TOGETHER

Strengthening child and youth participation in public decision-making

TOT GUIDE FOR LEAD TRAINERS

SOS CHILDREN'S VILLAGES

Co-funded by the European Union

Together

STRENGTHENING CHILD AND YOUTH PARTICIPATION IN PUBLIC DECISION-MAKING

IMPRESSUM

Published in Austria by SOS Children's Villages International.

First edition published October 2023.

SOS Children's Villages International
Hermann-Gmeiner-Str.51
A-6020 Innsbruck
Austria
Email: train4childrights@sos-kd.org

Authors
Francesca Letizia and Evelyn Vrouwenfelder

Editorial board
Florence Treyvaud Nemtzov and Francine Stansfield

Design and layout
Bestias Design

This publication has been developed within the EU co-funded project *"Together - Working in partnership with children and young people to enhance their rights in responses to crisis situations such as Covid-19 and other emergencies"* (2022-2024).
https://www.sos-childrensvillages.org/together

This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of SOS Children's Villages and can in no way be taken to reflect the views of the European Union.

TOGETHER

Strengthening child and youth participation in public decision-making

TOT GUIDE FOR LEAD TRAINERS

Together
STRENGTHENING CHILD AND YOUTH PARTICIPATION IN PUBLIC DECISION-MAKING

SOS CHILDREN'S VILLAGES

Co-funded by the European Union

ACKNOWLEDGEMENTS

SOS Children's Villages would like to thank all those who have been involved in the *Together* project and the preparation and production of this publication.

PROJECT TEAM AT PARTNERS' LEVEL

SOS Children's Villages International: Florence Treyvaud Nemtzov, Arianna Tripodi, Francine Stansfield.

SOS Children's Villages Bulgaria: Marin Zarkov, Denitsa Avramova, Katerina Lazova, Kalina Dimitrova, Ileniya Georgieva Yocheva.

SOS Children's Villages Hungary: Boróka Feher, Edit Koles, Gábor Kelemen, Dorottya Hais, Vica Éva Hortobágyi.

SOS Children's Villages Italy: Valentina Caron, Marcela Baxanean, Francesca Letizia, Alessandra Cuel, Almas Khan.

SOS Children's Villages Spain: Nadia Garrido Annoni, Elena Bilbao Lazaro, Javier Saavedra, Mariam El Ouchi, Alexandra Floare.

SOS Children's Villages would like to express special thanks to the European Commission's Directorate-General for Justice and Consumers, for their financial support and continuing assistance in the achievements of the project.

We would also like to thank Eurochild and the Learning for Well-being Foundation (L4WB) for the use of activities from their publication, "We Are Here - A Child Participation Toolbox" (2020). The activities that are utilised and adapted within the Together peer workshop programme are indicated throughout this manual.

Eurochild
Putting children at the heart of Europe
https://www.eurochild.org/

LEARNING FOR WELL-BEING FOUNDATION
https://www.learningforwellbeing.org/

The following internal resources were also used during the development of this training manual:

- *Applying Safe Behaviours: Preventing and Responding to Peer Violence Amongst Children and Young People - Peer-to-Peer Workshop Handbook* (SOS Children's Villages International, 2022).
- *Youth Participation User Guide* (SOS Children's Villages International, 2021).
- *International Youth Coalition: Youth Participation Training Programme for Youth Facilitators* (SOS Children's Villages International, 2021).
- *Prerepare For Leaving Care: A Child Protection System that Works for Professionals and Young People – Practice Guidance* (SOS Children's Villages International, 2018).

TABLE OF CONTENTS

TRAINING OF TRAINERS PROGRAMME

HANDOUTS

APPENDIX

INTRODUCTION


Tarik

INTRODUCTION

This is the *ToT Guide for Lead Trainers* to support the delivery of the Training of Trainers (ToT) for mentors and peer trainers within the EU co-funded project "*Together - Working in partnership with children and young people to enhance their rights in responses to crisis situations such as Covid-19 and other emergencies*".

This guide is meant to support lead trainers to prepare the young experts who are working as mentors and peer trainers within the *Together* project.
Mentors are young experts aged 18-28 from participating countries (Bulgaria, Hungary, Italy and Spain) with previous experience in conducting workshops and knowledge of children's rights. They will train in pairs to co-deliver national ToTs for **peer trainers** (young experts aged 18-24) and support them throughout the implementation of the peer-to-peer workshops which, in turn, will address children and young people aged 13-17 years old.

This guide should be read in conjunction with the **Peer-to-Peer Workshop Training Manual**, which will support peer trainers in delivering the workshop on children's rights and participation in public decision-making processes. The workshop consists of six sessions lasting approximately 3-3.5 hours each; it can be delivered in different ways, based on participants' needs and availability. The workshop manual is based on information collected via a survey answered by 468 children and young people in the four participating countries and was developed with the active contribution of mentors and participation advisors.

In the workshop, peer trainers will work in pairs and will be supported by at least one mentor and the participation advisor working with the SOS Children's Villages national project team.

FRAMEWORK AND GOALS FOR THE TOT

Based on the needs and perspectives of both mentors and participation advisors, the training was designed to meet the following goals:

1. To help participants understand more about peer training and support them in the delivery of the national ToT/peer-to-peer workshops.

2. To strengthen participants' basic facilitation skills, practise some of the activities (where possible) and receive feedback.

3. To familiarise participants with the methodology and the content of the six sessions of the peer-to-peer workshop programme.

4. To enable participants to collect inputs to start an adaptation process for both the ToT and the workshop in their own countries.

PREPARATORY WORK FOR PARTICIPANTS OF THE TOT

To ensure participants have a meaningful and effective experience in the ToT, lead trainers should encourage them to do some preparatory work prior to the training.

It is recommended that a few weeks before the ToT, participants receive the **Peer-to-Peer Workshop Training Manual** and are asked to read it before they attend the ToT. The lead trainers should also make themselves available to provide any clarifications for the participants where necessary. In addition, whenever possible, participants should be asked to prepare to deliver an activity in pairs during the ToT, to be able to practice some facilitation skills and receive feedback on this ahead of the workshop delivery.

Mentors should be supported in their preparation to deliver at least one energizer and one core activity, as they will need to take the role of lead trainers and acquire more confidence and knowledge about facilitation skills ahead of the national training of peer trainers.

For *peer trainers*, this part of the preparatory work should be adjusted according to their level of experience and the resources available to support them in their preparation.

- **For more experienced participants:** Peer trainers who have already facilitated workshop activities and are already familiar with co-facilitation can be asked to read the **Peer-to-Peer Workshop Training Manual** and assigned an energizer and a core activity to deliver in pairs with one of their colleagues. They need to be offered support from lead trainers and participation advisors (i.e. exchange calls, meeting face-to-face, availability for clarification and feedback, etc.) but are likely to be able to carry out preparatory work without feeling overwhelmed or disoriented.

- **For less experienced participants:** Peer trainers who are willing to learn more about content and methodology, but are less familiar with facilitation and co-facilitation, may need more support and may need to be guided throughout the preparatory work. Depending on the resources available to support them in this preparatory work and to ensure they are meaningfully included in the process, lead trainers can proceed in two main ways:
    - **National teams with more resources available:** Thorough preparatory work can be planned, starting with an initial meeting (virtual or face-to-face) organised a few weeks before the ToT. Here the **Peer-to-Peer Workshop Training Manual** can be introduced, and participants can form pairs and choose/be assigned activities and energizers. Lead trainers can share examples of how to plan their preparation and arrange further meetings with them (i.e. periodic group exchange meetings or calls to check on their preparation, possibility to set up a meeting or a call with one specific pair in case they need additional support, etc.).

    - **National teams with fewer resources available:** Participants can be asked to attend a virtual meeting a few weeks before the ToT. The purpose of the meeting would be to introduce them to the **Peer-to-Peer Workshop Training Manual** that they will need to get familiar with, form pairs and assign each one an energizer (or more if they are available) that they will deliver during the ToT to start practising their facilitation skills. Lead trainers and participation advisors should make sure to communicate to the group their availability for clarification and support.

