

Step by Step JOURNEY of Children and Youth Participation:

A methodological toolbox for establishing, supporting and developing
Children & Youth Advisory Boards in the context of Barnahus

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Activity



Purpose



Materials needed



Time



STEPS TO WALK (Instructions)



I. SETTING THE JOURNEY INTO THE CONTEXT

Introduction to the methodological toolbox

This methodological toolbox was developed within the framework of the “JOURNEYS – Safe and Informed Journeys through Barnahus” project. The project is funded by the Justice Programme of the European Union, and is being implemented in the period of January 2023 – December 2024. Being coordinated by Save the Children Sweden, it is implemented in partnership with Terre des hommes Regional Hub in Hungary, Marie Cederschiöld University, The Council of the Baltic Sea States, Barnafriid (Linköping University), Tusla/Barnahus Galway (Child and Family Agency), and Bonigi. Working in partnership with each other and with children, a collective focus of the project is on the rights of child victims and child witnesses to access child-friendly information and participation at Barnahus (Children’s houses).

While a variety of project activities are being implemented towards this aim, this toolbox represents a methodological guidance for facilitators of Child Advisory Boards. Being a highly practical and easy-to-read tool, it offers facilitators a range of knowledge and practical activities on how to safely, ethically, and meaningfully engage children in advisory and decision-making processes around project implemen-

tation. Importantly, it offers facilitators the know-how of how to structure the meetings with child advisors and populate them with activities that are safe and empowering for them. Being rooted in the concept of children’s right to participation, this toolbox pays particular attention to engaging children as active agents of positive social change rather than passive objects of assistance. As such, it is of paramount importance that the tool and its activities are approached with attitudes and values of respect towards children, children’s voices, and their evolving capacities.

Although the toolbox was developed with a specific focus on establishing, supporting and developing Child Advisory Boards in the context of Barnahus, child protection practitioners from all walks of professional lives can benefit from it in their commitment to engage child advisors in decision-making processes. The activities in here can be facilitated in structured, semi-structured, and flexible manners. Ultimately, the selection of activities, its adaptation and delivery will first and foremost depend on the wishes and interests of children we are working in partnership with.

Let children’s voices lead children’s journeys!

About Barnahus in Sweden and Ireland: what, why, how

The Barnahus model (<https://www.barnahus.eu/en/>) originates from the United States, where the first Children's Advocacy Center (CAC) was started in Huntsville, Alabama in 1985. The model then spread to Europe and in 1998 the first European Barnahus was started in Reykjavik, Iceland.

Barnahus works rather as a child-friendly office, under one roof, where law enforcement, criminal justice, child protective services, and medical and mental health workers cooperate and assess together the situation of the child and decide upon the follow-up.



Barnahus can be illustrated by four rooms that also symbolize the parties that will be part of a Barnahus collaboration. The four rooms are:

- Child Protection
- Criminal Justice
- Physical Wellbeing – Medical examination and treatment
- Mental Wellbeing – Mental health examination and treatment

The target group is children 0–18 years exposed to:

- Violence and other crimes
- Children who witness domestic crimes
- Sexual offences
- Honour-related crimes
- Female genital mutilation

Many Barnahus also work with children who act out sexually towards other children.

The purpose of Barnahus is for children to come to a child-friendly and adapted environment. The collaborating parties work actively together based on their respective areas of responsibility to ensure that the child exposed to crime receives the protection and support, legally secure criminal case process and that the child's needs for both physical and mental health interventions are met.

Another purpose of Barnahus is that the child should not have to tell their story more times than necessary. All children under the age of 15 come to Barnahus, if the child is to be questioned by the police. These interrogations are recorded on video to be used further in the legal process, for example, at a trial. In an adjoining room, the professionals who need to take part in the child's story listen in.

Children over the age of 15 may also be allowed to come to Barnahus and be interviewed by the police.

In the context of Sweden: Barnahus is a public authority collaboration for children who are potential victims or witnesses of crime, primarily crimes that involve close relationships. Collaborating parties are social services, the police authority, the prosecutor's office, and health and medical care.

It started in 2005, when the Swedish Prosecution Authority, the National Police Board, the National Board of Forensic Medicine and the National Board of Health and Welfare were commissioned by the government to start Barnahus on a trial basis around Sweden. Unlike Barnahus in Iceland and the United States, where only cases of sexual abuse were handled, the target group in Sweden also included children who potentially were victims of other serious crimes.

Six pilot activities were launched. When the activities were evaluated, it emerged that the quality had increased and had led to a better child adapted treatment.

Today there are 33 Barnahus around Sweden. 247 out of 290 municipalities have a collaboration agreement with a Barnahus.

Many Barnahus also offer crisis support and treatment, however, it can vary between Barnahus in Sweden.

In the context of Ireland: Ireland is one of 24 countries across Europe that have implemented the Barnahus model.

In 2017, the then Minister for Children and Youth Affairs introduced the idea of regional centres for supporting children who have experienced sexual abuse, in a way that would avoid retraumatisation, while accessing care or health services and engaging with the criminal justice system. Barnahus was subsequently adopted as a child-friendly, multidisciplinary, and interagency practice model for responding to child victims of sexual abuse and their non-offending caregivers.

Barnahus Onehouse Galway was launched in September 2019 as a pilot project and became operational in January 2022 under the name of Barnahus West. Barnahus West is available to children, young people and their families across the north-west, west and mid-west region of Ireland. Two additional centres, Barnahus South in Cork and Barnahus East in Dublin will ensure national Barnahus coverage and access. Barnahus South will become operational by the end of 2023 followed by Barnahus East in due course.

Barnahus West supports children aged 0–18 years old, who may have experienced or witnessed sexual abuse, and their non-offending care-

givers. Barnahus West is a bespoke centre designed mostly by children for children. The building is discreet, safe and child friendly. There are interview, medical and therapy rooms; along with comfortable waiting and play areas for children and young people. The layout of the building is designed to support team members from the three agencies to work together under one roof. The child is the most important part of Barnahus West. The interagency team make sure that information is shared between social services, the Gardai, medical services, and therapy services so that the child is not further traumatised by having to repeatedly share their experience over and over again. By responding in a coordinated way services can gather the best evidence, avoid any undue delay and help prevent any further trauma to child victims and witnesses of sexual abuse.

Nurturing a Culture of Child participation in Barnahus¹

The development of Barnahus and children's right to participation, protection and provision of services for children who are victims or witnesses of violence is grounded in the UN Convention on the Rights of the Child (UNCRC). Children's right to express their views on all matters affecting them, and to have them given due weight, commonly described as child participation, is embodied in Article 12 of the UNCRC. In addition to being a right in and of itself, child participation is one of the key principles of the UNCRC. As children's rights are indivisible and inter-

related, children's right to participation is a guiding principle alongside other UNCRC principles concerning children's right to non-discrimination (Article 2), the best interest of the child (Article 3) and the right to life, survival and development (Article 6). Drawing on the Article 2 on non-discrimination, children's participation right relates to ALL children irrespective of their gender, dis/ability, ethnicity, religion, sexuality, etc. Importantly, children's participation needs to be considered in tandem with their evolving capacities and parental guidance (Article 5).

The right to participation, along with the child's right to receive information in Article 13 of the UNCRC, is set out explicitly in *European Barnahus Quality Standard*² 1.2 – Right to be heard and to receive information: Children's rights to express their views and to receive information are respected and fulfilled. This right applies across all aspects of the Barnahus model and specifically highlights UNCRC Article 12 which states both that the child has the right to express his /her /their views freely in all matters affecting them and these views will be given due weight in accordance with their age and maturity (1) and that the child should be provided with the opportunity to be heard in any judicial and administrative proceedings affecting the child (2). In sum, this means that every child who is involved with a Barnahus have the right to express their views and have them given due weight at an individual and collective level.

The UN Committee on the Rights of the Child, in General Comment No. 12 on the Child's Right to be Heard has identified nine qualities of child rights-based participation (UN, 2009, para 134). It states that participation must be:

- transparent and informative
- voluntary
- respectful
- relevant
- child-friendly
- inclusive
- supported by training
- safe and sensitive to risks
- accountable.

Despite the legal, conceptual and practical reasons of involving children in decisions that affect their lives, there are numerous challenges implementing Article 12 whilst simultaneously keeping children safe. The Lundy model of conceptualising Article 12 is a tool widely recognized and used in Europe that offers practical solutions in overcoming such challenges in various settings³. The Lundy model enables Barnahus services to plan and evaluate all of its activities in the light of the qualities of rights-based participation: **Space, Voice, Audience and Influence.**



The Lundy model of child participation provides a conceptual grounding for this methodological tool. The four elements enabling children's meaningful rights-based participation cut across the activities suggested in here. What is crucial, however, is their practical application when establishing, supporting and developing Child Advisory Boards. Starting to think through the Lundy Checklist of Participation⁴ and referring to it all along the JOURNEY is a useful foundation to begin with.

¹ Based on Hill, L., Lundy, L. & Mitchell, M. (2021). Building a culture of participation in Barnahus: Implementing Children's Right to Participate in Decision-Making, The Council of the Baltic Sea States Secretariat, available via Participation-in-Barnahus-FINAL.pdf

² The Barnahus Quality Standards - Barnahus

³ McCafferty, P. (2017). Implementing Article 12 of the United Nations Convention on the Rights of the Child in Child Protection Decision-Making: a Critical Analysis of the Challenges and Opportunities for Social Work, *Child Care in Practice*, Vol. 27, No.4, 327-341.

⁴ Lundy's Voice Model Checklist for Participation as included in Ireland's National Strategy on Children and Young People's Participation in Decision-Making 2015-2020 Lundy_model_of_participation_0.pdf (europa.eu)

Space

HOW: Provide a safe and inclusive space for children to express their views

- Have children's views been actively sought?
- Was there a safe space in which children can express themselves freely?
- Have steps been taken to ensure that all children can take part?

Voice

HOW: Provide appropriate information and facilitate the expression of children's views

- Have children been given the information they need to form a view?
- Do children know that they do not have to take part?
- Have children been given a range of options as to how they might choose to express themselves?

Audience

HOW: Ensure that children's views are communicated to someone with the responsibility to listen

- Is there a process for communicating children's views?
- Do children know who their views are being communicated to?
- Does that person/body have the power to make decisions?

Influence

HOW: Ensure that children's views are taken seriously and acted upon where appropriate

- Where the children's view considered by those with the power to effect change?
- Are there procedures in place that ensure that the children's views have been taken seriously?
- Have the children and young people been provided with feedback explaining the reasons for decisions taken?

CABs in the context of Barnahus

As part of the JOURNEYS Project's Governance structure, a Child Advisory Board (CAB), consisting of 10-12 children each depending on the context, is established and supported in Sweden and Ireland. The main role of CABs is to provide input and advice on the design, implementation and deliverables of the project activities. Specifically, it entails:

- Advise, provide feedback and suggestions to the project partners on the development of the project deliverables, such as (i) App (ii) Child Log (iii) Child Liaison pilot role, as to their child-friendliness and suitability for children.
- Develop and implement CAB-led or CAB-informed awareness raising and advocacy activities to raise children's and important adults' awareness of the rights of children victims and witnesses of crime, and also to advocate for children's rights with relevant duty bearers at different levels, e.g. local, regional, national, EU.
- Provide child-lens expertise to implementing partners on the quality and child-friendliness of Barnahus services, quality standards and premises.

- Participate in monitoring and evaluation activities and exercises to gather feedback on the project and offer child-lens expertise as to the further improvements.

The CAB members are invited to participate in and meaningfully contribute to CAB meetings and related internal and external activities and initiatives throughout the project implementation, as listed above. The CAB meetings are planned according to the progress of the project and the progress in developing specific project deliverables.

Depending on the work modality of implementing partners, such meetings take place either in-person or online. Throughout the project implementation each partner prepares, facilitates, and documents at least 9 CAB meetings through collecting attendance lists and meeting records.

For the Terms of Reference for Child Advisory Boards within the JOURNEYS project, please refer to Annex 1.

⁵ In the context of this methodological guide, a child means every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier, in line with the UNCRC definition.



II. STARTING THE JOURNEY

This section outlines the process of forming a new CAB group or re-forming an already existing one, depending on the contextual circumstances. The section will walk CAB facilitators through the key steps of this process. Taking such steps will positively contribute to ensuring that the selection and interviewing processes are participative and empowering for children.

To begin with, we encourage you to self-reflect on your previous experiences working with groups of children on a concrete project or theme. Your own memories, experiences and lessons learnt will help you visualize your CAB group as if you were a group member. Use these memories to also imagine your CAB group. Which vision does the group have? Which values are important for you and for the group? What group rituals and topics would you like to facilitate and support children on? What is the trail the children will walk together? What is the overarching message or lesson you would want to share with your CAB group? Engaging your creativity, document this self-reflection in your notebook. Keep it somewhere you can easily revisit from time to time, it can be a valuable tool to motivate yourself and celebrate your successes. It could also be inspiring to share it with your fellow colleagues!

Eligibility criteria for CAB Membership

The first step in forming the CAB group is having fair and transparent eligibility criteria. The eligibility criteria should be as inclusive as possible and not exacerbate unequal power dynamics between children and adults, or between different groups of children, by supporting the most “visible”, active and easy to engage. Instead, we seek to engage as diverse a group as possible and encourage their joint engagement in the activities.

A good place to start is by considering the specific groups of children whose voices are seldom heard for a variety of reasons. Such reasons can range from residing in hard-to-reach areas or disadvantaged neighborhoods, coming from lower economic or minority social/religious backgrounds, living with different abilities, or simply enthusiastic children and youth interested to advocate for the rights of other children’s well-being. The ideal CAB group has a balanced membership of children from marginalized or vulnerable backgrounds and these who are more active in promoting children’s rights and contributing to children’s well-being in their communities. A balanced membership is helpful in creating a conducive and inclusive space for peer-to-peer learning and mentorship opportunities.

Within the framework of the JOURNEYS project, each CAB is composed of 10–12 children who are:

- Boys and girls between 13–18 years of age or youth between 18–24 years old depending on the specific country context
- Live in the implementing countries, so that they can attend CAB meetings in-person or online depending on the work modality, and can relate to lived realities of local children
- Are willing and motivated to participate in the project activities, contribute to the wellbeing of local children, including children going through Barnabus, and enthusiastic about learning new experiences
- Include various experiences, for example children from vulnerable backgrounds or hard-to-reach areas, children having less favourable opportunities, children victims or witnesses of crime and other children with experience with the justice system or with Barnabus setting
- Include various profiles, for example children from ethnic or minority communities and children with different abilities and disabilities
- Children's participation is voluntary, and they can withdraw at any moment they deem necessary

Depending on each context, these criteria can be contextualized and specified further. It is a good practice to consult with children themselves on how to make the membership more inclusive. Once the eligibility criteria have been contextually defined, it is time to actually start engaging children. That is where the attention turns to next.

Announcing CAB Membership

The exact process of engaging children may vary depending on the context, and the work modality (online or offline). Nevertheless, some of the common factors to consider are as follows:

- Ensure that the information about CAB membership is made available in a child-friendly format. It should include an easy-to-understand description of the tasks children are invited to engage in, approximate amount of time commitment needed and frequency of the meetings, types of support children can expect throughout the process as well as what children should get out of their participation.
- With this spoken, visual or written or information prepared, consider conducting a child-friendly presentation of the project and CAB membership in a group setting (various options are listed below). In this way children will have an opportunity to have a sufficient overview of this engagement and ask any questions they may have before nominating themselves.
- You need to ensure that the information about the CAB membership reaches as many children as possible, from as many backgrounds as possible. Remember it is your role to reach out to the most vulnerable children, and not other way around.
- Some of the possible avenues for announcing CAB membership include, but are not limited to,

- Schools, non-formal education facilities
 - Sports networks
 - Children/youth clubs, networks, and movements
 - Children and youth services
 - Community-based organisations of different ethnic and religious groups
 - Children you worked with in the course of the previous projects/initiatives
- Peer-to-peer information sharing is one of the most powerful tools in raising children's interest and motivation for participation. Children acting as messengers could spread the word within their peer networks and invite others for applying.
 - The announcement process can be done through posting The Call for Membership (Annex 2) & Nomination Form (Annex 3) in the places children are most likely to visit. These Forms can also be distributed to trustful adults who regularly engage with children, for instance school teachers, youth workers, social workers, school psychologists, coaches etc. Alternatively, the Call for Membership and Nomination Form can be posted on the websites and social platforms relevant to the content and context of the project.

When the Nomination Forms are collected, it is time to conduct the interviews, what could better be captured as “friendly conversations”. The suggestion is to engage in friendly conversations with all children who submitted their applications.

Interviewing Process

Remember that the process of building safe, trusting and supportive relationships with the future child advisors begins with the interview. For this reason, the interview has to be more of a friendly conversation with the child rather than just a sequence of questions and answers. The impact of the first meeting with a potential group member on subsequent group meetings is huge. You are going to invite the child into a long and exciting journey which offers the opportunities to learn and socialize, and the responsibilities to contribute. This is your first message to the child: you are looking for children who are willing to dedicate themselves to a two-year commitment, while being actively supported by facilitators.

Before starting a friendly discussion, provide the child with a short and child-friendly overview of the project. This can include what the project is all about, what the main goals are, what the CAB is, what concrete tasks and what learning opportunities the child advisors will have and what experiences and opportunities they will get from participating in the project.

During a friendly conversation the following questions are suggested to be explored:

- Would you like to tell me about yourself? What are some of the things you care about?
- What are some of the things you enjoy doing during your free time? Would you like to tell me about some of the things that make you joyful?

- Have you heard about Barnahus/House of children?
- What are some of your interests when you think about being member of CAB group?
- Which of your talents would you like to offer to the group?
- Are there any possible obstacles that might prevent you from participating in CAB meetings and CAB events regularly? How could we support you?
- Are there any skills you want to develop in yourself when being part of the group?
- Are there any specific activities that you would like to engage in?
- Is there anything else you would like to share with me?
- Do you have any questions for us? Would you like me to tell you about any aspect of the project or the CAB in more detail?

Please note, if the child does not feel comfortable answering any of these questions, his/her right should be respected. In such cases, the child should be reassured that you understand his/her decision, and it will not have any impact on his/her CAB membership.

Finish the discussion by thanking the child for his/her participation, time and interest. Provide the child with your contact details, so that the child can reach out to you, if they need any more information. Inform the child that if at any point he/she would like to withdraw the application, he/she should feel comfortable reaching out to you too. Wish the child a nice day ahead, and say that you will be in touch for further steps.

Following the interviewing process, there might be a larger number of

children willing to participate that the CAB is able to accommodate. In such situations it is important for the prioritisation to be based on the principle of non-discrimination, and rather be guided by the diversity of profiles and experiences brought to the platform. Our goal is to create a heterogeneous group in terms of age, gender, and social backgrounds. Some might be children with previous experience of Barnahus setting, or children coming from vulnerable communities or backgrounds, or children who are simply interested in the operation of Barnahus. Importantly, this diversity of profiles and experiences needs to have a common vision, in our case, to promote the rights of children, including child victims and witnesses of crimes going through Barnahus.

If the communication to the child needs to be made as to why he/she cannot join CAB membership this time, it is important for it to be done timely and in a child-friendly way. The child should be offered opportunities to join other meaningful engagements, social, cultural, recreational or educational activities, through other active project or other local initiatives appropriate and interesting to children.

Skills Useful for Interviewing future CAB members⁶

It is well known that in communication it is not only the verbal message that counts. In fact, non-verbal signs have an important role to play in the effectiveness of delivering and receiving the message. We usually think that we hear with our ears, but we also listen with our eyes, our mind, our body and our heart. All these qualities of a good listener will

help the child express their real thoughts and feelings. This, in turn, allows for a better relationship.

One crucial element during a friendly conversation is to be an active listener. Remember that any conversation is always a two-way process. The below thoughts and ideas will support your friendly conversations with children.

- ✓ **Active listening:** children want to be truly and genuinely understood for what they are actually saying and feeling. One way that we can work to genuinely understand children – and to show them that genuine understanding is a priority to us – is through active listening. Active listening is listening in a way that allows the child the space to develop and communicate a full thought. It is a way of listening that helps the child know we are listening and involves the child in confirming and clarifying what we hear them saying. There are several components of active listening, including body language, clarification, and confirmation.
- ✓ **Body language** should convey to the child that you are genuinely interested and attentive. Leaning slightly toward the child, maintaining an eye contact/being at the same eye level with the child, refraining from distractions (phone, side talks) conveys attention in most cultures. Body language that communicates continuing attention is more important than we might think. Examples include nodding, or saying simple things, like “I see”, “okay”.

✓ **Clarification:** try to really hear what the child is trying to say to you. Do not interpret what you think they are saying – actually listen to what they are saying to you. Pay close attention, and if you have any questions about what they are trying to say, or are confused about something, tell them so and ask for clarification.

