

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

Training Modules

A Curriculum Building on UNICEF's *Engaged and Heard!*
Guidelines on Adolescent Participation and Civic Engagement



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Acknowledgments

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.

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Foreword

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

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

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

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

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

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Introduction

Welcome to the Adolescent Participation in Decision-Making Curriculum. This curriculum is based on UNICEF's *Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement* and is adapted for East Asia & Pacific context, with particular focus on Southeast Asia.

The curriculum consists of three modules, providing an introduction to meaningful adolescent participation, and thematic modules on participation in school settings, and participation in local governance.

The objective of the curriculum is to:

- Build the capacity of adolescents and adults to work together as equal partners.
- Build a shared understanding and capacity around approaches to meaningful adolescent participation.
- Explore how to improve adolescent participation in schools and learning contexts.
- Explore how to improve adolescent participation in local governance.



How to use this Resource

How is this resource designed?

This resource takes an experiential learning approach, where participants learn by doing. As this curriculum is designed for an intergenerational audience of adults and adolescents, the activities encourage building partnerships across generations to learn together. This will involve making mistakes, learning to laugh at ourselves, having fun, and jointly strengthening our commitment to meaningful adolescent participation in decision-making.

Who is this resource for?

This curriculum is designed for intergenerational cohorts of adolescents, adults and Elders to deepen their understanding about meaningful participation. It is recommended for adolescents aged 13–18 but can be adapted for younger adolescents 10 and above.

Adults from any age are welcome to participate, and we encourage a wide range of young adults, adults and Elders to ensure diverse voices. Facilitators may consider inviting adults from local organizations, schools, youth-led organizations, institutions or governments who have an interest in integrating adolescent participation into decision-making processes. For example, you may invite young people from the local or national Youth Council, or from various schools in the area; you may invite technical-level managers or social workers from local municipalities, or state government, or a specific institution (local labor office, or environmental office). It's up to you to pull the right group together, to create common ground for promoting adolescent participation.

Although the curriculum is designed to be facilitated with intergenerational groups, it can work with groups of only adults or only adolescents, with some adaptations.

When facilitating, the ideal group size is 10–20 participants, creating enough diversity in experience to make the activities rich and engaging.

How can I use this resource?

Participants are advised to come to the sessions with real challenges and issues from their community or school setting that they would like to work on in the action plan sessions. These modules will help participants gain experience with participation through the hands-on activities, and explore meaningful participation practices for schools and in local governance. Participants will create a plan for what they want to do in their community, town, or local area.

We suggest that you start with Module 1, and then move to Module 2 and/or 3. In this sense, Module 1 is a prerequisite for Module 2 and 3. You could work on both Module 2 and 3, or choose to use just one of them.

Overview of the Curriculum



Definitions

Adolescent: According to the Engaged and Heard Guidelines, this refers to “girls, boys and those with other gender identities aged 10–19 years”.

Effective and ethical participation: The nine requirements for effective and ethical participation state that participation must be: Transparent and Informative; Voluntary; Respectful; Relevant; Child/Adolescent-Friendly; Inclusive; Supported by Training; Safe and Sensitive to Risk; Accountable.¹

Evolving Capacities: This term refers to adolescents’ developing ability to make decisions. The concept should never be used to dismiss an adolescent’s viewpoint.²

Meaningful Participation: Participation that provides: 1) safe **space** and time to form and freely express themselves; 2) appropriate information to inform their views and share their **voice**; 3) a respectful **audience** with the power and authority to take seriously the suggestions of adolescents and act on their views; and 4) proper consideration of adolescents’ views, and timely feedback about the outcomes and extent of their **influence**.³

Sustainable Development Goal #4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

United Convention on the Rights of the Child (UNCRC): The *United Nations Convention on the Rights of the Child (UNCRC)* lists the rights that children need to live, be safe and develop their full potential. Children ages 0–18 are individuals, each with his or her own rights. (See Appendix 2 for more information on the UNCRC).

UNCRC Article 12: States that parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

Wellbeing: This is a general term that refers to a combined state of mental, physical and emotional health and safety.

Safeguarding and Ongoing Consent⁴

Safeguarding and ongoing consent are of utmost importance when working with adolescents.

Be sure to refer to the procedures outlined in your organization’s Safeguarding Policy throughout the work with adolescents and ensure adults are aware of the safeguarding policies and that adolescents have provided appropriate consent to participate in the activities (including parental consent for those under 18 years old).

Please see Appendix 1: Safeguarding Code of Conduct for an example.

Top tips when working with adolescents:

- **Build *relational safety*:** Build a warm, trusting and positive relationship with adolescents. Adults need to create safe boundaries, communicate effectively and express their care and understanding for adolescent’s perspectives.
- **Provide psychosocial support whenever needed:** Psychosocial support needs to be made available for adolescents working in partnership with adults, should they become triggered or need additional

¹ O’Kane, Claire. (2020, July). Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement. United Nations Children’s Fund. (p. 10).

² Children and Young People’s Commissioner Scotland. (n.d.). Rights Questions and Answers. *What are evolving capacities?* .<https://www.cypcs.org.uk/faq/what-are-evolving-capacities/#:~:text=Evolving%20capacities%20is%20a%20term,parts%20of%20a%20child’s%20life>.

³ Adapted from: O’Kane, Claire. (2020, July). Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement. United Nations Children’s Fund. (p. 10).

⁴ Adapted from: Currie, V., Wright, L., Veitch, H., Mayevskaya, Y and Rogers, L. (2020). *Children as Partners in Child Protection in COVID-19 Guide: From Participation to Partnerships*. IICRD, CPC Learning Network, Child Protection Global Cluster, UNICEF and IFRC. (P. 30)

emotional support. Ideally a trained professional can be identified to provide follow-up support for any adolescents who might need it.

- **Engage adolescents in strengths and risks safety planning:** Adolescents understand their own contexts and can collaborate with adults to explore strengths, opportunities and any risks that might emerge from their participation in a project.
- **Consent needs to be voluntary, informed and ongoing:** Adolescents must fully understand what they are giving consent for, and how any information they share will be used. Consent is an ongoing conversation, and needs to be offered by adolescents voluntarily, without any repercussions for removing it.
- **Document consent:** Consent needs to be documented, be sure to have written or verbal consent clearly documented and stored.

Tips for Facilitation⁵

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

To be a good facilitator you need to:

Build Relationships

- **Use a positive approach:** Stay positive and energetic.
- **Be a role model:** Act in positive ways. Share healthy values that other adolescents can learn from. Guide adolescents, but do not direct them or assert your opinion.
- **Be respectful:** Help adolescents feel valued and respected. Create spaces of trust. Be sensitive and sincere.
- **Be patient and flexible:** Things don't always go as planned!
- **Be prepared with back up ideas and activities:** "Plans mean nothing, planning is everything". Be ready for things not to go as perfectly as you planned. If an activity goes off track, gently try to bring it back – don't forget your sense of humour and that it is important to listen to what the adolescents are telling you.

Listen and Speak with Adolescents

- **Actively Listen:** Take time and listen carefully to adolescents and their stories. Make sure you are fully listening and not just waiting to speak. Listen as much to what adolescents say, as to what they do not say. There is much information in their silence and body language.
- **Treat adolescents with respect:** Sit with adolescents while they are doing activities, ask questions and learn how they see things, and what roles they play in their families/communities.
- **Pay attention to body language:** Watch body language (e.g., fidgeting, being noisy or aggressive or being very shy or quiet). Look for clues about how adolescents are feeling during activities.
- **Reflect on your own attitudes:** We all have ideas of how things are and why they are like that, based on our own life experiences and culture. Remember that your own experience will affect your understanding of others' stories.

⁵ Adapted from: Currie, V., Lee, L. and Wright L. (2019) *YouCreate Art-kit: Participatory Action Research for Young Change-makers*. International Institute for Child Rights and Development and Terre des Hommes.

Ask Good Questions

- **Ask open-ended questions:** Open-ended questions do not have “yes” or “no” answers. An example of a close-ended question is *“Are adolescents with disabilities given many opportunities to participate?”* An open-ended Question would be *“What opportunities do adolescents have to participate?”*
- **Avoid leading questions:** Leading questions contain the answer in the question, and do not give adolescents a choice in their answer. They are a fast way to end a discussion. An example of a leading question would be *“Do you think that your teachers are the best people to help you make changes to your school?”* A non-leading question would be, *“Who could you ask for help with making changes to your school?”*
- **Reinforce that there is no right or wrong answer:** Encourage adolescents to express their opinions and feelings freely without judgment.
- **Use probing:** Probing is when you gently ask questions to learn more detail based upon your first question. This is useful when you want to find out more about what a participant is thinking. Helpful probes are *“Can you tell me more about that?”* *“Why do you feel that way?”* *“You mentioned you love storytelling, what is it about storytelling that you love?”*
- **Use prompts:** Prompts are expressions or words that encourage a participant in their story. Sounds such as *“uh huh”* show that you are interested and actively listening and encourage a participant to keep going. Make sure **not** to use words/phrases, such as, *“right,” “perfect,” “well done,”* or *“that’s an awful idea”*; that suggest you have an opinion about their answer. Your role is to facilitate a process for them to *share without your judgment*. Find the common prompts in the community/culture you will be working in.
- **Use Repetition:** By repeating a participant’s last word or phrase you can reinforce that you are listening and encourage them to say more.
- **Avoid editing and expressing opinion:** Avoid adding comments or questions that show your own personal thoughts or opinions on the subject.
- **Ask basic questions:** Basic questions can help you explore a subject more deeply. They help you put aside any ideas or judgments of your own and learn from the adolescents. In this sense you are seeing the participant as the “expert” in the subject. For example: *“What do you think about that? How does that make you feel? Would you like to say more about that?”*

Supporting Diverse Behaviours

- **Be patient:** Show patience and empathy with adolescents.
- **Show respect:** Show respect for adolescents’ perspectives, even if you disagree.
- **Provide adolescents with special opportunities:** If a young person is restless, or acting out, give them a special job such as writing on the flipchart, so that they feel recognized and valued.
- **Explore their concerns:** Give room for adolescents to voice their concerns, including about the project, as you could gain valuable information.
- **If a participant is resistant or unresponsive:** Allow them to sit in their own space and reflect. Create space for them to feel that they can join the activity anytime. If it feels comfortable, ask them a couple of questions about their lives or another topic to help them relax, then return to the activity.
- If you are an adolescent and find yourself in a very challenging situation, remember that **you can ask a trusted adult for support and guidance**.

Support the Group

- **Engage adolescents of all ages:** Depending on the age-range in your group, you may need to make little changes to activities so that they meet everyone’s needs. For example, you may use different words and ideas to explain something to a 13-year-old than to a 19-year-old. Be sure you are engaging everyone.

- **Be inclusive:** Find ways to adjust your facilitation so that all adolescents present can participate. Pay specific attention to adolescents with diverse physical or mental abilities. Never force someone to participate. Inclusivity starts by making sure the space is accessible for everyone, and everyone can participate in the activities as they choose.
- **Hold people responsible:** Do not be afraid to hold people accountable (responsible) for their behavior. Set shared ground rules in a Community Agreement at the beginning (Module 1: Session 1.1 – Activity 2) that you can all commit to and refer back to. Be firm but respectful and create an opportunity outside the group to talk through any issues.
- **Privacy is important:** Make it clear that you believe adolescents’ privacy is extremely important. The insights shared through all activities will be confidential, adolescents’ names will not be shared with anyone. It is important that the group of adolescents respect one another’s privacy and not share what they have heard with others outside of the group. Tell adolescents that although most things are confidential, if they tell you something or you suspect something is happening to them that puts them at risk, then you will work with them to find someone who can provide support.
- **Encourage critical thinking:** This is an opportunity for adolescents to think differently about their lives, raise questions and explore possibilities in a non-threatening way.
- **Be comfortable with being uncomfortable:** Change can often include feeling uncomfortable or confused. Recognize that this is a valuable part of the process for learners and take a short pause during these moments.
- **Learn from mistakes:** We all make mistakes. Try to think of mistakes as opportunities to learn. You can be honest with adolescents in your group when you make mistakes, as a way to role-model how we learn from what doesn’t go well.
- **Be aware of power dynamics:** Be aware that by age, class, culture, religion, gender, sexual orientation, ability, ethnicity, race, or other factors you may be in a position of power, and this can impact how adolescents respond to you.
- **Identify external support:** Check with your Adult Ally to find out whom the support people are (e.g., counselors, health workers) for adolescents who may need help working through difficult issues. Clearly share this information. Be honest and clear about the support you can and cannot provide to adolescents.

Working with Adolescents on Sensitive Subjects⁶

We never want adolescents to feel that we are asking personal questions about their lives or asking them to share something they are not comfortable with. You can try some of these strategies to help:

- Ask questions that **use pretend situations** and explore adolescents’ understanding of **common experiences in their communities**. For example, *“What are some common ways adolescents can participate in their school community?”*
- Some differing viewpoints and disagreement is natural when exploring topics that refer to personal values or topics that challenge the way people may have been working for a long time. Although it is uncomfortable for many, disagreement can be a very valuable part of learning and growth. Here are some tips for how to create a safe space for respectful disagreement during discussions that may be sensitive:
 - Remind participants that there is a wide variety of experience, age and perspectives in the room and we are here to learn from each other.
 - Encourage participants to use “I” statements instead of “you” statements, and avoid arguing when expressing their feelings and opinions. For example: *“I think there’s not enough money in the budget to carry out these activities,”* is better than *“You clearly don’t know enough about the budget.”*

⁶ Adapted from: Currie, V., Lee, L. and Wright L. (2019) *YouCreate Art-kit: Participatory Action Research for Young Change-makers*. International Institute for Child Rights and Development and Terre des Hommes.

- Ask for a variety of opinions and perspectives.
 - If someone says something that is not supportive of the core message of participation and adolescent rights, you can simply say, *“Thank you for sharing your thoughts about this. Would anyone else like to add something?”* If nobody has a helpful message you can remind everyone of the fundamentals – the Convention on the Rights of the Child⁷, which has four general principles: the right to be heard in matters concerning them, the right to non-discrimination, the right to life and development, and the primary consideration of the child’s best interests.
 - Include a reference to respect and taking or making space in the community agreement and introduction sessions.
- Watch adolescents’ non-verbal cues, like their body language, and stop the discussion if a participant becomes upset.
 - Sit with someone who is upset and listen attentively and with compassion.
 - Work with your co-facilitator to follow up with a young person who shows signs of distress during an activity.
 - Remember to connect adolescents to additional support people, such as counselors or psychosocial support workers. You may want to **put the support workers’ names and numbers on a flip chart paper** (or in the chat box of your online meeting platform) in case adolescents want to self-refer, or you may need to contact this person yourself and help connect them with a young person.
 - Make sure you have read and understand UNICEF’s *Child Safeguarding Policy* and your responsibilities for keeping adolescents safe.

10 Guidelines for Adults to Meaningfully Engage with Adolescents⁸

This curriculum is centered around the realities, experiences, and knowledge of adolescents. These guidelines are designed to help adults learn how to meaningfully engage with adolescents.

1. **Language matters** – Internalized ideas of what is “of value” leads to treating adolescents in patronizing ways. What you may think is a compliment/praise can actually reinforce ideas of adolescents as being naive, unknown to exhibit excellence as a norm (“exceptional” cases), or be trusted with positional power. For example: *“Wow, you are really mature for your age.” “That was a very intelligent presentation.”*
2. **Intent vs. Impact** – Intentions can come from a good place but when we prioritize this over the real impact felt by young people – especially youth experiencing multiple oppressions – we prioritize the privileged (i.e., adults). For example, in expressing what you may perceive as a compliment on a young person’s maturity, has actually caused harm (see “Language matters”), the undermining of that harm by arguing that the comment “came from a good place” and thus is of “no offence” perpetuates the prioritization of intent over impact.
3. **Disrupting our ideas of expertise** – Adolescents are knowledge holders and experts by virtue of their lived experiences; certifications do not necessarily equate with greater legitimacy or value. Lived experiences can provide tremendous knowledge, particularly for this consultation, and offer just as much as a “formal education” on a topic.
4. **Pass the microphone AND listen** – Listening doesn’t just mean not speaking – it means making an active effort to shift power dynamics, create space, and reflect on reactions you’re having and why. If you really are listening, it is likely you will feel uncomfortable about some of the things adolescents will say during the workshops – “get comfortable with being uncomfortable”!

⁷ United Nations. (2009, July 1). *Convention on the Rights of the Child General Comment No. 12 (2009) The right of the child to be heard*. Geneva.

⁸ Adapted from: Sarwara, S. (2021). Phoenix Consultation: 10 Guidelines for Meaningfully Engaging Children and adolescents for Adults. International Institute for Child Rights and Development.

5. **Adulthood is very real** – Real systemic oppression of children and adolescents exists. We live in an adult-centric world, where ageism is internalized and reflected in what we value, what we see as the norm, and how we delegate access. Adolescents are rarely seen in positions of power, which is a result of the adult-centric system.
6. **Idealism is a myth** – The idea that the perspectives of young people are not as “weighted down” by the “realities” of the “real world” is ageist. Often adolescents are the ones challenging and disrupting because they are actively offering alternatives and solutions instead of maintaining the status quo.
7. **Tone policing** – The onus is not on adolescents to speak in what is considered “formal” or “professional” ways (and in certain languages). The topics we are delving into are the day-to-day realities of adolescents. They have the right to experience and express all the emotions that come with the frustration, exhaustion, and rage that comes from often being dismissed from decision-making that directly ties to their lives and futures.
8. **Labor of all kinds is at play** – It takes extra emotional labor for adolescents to communicate their experiences to people who hold power over them in decision-making spaces (i.e., adults). This can be tiring and thus it is imperative to acknowledge the extra work young people undertake in order to be treated on par with adults without being patronized.
9. **Adolescents don’t owe adults gratitude** – Young people are rarely in positions of power; in the few instances where this space is created, they do not owe gratitude for the opportunity. This should be the norm – adults should be in gratitude to young people for still wanting to offer solutions and lead the way – despite often being patronized, tokenized, and excluded.
10. **Not all adolescents participate in the same way** – The systemic oppressions of children and 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 person with a disability 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*. The experiences of adolescents are complex and diverse, when striving to center their voices it is imperative that this complexity and diversity is accounted for.

COVID-19 Safety Guidelines

In Appendix 3 you will find a COVID-19 Decision Tree to help decide whether to conduct your training workshops in person or online. Each session has online facilitation guidelines in a text box at the end of each activity and can be easily adapted to an online format.

For online facilitation it is ideal to have at least one co-facilitator to monitor the chat and help with technical support for breakout groups. Tools like Jamboard or Padlet can be used for brainstorming, and platforms like Zoom that have breakout group options can be set up to run a successful session. Other tools such as Google Docs, or other shared-document sites are recommended for some activities.

Tips for Online Facilitation:

- Include prompts/instructions/questions on slides
- Allow time for all groups to debrief/report back after breakout rooms
- In break-out rooms, use only one or two questions if it’s only a short time

Energizers

This compilation is a suggested list of energizers that can be used for team building purposes in your groups and can help you create short active breaks during a session when concentration levels are running low.

Salt and Pepper

Material: small sheets of paper

Distribute a sheet of paper for every person. Come up with pairs of things such as, salt and pepper, yin and yang, shadow and light, bread and butter, male and female, and so forth. Separate the pairs and write only one of them per piece of paper. (Salt on one paper, pepper on a completely different paper). Tape one paper on the back of each person, making sure they can't see it. Alternatively, ask participants to hold the piece of paper to their forehead so all others can see but they cannot speak. When you say go, everyone must walk around asking yes or no questions in order to find out what word they have taped to their backs. Once they figure that out, they'll be able to find their other pair. The two will sit down and learn three to five interesting facts about one another.

Optional step: Have the pairs introduce their partners and the interesting facts they learned about them to the wider group.

Floating Stick

Material: Long, thin pole

The theme for this exercise is to relax. A tent pole can be used for this challenge, but really any long thin pole will do. Be sure to call the pole a "Floating Stick" when you introduce the exercise. Place your group in two lines facing each other. Have each person hold the index finger of their right-hand chest high. Place the Floating Stick on top of the outstretched fingers. The challenge is to lower the stick to the ground while keeping everyone's fingers touching the stick. If anyone's finger loses contact with the stick you must start again. At first the stick will seem to rise (hence the name Floating Stick). In fact, it is simply the upwards pressure of everyone's fingers causing the stick to go up instead of down. Once everyone relaxes they can easily lower the stick to the ground. This usually takes 10 minutes of laughter to complete.

Talking in Circles

Material: Long piece of string tied in a circle

Place everyone in a circle around the string. Have everyone grasp the string with both hands and hold the string waist high. Without letting go, the team will have to form shapes with the string; a square, a triangle, a figure eight, a rectangle, etc. But they will have to do this with their eyes shut! This will require everyone to communicate clearly and listen well. Make the shapes progressively harder and periodically have them stop and open their eyes to see their progress, or lack thereof.

Line Up without Words

There are many variations of this game. Ask participants to line up in order of their birthdays, height, alphabetical by name, or other themes – participants can see each other and make hand gestures, but they are not allowed to talk during the process.

Emotional Greeting

Walk around the room introducing yourself in accordance with different emotions being called out by the facilitator (e.g., angry, happy, sad.)

Variations: You can also greet each other in pantomime, reverse movements, or using animal greetings.

The 7- Game (For advanced groups)

All participants stand in a circle. Everyone counts from 1 to 7. They cannot say 7 or a multiplication of 7 (14, 21, ...), so you need to say "skip" instead. When you make a mistake, you step out of the circle.

Dancing break

In a circle, get one participant to make a movement and a sound, and everyone plays along and copies that same movement and sound. Once the movement and sound comes to an end, the next person in the circle takes over – you can change directions as well. Make it as fun and energizing as you see fit.