If participants are asked to prepare to deliver energizers only, lead trainers will need to **adjust the ToT agenda** accordingly, making sure to provide a **feedback round** after each energizer facilitated by a pair of participants.

In both cases, less experienced participants should be encouraged to carefully go through the *Focus on Facilitation* chapter in the **Peer-to-Peer Workshop Training Manual**.

PLEASE NOTE that in this guide *lead trainers* and *participants* refer to different people based on the user of the guide. In the regional-level ToT, mentors will attend as *participants* and will be trained by other lead trainers, whilst in the national ToT attended by peer trainers, mentors will be the lead trainers.

DAY ONE

SUMMARY TABLE

The following table is meant to support your preparation for the session.
You can customise it with lead trainers' names and tasks. If you find this helpful, you can print this out and keep it where you can see it during the day.

TIME	TASK	MATERIALS NEEDED	WHO DOES WHAT
9:00 – 9:15	**Welcome and introduction**	SLIDE 2	
9:15 – 9:30	**Icebreaker: Name game**		
9:30 – 9:45	**Presentation of the agenda: Aims and overview of the day**	Agenda SLIDES 3-4	
9:45 – 10:15	**Orientation to training methodology**	SLIDES 5-9 Feedback sheet **Handout 1** *1 copy per pair* Parking lot flipchart	
10:15 – 10:45	**Creating a safe environment: Participation agreement**	Flipchart / markers / blue tack (*to stick the agreement to the wall*)	
10:45 – 11:00	**Break**		
11:00 – 11:30	**Energizer: Our secret code**		
11:30 – 12:00	**Creating a safe environment:** Safeguarding	SLIDES 10-11 **Handout 2** *1 copy per participant*	
12:00 – 12:30	**Active listening:** The robbery exercise	Flipcharts / markers SLIDES 12-13	

12:30 – 13:15	**Lunch**		
13:15 – 13:30	**Introduction to the afternoon and parking lot check-in**	**SLIDE 4** Parking lot flipchart	
13:30 – 14:10	**Active listening practice session**	**Handout 3** *2-3 copies per small group*	
14:10 – 14:15	**Energizer:** Silent Disco		
14:15 – 15:15	**Working with difficult situations in training**	**Handout 4** *1 copy per participant* Flipcharts / markers	
15:15 – 15:30	**Break**		
15:30 – 15:45	**Energizer:** Follow my lead		
15:45 – 16:45	**Participants as co-trainers:** The Bill of Rights	**SLIDE 14** **Handout 5** *1 copy per participant*	
16:45 – 17:30	**Basic facilitation skills, journey mapping and evaluation**	**Handout 6** *1 copy per participant* Markers and individual flipcharts for journey mapping	
End of day: Reflection for lead trainers			

DAY ONE - TRAINING OF TRAINERS

9:00 – 9:15 WELCOME AND INTRODUCTION

Lead trainers welcome participants and open the Training for Trainers (ToT) by introducing themselves and other people in the room.

SLIDE 2: Trainers and staff names and roles

When introducing themselves, everyone should mention:

- Their name
- Their role and what it means for participants
- What they do in their daily life and how they became involved in the project

The responsible adult for safeguarding should also mention their role in the introduction, and that the topic of safeguarding will be further explained later in the workshop.

Please check that everyone knows where the refreshments and toilets are and any other do's and don'ts for the venue that they need to be aware of.

Mention to the participants that during workshop session 1 peer trainers will open the workshop in the same way as you have just done.

Mention that throughout the ToT you will make comments and suggestions about training skills that are important for participants to learn. They will be highlighted in the ToT Guide for Lead Trainers so participants can go over these again at the end of the Training of Trainers.

9:15 – 9:30 ICEBREAKER: NAME GAME

Session 2, Task 2 in the Peer-to-Peer Workshop Training Manual

Introduction:
Explain that all workshop sessions start with an icebreaker. The first icebreaker focuses on getting to know each other's names. Mention that all the icebreakers and energizers are from the **Peer-to-Peer Workshop Training Manual** and that doing them here together in the ToT gives everyone an opportunity to practice them.

Say that for each activity, the ToT Guide mentions where they can find the activity in the workshops.

Name Game icebreaker
The aim of this activity is to practise each other's names and value positive feedback as a way to strengthen self-esteem and effective collaboration within the group.

It doesn't matter if participants already know each other's names as there is another purpose to this activity which is about promoting group collaboration and support.

No preparation/materials are needed.

Instructions:
Ask participants to stand or sit in a circle.

- Ask everyone to think of a fun and positive adjective starting with the same letter as their first name, such as:
    - *Amazing Annie*
    - *Brave Billy*
    - *Courageous Chris*
- Ask participants to add a movement describing the adjective, to make it more fun and help others remember their "new" names.
- Explain to participants that they will have to remember the new names of all the people who have spoken before them, accompanied by the movement.
- One trainer starts the game by saying their new longer name (adjective + name + movement).
- Then the person to their right must repeat the new longer name of the person before them and add theirs. In turn, the person to their right must repeat all the new longer names they have heard so far and then say their own.
- Continue until everyone in the group has done this.
- As the last person in the group will have to repeat all the new longer names, say that all participants can help and support this person when needed in this challenging task. Take the opportunity to say that this is not about winning the game, but it has to do with working together and finding a way to reach a goal together.
- After the game has ended, praise everyone's work and suggest that each participant does the same by congratulating each other – they can pat their shoulders or say something that shows appreciation for the other's contribution.

9:30 – 9:45 PRESENTATION OF THE AGENDA – AIMS AND OVERVIEW OF THE DAY

Briefly go through the agenda together with participants. They will have received it before the meeting and possibly asked questions at an earlier stage, so it could be enough to mention that day 1 is focused on facilitation, whilst days 2 and 3 will be dedicated to the content and to practising core activities. Make sure to allow a little time for questions in either case.

Show **SLIDE 3** and go through the **aims** of the training:

1. To help participants understand more about peer training and support them in the delivery of the national ToT/peer-to-peer workshops.

2. To strengthen participants' basic facilitation skills, practise some of the activities (where possible) and receive feedback.

3. To familiarise participants with the methodology and the content of the six sessions of the peer-to-peer workshop programme.

4. To enable participants to collect inputs to start an adaptation process for both the ToT and the workshop in their own countries.

Remind participants that day 1 is dedicated to learning about facilitation and the basic skills involved:

- Creating a safe environment (Participation agreement)
- Receiving and providing feedback (Feedback sandwich)
- Active listening (Robbery exercise)
- Dealing with difficult situations in training
- Co-facilitating (Bill of Rights)

Show **SLIDE 4** with the **overview of the day**:

9:00 – 9:15	Welcome and introduction
9:15 – 9:30	Icebreaker: Name game
9:30 – 9:45	Presentation of the agenda – Aims and overview of the day
9:45 – 10:15	Orientation to training methodology
10:15 – 10:45	Creating a safe environment: Participation agreement
10:45 – 11:00	*Break*
11:00 – 11:30	Energizer: Our secret code
11:30 – 12:00	Creating a safe environment: Safeguarding
12:00 – 12:30	Active listening: The robbery exercise
12:30 – 13:15	*Lunch*
13:15 – 13:30	Introduction to the afternoon and parking lot check-in
13:30 – 14:10	Active listening practice session
14:10 – 14:15	Energizer: Silent disco
14:15 – 15:15	Working with difficult situations in training
15:15 – 15:30	*Break*
15:30 – 15:45	Energizer: Follow my lead
15:45 – 16:45	Participants as co-trainers: The Bill of Rights
16:45 – 17:30	Basic facilitation skills, journey mapping and evaluation

9:45 – 10:15 ORIENTATION TO TRAINING METHODOLOGY

Show **SLIDE 5** and explain to participants that now you will cover the following topics:

- Methodology of the training
- Basic facilitation skills/tools
- Training documents and activities that are not covered
- Giving and receiving constructive feedback
- Role of lead trainers when participants deliver activities
- Introduction of the parking lot

Training methodology

Explain to participants that both the ToT and the workshop are based on an experiential learning methodology. This means that participants are actively involved in the learning process through activities, games, group discussions, and presentations.

During the ToT, mentors/peer trainers will be **reflecting on their experience** as participants, and **observing how the process is conducted** by lead trainers.