✓ **Confirmation** is one of the most powerful tools of active listening. Confirmation means checking with the child periodically to make sure that what you understand from the conversation is what they are trying to say. At appropriate times throughout the conversation, pause to confirm with the child that everything you have heard is correct. Start at the beginning and summarize everything you have heard. You may say something as simple as, “I just want to make sure that I understand everything you have told me so far. Let me repeat it back to you and you tell me if I got anything wrong, or missed anything, okay?”. You might be surprised how much additional important information you can get from the child using this simple technique. Particularly when children are excited or emotional, they often forget to mention important information they would like to share in their rush to communicate. Also, it is really important to use the child’s own words in your summary.

✓ As simple as it may sound, **your friendly attitude, the tone and pace of your voice, and your smiling face** will all contribute to children feeling emotional safe and comfortable in your presence.

⁶ Adapted based on the Facilitators Manual : Guidelines to enhance child participation and work with youth on Child Advisory Boards, AWAY Project, Terre des hommes



III. ALL THROUGHOUT THE JOURNEY

This section explores some of the key considerations that need to be respected regardless of which stage of the journey child advisors are walking through. Being underpinned by the rights of children to both participation and protection, these key considerations are a golden thread that runs through the processes of establishing, supporting and developing CABs.

Creating and Maintaining a Safe Space⁷

Creating a safe space is crucial to fostering children's participation and supporting their sense of wellbeing. We all want to ensure that CAB members feel respected and are kept safe in our joint working. Needless to say, we want to honour the mantra of Do No Harm, but we should be doing beyond this to also consider how all of our interactions, within any process, are contributing to children's wellbeing and empowerment. Creating a safe space where children feel that they belong, and that all of the parts of themselves are accepted is hugely important for supporting their wellbeing and meaningful participation. Some of the tips for considering different inter-linked and mutually reinforcing concepts of safety are as follows:

- **Physical safety:** ensure that child advisors have a safe space to gather and share their views. This means that ideally there is a location that is in a safe space, that the setting itself is child-friendly, and children can feel comfortable there. In other words, a meeting venue is a physical and emotional space that supports children's wellbeing, opportunities to actively participate in decision making processes, and their holistic development. It is also recommended to consider whether children's journey from their homes to/from the venue is safe, whether accompaniment is needed, and whether the travel hours are safe (not too late that it gets dark or in rush hour). Some considerations for supporting children's basic needs during the meetings would mean that children have access to clean water, snacks, and access to gender-disaggregated personal hygiene and sanitation facilities. There should also be foreseen accessibility options for children with disabilities to participate. In case CAB meetings are facilitated online, check with children whether they have space to connect to the meetings in a quiet and private space, and explore whether there are any arrangements you can support them with.
- **Social safety:** ensure that child advisors have a safe space to share their views and that their opinions will not be overheard by anyone who may pose risk. This consideration is of special importance for the meetings held online. Ensure that proper safeguarding policies are

⁷ Informed by Currie, V., Lee, L., and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation

in place, understood, respected, and safe reporting mechanisms are functional (see the “Child Safeguarding” sub-section for more detail).

- **Emotional safety:** offering a space that is emotionally safe for child advisors requires facilitators who have the time and capacity to actively listen to children, meaningfully engage them, and act on children’s voices, if it is safe to do so. Experienced facilitators can also support building connections between peers. If any child is struggling, consider referring them to other services providing more specialized support for overcoming traumatic experiences and/or stabilizing their mental health and psychosocial wellbeing (with parental consent obtained). In what follows in this section, there are plenty of tips for CAB facilitators of how to support emotional safety of children.
- **Spiritual safety:** a safe space is somewhere where there is acceptance of all aspects of who we are, a place where we truly belong. Creating such a space can be challenging with children from diverse backgrounds and life paths, but it is very important. In fact, it is their joint interest in the concept of Barnahus and children’s rights and wellbeing that brought them ALL together to this space! Creating Ground Rules and building collective value systems helps children understand guidelines for safe interactions (see the “Establishing a Group Respect Agreement” Activity for more detail). Ensuring that children’s belief systems are respected, even if not shared, is important. Engaging children in creating shared value systems and safe ways of interaction is a great way to do this.

⁸ Informed by experiences of #CovidUnder19 coalition #CovidUnder19 | Terre des hommes (tdh.org)

***Referral pathways:** these are significant enablers in supporting children’s safety for aspects outside of our immediate influence. For that, it is important to ensure that referral pathways are up-to-date, including the existence of any child helplines. If feasible, it would be advisable to review referral pathways with children to identify any additional sources of support that adult service providers may not be unaware of. Moreover, you are encouraged to work with referral sources to encourage them to follow up with children who are making calls or visiting them for support.

- **Online safety⁹:** if the CAB meetings are facilitated online, it is important to select a platform that is both safe and easy for children’s use. Consider conducting a Staying Safe Online session at the initial stages of CAB meetings. Such a session would introduce children to the very concept of online safety, discuss potential scenarios where their online safety might be threatened, educate them on safe ways of protecting themselves from such online dangers, thus empower children to be safer and more comfortable online. You might also consider inviting children to visit some child-friendly resources specifically developed for supporting them in being safe online. A compilation of such resources can be found in Annex 4.

Additionally, it is also important to consider how the information will be safely stored. If meetings take place on Zoom platform, consideration for Zoom cloud storage might be given that would enable to record, store and re-visit recordings of CAB meetings with password protection in place.

Trauma-Informed Practice

Being a child victim or witness of crime is a traumatic experience in and of itself. Having experienced such highly distressing events in their childhood, children with previous experiences of Barnahus require that their participation is facilitated in a trauma-informed manner. Children with the histories of trauma often experience powerlessness, disempowerment, helplessness and hopelessness. Therefore, a trauma-informed practice recognizes that children’s meaningful participation can significantly support their sense of safety and empowerment as a response to previously unsafe and disempowering experiences. As such, when working with child advisors, some of whom have had experienced such traumatic events, keep in mind that⁹:

- Children respond differently to different events. Their reactions and responses may change and evolve over time.
- Adversity and trauma impact the way children think, feel and act. These may be expressed in very different ways according to who they are.
- Traumatic experiences require children significant social, emotional, neurobiological, psychological or behavioural adaptation.
- Children make these adaptations in an attempt to: survive in their immediate environment, find ways of mitigating or tolerating the distress they are facing by using the resources available to them, establish

⁹ Adapted from Brennan, R. et al. (2019). Adversity and trauma-informed practice: a short guide for professionals working on the frontline, YoungMinds, Anna Freud National Centre for Children and Families, Adversity and trauma-informed practice: a short guide for professionals working on the frontline – Social Care Online (scie-socialcareonline.org.uk)

sense of safety and control, or make sense of the experiences they have had.

- Children affected by traumatic experiences may find it difficult to seek or receive support due to issues of trust in relationships.
- Activities with children should not inadvertently re-traumatize them, and the Do No Harm principle shall be respected at all times.
- Relationships really do matter, and every contact with someone who has experienced adversity and trauma can be an opportunity for healing and growth. Safe and supportive relationships can be used to re-build trust and safety destabilized by previous experiences.
- Think what has led to the child’s behaviour rather than what is wrong with the child. Focus on the emotions causing the behaviour rather than the behaviour itself. Understand children’s behaviour as a way of communication, use professional curiosity as to what lies beneath the presenting behaviour.
- The language matters. Changing the language from “problematic behaviour” to “distressed behaviour” has the potential of changing the way we perceive and treat children and their behaviours giving the way to empathy and professional curiosity.

Child Safeguarding

The Consortium of the JOURNEYS project recognizes the risk of harm to children in the context of implementing the project and is fully committed to preventing, addressing and reporting child safeguarding concerns. Against this background, the JOURNEYS project Child Safeguarding Policy¹⁰ and its procedures have been established that apply to all operations and activities conducted by, or on behalf of the project. The policy reflects the rights of children to protection from abuse and exploitation as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and EU Acquis Communautaire.



DEFINITION OF CHILD SAFEGUARDING:

“Child Safeguarding is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organization has about children’s safety within the communities in which they work, are reported to the appropriate authorities” (Keeping Children Safe Coalition 3 – www.keepingchildrensafe.org.uk) This includes both **preventative** actions to minimize the chances of harm occurring, and **responsive** actions to ensure that incidents which may happen are appropriately handled. **Safeguarding** implies a wider duty of care towards children rather than just upholding their right to protection.

The overall aim of the policy is to ensure that our actions while implementing the JOURNEYS project and its activities, including the CAB membership, DO NO HARM children and that appropriate measures are taken to address and report potential incidents. Implementing partners must assess the risk of every individual child involved in the Child Advisory Board, to see whether their participation is safe and that

The policy reaffirms and strengthens our joint commitment as JOURNEYS partners, experts, and associates (the Journey’s consortium hereafter) to keep children safe and to protect them from all forms of harm and abuse. This is an issue of critical importance for the Promise Network (European Barnahus Network) and strongly relies on Quality Standards 1 and 4. The protection of children, the promotion of their well-being and upholding of children’s rights is a common foundation of our work.

they can give informed consent/informed assent to not only take part in the project but also consent to data collection elements of the project. If children are under the age of 16 years old, parental consent will also be required (parental consent is recommended regardless of the child’s age and can be found in Annex 5).

The Child Safeguarding Policy of the JOURNEYS project DOES NOT replace or override the Consortium members’ organisational child safeguarding policies. All JOURNEYS partners are required to have a formal national organizational child safeguarding policy and procedure in place of the highest standard including international and national standards, and all of them fulfil this requirement.

The JOURNEYS Child Safeguarding Policy complements the respective Consortium members’ child safeguarding policies for the purpose of the implementation of the project, including activities of CABs. Its key focus is to safeguard children during the implementation of JOURNEYS activities implemented individually or jointly by the Consortium members.

Our Commitment to Child Safeguarding and the principles underpinning it:

1. All children have equal rights to protection and to have their well-being and participation promoted.
2. Child safeguarding is an obligation for all Journey consortium members. All actions regarding child safeguarding will be taken in the best interest of children. This includes an understanding that in all activities we must ensure that we uphold children’s rights and do not cause harm.
3. Everybody has a responsibility for safeguarding. This policy is mandatory for all of those who work on behalf of the project including staff, volunteers and partners, associates, board representatives, specialists/experts. Training, advice, and support for the consortium mem-

bers will be provided by the appointed Child Safeguarding Officer during the project implementation.

4. The consortium members will work in full transparency and ensure the exchange of information and expertise.
5. All reports of concern regarding the safety and protection of a child during the project implementation will be taken seriously. Appropriate steps will be taken to protect the child and to act against the alleged perpetrator. This might include referral to law enforcement and child protection agencies as per the respective internal safeguarding policy of the consortium member and in line with international and national standards.
6. Confidentiality will be always maintained and the personal details of those involved will not be disclosed outside of the project Safeguarding Committee.
7. We raise awareness and influence others on the importance of safeguarding children, using our policy and procedures to highlight our commitment and explain the consortium member’s values.
8. We work within the framework of international and national laws, and policies in the field of safeguarding.

¹⁰ The full text of the JOURNEYS Project Child Safeguarding Policy can be found on the project website
¹¹ Home - Barnahus

Working in Partnership with Children¹²

Skills and values important for facilitators

Child participation can mean different things to different people. To a large extent, the level of children's participation and their ability to influence decision making processes will depend on the skills and personal values of CAB facilitators as well as the value they place on children and their capacities. It might happen that adults act in ways that are not fully respectful or supportive of children's expertise. This is referred to as "adultism". Supporting children throughout their CAB journey means ensuring that they are offered the same respect as any other person, regardless of age. As such, some of the skills and values that are important to nurture in ourselves and apply throughout the journey are as follows:

- ✔ **Respect:** are the content of my messages, the tone of my voice and my non-verbal communication conveying the message to the child of being valued and respected?
- ✔ **Active listening:** do I support creating a safe and supportive space for children to express their voices?
- ✔ **Adaptability:** do I adapt my communication and way of working to the age and maturity of children? Is there any risk that these are children who need to adapt to my needs and capacities instead?

¹² 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

- ✔ **Ability to let go of control:** do I feel comfortable to trust the process of children taking the lead? Am I comfortable to balance children being in charge of the process, while safeguarding their best interests at the same time?
- ✔ **Appreciation for children's creativity and ideas:** do I regularly express appreciation of children's skills, capacities and contributions? Do I seek the ways of showcasing children's achievements to wider community members?
- ✔ **Acknowledge and put aside our own biases of children, if any:** do I have any personal biases that prevent me from seeing children as active agents of positive change? Where are such biases coming from? Do they prevent me from meaningfully engaging children? How can I challenge such biases?
- ✔ **Do not impose judgement or ideas:** am I judgemental towards children's ideas? How can I gently suggest alternative ways of doing things without being and sounding judgemental?
- ✔ **Support children to have ownership over the process and final outcomes:** can children I work with proudly say that it is them who did it?

Some good practices in supporting children's meaningful participation

The below presents some good practices that you can use as you work in partnership with children throughout their CAB journey.

Start from Strengths: Always start with exploring children's strengths. What strengths do they have personally and collectively? What are the strengths that exist among their peers, families, local community, governments, and society? How can children build upon their strengths? How can CAB membership help children grow and thrive? Thinking in this way helps identify the assets, capacities and opportunities for children in their systems of support and socio-cultural context that support and protect children and help establish a sense of dignity, belonging and justice.

Use the power of children's ideas for positive change: We know from our own experience, but also from research that childhood and adolescence is a time of great openness and imagination. When encouraged to think critically and creatively about the world around them, children have many ideas for positive change in our communities and societies. Providing a space for children of different backgrounds and experiences to think through their ideas, and grow them, is an important component of supporting and developing them. Remember that children will learn and participate differently from one another, and you must reflect on this and how you will create spaces for them to think through their ideas! For example, if there are children who are visually impaired, you may have a dialogue circle and record partici-

pants' ideas instead of asking everyone to write sticky notes and read each other's thoughts. If children participating have religious prayer times, structure your schedule, so that it does not disrupt their prayers. If girls are not speaking about certain issues when together with boys, divide participants into separate boys' and girls' groups to support conversation. Ensure you provide options for children of all genders (outside of self-identifying as boys and girls) to join groups. When we work together across generations, we can build on children's ideas to make improvements in different walks of children's life, including in Barnabus system.

Build partnerships: Building partnerships with children across different systems or sectors is important. This will look different depending on your context. Think about how you might be able to engage CAB members with other groups in the community and what would be most inclusive. Linking child advisors with other formal or informal child protection and child participation systems, networks and external events will also support sustainability of CAB membership beyond the project timeline what will be explored in more detail in the final "Keeping the Journey ON" Section of this methodological tool.

Challenge oppressive ideas, if it is the case, and if it is safe to do so: Be prepared to push back respectfully if/when child advisors reflect oppressive or discriminatory ideas that do not reflect children's best interest. Even children might reflect unhelpful ideas they have learned in their homes and communities, such as boys are smarter than girls, or otherwise, or certain ethnicities are better than others. When these

things come up, take a chance to pause the conversation. Get curious, ask the individual why they think this is so (if it is safe for everyone in the group to explore this). Encourage other children in the group to share their ideas by asking if there are other thoughts in the group around this, or whether there are alternative angles to look at this. If you know of a “champion of change” in the group, consider asking them as it is best when the ideas for change come from the participants themselves. Consider including this consideration in your Group Respect Agreement at the start of your time together.

Ingredients for successful Child-Adult Partnership

TIME & TIMING: make sure you have scheduled enough time for the group and yourself to work through the activities scheduled for the meeting. Children need your time and energy to support their participation and development. Children may need time to reflect, to talk through things with you and among themselves, to explore and develop their own ideas. Pay attention for scheduling CAB meetings at hours not overlapping with other children’s engagements, e.g. schooling, time usually spent with their families, public holidays etc. The duration of the meetings should not be too long and tiring for children, nor too short to be in a rush and engage superficially. While the group needs sufficient time to make the process collaborative, effective and productive, it is also important to have enough time to dedicate sufficient attention to each individual child in the group and listening to individual voices. You could consider having a meeting of around 90 – 120 minutes with a 15-minute break in between. Do have

regular check-ins with children on how they feel and whether more breaks are needed.

The time for fun should be considered too – as it is about the final products and inputs of the group, it is equally about making CAB experience for children fun, playful and joyful! Having chats and making new friendships over refreshment breaks with healthy snacks would be liked by everyone!

CURIOSITY: curiosity is a great place to start from and a great attitude to maintain throughout the journey! If you face any challenge, rather than reacting, get curious, ask the child, explore together! Why is this happening? What might be beneath the surface? What is the child trying to communicate? Is there any unfulfilled need that I do not know about? What can we do to address this challenge together?

RELATIONSHIPS: nurturing strong relationships between children and adults, and amongst children is key to supporting and developing CAB groups. We know from research that meaningful relationships are key to supporting children’s participation and development.

EMPATHY: put yourself in the shoes of the child. What can you do for the child for them to feel comfortable in their shoes? Try to actively listen to and understand one another, building understanding for the other person’s experiences. This means trying to relate to what they are feeling.

RECOGNIZE CHILDREN’S COMMITMENTS: remember that children are busy. Children have roles and responsibilities that are important for not only their own lives, but the lives of their family, school, peer groups, and community. It is, thus, important for us to honour these roles, and ensure that CAB membership supports other roles and responsibilities they have rather than creates additional pressure. This is easier said than done, so it is great to consult children, and jointly agree on the timing for CAB meetings most conducive for them.

HONOUR CHILDREN’S TIME & COMMITMENT: It’s important to recognize children’s commitment to the project and CAB membership, particularly for those who are making large contributions of their time. Consider offering small remunerations, symbolic gifts, refreshments, covering transportation costs whenever possible, whatever is appropriate and feasible in the context you are working in.



Tips for Facilitation¹³

Supporting meaningful participation of child advisors is as much about the process as the final results and deliverables of the project. Below presents some tips how to build and nurture safe, supportive, and respectful relationships with CAB members.

Building and Nurturing Relationships

- Use a positive approach: Stay positive and energetic
- Be a role model: Act in positive ways. Share healthy values that child advisors can learn from. Supportively guide children, but do not direct them or assert your opinion.
- Build relationships: Help child advisors feel valued and respected. Be sensitive and sincere. Create spaces of trust during initial meeting, and maintain it all throughout the journey.
- Be patient and flexible: Things do not always go as planned, and it is okay!
- Be prepared with back up ideas and activities: “Plans means nothing, planning means 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 – do not forget your sense of humour and that it is important to listen to what child advisors are telling you!

Listening to and Speaking with Children

- **Actively Listen:** Take time and listen carefully to children, their stories and anything they feel like sharing with you. Make sure you are fully listening and not just waiting to speak. Listen as much to what children say, as to what they do not say. There is much information in their silence and body language.
- **Treat children with respect:** Supportively accompany children while they are doing activities, demonstrate your genuine interest by asking questions and learning how they see the world around them and their place and their roles within it.
- **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 children are feeling during activities, and whether any additional support is needed, either collectively or individually.
- **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 children’s stories.

Asking “Good” Questions

- **Ask open-ended questions:** Open-ended questions do not have ‘yes’ or ‘no’ answers. An example of a close-ended question is ‘Would girls have different experiences of Barnahus than boys?’ An open-ended question would be ‘In which ways may girls’ experiences of Barnahus differ from the ones of boys? Why do you think it might be the case?’.
- **Avoid leading questions:** Leading questions contain the answer in the question, and do not give children a choice in their answer. An example of a leading question would be ‘When preparing an awareness raising event, would a drama performance be more engaging for other children than a radio talk?’ A non-leading question would be, ‘In your opinion, what type of awareness raising events would be more engaging for other children in your community?’
- **Reinforce that there is no right or wrong answer:** Encourage child advisors 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 is?’ ‘You mentioned you are interested in making drawings for awareness raising booklets, what kind of drawings would you imagine?’

- **Use Prompts:** Prompts are expressions or words that encourage children in their story. Sounds such as ‘uh huh’ show that you are interested and actively listening and encourage children to keep going. Make sure not to use words/phrases, such as, ‘right’ or ‘correct’ that suggest you have an opinion about their answer. Your role is to facilitate the process for them to share without your judgement.
- **Use Repetition:** By repeating a participant’s last word or phrase you can reinforce that you are listening and encourage them to say more.
- **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 children. In this sense you are seeing the participant as the ‘expert’ on the subject matter. 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 children.
- **Show respect:** Show respect for children’s perspectives, even if your opinion is different.

¹³ Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Project Guide: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des hommes

- **Provide children with special opportunities:** If a child is restless, or acting out, give them a special task such as writing on the flipchart, so that they feel recognized and valued. Always be curious about what that behaviour might be all about. What is there that the child is trying to communicate with his/her behaviour?
- **Explore their concerns:** Give room for children to voice their concerns, including about the project and its final products, as you could gain valuable information.
- **If a child is resistant or unresponsive:** Allow them to sit in their own space and reflect. Create a comfortable space for them to feel that they can re-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. As every child has the right to participate, they equally have the right to withdraw from participation at any point they feel so.

Supporting CAB Group

- **Actively and meaningfully engage children of all ages:** Depending on the age-range in your CAB group, you may need to make little changes to activities so that they meet everyone's needs and capacities. For example, you may use different words and ideas to explain something to a 14-year-old than to an 18-year-old. Be sure you are engaging everyone.