Fruit Salad

Stop what you are doing and have everyone move to a new seat (not directly next to where they are currently sitting). Let participants know that “fruit salad” may be called at any time by the facilitator or by a designated participant to have them switch seats again.

Paper Ball Rain

Material: Small pieces of paper

Stop what you are doing and have each participant write down a key learning of the day, or reflection of how they felt today during the sessions, or an idea for how to make the session better. Instruct the participants to then crumple the sheets of paper and throw them around the room so it looks like it’s raining paper balls. Add the rule that they can’t throw the paper balls at each other. After the time is up, have each person find a “paper ball,” open it up, and read what is written to the group.

Affirmations or “Shout Outs”

Stop what you’re doing and ask each participant to say something positive – or give a shout out to a person standing next to them – saying how they think they managed this activity well, how you like their way of critical thinking etc. It needs to be positive and inspirational and show general appreciation of the other.

Have You Ever

Instruct the group to form a circle. Ask each person in the circle to hold up five or 10 fingers (depending on how long you have to play the game, 10 fingers will take longer). Ask a volunteer to start the game by asking the group a question that starts with “Have you ever...?” (e.g., Have you ever climbed a mountain? Have you ever traveled to...? Have you ever owned a dog? Have you ever gone scuba diving?). Any person who can answer YES to the question puts a finger down. When you have put all your five or 10 fingers down, you are “out.” The goal is to be the last player with any fingers raised up.

Two Truths and a Lie

Tell the group you want each of them to come up with two things that are true about themselves and one thing that is a lie. When someone is ready they present their three statements to the group and the group tries to guess which of the three statements is the lie. The individual who guesses correctly is then the next one to share his or her three statements.

Secret Numbers

Everyone stands in a circle, and everyone puts their heads down. The group then needs to count up to a certain number (usually just the number of people there are in the group, so that everyone gets a number) one at a time without two people talking at once. If two people talk at once, the group starts over at one.

Going on a Picnic

This is a guessing game where players have to guess what to bring to a picnic by figuring out the leader’s rule. One person is the leader and thinks of a rule for what can be brought on the picnic. For instance, maybe the rule is that people can only bring items beginning with the letter “s” like salad, or sausage. Players take turns suggesting items to bring to the picnic. If the suggestion follows the leader’s rule, he or she tells the player that they can come on the picnic. If the players think they’ve figured out the rule, they can guess it on their turn. The player who guesses correctly becomes the new leader.

Appendices – Introduction to the Curriculum

Appendix 1: Safeguarding Code of Conduct

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: United Nations Convention on the Rights of the Child

Article 12 of the United Nations Convention on the Rights of the Child (CRC) enshrines participation as a fundamental human right. The State, as the ultimate duty-bearer, has obligations to create an enabling environment that allows the views of children and adolescents to be heard on practices and policies that directly or indirectly concern them.² Parents, caregivers, teachers and a range of other actors also have responsibilities to listen to children and adolescents and to take their views seriously.

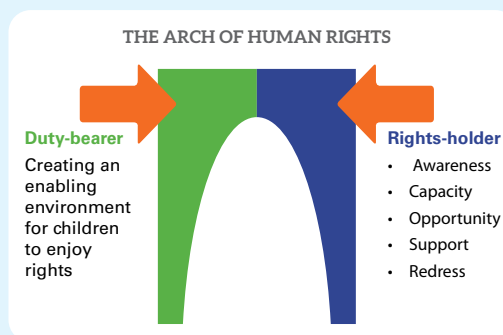
A child's right to be heard (Article 12, CRC) is both a fundamental right and a key principle that should be taken into account when considering how to implement other rights. Article 12 is linked to other general principles of the Convention, such as:

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

Use human rights and child rights principles to guide the organization's (or school's) work in all sectors and at each stage of the process.⁹

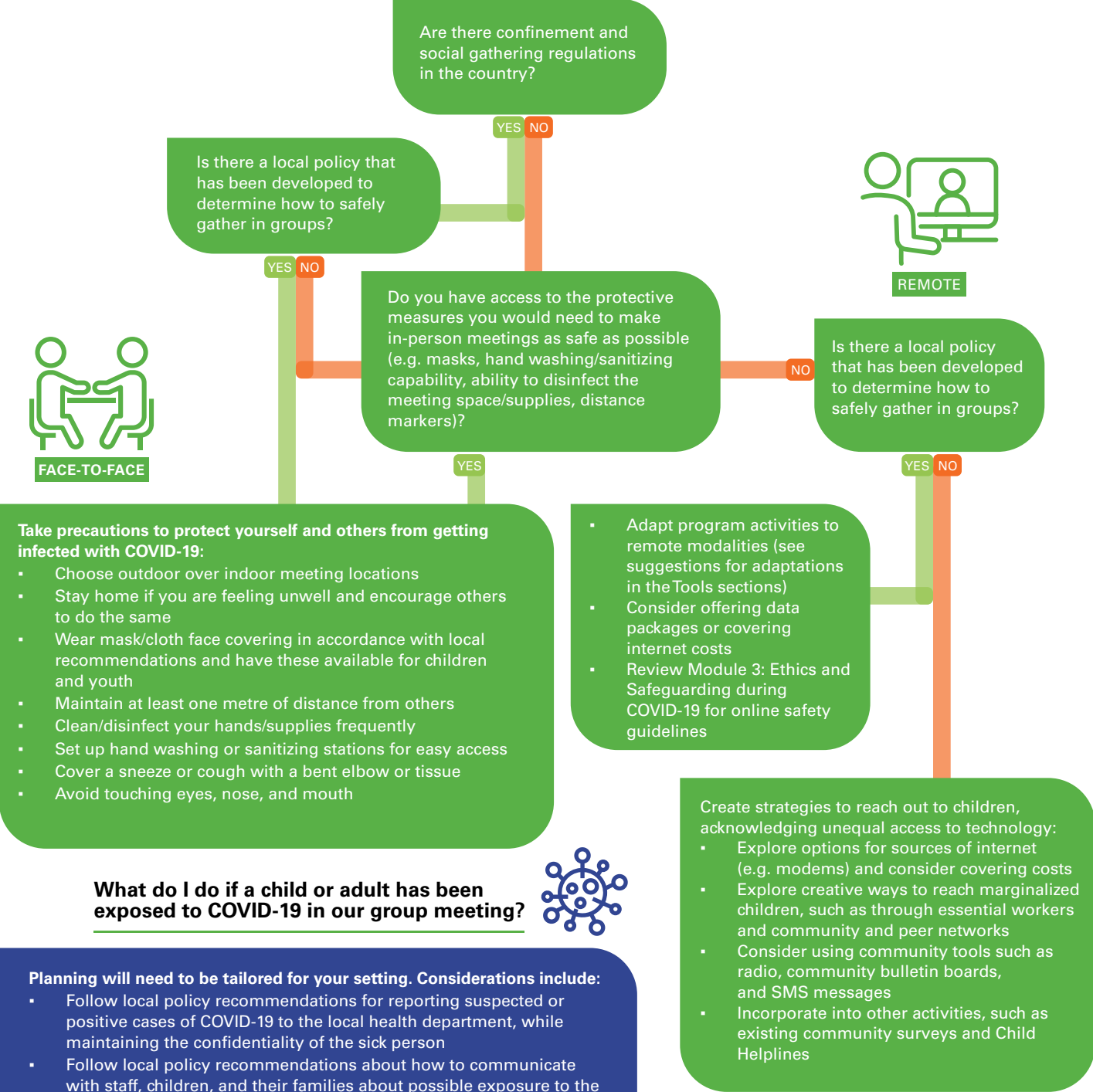
These principles include:

- universality,
- non-discrimination,
- the best interests of the child,
- the right to survival and development,
- the indivisibility and interdependence of human rights,
- accountability and respect for adolescents' views.



⁹ Image from: UNICEF Child Rights Education Toolkit – 1st Edition. (p. 23).

Appendix 3: Decision Tree for Meeting with Children During COVID-19¹⁰



¹⁰ Currie, V., Wright, L., Veitch, H., Mayevskaya, Y and Rogers, L. (2020). *Children as Partners in Child Protection in COVID-19 Guide: From Participation to Partnerships*. IICRD, CPC Learning Network, Child Protection Global Cluster, UNICEF and IFRC. (P. 7)

¹ This decision tree draws on guidance from the WHO, the CDC, and information from the decision trees produced by the IRC on case management and by UNICEF on remote learning.



1

Module

The Importance of Adolescent Participation

Manual for Facilitators

Introduction

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

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

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

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



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Session 1.1: What is adolescent participation?

Learning Objectives

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

Activities

Activity 1: Introduction and getting to know one another.

Activity 2: Community agreement.

Activity 3: Building trust.

Activity 4: What is adolescence?

Activity 5: What is adolescent participation?

Activity 6: Wrap-up and conclusion.

Duration

2.5 hours.

Materials

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

Facilitator notes:

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



Activity 1: Introduction and getting to know one another

**Purpose:**

Participants are introduced to Module 1, learn each other's names and build familiarity within the group.

**Time:**

20 minutes.

**Materials:**

A ball or item for throwing around safely (optional).

**Process:**

Part 1: Introduction

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

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

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

Part 2: Pass the Ball

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

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

Part 3: Maria! Maria! Maria!

1. For the second game, *Maria! Maria! Maria!*, ask the participants to make a wide circle.
2. Have one person stand in the middle of the circle, they will be the Call-Out Person. This person will try to escape from the middle and join the others standing in the circle. To do this, the Call-Out Person must say the name of someone standing in the circle three times in a row (quickly!) before that other person says the Call-Out Person's name once.

3. If the person picked from the circle says the name of the person in the middle once before the person in the middle has said her/his name three times, the person in the middle stays and tries again with someone else's name. If the person in the middle is faster, she/he can change places with the person in the circle.
4. The game continues like this until everyone has had a chance to participate.


Online Adaptation

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


1. Ask a volunteer to start. The participant should say their name aloud and share why they're interested in learning more about adolescent participation (either as a practitioner or as a young participant). For example: "My name is Maria and I want to learn about..."
2. The other participants are welcome to react with the emoticons.
3. The volunteer then names another participant, who introduces themselves and explains why they're interested in adolescent participation. Continue until all the participants have introduced themselves.
4. The facilitator may consider taking note of the interests and what participants want to learn about in a Jamboard and can refer back to this to see if the objectives of participants were met.



Activity 2: Community agreement

 **Purpose:** To build a collective agreement amongst the group to guide their work together.

 **Time:** 20 minutes.

 **Materials:** Flipchart paper and markers.

 **Process:**

1. Explain that in this exercise you will jointly set ground rules (including child protection and safeguarding) to ensure everyone feels safe and comfortable working together. This is a shared community agreement that we can use throughout the module and can refer back to as needed.
2. Lead the participants into a discussion about the necessity of having a community agreement for the workshop, and ask them the following question:
 - a. In your opinion, what might the ground rules be to make sure this workshop is respectful, safe and productive for all?
3. Encourage both adult and adolescent participants to share their ideas, while a volunteer writes them on a flipchart. Remind the group that everyone has the right to participate and be heard.
4. Reinforce that we want to frame things in a positive manner. For example, "Listen respectfully while others are talking" instead of "No talking while other people are talking"
5. Ask the participants to read and sign the community agreement. Hang it in a location that everyone can see and be sure to have it up every time you meet, so people can easily refer to it.

6. Ask any adult to please also read and sign the child safeguarding such as the Virtual Conference Child Safeguarding Policy and Code of Conduct of UNICEF (see Appendix 1: Safeguarding Code of Conduct).

Online Adaptation

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

1. Ask them to take a few minutes to answer the following questions:
 - In your opinion, what should we agree to do to make this workshop respectful, safe and productive for all?
 - What could be added to these agreements to make the workshop more inclusive and safer for adolescent participation?
2. Invite them to provide their answers in the online workspace.
3. After a few minutes, share the whiteboard on your screen and review the Community Agreement together.



Activity 3: Building trust in two ways¹¹



Purpose:

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



Time:

20 minutes.



Materials:

None.



Process:

Part 1: Introduction

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

¹¹ Adapted from: Partners for Youth Empowerment, IndigenEYEZ. (February/March, 2022). SPARK Online Workshop Series.

- Say it back – repeat what you hear the person is saying to check a point e.g., Tell me if this is what you're saying...
 - Use open questions and avoid asking questions that are just yes or no answers e.g., How are you feeling? Why is listening to someone important?
4. Once participants have shared a few ideas for how to show active listening, move to the next step in the process.

Online Adaptation

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

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

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

Example

Sandy: So Kouv, what is good?

Kouv: Hi Sandy, the view of the skyline from that window is good. Now tell me, what is good?

Sandy: Tea in the morning is good. What else is good Kouv?

And so forth...

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

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

Example

"The river is full of fish." (opening statement)

"Yes, and one of them is enormous."

"Yes, and he's swimming toward us."

"Yes, and he looks hungry."

"Yes, and we are trapped in this boat."

"Yes, and he looks more like a whale than a fish."

..and so forth

You can find more background on this kind of game [here](#).

Part 4: Debrief

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

Online Adaptation

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



Activity 4: What is adolescence?



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



Time: 35 minutes.



Materials: None.



Process:

1. Explain that we are going to take a few minutes to explore the idea of “adolescence.” Technically speaking, adolescence is defined as the age range of 10–19 years old. You may begin the exercise by asking the group to reflect on this definition and whether they agree and if it makes sense to them. (Some groups may want to split the age range down to 10–14, and 15–19, others want to start from 9 years old, and so on).
2. Though it is a specific period of time in someone’s life, between the ages of 10–19, adolescence is different for everyone.
3. Let’s start with ourselves. Take a few moments to think about your own period of adolescence, you may be still in it, and/or someone who you know well is an adolescent, such as a child or niece/nephew.
 - a. *What stands out to you when you think about adolescence? What major things are/were taking place at this time?*
 - b. *When did you first feel that you were no longer a child?*
 - c. *As an adolescent, how did you relate to younger children, to your peers and to adults? Did anything change from when you were a younger child?*
4. Ask participants to share, if they are comfortable, some of the key markers of adolescence. *Are there any apparent differences with people’s stories around culture, family dynamics, education, gender, religion or disability?* Discuss how these intersectional parts of a person’s identity might impact their experience of adolescence.
5. Close this session with some general reflections on adolescence (in terms of physical, emotional and psychological changes), and some current facts from the region. You can draw on the box below for talking points. Ask the group to reflect on their understanding of the concepts and add their thoughts about adolescence as a stage of life. Ask them how the facts have resonated with their personal experiences or what they see around them.

Talking points: Activity 4, what is adolescence?

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

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

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

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

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

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

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

Key facts

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

- There are 1.2 billion adolescents aged 10–19 in the world today – the largest cohort ever, and the most educated and urbanized.¹²
- Approximately 300 million adolescents live in East Asia and the Pacific. The region has never been younger.¹³
- 80 per cent of young people in the Asia-Pacific region are working informal jobs.¹⁴
- Before the pandemic about 160 million young people in the region were not in education or employment.¹⁵
- There is a low level of female leadership in politics and business in South East Asia.¹⁶

¹² Taken from: <https://www.unicef.org/adolescence>

¹³ Taken from: <https://www.unicef.org/eap/what-we-do/adolescent-development>

¹⁴ Tackling the COVID-19 youth employment crisis in Asia and the Pacific: International Labour Organization, Bangkok (Thailand), and Asian Development Bank, Manila (Philippines), 2020.

¹⁵ Ibid.

¹⁶ Ibid.

Online Adaptation

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



Activity 5: What is adolescent participation?

 **Purpose:** Explore values, barriers and the meaning of adolescent participation for the participants.

 **Time:** 35 minutes.

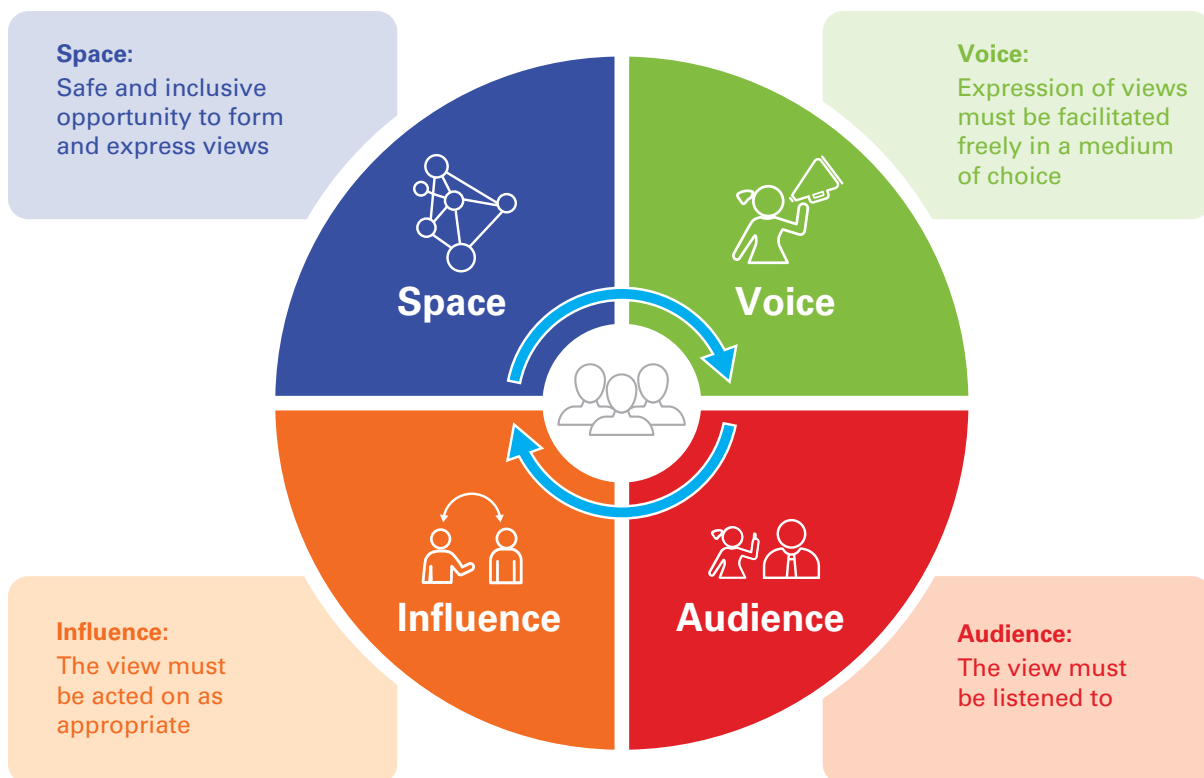
 **Materials:** None.

 **Process:**

Part 1: Brainstorming

1. Start by asking the group to do a brief brainstorming on what adolescent participation means to them. Probe by posing the following prompts:
 - What does adolescent participation look like to you?
 - What does it consist of?
 - Where do you see it?
 - Who is involved?
2. After allowing several minutes of individual reflection, ask participants to turn to their neighbour and exchange their ideas.
3. After a few minutes of pair discussions, open it up to the whole group. Encourage participants to share their ideas with the group (call on two or three people to share).
4. Offer a brief reflection to highlight elements of participation that you can begin to refer to from the Lundy model, Child rights, and the nine requirements for ethical and effective participation. Use the Lundy model¹⁷ below for reference.

¹⁷ UNICEF. (2020). Engaged and heard! Guidelines on Adolescent Participation and Civic Engagement



(Lundy, 2007, diagram UNICEF, 2019)

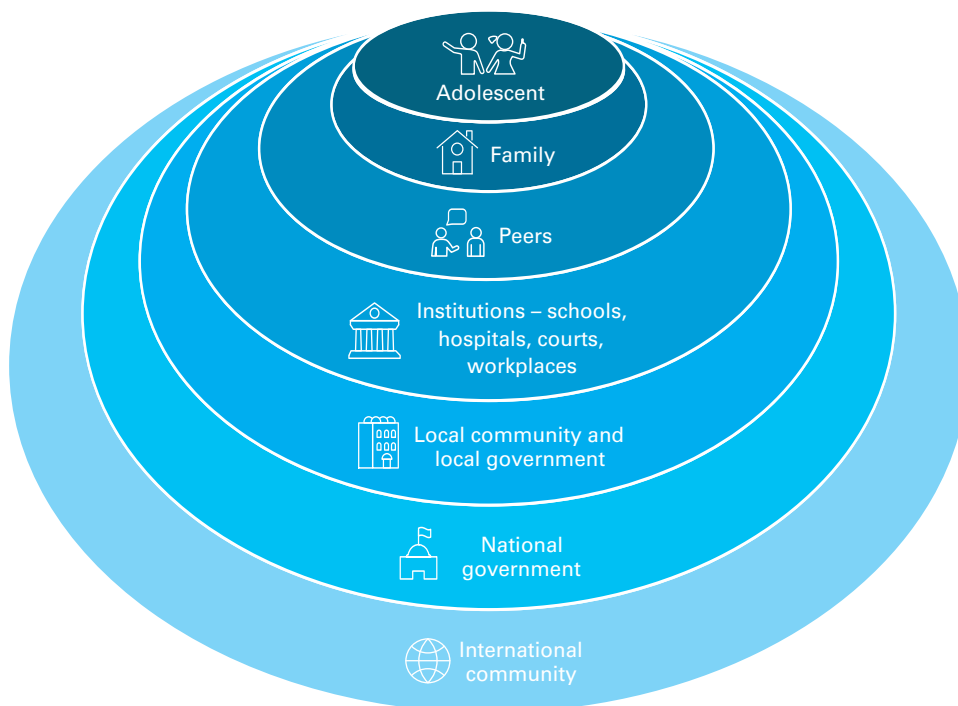
Part 2: True or False

1. Read the following statements and ask the participants to consider whether they think the statement is true or false, keeping their answers private.
2. After each statement ask participants to talk about why the statement might be true or false. The facilitator may choose to ask the participants to speak first in small groups, noting they may need to adjust for group dynamics (as some young adolescents may not be comfortable to disagree with older participants). Then share the correct answer.
 - a. Participation can be fun for adults and adolescents. [Answer: true.]
 - b. Authorities should budget adequate resources to support adolescent participation. [Answer: true.]
 - c. Adolescents should be allowed to register and lead their own associations and clubs. [Answer: true.]
 - d. Human Rights Organizations should work directly with adolescents to learn about their concerns. [Answer: true.]
 - e. Intergenerational dialogue within families, communities and wider society usually helps with meaningful adolescent participation. [Answer: true. Intergenerational dialogue strengthens the relationships and norms that enable adolescents of different ages, genders and backgrounds to express their views and feelings on matters that affect them.]
 - f. Most adults in positions of influence have the skills they need to promote and support civic engagement of adolescents. [Answer: false. A wide range of adults who are in a position to influence adolescents' participation need to develop skills such as: knowledge of children's rights, adolescent development, participation and safeguarding; skills such as communication, active listening, self-reflection and negotiation; and respectful non-discriminatory attitudes towards adolescents.]