Show **SLIDE 6** and explain that the training methodology uses the following 4 steps:

- **Modelling:** Lead trainers model how to run activities and apply facilitation skills and participants learn from what trainers show them. It is also called "observational learning".
- **Reflecting:** Lead trainers and participants reflect on the activities to deepen understanding and help participants develop self-awareness.
- **Experiencing:** Participants are asked to *participate* in as well as *run* some of the activities to practise their delivery skills. They learn what it means to take part in an activity and to lead an activity. This way they gain knowledge by doing and experiencing the activities themselves.
- **Feedback:** Participants receive feedback from lead trainers (on delivery and individual training skills) and other participants (on delivery) to help inform them about their strengths and point out areas for further development.

Tell participants you will now go over some essentials of the training.

Notes for lead trainers:

Put the key points (headers) either on a slide or a flipchart to remind yourself of all the things you need to say. There is quite a lot to cover so either use some cards to write key points on alongside your headers for the topics on a flipchart or use a slide.

You will have 5 key points to cover in 30 minutes. Plan and prepare your narrative in advance and keep the pace.

METHODOLOGY: 5 POINTS

1. BASIC FACILITATION SKILLS

Show **SLIDE 7** with the overview of the basic facilitation skills.

Modelling training skills
Tell participants that you will model basic facilitation skills throughout the training. Whilst you will model training skills, ultimately we are all different people, have different strengths and will train differently. However, there are some basic training skills that we all need that you will now talk about. Participants are invited to observe you on these skills today.

Voice use - volume
Use a good volume when you speak (i.e. your "trainer voice"). This means that you keep your focus on those at the back of the room to ensure they can hear you.

Eye contact
The next skill you will model is to make eye contact with everyone in the group.
Make sure you prepare well for the sessions and don't spend your time reading out of the training manual. Whilst you may need to glance at some parts of it, part of your preparation should be to memorise the order and activities of the sessions as much as possible so you can connect with your participants.

Where to stand in the room
Another skill we often don't think much about is to find a place to stand in the room when you are presenting that does not block anyone's view of the presentation or flipchart. It is also important that you are not standing with your back to anyone. Can everyone see you/the flipchart/the presentation screen properly? Ask the group about it and get some feedback on this.

Use of flipcharts – drawing or writing
This brings us to the next point which is to ensure that you avoid talking while writing on the flipchart (participants can't see you and often can't hear you when you do that). In the workshops/ trainings there will be a team of 2 trainers. One option is to ask your co-trainer to write while you face the group and lead a discussion. Co-trainers can take turns and you will model this aspect throughout the training. Dividing the sessions up fairly between co-trainers is a very helpful tool to preserve energy but also to use each other's skills.

Articulation
This means that you will avoid mumbling or whispering and will try to pronounce your words effectively and clearly in front of the group.

Intonation
Using your voice with variety in terms of expression is important too. If you talk in a monotone or flat voice, it can become very boring for participants and people will stop paying attention.

All these basic facilitation skills will help to hold the attention of participants and enable trainers to take leadership in a group.

Tell participants that during day 1, the programme focuses on basic essential facilitation skills. As part of today's programme, we also cover elements of giving feedback, active listening and dealing with difficult situations in training.

Tell participants that on day 2 they will be offered an opportunity to identify additional training skills they want to learn more about during the ToT and offered the chance to observe the lead trainers on how these skills are used or applied.

These additional skills can be, for example: managing time, building trust, giving feedback, managing conflict or disruptive behaviour within the group, or they could include some of the facilitation skills that were already covered in the programme of day 1 (active listening, giving feedback).

Tell participants that today (day 1) they will observe the lead trainers on the "basic essential skills" that were just shared with the group and take notes (*what did I see the lead trainer do*).
At the end of each day, participants will have time to discuss in pairs or in small groups what they have noticed and observed, and after that, you will have a group discussion where participants can share reflections and ask questions. During these exchanges lead trainers can give more information and clarify any doubts.

The additional facilitation skills participants choose on the morning of day 2 will be divided over the last two training days. We will focus on two or three topics per day.

Close this topic by stating the key topics for observation today if you haven't already done so and hang the flipchart with the list of the topics on the wall visible for participants to see:

- Voice use (volume and intonation)
- Articulation (how clearly you speak)
- Eye contact with the participants
- Where you stand in the room
- Flipchart use/co-training

Make participants aware there is a *Focus on Facilitation* chapter at the end of the **Peer-to-Peer Workshop Training Manual** for information and guidance about basic facilitation skills.

2. TRAINING DOCUMENTS

Mention that the ToT is based both on the **ToT Guide for Lead Trainers** and on the **Peer-to-Peer Workshop Training Manual**. Both **documents** will support mentors to plan and deliver the national ToT for peer trainers (even though the second one is addressed to peer trainers for their delivery of the workshops), and it is essential that they get to know these manuals very well. Peer trainers will need to get familiar with the **Peer-to-Peer Workshop Training Manual** only.
In the ToT for mentors only: show SLIDE 8 with mention of both manuals.

Explain to participants that the ToT is focused on strengthening participants' skills and knowledge about facilitation and the core contents of the workshop. Due to limited time, participants won't be able to experience all the tasks (energizers and core activities) that peer trainers will deliver during the workshop.

Lead trainers will inform participants about the activities that are not covered in the ToT and they will discuss how to better support peer trainers to become familiar with them and feel confident to deliver the whole workshop programme. Some of this work will take place after the ToT.

3. GIVING AND RECEIVING FEEDBACK

Another basic component of the ToT methodology is **feedback**.
Giving and receiving feedback is an essential component of co-training and a key facilitation skill. The ToT is meant to be a **safe environment** for participants to learn and practise their skills, and feedback can be invaluable information to help them grow as a trainer. However, we do want feedback to be constructive.

Constructive feedback
Next, clarify what you mean by **constructive** feedback.
The definition of constructive feedback is: *relevant information, focused on what the person does, and allows for improvement*.

Focusing on what a person does means providing feedback on visible behaviour (what did you see someone do) and avoiding making assumptions or filling in the possible reasons why someone did this (e.g. "I think you felt nervous", "I think you were worried that you were running out of time"). Give feedback describing the **action that you saw** (e.g. "I saw that you skipped a step in the exercise" or "I noticed that you asked your co-trainer for help," etc.).

Explain to participants that you will use a technique called a **feedback sandwich**. This means that feedback follows a certain set of steps. This feedback begins with:
- "you did well at…", followed by
- "to make it even better you could do the following differently (and how)", and ending with
- "you also did well at…".

Clarify that the middle of the sandwich (the filling) is what makes a sandwich even better. It is important that participants understand this part of the feedback sandwich and phrase points constructively to other participants who are “trying out” facilitating. It is meant to be a positive experience.

Notes for lead trainers:
To monitor the process of giving feedback, lead trainers will always be present and “listen in” to help and support those giving feedback with the way they say or phrase their feedback. It may at times be necessary for a lead trainer to have a conversation with a participant who struggles with putting the constructive feedback into words that help, encourage, and support. Do the constructive feedback together to model how this can be done.

Show **SLIDE 9** with the feedback sandwich and give out **Handout 1**. Explain that both lead trainers and participants will use it to provide feedback after each pair delivers an activity.

Participants will provide their feedback as a group. The focus of the feedback is **on the way other participants have delivered the activity**, and not on their individual training skills. They will use the feedback sheet to make notes on this and will share their feedback in a group round after the activity. It is important that each group only gives **3 points** for feedback.

The group can write additional **constructive** points on their feedback sheet but giving every point of feedback verbally will make the feedback sessions take too long for the time that is available. **Lead trainers** will each share their feedback about both the training (and co-training) process and individual training skills with the specific participants only.

4. THE ROLE OF LEAD TRAINERS

Explain to participants that during the activities they will deliver, lead trainers are still responsible for the learning process of the ToT and for modelling facilitation skills. This means that if lead trainers notice there is an issue with some content or with time management, they can call “time out” and pause the activity. They do this to inform the participants who are running the activity about what they noticed and to decide together with them how to manage the situation. They may be able to continue where they left off or they may need to come to a conclusion quickly.
Agree with participants how (which word or gesture) you should ask them in case you need to pause the activity.