- **Be inclusive:** Find ways to adjust your facilitation, so that all children present can participate. Pay specific attention to children 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.
- **Nurture a culture of responsibility:** Do not be afraid to hold children accountable (responsible) for their behaviour. Set shared grounds rules in a Group Respect Agreement at the very beginning of CAB journey, so that you can keep referring back to this joint commitment, when and if needed, as you move forward. Be firm but respectful, and create an opportunity outside the group to talk through any issues.
- **Privacy is fundamental:** Remind participants that all children have a right to have their privacy protected, in line with the UN CRC Art. 16. It is important that the CAB group respect one another's privacy and not share what they have heard with others outside of the group. Tell children that although most things are confidential, if they tell you something or you suspect something is happening to them that puts them or others at risk, then you will work with them to find someone who can provide support. Please refer to the "Child Safeguarding" sub-section and the JOURNEYS Child Safeguarding Policy for more information.

- **Encourage critical and creative thinking:** This is an opportunity for children to think differently about their lives and the lives of other children in their community, raise questions and explore possibilities in a non-threatening way.
- **Be comfortable with being uncomfortable:** Change can often include feelings of discomfort and confusion. Recognize and pause during these moments.
- **Learn from mistakes:** We all make mistakes. Try to think of mistakes as opportunities to learn and areas for improvements. You can be honest with children in your group when you make mistakes, as a way to role-model how we learn from what doesn't go well or could have been done differently next time.
- **Be aware of and take steps to address power dynamics:** Be aware that by age, position, class, culture, religion or gender, you may be in a position of power, and this can impact how children respond or not respond.
- **Pre-identify community support networks:** Find out potential support people and/or organisations that children might be willing to reach out to for collaboration in the course of their activities.

Working through potentially sensitive subjects

Whenever we are exploring, it helps us feel well. At the same time, the process of exploration may also open up conversations about what does not feel well. We never want a child to feel that we are asking direct questions about their lives, or asking them to share something they are not comfortable with.

- Ask questions that use pretend situations and explore children's understanding of common experiences in their communities. *For example, what types of things make children feel well / not so well in your community?*
- Watch children's non-verbal cues and stop the discussion if a participant becomes upset. Do remember to follow up at a more convenient opportunity.
- Sit with someone who is upset and provide compassionate listening.
- Work with your co-facilitator to follow up with a child who shows signs of distress during an activity.
- Remember to connect children to the additional support people, depending on their individual needs. You may want to put the support workers' names on a flip chart paper in case children want to self-refer, or you may need to contact this person yourself and help connect them with a child and their family.

- Remember not to expose children to any physical or emotional harm and to keep them safe in the course of CAB activities. Respecting your organisation's Code of Conduct and Child Safeguarding Policy as well as Child Safeguarding Policy of the JOURNEYS project is everyone's responsibility.

Tips for Note Taking¹⁴

Note taking is a skill, and as with any other skill, it requires some practice to be comfortable with. While the importance of note taking should not be underestimated, it should not overshadow an actual engagement with children, building and nurturing person-to-person communication, facilitating their voices and paying attention to both overall group dynamics and each individual child in the group.

The preparation for note taking starts before an actual CAB meeting. Before CAB meetings, it is recommended for CAB facilitators to review the schedule of the upcoming meeting and its objectives. Discuss any modifications you might need to integrate making sure that children's suggestions are reflected in the schedule. You will need to tailor your notes to the objectives of each CAB meeting. Depending on the number of CAB facilitators, the role of a note taker should be agreed among themselves ahead of the meeting.

Note Taking during CAB meetings

Begin the meeting with welcoming child advisors and filling-in CAB Attendance List with the use of CAB Attendance Facilitator's Guide (Annex 6).

Take detailed and accurate notes in your notebook. **Pay attention to what is important to the group.** How would you, however, know what is important?

- ✔ **Record main points:** when the child responds to a question, record the key points.
- ✔ **Record memorable words, phrases or quotes:** record phrases and quotes used by children.
- ✔ **Gather stories or examples:** stories and examples provide insights into how child advisors see themselves, others, and the world around them.
- ✔ **Listen for recurring themes:** If more than one child says the same thing, be sure to note down how many times you heard it, and be sure to include any minor differences you heard. For example, if many children say that the concept of Barnabus can best be promoted through carrying out awareness raising activities in local schools record how many times you are hearing this and, perhaps, any differences related to the types of awareness raising they would like to do.
- ✔ **Repetition:** Note key words or phrases that are repeated.

¹⁴ Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Project Guide: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des hommes

- ✔ **Capture key questions asked,** and be sure to answer these questions. If you do not have immediate answers to children's questions, say that you will find out and will get back to them during the next meeting, or in the meantime.
- ✔ **Note body-language or non-verbal cues:** these non-verbal cues may tell you something about what the participant is thinking and feeling. For example, if the child constantly avoids an eye contact with you, they may be feeling uncomfortable. It is important to be aware what cues exist in your own cultural setting, especially if the CAB group includes a variety of cultural backgrounds. Because observing non-verbal cues is more challenging when facilitating CAB meetings online, caution needs to be exercised not to misinterpret them.

There are three types of note taking that you can use in your notebook to help speed up the process:

- **Running notes:** a close to word-for-word record of what is said.
- **Jotting:** notes of key words and phrases that will jot your memory when you write out the meeting minutes in full later.
- **Categories:** include main points, related points, and examples.

The sooner you write your notes, the easier it will be to remember the details. It may feel hard to do it at the end of CAB meeting, but it will be much easier than trying to do it in a few days. Remember that whatever type of notes you take in your notebook you are advised to write them in the CAB Meeting Documentation Form (Annex 7), so use the

method that works best for you. Last but not least, remember to keep your notebook, CAB Attendance Lists and Meetings Documentation Forms in a safe place in respect of children's privacy.

Thinking of Potential Challenges

It should not be assumed that, upon being selected, all child advisors have equitable access to meeting spaces, or are equitably placed to meaningfully contribute to CAB activities. Potential barriers to participate and contribute will vary for each individual child, and it is important to start understanding such barriers early on in the process. For that reason, one of the questions suggested for exploring during a friendly conversation is related to the child's potential obstacles participating, and how we, collectively, can better support the child to dismantle them.

The below questions invite you to reflect on some of the barriers that might stand on the way for children's participation in CAB meetings. Bear in mind that the barriers presented are not exhaustive, would vary depending on the context, and lived realities of individual child advisors.

- **Physical barriers**
 - Would the child be able to safely commute from his/her neighbourhood to the CAB venue? Would the child need to be accompanied on his way to/from the venue? Will the child be able to cover travel expenses?
 - Is the venue disability-friendly? Would children with limited mobility be able to get to the venue and move through it?

- **Material barriers**

- If CAB meetings are facilitated online, are we sure that every child has access to technology (computer/phone)? Do children have headphones to connect to CAB meetings? Do they have a quiet and safe place to connect online?
- Is there any support needed with internet data? To ensure that virtual meetings are as accessible as possible and to contribute to addressing the digital divide, consider allocating budget to make sure that child advisors have access to mobile data when needed. In practical terms, children could be invited to submit simple data request forms indicating their phone number that they would like the data to be sent to with you topping up their data using mobile apps .
- Are children and their families able to have their basic needs met (food, healthcare, access to education, social integration etc)? Can we link them with respective services so that it does not stand in a way to their interest and ability to participate?

- **Cultural and spiritual barriers**

- Do all children feel comfortable sharing experiences and ideas specific to their culture or spiritual identification? Do all children share a sense of belonging to the group, regardless of their socio-cultural background?

- **Mental health and psychosocial needs**

- Do children have psychosocial capacity to fully participate? Do they feel physically and emotionally safe in their families, peer networks, neighbourhoods? Do they have emotional resources to participate, thrive and grow in the process? Is there a need to safely link the child with community-based or specialized support?



Strengthening Competencies of CAB Facilitators

As child participation is a right and a process, so is the case with training and strengthening competencies of CAB facilitators. Rather than being an one-off event, capacity strengthening of CAB facilitators is an ongoing process that mirrors evolving needs and capacities of child advisors as well as contextual changes. It cannot be assumed that CAB facilitators naturally possess the levels of knowledge, skills and attitudes needed to be able to meaningfully and safely engage children. As such, an onboarding training needs to be complemented with refreshers and supportive supervision, coaching and mentoring throughout the journey. Some of the key themes recommended for CAB facilitators to be progressively trained on are as follows:

- Child Safeguarding
- Fundamental concepts of Child Protection necessary when working with children: childhood, child development, child rights, child abuse
- Child rights principles and their application with CABs: Best interest of the child, Child participation, Non-discrimination, Life, survival & development
- Key concepts of meaningful children's participation, types and models of child participation
- Communication with children
- Key concepts of mental health and psychosocial wellbeing and trauma-informed care
- Safe identification and referral of children to other services providing basic needs and/or more specialized support
- Psychological First Aid

See online training modules on the following topics:

- Supporting children's participation in the decisions affecting them <https://childhub.org/en/online-learning-materials/supporting-childrens-participation>
- The Quest: Children's Guide for child support workers to better your professional practice <https://childhub.org/en/online-learning-materials/quest>
- YouCreate: Youth-led Arts-based Participatory Action Research for Well-being and Social Change <https://childhub.org/en/online-learning-materials/youcreate>
- Planning a Collective Participation Process with Children Child Participation for Europe (CP4E) Online Learning Platform <https://cp4elearning.org>

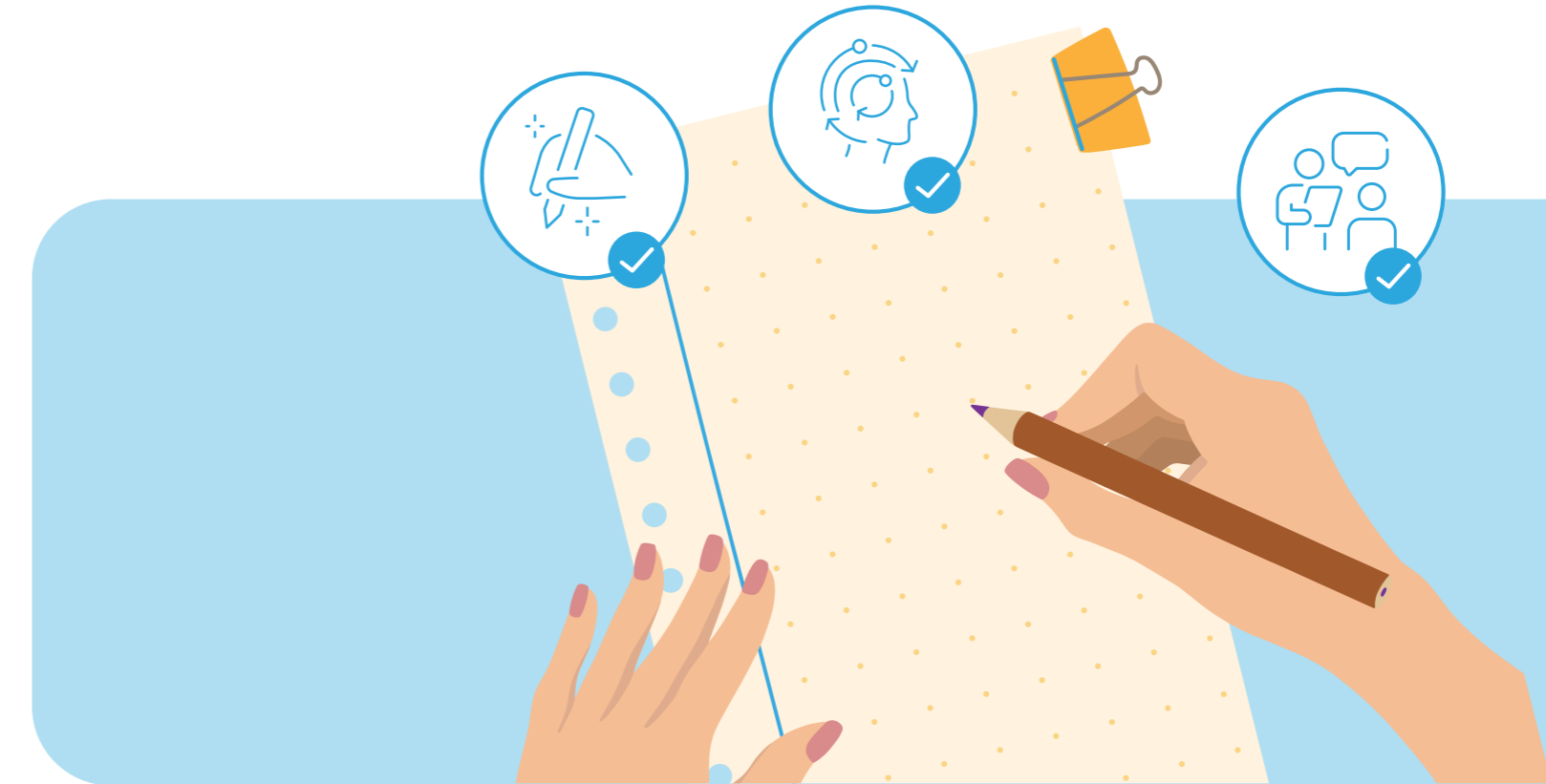
Please note that these suggested themes are not exhaustive, nor exclusive, and will depend on capacity strengthening needs of individual CAB facilitators. Also, capacity strengthening activities on these themes do not necessarily need to be delivered within the framework of formal trainings. They can be integrated within the practice of supportive supervision that could combine provision of theoretical information, role playing, and reflective practice.

Self-reflection and reflective practice¹⁶

Self-reflection is a valuable tool to support our own personal and professional growth. It is valuable to always be reflecting on our own lived experiences (what has occurred in our lives that makes us who we are) and positions in relation to privilege and power and how this effects the way we engage with children.

This is helpful in terms of understanding how we perceive, for example, age, gender, position in society, and relative privilege, and how this impacts how children see us and interact with us. By understanding our own value systems, how our own personal and professional life experiences influence how we show up in the world, and our own biases, we can learn how to better navigate interactions, and ensure everything we do works towards supporting the wellbeing and participation of each and every child we engage with. Sometimes this can cause unsettling feelings of surprise, guilt, embarrassment, frustration with oneself and/or systems when doing deep reflection. Remember that reflecting on and deconstructing our understanding of the world is hard work and it is okay to feel unsettled! Take time to ask questions, be open minded, and seek out support if you need to.

To carry out reflective practice you can keep a regular journal where you take notes of your experiences and/or record reflections on an audio recorder that you have. You can also take time to have conversations with your colleagues and/or your supervisor/mentor to regularly critically reflect on your experiences and ways you engage with children. You can find some tools that are helpful in supporting your reflective practice in Annex 8 “My journey to meaningfully engaging children” and Annex 9 “Self-reflection journal”. Do not wait to try them out!



¹⁶ Based on Currie, V., Lee, L. and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation



IV. WALKING THE JOURNEY

The CAB facilitators have an important role to play in creating and facilitating safe and conducive space for children to express their voices, listen to children's voices, and act upon them, if it is safe to do so. Here are some handy tips to support you feel comfortable and confident to plan, facilitate, and follow up on CAB meetings.

Before, During, and After CAB Meetings¹⁷

BEFORE CAB MEETINGS: PLAN AND PREPARE

1. When planning CAB meetings ensure that the agenda is informed and led by the views and interests expressed by child advisors themselves.
2. In consultation with child advisors select a time, date, and location for the meeting. Send a reminder about the upcoming meeting to all child advisors using pre-selected communication channels, e.g. emails, WhatsApp chat, setting recurring calendar invites.
3. Develop an agenda of the meeting using the activities from this methodological guide and any other pieces you and child advisors might want to add in. Decide on energizers to keep the energy up, the main activity of the meeting, the wrap up activity as well as online polls in case of online meetings. Ensure that you have supplies needed.

4. Prepare the venue: Make the room/space feel fun, safe, quiet, and supportive. You may want to put up a welcome sign, print pictures, or add any pieces that support child advisors to feel welcome. See if it is possible to have refreshments. In case of online meetings, refreshments, e.g. candies, biscuits, could be sent to children by post prior to the meeting.
5. Make a Checklist of the materials you will need to bring and the things you will need to do before the meeting. Consider preparing PowerPoint/Prezi presentation, especially in case of meetings online, to provide them with all the information they might need.
6. Identify a support person who will be available to support members of the CAB, should anyone need extra emotional support. This person may be a counsellor or psychosocial support person, but they must not be directly involved in facilitating the activity. Consider displaying the contact information of this person during every meeting, in a format and at the height children can easily read.
7. Mentally prepare yourself: Be emotionally present and available to engage with child advisors and listen well.

¹⁷ 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

DURING CAB MEETINGS:

1. Arrive early: arrive before the child advisors so that you can organize the space and complete any last minute details. Join online meetings a few minutes in advance, and ask child advisors to do the same. This will provide a leeway in case of any technical issue.
2. Welcome everyone: Thank child advisors for coming and conduct an energizer/warm up activity drawing ideas from the Energizer Toolboxes (Annex 10 & Annex 11). As child advisors feel more comfortable with each other, encourage them to propose and/or co-lead the conduct of energizers on their own.
3. Facilitate introductions: if you are meeting as a group for the first time, take time for introductions and ice-breaking activities. You can use any fun creative way to support introductions and/or get suggestions from the Energizer Toolboxes.
4. Establish a Group Respect Agreement during the first CAB meeting: work with child advisors to develop their own agreement to set guidelines for how everyone wants to work together. You may need to prompt and guide with additional ideas, and the “Establishing a Group Respect Agreement” activity provides insights for it. Be sure to write it down where everyone can see it and ask all child advisors to sign it.
5. Explain the specific objective of the meeting on that day, and what the main activity will be. The main activity may relate to facilitating children’s voices on a specific project deliverable and/or engaging them in the Participatory Action Research activities towards developing CAB-led Collective Actions.

6. Be aware of the mood in the room: discussing challenges or becoming more aware of challenges children are facing in their daily lives can feel frustrating and overwhelming. You may need to remind child advisors about the good things in their families and communities and/or pause to play a game to unwind.
7. Close the session with the conduct of one of the activities from a Wrap UP Toolbox (Annex 12).
8. Discuss next steps: always be ready to inform child advisors of the next steps of their engagements with the Advisory Board, and answer any questions they might have. Agree with children on where and when the next meeting will take place and who will be reaching out to them with the reminders and information sharing. If needed, signpost children to where they can find additional information resources they are interested in.

AFTER CAB MEETINGS:

1. Follow up with any child advisor who might need additional support pertaining to their individual needs and circumstances.
2. Document the results of the meeting using the CAB Meeting Documentation Form (Annex 7).
3. If children engaged in online polls and/or shared their ideas on a whiteboard, consider generating them into pdf documents, and share with children. If online meetings were recorded, signpost children to where they can access recordings, so that children can catch up in case they missed out on the meeting. Again, ensure that such recordings are password protected.

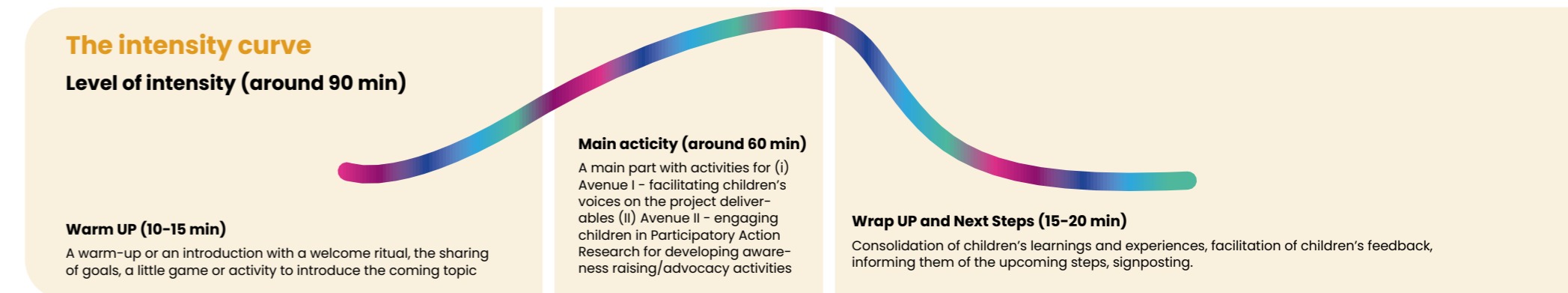
STRUCTURING CAB MEETINGS

The way you structure meetings with child advisors will be influenced by the Avenue of their engagement, described below. Both Avenues can be pursued within the project, and there is no need to choose only one of them.

- **Avenue 1** > whereby children advise, provide feedback and suggestions to the Project partners on the development of the project deliverables, such as (i) Little Journey App (ii) Child Log (iii) Child Liaison pilot role, as to their child-friendliness and suitability for children. More broadly, this avenue also relates to consulting children on Barnahus decisions and services that are necessary to them and their peers, for instance children are invited to give their opinions on issues related to the Barnahus governance, on how to make assessments and treatment processes more child friendly and what to change in the Barnahus services.