- g. Participation and civic engagement skills need to be taught to adolescents only in a formal way, such as a classroom or online lecture or e-course. [Answer: false. Creative, fun and innovative skill-building methodologies can help motivate and sustain adolescents' participation and civic engagement.]
- h. Participation needs to be adapted to include people with intellectual and physical disabilities. [Answer: true: Participation processes need to be adapted, and all efforts made to include those with disabilities. It's the role of adults to ensure equal access to opportunities for participation.]

Part 3: Stories

1. Break the larger group into smaller groups of 3–5 people, mixing adolescents and adults.
2. In small groups, ask participants to share examples of adolescent participation from their own experiences, encouraging adolescents in the group to start. Give 10 minutes for groups to share.
3. Bring the group back together, ask for some volunteers to share some examples of participation that resonated with them from their group discussions.
4. Share the UNICEF definition of participation: Adolescent participation is when adolescents (individually and/or collectively) form and express their views and influence matters that concern them directly and indirectly.
5. Display the following image. Explain to participants that this is a socio-ecological model.¹⁸ It outlines the different levels of participation, including family, peers, school and the local community as well as local and national government all the way to the international sphere and the global environment. Adolescents have a right to participate and be heard at all these levels, influencing the decisions that affect their lives. Let participants know that in the coming sessions we will work more with the socio-ecological model.



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

¹⁸ Taken from: https://www.unicef.org/malaysia/media/2631/file/Adolescent_SitAn_infographic_booket.pdf

- a. Participation is individual and/or collective.
- b. Participation includes voice, but also influence, being heard and action.
- c. Adolescents can work on issues that affect them directly or indirectly

Examples of participation:

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




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

Online Adaptation

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



Activity 6: Wrap-up and conclusion

 Purpose:	To share most important learnings from the first session and discuss next steps.
 Time:	20 minutes.
 Materials:	None.

 **Process:**

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

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

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

Online Adaptation

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

1. Ask them to take a few minutes to answer the questions:

- *What is one thing you want to learn more about?*
- *What is one thing that surprised you?*
- *What useful information did you learn today that you could now apply to your work?*

They should write one answer per post.

2. After a few minutes, share the whiteboard on your screen and comment on some of the main themes or ideas that are appearing, giving a short summary of the ideas. Ask people to expand on particularly interesting points.



Session 1.2: Opening up to participation

Learning Objectives

1. Describe what participation means to them in their own lives and context.
2. Identify the challenges they face in participation.
3. Describe what adolescence means in their context.
4. Identify some commonly held objections to adolescent participation and challenge these.

Activities

Activity 1: Mirroring.

Activity 2: Nine basic requirements for effective and ethical participation.

Activity 3: Common objections to adolescent participation.

Activity 4: Exploring meaningful adolescent participation through drama.

Duration

2.5 hours

Materials

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

Facilitator Notes

This session features an activity called “Image Theatre”. In order to understand how this methodology is used, watch the following short animation on the methodology before the lesson: <https://www.youtube.com/watch?v=j0qWF3hiZNc>



Activity 1: Mirroring

**Purpose:**

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

**Time:**

15 minutes.

**Materials:**

None.

**Process:**

1. Explain that you will begin this session with an activity called mirroring. Explain that mirroring is a paired activity that allows participants to work on leading/following through collaboration and focus. Partners work silently to create mirrored physical movements. The activity involves shared trust and responsibility as partners work to keep each other safe.
2. Give the directions below and then ask participants to pair off and sit across from one another for the activity.
3. Participants will face each other. Each has the chance to be the leader and do motions with their hands and arms, and make facial expressions, turn their body, etc. They can move quickly or slowly and their partner must follow and do all their actions as though the person were looking in a mirror. Each person can lead for 1 minute. Then they can try doing the motions in sync, with both leading.
4. You can share the following tips as you walk around the room and observe how the pairs are working together:
 - Try your best to move as one unit
 - Try experimenting with different levels (high/low)
 - Take turns shifting between leaders; find a natural way to switch who is leading and who is following
 - Remember to maintain soft focus throughout the activity.
5. After the three rounds ask people what they think the purpose of this activity was. Remind them that this activity encourages collaboration, bonding and communication skills for the group. You can ask the following reflection questions following the activity as a reflection:
 - Which did you prefer: leading or being led? Why?
 - How did you strategize to help your partner keep up with you?
 - What does this activity have to do with trust and the work we are about to do together?
6. Remind them that working with people of diverse backgrounds and ages requires us to be comfortable with uncertainty, with looking like we don't know what we are doing sometimes, and to tune in to understand both verbal and non-verbal communication cues.
7. Note: If anyone has mobility limitations that should be respected during the activity, e.g., if someone cannot stand up, their partner when leading should not stand up either. If someone has a visual impairment or is fully blind the activity can be modified by having one person tap a rhythm or hum a tune and the other imitates the rhythm or tune.

Online Adaptation

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



Activity 2: Nine basic requirements for effective and ethical participation¹⁹



Purpose: Explore the basic requirements for effective and ethical participation.



Time: 35 minutes.



Materials: Paper and pens, print out of Appendix 2: Key Questions and nine basic requirements for effective and ethical participation of adolescents.



Process:

Part 1: Brainstorming

1. Put the participants in pairs. Explain that you will read out some questions and ask them to discuss. Before you pose the questions, first ask participants what does it mean to them when we use the words “safe” or “ethical”? Does this just mean our physical safety? Our emotional wellbeing? Are these standards and procedures? Allow for discussion on this and then summarize the main ideas. Facilitators can highlight that these are considerations we put into place to ensure that interactions (with young people and others in general) are conducted in a way that causes no harm or risk, whether physically, mentally or emotionally.
2. Read the following questions and ask the participants to discuss and write down some ideas: *What do you usually do to make participation safe and ethical when you work with adolescents? How do you usually make sure adolescent participation is effective? What are some ideas from your own experience?*
3. Allow some volunteers to share their ideas with the larger group.
4. Ask the other participants to share their thoughts and ideas and support one another to deepen the thinking about ethical participation.

Online Adaptation

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

¹⁹ This session builds on UNICEF's [Engaged and Heard Guidelines](#) (2020), in Appendix 9.

Part 2: Expert Groups

1. Before the start of the activity the facilitator should print one copy of Appendix 2: key questions and nine basic requirements for effective and ethical participation of adolescents for each group. Cut out the boxes of questions and requirements, as participants will be sorting and pasting these together.
2. For this exercise the participants will be working with teams of 5 ("Blue Team", "Green Team"). Each team will be responsible for their own learning, and at the end of the exercise there will be a short quiz.
3. Each team will receive a list of questions and a list of basic requirements; the participants should group two key questions and the related basic requirement together.
4. Once they link all the requirements with their questions, the participants should summarize (in one sentence) the nine basic requirements.
5. After 20 minutes of the matching exercise, make sure they have pens and paper and give them the quiz. Remind the participants that they can help each other and are allowed to use their notes.
6. Read out the quiz questions, giving participants 30 seconds to discuss the questions in their teams, agree upon an answer and write it down. You can give a bit more time to the participants for the second part of the quiz.
7. When everyone has finished, have each group hand their answers to another group to mark as you read out the answers and explain the scoring.
8. Calculate which team is the winner and ask for a big round of applause for them.
9. Debrief with the group afterwards. Ask them the following questions: what did you learn from the nine basic requirements for effective and ethical participation? What was most interesting to you? What do you still find challenging?
10. Remind the group that the nine basic requirements are a key tool for ensuring quality child, adolescent or youth participation in any initiative. Any participatory programme with adolescents and youth must follow the nine basic requirements, otherwise, participation runs the risk of being tokenistic, manipulative or unsafe.

Quiz Questions		
Statement ²⁰	Related Basic Requirement	Score
"I like to ensure that information is shared with adolescents in an easily understood way."	Transparent and informative	1 point
"I make it very clear that any individual or member of the group can stop participating at any time they wish."	Voluntary	1 point
"I organize activities at a time and a place that best suits the adolescents' needs."	Respectful	1 point
"I have to put extra effort in ensuring equal opportunities to the most vulnerable adolescents."	Inclusive	1 point
"It's important to offer young people feedback and let them know to what extent their views were taken into account."	Accountable	1 point
Then ask the groups to develop a statement for the following basic requirements: <ul style="list-style-type: none"> • Relevant • Child-/adolescent-friendly • Supported by training • Safe and sensitive to risk 		2 points per statement

Online Adaptation

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

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

²⁰ Adapted from "Engaged and Heard! UNICEF Training on Adolescent Participation and Civic Engagement" (AGORA).



Activity 3: Exploring meaningful adolescent participation



Purpose:

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



Time:

1 hour.



Materials:

Flipchart paper, pens and markers.



Process:

Part 1: Brainstorming

1. Put the participants in pairs (ideally one adult and one adolescent). Start by asking the young person in each group to share, if they feel comfortable, what makes participation work well? What can adults do to make participation work well for adolescents? Encourage adults to listen and ask reflective questions.
2. Then ask the pairs to discuss together: from your experience, in your community or region, what are some things that help make adolescent participation meaningful?
3. Ask the groups to share any top tips from their discussions with the larger group. Write these on a flip chart or ask a volunteer to write these up for everyone to see.
4. This session will give you a good understanding of how comfortable the group is with the topic of meaningful participation and may help you identify specific areas that require more attention.

Part 2: Learning the Image Theatre method

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

Note to the facilitator

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

2. Now ask the audience (the other participants who are watching) the following sorts of questions:
 - What do you see?

- Who are these people?
 - Where are they?
 - How can you tell?
3. Continue with this discussion until you have heard a variety of interpretations of what is happening in the tableau.
 4. Put the participants into groups of four or five and tell them to work in their groups for five minutes preparing a still image representing the following ideas in one of the following situations:
Imagine yourself as an adolescent participating in a decision-making process in one of the following situations (you can assign a different situation to each group):
 - Decision-making at home (*e.g., decision on curfew or screen time*)
 - School governance (*e.g., school council*)
 - Local governance (*e.g., municipal children's councils*)
 - Volunteering (*e.g., gardening, caring for elderly people*)
 - Advocacy group (*e.g., working-children's associations*) or campaigns (including online)
 5. Ask the groups to prepare their frozen image representing the situation. Remind them that when they make their image, the audience should understand what is happening. In other words, the picture must tell a story by using expressive gestures and facial expressions.
 6. When they are ready, invite one group into a space where everyone can see them and ask them to demonstrate their tableau.
 7. Ask the participants to hold their positions for each tableau, ask them the questions suggested below.

Reflection questions to ask:

- What do you see?
 - Who are these people?
 - What is happening? Why do you say that?
 - Is this a situation you recognize from your own life, community, or experience?
 - Are there any power dynamics you can detect from the images? If so, what are they?
 - Who seems like they are in a position of power? Why? Who seems like they have the least power? Why?
 - Is anyone being excluded? Who? Why do you think that is?
8. Try to view as many other groups as possible while keeping to the time limit.

Note for the facilitator

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

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

Part 3: Applying the Image Theatre method to the topic of Meaningful Participation²¹

1. Explain that we've taken a quick look at different areas where young people can participate.
2. Now, they will look very briefly at the definitions of the four essential features of meaningful participation. Read through the descriptions listed below. Ask the group to stand up for the exercise.
 - **Space:** *Adolescents need safe and inclusive opportunities that provide them with space and time to form and freely express their views and opinions. Ask the group to stand or sit in a way that takes up the most **space** possible.*
 - **Voice:** *Adolescents should be provided appropriate information to inform their views, and they should be able to use the media of their choice to communicate their views and to negotiate decisions (e.g., verbal expression, creative theatre, art, digital media, etc.). Ask the group to say their names out loud all at once, loudly. Then ask them to strike a pose that shows how they would feel if they spoke up and felt their **voice** was heard.*
 - **Audience:** *Adolescents' views must be respectfully and seriously heard by those with the power and authority to act on them (e.g., government officials, parents, social workers, doctors). Ask the adolescents in the room to strike a pose that indicates speaking up about something they care passionately about. Ask the adults in the group to strike a pose that indicates an **audience** listening respectfully.*
 - **Influence:** *Adolescents' views should receive proper consideration, and adolescents should receive timely feedback about the outcome(s) and the extent of their influence. Ask the group to strike a pose that shows **influence**.*
3. Put participants into groups of four to five and assign each group one of the four essential features of meaningful participation that you have just discussed. Ask each group to spend five minutes preparing an image using the Image Theatre technique to demonstrate how the feature might affect adolescent participation.
4. After five minutes, bring the groups back together again. Ask to see one image for each feature. Use the questions below to facilitate a discussion with the audience:
 - What do you see?
 - Who are these people and what are they doing?
 - Is this a realistic situation? Is it an image you recognize from your own lives or communities?
 - Is the described situation of participation meaningful? Why?
 - Would you like to give any advice to the adolescents or the adults in this image?
5. Be sure to keep asking: "Why do you think that?" and "Does anyone have a different idea?" to prompt deeper discussion.

²¹ "Meaningful" opportunities for adolescent participation require well-planned and practical efforts that ensure space, voice, audience and influence.

Online Adaptation

If delivering this session online, facilitate the following activity after the brainstorming exercise in lieu of the Image Theatre. Before the session, you should prepare online documents to share with the participants including the instructions for the group work and the features of meaningful participation.

1. Ask the participants to think about a time when they experienced or heard of meaningful adolescent participation. If participants do not know of a real-world example, they can make a hypothetical scenario. Ask 1 or 2 participants to share.
2. Guide them to think of the example they saw or read about adolescent participation in any scenario (e.g., school, local governance).
3. Now ask the participants to think to themselves, "What made it meaningful?" using the following discussion prompts:
 - **Space:** *Where did it happen, how did you feel there?*
 - **Voice:** *Who was listening and who was speaking? How did it feel to hear or be heard?*
 - **Audience:** *Who had power in this space? How did they show with their actions and words that they were taking the adolescents seriously? How did they use their power to support the adolescent?*
 - **Influence:** *How do you imagine the adolescents felt afterward? How does it feel to have influence? (Invite the group to strike an influential pose!)*
4. Explain that in this section, we are going to analyze what features are required for meaningful adolescent participation.
5. Ask the participants to read this case of adolescent participation.

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

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

7. Ask guiding questions to get the participants to identify the four features of space, voice, audience and influence and summarize.
8. Share the image outlining the features of meaningful participation to recap.
9. For the next task, share the instructions before assigning breakout rooms for the participants.
10. The task is to analyze the features of meaningful participation (space, voice, influence and audience) in the above case or in on one of their examples and provide practical recommendations to improve them, for example:
 - How to reach out to more adolescents?
 - How do we engage those who are often left out, and make the space inclusive? (e.g., think of marginalized groups in your region, such as adolescents with disabilities, different genders or backgrounds)
 - How to reach adolescents in rural areas or in poor communities?
 - How can adolescents be informed of their influence?
 - What forms of communication can be utilized?
 - How to amplify adolescent voices?
11. Ask them to take 10 minutes to discuss this in their groups.
12. After 10 minutes, bring back the participants to the main room and ask 1 or 2 groups to present their analysis and recommendations to the other groups.



Activity 4: Common Objections to Adolescent Participation²²



Purpose: Explore common objections to adolescent participation.



Time: 40 minutes.



Materials: None.



Process:

1. Explain that in this activity we will discuss that, in some cases, people might not be as receptive to adolescents' participation as we might hope. In fact, we might even hold some unintentional objections or beliefs that hold us back from fully supporting adolescents' participation. It is useful to spend some time reflecting on our own thoughts and ideas of participation, and where we might have some bias, as well as where there might be resistance in our community or area of work.
2. Ask the group to start by reflecting privately on the following questions. Give people 5–7 minutes to write, draw or think through these questions.
 - a. What are my own fears about adolescent participation?
 - b. Do any of these fears hold me back from either engaging young people or participating as a young person?
 - c. Why might I hold these beliefs or views?

²² This session builds on UNICEF's [Engaged and Heard Guidelines](#) (2020), Appendix 11: Dealing with Common Objections.

3. Invite participants to share their reflections if they feel comfortable.
4. Now, share with the group the common objections to participation from the Engaged and Heard Guidelines, Appendix 11. (You can read additional details in the Guidelines.)

Common Objections to Adolescent Participation

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

5. Invite the group to break out into smaller groups of 3–4 people (mixing adults and adolescents) and discuss these objections and consider ways they might address these challenges in their work. Assign 2–3 points per group, so that all points are discussed in a small group. Give groups 10–15 minutes to discuss and ask a representative from each group to report back.
6. Come back together as a larger group for small group presentations and debriefing.
7. Go back to the Community Agreement Flipchart and, based on the four essential features and nine basic requirements learned today, ask the participants if they would like to add any new ideas about how to encourage participation during this workshop.

Online Adaptation

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

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

Bring the group back together for the small group presentations and sharing.



Session 1.3: Actors involved in participation

Learning Objectives

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

Activities

Activity 1: Tree and forest visualization.

Activity 2: Relationship builder – my dream for my community.

Activity 3: Participation within a socio-ecological context.

Duration

1.5 hours.

Materials


- Flipchart
- Markers


Facilitator Notes

Be sure to read the background materials in *Appendix 3: Strategies to support adolescent participation* before you begin.



Activity 1: Tree and Forest Visualization

 **Purpose:** To foster feelings of connection and presence in the workshop.

 **Time:** 5 minutes.

 **Materials:** None.

 **Process:**


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

Online Adaptation

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



Activity 2: My Dream for my Community

 **Purpose:** Practice active listening skills, build connections and practice empathy.

 **Time:** 15 minutes.

 **Materials:** None.

 **Process:**

1. Explain that, in groups of two or three the participants will take turns speaking about a dream they have for their community. Facilitators should reiterate the objective of this exercise is to practice active listening.




2. Remind them that community can exist at school, work, in their neighbourhood, in their city, online and in other parts of life, including across borders.
3. Give everyone two minutes in silence to think about a hope or dream that they hold for a community they are part of.
4. Now invite the group to open their eyes and begin to share what their dream was with their small group.
5. Remind them that while others are talking they can use active listening skills to show interest. Ask the group for active listening tips. Then ask them to move into groups of two or three and take turns sharing their dream.
6. As a reminder, for active listening there should not be any interruptions; show you're listening with eye contact and body language; after someone is done speaking you can thank them for sharing their dream with you.

Online Adaptation

Use breakout rooms to encourage small group dialogue, after the activity has been explained in full.



Activity 3: Participation within a Socio-Ecological Context²³

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

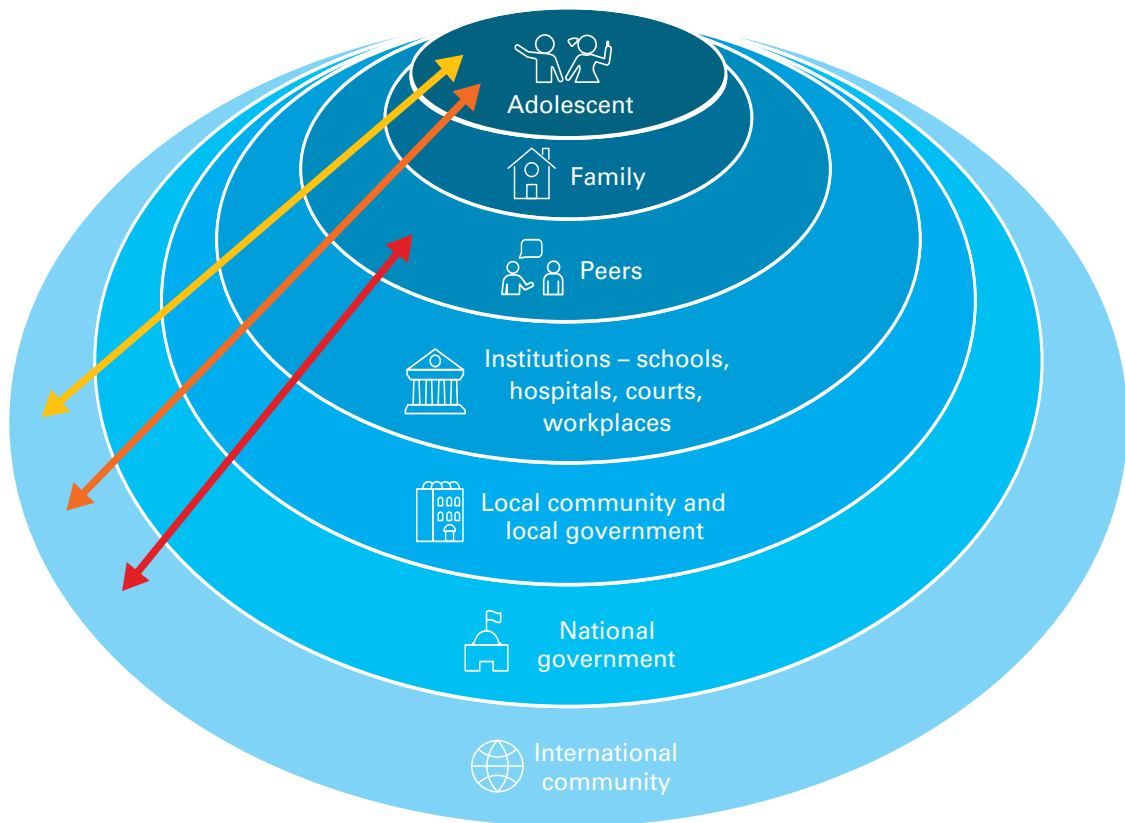
Process:

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

1. The goal is to map out the various people and groups in your community that have an impact on adolescents' meaningful participation. For example: school teachers, internet café owners, parents, adolescent leaders, government officials, youth groups, online communities etc.
2. Take a look at the social ecology model as a group (see figure²⁴ below). Explain that a socio-ecological model is a great way to look at a whole system – all the people and groups that shape the lives of adolescents.

