Safeguarding Plan</td>
</tr>
<tr>
<td></td>
<td>Does your local government or your organization have safeguarding or protection policies to support the safety of adolescents during your project?</td>
</tr>
<tr>
<td></td>
<td>14. 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 5: Background Reading

For more information, and additional materials to support your role as Facilitator of this process, please see the following links:

Participation in Local Governance

- Heartwood: Youth Participation in Local Governance: Creating Youth Friendly Communities: A Canadian guide with tools and resources to support youth participation in various settings such as Youth Boards, Local Action Projects and Youth-led organizations.

Advocacy

- UNICEF: Youth Advocacy Resources Hub: Multiple resources on youth advocacy.

Policy Dialogue

- UNICEF: Tip Sheet for Adolescents and Youth on Participation in Policy Dialogue with Authorities: Quick tips on participation in policy dialogue.

ASEAN-specific

- Unlimited ASEAN: Empowering ASEAN's Young People through Skills, Decent Employment, Opportunities and Partnerships: A report that highlights strong partnerships with young people.

Monitoring, Evaluation and Learning

- Council of Europe: Child Participation Assessment Tool: Indicators on measuring progress around children's participation.

Participation with Young People on the Move

- Destination Unknown and IICRD: Working in Partnership with Children and Young People on the Move: Strategies and Tools for Meaningful Participation: A tool-kit for working with young people on the move, either refugees, migrants or those who are internally displaced.
- Terre des hommes and IICRD: YouCreate: Arts-based Participatory Action Research for Children and Youth on the Move: An engaging arts-based process to encourage young people to create their own projects for positive change around wellbeing.

Participation General

- Tusla: Child and Youth Participation Kit: Practical tools associated with the 4 areas of Participation in Lundy's model, including Space, Voice, Audience and Influence.
- UNICEF: Building a National Movement: An example of a youth-led initiative in Iran to promote mental health awareness.

Participation and COVID-19

Appendix 6: Participant Feedback Form, Module 3

Tool 1: Participants’ Feedback Form

Variable of analysis:

A) Participants’ Profile: Country, Gender, Age, Current occupation, Role in Program, 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 for administering this tool to training participants upon the completion of a training course. Data collected in the feedback form are to be used by the facilitator/trainer in completing a training report.

Adolescent Participation: Module 3

Participants Feedback Form

Introduction

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

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

Section A. Participants’ Profile

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

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

<table>
<thead>
<tr>
<th>Module 3: Adolescent participation in local governance</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Section B. Participants’ Perception

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

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. How would you rate the overall quality of the course?</td>
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<tr>
<td>b. How would you rate the overall quality of the trainers?</td>
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<td>c. How would you rate the appropriateness of the duration of the course?</td>
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<td>d. How would you rate the logistics of this training? (Were you happy with the training venue/location, were the training organizers helpful and considerate of your needs?)</td>
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<tr>
<td>e. How would you rate your increase in knowledge and skills due to the training course?</td>
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<tr>
<td>f. How confident do you feel in applying the concepts from this training in the future/in your work?</td>
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<td>g. What is the likelihood of you recommending the course to your peers?</td>
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</table>

Section C. Participants’ feedback

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

_____________________________________________________________________

_____________________________________________________________________

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

_____________________________________________________________________

_____________________________________________________________________