- **Avenue 2** > whereby child advisors engage in a participatory action research to ideate, develop and implement CAB-led or CAB-informed awareness raising and advocacy activities to raise children’s and important adults’ awareness of the rights of children victims of crime, and also to advocate for children’s rights with relevant duty bearers on local, regional, national, and EU levels.

While each Avenue offers a different set of activities (that can easily and creatively be combined though!), it is recommended for the structure and content of the meeting to follow a below-depicted intensity curve¹⁸. This intensity curve will support your reflection along the different phases of the meeting: how are you going to get started, how are you going to accompany children in them providing their expertise and learning new things, and how you are going to end the session so that it is “understood” and that everyone wants to come back and continue together. The meeting should be conceived in three stages as follows:



¹⁸ Adapted based on the Working with children and their environment: Manual of Psychosocial Skills, Terre des hommes

1. Warm Up, Introduction, Getting started (around 10–15 minutes)

This is the beginning. Children are often excited when they arrive. Getting started helps to focus the group and prepare their minds for the activity. Introduce children to the main objective of the meeting, so that they know what to expect. If we want children to participate, set the tone in the first 5–10 minutes to get them involved right from the beginning. Consider drawing ideas from the Energizer Toolboxes that offer ideas for both in-person and online modalities (Annex 10 & Annex 11). In case the meetings of child advisors are facilitated online, you might also want to include right from the beginning group brainstorming exercises using online whiteboard options (Google Jamboard, Miro, Mural) or online polls (Inbuilt poll function in zoom, Mentimeter, Sli.do).

2. Main part (around 60 minutes)

The main part is made up of the activities from Avenue I (facilitating children's advice and expertise on the project deliverables/ Barnahus services) or Avenue II (engaging children in Participatory Action Research for developing awareness raising/advocacy events). Both Avenue I and Avenue II activities are described in the next sections. Importantly, depending on the context, children's needs, capacities and particular tasks they are willing to engage in, consider including a range of activities aimed at strengthening their life skills, such as trust building, cooperation/collaboration, communication, self-awareness and management of emotions, problem solving and creative thinking, and responsibility. This will support children's full and meaningful

participation and leadership. Refer to MOVE ON & ENGAGE | ChildHub – Child Protection Hub Youth Curriculum for such life-skills strengthening activities.

Moreover, it is highly beneficial to enrich the main part with the provision of trainings and workshops aimed at strengthening children's knowledge and skills on specific topics. A great variety of options¹⁹ might be considered here, ranging from legal literacy to IT skills, from drafting CVs to directing short movies, from storytelling to simple budgeting to public speaking and advocacy, and so forth!

3. Wrap up and Next steps (around 15–20 minutes)

It is the end of the session where we want children to consolidate what they have learnt and experienced during the sessions. At it also the place to get their feedback on the structure and the content of the session overall, their likes and dislikes, suggestions for improvements, and the way forward. The Wrap UP Toolbox (Annex 12) offers ideas to draw from. Do not forget to inform children of the next steps of the Board, and signpost them to relevant resources they are interested in. Express children your appreciation for their active participation and contributions!

AVENUE I – FACILITATING CHILDREN'S ADVICE AND EXPERTISE

When accompanying children in walking the Avenue I, they advise, provide feedback and suggestions to the Project partners on the development of the project deliverables/tools, such as (i) App (ii) Child Log (iii) Child Liaison pilot role, as to their child-friendliness and suitability for children. More broadly, this avenue also relates to consulting children on Barnahus decisions and services that are necessary to them and their peers, for instance children are invited to give their opinions on issues related to the Barnahus governance, on how to make assessments and treatment processes more child friendly and what to change in the Barnahus services.

This process follows a logical sequence of:

1. Presenting the tool/service and its features to child advisors, providing child-friendly information on the rationale behind development of the tool and any other background information they might need, and addressing children's questions in relation to the tool.
2. Providing children with opportunities to practice the tool and experiment with its different features.
3. Providing children with opportunities and child-friendly modalities to provide their advice and expertise on the tool and suggestions for its improvements.
4. Returning to child advisors with a feedback on how their advice was

²⁰ Six Thinking Hats – De Bono Group, (70) Thinking with hats intro – YouTube

taken into consideration when producing a final version of the tool. If/when it was not possible to fully integrate children's inputs, the reasons behind should clearly be explained to and discussed with them.

Several techniques are proposed below that would enable creating favourable opportunities for children to provide their advice and expertise:

1. The Six Thinking Hats Technique
2. The Carrousel Technique
3. The Defining Areas for Improvements Technique
4. Questions to Facilitate children's feedback

The Six Thinking Hats Technique

The Six Thinking Hats²⁰ is a technique developed by Edward de Bono that supports the processes of exploring, developing and implementing creative ideas. The technique is for the use of individuals and groups that enables them to think constructively together in exploring and implementing changes they want to see. When using this technique, children can learn how to separate thinking into six functions and roles. Each thinking role is identified with a coloured symbolic "thinking hat". By mentally wearing and switching "hats", children can easily focus or redirect thoughts or discussions. Make this activity more fun and enjoyable for children by invited them to bring to the meeting or create their own different-coloured hats, so that they are actually switching hats when engaging in different thinking functions!







¹⁹ See some other useful resources:

(i) Training module for children on self-care, risk and disappointment management knh_dialogue-works_ModuleSelfCare_en_digital_220714.pdf
(ii) Training module for children on communication and self-expression for child and youth-led advocacy Module-Selfexpression-and-Communication.pdf (dialogue-works.com)

How does it work?

Form groups with at least 6 children in each group, so that each child can have their unique colour hat. Invite groups of children to provide

their feedback on the tool presented by looking at it through six different angles, depending on the colour of the hat the child is wearing. If the time permits, encourage children to switch their hats, so that everyone has a change to engage in various thinking functions.

<p>Colour of the Hat</p>	 <p>White Hat Information</p>	 <p>Black Hat Risk, Difficulties and Problems</p>	 <p>Red Hat Feelings, Intuition, Gut Instinct</p>	 <p>Yellow Hat Benefits and Feasibility</p>	 <p>Green Hat New Ideas, Possibilities</p>	 <p>Blue Hat Managing the Thinking</p>
<p>What is being explored?</p>	<p>"The facts, just the facts"! What information do we know? Is it accurate? Is it relevant? Is there any additional information we need to know? How are we going to get that information?</p>	<p>Where can things go wrong? What are the reasons for this way of thinking? Why something may not work? What are some of the risks? Does it fit the facts, experiences, and values? Why not? How could such risks and difficulties be overcome?</p>	<p>How does it make me feel right now? What feeling do I feel like expressing and sharing? What are some of my fears, likes, and dislikes?</p>	<p>What are some of the positive aspects? What are the reasons for this optimistic way of thinking? What are the benefits of it? What are the benefits of it in both short and a longer-term perspective? How valuable is it?</p>	<p>Is it possible to imagine it differently? Are there any new ideas that could be explored? What if...?</p>	<p>How the group work will be managed? Are the Six Thinking Hats guidelines observed? Are we asking ourselves questions according to our hats? How can we summarize and present our group discussion? What are the key conclusions our group made?</p>

Following the group discussion, invite children to present their feedback along six thinking hats to the whole group.

The Carrousel Technique

This technique represents a participatory and engaging process for the groups of children to jointly discover and discuss about the different elements of the tool presented. It allows for discussions in small groups, being followed by whole-group reflection.

How does it work?

Step 1: Depending on the tool presented, choose several of its major elements/functions where children's advice and expertise is needed. Write each element/function at the top of a piece of flipchart paper, and tape the paper to the wall. Alternatively, you can place the paper on different tables situated in different parts of the room.

Step 2: Gather children in several small groups of 3-5 children each and assign each group a different coloured marker with which they will write their ideas, reflections, and suggestions on the flipchart paper. Assign each group to a particular "station" that will be their starting point.

Step 3: Give teams around 3 minutes to discuss the element/function of the tool (as indicated on the top of the paper) among their team members and then write down or draw everything they would like to express using their assigned coloured marker.

Step 4: After the given 3 minutes, each team should rotate to the next "station" where they have another element/function and also

what the previous team has already written about it. Children discuss it within their team, and add their own reflections using the coloured marker of their team. Children are also encouraged to comment on the ideas of the previous group, and perhaps to note down their questions.

Step 5: Continue this process until each team is back to the "station" they started from. Invite each group to present final versions of the flipcharts, and facilitate a large group discussion for each of the flipcharts. Then, all the flipcharts can be placed onto the wall for children to do a gallery walk and see a full picture of what CAB brainstorming has achieved.

Defining Areas for Improvement²¹

For a desirable improvement to happen, a specific and intentional area of where this improvement is needed, and which shape it might take, need to be identified. An area for improvement should be approachable, understandable and actionable, and it should be clearly scoped – not too big or too small, not too vague or too simple.

How does it work?

Step 1: List possible areas for improvement

Finding opportunities for improvement often comes from noticing problems. We want children to maintain a mindset which instinctively reframes problems into opportunities. Invite children to make

²¹ Adapted based on the Design Thinking for Educators Toolkit, 2012 IDEO LLC, IDEO's Design Thinking for Educators Toolkit

a list of all the problems they have noticed in the tool presented to them or things they have wished for in relation to the tool.

Step 2: Frame the problem

Invite children to rewrite the problem statements into “how might we” questions in order to frame the problem as a possibility. Use the Define Areas for Improvements Worksheet (Annex 13) to help create a “how might we” question.

Step 3: Keep it simple

Encourage children to describe an area for improvement simply and optimistically. Make it broad enough to allow to discover area of unexpected value, and narrow enough to make the improvement manageable.

Step 4: Support children’s work on “how might we” questions

Facilitate children’s work on “how might we” questions by exploring their general impressions and initial thoughts about the tool. Invite children for a constructive feedback by asking:

- Can you describe what excites you the most about this tool, and why?
- What did you value the most about this tool, and why?
- If you could change one thing about this tool, what would it be?
- What would you like to improve about this tool?

Step 5: Define measures of success

Invite children to brainstorm on how success of the tool will look like by asking:

- What will make this tool successful? How will we know it is successful?

- What will make this tool easy to use for children? Will all children be able to use it? Are there some groups of children that might find using this tool challenging?

Step 6: Writing a Brief

Invite children to write up a short “brief” that clarifies areas for improvement they would like for the tool developer/service provider to address. Encourage children to capture their thoughts on why they see it as needing improvement, and what suggestions for re-designing the tool they are suggesting.

Questions to Facilitate children’s feedback

Finally, the above techniques could be enriched by exploring with children the following questions:

- ✓ How did you feel using this tool? What was easy for you? What was difficult for you? For what reason?
- ✓ Was this experience easy/boring/fun etc for you? For what reasons?
- ✓ Tell me about your experience when using this tool... What are the best/worst parts about it...?
- ✓ Which part of the tool did you prefer? For what reason?
- ✓ Did certain aspects of the tool complicate it? Which ones and for what reasons?
- ✓ What other variations of the tool can you think of?
- ✓ Do you think this tool can easily be understood by other children? Which children might experience difficulties using it? How would you make it better/differently?

- ✓ How would this tool make the experiences of children at Barnahus more friendly to them?
- ✓ Have you learnt anything new? If yes, what was that?
- ✓ Can you see any links between the tool and your daily life/daily lives of other children?

If children’s voices are facilitated using an online modality, consider employing different options for making their participation more engaging:

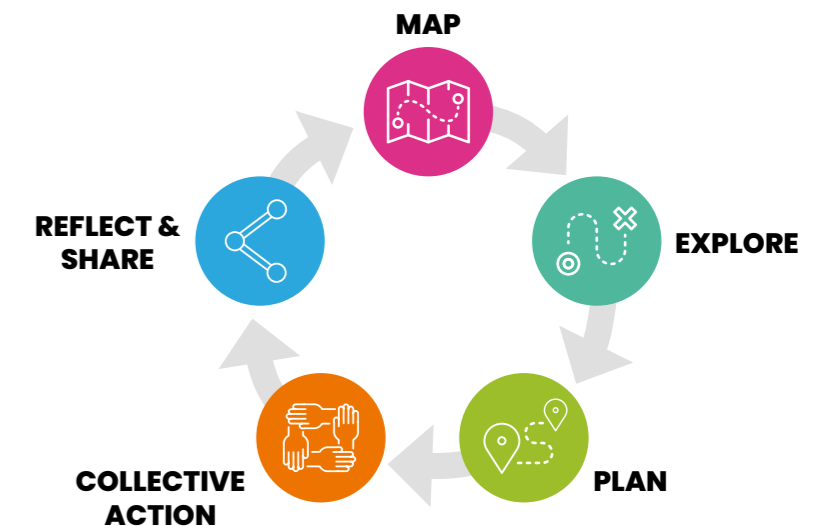
- Online whiteboard options (Google Jamboard, Miro, Mural)
- Team apps (Basecamp, Trello)
- Online polls (Inbuild poll function in zoom, Mentimeter, Sli.do)

AVENUE 2 – PARTICIPATORY ACTION RESEARCH²²

Participatory action research (PAR) is a process where the researchers (child advisors), being supported by CAB facilitators, work together to understand the strengths and challenges in children’s daily lives, and then plan and implement projects that promote positive social change. Through PAR, child advisors will walk along the journey of thinking of the lives of children in their community and/or children going through Barnahus, and then create the positive change they want to see. Within the context of the current project, one of the key avenues

for such a positive change to be brought about is through ideating, developing and implementing CAB-led awareness raising and advocacy activities to raise children’s and important adults’ awareness of the rights of children victims of crime, and also to advocate for children’s rights with relevant duty bearers on local, regional, national, and EU levels.

What makes the PAR process unique is that child advisors will be leading the whole process! Another key feature of the approach is that it is strength-based, in that it encourages drawing from the strengths that exists within children, their families and broader communities. By exploring strengths, child advisors can draw on these to support and develop their projects. Moreover, children’s meaningful participation is central to this process. Finally, remember that child advisors and you are on a fun journey together, so take time to enjoy one another in a relaxed environment, laugh and celebrate together!




²² 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


There are 5 phases in the JOURNEYS Participatory Action Research: (1) Map, (2) Explore, (3) Plan (4) Collective Action, (5) Reflect & Share. Here is a description of each of the 5 phases in more detail:

Phase of PAR	What this Phase is all about	Activities proposed
 1. MAP	Child advisors are about to begin a journey! This journey requires a map – a map that shows their starting point, their end point, and how children would like to get there. This map is not yet designed, because children are not only a significant part of the journey, but they are guiding it.	1 - Puffy Cloud : Establishing a Sense of Safety 2 - Establishing a Group Respect Agreement 3 - Wants & Needs 4 - Mapping Children's Lives
 2. EXPLORE	In Explore children will learn more about their own wellbeing, and together begin to generate some ideas for Collective Action.	5 - Map to Wellbeing 6 - Charting the Themes *Activity for CAB facilitators
 3. PLAN	In this phase the results of the Map & Explore phases will be reviewed. Children will work to create a vision related to a positive social change, prioritizing the key challenges they would like to work on.	7 - Checking findings of Mapping and Exploring and Setting Priorities 8 - Planning Trees 9 - Imagining expected changes 10 - Mind Mapping 11 - Developing Collective Action Map
 4. COLLECTIVE ACTION	Here the child advisors will implement their Collective Action project!	12 - Presentation of Collective Action Map to the Community/ Barnahus stakeholders 13 - Monitoring Collage
 5. REFLECT & SHARE	In this phase you will support child advisors to reflect on their experience implementing and monitoring their Collective Action project, once it is complete. Children will share the results of their hard work with their community and celebrate their success together!	14 - River Journey 15 - Celebrating and sharing your successes 16 - Certificate Ceremony

 **MAPPING PHASE**

 **Activity 1 – Puffy Cloud : Establishing a Sense of Safety²³**

 **Purpose:** creating and maintaining a safe space is one of the key enablers of effective and meaningful children's participation. This brief activity helps establish a sense of emotional, social, physical, and spiritual safety.

 **Materials needed:** small blank cards, flip chart papers, pens, markers

 **Time:** 45 minutes

 **STEPS TO WALK**

1. Ask children to close their eyes (if they feel comfortable) or rest their gaze on the floor. Explain that you want to jointly explore what makes them feel safe, and what we can do together to create a feeling of safety.
2. Ask children to imagine a puffy white cloud, floating through a blue sky. The cloud is gently blown by the wind and wanders happily through the warm sky. The cloud feels safe. If there is space for physical distance, you can even ask children to lie on the floor and imagine watching the cloud floating through the air.

²³ Adapted from Currie, V., Lee, L. and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation
²⁴ The feedback and response mechanism of the JOURNEYS project can be found on the project website

3. Now ask children to imagine what that little white cloud needs to feel safe in the sky. You can prompt for sunshine, a calm ocean breeze, there is no right or wrong answers here.
4. Invite children to sit up and think of themselves and their families and peers as little white cloud. What do children and families in their community need to feel safe and supported? Invite someone to draw a cloud on a flipchart paper and write these on a flipchart paper for everyone else to see. Encourage children to brainstorm ideas.
5. Then prompt for specific ideas of what children think is needed for them to feel safe in CAB meetings. You can ask:
 - What would make you feel safe in this space we are meeting in? Is there anything that could be improved?
 - Are there any ideas that can be acted on or implemented right away? Are that any that can be done with some collaboration? Discuss the possibilities and draw out a plan that everybody can agree on. If possibilities for any of the children's suggestions need to be checked, ensure that children are provided with a feedback as to how they suggestion were or were not taken into account and why. Inform about feedback and complaints mechanism²⁴, and ensure children well understand how to use it.

**Activity 2 – Establishing a Group Respect Agreement²⁵**

Purpose: To understand the importance of group rules and to establish them from the outset



Materials needed: flip chart papers, pens, markers



Preparation: Make a list of helpful and unhelpful qualities of groups (e.g. people shouting at each other; everyone taking turns; people turning up late; people listening to each other; people leaving the venue without cleaning the room; people rejecting the ideas of others; people constantly on their phones etc). Make sure you include children's examples from the previous activity so that they feel their voices are heard and taken into account seriously. In this way, they will also feel continuity and connection between different engagements, and that their contributions and efforts build upon each other. This list will then be used at Step 2 of this activity.



Time: 45–50 minutes

**STEPS TO WALK**

1. Brainstorming (10–15 min): Introduce the activity by asking CAB members about groups they have enjoyed being part of in the past. What did they like about these groups? Focus on the way

people treated each other, and highlight what makes a group feel welcoming, happy and safe to be part of.

2. Game (10–15 min): Identify two spaces in the room that symbolise two different groups. Using a pre-prepared list of different qualities, start by allocating helpful quality to one imaginary group and an unhelpful quality to the other one. Ask the participants to run to join the group they would like to be part of. Keep allocating the qualities, mixing them up so that the participants run between two spaces.

Each time reflect on the helpful qualities they have chosen.

At the end, review all the positive qualities that children chose and use them to have a discussion with the participants.

3. Establishing group rules (30 min): Ask CAB members to agree on a set of norms that every group member agrees to follow when participating in CAB meetings. Write these on a flipchart sheet and post the rules up on the wall in the space where the group meets.

Examples of possible group-generated rules include:

- ✓ Honour your engagement by participating regularly
- ✓ Arrive on time and stay until the end
- ✓ CAB meetings should begin and end on time
- ✓ Listen carefully to whoever is speaking
- ✓ When speaking, stick to the point and do not speak for too long

- ✓ Do not talk or hold side conversations whilst others are talking
- ✓ Be kind to each other
- ✓ Be polite and courteous
- ✓ Respect the other members of the group and their ideas
- ✓ Work to achieve the goals and objectives of the group
- ✓ Enjoy yourself and the time spent as a group!

If CAB meetings take place online, additional rules can be articulated along the following lines:

- ✓ A range of communication methods will be used for internal coordination of the group, for instance Emails and WhatsApp.
- ✓ Participants in the WhatsApp group can 'opt in' or 'opt out' depending on their wishes.
- ✓ Be careful sharing personal identifiable information, such as the city you live in or your phone number. Furthermore, do not share any sensitive information – this might be information about yourself or other people that you would consider private.
- ✓ Participants should not take screenshots, photos, audio or videos during the live training.
- ✓ If you want to network with other participants, we do suggest to only share your public profiles (such as LinkedIn profile or social media accounts).

- ✓ Participants must not send personal communication of any discriminatory, sexist nature or make sexualised comments. All communication must be respectful of others' views and opinions.

If you receive a private communication from a participant (via your personal or public profiles) that is unwanted or that you do not wish to engage in, you can ignore it or block it. If the communication makes you uncomfortable or it contains abusive or disrespectful language, please report it via our safeguarding person.

Elements to highlight: through this activity, CAB group establishes ground rules they agree to follow throughout their CAB journey. It is important to help participants understand that the rules are important to build safe, trustful and respectful relationships to be able to work together effectively and have a joyful time as a group.

²⁵ Adapted from Move on & Engage: Youth Curriculum, Terre des Hommes

**Activity 3 – Wants & Needs²⁶**

Purpose: to support child advisors in connecting human needs and human rights and discuss what is essential for the four main domains of Children’s Rights: Protection, Participation, Non-Discrimination and Provision.



Materials needed: flipcharts, glue, balloons, an envelope with Wants & Needs cards (Annex 14) per each group. It is also important to have enough physical space for children to comfortably move.