²³ Adapted from Currie, V. Lee, L. and Wright L. (2019) *YouCreate Art-kit: Participatory Action Research for Young Change-makers*. International Institute for Child Rights and Development and Terre des Hommes.

²⁴ UNICEF. (2020). Engaged and heard! Guidelines on Adolescent Participation and Civic Engagement



Participation:

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



Engagement

in dialogue, decisions, mechanisms, processes, events, campaigns, actions and programmes.



Civic engagement:

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

3. Then, on a flipchart paper make a large diagram of concentric circles, adolescents at centre, surrounded by:
 - Level 1. Peers and family.
 - Level 2. Community.
 - Level 3. Regional and national.
 - Level 4. International and online.
 - Level 5. Natural environment.
4. Explain that, at each level of the socio-ecological model, these groups are influencing or impacting adolescents, but adolescents are in turn influencing these groups as well.
5. Break the group into small groups of 4–5 participants. Ask the small groups to take 10 minutes to draw/write their own socio-ecological model and include specific individuals and groups that are important at each level (e.g., parents, community leaders, faith leaders, local government, local organizations, artists, companies, artists, online adolescent communities.) in their specific context. This will help them see how everything in an adolescent's environment affects how they grow and develop, and helps us think beyond an individual level to a systems-level of thinking

6. Now ask the groups to think about the following case study, and read it aloud:

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

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

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

8. Bring the small groups back together and ask representatives of the groups to share key ideas at each level of the socio-ecological model (Individual, Peers & Family; Community, Regional and National; and International, Online and NaturalWorld). Take another 15 minutes for this discussion.
9. Then ask the group to consider if there are any adolescents who might be treated differently. Who in your community or region do you think is marginalized or faces major barriers to participate?
10. You can prompt the group with the following examples:
- Adolescents of different genders, sometimes this might be boys or girls or children who are gender nonconforming.
 - Adolescents living in rural or remote areas, with no access to technology.
 - Adolescents with neurocognitive disabilities, (e.g., autism or intellectual disabilities).
 - Adolescents with physical disabilities.
 - Adolescents on the move, either refugees or internally displaced.
 - Ethnic minorities or specific religions.
 - Other.

11. Encourage an open discussion about who these adolescents are and how we might reach out and provide opportunities for them to be included.

Online Adaptation

Use breakout rooms to simulate the small group work in this activity. Prepare online whiteboards for groups to add their ideas into the various levels of the socio-ecological model.



Session 1.4: What does adolescent participation look like in practice?

Learning Objectives

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

Activities

Activity 1: Short personal storytelling with active reflection.

Activity 2: Types of adolescent participation.

Activity 3: Case studies – six perspectives.

Activity 4: Wrap-up discussion with fishbowl.

Duration

2 hours.

Materials

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

Facilitator notes:

- This session requires some printed documents (flipchart and case study). Be sure that all the needed materials are ready before the session.
- Please refer to *Appendix 4: modes of participation* for more background information to support your facilitation of this activity.



Activity 1: Short personal storytelling with active reflection



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



Time: 15 minutes.



Materials: None.



Process:

1. Tell the group that we will be doing a storytelling activity to practice whole-body listening. Each person should think of a personal story about something meaningful they have experienced. The story should be under three minutes. It can have a beginning, middle and end. Or it can be a story about a feeling the person had or something important they saw. In any case it should be based on a personal first-hand experience. It does not have to follow a plot.
2. The group will be pairing off for about 10 minutes (three minutes for each story and 1–2 minutes for reflection). One person will listen while the other tells their story. They should use a timer and let the person know when their time is up. Ask the participants to think about their role as listener and how they are creating a safe space for someone to tell a personal story by:
 - Being quiet.
 - Being mindful of where they are looking.
 - Keeping open body language (consider how the position of arms and legs conveys where your attention is).
 - Being mindful of facial expressions.
 - Responding to what has been shared, reflecting on emotion in voice tone or words, what you see them do with their body language and facial expression while they are speaking, and what the person might need or want in relation to the story.

Main points: Reflect on body language, voice tone (emotion), eye contact, what the person might need or want.
3. Examples of active listening phrases:
 - I imagine you might have felt... (emotions, showing empathy).
 - I see you... (reflecting, showing presence).
 - I wonder if you might need/want... (reflecting understanding).
4. Debrief by asking the participants the following questions: How did it feel to hear an active reflection of your story? How did it feel to give such a reflection? Could you use these skills in your relationships, at work or school, with family? How can active listening help with adolescent partnerships and participation? How might active listening be different across generations than with the same age group?

Online Adaptation

Use breakout rooms for small group work, and then bring the group back together for the debrief.

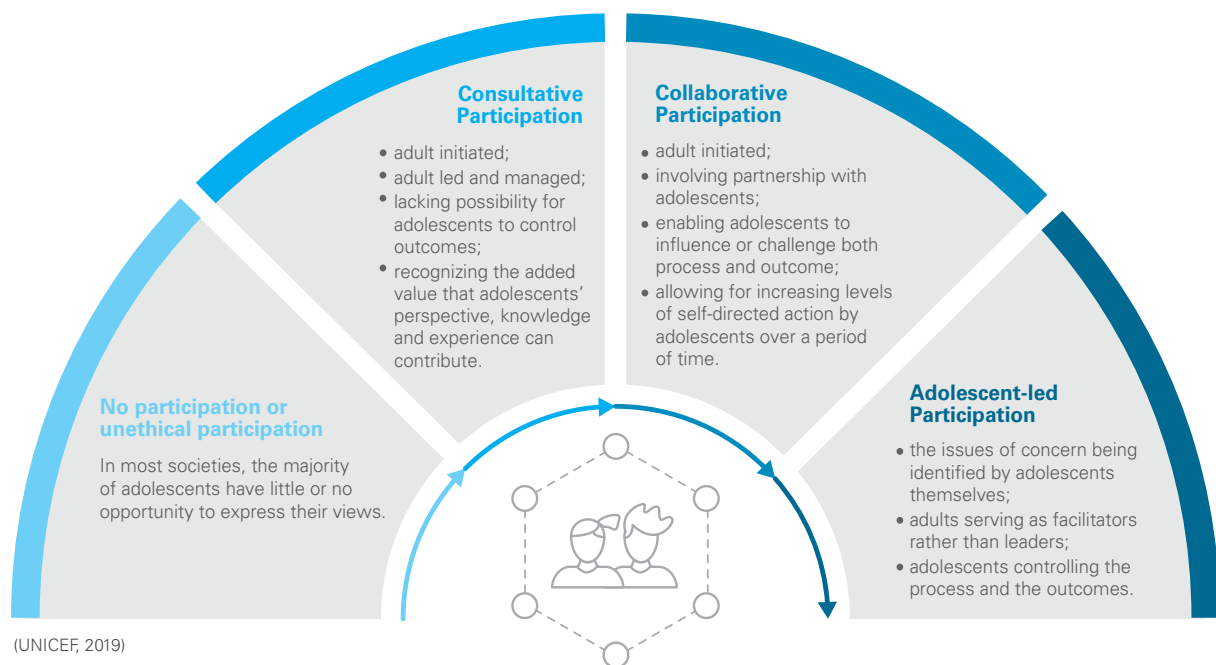


Activity 2: Brainstorming types of adolescent participation²⁵

Purpose:	Explore different types of participation.
Time:	45 minutes.
Materials:	Flipchart and markers.

Process:

Please refer to Appendix 4: modes of participation for more background information to support your facilitation of this activity. The figure²⁶ below will also be useful.



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

²⁵ This session is built on UNICEF. (2020). Engaged and heard! Guidelines on adolescent participation and civic engagement on 2.6 Modes of Adolescent Participation.

²⁶ UNICEF. (2020). Engaged and heard! Guidelines on Adolescent Participation and Civic Engagement

- When were the adolescents involved in the project? (e.g., During the design or during a pilot implementation, they were consulted as a part of the final evaluation, etc.).
 - Did the type of participation evolve during the project? (e.g., in the beginning adolescents were consulted for the project but after the consultation, a meeting was organized with them to develop a new project implementation).
 - What were the benefits of the adolescents' participation?
 - In your opinion, was the participation meaningful? Why?
 - How could the participation have been improved?
 - How would you categorize your project- Consultative, Collaborative or Adolescent-led? Or a mix of these?
5. After 15–20 minutes, bring all the participants back together and ask each group to present their responses. Then, ask the groups to share any keywords (such as adult-led, increase motivation, involvement, consultation, evaluation, opinion, etc.) that describe each type of participation – Consultative, Collaborative and Adolescent-led.
 6. Ask the group to share any reflections on what they have learned in this activity.

Online Adaptation

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



Activity 3: Case study from six different perspectives



Purpose: Explore concepts of participation through case studies.



Time: 50 minutes.



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



Process:

1. Explain that in this next exercise, participants will analyze and talk about a case study from six different perspectives.
2. Read through each of the six prompts (below). And respond to any questions about the instructions.
3. Put participants into groups of 6–7 and distribute one case study and one piece of paper per group. Ask each group to tear up a sheet of A4 into six small pieces, write the numbers 1 – 6 so that there is one number on each piece of paper, fold them up, shuffle them and have each participant pick one.
4. The first participant picks one paper and discusses the case in a manner according to the number selected. Continue until all six perspectives have been argued at least once. For example, if she picks a 2, she compares the case to another type of participation by explaining what is similar or what is different. When she has finished, another participant picks a number and answers accordingly (it could be the same number as the previous one).

5. After 30 minutes or so, bring all the participants back together and have each group explain briefly their case study focusing on: the type of participation; issues that intersect in the lives of adolescents; how young people may be shaped by their social environment; and the positive and/or negative influences of family, peer group, school, community and society. Allow for questions from the “audience” participants.

Prompts:

1. **Describe it:** Read the case study and describe the situation focusing on facts, figures and objective information. You can use the following questions:
 - *What type of participation (consultative, collaborative or adolescent-led) is described in the case? How do you know?*
 - *Where the participation takes place (school or local governance level)?*
 - *Who is involved in it?*
 - *What are their goals?*
 - *How do they try to reach their goals?*
2. **Compare it to another type of participation (of your choice):** What is similar? What is different?
3. **Associate it** with one of your previous participation experiences or one you heard of. Have you previously worked in a situation like this and what was the value? In this situation do you think the adolescents felt valued/heard?
4. **Analyze how** would you ensure that the process of consultative/collaborative or adolescent-led is meaningful and equitable?
5. **Analyze what** are the positive and/or negative influences of the family, peer group, school, community and/or society on the adolescents’ issues.
6. **Improve it:** Explain how you would improve the situation described in the case study.

Online Adaptation

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

Use breakout rooms and have handouts ready in Google Docs to share.



Activity 4: Wrap-up discussion with the fishbowl

 **Purpose:** Answer persisting questions and wrap up.

 **Time:** 10 minutes.

 **Materials:** Paper, pens, bowl or hat.

 **Process:**

1. Distribute a piece of paper to every participant and ask them to write down one question or comment concerning adolescent participation and/or the course content so far.
2. Ask the participants to deposit their questions or comments in a fishbowl (such as a hat or a bowl). Then pick several questions out of the bowl and ask volunteers to answer them.

Online Adaptation

If working online, you can use any online whiteboard and ask participants to write their questions/comments on post-its or use the chat box.



Session 1.5: Pushing back barriers to adolescent partnerships and participation

Learning Objectives

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

Activities

Activity 1: Two truths and a wish.

Activity 2: Strategies to improve adolescent participation.

Duration

1.5 hours.

Materials

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

Facilitator notes:

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



Activity 1: Two truths and a wish



Purpose: Build empathy and strengthen group dynamics.



Time: 15 minutes.



Materials: None.



Process:

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



Activity 2: Strategies to improve adolescent participation



Purpose: Identify strategies to improve opportunities for adolescent participation.



Time: 75 minutes.



Materials: Flipchart, markers, and template from *Appendix 6: exploring how to improve adolescent participation* printed for each group.



Process:

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

7. During the activity, move around the room responding to participants' questions and ensure that all the participants are joining participating in the group discussion. If needed, provide some guidance to the groups.
8. After the small group work, invite representatives to present back on their strategies.
9. Summarize that the role of adult actors is important in supporting adolescent participation. Adults must be equipped with knowledge and skills to interact with adolescents in a respectful, participatory and inclusive way and to partner with adolescents as change agents. Additionally, adolescents should receive feedback from adult stakeholders about the extent to which their views have influenced the outcomes of decisions and have opportunities to take forward some of their own ideas.
10. Encourage participants to look for any themes or commonalities in what is being presented, such as:
 - Engage influential actors: Influential actors and groups such as local chiefs, religious leaders and influencers can be mobilized to start a dialogue and take action in support of positive norms for adolescent participation.
 - Promote intergenerational dialogue: Facilitating intergenerational dialogue within families, communities and wider public settings strengthens the relationships and norms that enable adolescents of different ages, genders and backgrounds to express their views and feelings on matters that affect them.
 - Establish strategic partnerships for capacity building: Capacity-building for professionals, government officials and other relevant actors should build upon identified entry points for wider-scale system strengthening.
 - Institutionalize platforms for adolescent participation in school governance: Institutionalizing adolescent participation in school governance, such as school councils or unions, can be supported and strengthened by whole-school approaches to child-rights education. (See Module 2 for more information).
 - Support high-level consultations on laws and policies: High-level consultations engaging adolescent representatives can be organized using offline and online platforms and forums at national, regional and/or global levels.



Session 1.6: To succeed, we all need adolescent partnerships and participation

Learning Objectives

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

Activities

Activity 1: Setting the stage.

Activity 2: Brainstorming benefits and opportunities of participation.

Activity 3: Case studies and presentations.

Activity 4: Final reflection.

Duration

2.5 hours

Materials

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

Facilitator notes:

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


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

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

Please see Appendix 8: Case studies for this session. These can be printed in advance.



Activity 1: Setting the Stage

 **Purpose:** To continue to build relationships.

 **Time:** 30 minutes.

 **Materials:** None.

 **Process:**

Part 1: One Word Icebreaker

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

Part 2: Collective Recap

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




Online Adaptation

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

Recap: Conduct the recap in small groups and report back.



Activity 2: Brainstorming Benefits and Opportunities of Participation

 Purpose:	Explore benefits and opportunities of participation.
 Time:	50 minutes.
 Materials:	Flip chart paper and markers.

Process:

1. Explain that we will be exploring the benefits and opportunities of adolescent participation. Ask participants to form small groups of 3–4 participants. Encourage adolescents and adults to be in **separate groups**, so for example you may have 2 groups of adolescents and 2 groups of adults.
2. Give each group a piece of flipchart paper and a marker.
3. Assign each group 1 or 2 of the following brainstorm topics, so that *all* topics are covered by the adolescent groups *as well as* by the adult groups:

Benefits of adolescent participation...

- ...at home
 - ...in school decision-making process
 - ...in local governance
 - ...in national policy making
4. Once groups have brainstormed the benefits for 10 minutes or so, bring them back together and ask adolescent participants to first share what their groups came up with.
 5. After each presentation, ask the adult participants if they have any other benefits or opportunities that they would like to add. Be sure to reinforce the main points of the activity, including:
 - Participation can improve the process for everyone, bringing fun, new ideas, and innovation to the table.
 - Participation allows adults to hear new voices and perspectives.
 - Participation offers adults and adolescents the opportunity to learn new skills and knowledge.
 - Inclusive participation supports adolescent wellbeing.
 - Participation builds confidence and creates empathy.
 - Participation enables adolescents to create and engage in meaningful solutions to the issues they face.
 - Participation supports effective policy making and programs that impact adolescents.

Online Adaptation

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



Activity 3: Case studies and presentations

**Purpose:**

Learn more about adolescent participation through case studies.

**Time:**

1 hour.

**Materials:**

Paper or flipchart paper, pens, markers, and print outs of *Appendix 8: case studies*

**Process:**


1. Explain that for this activity, you will divide participants into four groups. Each group will be assigned a case study. Ask each group to take notes collectively on a flip chart or on a note-pad.
2. Then they should read through their case study and discuss the following questions/prompts, taking note of their answers. Groups will have 20–30 minutes to discuss:
 - What occurred in this case study?
 - How did adolescents engage?
 - What was the outcome?
 - What actions on the part of the adult decision makers facilitated engagement by adolescents?
 - How did participation impact adolescents?
 - How did participation impact the community?
 - Have you experienced a similar case in your country or region? How was it similar or different and what was the outcome?
3. After 30 minutes or so, bring all the participants back together and have each group present their case study. They should explain the situation of their case study using their answers to the discussion questions. Allow for questions from the other participants.

Online Adaptation

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



Activity 4: Final reflection

 **Purpose:** To consider how we can remember and apply the learning from this session.

 **Time:** 10 minutes.

 **Materials:** None.

 **Process:**

1. As a final reflection activity for this session, have each group go through the “remembering & applying” questions below and write their responses down on a piece of paper.
2. Ask participants to take a few minutes of quiet reflection to consider the following questions:
 - Remembering: What did I learn today?
 - Applying: How can I apply this in a new situation?
3. Then ask participants to turn to a person next to them and share their answers.

Online Adaptation

Ask participants to share one on one in break out groups for 3–4 minutes or share their answers in the chat box.



Session 1.7: Plans to action

Learning Objectives

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

Activities

Activity 1: Refresher.

Activity 2: Action planning.

Activity 3: Wrap-up discussion.

Duration

1.5 hours.

Materials

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

Facilitator notes:

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



Activity 1: Refresher

**Purpose:**

Review content from previous session in the module.

**Time:**

15 minutes.

**Materials:**

Ball.

**Process:**

1. Ask the participants to form a circle. Explain that you will throw the ball and that whoever catches it should quickly answer the question: What are your main takeaways from the previous session? What are your main takeaways from Module 1 so far?
2. The participants can elaborate on their answer, for example, if a participant says that “it’s important to provide feedback to adolescents about the impact they had on the decision-making process,” ask the participant to explain how they can do it.
3. They will then throw the ball to someone else who must do the same thing.

Online Adaptation

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

1. Ask them to take a few minutes to answer the question: What are your main takeaways from the previous session? They can write one answer per post.
2. After a few minutes, share the whiteboard on your screen and review and comment on the responses with the participants. They can elaborate on their answer, for example if a participant wrote that “it’s important to provide feedback to adolescents about the impact they had on the decision-making process,” ask the participants to explain how they can do it.
3. Participants can throw a virtual ball, or name someone else who did not participate yet.



Activity 2: Action Planning



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



Time: 1 hour.



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



Process:

1. Put the participants into groups of 6–7, ideally mixed groups with adults and adolescents. Participants from the same office, community or region, may be best suited together to consider practical implementation; or individuals interested in working on a similar issue such as climate action or participation in schools or local government could be placed together.
2. Give the groups a flip chart and some markers. Explain that they have 10 minutes to brainstorm some of the main challenges they think adolescents face in their community. Encourage adults to meaningfully listen to the adolescents in their groups, to understand the challenges they and their peers are facing. Ask the groups to create a list of 5–10 challenges or issues.
3. After identifying several challenges or issues, have them brainstorm solutions. How would they go about addressing these identified issues? Who would they leverage? Who needs to be involved? What will adolescent participation look like in this situation? What would the role of adult actors entail? Allow for brainstorming and discussion within groups so they can narrow down their ideas. They should ideally narrow it down to 1 or 2 issues they prefer to work on.
4. Walk around the room and assist as needed. Remind participants that these issues should be manageable, with a goal that is achievable, as we want to set people up for success, especially the first time we work together.
5. Explain that based on their discussion, they will design a project with meaningful engagement of adolescents. As a roadmap to develop their project, distribute to each group the table below²⁷.

Sample participatory projects for inspiration:

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

²⁷ Adapted from UNICEF's [Adolescent Kit](#).

6. Suggest that groups spend 10–15 minutes discussing possible projects that may solve an issue or address a concern in their community. Invite groups to select a project they might work on by the end of this time.
7. Now, hand out the printed action plan templates and give groups 30 minutes to begin to fill out their action plan (Appendix 9). They may not be able to finish it completely at this time but getting some ideas on paper at this stage is important. They will have time to revise them later.
8. When groups are finished, invite them to share their ideas for 2–3 minutes with the larger groups.

Online Adaptation

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



Activity 3: Wrap-up discussion



Purpose: Plan next steps for action planning and sharing hopes for intergenerational work.



Time: 15 minutes.



Materials: None.



Process:

1. Encourage groups to set-aside time to refine their action plans. Ask groups to take five minutes to plan out when they will meet next.
2. Finish the session by asking the participants to respond to the following questions:
 - What is your hope for how adults and adolescents can work in partnership together?
 - What is one tangible action I will do as a result of this workshop? (e.g., make a presentation to my office about the importance of adolescent participation).