Notes for lead trainers:
A lead trainer stepping in can be experienced by a participant as intrusive or as failure and can unintentionally have an impact on someone’s self-esteem and confidence as a trainer. The challenge is to find a balance between stepping in too early or leaving a situation too long with the risk of it jeopardising the learning of other participants or creating more confusion in the long run about how an activity should really be run.

The main skill here is to have the confidence to step in whilst communicating that this is about working together to ensure that the trainers learn the programme the way it is intended to go to ensure success in its delivery. Unfortunately there is never a "perfect" point to do this.

There may be less risk or need to step in during the ToT for peer trainers, because peer trainers are more likely to run energizers only rather than do actual exercises already. However, if they do agree to take on the facilitation of training exercises, work with them in advance of the ToT as much as possible to help with the preparation and to avoid having to step in during the ToT. Focus on building a relationship of trust with the peer trainers with regards to co-training so that in case you need to "step in" or participate in an activity "alongside them", that this is perceived as supportive rather than negative.

Stepping in may still be needed during the actual workshop sessions if the exercises are experienced as confusing by participants or not facilitated the way they were intended to be. This is something to consider in advance of the peer-to-peer workshops and peer trainers need to be made aware that this may happen. Being subtle and working alongside peer trainers to "help" is important to avoid them losing their confidence.

5. PARKING LOT

Introduce the **parking lot**. Tell participants that you will hang a flipchart on a wall where both lead trainers and participants can "park" questions and issues that cannot be dealt with immediately but could be addressed later in the training.

The parking lot will be **read every day after lunch and first thing the following training day**. Also, mention that if they have an urgent question, they can ask it to you directly and you can decide together whether to put it in the parking lot or deal with it sooner.

Tell them they can write on the flipchart or use sticky notes that you will leave by the parking lot with markers/pens.

Quick energizer:
This session involved passing on a lot of information and participants will have been sitting for a while. To help participants stay focused and feel energized, invite them to stand up, shake loose, turn around (model this to participants and join in) and sit down again.
Explain that when a person does this, the oxygen flow to the brain increases significantly and helps the brain to "wake up" and focus again. Next, move on to the participation agreement.

10:15 – 10:45 CREATING A SAFE ENVIRONMENT: PARTICIPATION AGREEMENT

Session 1, Task 6 in the Peer-to-Peer Workshop Training Manual

Following up on the presentation of the ToT agenda and aims of the training, ask participants to come up with a list of "ground rules", called a *participation agreement*, that everyone will be asked to take responsibility for during the ToT. Explain that this agreement is meant to allow everyone to feel comfortable and participate and learn in a safe environment.

Explain that you will work together as a group to come up with the agreement, and participants can contribute to the discussion by speaking up or raising their hands.

Notes for lead trainers:
To be sure participants feel comfortable sharing their answers in the big group at this early stage in the ToT, you can ask them how they would like to contribute to the discussion. If for example, they prefer writing instead of speaking, you can give them sticky notes and pens and give them a few minutes to write down their answers. If instead, they prefer sharing their thoughts in a less crowded context, you can suggest a brief exchange in pairs or in small groups, followed by a group discussion where one person per group can give feedback about their ideas.

While you write "Participation agreement" on a flipchart, you can start asking the group, "What do you need from others to feel safe and comfortable in the group so you can learn and pay attention?" You can offer an example from your perspective, such as: "To me, it's important that all mobile phones are put on silent and that you check them only during the break" or "I would like to start on time so that we can carry out the activities we have planned".

Before writing down the learning needs that people are listing, make sure that these are realistic and respectful to everyone:

- Check with the rest of the group how they feel about it and involve them in deciding how to phrase it.
- Be aware that an agreement beginning with "always" or "never" can be difficult to apply.
- Ask participants to phrase points in a positive way. You can do this by suggesting to consider what it is they want people to do and what that looks like in terms of behaviour they want to see from others. For example, "When someone is talking, we wait for them to finish before we start talking".

Some things are essential to creating a safe and positive learning environment. If certain elements do not come from the group, lead trainers must introduce them in the discussion. If, for example, there is no mention of confidentiality, you should say to the group that, "It is important to agree that any personal information or detail that you share in the group is kept confidential. This means that we can talk about the situation but we don't name names. How should I write this down?"

Notes for lead trainers:

Before the ToT, take some time to make a list of elements that you consider critical to creating a safe learning environment, to ensure certain topics are covered in the participation agreement. Some examples can be:

- Everyone can participate in their own way.
- All questions are important and participants can ask as many questions as they want.
- We are respectful of each other's opinions and values unless it breaches the rights of others.
- Guidance and clarity on the use of mobile phones during sessions.
- Video or photographs/no sharing of identifiable content on social media.
- Trainers to keep to the time schedule and breaks as much as possible.
- Being assertive about their own needs: going to the toilet without having to ask, getting yourself a drink or stretching if you need to, etc.

When the participation agreement is completed, hang the flipchart on the wall so that it is visible for the duration of the ToT. If you need to take it out of the venue at the end of the day, make sure to keep it safe and bring it back the following day.

10:45 – 11:00 BREAK

11:00 – 11:30 ENERGIZER: OUR SECRET CODE[1]

Session 1, Task 5 in the Peer-to-Peer Workshop Training Manual

- In the ToT for mentors, this energizer should be run by one of the pairs of mentors.
- In the ToT for peer trainers, this energizer should be run by one of the pairs of peer trainers. If this energizer is led by peer trainers (and they will not deliver one of the activities within the ToT), a feedback round should be added after the energizer based on the methodology outlined on day 1 of the ToT and utilising the feedback sheet (**Handout 1**). Please see the *Preparatory work for participants of the ToT* section in the introduction.

The aim of this activity is to promote connection among the group in a fun way.
It requires no specific preparation, though you will need a flipchart and markers.

1. Activity adapted from "We Are Here – A Child Participation Toolbox" (Pinto L.M. (Ed.), Bird, D., Hagger-Vaughan, A., O'Toole, L., Ros-Steinsdottir, T. & Schuurman, M.; Eurochild and the Learning for Well-Being Foundation, 2020).

Instructions:

- Ask participants to stand up in a circle.
- Explain that this activity is about developing a secret code for the group to communicate important messages during the workshop.
- Ask participants to think about all the different things they may need to create signals for during the training, as co-trainers as well as team members, and take notes on the flipchart paper. Make sure that the list is not too long (too many signals would make the code too complicated leading to trainers not using them).
- It may be helpful to remind participants that we could make signals for some of the elements of the participation agreement if that is considered helpful.
- Give some verbal and non-verbal examples of the kinds of signals that could be helpful.
- List the chosen signs on the flipchart.
- Make sure that all signals are respectful of other participants.
- You don't need to draw a table, but you can use this as an example of the discussion you should have:

ISSUE	SIGNAL	PHRASE
You need to slow down	*Both hands up*	*Slow!*
Time is nearly up	*Tap your watch or your wrist*	*Time!*
You need to be louder	*Hold your hand to your ear*	*Voice!* Or *Louder!*

- Spend a few minutes together rehearsing the signals and their meanings.

11:30 – 12:00 CREATING A SAFE ENVIRONMENT: SAFEGUARDING

Session 1, Task 7 in the Peer-to-Peer Workshop Training Manual

Tell participants that sharing messages about safeguarding is an essential part of creating a safe environment.

Show **SLIDES 10-11** and explain that mentors and peer trainers will need to be aware of the following:

- The workshop deals with **sensitive topics** such as children's rights and particularly the right to be heard and listened to. These topics may resonate with some people's personal experiences. Because of this, some people may get upset during the training.
- Explain that there will be a "responsible adult" with a focus on safeguarding present in all workshop sessions who is available to speak to anyone who feels upset or concerned about anything.

- Explain that participants may need to talk to someone or take a break from activities. It is VERY IMPORTANT to remember that the right to participate and be heard also includes the right to say “no, I don’t want to participate”. We must be respectful of this at all times.