Time: 60 minutes

**STEPS TO WALK**

1. Ask the children to imagine that they are about to set a trip to a new place on a hot air-balloon. There are no people living there now, so when they arrive, they will be pioneers establishing a new country. Before they start their trip they have to take with them all the things that are necessary to set up in the new place.
2. Gather the children into small groups and give each group an envelope with all the Wants and Needs cards in, explaining

that these are the things they are packing to take with them for life in the new country. Ask each group to open the envelope, spread out all their cards and examine them. You can also provide a few blank cards and give the children an opportunity to add some additional things they think they might need or want to have.

3. Explain that the hot-air balloon is ready to go now. Ask the children to pretend they are inside the hot-air balloon and act according to the narration:

At first the trip is very pleasant. The sun is shining and the sky is peaceful. However, a big storm comes up suddenly, and the hot-air balloon is shaking from the wind, while you are trying to protect yourselves from the heavy storm, helping each other. In fact, three holes open in the hot-air balloon and it starts losing height! You must have three of your cards to cover the holes and keep the balloon on air.

Ask every group to decide which cards to give up. Explain that they won’t be able to get these things back later. Collect the cards which have been used as “patches”, and put them together in one pile.
4. Return to the narrative:

At last the storm is over. Everyone is very relieved. However, a weather report comes that a big hurricane is heading straight for the hot-air balloon. If you are going to survive the hurricane, you must keep the holes safe putting overboard three more

cards! Remember. don’t throw away what you may need to survive in your new place.

As before, collect these cards and keep them in a separate pile.

5. Return to the narrative:

We are almost ready to land to our new place. Everyone is very excited. But just as we sight land on the horizon, a giant bird crashes into the balloon and makes another hole in the side. You must make the balloon even more rigid! Place to the hole three more cards.

Collect and put these cards into a pile.
6. Announce that finally they have reached the new place safely and are ready to build a new country. Ask each group to glue their remaining cards onto a piece of paper so that everyone can remember what they are bringing to the new continent. Ask each group to hang their sheet on the wall and explain what they are bringing to the new land. After each description, ask the whole group, “Are they missing anything they will need to survive? To grow and develop?”
7. Facilitate a big group discussion with the following questions:
 - ✓ What did you like about this activity?
 - ✓ How did you decide what you could do without? What was essential?

- ✓ Were some decisions difficult? Which ones?
 - ✓ Were there any disagreements as a group on what to keep and what to throw overboard? How did you solve these disagreements?
 - ✓ Do all people have the same needs? Who may have different needs?
 - ✓ What do you think about your final choices? Will you be able to survive in the new country? Will you be able to grow and develop well?
 - ✓ How did your group decide what to throw away?
 - ✓ If you had to do this activity a second time, would you throw away any different things?
8. Emphasize that human rights are based on human needs: the things that every human being needs to survive, grow and develop well and live a life of dignity. Ask questions such as these:
 - ✓ Did you have what you need to survive?
 - ✓ Did you have what you need to grow and develop? Did you have what you need to feel protected and safe? Did you have what you need to express your voice?
 - ✓ What things did you want to have but decide were not essential?
 9. Emphasize that everyone needs all their human rights! Some are necessary to stay alive, such as food, medical care, cloth-

²⁶ Based on the Child Safeguarding/Protection Activities for Children & Adolescents Curriculum, Terre des Hommes

ing, clean water and shelter. But others are essential for people to live well and develop, such as being part of a family and a community, having opportunities to express their voices and having their voices listened to, being respected and treated equally, feel protected and feeling safe.

10. Introduce children to the four fundamental principles on which the UN Convention on the Rights of the Child is based on:

Principle 1 – Non-discrimination: All children have rights and they must be respected without discrimination.

Principle 2 – Best interests of the child: When decisions are made that affect the lives of children, it's very important to think about what is best for the children.

Principle 3 – Right to survival, protection and development: Governments should protect children from harm, and help children live and grow to be the best they can be.

Principle 4 – Participation: Children have the right to give their opinions in all matters that affect them and to have their voices heard. Their views should always be taken seriously and they should have more say as they grow older.

Some more tips:

- It is very important that the children do not assume from this activity that some human rights are less important than others and can be eliminated. In the debriefing phase emphasise the interdependence of rights.
- Some Wants & Needs cards are intentionally ambiguous to stimulate debate about what defines an essential item (e.g. a mobile phone might be seen as a luxury by some and a necessity for communication by others).



Activity 4 – Mapping Children's Lives²⁷



Purpose: To generate a list of people, groups or organisations that have an impact on children's daily lives and upholding their rights, in Barnahus and in the wider community.



Materials needed: Flipchart paper, marker pens, a diagram of the child's social ecology



Time: 60 minutes



STEPS TO WALK

1. The goal is to map out the various people and groups in children's environment that have an impact on their daily lives. For example, school teachers, Internet café owners, drama teachers, parents, online communities etc. This activity will help CAB members visualize how they see the world around them, who has an impact on their world and who is responsible for having their rights upheld.
2. Present the social ecology model to children and explain it in a language they can easily understand (see figure below).

3. Then, on a flipchart paper make a large diagram of concentric circles, children at the center, surrounded by:

Level 1 – Peers & family

Level 2 – Community

Level 3 – Regional and national

Level 4 – International and online

Level 5 – Natural environment

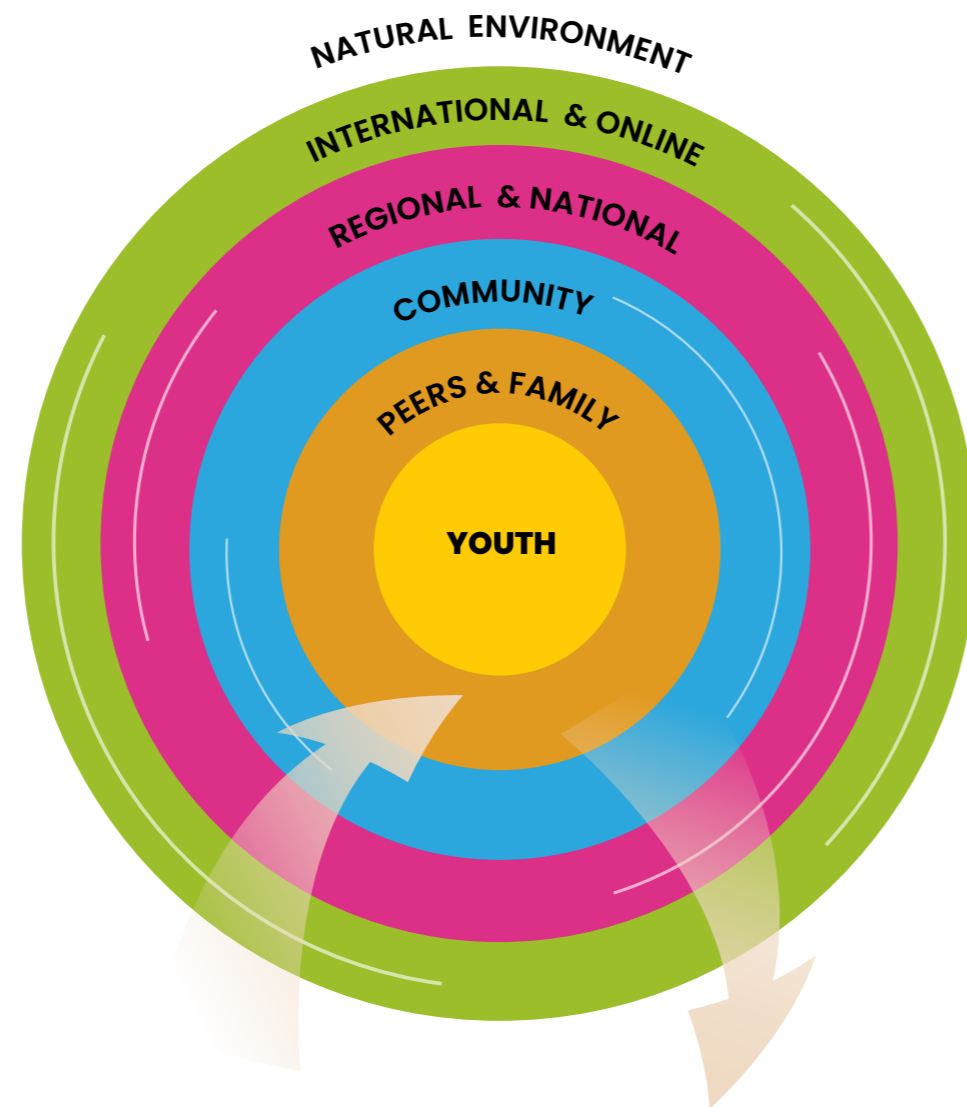
4. Invite children to draw/write on this diagram the individuals and groups that are important at each level, e.g. parents, teachers, coaches, local authorities, youth clubs, companies, online communities etc. These are the people or groups that play a role in the wellbeing of children.

5. Beside each concentric circle invite children to map out the people and groups' potential role in developing, supporting and implementing CAB-led initiative. Here are some questions helpful to support children's brainstorming:

- Which adults will be involved in our project?
- What will the role of family be?
- What are the main supporters to you and your peers?

²⁷ 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

- What groups/organisations (schools, religious institutions, clubs etc) and individuals (youth workers, teachers, social service providers etc) are currently working with you?
 - Will anyone pose a challenge that we should address?
6. Now gather children in small groups of 2-4 and ask each group to prepare a small skit to show how they imagine connecting with key people in the community. Who are these people? How will they reach out to them? What will they say? Give children 10 minutes to prepare and 15 minutes to share their skits.



²⁸ Adapted from Currie, V., Lee, L. and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation

EXPLORING PHASE

Activity 5 - Map to Wellbeing²⁸

Purpose: To jointly explore the children’s daily lives, with a focus on people and places that support them feeling safe and connected, as well as challenges they want to overcome in their community and/or child-friendly improvements they want to suggest to Barnahus and its services.

Materials needed: Coloured markers, paints, materials and paper

Time: 60-75 minutes

STEPS TO WALK

1. Invite children to form a circle.
2. Say to children “Let’s explore what an ideal positive environment would look like for children to support their wellbeing, what is going on there to help them feel safe and connected”.
3. Invite participants to close their eyes (if they feel comfortable doing so) and invite them to imagine they are on a flying carpet above their community. Say “Looking down you can see the streets, where children stay, community centres, clubs, schools,

stadiums, parks, and other buildings where children may go and spend their time. You see people walking around. Take time to wander through the community. What do you see? What do you hear? What are children doing? What does it feel like?

4. Invite participants to open their eyes.
5. Ask them to sit down and in groups of 2-4 talk about what they see as the most important parts of the community they have seen in their visions.
6. Give each group a piece of flipchart paper with paints and coloured markers.
7. Explain that each group will have 15 minutes to create a drawing of its vision for the community. Groups can add text around their drawing to explain what is going on if they wish.
8. Write the following on a flipchart page and post or ask the questions out loud:
 - ✓ What does your community look like?
 - ✓ How does it feel to be there?
 - ✓ What are children doing? What are adults doing?
 - ✓ Who is supporting children (peers, families, community members, government)? How are they doing it? How do

they treat children? How do they support children? Is this different for different genders, ages, abilities, and diversity? What services are in place at the local level? How does society perceive children?

- ☑ Where are children participating actively in the community? What does this look like at different rings of the social ecological model?
- ☑ Where do children and young people have opportunities to take leadership?

9. After 15 minutes, ask groups to draw hearts beside the areas where they feel this is already happening, stars (*) beside the spots where they feel this could improve, and X's where they feel this is not happening yet.

10. Invite a child from each group to post their drawing on the wall and explain their vision in around three minutes.

11. Invite all groups to add any additional ideas and/or ask questions.

12. Ask the group to arrange the flip chart papers onto the wall in a way that makes sense to them, and connects their vision. Using paints or markers, take 5 minutes to “connect” the visions together.

13. Lead a discussion using the questions below as a guide.

- What are the common elements in our visions?
- What are the differences?
- How does children's participation vary at the different rings of the social ecological model? How are children supported/ realising their participation in these areas?
- What is already happening that is positive in your community?
- What is not happening that you would like to see?



Activity 6 - Charting the Themes²⁹ *Activity for CAB facilitators



Purpose: for CAB facilitators to bring together, analyze and structure information collected over the course of the previous mapping and exploring activities done with children. This information will then be presented back to CAB members for verifying and/or adapting in the activity that follows “Checking findings of Mapping and Exploring and Setting Priorities”.



Materials needed: Flipchart paper and coloured markers, flipcharts from the previous activities that contain children's ideas and reflections, Annex 15 (Theme Chart).



Time: 60 minutes

Why should the data be organized?

Children have contributed a lot of ideas that are documented on the flipcharts and in the Activity Documentation Forms. Now we want to compile all of the ideas and information in one place in order to develop an overview of the community, as perceived and was expressed by children, including strengths, challenges, and differences. You will do this by organizing the information into a Theme Chart (Annex 15), pulling all informa-

tion together that you have learnt from CAB members about their communities' strengths and challenges. During the next meeting with children you will present it back to them to confirm, validate, and prioritize.

How do we pick the themes?

In order to develop a picture of the community, as perceived and expressed by children, you need to pick a set of broader 'themes'. Broader 'themes' enable you to see common ideas emerging.

After children have completed the Map and Explore activities:

- You will have held several meetings with children, and this will be the opportunity for you to pull it all together. The Theme Chart will help you do this.
- Before you begin to fill out the Theme Chart, read through the CAB Meeting Documentation Forms you completed and the flipcharts containing children's ideas and reflections. Take note of the common themes emerging across the forms.

Step 1. – Read through the notes

Step 2. – Highlight themes and key ideas

Step 3. – Read through and circle repeating ideas

²⁹ 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

Step 4. – Write out in Theme Chart

Step 5. – Talk about anything that you heard, but wasn't in the notes, you can record this as well because you will verify findings with children during the next activity.

- Next, take notes on the Strengths and Challenges, thinking about what “themes” each relates to. Some themes might be: school, family, safety, play, peers, spirituality, government policies etc.
- The Theme Chart is broken up into sections:
 - ☑ Column 1: Strengths: Record any themes here that are positive/helpful/ supportive or are a strength or resource.
 - ☑ Column 2: Challenges: Record any themes that are perceived by children as challenges or difficulties.
 - ☑ Column 3: Ideas: If during your discussions participants had ideas for how to address a challenge or expand on a strength or anything that feels promising for their safety and wellbeing, record that here.

Now you are ready to complete the Theme Chart of the CAB group you are supporting (Annex 15).



PLANNING PHASE



Activity 7 - Checking findings of Mapping and Exploring and Setting Priorities³⁰



Purpose: The aim is to present the findings from the Map & Explore phases back to child advisors offering an opportunity to make any changes needed. Child advisors have a chance to discuss the findings/challenges that are most important for them and vote for 1-2 challenges they would like to focus on.



Materials needed: Flipchart paper, coloured markers, coloured stickers, and any props needed for the skits



Time: 60 minutes advance preparation by CAB facilitators and 60 minutes with child advisors



STEPS TO WALK

Advance Preparation by CAB facilitators:

- Take the Theme Chart you have developed in the previous activity, and create 3 flip chart papers where you list what children have shared: 1) Strengths; 2) Challenges; 3) Ideas. Make sure to add the title to identify what each sheet is discussing.



- Now brainstorm a creative way you can present these back to the group of children. You might decide to do a funny skit where one facilitator is a local TV personality and the other is a journalist; you might sing a song that explains each chart, or find a way to use theatre and performance to creatively explain what is on the 3 lists.

Meeting with the child advisors:

1. Explain to children that after your last meeting you analyze all of the information that they presented in the Map & Explore phases. You would now like to present that information back to the children so they can check to see if you have understood them correctly, and to see if there is anything they would like to add, remove, or change.
2. Tell them before you go through the flip charts together you would like to present them with an artistic interpretation of the data.

3. Perform your skit, play or song for the group, or any other modality you might have chosen.
4. Now, hold a discussion with children to go through what they saw in performance and the themes that are recorded on your flip chart papers:
 - Strengths
 - Challenges
 - Ideas
5. As you are having the discussion with children, be sure to add any new items that come forward, cross-out anything that they might disagree with, or make any changes directly to the flip chart paper in front of the group. Remember to be open and apply any changes suggested by the group (unless there is any potential risk of harm to themselves or others), as the objective is to identify a Collective Action that the group wants to work on together. If children are not able to agree, then ensure all ideas are represented, and suggest that you will be voting to determine what Collective Action idea children would like to work on with your support.

³⁰ 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

6. Briefly summarize the discussion and review with them what will stay the same on the chart and what will be changed.
7. Now ask children to look at the “Challenges” chart. Give each child 2 stickers.
8. Ask them to think, if they were going to work with their peers to address one of these challenges, using a variety of creative modalities, which one would they want to work on?
9. Invite children to take a few minutes to think about this and ask any questions they might have.
10. Ask children to go up to the flip charts and put a sticker beside 2 Challenges they would like to work on.
11. If there are 1 or 2 that stand out as the favourites, point this out to the group. Tell them you will discuss these in more detail the next time you meet. There is no need for full agreement at this stage. If there is not a clear favourite, ask children to think it over and you will meet to discuss and decide together later.



Activity 8 – Planning trees³¹



Purpose: for child advisors to analyze the root causes of the challenges previously identified, look more deeply at the strengths and resources they have available, and begin to identify possible ideas to address these challenges.



Materials needed: Flipchart paper and coloured markers, Flipcharts with the Strengths, Challenges and Differences



Time: 60 minutes

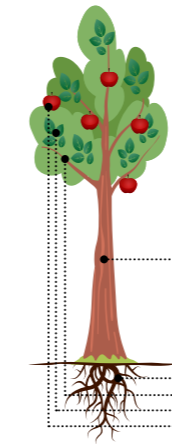


STEPS TO WALK

1. In this activity, we will be creating a tree to help us to think about ideas to address some of the challenges we face. Post the 2 flip charts (Strengths and Challenges) from your previous activity up again. If children are clear on 1 or 2 challenges they would like to work on you can move on, but if there is still some debate, have a discussion with children about their top 2-4 picks. When selecting the challenges to work on, try to strike a balance between what is realistic (so that children do not end up being frustrated and disappointed) and what is reasonably challenging (so that it boost children’s sense of achievement and self-esteem). Ask children what is most important to them

and what they feel they could make a real impact on. (If there is a disagreement between children, you can ask them to vote again after the discussion.) If children decide on 2 challenges, you will need to do 2 separate trees. Finish one Planning Tree and then move on to the next.

2. On a large flip chart paper, draw a large tree with roots, a trunk, branches, and fruits. Explain that this is a “Planning Tree” and explain what each part represents as follows:



- **Trunk (Challenge):** the key challenge the group has chosen to work on
- **Roots (Root Causes):** the causes of the key challenge
- **Branches (Consequences):** the different consequences or potential consequences of the problem identified by the participants
- **Leaves (Strengths):** the strengths and resources children have identified in previous activities
- **Fruits (Ideas):** possible actions to address the identified root causes to help the tree grow and blossom.

3. Ask children to gather into small groups of 3-5 people each. Hand out a big sheet of paper and coloured markers to each group.

4. Ask the groups to draw a similar tree on their paper. Ask children to write the challenges they have selected on the trunk of their tree. (Please note that all groups should focus on the same challenge. This will generate and stimulate discussion when they share their planning trees with each other, as they can build on one another’s ideas).
5. Now encourage children to have a discussion within their small groups about what are the root causes (the tree’s roots) of the challenge. Prompt them with the question “why” to encourage them to look deeper into the challenges. When children have identified some of the root causes of the challenge, they can write these down on the roots. If there are disagreements about the root causes, remind children that we are sharing ideas and everyone has a right to their opinion, as agreed when they jointly drafted a Group Agreement.
6. Now invite children to reflect on some of the consequences or potential consequences of the problem. Depending on the challenge under consideration, the consequences can relate to children in the group, to children in a wider community, and/or to children being supported with Barnahus services. This reflection will help when clarifying the expected changes they want to see as a result of their action. When ready, ask children to write the consequences on the branches.

³¹ 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, and Move on & Engage: Youth Curriculum, Terre des Hommes

7. Refer to their 'Strengths' chart hung on the wall. Ask the children to discuss and write down the strengths that could help in addressing the challenge they have selected, on the leaves of the tree.
8. Facilitate a discussion about how they can work together to address the root causes of the challenge they have identified, drawing on the Strengths they have identified. Ask the following questions:
 - ✓ What are some ideas they can think of to address their challenge?
 - ✓ What 'ideas' or 'strategies' will help them get closer to their 'vision' or 'dream' for the future?
9. Ask children to write possible actions/ideas down on the fruit. If the resources are not readily available, tell them it is still okay to write the ideas down, but to make sure that some of the ideas are possible to carry out.
10. Ask each group to provide a short presentation (2-3 minutes) on their Planning Tree and hold a discussion.
11. Remember if children chose 2 challenges, you will now need to support the group through the development of a second Planning Tree to analyze the other challenge.