Online Adaptation

If working online, you can use any online whiteboard and ask participants to write their answers on post-its or ask participants to share their reflections verbally.



Session 1.8: Growing roots for your action plan

Learning Objectives

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

Activities

Activity 1: Creative icebreaker.

Activity 2: Reach out for success.

Activity 3: Rose, bud and thorn.

Duration

2 hours.

Materials


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

Facilitator notes:

- As this is the final session, take time to work through the activities with groups, answer their questions and encourage them with their next steps following the completion of this module.



Activity 1: Creative icebreaker

 **Purpose:** To build connection for the final session.

 **Time:** 15 minutes.

 **Materials:** Pen and paper.

 **Process:**

1. Ask everyone to close their eyes and plant their feet on the ground. Ask them to mentally scan their body from head to toe and consider how they are feeling at this moment. Ask them to visualize a natural element or something from nature that represents how they feel right now (earth, air, fire, water, a storm, wind, a river, the sea, smoke, etc.). Now ask them all together to each think of a motion and sound for their natural element. Ask them to each do their gesture on the count of three.
2. Now ask everyone to privately visualize a positive metaphor for the unique and diverse community of people sitting in the room (or on the video call) together working toward the same goals. Tell them they have five minutes to write freely. Remind them that there are no wrong answers, the first thought is the best and they should just let the creative ideas flow. They will not have to share what they write.
3. After five minutes ask people to put down their pens and give them the option to read one sentence that stands out for them from what they wrote.
4. By taking turns reading out loud a free-form poem emerges about the community they aspire to build.

Online Adaptation

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



Activity 2: Reach out for success

**Purpose:**

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

**Time:**

45 minutes.

**Materials:**

Copy of your action plan.

**Process:**


1. Now that you have a sketch of your action plan, you will likely need other people and resources to support you to make it a success.
2. Thinking back to the socio-ecological model, what people or resources do you need at the level of family, community, school, online, government or other levels? Invite participants in their small groups to spend 15 minutes brainstorming what support they need and how they might reach out for it.
3. Invite groups to think about how they might present their project to their community, encourage them to prepare a “strategy” or “ask” for the support they need. Encourage them to be creative. For example, they might prepare a role-play of an interview; a short ad, a poster, or short comic; social media content like a video or a poster. Give participants an additional 10–15 minutes to put together a strategy to share with the larger group – they can either do a quick draft or share their idea verbally.
4. Encourage groups to consider the following questions when putting together their action plan:
 - **What?** What is the challenge you started with, and what is the idea or solution? What idea are you proposing? What is the (expected) impact of this project?
 - **Why?** Why should people be excited to join or contribute, what is your goal?
 - **Who?** Explain your vision of adult and adolescent partnership, and who you need to support you going forward?
 - **When?** When do you need people or resources?
 - **How?** Explain how people could get involved in the project.
5. Give them around five minutes to finish up.
6. Ask each group to present their strategy and tool to the other participants in 2–3 minutes. Allow time for questions and feedback from the audience.


Online Adaptation


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



Activity 3: Rose, bud and thorn²⁸

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

 **Time:** 1 hour.

 **Materials:** Flipchart paper and markers.

 **Process:**

1. Before beginning the session, it may be helpful to refer to this explanation of the activity for reference: <https://lifedesignlog.com/rose-thorn-bud-activity-for-group-presentations/> .
2. Explain to the group that they will be exploring three categories through the metaphor of a rose – successes (roses), challenges (thorns) and key learnings or opportunities (buds).
3. Take some flipchart paper and draw a rose bush – just a few branches coming up from the ground. As a group, you will add roses (successes), thorns (challenges) and buds (learning) with a brief written description of each one.
4. Guide the group through thinking about module 1 with the following questions:
 - Roses = Successes: What went well? What did you enjoy learning the most? What are you most proud of that your group has accomplished?
 - Thorns= Challenges: What challenges did you face along the way? What did you do to try to deal with these challenges?
 - Buds = Learning and opportunities: What did you learn from this module? What opportunities have come up through the module to better engage adolescents? What possibilities need growth and nurturing?
5. Once you have brainstormed all of your roses, thorns, and buds, summarize them into the key messages.
6. Now have a discussion as a group, or if groups prefer break into the same regional/office groups to discuss:
 - What creative methods could we use to share this information that we have learned? Are there any existing forums where we present what we have learned?
 - What is your timeline for implementing your action plan? What are the next steps you need to take?
 - When and where should we share to best reach the people who need to hear this and plan next steps with us?
7. End by thanking everyone for coming and explain to them the next steps for coming back together for Module 2.

²⁸ Adapted from Currie, V. Lee, L. and Wright L. (2019) *YouCreate Art-kit: Participatory Action Research for Young Change-makers*. International Institute for Child Rights and Development and Terre des Hommes.

Appendices to Module 1

Appendix 1: Safeguarding Code of Conduct.

Session 1.1, Activity 2

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

1. Adhere to this Conference Child Safeguarding Policy and contribute to creating a safe, inclusive, and gender-sensitive environment that is free from discrimination and violence against children, including neglect and physical, mental, and sexual exploitation and abuse.
2. Treat children with respect and dignity and consider their best interests, irrespective of their race, color, sex, language, religion, political or other opinions, national, ethnic or social origin, property, disability, health, birth, sexual orientation, gender identity and expression, family composition, or other status.
3. Listen to children's voices, give due weight to their ideas and opinions, and empower them so that they learn about and are able to exercise their rights.
4. Be a positive role model to children by displaying high standards of behavior at all times.
5. Recognize that as an adult engaging with children I am in a position of trust and will maintain appropriate boundaries at all times.
6. Seek the informed consent of children and of their parents/guardians prior to taking the children's photos or videos.
7. Ensure that children are represented in a dignified, respectful manner; and that accurate context for the child's story or image is always provided.
8. Raise any concerns, problems, or issues pertaining to child safety and well-being with the Children and Youth Safeguarding Team as soon as possible.
9. Immediately report any violations of this policy.
10. Encourage children to speak out and raise concerns about any issue including any kind of harm.
11. Cooperate fully and confidentially in any investigation of concerns or allegations of discrimination and violence against children.

I will not:

1. Engage in any form of physical, emotional or sexual violence against children, regardless of the local age of consent or majority. In addition, I understand that mistaken belief in the age of a child is not a defense, and that sexual abuse and exploitation of children and sexual activity with a child is considered by the organizers to be serious misconduct that will result in applicable legal action.
2. Use language/images/emojis, make suggestions, or offer advice that is inappropriate, offensive, abusive, discriminatory, sexually provocative, or culturally insensitive.
3. Act in ways intended to shame, humiliate, belittle, or degrade children, or otherwise perpetrate any form of emotional abuse.
4. Encourage a child to do something harmful to himself/herself, others or property.
5. Take photos or images of children which could endanger or adversely affect them by showing their home, community or general whereabouts; further stigmatize any child; use categorizations or descriptions that expose a child to negative reprisals – including additional physical or psychological harm, or to lifelong abuse, discrimination or rejection.
6. Take and share screenshots or recordings of the online activity without the consent of all children people in the photo/video.

7. Publish the child's last name or any personal information that could be used to identify a child's location.
8. Ask for personal contact details (i.e., email address, phone numbers, social media contacts) of a child attending, unless there has been explicit authorization from the organizers to do so for business purposes.
9. Communicate with the child via digital platforms (e.g., Facebook, Twitter), via mobile technology (e.g., texting, WhatsApp, Skype), or online without consent and knowledge of his/her parents/legal guardians.
10. Condone or participate in activities with children which are illegal, unsafe, or abusive.
11. Stay silent, cover up, or enable a known or suspected child safeguarding incident or breach of this Code of Conduct to take place.
12. Threaten a child with violence or abuse.
13. Discriminate against or show preferential treatment or favor to a particular child, to the detriment of that particular child or of other children.
14. Access, view, create, download, or distribute sexually abusive images and materials of children.

NAME _____

DATE _____ LOCATION _____

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

Session 1.1, Activity 3

Nine basic requirements for effective and ethical participation of adolescents²⁹

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

1. **Transparent and Informative.** Provide full, accessible, diversity-sensitive and age-appropriate information about adolescents’ right to express their view and the purpose and scope of the opportunities for participation that are available.
2. **Voluntary.** Adolescents should never be coerced into expressing their views, and they need to be informed that they can stop participating at any point.
3. **Respectful.** Adults need to acknowledge, respect and support adolescent’s ideas, actions, and contributions to their families, schools, cultures and work environments.
4. **Relevant.** Give adolescents the opportunity to draw on their knowledge, skills and abilities and to express their views on issues that have meaning to them.
5. **Child/Adolescent Friendly.** Environments and working methods need to reflect the evolving capacity and interests of adolescents.
6. **Inclusive:** Opportunities to participate need to include marginalized adolescents of different age groups, genders, abilities and backgrounds.
7. **Supported by Training.** Adults and adolescents need training and mentoring in facilitating adolescent participation, so they can serve as trainers and facilitators.
8. **Safe and Sensitive to Risk.** When people share their views, it can involve risk. Adolescents need to be supported in risk assessment and mitigation and know where to go for help if needed.
9. **Accountable.** Adolescents need to receive clear feedback on how their participation has influenced outcomes and should be supported to share their feedback with their peers.

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

²⁹ 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.

Basic Requirement	Key Questions
RESPECTFUL	<p>Are adolescent's own time commitments (to study, work, play, etc.) respected and taken into consideration to inform the project design and timing of activities?</p> <hr/> <p>Are strategies and activities planned and facilitated in ways that a) recognize and respect adolescents' existing skills, competences, interests and initiatives? b) build on positive cultural practices and c) enable respect for differences of opinion among participants?</p>
RELEVANT	<p>Are the adult partners sufficiently responsive to adolescent-led initiatives and suggestions?</p> <hr/> <p>Is space provided for adolescents to highlight and address the issues they themselves identify as important?</p>
CHILD FRIENDLY	<p>Are the meeting places adapted to adolescents, which are accessible to adolescents with different abilities, ages and genders?</p> <hr/> <p>Are adolescents encouraged to explore issues using their own preferred forms of communication and/or using adapted approaches including creative participatory tools?</p>
INCLUSIVE	<p>Do adolescents of different genders, ages, abilities and backgrounds have opportunities to participate and influence decision-making?</p> <hr/> <p>Have the activities – space, pace, roles – been adapted with adolescents so that they cater for a range of abilities and all can engage?</p>
SUPPORTED BY TRAINING	<p>Do staff and volunteers have sufficient knowledge, confidence and skills to facilitate ethical and effective participation of adolescents?</p> <hr/> <p>Are there plans and budget to provide trainings to adolescents on child rights, participation, transferable life skills, facilitation, gender equality and other topics identified by them?</p>
SAFE AND SENSITIVE TO RISK	<p>Have risks associated with adolescent participation been identified and efforts taken to minimize them in consultation/ collaboration/or led by adolescents themselves?</p> <hr/> <p>Do all staff, volunteers and partners know what actions and behaviours are prohibited, what the sanctions are, and how and to whom they can report any concerns?</p>
ACCOUNTABLE	<p>Do adults take adolescents views and suggestions seriously and act on their suggestions?</p> <hr/> <p>Are adolescents given feedback about the extent to which their views influenced the decision process?</p>

Appendix 3: Strategies to support adolescent participation.

Session 1.3, Activity 3

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

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

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

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

Engage influential actors

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

Promote intergenerational dialogue

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

Establish strategic partnerships for capacity building

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

Institutionalize platforms for adolescent participation in governance

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

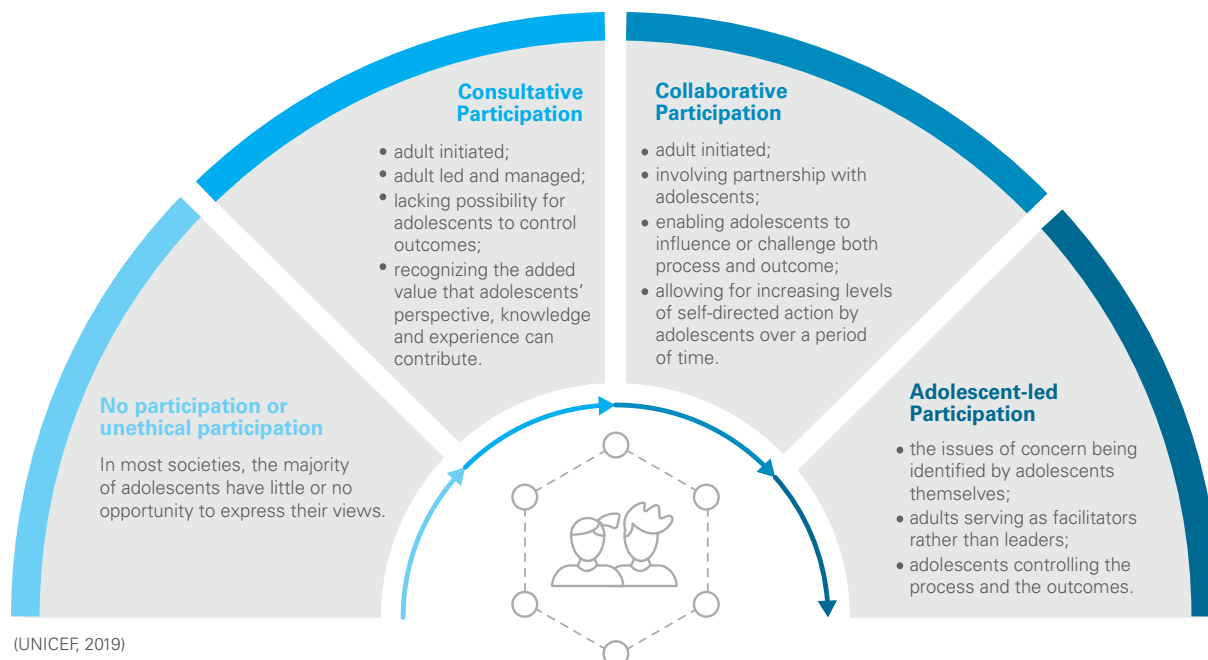
Support high-level consultations on laws and policies

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

Appendix 4: Modes of Participation.

Session 1.4, Activity 2.

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



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

Consultative participation:

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

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

Collaborative participation:

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

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

Adolescent-led participation:

- Looks at the issues of concern raised by adolescents.

- Sees adults serving as facilitators rather than leaders.
- Sees adolescents controlling the process and outcomes.

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

Appendix 5: Case Studies from six perspectives.

Session 1.4, Activity 3.

Case study 1³⁰: Child participation in reconstruction efforts in Thailand

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

Case study 2³¹: Relevant skills through local curriculum

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

Case study 3: Protection through information

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

Case study 4: Children's vulnerability assessments improve communities

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

³⁰ https://resource-centre-uploads.s3.amazonaws.com/uploads/arc-modf4-studymaterial-2009_0.pdf

³¹ http://iin.oea.org/boletines/boletin8/publicaciones-recibidas-esp/the_participation_of_children_and_young_people_in_emergencies.pdf

Case study 5³²: Street Safety in Indonesia

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

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

Case study 6³³: Young people's participation in health in The Philippines

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

³² Adapted from: Star Rating for Schools. (2022, January 26). *Youth involved in safer street participatory design – Indonesia* | Star Rating For Schools. [Starratingforschools.org. https://starratingforschools.org/2022/01/youth-involved-in-safer-street-participatory-design-indonesia/](https://starratingforschools.org/2022/01/youth-involved-in-safer-street-participatory-design-indonesia/)

³³ Adapted from: O-In, A. (2019, April 16). *Youth Participation in Development*. Medium. <https://medium.com/intermingle-in-trang/youth-participation-in-development-southeast-asia-experience-and-thailand-perspective-804cbc282e01>

Appendix 6: Exploring how to improve adolescent participation.

Session 1.5, Activity 2.

Area	Opportunities for Improvement
Advocate for laws, policies, practices and budgets that enable institutionalization of adolescent participation	<i>Ex: What can be done to plan for adolescent participation in advocacy processes?</i>
Enhance positive social norms and attitudes around meaningful participation	<i>Ex: What can be done to support people’s understanding and support of meaningful participation?</i>
Build the awareness, skills and capacities of adults	<i>Ex: What could be some plans to support capacity building initiatives with adult duty-bearers and with adult facilitators on adolescent participation? How might adolescents be involved in this?</i>

Area	Opportunities for Improvement
Build the awareness, skills and capacities of adolescents in areas they would like to develop	<i>Ex: What can be done to support adolescents to build the skills and capacities they are most interested in?</i>
Create and sustain platforms for adolescent participation and civic engagement	<i>Ex: What can be done to create and sustain platforms for adolescent participation?</i>

Appendix 7: Five Main Strategies for Adolescent Participation and Civic Engagement.

Session 1.5, Activity 3.



Appendix 8: Case Studies.

Session 1.6, Activity 3

Case study 1:

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

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

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

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

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

Case study 2:

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

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

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

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

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

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

Case study 3:

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

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

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

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

Case study 4:

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

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

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

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

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

Appendix 9: Action Planning Table.

Session 1.7, Activity 2.

General Action Plan
Name of Project:
The issue or challenge our project will address is:
Short summary of what we plan to do, make or create:
Adolescents will be engaged in this project by:
The type of participation (collaborative /consultative/adolescent-led) of our project will be:

Influence	<p>1. Objective</p> <p>What is the change you aim for with your action plan?</p>	<p><i>Consider what challenge you would like to tackle to improve or launch an Adolescent Participation initiative. A change can be as simple as creating a safe space for adolescents to connect and share ideas, teach new skills or develop their talents; or it can be a specific change you wish to make in the school/organization's culture or environment. It could also be a change to policy or curriculum content.</i></p>
	<p>2. Purpose of participation</p>	<p><i>Consider which broad outcome area(s) your plan will affect.³⁴</i></p> <ol style="list-style-type: none"> 1. Sense of self-worth, self-esteem & self-efficacy 2. Being taken seriously 3. Making decisions 4. Public & civic engagement
	<p>3. How will you make it meaningful?</p>	<p><i>Drawing from the nine requirements for meaningful participation.</i></p>
	<p>4. What steps will you take?</p>	<p><i>What will you do? Clearly list the steps and activities you will need to take on.</i></p>
	<p>5. Who will lead and who will be involved with these steps?</p>	<p><i>Clearly state who is responsible for what step, ensuring that responsibilities are shared between adults and adolescents.</i></p>
	<p>6. Timeline</p>	<p><i>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.</i></p>
	<p>7. Key milestones</p>	<p><i>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.</i></p> <p>We expect to see:</p> <ul style="list-style-type: none"> • Fill in 2–3 points here <p>We would like to see:</p> <ul style="list-style-type: none"> • Fill in 2–3 points here <p>We would love to see:</p> <ul style="list-style-type: none"> • Fill in 2–3 points here
	<p>8. Resources and materials needed</p>	

³⁴ Engaged and Heard, p. 15

Voice	9. Gender and LGBTQ+ inclusion	
	10. Accessibility	
Audience	11. Whose attention do you need?	<i>Who needs to know about your plan and goals?</i>
	12. Communication Plan	<i>How will you spread the word about your plan?</i>
Safe Space	13. Safeguarding Plan	<i>Does your school have safeguarding or protection policies to support the safety of your project?</i>
	14. Risk Assessment	<i>Has a risk assessment been conducted for your Action Plan? List 2–3 of the main risks and mitigation strategies here.</i>

Appendix 10: Participant Feedback Form

Tool 1: Participants' Feedback Form

Variable of analysis:

- A) **Participants' Profile:** Country, Gender, Age, Current occupation, Role in programme, Prior knowledge of training subject, Means of attending training.
- B) **Participants' Perception of training (overall):** overall quality of the course, quality of the trainers, relevance of the course to current/future work, effectiveness of the course in increasing knowledge and skills, time/duration of the course, course logistics, the likelihood will apply concepts learned, the likelihood of recommending the course to peers.
- C) **Participants' Feedback:** General feedback for improvement.

How to use this tool

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

Adolescent Participation: Module 1

Participants Feedback Form

Introduction

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

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

Section A. Participants' Profile

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

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

	1	2	3	4	5
Module 1: Importance of adolescent participation					

Section B. Participants’ Perception

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

	1	2	3	4	5
a. How would you rate the overall quality of the course ?					
b. How would you rate the overall quality of the trainers ?					
c. How would you rate the appropriateness of the duration of the course?					
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?)					
e. How would you rate your increase in knowledge and skills due to the training course?					
f. How confident do you feel in applying the concepts from this training in the future/in your work?					
g. What is the likelihood of you recommending the course to your peers?					

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?)



2

Module

Adolescent Participation in Schools

Manual for Facilitators

Introduction

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

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

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

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

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

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



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Session 2.1: Adolescent participation in schools

Learning Objectives

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

Activities

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

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

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

Activity 4: Fishbowl debrief.

Duration

3.5 hours.

Materials

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

Facilitator notes

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



Activity 1: Introduction



Purpose: Continue to build intergenerational group cohesion and trust.



Time: 40 minutes.



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



Process:

Part A: Getting Acquainted

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

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

Examples of categories for people to arrange themselves by:

 - Birth month
 - Distance traveled to come to the session
 - Languages spoken
 - Biggest K-pop fan
3. Reflection: Ask the group to consider the visible and invisible features that everyone brings into the session. We all have things in common that we might discover and we are all unique too.

Online Facilitation

Have people give a thumbs up if they think they have “the most” of any category, thumbs down if they think they are probably least – people can put a number from 1–10 in the chat box to get more specific. It’s not so important to be accurate. The point is to have people share and compare a little:

- Distance from the lead facilitator’s location
- Languages spoken
- Biggest K-pop fan
- Biggest fan of reading
- Best dancer

- Remind the group to make and take space: People who tend to feel comfortable speaking up can count in their head to 5 or 6 to see if someone else would like to take the space. People who don't usually take space are encouraged to share their thoughts and opinions – everyone's voice matters equally here!