Mentors/peer trainers need to:

1. a. Share this information with participants and tell them that if they feel upset or concerned about anything they can **talk to mentors/peer trainers** or **go to a “safe space”** within the training/workshop venue. Make sure you explain where this “safe space” is and who will be there in that space.

   b. Introduce participants to the **“responsible adult”** and explain that they will always be present during the training/workshop, and available to listen to them if they need to talk or have any questions.

   c. **Take care of their own needs** and protect themselves if they know some topics could upset them (this can be also addressed with the co-trainer agreement).

2. To tell participants that if they hear anything that suggests someone is at risk of being hurt, mentors/peer trainers will need to share this information with the “responsible adult”. In turn, he/she will talk to the concerned participant about this to understand more about the situation and explain what will happen next if they need to report what they heard. Explain that this will happen only if a serious concern emerges, and that this would be the only reason they would break confidentiality.

Ask participants if they have any questions or concerns about safeguarding and give each participant a copy of the key safeguarding messages (**Handout 2**).

Notes for lead trainers:
Tell mentors/peer trainers that they will be provided with more information on the reporting procedures of the SOS safeguarding policy at the national level by their national team. They will receive contact information for the responsible adult and (if necessary) the safeguarding focal person at the national level. It is recommended that participants become familiar with the simplified/child-friendly version of the policy with key safeguarding messages that will be handed out to workshop participants (**Handout 2**).

12:00 – 12:30 ACTIVE LISTENING: THE ROBBERY EXERCISE

In the ToT for mentors or peer trainers, this activity should be run by lead trainers.

Tell participants that you will do an exercise about the importance of listening.
To begin with, say that **listening and active listening are not the same thing**; the latter is a complex task that we carry out by bringing different skills into play. We listen with our ears, but our minds and the rest of our bodies perceive the message and work to elaborate on it. Active listening is something that we need to practise and perform intentionally to stay in touch with what the other person is saying.

Tell participants that you will start with a **group exercise** called "The robbery exercise". You will need the paragraph about the robbery and paper to take note of what happens during the repetitions.

Instructions:

- Ask three participants to volunteer for the exercise and tell them to come forward and stand next to you.
- Tell participants that you will read out a message and you will ask the three volunteers to repeat what they have heard (do not mention that you will note if the person misses, changes, or adds something to the account; you will discuss this later with participants based on what happens with the repetitions).
- Tell the three volunteers that **they cannot make any notes the first time they hear the story**.
- Tell participants that this message is about a robbery, and they might hear something that upsets them. Read the message aloud with lively intonation as if you were the person that has just experienced the robbery:

  There's been a robbery! Please listen carefully, then go and get the police. I was walking into the shop and a man came running out. He knocked me over and kept running. He was carrying a white bag in his right hand. He was wearing a brown jacket, a blue and green striped shirt and blue jeans. He had skinny legs and a big stomach. He wore glasses and black shoes. He was bald and had a brown moustache. He was about 180 cm tall, and probably in his mid-thirties.

- Ask three people to volunteer to repeat the message one by one and write their notes down on a flipchart. Ask the volunteers if they remember what the robber looked like and note down the different aspects that they are mentioning.
- After the three volunteers have told you all they remember from the message, ask participants if they have got the message right or if they notice any difference in it. Read the original message again.
- It is important to notice if and how the message has been transformed. Invite participants to contribute to a group discussion about it. Here are some guiding questions for the group discussion:

» How did the volunteers transform the message? Did they change/add/leave out something?

» Why do you think the message changed? Try and list possible reasons.

» What are other factors that may impact our ability to listen (think of more internal factors like our perceptions or our ideas about the world around us).

Give participants some time to exchange and make sure to mention the following.
When listening to a message, we may unknowingly:

- Introduce our own perceptions, feelings, or prejudices to the story.
- Guess or make assumptions when we don't understand something or change parts we don't agree with.
- Re-shape the message.

Show **SLIDE 12** with these points.

Ask participants: *What do you think this might mean for your role as facilitators?*
Link this discussion and the outcomes to the topic of basic facilitation skills. Active listening is a key basic facilitation skill that we need in training to really hear our participants and engage with what they are saying and conveying.

Show **SLIDE 13** and introduce a few key messages about active listening:

- It is an assertive way of listening that conveys we are hearing and accepting the message we are receiving and not trying to change it.
- It is intentional: we communicate to the other person that we are listening by making eye contact, giving feedback (by saying or doing something), and asking (open-ended) questions.
- It means to be aware of non-verbal communication (what we communicate with our posture, the tone of our voice, facial expressions, and gestures).

Invite participants to check the sections about *Active listening* and *Non-verbal communication* in the *Focus on Facilitation* chapter in the **Peer-to-Peer Workshop Training Manual** in preparation of the workshops.

12:30 – 13:15 LUNCH (45 MINUTES)

13:15 – 13:30 INTRODUCTION TO THE AFTERNOON AND PARKING LOT CHECK-IN

Lead trainers remind participants about the schedule for the afternoon (if needed, show **SLIDE 4** again with an overview of the day) and dedicate some time to explore the parking lot in case new issues or questions were raised during the morning.

Go through the **parking lot** flipchart and take time to address all issues. If the issue is not about the training, make sure that someone from the SOS project team can take care of it. If you need to find solutions to a problem together with the group, make sure not to take too much time off the training schedule. If you realise that the discussion is taking too long, negotiate with the group and the person that has raised the issue whether you can implement a temporary solution and get back to it later.

13:30 – 14:10 ACTIVE LISTENING PRACTICE SESSION

Materials: 2-3 copies of **Handout 3** per small group.

Explain to participants that we are going to practise active listening skills with each other. Explain that they will work in groups of three (1 listener, 1 talker and 1 observer). One trainer distributes the handouts (**Handout 3**) while the other trainer explains what participants need to do in this exercise.

Instructions:

- Talk through the handout with the participants and discuss the different communication skills involved with listening and asking questions.
- The observer is asked to take notes using the handout/feedback form.
- Tell participants there will be two rounds. After the first round, participants swap roles so that the listener becomes the talker (in the ToT for peer trainers, make sure to give at least three rounds so that everyone in the group can experience the listener role).
- The talker will start a conversation by talking about a topic of their choice. Examples of topics to talk about could be where they went on holiday or what they did during the summer or at Christmas. It could also be about what they did last weekend, or they could talk about their school, a hobby or sport they do or animals they have, etc.
- At the end of the conversation, the observer should spend some time giving feedback based on how the interaction went. Each turn should last 2 to 3 minutes and another 2 to 3 minutes should be given for feedback. Observation and feedback should be based on the main aspects of active listening listed in **Handout 3**. The feedback should also be based on **what worked well** and **some suggestions on what could be improved**, as in the feedback sandwich approach.
- If possible, invite groups to find a quiet place to do this exercise (e.g. spread out across the room, go to the next room or outside if there is an outdoor space in the venue). Explain that this is important both for confidentiality and focus.

Some of the aspects they can focus on are:

- Posture.
- Eye contact.
- Listening techniques such as nodding, and making some slight sounds to indicate they are listening like “Aha”, “Right”, “Ok”, etc.

- Tone of voice.
- Distance in terms of seating position.
- Neutral stance or attitude.
- Their ability to validate and reflect the feelings of the other person (empathy).
- Their ability to use the words the other person is using (also referred to as “mirroring”).
- Their ability to summarise and paraphrase.

14:10 – 14:15 ENERGIZER: SILENT DISCO

Do a quick energizer with the group. Invite everyone to stand up where they are and dance to a song that they think of in their heads.
A fun element that lead trainers can add is to dance in silence to a recognisable song for example the macarena or a traditional song from your country with dance moves.

14:15 – 15:15 WORKING WITH DIFFICULT SITUATIONS IN TRAINING

In the ToT for mentors or peer trainers, this activity should be run by lead trainers.
The aim of this task is to develop the participants’ knowledge of difficult situations they may experience as facilitators.

Instructions:

- Divide the participants into two groups.
- Give each group a marker and a flipchart.

Step 1: (10 minutes)

- Ask each group to work together to identify a number of difficult situations they have come across in previous learning or training situations and write this on the flipchart. They should work on this for **10 minutes**.