12. Now that you have the actions/ideas written down, ask the participants to review them together as a group and decide on 1 to 2 Action ideas that would be feasible to carry out together. Circle or highlight these ideas for their Collective Action.

Facilitators' Note:

Sometimes some of the root causes cannot be addressed by children themselves, and need other members of society (e.g. government, policy makers, family, etc.) to effect change. Sometimes you can invite these people to help you, and other times it may be too complex to address through this project. We can, however, try to find challenges children can address, or look at ways their actions can support children facing these challenges. For example, if children feel unsafe in their neighbourhood due to criminality, we cannot stop criminality through children's actions. We can however, support children to have a space to go to where they feel safe and supported, reflect on what is happening in their community, and communicate their feelings to the public (if safe to do so). It might also be useful to explore with children if and how they can link their ideas with ongoing initiatives which may already be in place. Perhaps they could support ongoing actions with their new ideas and join existing groups.



Activity 9 - Imagining expected changes³²



Purpose: for child advisors to generate a summary statement of the expected changes as a result of their Collective Action



Materials needed: Flipchart paper and coloured markers



Time: 20 minutes



STEPS TO WALK

1. On a flip chart, display the Collective Action or the problem tree the participants have decided to focus on.
2. Ask the group to close their eyes (if they feel comfortable doing so) and imagine that their action idea is playing out in their minds, all the way to a successful finished project. Imagine the process of developing their action, the different people and activities involved, imagine the action itself and who will be part of it.
3. Ask "What changes do you expect to see as a result of the process and the Collective Action itself?"

4. Write the following questions on a flip chart to help the participants to generate a statement:
 - ✓ What is the action you have planned? (start by stating the action)
 - ✓ What are the expected changes at your level? (the one "doing" the action)
 - ✓ What are the expected changes at the broader children level?
 - ✓ What are the expected changes at family level?
 - ✓ What are the expected changes at community level? (at institutional or people's level)
 - ✓ What are the changes expected in the short term (immediately after action), in the middle term (maybe 3 / 6 months after the action) and the long term (more than 6 months)? Take note on a flip chart of what the participants share.
5. Explain to the participants that as a group you need to come up with a summary statement that captures the changes they expect from their action idea. For example:

Our awareness raising activity will share information about Barnahus services to children in our community. We will share this information in a creative way, so that everyone can understand. Children will feel safer when they face challenges and need support from trustful adults and their peers. Our families and communities

³² 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, and Move on & Engage: Youth Curriculum, Terre des Hommes

will better know how to support children in difficult times. We will also use our play to create hope for children who go through challenging times.

6. Divide the participants into groups of 4-5 and distribute a flip chart page to each group. Ask them to come up with a statement based on the answers they gave previously. When all the groups have finished, show the flip charts and ask the group to come to a common understanding and a final statement.



Activity 10 – Mind Mapping³³



Purpose: for child advisors to plan out their ideas for the Collective Action, including how to plan, implement and monitor it



Materials needed: Flipchart papers, tape, coloured markers, crayons, paints



Time: 45-60 minutes



STEPS TO WALK

1. Explain that we will now develop a mind map. A mind map is a tool to help reflect more deeply on the Collective Action idea children have chosen to work on.
2. Explain that now we will use a mind map to explore how they make their Collective Action idea a reality. Provide children with a piece of flipchart paper or a print out of Mind Map (Annex 16). Now ask the group to work backwards from the vision they saw of their successful and completed Collective Action.
3. In the centre of the page, write your Collective Action idea. Invite children to write out the following:
 - ✓ What resources will you need to turn this vision into reality?
 - ✓ Who will need to work with you? Support you?

³³ 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

- ✓ What strengths do you already have that you can draw on?
- ✓ Who will join you in your Collective Action and when?
- ✓ What types of creative activities can we use?
- ✓ What potential challenges do you need to address?

4. Invite children to work through the Mind Map and questions, adding layers of ideas.
5. After 15 minutes, reflect on the mind maps. Do their mind maps include ideas to help them to make their Collective Action idea as a reality? Is there anything else they would like to add?
6. Ask participants to take another 5 minutes to add more pieces to their mind map to ensure all ideas are included. Participants can either add these directly to the mind map or add other circles to the side of their mind map that will support their Collective Action.
7. Ask participants if they learned anything new about needs, resources, and challenges they learnt from each that they had not initially thought of? Be sure to have a discussion to confirm the Collective Action ideas.

³⁴ 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



Activity 11 – Developing Collective Action Map³⁴



Purpose: this activity is a continuation of the previous Mind Mapping Activity; it serves the purpose of planning out children's ideas for their Collective Action, including its planning, implementation and monitoring



Materials needed: Flipchart papers, tape, coloured markers, crayons, paints



Time: 45-60 minutes



STEPS TO WALK

1. Now that the group has their Mind Map ready, they can begin to fill out their Collective Action Map, building on the ideas they came up with together. Support the group through brainstorming and documenting the following elements of their Collective Action Map (Annex 17):
 - ✓ Name of Collective Action: How do children want their Collective Action to be named? Encourage children to be as creative as they wish.
 - ✓ Name of the CAB:
 - ✓ Start and Finish Dates: When do children want to start and finish their Collective Action?

- ✓ Location: Where would the Collective Action be implemented?
- ✓ Vision / Goal: Why do children want to do this? Refer to a summary statement children have formulated previously. State the vision or goal of the Collective Action.
- ✓ Challenge(s): What challenge does this address? Write the challenge(s) children have selected to work on.
- ✓ Step-by Step plan: What are the different steps involved in this Collective Action plan and what kind of timeline would it follow? Write out a step-by-step plan, including the people responsible for each step and the timeline associated with each step.
- ✓ Resources: What resources will children need? Think through all of the things (e.g. people, funds, materials) that children will need to do this Collective Action.
- ✓ Budget: What is your budget? If there is a budget associated with a Collective Action, please write down the items that will be needed and the estimated cost for each.
- ✓ Progress Markers: What are the short-term changes children want to see as a result of their Collective Action? Explore what they would Expect, Like and Love to see as a result of the Collective Action. Think of things like number of people, what kind of personal or community or Barnhaus change, etc.

Some of the Progress Marker Examples include:

What would we Expect to see:

- We expect to have our awareness raising event attended by at least 20 children and adults
- We expect them to like it
- We expect them to appreciate all the work we did

What would we Like to see:

- We would like to have our awareness raising event attended by at least 40 children and adults
- We would like there to be a lively conversation about Barnhaus and children's rights
- We would like children and adults to talk about some of the themes we raised afterwards

What we would Love to see:

- We would love to have our awareness raising event attended by at least 100 children and adults, including teachers, social workers, youth workers, local politicians
 - We would love them to join us in planning and implementing the next awareness raising event
 - We would love the community to listen to children's voices with regard to all matters that have an impact on our lives
2. When the Collective Action Map is ready, congratulate children on having achieved this significant milestone along their Journey! Now they are ready to start to oversee and implement their Collective Action.



COLLECTIVE ACTION PHASE



Activity 12 – Presentation of Collective Action Map to the Community/Barnhaus stakeholders³⁵



Purpose: For child advisors to present their idea for Collective Action to their community/Barnhaus, and to inspire them to get involved



Materials needed: Flipchart papers and coloured markers



Time: 60 minutes (preparation to the meeting). Duration of an actual community meeting will depend on each particular context.



STEPS TO WALK

Prior to the meeting with the community members/Barnhaus stakeholders:

Work with the children through the following ideas:

Remind children they will be meeting with community members to inspire them to get involved and to support children with preparation and implementation of their Collective Action.

³⁵ 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, and Move on & Engage: Youth Curriculum, Terre des Hommes

- ☑ Who? Who would they like to invite to the meeting? Think about the different levels of the social ecology model: family, friends, community members, etc. Think about anyone who might be able to help support their Collective Action idea, with their time, influence, or resources. This is a great way to get parents, caregivers, and other influential people on board to support children and all the work it will take to prepare the Collective Action. Discuss how these people will be contacted, and who will do that? Who will follow up on the invitations to the attendees?
- ☑ Where? Where would be a good place that is easy to get to hold the meeting? Make sure that both children and adults can easily attend and that it is easily accessible.
- ☑ When? What is a good time and date to hold the meeting? Ensure that it is done at a strategic time, so there is enough time for children to get community members on board prior to implementing their Collective Action. How long will the meeting last?
- ☑ What? What do you need to bring with you to help present your idea? What can you provide, such as snacks and water, for community members?
- ☑ How? How do you want the meeting to flow? How will you share your ideas? Think if there is a creative way you can use to present your idea to the community/Barnahus stakeholders. Perhaps you can do a drawing to represent your idea, or prepare a short skit to express your thoughts.

Think of a quick way you can use the arts and creativity to tell your story to your community. Discuss if there will be a chance for children to review/rehearse their presentation.

At the community meeting:

- Invite everyone to sit together in a circle.
- Ask everyone to introduce themselves and share with the group one creative thing they loved to do when they were a child.
- Explain the project. Explain that you have gathered the ideas and experiences of CAB members. Talk about the work that was done by children, being supported by you, to develop their vision and priorities for children to feel for the future. Explain that this is an opportunity for community members/Barnahus stakeholders to build a vision together with children and make positive change in the way they would like to. Encourage everyone to rally around children's voices.
- Ask children to present their Collective Action map to the community. If children are comfortable to take the lead, encourage them to do so offering support only when needed.
- Ask the group if they have any questions.

- Next, ask if they would like to add to the Collective Action presented by children. Do they have any suggestion to offer? What contributions would the community like to make? What resources are available in the community that could support the Collective Action? How do children's ideas align with their own visions for the community?
- Tip: You can make a Resource Hat, for people to write their contact details and anything they might be able to help with, on a small piece of paper, and add it to the hat. You can pass around the paper, pens and hat or have a "Resource Hat" station that you direct people to.
- Explain that we would love for the Collective Action to be supported by the community and that the Collective Action will be improved with the community's involvement.
- Thank everyone for coming. Share snacks and drinks together.
- Following the meeting, ensure that any promised follow up is done.



Activity 13 – Monitoring Collage³⁶



Purpose: to support child advisors in reviewing their progress in preparing and implementing their Collective Actions, and measure the success of their journey together. The timing for this activity will depend on the time available for preparing and implementing Collective Action, nevertheless, it is recommended for this activity to be done either in the middle of the preparation process or at regular intervals.



Materials needed: Paper, paints, markers, magazines, photos



Time: 30 minutes and more (depending on children's preferences and creativity!)



STEPS TO WALK

1. Say "In this activity you will think about the Collective Action that you are planning and carrying out and the progress you have made on the journey and present these in a creative way".
2. Bring children back to their Collective Action Map and review the Collective Actions and Progress Markers (Expect, Like and Love to see). Ask children: "What have been the most significant changes in the past period?" "What changes do you see in your wellbeing as a group?"

³⁶ 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

- As the group to create a one-page collage highlighting the progress achieved in the period or any significant changes they have seen or experienced – these can be big or small. This can be done on a small letter size page. If a larger flip chart paper works best for your group, that's fine too. Encourage children to be creative!

Children's collage can include any of these, or your own ideas:

- Photos – print photos of your CAB group activities
- Clippings from magazines / other materials
- Draw or paint
- Write a poem, song or story



REFLECTION & SHARING PHASE



Activity 14 – River Journey³⁷



Purpose: to explore changes brought about by CAB Collective Action, be they in Barnahus and/or in the wider community



Materials needed: Flip chart paper (4-5 pasted together), paints/crayons/other colours

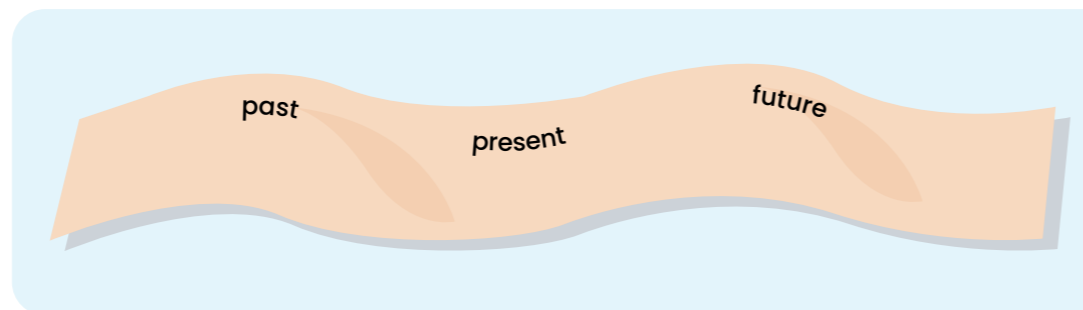


Time: 60 minutes



STEPS TO WALK

- Place a long piece of paper on the floor or the wall, and write past, present, and future in intervals across the top.



³⁷ 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 children to close their eyes and envision a beautiful river, flowing from their past (before they joint CAB) to the present (recently completed Collective Action) and into their future (What do they hope will happen next?).
- Ask children what their lives were like in the past, before they joint CAB? What it is like now that they have finished the Collective Action? And what they hope they might do in the future?
- Ask children what some of the most important changes have been between each of these time periods (past, present, future)? These changes can be personal, in the family or in the community.
- Ask children to draw a river on the page (2 lines) and together populate the river with their individual stories (in writing and/or drawing). They may also include significant activities /events that led to the changes.
- Once complete, ask participants to draw or write any significant 'stories' that reflect the changes that they experienced as a result of their CAB membership generally or their Collective Action specifically.
- Ask children what activities and events were significant to them/ led to these changes? Invite them to draw or write these.

- Facilitate a discussion using the following questions as a guide.
 - ✓ What were the most significant changes that were revealed in your River Journey? Why are these significant?
 - ✓ Were the changes experienced by all participants? Please explain.
 - ✓ What have you learned that you will take forward into
 - future activities you plan, and
 - into your lives?
- Following this discussion, bring children to the Progress Markers they have identified in their Collective Action Map.

Invite children to jointly reflect on the changes brought about by their Collective Action:

Progress Markers <small>*as identified in the Collective Action Map</small>	Reflection on Changes after Collective Action
What would we Expect to see	
What would we Like to see	
What would we Love to see	



Activity 15 – Celebrating and sharing your successes³⁸



Purpose: for child advisors to reflect on their journey they have taken together and identify successes, challenges, opportunities to learn and what they have learnt. To plan a “sharing session” with the people they feel should be included in order to celebrate their success.



Materials needed: Flip chart paper and markers, 3 colours of paper, scissors, SHARE Worksheet (Annex 18)



Time: 90 minutes



Preparation: Take 3 different colours of paper, and in advance of the activity, cut out ‘roses’, ‘thorns’ and ‘buds’. Make them large enough that people can write ideas on them.



STEPS TO WALK

This activity will guide child advisors through the following Steps:

A: WHAT: summarize your successes, challenges and key learnings into a few key messages

B: WHO: decide who needs to hear these key messages

C: HOW/ WHERE / WHEN: plan for the best creative method to share these key messages, including a forum for discussing next steps

D: SHARE!

STEP A – WHAT: Summarize your successes, challenges and learnings into a few key messages

1. Explain to the group that they will explore three categories through the metaphor of a rose – successes (roses), challenges (thorns), and key learnings (buds). The activity is described below as a paper-cutting activity, but children can also do this through drawing, drama, song, poetry or another art form of their choice.
2. Take some flip chart paper and draw a rose bush – just a few branches coming up from the ground. As a group, children will add roses (successes), thorns (challenges), and buds (learning which can bring opportunities), with a brief written description of each theme.

3. The following questions can guide the completion of each category:



• **ROSES – Success:** What went well? From all that your group has accomplished, what are you most proud of? Remember to also look at the Progress Markers to remind children of the important successes that may not be apparent, for example: social connections children may have made, an increase in their self-esteem etc.

• **THORNS – Challenges:** What challenges did you face along the way? Did any of you experience these challenges more than others? Why do you think it was the case? What did you do to try to address these challenges? Who supported you in addressing these challenges?

• **BUDS – Learning on opportunities for Barnahus/community/individual growth:** What did you learn from this project? What would you do differently next time? How could you plan for and deal with the challenges next time? What opportunities have come up through the project? What possibilities have arisen which need growth and nurturing?

4. Once children have brainstormed all of the roses, thorns, and buds, summarise these into some key messages and write these in the SHARE Worksheet.

STEP B – WHO: decide who needs to hear these key messages

5. Discuss with the participants the following questions:

- ✓ Is there anyone who participated in any of the steps of your Collective Action who should hear the key messages?
- ✓ Who would benefit from learning about this?
- ✓ Who needs this information for future decision-making?
- ✓ How can you get feedback from relevant individuals/organisations/community members?
- ✓ Who should be involved in determining next steps?

STEP C – HOW/ WHERE / WHEN: plan for the best creative method to share these key messages, including a forum for discussing next steps

6. Use the following questions to think through your SHARE plan. Invite children to write their collective answers in the SHARE Worksheet.

- ✓ What is the best format for sharing the key messages, for example, in writing, in person, or through creative means? What is the best way to receive feedback from relevant individuals/organisations/community members?
- ✓ What creative methods could we use to share this information – a method that could IN ITSELF show the impact

³⁸ 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, and Move on & Engage: Youth Curriculum, Terre des Hommes

of the our Collective Action (i.e. public drama, mural, photography exhibit, community garden, etc.)

- ✓ Are there any existing community meetings or forums where we could request to present what we have achieved?
- ✓ Are there online communities that would be interested in learning about our work?
- ✓ Look at your various audiences and ask, 'will we need to develop some different sharing methods to reach each specific audience in an effective way?'
- ✓ What is our timeline for developing the SHARE plan? Who will lead each step in the process?
- ✓ When and where should we SHARE to best reach the people who need to hear about it and help us to plan the next steps?

STEP D – SHARE with your community!

Facilitate children's discussion along the following questions:

- ✓ Who? Who would we like to invite to our celebration? Think about the different, levels of the social ecology model: family, friends, community members, community, business leaders, and artists. Think about anyone who may have helped with our Collective Action or could have influence in the future.
- ✓ Where? Where would be a convenient place to hold sharing events?

- ✓ When? What is a good time and date?
- ✓ What? What do you need to develop or bring with you to help present your idea? What can you provide, such as snacks and water, for the guests of your celebration?
- ✓ How? How will you facilitate the process? How will you share your ideas?

7. Invite children to incorporate the results of their discussion into the SHARE Worksheet to help prepare the celebration.



Activity 16 – Certificate Ceremony³⁹



Purpose: to celebrate everyone's collective success and strengths as individuals and as a Child Advisory Board



Materials needed: Certificate, refreshments, music, materials for hand-made awards (color papers, balloons, colours, crayons, ribbons etc)



Time: 90 minutes



STEPS TO WALK:

1. Prepare a hat or box with each individual's name written out on a small piece of paper. Invite children to choose a name from the hat. If they get their own name they can put it back and choose another name.
2. Invite participants to complete the design of an award for the person whose name they have drawn.
3. Tell children that now they will have 1 minute to introduce the award and how it represents the person that they selected.

4. Ask participants to be specific and share special things that they have respected and valued in the person during CAB meetings.

Example:

- ✓ I give Jack the big listener award. He always listened to what other people had to say. For example, when I was nervous during an activity he listened to my concerns and provided support.
 - ✓ I give Anna the painting award. When I did not know how to make drawings of our community, she kindly showed me how to mix red and blue to make purple and it made me more comfortable to start drawing.
5. After ten minutes of preparation, invite all children to come together in a circle.
 6. Invite a participant to start the process.
 7. Invite the person who received the award to then introduce their award to the next person.

³⁹ 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.

V. KEEPING THE JOURNEY ON

With the Collective Action implemented, and as the CAB has moved closer to achieving its goals, **the Journey does not finish!** It is up to children to decide walking this Journey as many times as they wish. Remember, however, that is the responsibility of adults to create for them this supportive space that would enable children to continue their journey. The Mapping and Exploring activities have already revealed a great variety of aspects that children consider important addressing to support their wellbeing and realization of their rights. They have also presented a wealth of ideas of how some of such aspects might be addressed by them directly and/or with their meaningful contribution. Here, through the implementation of the Collective Action, children have addressed only one of such challenges. While other challenges to children's rights and wellbeing may arise, children's capacities and ideas will evolve too as they gain new knowledge and skills through their CAB membership. For that, child advisors should be encouraged to embark on addressing new challenges by designing and implementing CAB-led Collective Actions moving forward. To keep the journey interesting and joyful, children might be invited to use a great variety of creative modalities to express themselves! This includes visual and performing arts, crafts, dance, film, music, digital media, culinary (food) arts, traditional arts forms and other forms of creative actions such as live performance art and graffiti. The next steps of children's

Journeys depend on children's interests and motivations, as well as the support they have from you and other supporting adults in their communities.

Sustaining children's interests and motivations over a period of time will require efforts on behalf of CAB facilitators and their organisational structures. It should not be taken for granted that all children will stay interested in being child advisors through the project lifetime considering a great variety of other engagements and commitments they have. While children have the right to participate, they also have the right not to participate. Should CAB facilitators observe that some children start having lower levels of interest and motivation, consider:

- ✔ Organising one-to-one discussions with individual children to understand what else is going on in their lives
- ✔ Checking with their supporting adults
- ✔ Referring children to basic needs services and/or the ones providing more specialized support
- ✔ Asking if they would be willing to benefit from peer-to-peer support/a buddy system.