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

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

- Read the session descriptions to the participants (you can also have them ready on a slide to show).

Session 2.1 is about the principles that help create a **space** and inclusive processes for adolescent participation in the school setting. We also hope these sessions themselves are a space where adolescents are able to freely explore and express their/your views and opinions. (Adjust language for the audience).

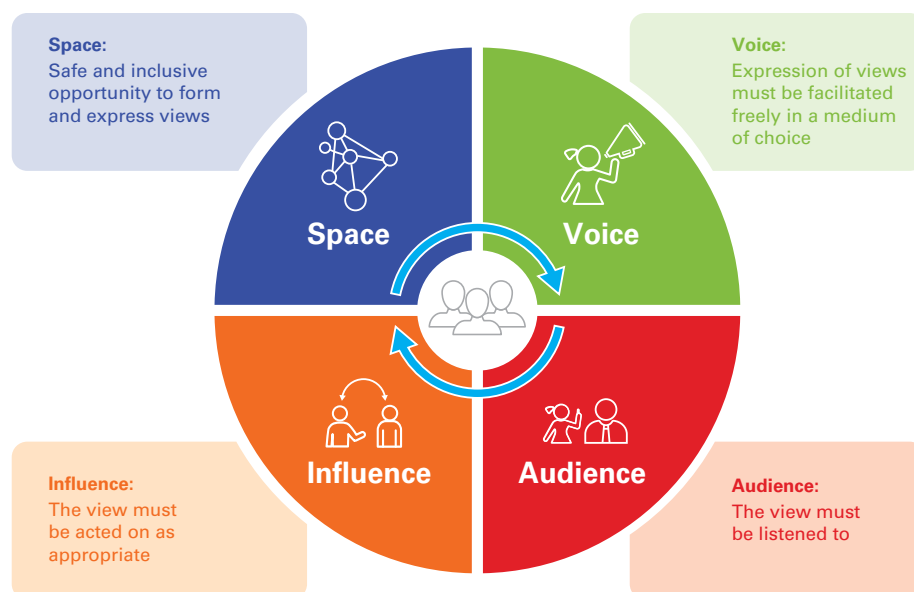
Session 2.2 is about barriers and social dynamics in the school system – the opportunities that adolescents have or don't have to be heard by an **audience**.

Session 2.3 refers to tools and solutions that make it possible for adolescents to develop their **voices** and speak up about or partner on issues that matter to them.

Session 2.4 is a chance to put ideas into action. It will involve action planning to **influence** issues that matter for adolescents. You will either build on your action plan from Module 1, or choose a new topic to work on inspired by the learning and material in Module 2.

- Review the features of meaningful participation³⁵:** To explore meaningful participation for adolescents in the school setting, we have to look at space, audience, voice, and influence. Who remembers where these concepts come from?

Allow a moment and then remind them of the features of meaningful participation. See the figure below³⁶.



³⁵ Lundy, L. (2007). 'Voice' is not Enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child." British Educational Research Journal 33 (6): 927–942. <https://doi.org/10.1080/01411920701657033>.

³⁶ UNICEF. (2020). Engaged and heard! Guidelines on Adolescent Participation and Civic Engagement

3. Refer back to the dramatic poses from the first module (Session 1.2, Activity 3 Part C). If they don't remember or have not done the first module, participants can make up new poses). Read the statements below and after each one ask participants to strike a pose to illustrate each component of the model.
 - **Space:** Adolescents need safe and inclusive opportunities that provide them with space and time to form and freely express their views and opinions.
 - **Audience:** Adolescents' views must be respectfully and seriously heard by those with the power and authority to act on them (e.g., government officials, parents, social workers, doctors)
 - **Voice:** Adolescents should be provided appropriate information to inform their views, and they should be able to use the media of their choice to communicate their views and to negotiate decisions (e.g., verbal expression, creative theater, art, digital media)
 - **Influence:** Adolescents' views should receive proper consideration, and adolescents should receive timely feedback about the outcome(s) and the extent of their influence.

Facilitator Tip

Refer to Module 1 for an in-depth look at the features and requirements of meaningful participation and adapt this activity as needed if the group is not familiar with the concepts introduced in Module 1.



Activity 2: Key principles of participation in the school setting



Purpose: Relate theories learned in Module 1 to the school setting.



Time: 50 minutes.



Materials: Print out or flip chart sheets with the nine basic requirements for effective and ethical participation written out, and a copy of the case study for each group.



Process:

In this session, participants will first discuss in small groups, then come together to discuss ideas as a large group before working on a case study.

Part A: Small group discussion

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

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

Facilitator Tips

- For this activity, groups will introduce/brainstorm key issues of concern for adolescents in the school setting (e.g., bullying/inclusion, school absence, teaching quality, COVID-19 response, extracurricular activities, nutrition, school governance and influence of student council).
- If you have a mixed group of adults and adolescents, separate them for the breakout groups in this activity in order to give adolescents some space to comfortably explore and express their concerns with their peers before presenting to the wider group.
- Ask some groups to volunteer to briefly share their findings (max two groups for time). Let everyone know that we will come back to these ideas later in the module.

Part B: Examples of meaningful participation

Process:

1. Large group discussion (5–10 minutes):

Ask one or two of the following questions.

- What mechanisms or activities do they currently have in their school that encourage meaningful participation? (e.g., student council, parent liaisons, suggestion box).
- Do young people provide feedback on any part of the curriculum, canteen, school management? What opportunities do we have to improve this?
- What specifically are you most excited to bring to your school or to schools in your region?

2. Prepare for small group discussions (15–20 minutes):

The case study in the box below exhibits an instance of meaningful participation that reached the highest levels of the education system in Thailand. Distribute copies of the case study to the groups and ask them to identify what made the participation meaningful. They should write all their ideas on post-its. This activity should be done in smaller breakout groups.

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

Case Study³⁷

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

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

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

³⁷ Adapted from: Luther, Siri. (2019, August 11). *Wisdom from youth – rising agents of change*. UNICEF East Asia & Pacific. <https://blogs.unicef.org/east-asia-pacific/wisdom-youth-rising-agents-change/>

But it hasn't been an easy journey.

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

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

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

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

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

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

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

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

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

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

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

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

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

Facilitator Tips

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

Meaningful child and adolescent participation must be...³⁸

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

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



Activity 3: Finding the way in



Purpose:

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



Time:

1.5 hours.



Materials:

Flipchart, markers.



Process:

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

Part A: Common Ways Adolescent Participation Takes Place in Schools

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

³⁸ We Are Here, a Child Participation Toolbox

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

“The slogan is used to communicate the idea that no policy should be decided by any representative without the full and direct participation of members of the group(s) affected by that policy. In its modern form, this often involves national, ethnic, disability-based, or other groups that are often marginalized from political, social, and economic opportunities.”³⁹

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

Examples: *Student Councils, suggestion boxes, student representatives.*

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

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

6. Share the following with the group:

Common examples of adolescent participation at the school level:

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

³⁹ Wikipedia. (n.d.). *Nothing About Us Without Us*. https://en.wikipedia.org/wiki/Nothing_About_Us_Without_Us

Facilitator Tips

To stimulate discussion you can share facts about children's clubs from the list below.

You can also refer to the Case Study in Appendix 2 about a student-led mental health initiative at a university in Iran.

How Children's Clubs Make Impact⁴⁰

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

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

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

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

Summary:

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

Part B: Mapping the School and Education System

1. Explain to participants that a familiar image can help us understand complex ideas. Schools and the education system are complex systems, just as a house, a car, a forest, a garden, or even a meal is complex and has many interconnected parts.
2. Share some images with the group as creative prompts, such as a city, an ocean, a car engine, a tree, a house, a recipe, etc.
3. Ask participants to spend a few minutes imagining their school in terms of one of the suggested pictures or an image of their own.
4. Ask that they draw a picture of the school or education system the way they experience it.
 - Remind them to label the parts that represent themselves, students and teachers, and the other people, organizations and roles they imagine being involved in the system. Symbols or stick figures are fine to use.
 - There are no right or wrong answers!
 - Invite participants to hold up and show their picture to the group if they wish to.

⁴⁰ Currie, V., Wright, L., & Manion, K. (2021). [Children's Clubs and their Role in Safeguarding Children from Violence in Schools](#): A Guide for Children and Young People in Children's Clubs: Based on findings from a global research study on children's clubs. International Institute for Child Rights and Development and End Violence.

Facilitator Tip:

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



Pad Thai Shrimp. Mamewmy- Freepik.com. Accessed October 2022. Available at: https://www.freepik.com/free-vector/pad-thai-shrimp-traditional-asian-food-menu-logo-doodle-hand-drawn-cartoon-art-illustration_24655936.htm



House Thailand Style. Designed by Suksao – Freepik.com. Accessed October 2022. Available at: https://www.freepik.com/free-vector/house-thailand-style_1273001.htm

5. System Mapping small group discussion

- Explain, now we will consider the structure of our school(s) and identify the “ways in” for adolescent participation at various levels of power. We will do this together in small groups.

- Refer to the chart in Appendix 1 as a concrete example and briefly mention the various roles in the system that are labeled in the chart.
- Set up the group work – separate participants into groups of 4–6 participants.
- Ask each group to appoint a note taker.

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

- What do you think are the key elements of the education system (decision makers, teachers, institutions, organizations, other roles)?
 - At what points do adolescents have a chance to participate in this system?*
- Give them the option of working on the district and national governance level, or the school and local municipal level, depending on their knowledge and scope of work.
 - Optional adaptation of the System Mapping, for more advanced groups:** Groups can draw a map together of the complex system and use three colors for labels and arrows to show the types of power that each part of the system holds, and how they influence the other parts.

Purple: Final decision-making power

Green: Full voice and a lot of influence in decisions

Orange: Some voice and some influence in decisions

Red: Little voice and influence in decisions

- Ask participants some of the following questions to consider for their diagram:
 - What decisions do adolescents most want to influence or be involved in?
 - Who makes the main decisions in the school, or school administrative area (state/region)?
 - Who can influence these decisions?
 - How are adolescents currently involved in making decisions?
 - What other opportunities for participation in the system exist?

Online Adaptation

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

Part C: Large Group Discussion


- Return to the main group and invite groups to present their picture and their ideas back to the larger group, allowing 2–3 minutes for each group. At the end of the activity, the facilitator can post all visuals around the room.
- Optional debrief – ask participants:
 - What common themes do you hear across groups?
 - Is the school system designed for adolescent participation?
 - What would make it more open to this?



Activity 4: Fishbowl reflection

 **Purpose:** Practice active listening and making or taking space.

 **Time:** 30 minutes.

 **Materials:** Video and audio capacity.

 **Process:**

Part A: Short video

1. Sustainable Solutions 2021 – Green School Bali (4:16) <https://www.youtube.com/watch?v=sV8a66JB1Wk>
2. Explain that this is one example of how a school is making new entry points for adolescent participation.

Part B: Fishbowl activity

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

Part C: Closing

1. Thank everyone for participating and ask if they noticed any major differences between the two fish bowls. What was each group focusing on?



Session 2.2. What supports or prevents meaningful participation at school?

Learning Objectives

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

Activities

Energizer: Drawing on communication.

Activity 1: Personal reflection on childhood experiences with participation.

Activity 2: Child Rights in Education Settings.

Activity 3: Is Everyone Included?

Activity 4: School Assessment.

Duration

3.5 hours.

Materials

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

Facilitator notes:

Start the session by presenting the objectives of Module 2 and this session to the participants.



Energizer: Drawing on communication⁴¹



Purpose:

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



Time:

10 minutes.



Materials:

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



Process:

1. The goal of this activity is for the artist to draw an item based only on other group members' description of it. This activity works well with small groups of 2–5 people.
2. Each team appoints one artist to begin with. Give the artist the drawing materials. Ask them each to sit with their back facing the rest of their group so they aren't able to see or make eye contact with the group. Those who are not facing away will each silently choose an item or picture that the artists must draw. They must successfully get the artist to draw this item in 2 minutes. However they aren't allowed to say the actual name of the item, they can only give indirect descriptions. For example, if the item is a shoe, they can say it goes on your foot and is good for walking, but they can't say "shoe".
3. When time is up the groups should compare drawings to see how they all did. If time, do more rounds so more people have a chance to draw.



Activity 1: Personal reflection on childhood experiences with participation⁴²



Purpose:

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



Time:

30 minutes.



Materials:

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



Process:

Part A: Visualize and draw

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

⁴¹ Toggl track.(n.d.). *38 Team Building Games That You Will Actually Enjoy*. <https://toggl.com/track/team-building-games/>

⁴² Currie, V., Wright, L., Veitch, H., Mayevskaya, Y and Rogers, L. (2020). *Children as Partners in Child Protection in COVID-19 Guide: From Participation to Partnerships*. IICRD, CPC Learning Network, Child Protection Global Cluster, UNICEF and IFRC.

2. Give the group the following instructions: Close your eyes and think back to yourself as a child and adolescent as you journeyed from 13 years old to now or to 18 years old 18, if you are over 18 you can stop there. The facilitator should choose 2 to 4 questions from the list.
 - What were/are your special and unique traits and when did you start to notice them?
 - What has been important in your life (e.g., people, places, activities, feelings)?
 - What are strengths and challenges you have faced in relation to your own identity (e.g., age, gender, ability, race, culture, sexuality and sexual orientation, socio-economic status)?
 - What has been your experience at school? Have you felt like your voice mattered? Have you been allowed to make decisions about your education?
 - Have you been treated fairly and respectfully by teachers and school administrators?
 - What have been support systems that you could reach out to along the way? (Who has been there to support you?).
3. After a few minutes, open your eyes.
4. Take five minutes to draw a picture that represents your lifeline or journey so far and what makes you who you are today. You can use images, words, or other creative forms of expression. It doesn't have to be perfect, it just has to be about you. Have fun with it!
5. Invite participants to then reflect on their drawings. The facilitator should choose 3 or 4 questions from the list below to guide the reflection and debrief.
6. Possible prompts for self-reflection:
 - How easy or difficult was it to reflect on your own experiences in childhood?
 - What did you learn about yourself while doing the exercise?
 - How does your own experience change how you collaborate with children or adults today?
 - What about with children or adults across different ages, genders, abilities, and in marginalized groups or those experiencing adversity?
 - For adolescents, how have your childhood experiences affected how you approach adults at school about your needs and opinions?
 - For adults, how have your childhood experiences affected how you listen to adolescents and whether you respond meaningfully to their ideas?

Facilitator Tip

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

Part B: Discussion and conclusion

1. Ask the group if anyone would like to share how the activity felt for them or any insights they gained from the visualization. Be sure that no one feels obligated to share, as this can be a very personal activity. Ensure that the reflections come from both adults and young people.
2. Explain, when working across generations, it is important that we reflect on how our own knowledge, experience, and perspectives affect the way we communicate in both positive and negative ways. We can practice being reflective by stopping to check in on our perspectives and actions regularly. Professionals may consider journaling on a regular

basis at work (e.g. weekly), when something surprises/unsettles you in your own thoughts or your interactions with children. Even if you simply jot down a few notes in the course of your day, reflect on what took place and how any changes you might make in your behavior might positively impact the school environment. Invite your colleagues and the adolescents you work with to have reflective conversations with you.



Activity 2: Child rights in education settings⁴³



Purpose:

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



Time:

40 minutes.



Materials:

Prepare the video for Part B.



Process:

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

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

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

⁴³ Adapted from: O’Kane, Claire. (2020, July). Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement. United Nations Children’s Fund. (pp. 34–36).

Facilitator Tips

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

- Adolescents have the right to be heard in decisions that affect their lives, including concerning their education, skill training and work and in collective decisions related to school governance and educational policies and laws.
- Children's and adolescents' right to influence decisions concerning their education is integral to quality education and supports essential life skills development.
- Supporting disability inclusion, gender equity and non-violence in schools and other non-formal learning and skill training spaces is critical to creating equitable participation.
- In line with Sustainable Development Goal 4⁴⁴, advocacy should support strengthened education and skill training systems that enable life-long learning for all learners.
- Seeing adolescents as partners and ensuring equitable access to information and participation will help harness their unique body of knowledge, experiences and views for more effective, relevant and sustainable services, policies and practices.

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

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

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

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

Learn more about "Integrating child rights in development cooperation" at the website <https://agora.unicef.org/c/CRT>.

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

1. Watch the short video **Together we can give a fair chance to every child**⁴⁵ (3:41) (Produced by UNICEF in Thai with English subtitles).
2. Discussion: Ask the group for their thoughts and reflections about the video. How did they feel while watching it? What was the message? Do you think the message is well founded or does it exaggerate the situation?

Part C: "Gut feeling" quick inclusion assessment

1. **Read the statements below.** Ask participants to raise a hand if they feel that the school environment (somewhere you have worked in the past or went to school) where they currently work or learn aligns with the statements.

⁴⁴ The Sustainable Development Goals are the UN's global plan to build a better and more sustainable future for our planet. You can find out more here: <https://sdgs.un.org/goals>.

⁴⁵ UNICEF Thailand. (2017, May 24). *Together we can give a fair chance to every child* [Video]. YouTube. https://www.youtube.com/watch?v=O-ZQI258_AE

- Adolescents’ influence in decisions concerning their education is necessary for achieving quality education.
- Adolescents have the right to be heard when decisions are made about their education and in individual decisions concerning their education, skill training and work.
- Adolescents are heard when decisions are made related to school governance and educational policies and laws.
- Gender equity and inclusion of vulnerable groups, such as adolescents with disabilities or adolescents living with HIV are considered when schools are making decisions.

2. **Discussion:** Invite the group to discuss using some of the following prompts:

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

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

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



Activity 3: Is everyone included?



Purpose:

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



Time:

80 minutes.



Materials:

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



Process:

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

1. Create groups of 4–6 participants and assign them each a number. Each group will discuss the barriers for participation from one of the boxes below.
2. Ask participants to read the barriers in the boxes below.
3. Ask them to try to identify reasonable concrete actions they can take to challenge these barriers and support participation in the school setting.

4. Ask the adults/adolescents to discuss whether their case has elements they feel they can realistically influence in their role.
5. Group 2's case study refers to School-Related Gender Based Violence (SRGBV). This can include bullying, assault, homophobic bullying, and breach of the code of conduct or safeguarding protocols by teachers.
6. After the groups have had a chance to talk through their case study together, ask them to brainstorm possible actions and solutions to support equal participation.
7. Give groups 30 minutes for small group discussion and note taking. After they have analyzed their case and written solutions on one or more flipchart sheets they should hang their flipchart sheet on the wall.
8. Allow 15 minutes for everyone to mingle around the room and read or discuss the inclusion solutions from the different cases.
9. Give up to 30 minutes in the larger group to report back and debrief.

Facilitator Tips

- Let the participants know that they can come to you to request to change groups if they identify with the case study and would prefer to work on an issue that is less "close to home".
- If you have a large group you can make more small groups to consider the same case studies.
- If you are short on time, skip the mingling step where participants look at each others' posters.

Online Facilitation

- Use breakout rooms.
- Share the case study and suggestions with each group and ask for a volunteer to read it out loud for the group.
- Use a Jamboard for brainstorming or have one person take notes on a shared Google Doc for each level of participation.
- Prepare the Google Docs ahead of time with the case and questions and make sure everyone has access.

Group 1: Key barriers to participation for adolescents with disabilities⁴⁶

Case 1 – Stigma and active exclusion:

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

Case 2 – Accessibility issues:

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

Group 2: How gender-based violence (GBV) prevents adolescent participation in schools⁴⁷

Case:

At the fictional Dara High School, it is tradition for the male students to line up early near the doors of the school on the first day and tease the girls who are new to high school as they come in, telling them they look pretty or sexy and joking about which girl they will try to kiss. The male teachers often joke with the boys and laugh with them during the first day of school.

In the halls the girls try to always walk with someone and avoid eye contact with the boys. They move quickly from class to class because they are afraid of being grabbed or getting unwanted attention. The parents know about the school environment and discourage their girls from staying late to participate in afterschool activities and leadership clubs. Last year two girls who wear their hair short and were getting bullied a lot by the boys transferred to a different school.

Even though nobody has been physically hurt, the female students feel unsafe and scared throughout the year because of this first day of school ritual. Some female teachers start talking about raising the issue with the principal but he is a man and they are concerned he won't understand.

⁴⁶ Adapted from: https://sites.unicef.org/disabilities/files/Take_Us_Seriously.pdf (p. 11).

⁴⁷ Adapted from: <https://www.ungei.org/sites/default/files/2022-02/Connect%20with%20Respect%20Research%20Report.pdf>

Group 3: Barriers Experienced by Children of Migrants and Construction Workers^{48,49}

Case:

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

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

Group 4: Barriers Experienced by Adolescents due to Child Marriage⁵⁰

Case:

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

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

"Child marriage has been identified as one of the biggest obstacles to education, particularly for girls...In some countries, schools are known to refuse enrolment of girls who have been married or are pregnant. This then limits the chances of these girls to develop intellectually and to escape the poverty trap in which they find themselves." (Plan International, 2011 as cited in Plan International, 2014). "It is strongly recognized in many international documents that ending child marriages will break the intergenerational cycle of poverty as this will allow girls and women to become more empowered and educated in order to participate more fully in society;" (UNICEF, 2013. P.37).

⁴⁸ Adapted from: Dolna, Magdalena. (2018). *Building Futures in Thailand – Support to Children Living in Construction Site Camps*. Baan Dek Foundation and UNICEF, Bangkok, Thailand.

⁴⁹ Adapted from: Dolna, Magdalena. (2018). *Building Futures in Thailand – Support to Children Living in Construction Site Camps*. Baan Dek Foundation and UNICEF, Bangkok, Thailand.