Step 2: (10 minutes)

- Ask one person from each smaller group to provide feedback on the situations they have identified to the wider group.

Step 3: 10 minutes

- Next, lead trainers hang the two flipcharts from the groups at the front of the room for everyone to see. Discuss the similarities and differences between the situations that groups have come up with. Often both groups come up with quite similar situations.

Step 4: (10 minutes)

- Next, ask each group to identify ways they might deal with these difficult situations. Each group aims to look at all the scenarios on the flipchart and should try to come up with solutions for as many of the situations as they can. This will give two sets of ideas and solutions on how to address some of these issues.

Step 5: (10 minutes)

- Ask each group to appoint someone who will write the ideas and solutions on a flipchart and once that is done to appoint a presenter to give feedback on behalf of their group.

Step 6: (10 minutes)

- Encourage some group discussion and see if they have found common solutions. See also if anything should be added to the discussion.

Give out the lists of difficult types of participants (**Handout 4**) and go over this with participants. Remember to allow some time for questions and link this discussion with the one based on the basic facilitation skills that you will have at the end of the day or the training.

DIFFICULT PARTICIPANTS IN TRAINING

In many training situations, you may find yourself faced with participants who challenge you. Having a good *participation agreement* can help with this. However, you may have to intervene more actively. Here are some tips on how to do this.

1. **The Shy or Quiet One**
   You may notice that someone in the group almost never contributes to discussions. Those that are shy or quiet may benefit more from small group work. The workshops contain lots of opportunities for shared work so this should help those who are quieter to participate.
2. **The Dominator**
   It is quite common to have one dominant person in a group. If this happens a lot, interrupt them, acknowledge their contribution, and say it is now time to hear from someone else. Give yourself permission to be assertive.
3. **The Unfocused One**
   The unfocused participant is someone who wanders off the topic. It is important to bring them back to the topic that the group is discussing. Let them know that what they are saying is interesting but not relevant to the point currently being discussed and then invite someone else to contribute. Invite them to consider the parking lot for issues that can be addressed at other times during the meeting.

4. **The Centre of Attention**
   It can be common to have someone who wants to be the centre of attention. There are several roles you can invite them to participate in, e.g. timekeeper, flipchart writer, note-taker, etc. Some of these roles will "give them the spotlight" and respond to the need of being seen.

5. **The Joker**
   Humour can provide lightness in an intense training situation. Sometimes, however, someone might take humour to the extreme so be aware of the impact it's having on the group. You can also ask the joker to consider what impact they are having on the group (their humour may cause the group to lose focus on the training) and invite them to propose a fun game or an energizer later in the training.

6. **The Side Talkers**
   The side talkers are two group members having their own conversations while others are trying to speak. If this happens, you may want to invite the pair to share with the rest of the group. If an invitation to share with the group does not move their conversation into the wider group you can be assertive and remind the side talkers of the group's participation agreement, which should include something about being respectful in the group.

15:15 – 15:30 BREAK

15:30 – 15:45 ENERGIZER: FOLLOW MY LEAD

Session 2, Task 6 in the Peer-to-Peer Workshop Training Manual

- In the ToT for mentors, this energizer should be run by one of the pairs of mentors.
- In the ToT for peer trainers, this energizer should be run by one of the pairs of peer trainers. If this energizer is led by peer trainers (and they will not deliver one of the activities within the ToT), a feedback round should be added after the energizer based on the methodology outlined on day 1 of the ToT and utilising the feedback sheet (**Handout 1**). Please see the *Preparatory work for participants of the ToT* section in the introduction.

The aim of this activity is to practise leadership and observation, together with listening skills and cooperation.
No preparation/materials are needed.

Instructions:

- Ask participants to stand up in a circle.
- Explain that this is both a fun and informative exercise and that they will play in pairs using their actions rather than their words.
- Ask participants to turn to the person to their left and form a pair. Ask each pair to face one another.

Step 1: Activity (5 minutes)

- Ask one person in the pair to **slowly** draw random shapes in the air with their finger or hand (have each pair decide who will go first).
- Ask the other person to stand opposite and copy what the other person is doing (in other words, *mirror* them).
- Now ask the first person to move a little faster and ask the other person to try and move at the same pace and see if they can follow.
- Now ask the pair to swap roles so that the person who was leading follows and vice versa.
- Ask the pair to repeat the same exercise slowly and then a little faster.
- If you have time and enough people in the group, you can ask a third person to stand in the middle, acting as a wall between the two people observing and copying each other. This would complicate the communication between them but would also increase cooperation.

Step 2: Reflection (approximately 10 minutes)

Ask participants to briefly discuss:

- How did they feel about doing the exercise?
- Did they experience a difference between leading and following?
- Did they experience a difference between going slow or fast?
- How might this relate to listening and cooperation?

15:45 – 16:45 PARTICIPANTS AS CO-TRAINERS: THE BILL OF RIGHTS

In the ToT for mentors or peer trainers, this activity should be run by lead trainers.

Tell participants that this activity is meant to help them focus on their preparation as co-trainers and members of the national team that will implement the training/workshop at the national level.

Invite participants to check the sections about *Tips for co-facilitation, Challenges*, and *Teamwork (Focus on Facilitation* section*)* in the **Peer-to-Peer Workshop Training Manual** after the ToT.

Mention that co-facilitation is a great resource, as co-trainers can count on a partner to share the responsibilities of workshop delivery and group management. They can agree to play different roles based on their strengths and preferences, perform more than one task at the same time and support each other in many ways.

Co-facilitation also means facing the challenge of sharing the way co-trainers lead the group, respecting the training tasks and each other's space, and making decisions together.

To ensure that participants don't overlook this task in their preparation or take it as a competition, it is strongly recommended that they dedicate sufficient time to prepare alongside preparing the content of the training/workshop.

Show **SLIDE 14** and go through the questions with participants. Explain to them that these questions will guide them in the following activity, called the **Bill of Rights**.

Think about what your needs/entitlements should be as a facilitator.

- What support do you need **from the national team** to help you be an effective facilitator? *Think of things like meetings, information, clarifying roles and responsibilities in working together, supervision, etc.*
- What support do you need **from your colleagues (other mentors/peer trainers)** to be an effective facilitator? *Think of things like support (what kind?), exchange, etc.*
- What support do you want **from your co-trainer** to be an effective facilitator? *Think of things like meetings, constructive feedback, splitting of tasks, active listening, being able to ask for ask for help, etc.*

Notes for lead trainers:
When you ask participants to reflect on what support they may need from the national team, they may focus on aspects such as expenses, pay, and logistics, rather than focus on elements such as clarifying roles and responsibilities in working together, supervision, information, etc. In case this happens, reassure participants that these are legitimate concerns, and they should ask their national teams to clarify these details about their collaboration before they start. At the same time, invite participants to focus on other aspects that can help them in the delivery of the ToT and workshops and what help can be provided by the national team (including their participation advisors).

The Bill of Rights
Give out **Handout 5** to participants and ask them to fill in the table called Bill of Rights for Co-trainers, which consists of a section about their rights and another one about how they think they could have those rights recognised by their co-trainers or another team member.

Tell participants they have 10 minutes for the individual exercise, then ask them to work in pairs with their assigned partner who they will deliver the training/workshops with for the remaining time. Acknowledge that they won't be able to finish the Bill of Rights here in the session. We recommend that participants make a start and continue this discussion before the training/workshops start together with the national team.

In the ToT for mentors, the participation advisors could join them to form country groups and help them contextualise the implementation of this Bill of Rights in their preparation.

BILL OF RIGHTS FOR CO-TRAINERS

As a co-trainer I need/am entitled to...	How can I get this recognised? By whom?

16:45 – 17:30 BASIC FACILITATION SKILLS, JOURNEY MAPPING AND EVALUATION

Part 1: Basic facilitation skills (15 minutes)
Invite participants to form groups or pairs (please see **notes for lead trainers** below) to start a conversation about the basic facilitation skills that you focused on for the day.
Remind participants what the basic "essential" facilitation skills that we focused on today were:

- Voice use (volume and intonation)
- Articulation (how clear you speak)
- Eye contact with the participants
- Where you stand in the room
- Flipchart use/co-training

The insights or observations they share will be addressed in a group round after their exchange. Also, at the end of the third day, more time will be dedicated to discussing basic facilitation skills as they have been modelled and experienced throughout the ToT.
Explain the task briefly and hand out a copy of **Handout 6** that participants can use to write their observations on. Make sure you have enough copies for everyone printed out before the ToT.