Nevertheless, there might be cases when children are unable to continue their participation for various reasons, for instance when they change their place of residence, or unable to continue their membership due to other conflicting priorities, or other individual reasons. In order to manage children's exit from the CAB in a supportive manner, consider:

- ✔ Reassuring children that there is no judgement if they need to step out of the CAB before its activities have been completed;
- ✔ Ensuring that their supportive adults are informed and available to support them through whatever they are experiencing that is leading them to leave the CAB;
- ✔ Sign-posting towards self-help resources or relevant channels of support (for example, if they are dealing with academic-related stress, there may be online resources that they can access in their native language to help them manage their stress; or if they are coping with loss, grief or illness in their family/peer group, there may be other relevant online resources or specialist services to make children aware of);
- ✔ Asking them if they would like to follow activities of the CAB from afar (for example, through social media);
- ✔ Informing them that they are entitled to recognition for their role in the CAB, such as through a certificate of participation or a letter of recommendation.

When re-advertising CAB membership, the announcing nominations and interviewing processes you did in the beginning of the Journey when the CAB was established might not be the best approach. The situation of re-advertising nominations would provide only a handful opportunities for joining, perhaps only one place. Thus, care must be taken for the selection processes not to become disappointing and frustrating experiences for potentially large numbers of applying children. As such, consider spreading the word through active child advisors themselves by inviting them to share this opportunity within their peer networks. Moreover, when a new person joins it is important for the group to introduce the child to the Group Respect Agreement and conduct a couple of Getting to Know Each Other activities together. For a newly joint child to feel comfortable with the process and to be able to meaningfully participate and contribute, invite child advisors to brief the child on what has already been done so far and how this experience was for them.

Last but not least, **by no means should children's meaningful participation be confined to project timelines**. Being their intrinsic right, children's participation should go beyond the project confines, and extend into the other spheres of their private and public lives. It is the hope of this project that the positive changes created for children's participation are progressively mirrored by a community and society at large. A gradual cultural shift, supported by this project, in how children are socially seen, what value is placed on them and their opinions, and how their capacities are perceived by adults has yet a long way to go for children's right to participation be fully respected. While the

JOURNEYS project is drawing to its end, here are just a few suggestions for making children's participation more sustainable moving forward:

- Staying in touch with child advisors and convening annual meetings of the group will convey a message that their contribution to Barnahus and to the state of children's rights was and remains appreciated.
- Inviting child advisors to act as mentors for the CABs of new projects or initiatives will support children feeling empowered and the work jointly done being more peer-to-peer, thus less top down.
- Linking child advisors with Child and Youth Participation Platforms at the national and/or EU⁴⁰ levels for them to have their say on the laws and policies which concern them.
- Continuing organizing webinars and podcasts that allow children to own and celebrate their achievements.
- Suggesting online resources linked to child participation and children's rights (mailing lists, social media channels) that children can follow to keep up-to-date with campaigns and activities globally, regionally and nationally, alongside a reminder of available resources for staying safe online.

- Supporting children in acting as spokespersons for children's needs and children's rights at internal and external events.
- Finally, having a joint discussion with child advisors on how they would like the stay engaged and how they can best be supported will provide numerous ideas for the continuation of their journeys.

Let children's voices lead children's journeys!

⁴⁰ EU Children's Participation Platform | European Union (europa.eu)

List of Annexes

Annex 1 – CAB Terms of Reference

Child Advisory Board Terms of Reference JOURNEYS PROJECT

Background

The **“JOURNEYS – Safe and Informed Journeys through Barnahus” Project** is a project funded by the Justice Programme of the European Union. This 24-month project is being implemented in the period of January 2023 – December 2024 and is being coordinated by Save the Children Sweden. The project is being implemented in partnership with Ersta Sköndal Bräcke University College, The Council of the Baltic Sea States, Barnafriid (Linköping University), Terre des hommes Regional Hub in Hungary, Tusla/Barnahus Galway (Child and Family Agency), Barnahus Linköping, and Bonigi.

The **JOURNEYS Project** focuses on the rights of child victims to access child-friendly information and participation at Barnahus (Children’s houses). The Project is based on the UN Convention on the Rights of the Child and the Charter of Fundamental Rights of the EU (article 24).

It further aims to contribute to the implementation of the EU strategy on victims rights and the strategy on the rights of the child, the Victims’ Rights Directive (2012/29/EU), Directive 2011/93/EU on combating the sexual abuse and exploitation of children, and the Istanbul Convention.

The specific objectives of the JOURNEYS project are to:

1. Design, pilot and evaluate an adaptable working method including the involvement of a child liaison who ensures child victims are heard, feel comfortable and safe to participate effectively.
2. Develop practical and child-friendly tools, i.e. an app and a child log, to inform child victims and their caregivers and to log their journey through Barnahus.
3. Raise awareness of the rights of child victims and the role of Barnahus to ensure safe and informed recovery and protection, to decision-makers, practitioners and the general public, including children, on a local, regional, national and EU level.
4. Engage practitioners in (transnational) mutual learning activities to achieve the Barnahus Quality Standards across the EU.
5. Engage with children to ensure a solid child perspective on project design, implementation, outputs and evaluation.

Aims of the Child Advisory Board

As part of the Project’s Governance structure, a Child⁴¹ Advisory Board (CAB), comprised of 10-12 children each depending on the context, is established and supported in Sweden and Ireland. The main role of CABs is to provide input and advice on the project activities design, implementation and deliverables. Specifically, it entails:

- Advise, provide feedback and suggestions to the Project partners on the development of the App and Child Log as to their child-friendliness and suitability for children
- Advise, provide feedback and suggestions to the Project partners on the child liaison role
- Develop and implement CAB-led awareness raising and advocacy activities to raise children’s and important adults’ awareness of the rights of children victims or witnesses of crime, and also to advocate for children’s rights with relevant duty bearers on local, regional, national, and EU levels
- Provide child-lens expertise to implementing partners on the quality and child-friendliness of Barnahus services, quality standards and premises.
- Participate in monitoring and evaluation activities and exercises to gather feedback on the project and offer child-lens expertise as to the further improvements

Membership of the Child Advisory Board

Within the framework of the JOURNEYS project, the CABs are composed of 10 children who are:

- Boys and girls between 13-18 years of age and youth between 18-24 years old depending on the specific country context
- Live in the implementing countries, so that they can attend CAB meetings in-person or online, depending on the work modality, and can relate to lived realities of local children
- Willing and motivated to participate in the project activities, contribute to the wellbeing of local children, including children going through Barnahus, and enthusiastic about learning new experiences
- Represent various experiences that children have, for example children from vulnerable backgrounds or hard-to-reach areas, children having less favourable opportunities, children victims or witnesses of crime and other children with experience with the justice system or with Barnahus settings
- Represent various profiles, for example, children from ethnic or minority communities and children with different abilities and disabilities
- Children’s participation is voluntary, and they can withdraw at any moment they deem necessary

The CABs representation is inclusive, diverse, age and gender-balanced. The principles of non-discrimination and Do No Harm are respected at

⁴¹ In the context of this ToR, a child means every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier, in line with the UNCRC definition.

all the stages of establishing, supporting and developing CABs.

Ethical considerations

In establishing, supporting and developing the CABs and facilitating CAB meetings, implementing partners should refer to and abide by the Journeys Child Safeguarding Policy of the Project. The Policy and its procedures apply to all operations and activities conducted by, or on behalf, of the Project. This policy complements the respective Journeys consortium members' child safeguarding policies for the purpose of Journeys implementation. Its key focus is to safeguard children during the administration of Journey activities implemented individually or jointly by the Journey consortium members.

Implementing partners must assess the risk of every individual child involved in the Child Advisory Board, to see whether their participation is safe and that they can give informed consent/informed assent to not only take part in the project but also consent to data collection elements of the project. If children are under the age of 16 years old, parental consent will also be required (parental consent is recommended regardless of the child's age).

Meetings of CABs

The CAB members will be invited to participate in and meaningfully contribute to CAB meetings and related activities and initiatives throughout the project implementation, as listed in the Aims of CABs section of this document. The CAB meetings are to be planned according to the progress of the project and the progress in developing specific project deliverables.

Depending on the work modality of implementing partners, such meetings will take place either in-person or online. Throughout the project implementation each partner will prepare, facilitate, and document at least 9 CAB meetings through collecting attendance lists and meeting records.

Annex 2 – Call for CAB Membership

Hello! If you are 13-18 years old, have time and interest to contribute to making a difference for children in your community alongside other children, this chance is for you! We invite you to join the Child Advisory Board of the JOURNEYS project!

The JOURNEYS project is an exciting opportunity for you to make services and opportunities for children more friendly, useful and interesting, in Barnahus and beyond! By coming together, exchanging ideas and designing activities with other children, your collective voices on the issues important to you and other children will be heard!

If it is about you:

- You are between 13-18 years
- You have the time to participate in 8 meetings of the Child Advisory Board in the course of two years
- You are eager to collaborate with other children, learn from and get inspired by each other
- You are enthusiastic about communicating the issues of importance to you and other children within your community
- You are interested in the system of Barnahus, and be willing to make it friendly to children
- You are open to offer your ideas, knowledge and skills to the wellbeing of children and promoting children's rights

If you are willing to:

- ☑ Learn about the concept of children's rights and the system of Barnahus
- ☑ Engage in co-designing child-friendly innovative tools
- ☑ Engage in designing and conducting child-led awareness raising sessions
- ☑ Participate in various training opportunities and develop new skills
- ☑ Make new friendships and have a joyful time with other children all throughout!

Then we are looking forward to hearing from you and receiving your Application Form!

If you would like to have more information before applying, we will be happy to answer any of your questions! We can be reached out by

.....

Annex 3 – Nomination Form

Your name and surname:

.....

Your age: Gender: Male Female Other

Your phone number:

Your Home town/neighbourhood:

.....

Name of one of your parents:

.....

Phone of one of your parents:

Why is the CAB membership interesting for you?

.....

.....

.....

.....

.....

Do you need any support from us in participating in the interview?

.....

.....

.....

.....

.....

Annex 4 – List of resources for supporting children and young people in being safe online⁴²

HOST WEBSITE	DOCUMENT TITLE	THEME	AGE GROUP	LINK
LSE	My Privacy	Safety; Privacy	12+	https://www.lse.ac.uk/my-privacy-uk
Child Rights Coalition Asia	#SafeWeb4Kids	Safety	12+	https://www.crcasia.org/campaigns/safeweb4kids/
Lego	Become an online hero!	Safety; Privacy; Digital Literacy	6-11	https://www.lego.com/en-gb/campaigns/kids/safer-internet-day#!
BBC	Own it	Safety; Privacy; Digital Literacy	10+	https://www.bbc.com/ownit
Google	Be internet Awesome	Safety; Privacy; Digital Literacy	10+	https://beinternetawesome.withgoogle.com/en_us/interland
Think U Know	Play - Like - Share (game)	Safety; Privacy; Digital Literacy	8-10	https://www.thinkuknow.co.uk/parents/playlikeshare/
Safer Internet	Talk it over – new resource to support discussions around online hate	Online violence	13+	https://www.saferinternet.org.uk/blog/talk-it-over-%E2%80%93-new-resource-support-discussions-around-online-hate
Think U Know	Band Runner (game)	Safety; Privacy; Digital Literacy	8-10	https://www.thinkuknow.co.uk/parents/articles/band-runner/
ChildNet	Children's online activity zone	Safety; Privacy; Digital Literacy	6-11	https://www.childnet.com/young-people/primary
ChildNet	Teenager's online activity zone	Safety; Privacy; Digital Literacy	12 - 18	https://www.childnet.com/young-people/secondary
Save the Children Resource Center	Children's Guide to Online Safety	Online safety	10+	https://resourcecentre.savethechildren.net/node/10219/pdf/safeweb4kids.pdf

⁴² Based on the resources of #CovidUnder19 coalition #CovidUnder19 | Terre des hommes (tdh.org)

Annex 5 – Parental Consent Form

Parental Consent Form

XXXX is an organization that exists to support children, their families and communities in emergency relief and development contexts. We are proposing different activities involving your child. Before starting this collaboration, we need your consent, and some important information from you to ensure that your child can participate safely, and their welfare will be ensured. All information will be kept confidential and only shared with adults who need to know to make sure that your child is properly cared for.

For the purposes of all trip and events **a child is defined as anyone who is under 18 years old**. Our guiding principle is that in all situations **the best interests of the child are of the utmost importance**. This means that in all actions and decisions we must consider the needs and rights of the child as the critical issue.

Activity Consent *(Please tick as appropriate):*

- we give my/our consent for my/our child (name of child) to travel to and participate in xxx activities.
- we authorize xxx to be responsible for my/our child during these activities and authorize them to make decisions concerning any emergency medical treatment for my/our child which may be required during this trip.

- we affirm that I/we have full authority to give the consent provided for in this document.

Media and Information Consent *(Please tick as appropriate):*

- I/we give my/our consent for my/our child to take part in media activities which may include photographs, films, videotapes audiotapes, or other forms of recording and which may appear in print (such as newspapers) or online.
- I/we give consent for the information and/or opinions that my/our child shares during the event to be documented and used for reporting and/or research purposes. In doing so, we acknowledge that personal identifiable data will not be released for any use without my/our prior consent.

I/we confirm that I/we have read and understood the Parental Consent Form and agree to abide by its contents.

Name of the child:

Date: at

Name and Signature (names of parent(s)/carer(s))

.....

Annex 6 – CAB Attendance Facilitator’s Guide & CAB Attendance List

CAB Attendance Facilitator’s guide

Facilitator Protocol for Seeking Children’s Participation Consent

This template is a guide only. CAB activities are composing a very broad area; the template should be adapted to suit the particular activity’s purpose and topic. Below is an example of the discussion of how consent and related concepts can be explained to children. The text can be adapted to your context, the important aspect is that every concept is explained in an open discussion where children’s inputs and questions are welcomed and attended to.

Introduction:

Hello! My name is [Your Name], and I’m here to talk to you about the activity we’re having today. The purpose of this activity is [brief description of the activity’s purpose and topic]. It’s expected to take about [XXX] minutes. We’re really interested in having you participating and hearing your thoughts and ideas.

Procedures Involved:

During this activity, I’ll be asking some questions and I (or a co-facilitator) will be taking some pictures. Photographs might be used for example, as illustrations in website summaries, research reports, summary leaflets, newspapers articles and/or conference presentations. They will not be used in any way that would show you in a bad light. In the attendance sheet you can tell us if you’re okay with us taking pictures of you. If not, simply put a ‘No’ under media consent.

Disclaimer: Organization processes personal data for the sole purpose of meeting contractual obligations to the donor. The personal data might be disclosed only to donors, auditors or partners directly involved in the project, strictly on a need-to-know basis. Personal data will be stored safely by the organization and will be deleted when no longer necessary. By signing this document, participants consent to their personal data being processed in accordance with Regulation 679/2016 (EU).
Media Consent: Photographs or videos may be taken during this activity. Please when signing your name, also confirm that you give your consent for media which may contain your image to be used in Organization promotional materials (in print or online), by writing “Yes”. If you do not give your consent, please write “No”.

Ability to say no:

Some questions might be personal or a bit challenging. You don’t have to participate or talk about anything you don’t want to. This won’t affect your ability to be involved in other activities now or in the future. However, your honest and open answers will be valuable to us. Do you have any questions about what we’ve discussed so far?

What Will Happen with the Information and photos taken during this meeting:

We’ll keep this information safe, and you can find out about the results from us and our colleagues.

Confidentiality:

If you agree to participate, what you say will be confidential. It means that the pictures and information we gather from this activity will be combined with what other children are sharing in different places. If you’re okay with that, you can make a mark here (point to the ‘agree to participate’ column in the attendance list). Alternatively, I can mark it now to confirm that I have witnessed your agreement.

Consent for Reporting/Documentation:

We would also like your permission to use what you share during this activity for reporting and other documentation purposes. Your consent will help us share important information and improve our work. Any personal info will only be shared with donors, auditors, or partners directly involved in the project, and only if they really need to know. Your data will be safe and sound, and we’ll say goodbye to it when it’s no longer needed. Do you have any questions about anything that I said so far?

CHILD ADVISORY BOARD ATTENDANCE LIST					
Date of CAB meeting:		Venue / Platform of CAB meeting:			
Facilitator(s):		Theme of the meeting:			
	Name	Date of Birth	Gender	Media Consent (Y/N)	Agree to participate (Y/N)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Disclaimer: Organization processes personal data for the sole purpose of meeting contractual obligations to the donor. The personal data might be disclosed only to donors, auditors or partners directly involved in the project, strictly on a need-to-know basis. Personal data will be stored safely by the organization and will be deleted when no longer necessary. By signing this document, participants consent to their personal data being processed in accordance with Regulation 679/2016 (EU).

Media Consent: Photographs or videos may be taken during this activity. Please when signing your name, also confirm that you give your consent for media which may contain your image to be used in Organization promotional materials (in print or online), by writing "Yes". If you do not give your consent, please write "No".

Annex 7 – CAB Meeting Documentation Form⁴³

CAB Meeting Documentation Form	
Name of Barnahus & Country:	
Date, Time & Modality:	
Names of CAB facilitators:	
Child advisors present (age, gender, disability disaggregated)	

⁴³ 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.

Reflection on the meeting Please be sure to capture the quotes or words used by participants wherever possible.	
Name and objectives of the main activity	
Describe the main activity: what happened	
Highlights What was the most important thing that happened today for the group? For facilitators? What ideas, strategies, hopes, areas for improvement did the group share? How will they be acted upon?	

Lessons Learnt What are some of your key take aways from this meeting with regard to working with the child advisors moving forward? Would you do anything differently?	
Moving Forward What are the next steps, as informed by children's inputs?	
Additional comments or Areas for Follow-up?	

Annex 8 – My journey to meaningfully engaging children⁴⁴

Working alongside children is a learning journey with highs and lows. What does the map of your journey look like?

Take a moment to map your own journey towards working in meaningful partnership with children. This is a personal map and there is no right or wrong way to do it.

Think about creating images or words that represent events that have led to where you are today or if this is new for you, imagine where you want to go. As a prompt:

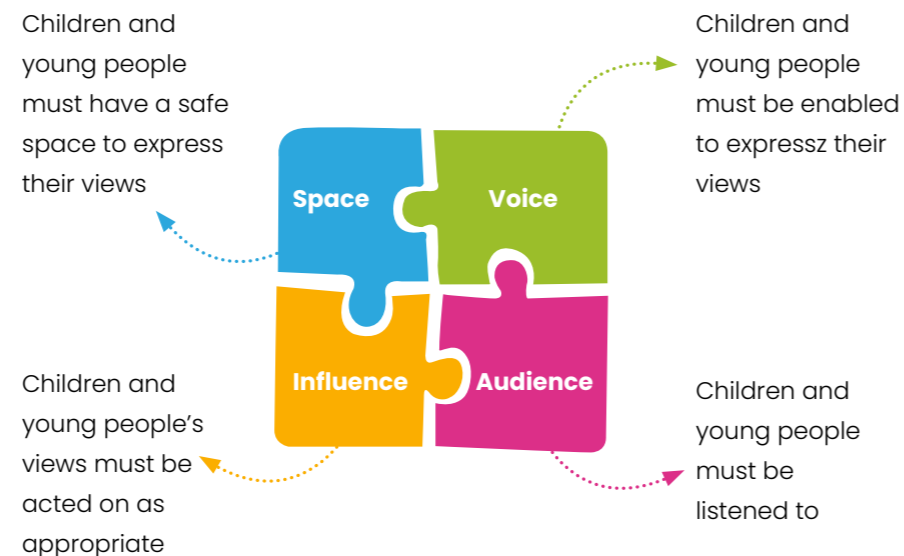
- Think about the first time you were inspired by a child, draw an image or phrase to represent this.
- Think about a time you struggled while working alongside a child, draw an image or phrase to represent this.
- Draw other markers to signify stages of learning along your journey of working with children. If the journey is just beginning for you, these can be visions of how you want to work and learn alongside children in the course of the JOURNEYS project, and beyond!
- As you make your map, think about the key lessons you have learned along the way. How do you wish you build upon these lessons?

⁴⁴ Based on Currie, V., Lee, L., and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation

⁴⁵ Adapted from Currie, V., Lee, L., and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation

Annex 9 – Self-reflection Journal⁴⁵

Drawing on the Lundy model of participation that was presented at the beginning of this Guide, here is a refresher on what children need to meaningfully participate:



Now take some minutes to reflect on your own practice by thinking through the following questions. Feel free to write them here or to write your answers in a journal. These are for you alone. Please feel free to discuss your reflections with your colleagues and/or your supervisor, if you feel comfortable doing so.

Do you feel comfortable listening to children and young people and supporting them to meaningfully participate? What does this look like in your work and what are the benefits you see?

Is there anything you feel passionate and excited about? How can you bring your enthusiasm and experience to the centre of your work?