⁵⁰ Adapted from: Dolna, Magdalena. (2018). *Building Futures in Thailand – Support to Children Living in Construction Site Camps*. Baan Dek Foundation and UNICEF, Bangkok, Thailand.

Group 5: LGBTQ+ inclusion barriers⁵¹

Case:

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

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

Facilitator Tips

Actions that support adolescents with disabilities to participate at school

- Reserving places for adolescents with disabilities on school councils and committees.
- Promoting inclusive schooling by mainstreaming students with disabilities into classes.
- Actively ensuring events, communications and campaigns are accessible for young people with disabilities (communication and physical accessibility).
- Anti-bullying campaigns (often successful if led by adolescents themselves).
- Conducting research into barriers to inclusion using your own school data and sharing the findings
- Mapping out-of-school children with disabilities and making plans to contact families and advocate for school enrolment.
- Advocate with local and national education departments for the equal right to education
- Peer to peer mentoring.
- Consult with adolescents with disabilities who are displaced or refugees. Their perspectives are needed on the barriers they face in accessing education and other services and next steps to take.⁵²

Violence prevention and safeguarding – adults can help when they:⁵³

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

⁵¹ Adapted from: A brief on school bullying on the basis of sexual orientation and gender identity LGBT-friendly Thailand? (2014). Mahidol University, Plan International Thailand, UNESCO Bangkok Office. <https://www.aidsdatahub.org/sites/default/files/resource/lgbt-friendly-thailand-2014.pdf>

⁵² Adapted from: https://sites.unicef.org/disabilities/files/Take_Us_Seriously.pdf (p. 12).

⁵³ Based on findings from a global research study on children's clubs: Vanessa Currie et al. February 2021. Safeguarding Children and Young People from Violence in Schools a Guide for Children and Young People in Children's Clubs. International Institute for Child Rights and Development.



Activity 4: School assessment

**Purpose:**

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

**Time:**

40 minutes.

**Materials:****Process:**

Part A: Tool analysis

1. For this activity, refer to Appendix 3 – school assessment tool – what I wish...
2. We are going to reflect on a simple School Assessment Tool. This tool creates an opportunity for participation by asking adolescents directly for their feedback in an informal manner that invites honest feedback.
3. The tool is called "What I wish my school would..." and "What I wish my teacher knew..."
4. If you are a young person, try completing the two sentences privately to yourself. Only share your comments if you feel safe and comfortable to do so in the group. If you are an adult, complete the first sentence and consider how you would go about using this tool to encourage adolescent participation.

Part B: Reflection on the tool

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

Facilitator Tips

Who can use this tool?

- Teachers
- Student councils
- Student support staff

“There needs to be a safe space and trust for students to honestly speak up about their school environment. If you invite participation, you are inviting adolescents to be vulnerable. How will you manage that vulnerability?”⁵⁴

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

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

In short: if you open the door, you have to be ready for what comes through it. If “what I wish my teacher knew” is anonymous, how will you meaningfully follow through on the information you gather?⁵⁵

Part C: Conclusion

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

“A safe and welcoming school is one in which students will thrive and flourish. They will feel able to be themselves and will know that their needs will be met; this will be true too of staff, parents and visitors. Walking into a school which feels warm and welcoming is enough to make any visitor walk with a bounce in their step; whilst a frosty welcome with angry shouting audible in the background is enough to set anyone on edge.”⁵⁶

⁵⁴ Alex Shevrin Venet. (August 3, 2021). What I wish teachers knew about “what I wish my teacher knew. <https://unconditionallearning.org/2021/08/03/what-i-wish-teachers-knew-about-what-i-wish-my-teacher-knew/>

⁵⁵ Alex Shevrin Venet. (August 3, 2021). What I wish teachers knew about “what I wish my teacher knew. <https://unconditionallearning.org/2021/08/03/what-i-wish-teachers-knew-about-what-i-wish-my-teacher-knew/>

⁵⁶ Headstart Kernow. (n.d.) WSA Ethos & Environment. <https://www.headstartkernow.org.uk/universal-wsa-ethos-environment/>

Facilitator Tip

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

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



Session 2.3. Strategies and solutions

Learning Objectives

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

Activities

Activity 1: Experiencing levels of participation.

Activity 2: Participation-friendly education settings.

Activity 3: Intro to action planning for the school setting.

Activity 4: Managing risk for adolescent participation in schools⁵⁷.

Duration

2.5 hours.

Materials

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

Facilitator notes

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

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

⁵⁷ Adapted from: O’Kane, Claire. (2020, July). Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement. United Nations Children’s Fund. (p.59).



Activity 1: Adolescent-led, consultative, collaborative warm up – marshmallow challenge⁵⁸

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

Process:

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

Facilitator Tips

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

Online Adaptation

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

⁵⁸ Rachelle. (n.d). *Spaghetti Tower Marshmallow Challenge*. Tinker Lab. <https://tinkerlab.com/spaghetti-tower-marshmallow-challenge/>

Debrief

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

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

2. Explain to the group the modes of participation⁵⁹ to the group:

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

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

3. Read the following statement to the group:

*“Adolescents have the right to be heard in individual decisions concerning their education, skill training and work and in collective decisions related to school governance and educational policies and laws....Engaging adolescents and youth in the design, development and implementation of policies and programmes requires that adults shift their mindset and value and approach adolescents as equals [...] who can offer valuable perspectives and insights, take forward their own initiatives, and work alongside parents, caregivers, practitioners, researchers and policymakers....[...] as partners[...],”*⁶⁰

4. Ask participants: how do they see the difference between partnership and participation? Which part of the building challenge felt like an equal partnership?
5. Have you experienced meaningful partnerships for participation in your school setting? What were they?

Facilitator Tip

Refer back to the modes of participation – partnership is more collaborative.


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

⁵⁹ O’Kane, Claire. (2020, July). Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement. United Nations Children’s Fund. (p. 11).

⁶⁰ O’Kane, Claire. (2020, July). Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement. United Nations Children’s Fund. (p. 35).



Activity 2: Entry points for participation in education settings

 **Purpose:** To identify concrete opportunities for adolescent participation in education settings.

 **Time:** 30 minutes.

 **Materials:** Print out or flip chart written “education environment”

 **Process:**

1. Discussion: How can the school environment support adolescent participation?
2. Get a few key words and ideas from the group and write them down on a flipchart or whiteboard. Examples:
 - Inclusive policies
 - Avenues for parents to engage with the school
 - Adolescents’ voices are heard
 - Adults are ready to share power
3. Ask participants to volunteer to read the following entry points for participation. Each person can take a line or one person can read each section:

Facilitator Tips

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

Create an environment “filled with safety and belonging” that⁶¹:

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

Build an overarching supportive, safe and inclusive school culture⁶²:

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

⁶¹ Adapted from: Headstart Kernow. (n.d.) WSA Ethos & Environment. <https://www.headstartkernow.org.uk/universal-/wsa-ethos-environment/>

⁶² Futures Without Violence. (n.d.). *The Whole School Approach*. <https://www.futureswithoutviolence.org/the-whole-school-approach/>

4. Discussion: Ask the group if they recognize features of their school in these descriptions. Offer definitions for new vocabulary about mental health if the group needs this. Ask how they think these actions might create more entry points for adolescent participation.
5. Further Reflection: Close your eyes and consider the signs on the walls and doors of your school or schools in your region/community, the rules, the appearance of the outside and the inside of your school. If your school building itself could speak, what would be its catch phrase? Invite participants to share their thoughts if they feel comfortable.



Activity 3: Introduction to action planning



Purpose:

To develop an action plan for a specific school or community/regional group of schools, to prioritize meaningful adolescent participation and address issues of importance to adolescents.



Time:

1 hour.



Materials:

Print out or a Google Doc version of Appendix 5: action plan.



Process:

Part A: Getting familiar with action plans

1. For this session you will begin working on action plans to make adolescent participation a reality in your school setting(s).
2. Invite participants to form working groups if they are working on similar themes for their action plans.
3. First, you will need to identify the challenge you wish to address, or a change you wish to see in the school system or school environment; or a change for adolescents, such as developing leadership, communication or negotiation skills, or having better access to school facilities. It's totally up to you!
4. Let them know: if you want to build on your action plan that you started in Module 1 you are welcome to do that, as long as it relates to a school or education setting.
5. Give the participants 20 minutes to brainstorm alone or in small groups about a concept for their action plan. Ask that they brainstorm in terms of challenges and solutions at their school.
6. After 20 minutes, ask the participants to share their challenges/solutions that they will be using for the basis of their action plans.
7. Try to keep the discussion "strengths focused"; ask participants to provide both a challenge and solution together.
8. Write the ideas on a flipchart or white board and then try to group them by theme. Offer the option of combining groups with similar themes to work together on planning, especially if they are from the same school. If they have not formed small groups yet around common ideas, encourage them to do so now. The action plan should be completed in groups.
9. Give 5 more minutes for everyone to refine the challenge they will address with their action plan concept.

Facilitator Tip:

Ask participants to name which mode of participation they think will work best for their plan:

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

Part B: Begin planning

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

Facilitator Tips

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



Activity 4: Managing risk for adolescent participation in schools⁶³



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



Time: 30 minutes.



Materials: Flipchart paper and markers (or a whiteboard)



Process:

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

⁶³ Adapted from: O’Kane, Claire. (2020, July). Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement. United Nations Children’s Fund. (p.59).

2. Explain: Risks may be present whether adolescent participation is digital or face-to-face.
3. A risk assessment helps us lower the chances of something going wrong and lower the consequences of mistakes when things do go wrong.
4. To manage both digital and face to face participation risks:
 - Assess risks associated with participation, but also analyze the risks of **not** consulting and not listening to adolescents (e.g., increased risks of adults abusing adolescents IF there are no channels for adolescents to share their concerns and complaints).
 - Within their own initiatives, adolescents should also be actively involved in risk assessments and strategies to reduce risks and to inform decisions about when and how participation may not be safe or appropriate; and should be supported to adjust their plans if proposed activities are not in line with their best interests.
5. In their action planning groups, ask participants to discuss together how risks are managed in their school setting and during the activities adolescents participate in.
 - a. Do you perceive any risks to adolescents or adults working to secure meaningful participation in schools?
 - b. What can you do to address or avoid these risks, to ensure adolescents are safe and free from harm?
6. Ask everyone to come back to the full group and have one representative of each group report the risks they came up with.
7. Ask for suggestions from the group on how to manage/lower each risk.
8. Explain that their action plans will require a risk assessment and they will have the chance to explore risk in more detail in the next session.

Online Facilitation

- Use breakout rooms for the discussion
- Use a Jamboard or equivalent for the lists



Session 2.4 Participation at school – from ideas to action

Learning Objectives

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

Activities

Activity 1: Action Planning.

Activity 3: Presentations.

Activity 4: Risk Assessment.

Activity 5: Closing Session.

Duration

2 hours.

Materials

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

Facilitator notes

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



Activity 1: Refining Your Action Plan



Purpose: To complete small groups' school action plan.



Time: 1.5 hours.



Materials: Printed action plans or online versions.



Process:

1. Explain that participants will be building on our concepts from the last session to create an action plan that they wish to carry out in their school.
2. Explain that today will be a very open activity, where small groups will have time to build out the rest of their action plans together.
3. Confirm that everyone now has a topic and a group, and support anyone if they need help finding people with a similar idea. (They can work in parallel if there's no exact match).
4. For more advanced groups, share the Nine Requirements Checklist (Appendix 6) as an additional tool they can use to help with planning.
5. Explain that you will be there to offer any assistance or answer any questions. Give them 60 minutes to work through their plans together.
6. To guide the process once they begin, you can refer groups to think back to the System Mapping activity they completed in Session 2.1 and ask participants to consider which entry points in the system their action plan will be working with.
7. After 60 minutes, bring the groups back together and ask for volunteers to share their plans with the others; please see further instructions on this in the next section.

Facilitator Tips

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

What to consider for engaging an audience:⁶⁴


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

Online Facilitation


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



Activity 2: Presentations and feedback

 **Purpose:** To share school action plans with the group and discuss.

 **Time:** 30–45 minutes.

 **Materials:** Print out of school action plans.

 **Process:**

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

⁶⁴ Adapted from: <https://www.voicesofyouth.org/developing-your-advocacy-plan>

2. When groups are presenting their action plans, be sure to encourage them to discuss any possible barriers they might face, such as funding, so that the larger group can support them to brainstorm possible solutions.
3. Encourage the broader group to provide constructive feedback, share possible ideas and resources.
4. Be sure to celebrate each group's plan and offer encouragement.

Facilitator Tips

Encourage groups to have an adolescent lead their presentation.

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

The following reminders can be helpful during the question period:

- For adult-adolescent partnerships to be meaningful, it is particularly important to respect the features of space, voice, audience and influence so that adolescents influence adult decision makers on issues that affect them.
- These features may also be relevant for some adolescent-led initiatives, but not necessarily all. For example, adolescent-led social gatherings and action initiatives may not require an external audience to be meaningful.⁶⁵

Facilitator Notes:

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



Activity 3: Risk assessment



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



Time: 1 hour.



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



Process:

1. Tell the group that we are going to use the Risk Management tips that we talked about in the previous session to manage risk for our action plans.
2. Introduce the risk assessment template and explain its various parts.
3. Groups will work on their risk assessment for 40 minutes and then present a summary back to the larger group – briefly explaining in 2 minutes per group the main risks and mitigation strategies for their project.

⁶⁵ Adapted from: O'Kane, Claire. (2020, July). Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement. United Nations Children's Fund. (p.11).

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

Online Facilitation

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



Activity 4: A picture is worth 1000 words



Purpose:

To encourage participants to reflect on their learning, their progress throughout the module and their next steps.



Time:

1 hour.



Materials:

Participants bring or create their own image, a blank wall and tape or large flip chart papers taped together, markers, tape, and any other craft supplies.



Process:

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

1. Explain that today we will be building on the idea that a picture tells 1000 words. This will give us an opportunity to reflect on what we have learned throughout Module 2 and create a shared story of our collective experiences.
2. Ask participants to pull out the image they have brought in. If anyone has not brought one, say that this is ok, they can create their own image now.
3. As they are working, ask participants to reflect on the following questions, and while they are doing so they can add to their image:
 - How are you feeling today about your work throughout Module 2?
 - How does this compare to how you felt on the first day you arrived?
 - What are some of your biggest learnings or aha! Moments?
 - What are you going to do based on what you have learned?
 - What are your next steps?
4. Give participants 10 minutes to add to their image (for example, they can draw on it, create a frame or a background for it, add words or phrases to it).
5. Now spend time to allow each person in the room to speak, giving people time to share a bit about their picture or message. After everyone who wants to has had a chance to share, explain that now we will be creating a mural from our individual images.

6. Invite participants to come to the wall and paste their image somewhere on the wall. Invite participants to talk and discuss, seeing if there is a way to display their individual images into the collective based on themes or ideas, or colors or any other way they want to display them.
7. Give participants a few minutes to add or draw to the mural, connecting their individual images together.
8. Give everyone a big round of applause and thank them for all of their hard work. Encourage the group to offer positive reflections to their peers, to celebrate everyone's participation.

Facilitator Tips

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

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

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

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

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

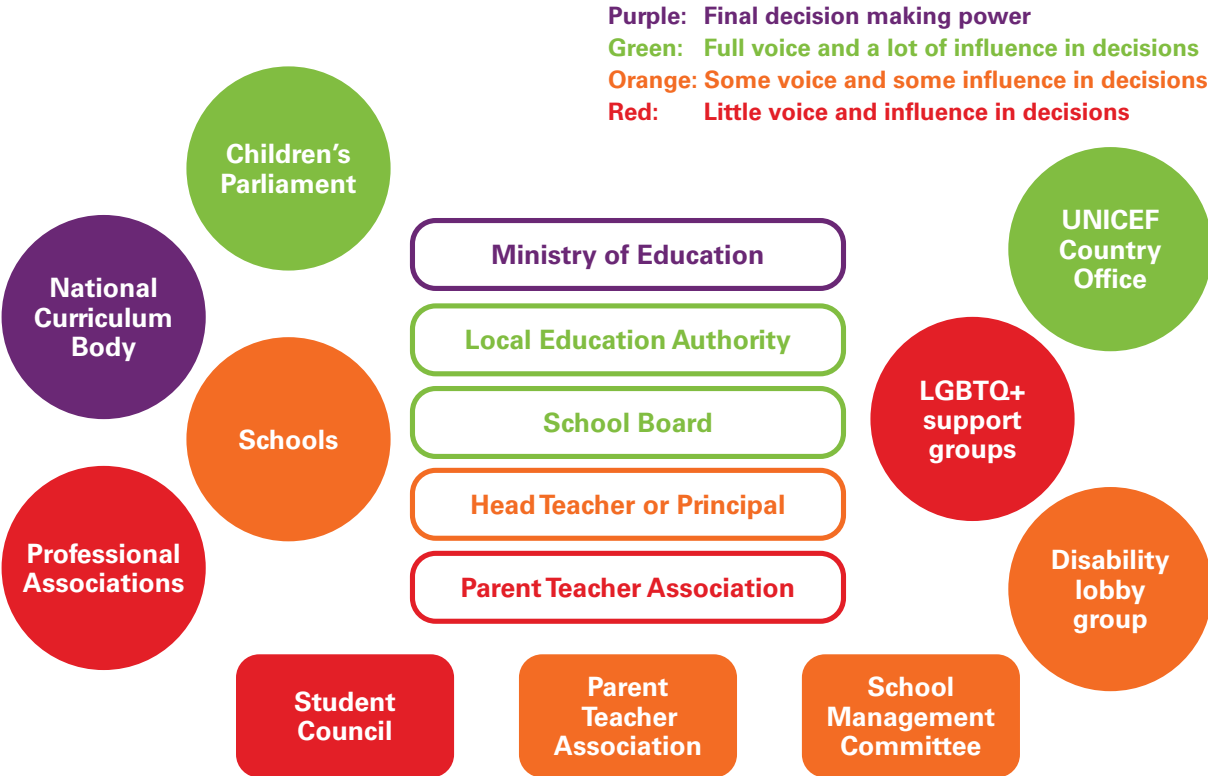
Online Facilitation

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

Appendices to Module 2

Appendix 1 – Mapping tool for education systems: relationships and entry points for participation⁶⁶

Example with simple format:



⁶⁶ Adapted from UNICEF Child Rights Education Toolkit – 1st Edition, 2014, Appendices p.11

Appendix 2 – Participation case study

From a Midnight Call to a National Movement⁶⁷

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

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

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

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

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

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

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

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

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

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

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

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

⁶⁷ Amirkafi, Ali. May 18, 2022. *From a Midnight Call to a National Movement*. UNICEF. <https://www.unicef.org/blog/midnight-call-to-national-movement>

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

My friend's mental health has improved dramatically, and now he is seeking professional help. But what about your friends and loved ones? Could all of us be that lucky?

Appendix 3 – School assessment tool – What I wish....

“What I wish my school would...” and “What I wish my teacher knew...” [“I wish my teacher knew,” Harvard EdCast⁶⁸]

Activity

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

Conversation starters

- What are the pros and cons of using anonymous feedback tools?
- “There needs to be a safe space and trust for students to honestly speak up about their school environment. If you invite participation you are inviting adolescents to be vulnerable. How will you manage that vulnerability?”⁶⁹
- In short: if you open the door, you have to be ready for what comes through it. If “what I wish my teacher knew” is anonymous, how will you meaningfully follow through on the information you gather?

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

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

⁶⁸ Weber, Matt. October 16, 2019. “Harvard EdCast: I Wish My Teacher Knew.” Harvard Graduate School of Education. <https://www.gse.harvard.edu/news/16/10/harvard-edcast-i-wish-my-teacher-knew>

⁶⁹ Alex Shevrin Venet. (August 3, 2021). What I wish teachers knew about “what I wish my teacher knew.” <https://unconditionallearning.org/2021/08/03/what-i-wish-teachers-knew-about-what-i-wish-my-teacher-knew/>

Appendix 4 – Promoting inclusive participation

1. Adopt a two-strategy approach for equitable participation:
 - a. Identify, analyse and address barriers like stigma and discrimination. Encourage duty-bearers, stakeholders, staff and adolescents to reflect upon and discuss power relations within and between groups.
 - b. Actively support adolescents who are excluded. Build solidarity among adolescents who are marginalized. Consult adolescents about how they would like to be engaged, what barriers limit their participation and how to overcome them.
 - Ensure risk assessments, child safeguarding and do no harm. Systematically implement UNICEF's Policy on Conduct Promoting the Protection and Safeguarding of Children, including risk assessments and mitigation. Support a safe environment for participation by increasing the awareness of communities (particularly "gatekeepers" such as parents, elders, teachers, etc.) of the benefits of adolescent participation, especially for girls, adolescents with disabilities and other marginalized groups.
 - Support inclusive spaces and separate spaces for specific groups of adolescents. Inclusive spaces enable adolescents from different backgrounds (e.g., gender, age, disability, work, ethnicity, sexuality, care status, etc.) to collaborate on activities and to overcome stigma and discrimination. However, it may also be useful for adolescents with similar backgrounds to meet together, build solidarity and a positive identity, and act to improve their particular situation. For example, adolescent girls are more able to discuss sensitive issues in female-only spaces.
 - Ensure accessible, diversity-friendly information for adolescents of different ages and abilities. Provide offline versions of online resources, as some adolescents cannot access the internet. Budget for interpreters (e.g., sign language, braille or local languages).
 - Disaggregate data. Promote greater disaggregation of data (e.g., by gender, wealth, urban/rural, ethnic/ linguistic, migrant, disability, care status, etc.) to ensure critical contextual inequalities are addressed by policymakers and implementers.
 - Strengthen partnerships with the most marginalized adolescents and their allies (e.g., working children's associations and movements, associations of adolescents or youth affected by HIV, organizations for people with disabilities, LGBTQI groups, etc.) Support the training and mentoring of adults, youth and adolescents on gender equity, disability inclusion and conflict sensitivity.
2. Advocate for equitable facilities, services, communications and policies. Address attitudinal barriers among service providers and institutionalize accountability mechanisms to track whether marginalized adolescents are being reached. Recognize and mitigate policy tensions that may arise when marginalized adolescents begin participating in governance (e.g., opposing interests of adolescents and political or corporate actors).