Next, give participants **10 minutes** to complete the task.

They can go through their notes and use the guiding questions in **Handout 6**:

- Did you notice something about ...? *Focus on the topic you chose/were assigned for the day.*
- What did the lead trainer do? *Focus on visible behaviour, including verbal and non-verbal communication.*
- What happened in the group then? *Focus on visible behaviour, including verbal and non-verbal communication.*
- Discuss your insight and observations about what the lead trainer did and what happened in the group. *Note whether in your pair/group you have different perspectives on the situation and discuss whether you have something you want to share or ask in the group discussion later or the following days.*

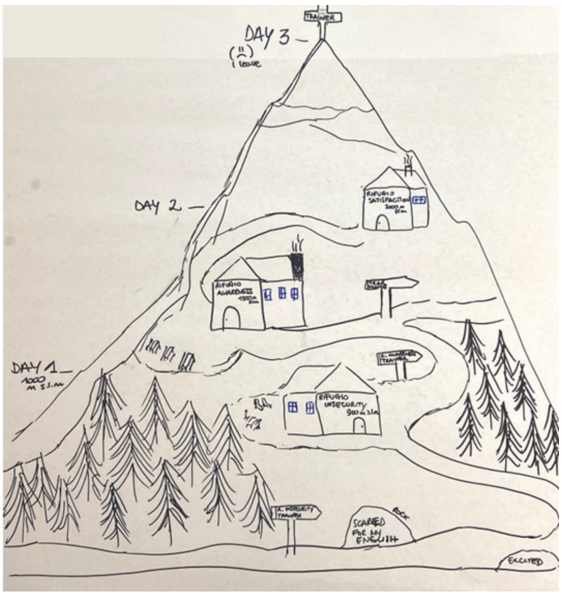
After participants have completed the task, ask them to get back to the main group and encourage a brief discussion about their reflections.
Mention that at the start of day 2, participants will identify additional training skills they want to learn about and observe the trainer on and they will be divided over days 2 and 3 (2 to 3 skills per day).

Notes for lead trainers:

- In the ToT for mentors, participants can work in country groups and can be joined by their participation advisors.
- In the ToT for peer trainers, participants can work in pairs or in small groups of three.

Part 2: Journey mapping (15 minutes)
Evaluating the training day is an important step both for trainers and participants. The evaluation of the ToT is done through an activity called journey mapping.

The aim of this activity is to use the **metaphor of a path to visualise the journey** that participants make during the ToT. Ask participants to work individually and give each participant a flipchart. Each participant should draw a road on their flipchart, which will represent their journey within the ToT. Give them markers and ask them to draw or write around this road to express how they feel about the day and where they think they are with their journey. Tell participants that this flipchart will be used to show their journey across the 3 days, so they should make sure to leave enough room to add to it in the next training days. Participants can be creative with how they choose to depict the road and their journey (see examples below). Give participants **15 minutes** to complete the task and remind them that they will give feedback about this in the main group at the end of day 3.
Remind participants that they are responsible for keeping their flipchart safe and bringing it back the next day.



Part 3: Quick feedback round - One word (10 minutes)
Tell participants you are going to ask everyone in the room to choose one word (if you need more flexibility, you can ask participants to choose one or two words) to express their thoughts and feelings at the end of day 1 of the ToT. This gives them the chance to give feedback and gives you the opportunity to collect information about the day. You can start with your own "one word" (such as grateful, tired, amazed, focused, interested, etc.) to show other participants what you mean with such instruction. This is a round where you want to make little or no comment on the feedback, but you can ask for clarification if something is unclear and thank participants for their contribution.

Thank participants for their effort and input to the ToT and give them all the necessary information for the following day (**SLIDE 15**).

END OF THE DAY

At the end of the day, pause and take some time to think about the session, elaborate on what happened during the day and prepare for the next one.

Here are some questions to guide the **reflection**:

- How did the session go?
- Is there anything you need to talk about?
- What worked well? What did not work well? Why? (Think about co-training, participants, activities, timing, materials, etc.)
- If something happened, are you happy with the solution you came up with? Would you do anything differently?
- Is there anything you would like to ask your co-trainer?
- Is there anything you would like to ask someone in the national team?

To **prepare** for the next day, go through the **Day Two - Summary table** to check the schedule and make sure you are aligned on the splitting of tasks.
Pay special attention to the list of materials you need to have ready and make sure to take time to prepare them before the end of the day.

DAY TWO

SUMMARY TABLE

The following table is meant to support your preparation for the session.
You can customise it with lead trainers' names and tasks. If you find this helpful, you can print this out and keep it where you can see it during the day.

TIME	TASK	MATERIALS NEEDED	WHO DOES WHAT
9:00 – 9:15	**Icebreaker:** **Zip, Zap, Boing**	Flipchart and markers **SLIDE 17**	
9:15 – 9:45	**Introduction to the day and parking lot check-in**	Session overview **SLIDE 18** Parking lot	
9:45 – 10:15	**Basic facilitation skills and participation agreement review**	Flipchart, markers and green, orange and red dots *(2 per person)*	
10:15 – 11:00	**What are children's rights?** **Children's rights card game**	**SLIDES 19-22** **Handout 7** *1 copy per participant* **Handout 8** *2 copies*	
11:00 – 11:15	**Break**		
11:15 – 11:45	**Small group work and discussion on children's rights**	3 real children's rights cards per group	
11:45 – 12:00	**Feedback round (or energizer)**	Feedback sheet (**Handout 1**) *1 copy per pair or extra energizer*	
12:00 – 12:30	**What is child participation?**	**SLIDE 23** Flipchart and markers	

12:30 – 13:00	**The Triangle of Rights (The 4 principles of the UNCRC)**	**Handout 9** *1 copy per participant* **SLIDE 24**	
13:00 – 14:00	**Lunch**		
14:00 – 14:15	**Energizer: Three rounds of me**	None	
14:15 – 14:30	**Introduction to the afternoon and parking lot check-in**	**SLIDE 18** Parking lot	
14:30 – 15:30	**Participation and non-participation: Hart's Ladder**	**SLIDE 25** Printed out copies of the 8 steps (one copy per group) + 2 coloured pieces of paper Sticky notes, pens and markers **Handout 10** *1 copy per participant*	
15:30 – 15:45	**Break**		
15:45 – 16:00	**Feedback round (or energizer)**	Feedback sheet (**Handout 1**) *1 copy per pair*	
16:00 – 16:45	**How do we make decisions?**	**SLIDE 26** Flipchart and markers Sticky notes and pens	
16:45 – 17:30	**Basic facilitation skills, journey mapping and evaluation**	**Handout 6** *1 copy per participant* Flipchart for group discussion Group flipcharts from day 1 (Each group to bring their own maps)	
End of day: Reflection for lead trainers			

DAY TWO – TRAINING OF TRAINERS

9:00 – 9:15 ICEBREAKER: ZIP, ZAP, BOING

Session 5, Task 2 in the Peer-to-Peer Workshop Training Manual

In this activity, trainers invite participants to play and remember each other's names.
No materials/preparation is needed.

Instructions:

Show **SLIDE 17** if you need to keep instructions in the background.

- Ask participants to stand or sit in a circle while one trainer stands in the middle of the circle.
- The person in the middle of the circle points to a person in the circle and says one of the following:
  - "Zip": The person pointed at must say the name of the person on their right.
  - "Zap": The person pointed at must say the name of the person on their left.
  - "Zip, Zap": The person pointed at must say the names of both the person on the right and the person on the left.
  - "Boing": All participants move to a new place in the circle.
- If someone cannot remember a name or gets a name wrong, they should swap places with the person in the middle.

9:15 – 9:45 INTRODUCTION TO THE DAY AND PARKING LOT CHECK-IN

Welcome participants back to the session and briefly go through the agenda for the day together with participants.