Where do you feel tension to support children and young people to play a meaningful role? What can you do to address your concerns?

Open space, please write any thoughts or ideas you have here about moving towards meaningfully engaging children and young people.

Annex 10 – Energiser Toolbox : In-person Modality⁴⁶

The following energisers can be used in the beginning of CAB meetings to warm up participants and/or at any point during the sessions to help them re-focus or give them time to assimilate difficult emotions that might potentially arise.

A + B

Material: none

Time: 5–10 minutes

How to play: Everybody chooses a person who is going to be their A, and one who will be their B. You want to get as close to A as possible, and as far from B as possible. On the count of 3 everybody starts running after their A and escaping their B. The game finishes after some time of running around, or you can do the opposite – getting as close to B and as far away from A as possible.

Counting game

Material: none

Time: 5 minutes

How to play: The whole group has to count to 10 (depending on how many participants there are) without talking to each other. They have to communicate nonverbally. When two people say the same number at the same time the game starts from the beginning again. They stand in a circle and they are not allowed to count in line. Everyone has to say a number until the game is finished.

Variation: The whole group has to say the entire alphabet without talking to each other. When two people say the same letter at the same time the game must start from the beginning.

Atomic game

Material: none

Time: 10 minutes

How to play: The facilitator of the game asks for atoms (groups of children) to be created. Atoms consist of x amount of people according to the facilitator. If there are 11 participants and the facilitator decides that atoms should have four people, the three remaining people who have not joined a group have lost the game and are “out”. 8 participants are left. The facilitator then says that atoms of three people must be formed, so there will be two people who lose. The winners are the last two people to stay in the game.

Variation: If there’s a big group, they can be split in to smaller equal sized groups, and everyone can stay in the game even if there are not enough participants to form a group with the number the facilitator asks for.

Electric shock

Material: a scarf/a flower or something that can be picked up

Time: 5–10 minutes

How to play: The group is split up in two (or more) teams, with the members of each team holding hands. They stand in two lines next to each other. 5 metres in front of them is an item. One person squishes

the last person of each team’s hand, and they squeeze the next persons hand and so on, so it starts an electric wave. When the last person in each row feels the squeeze, they run to get the item. The team who gets the item wins.

Caterpillar

Material: none, however a lot of space is needed

Time: 5 minutes

How to play: Participants are split into two teams. They stand in a row, one behind the other, with their hands on the shoulders of the person in front of them. Both teams have to catch the other caterpillar’s tail. When they catch it, the team who caught the other team’s tail will gain a person. The winning team is the team who ends up with all the people. *Variation:* The participants start out solo, playing “rock, paper, scissors”. The one that loses has to go behind the winner and put their hands on their shoulders. The winner continues competing against the other, while the rest of the “caterpillar” (the previous losers) cheer for the winner. In the end there will be two long “caterpillars” competing against each other.

Coconut

Material: none

Time: 2 minutes

How to play: The players say: “my head feels like a coconut”. Then they get up and spell COCONUT with their arms/body – just like the activity YMCA! If introduced early in the sessions, participants can yell “coconut” throughout the week if they feel like they need a short break.

Ski race

Material: none

Time: 5 minutes

How to play: The participants form a circle. The facilitator explains that this is a ski race and explains the different moves. First everyone has to put their ski gear on: suit, shoes and a helmet. The skiers have to stand in a downhill ski position, and when the facilitator says “large/small jump” everyone has to jump, when the facilitator says “left/right turn” the participants have to lean to either side. The race goes faster and faster with jumps and turns coming closer and closer and ends with a photo finish.

⁴⁶ Based on the Move on & Engage: Youth Curriculum, Terre des Hommes, as extracted from: www.ruralyoutheuropa.com/wp-content/uploads/2018/03/Learning_Platform_ENERGIZERS.pdf. You can find other ideas on the following link: career-intern.ydiinstitute.org/cin/resources/cin/2010-04-13-file:en-us.pdf

Annex 11 – Energiser Toolbox : Online Modality⁴⁷

The following energisers can be used in the beginning of CAB meetings to warm up participants and/or at any point during the sessions to help them re-focus or give them time to assimilate difficult emotions that might potentially arise.

‘Where in the World’

Allows participants to know each other in a fun way.

Instructions

1. Ask participants to pick a place in the world where they would like to go or that suits their personality.
2. Ask them to post three clues for that place.
3. Explain that the other participants have to guess which place the other participants have chosen.

‘Accomplished Goals’

This is a good activity to focus on positive things (i.e. people’s achievements). It is also a networking tool, as participants could be interested in achieving the same goal that another person in the group has achieved and whom they might ask for advice from.

Instructions

1. Ask participants to say what goal they have achieved in the last year (it does not matter how small)

2. Discuss. You could facilitate the discussion by asking a question such as how they felt when they achieved the goal or what skills they think were important in achieving the goal.
3. You could post a list of achievements on a chat or virtual board.

One Random Object

This icebreaker is a fun game, aimed at making participants feel relaxed and creating a sense of community. You could also use it as an energizer, if needed, when you sense that your participants are losing focus.

Instructions

1. Ask a participant to pick one random object that is in their room and not tell anyone what it is.
2. Explain that the other participants will have to guess what it is, by asking questions that require a yes or no answer.

You can also, if you wish to, make it a competition, whereby the participant who correctly guesses the most objects win.

One Word (or One Image) Activity

This is another activity suitable for participants to share information about themselves creatively.

Instructions

1. Ask participants to choose one word that best describes them or their life and to explain why. Alternatively, you can ask them to choose an image (they can download it from the Internet or take a picture with their smartphone, for example).

2. Ask them to share their answers via the chat feature or on a virtual whiteboard.

Lost in Space

This is a good activity to get to know participants in a way other than just asking the usual questions.

Instructions

1. Ask the participants to imagine that they are living in a space station. All of a sudden, the space station malfunctions, and they have to evacuate. They are only allowed to take 5 items with them. Which items would they choose?
2. Ask participants to share their answers in the chat box, explaining why they chose those five items.

‘Asking Questions’ Icebreaker

This is a good way for participants to get to know each other in a relaxed manner. Remember to ask questions that are light-hearted though, as you want to start on a positive note.

Instructions

1. Ask your participants a list of questions. For example, what is your favorite meal, your favorite place to travel, where were you born etc.?
2. They could just write an answer on the chat board or post a picture or a link.
3. Share the answers with all the participants and get them to guess who gave each answer.

‘Take a Picture of Something’ Class Activity

This is a fun activity, which is good to get people to know each other using visuals and creativity.

Instructions

1. Ask participants to take a picture of something. Typically, you choose a specific theme. For example, ask participants to take a picture of their shoes, or a picture of something that is on their desk or the view outside their window. Remember to ask participants to take the picture and upload it before the session starts, as otherwise it might take too much time out of the session if they were to do it in real time.
2. Ask participants to share the picture on a virtual board.
3. Start a discussion. For example, you could ask why they chose that particular item on their desk, or what they like the most about the view they can see from the window etc.

‘Two Truths and a Lie’ Icebreaker

This is a classic icebreaker, which can be adapted to an online session.

Instructions

1. Ask one participant to write three statements about themselves: 2 true and 1 false.
2. Ask the other participants to vote on which statements are true and which is false.
3. After the first person has shared their statement and the group has decided which statement is false, the first person will reveal which statements were true and which one was false.

⁴⁷ Extracted from 21 Free fun Icebreakers for Online Teaching and virtual remote teams (symondsresearch.com) where many more energizers for an online use can be found.

4. Move on until each person in the group has shared their statements.
5. The person who manages to correctly guess the most lies wins. Alternatively, you can play this game in a non-competitive way just for participants to get to know each other.

'Three Words' Ice Breaker

This is a good warm-up activity, and it can also be useful to discuss the importance of adapting to changing situations and thinking on one's feet.

Instructions

1. Ask participants to agree on a random topic. It can be anything from food to dogs, to rugby.
2. Explain that each person should contribute with three words to the story (and three words only at a time) and they will take turns to contribute.
3. Encourage the participants to say the first three words that come to their mind. It does not matter if they make sense or not.
4. Try to move from one person to the other quickly.

Annex 12 – Wrap UP Toolbox⁴⁸

Snowstorm

Participants write down what they learned on a piece of paper and bunch it up. At a given Signal, they throw their paper snowballs in the air. Then each participant picks up a nearby snowball and reads it aloud.

DJ Summary

Participants write what they learned in the form of a favourite song. Offer extra praise if they sing.

Gallery Walk

On chart paper, small groups of participants write and draw what they have learned. After the completed papers are attached to the walls, other participants affix sticky notes to the posters to further extend the ideas, add questions, or offer praise.

Cover It

Have children sketch a book cover. The title is the topic of the CAB meeting. The author is the CAB member. A short celebrity endorsement or blurb should summarise and articulate the Benefits of the CAB meeting.

So What?

Ask the participants the following question: *What takeaways from the CAB meeting will be important to know three years from now? Why?*

Dramatise It

Have participants dramatise a real-life application of a skill they have developed today.

Beat the Clock

Ask a question. Give CAB members 10 seconds to confer with peers before you call on a random child to answer. Repeat.

Person I Learned From the Most

Participants write notes to peers describing what they learned from them during discussions.

Key Words

Select five key words used in the session. Ask the participants to try to identify these words and write them down individually. Compare your key words to the participants' key words to see if they were able to identify the key ideas/concepts of the session.

3-2-1

3 things they learned, 2 things they have a question about, 1 thing they want the facilitator to know – post-its, index cards etc.

Fishbowl

Participant writes one question they have about the topic of the current session. This can be something which they know the answer already, or for which they want an answer for. Form an inner and outer circle. Share the question with the person in front of you to see if they know the answer, switch who is asking the question, if there is time, rotate to a new partner.

⁴⁸ Based on the Move on & Engage: Youth Curriculum, Terre des Hommes as extracted from www.edutopia.org/blog/22-powerful-closure-activities-todd-finley

Annex 13 – Defining Areas for Improvement⁴⁹

Finding opportunities for improvement often begins by noticing problems. Sometimes it comes out as wishes (“I really wish this tool had”). Sometimes it comes out as complaints (“It annoys me that using this tool we cannot”). Either starting point is fine. Invite children, working either individually or collectively, to list down their feedback on the tool. Then, invite children to flip these statements into possible areas for improvements. Begin the question with **“How might we...” and/or “What if...?”**. This turns the problems children notice into opportunities for improvement!

<p>THINGS I WISH WOULD EXIST IN THIS TOOL... I wish this app could be more accessible for children who have difficulties reading</p>	<p>HOW MIGHT WE... How might we formulate our recommendations for the tool developers to make this tool more friendly to as many children as possible?</p>
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<p>THINGS THAT COULD BE BETTER... This tool would be better with ...</p>	<p>HOW MIGHT WE... How might we imagine this tool differently, so that...</p>
---	--

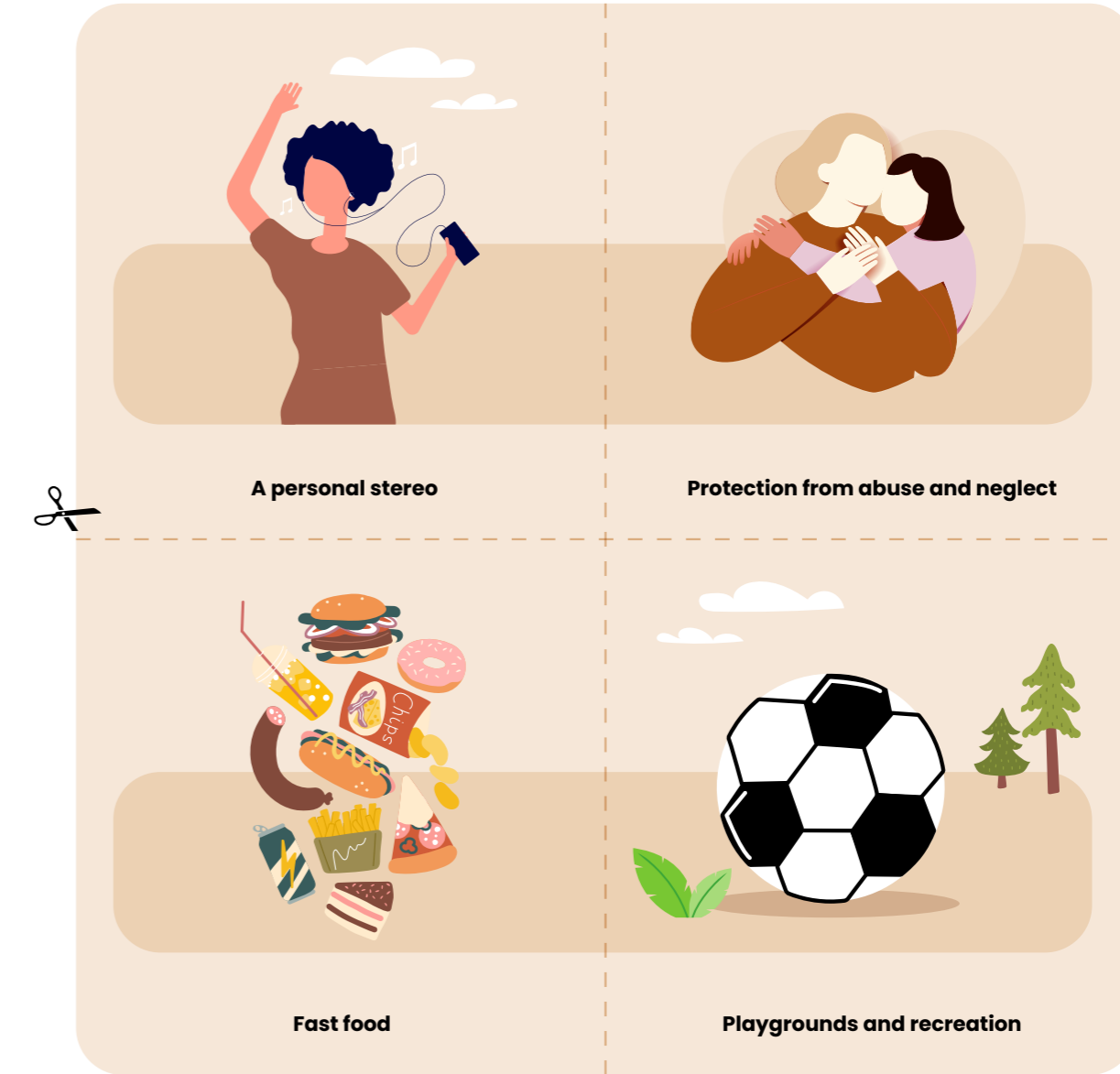
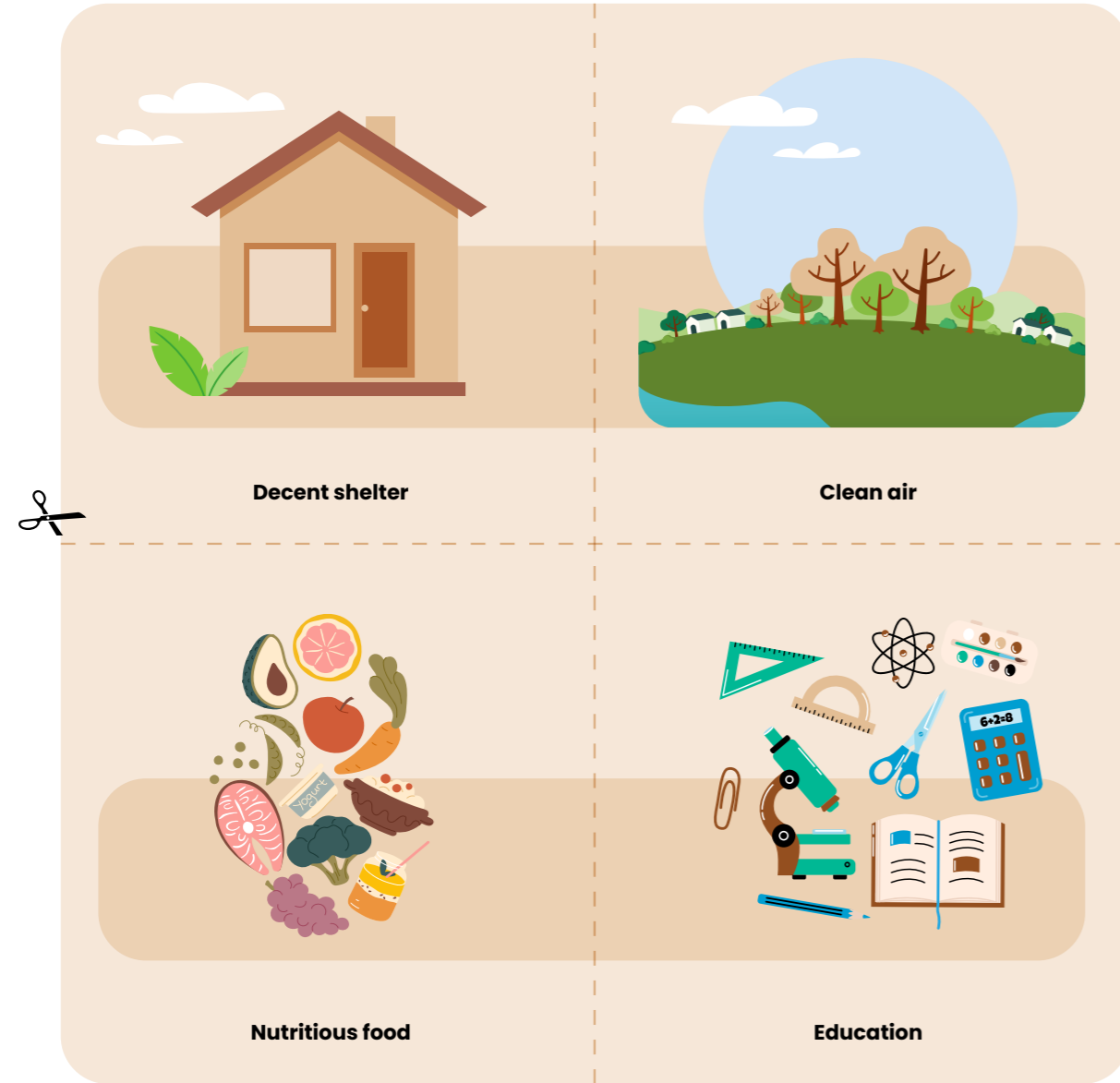
⁴⁹ Adapted based on the Design Thinking for Educators Toolkit, 2012 IDEO LLC, IDEO’s Design Thinking for Educators Toolkit





Annex 14 – Wants and Needs Cards⁵⁰

Print, cut out, and place in the envelope a full set of cards for each group. You can also provide a few blank cards and give the children an opportunity to add some additional things they think they might need or like to have.



⁵⁰ Based on the Child Safeguarding/Protection Activities for Children & Adolescents Curriculum, Terre des Hommes



	
<p>Opportunities to share opinion</p>	<p>Money to spend as you like</p>
	
<p>Clean water</p>	<p>Your own bedroom</p>

	
<p>A television set</p>	<p>Opportunities to practise your own culture, language and religion</p>
	
<p>A personal computer</p>	<p>Fear treatment and non-discrimination</p>

Annex 15 – Theme Chart⁵¹

Please fill out this Chart after you develop themes at the end of the Explore phase. Please feel free to add as many rows and as many themes as needed to accommodate all the key ideas and reflections shared by children.

Theme Chart		
Strengths	Challenges	Ideas
Theme Chart 1		
Theme Chart 2		
Theme Chart 3		

⁵¹ 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.

Annex 16 – Mind Map⁵²

Please fill out this form when engaging children in a Mind Mapping Activity. You can print it on a large piece of paper for children to fill it in directly, or you can transfer this information to a few flip chart paper.



⁵² 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.

Annex 17 – Collective Action Map⁵³

Please invite children to use this form when developing their Collective Action Map. Child advisors can continue to add to this and build it out as they move through the planning and monitoring preparation for their Collective Action.

Collective Action Map	
Name of Collective Action	
Name of CAB	
When will we start? (date)	
When will we finish? (date)	
Location: Where would the Collective Action be implemented?	
Vision/Goal: Why do we want to do this? What positive change do we want to achieve?	
Challenge(s): What are the challenges we want to address?	
Describe the activity: what will happen?	

⁵³ 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.

	Person(s) responsible	Timeline
Step by step Plan: What are the steps we need to take to implement Collective Action?	1.	
	2.	
	3.	
	4.	
	5.	
Resources: what resources will we need? (people, funds, materials)		
Budget: What is our budget and how will we spend it?	Materials: Location: Transportation: Food: Support People: Anything else:	
Progress Markers: Short term changes we want to accomplish with our Collective Action	What would we expect to see: What would we like to see: What would we love to see:	

Annex 18 – SHARE Worksheet⁵⁴

This Worksheet should be filled out during the “Celebrating and sharing your successes” Activity.



Successes	
Challenges	
Learning / Opportunities	

⁵⁴ Based on the Move on & Engage: Youth Curriculum, Terre des Hommes

Notes:



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the European Union

<https://liu.se/en/research/journeys>

<https://childhub.org/en/series-of-child-protection-materials/journeys-safe-and-informed-journeys-through-barnahus>