Appendix 5 – School action plan

School Action Plan

Name of Project:

The issue or challenge our project will address is:

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

Adolescents will be engaged in this project by:

The type of participation (collaborative /consultative/adolescent-led) of our project will be:

Influence	<p>1. Objective</p> <p>What is the change you aim for with your action plan?</p>	<p><i>Consider what challenge you would like to tackle to improve or launch an Adolescent Participation initiative? A change can be as simple as creating a safe space for adolescents to connect and share ideas, teach new skills or develop their talents; or it can be a specific change you wish to make in the school's culture or environment. It could also be a change to policy or curriculum content.</i></p>
	<p>2. Purpose of participation</p>	<p><i>Consider which broad outcome area(s) your plan will affect.⁷⁰</i></p> <ol style="list-style-type: none"> 1. Sense of self-worth, self-esteem & self-efficacy 2. Being taken seriously 3. Making decisions 4. Public & civic engagement
	<p>3. What steps will you take?</p>	<p><i>What will you do? Clearly list the steps and activities you will need to take on.</i></p>
	<p>4. Who will lead and who will be involved with these steps?</p>	<p><i>Clearly state who is responsible for what step, ensuring that responsibilities are shared between adults and adolescents.</i></p>
	<p>5. Timeline</p>	<p><i>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.</i></p>
	<p>6. Key milestones</p>	<p><i>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.</i></p> <p>We expect to see:</p> <ul style="list-style-type: none"> • Fill in 2–3 points here <p>We would like to see:</p> <ul style="list-style-type: none"> • Fill in 2–3 points here <p>We would love to see:</p>
	<p>7. Resources and materials needed</p>	

⁷⁰ Engaged and Heard, p. 15

Voice	8. Gender inclusion Strategies	
	9 Accessibility Strategy	
Audience	10. Whose attention do you need?	<i>Who needs to know about your plan and goals?</i>
	11. Communication Plan	<i>How will you spread the word about your plan?</i>
Safe Space	12. Safeguarding Plan	<i>Does your school have safeguarding or protection policies to support the safety of your project?</i>
	13. Risk Assessment	<i>Has a risk assessment been conducted for your action plan? List 2–3 of the main risks and mitigation strategies here.</i>

Appendix 6 – Using the nine basic requirements as a planning tool for quality participation processes⁷¹

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

PARTICIPATION IS TRANSPARENT AND INFORMATIVE

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

PARTICIPATION IS VOLUNTARY

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

PARTICIPATION IS RESPECTFUL

- Are adolescent's own time commitments (to study, work, play, etc.) respected and taken into consideration to inform the project design and timing of activities?
- To support consultative, collaborative and/or adolescent-led participation does the organization have flexible policies that allow staff to work at times that suit adolescents? (e.g., weekends, evenings?)
- Has support from key adults in adolescent's lives (e.g., parents, caregivers, teachers) been gained to ensure respect for adolescents' participation?
- Are strategies and activities planned and facilitated in ways that a) recognize and respect adolescents' existing skills, competences, interests and initiatives? B) build on positive cultural practices and c) enable respect for differences of opinion among participants?

PARTICIPATION IS RELEVANT

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

⁷¹ Adapted from: UNICEF. 2020. *Engaged and Heard! Guidelines on Adolescent Participation And Civic Engagement*. page 57, Appendix 9, figure 9.

PARTICIPATION IS CHILD FRIENDLY

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

PARTICIPATION IS INCLUSIVE

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

PARTICIPATION IS SUPPORTED BY TRAINING

- Are there plans and budget to support capacity-building of adolescents on child rights, participation, transferable life skills, facilitation, gender equality and other topics identified by them?
 - Have staff (UNICEF and partners including youth) been provided with training on child rights, participation, child safeguarding, facilitation and adolescent-friendly participatory tools?
 - Do staff and volunteers have sufficient knowledge, confidence and skills to facilitate ethical and effective participation of adolescents?
 - Have adult duty-bearers received training on children's rights and adolescent participation to increase the likelihood that adolescents' views are taken seriously?
-

PARTICIPATION IS SAFE AND SENSITIVE TO RISK

- Are procedures for child safeguarding and procedures applied?
- Have risks associated with adolescent participation been identified and efforts taken to minimize them in consultation/collaboration/or led by adolescents themselves?
- Are risk assessments sensitive to current and historical conflicts?
- Are the principles of “do no harm” and “best interests of the child” sufficiently considered when designing, implementing and monitoring the project/programme?
- Have all staff, volunteers and partners received training on child safeguarding and the prevention of Sexual Exploitation and Abuse?
- Do all staff, volunteers and partners know what actions and behaviours are prohibited, what the sanctions are, and how and to whom they can report any concerns?
- Are staff members, professionals and concerned duty-bearers sufficiently trained to sensitively respond to adolescents in distress and/or to potential disclosures of abuse?
- Has a child safeguarding focal point been allocated for the programme/ project?
- Are roles and responsibilities of chaperones, facilitators, and a child safeguarding focal point clearly defined?
- Are referrals established for psychosocial support and other forms of support if needed by adolescents?
- Are referral pathways clear for emergency cases (e.g., if an adolescent is sick or in an accident?)
- If the participation includes travel, are procedures in place to ensure safe transportation logistics, accommodation arrangements and other requirements?
- Have adolescents given their informed assent/consent to participate?
- Have adolescents’ parents or legal guardians given their informed consent?
- Are adolescents informed and aware of the child protection code of conduct, and do they know how and to whom they can report any concerns?

PARTICIPATION IS ACCOUNTABLE

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

Appendix 7 – Risk assessment tool for adolescent participation⁷²

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

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

PLANNED ACTIONS or ACTIVITIES	KEY IDENTIFIED RISKS/THREATS associated with no participation or different modes of participation	LIKELIHOOD OF RISK (high, medium, low)	SEVERITY OF RISK (high, medium, low)	RISK MITIGATION – what actions will be taken to reduce risks?	FURTHER ACTION NEEDED to ensure best interests and “do no harm”
1...					
2...					
3...					
4...					
5....					

⁷² Adapted from: UNICEF. 2020. *Engaged and Heard! Guidelines on Adolescent Participation And Civic Engagement*. page 60–61, Appendix 10.

Appendix 8 – Six litmus tests for mentally healthy schools

My school or schools in my region feels safe and Welcoming: Six Litmus Tests for Mentally Healthy Schools^{73,74,75}

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

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

Six Litmus Tests



6 Litmus Tests
Dr Pooky Knightsmith

⁷³ Headstart Kernow. *The Mentally Healthy Schools Workbook*. Whole School Approach – resources / tools. <https://www.headstartkernow.org.uk/sec-sch-support/universal/more-about-wsa/>

⁷⁴ Creative Education. (n.d). *How Mentally Healthy Is Your School? A Simple Audit*. <https://www.headstartkernow.org.uk/HSK%20uploads/WER%20Sessions/How-Mentally-Healthy-is-Your-School-A-Simple-Audit-f3w6ue.pdf>

⁷⁵ Headstart Kernow. *The Mentally Healthy Schools Workbook*. Whole School Approach – resources / tools. <https://www.headstartkernow.org.uk/sec-sch-support/universal/more-about-wsa/>

Appendix 9 – SWAN school assessment tool

Part 1 – SWAN – Safe Welcoming Altogether Nurturing⁷⁶



Conversation Starters

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

⁷⁶ Cornwall Council. (June 2020). A Reflective Tool to support Recovery Planning in Schools. Version 1.0. Educational Psychology Service / Headstart. <https://www.headstartkernow.org.uk/HSK%20uploads/Reflective%20Tool%20all.pdf>

Part 2 – The SWAN Framework – A whole school approach reflective tool:⁷⁷

	Safe	Welcoming	Altogether	Nurturing
Definitions	<i>Physically, Socially Emotionally, Cognitively: Being safe is a basic need- without it students cannot function and flourish.</i>	<i>A sense of belonging and connectedness – Clearly demonstrating to students that they are co-creators of the school environment</i>	<i>Staff, students, parents, governors, partners/ outside agencies work together to support Adolescent participation Ensuring / Helping all staff recognize and are confident about their role in the school by providing support (training, resources).</i>	<i>Creating an inclusive environment and ethos that helps all students to see school as a safe place, fostering readiness to learn.</i>
Universal – actions that support parents, teachers, administrative staff and students				
Targeted – actions to address potential problem areas for learners				
Specialist – actions considering the needs of vulnerable groups, including people with disabilities, LGBTQ+, girls, and people with a mental health diagnosis				

⁷⁷ Cornwall Council. (June 2020). *A Reflective Tool to support Recovery Planning in Schools*. Version 1.0. Educational Psychology Service / Headstart. <https://www.headstartkernow.org.uk/HSK%20uploads/Reflective%20Tool%20all.pdf>

Appendix 10: Participant feedback form, Module 2

Tool 1: Participants' Feedback Form

Variable of analysis:

A) Participants' Profile: Country, Gender, Age, Current occupation, Role in programme, Prior knowledge of training subject, means of attending training)

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

C) Participants' Feedback: General feedback for improvement

How to use this tool

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

Adolescent Participation: Module 2

Participants Feedback Form

Introduction

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

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

Section A. Participants' Profile

1. What is your role in the Training?
 - a. Participant
 - b. Co-Facilitator
 - c. Other (please specify: _____)
2. Did you already know about what was covered in the training before joining? Please choose one answer from 1: I knew little to 5: I knew most of it for each module.

	1	2	3	4	5
Module 2: Adolescent Participation in School Settings					

Section B. Participants’ Perception

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

	1	2	3	4	5
a. How would you rate the overall quality of the course ?					
b. How would you rate the overall quality of the trainers ?					
c. How would you rate the appropriateness of the duration of the course?					
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?)					
e. How would you rate your increase in knowledge and skills due to the training course?					
f. How confident do you feel in applying the concepts from this training in the future/in your work?					
g. What is the likelihood of you recommending the course to your peers?					

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?)



3

Module

Adolescent Participation in Local Governance

Manual for Facilitators

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)⁷⁸

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**,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!"

⁷⁸ Adapted from Indegeneyz and Partners for Youth Empowerment (2022). Spark Participant Handbook: Nourishing the Next Generation, p21–22.

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?



Purpose:

Explore what local governance is, what a good citizen is and how young people can be meaningfully engaged.



Time:

1 hour.



Materials:

Flip chart and markers.



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 government⁷⁹

- 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.

⁷⁹ Adapted from Encyclopedia.com

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

A citizen⁸⁰

- 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 citizen⁸¹

- 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 engagement⁸²

- 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.

⁸⁰ Adapted from DictionaryCambridge.org

⁸¹ Adapted from Wikipedia.com

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 of 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.

These teams will remain consistent throughout the module, so spend time ensuring that people are in a team 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.

Please note: If the group has not completed the action plan in Module 1 on a topic related to Local Governance, they will need to develop a new objective for the action plan in this module, that is related to participation in local governance. If this is the case, give extra time for this in Activity 2, Session 3.2.



Activity 1: Situation Analysis



Purpose:

To map out the policy, institutional (organizational) and cultural contexts in your region to help create a strong framework for adolescents' meaningful participation.



Time:

1.5 hours.



Materials:

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.



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.





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 Google Doc version of Appendix 3: Situation Analysis for each team.
2. You might want to use a Jamboard to help facilitate the group as they form themselves into smaller teams of 4–8 people.
3. Invite the teams to move into breakout rooms, giving them ample time to work together.
4. Pop in and out of rooms to answer questions and observe.
5. Close by inviting participants to share their reflections.



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 term⁸³:

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.

⁸³ Adapted from: Crowley, A., Larkins, C, and Pinto, L. M. (2020). Listen, Act, Change: Council of Europe Handbook on children's participation: For professional working for and with children. Council of Europe.



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

 Purpose:	To identify any obstacles that prevent the meaningful participation of adolescents and address them.
 Time:	1.5 hours.
 Materials:	A large assortment of either recyclable containers, or small boxes, 2 oranges or balls (or something else palm-sized to hold) and 4 blindfolds.
 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**⁸⁴ – 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.

⁸⁴ Adapted from: Sarwara, S. (2021). Phoenix Consultation: 10 Guidelines for Meaningfully Engaging Children and Adolescents for Adults. International Institute for Child Rights and Development.

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 Participation⁸⁵



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:

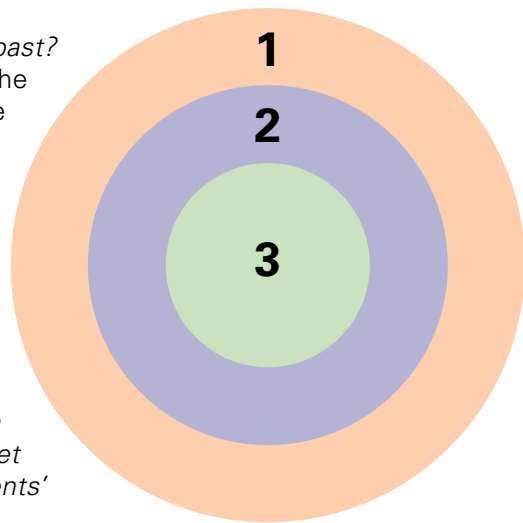
1. Explain that in this activity we are going to be building on our Situation Analysis and will start making plans for how we will connect with key champions of adolescent participation.
2. In order to do this, first we need to explore our relationships, and how we can deepen the relationships needed 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 Map⁸⁶. 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.

⁸⁵ Adapted from: Crowley, A., Larkins, C, and Pinto, L. M. (2020). Listen, Act, Change: Council of Europe Handbook on children's participation: For professional working for and with children. Council of Europe.

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 ideas⁸⁷

 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.
 Process:	

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.

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

**Purpose:**

To complete the teams' Adolescent Participation in Local Governance Action Plan.

**Time:**

1.5 hours.

**Materials:**

Print out or Google Doc of **Appendix 4: Adolescent Participation in Local Governance Action Plan**.

**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 Learned⁸⁸

 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:	

Please note: 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.

⁸⁸ Adapted from: Currie, V. Lee, L. and Wright L. (2019) *You Create Art-kit: Participatory Action Research for Young Change-makers*. International Institute for Child Rights and Development and Terre des Hommes.

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.

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 _____

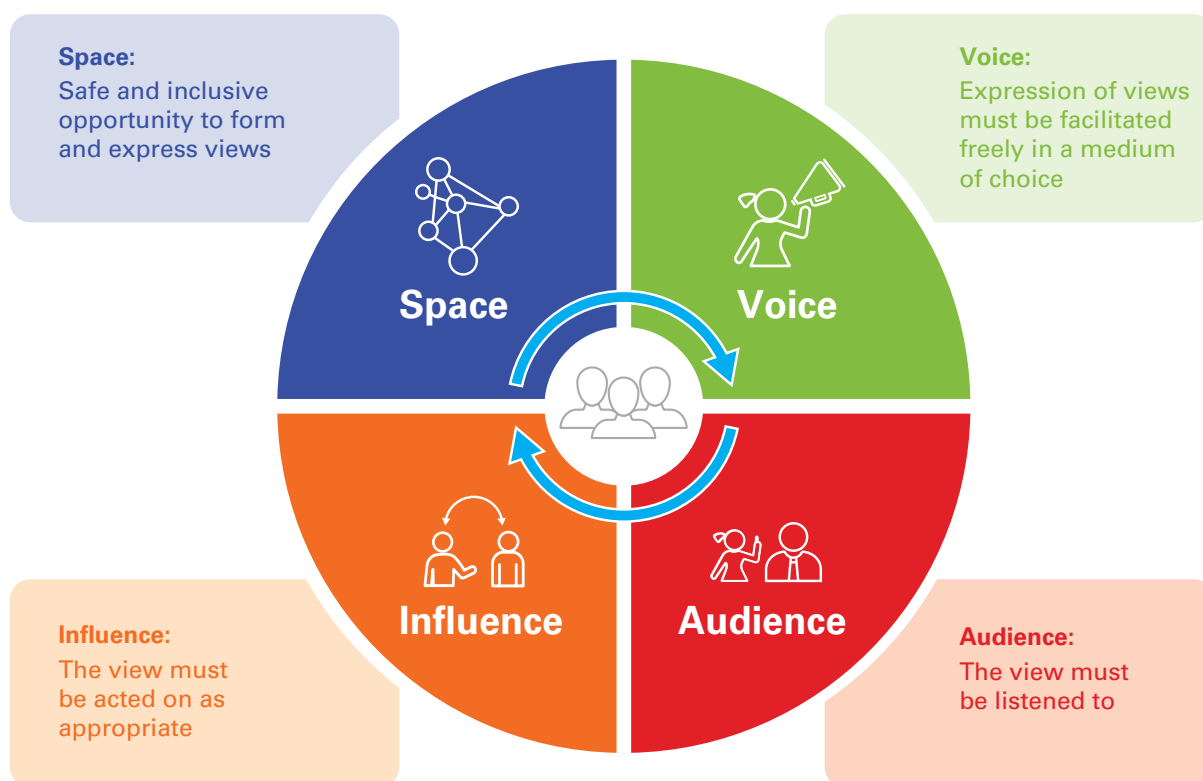
DATE _____ LOCATION _____

Appendix 2: Features, Requirements and Modes of Meaningful Adolescent Participation

Four Key Features of meaningful participation: space, voice, audience, influence:⁸⁹

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.



⁸⁹ Lundy, L. (2007). Voice is not enough: Conceptualizing Article 12 of the United Nations convention on the rights of the Child, British Educational Research Journal, vol. 33, no. 6, pp 927–942.

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 Participation⁹¹

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.

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.

⁹¹ O'Kane, Claire. (2020, July). Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement. United Nations Children's Fund. (p. 11).

Appendix 3: Adolescent Participation Situation Analysis⁹²

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.

Situation Analysis Table		
Key Question	Answer	References
Part 1: Laws and Policies		
<i>What laws exist at the national or sub-national level around adolescent participation?</i>		
<i>What policies exist in your region (city, town) that refer to adolescent participation?</i>		
Part 2: Institutions and Activities		
<i>What organizations or groups exist that support adolescent participation at local and national levels?</i>		
<i>What activities are currently going on around adolescents' participation in local governance?</i>		
<i>Are there any specific leaders or committees that are interested in or working on adolescent participation in local governance?</i>		
<i>Are there any offices or committees within the local government who might be interested in working with adolescents?</i>		
Part 3: Cultural context		
<i>What do you think are the prevailing attitudes or beliefs around adolescents' participation?</i>		
<i>Do you foresee any obstacles that need to be overcome?</i>		
<i>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</i>		

⁹² Adapted from: UNICEF. (2017). Child Participation in Local Governance: A UNICEF Guidance Note. New York: New York.

Key Question	Answer	References
Part 4: Risks		
<i>Do you perceive any risks to adolescents or adults working to secure meaningful participation in local governance?</i>		
<i>What can you do to address or avoid these risks, to ensure adolescents are safe and free from harm?</i>		

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.

Adolescent Participation in Local Governance Action Plan
Name of Project:
The adolescent participation issue or challenge our project will address is:
Short summary of what we plan to do, make or create:
Adolescents will be engaged in this project by:
The type of participation (collaborative /consultative/adolescent-led) of our project will be:

Influence	1. Objective	<i>What is the objective of your action plan?</i>
	2. Purpose of participation	<i>Consider which broad outcome area(s) your plan will affect.⁹³</i> 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?	<i>Drawing from the nine requirements for meaningful participation.</i>
	4. What steps will you take?	<i>What will you do? Clearly list the steps and activities you will need to take on.</i>
	5. Who will lead and who will be involved with these steps?	<i>Clearly state who is responsible for what step, ensuring that responsibilities are shared between adults and adolescents.</i>
	6. Timeline	<i>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.</i>
	7. Key milestones	<i>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.</i> We expect to see: <ul style="list-style-type: none"> • Fill in 2–3 points here We would like to see: <ul style="list-style-type: none"> • Fill in 2–3 points here We would love to see: <ul style="list-style-type: none"> • Fill in 2–3 points here
	8. Resources and materials needed	

⁹³ Engaged and Heard, p. 15

Voice	9. Gender and LGBTQ+ inclusion strategies	
	10. Accessibility strategy	
Audience	11. Whose attention do you need?	<i>Who needs to know about your plan and goals?</i>
	12. Communication Plan	<i>How will you spread the word about your plan?</i>
Safe Space	13. Safeguarding Plan	<i>Does your local government or your organization have safeguarding or protection policies to support the safety of adolescents during your project?</i>
	14. Risk Assessment	<i>Has a risk assessment been conducted for your Action Plan? List 2–3 of the main risks and mitigation strategies here.</i>

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

- Ministry of Youth Development, New Zealand: **A Guide for Local Government: An Introduction to Youth Participation**: A helpful guide for local governments on youth participation.
- 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

- IICRD, CPC Learning Network, UNICEF, Child Protection Global Protection Cluster and IFRC: **Moving Towards Children and Partners**: in Child Protection in COVID-19: A practical toolkit to support partnerships with children and young people during 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.

	1	2	3	4	5
Module 3: Adolescent participation in local governance					

Section B. Participants’ Perception

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

	1	2	3	4	5
a. How would you rate the overall quality of the course ?					
b. How would you rate the overall quality of the trainers ?					
c. How would you rate the appropriateness of the duration of the course?					
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?)					
e. How would you rate your increase in knowledge and skills due to the training course?					
f. How confident do you feel in applying the concepts from this training in the future/in your work?					
g. What is the likelihood of you recommending the course to your peers?					

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?)



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