Show **SLIDE 18** with the overview of the day:

9:00 – 9:15	Icebreaker: Zip, Zap, Boing
9:15 – 9:45	Introduction to the day and parking lot check-in
9:45 – 10:15	Training skills and participation agreement review
10:15 – 11:00	What are children's rights + Children's rights card game
11:00 – 11:15	*Break*
11:15 – 11:45	Small group work and discussion on children's rights
11:45 – 12:00	Feedback round (or energizer)
12:00 – 12:30	What is child participation?
12:30 – 13:00	The Triangle of Rights (The 4 principles of the UNCRC)
13:00 – 14:00	*Lunch*
14:00 – 14:15	Energizer: Three rounds of me
14:15 – 14:30	Introduction to the afternoon and parking lot check-in
14:30 – 15:30	Participation and non-participation: Hart's ladder

15:30 – 15:45	*Break*
15:45 – 16:00	Feedback round (or energizer)
16:00 – 16:45	How do we make decisions?
16:45 – 17:30	Basic facilitation skills, journey mapping and evaluation

Purpose of day 2
Remind participants that **day 2 is focused on practising core activities from the Peer-to-Peer Workshop Manual** and say who will be the teams or pairs (ToT for peer trainers) leading activities or energizers today. Make sure to allow time for some questions.

Parking lot check-in
Go through the **parking lot** flipchart that you hung on the wall on day 1 and take time to address all issues. If the issue is not about the training, make sure that someone from the SOS project team can take care of it. If you need to find solutions to a problem together with the group, make sure not to take too much time off the training schedule. If you realise that the discussion is taking too long, negotiate with the group and the person that has raised the issue whether you can implement a temporary solution and get back to it later.
Mention that you will check the parking lot again after the lunch break.

9:45 – 10:15 BASIC FACILITATION SKILLS AND PARTICIPATION AGREEMENT REVIEW

Part 1: Reminder of how the feedback sandwich works (5 minutes)
A key facilitation skill we will be practising today is giving feedback.

Whether it is activities or energizers that participants run, they will receive feedback from their fellow participants and lead trainers.

Recall some key elements about **feedback**, especially that:

- Participants are asked to provide their feedback in pairs using the feedback sheet. The focus is on the way other participants have delivered the activity as a pair, and not on their individual training skills.
- Lead trainers will share their feedback about both co-training and individual training skills with the pair.
- We apply the "feedback sandwich" rule as in the handout: a tip about something that can be improved or done differently is given between two positive feedback points.

Part 2: Basic facilitation skills (15 minutes)
Invite participants to mention the **basic facilitation skills** they are interested in learning about today. In plenary ask participants to mention some topics they are particularly interested in learning about or observing you on. Write these on the flipchart. If there are more than 2 or 3, mention that we will focus on the top 3 during day 2 whilst the remainder of the topics can be used for day 3. Remind participants that at the end of the day and at the end of the training, they will have time to

discuss what they have observed in pairs or in small groups and then share their reflections with the rest of the group and lead trainers in a brief group discussion.

Part 3: Review of the participation agreement (10 minutes)
Remind participants about the participation agreement (the flipchart paper used on day 1 should be hanging on the wall where everyone can see it) and ask if they feel they need to add anything to it.

Evaluating the participation agreement
Explain that the *participation agreement* is a very important instrument to help you manage the group. It is therefore essential to spend some time evaluating how participants feel the group is working together. Are participants sticking to what they set out in the participation agreement? Is there anything that needs to be improved upon?

The following exercise is a helpful way of doing this.

Preparation: 2 green, orange and red sticky dots for each participant.

Instructions:
- Give each participant 2 green dots, 2 orange dots and 2 red dots.
- Ask the participants to look at all the points on the participation agreement (make sure the agreement is clear and visible for participants to see).
- Lead trainers can take turns and read the points of the participation agreement aloud to the group again one by one as a reminder.

Participants decide:
- » Which points the participants are doing particularly well at (using the green sticky dots).
- » Which ones could do with some improvement (using the orange sticky dots).
- » Which ones are not going so well and perhaps need discussing or reminding about (using the red sticky dots).

- Say that participants can walk to the participation agreement to put their dots on the flipchart right at the end of a specific point (not over it or under it or across it).
- Participants can spread their dots out over different points or put both dots on one point if they want to emphasise how the group are doing on this.
- Once all participants have finished putting their dots on the participation agreement, discuss which points are doing well (green points), which points could do with some improvement (orange dots) and spend a few minutes discussing the points that received red dots. Ask the group if anything needs to be added to the participation agreement or if anything needs to be changed.

Mention that this exercise is part of workshop session 2. Explain that it won't be possible to do the exercise every workshop session but that it is important to emphasise the importance of the participation agreement in terms of managing the group.

10:15 – 11:00 WHAT ARE CHILDREN'S RIGHTS + CHILDREN'S RIGHTS CARD GAME

- In the ToT for mentors, this activity should be run by one of the pairs of mentors. Remember to provide each pair/group with copies of the feedback sheet to take notes during the delivery of the activity.
- In the ToT for peer trainers, this activity could be run by one of the pairs of peer trainers if they are more experienced or if they can be well supported in the preparatory phase. Otherwise the activity should be run by lead trainers. If this activity is led by lead trainers, no feedback round is needed following the activity. Please see the *Preparatory work for participants of the ToT* section in the introduction.

Explain to participants that all the activities in the ToT Guide come from the **Peer-to-Peer Workshop Training Manual**. During day 1 of the ToT we did a lot of introductory activities from workshop session 1 and today we will be doing activities from workshop sessions 2 and 3.

The sessions all build upon each other and lead to the final workshop session (6) where young people will have a meeting with adults and use their right to participation and start expressing their views about matters that affect them.

The workshop opens with telling participants that when introducing the topic of children's rights, it is important to start with a shared understanding of what a right is.

Step 1: Introduction about children's rights (15 minutes)
Session 2, Task 4 in the Peer-to-Peer Workshop Training Manual
Prepare a flipchart and write the word *right* in the middle to be able to take notes for the definition around it. Ask participants: What do you think a right is?
Make sure to include participants' definitions and possibly integrate their information onto the flipchart.

Next, lead trainers show **SLIDES 19-21** and share a few key messages about children's rights. An alternative approach is that lead trainers write the key headers of the messages on a flipchart and give the information verbally. If there is a good video available in your national language, this could also be a good way to give information about the UNCRC as long as we make sure the right information is shared.

Message 1 – What are children's rights?
Children and young people have rights developed especially for them. These rights focus on protecting your basic needs and promoting your development. Sometimes these rights describe what is best for children or young people in specific situations like when a child is not able to live

with their parents or when they live in a conflict situation (war). Others are about the right to a good education or what is necessary to protect children and young people from abuse or harm. These rights cover lots of different aspects of children's lives.

Message 2 – Children's rights versus human rights

These rights are called children's rights, in other words, rights that people have because they are children. There are also human rights for all people but children's rights focus specifically on children as a special group that need more protection due to their age and vulnerability.

Message 3 – The UNCRC

These rights are collected in a legal document called the United Nations Convention on the Rights of the Child (UNCRC), which was approved in 1989. 196 countries across the world (almost all of them) have signed up to make children's rights a reality in their country.
This means that the governments of those countries (national and local) have committed to develop policies and laws to make these specific rights for children a reality in their country.

Tell participants that in the workshop manual there is another message (4) for older participants. They can read through this when they are preparing for their own sessions. It is important to keep in mind the ages of the groups that you work with and that you adapt information accordingly.
The workshop guide offers some reading to the peer trainers to prepare themselves for session 2.

Ask participants if they can name any of these rights and invite them to play a game to get to know more about this topic.

Step 2: Children's Rights Card Game (30 minutes)

Session 2, Task 5 in the Peer-to-Peer Workshop Training Manual

In this activity, lead trainers ask participants to play a card game in a group setting. Participants will then split into small groups for a brief exchange before sharing feedback with the wider group. The aim is to introduce participants to children's rights and get to know the *United Nations Convention on the Rights of the Child (UNCRC)* through play.

Materials:

- Two sets of 38 cards (each with 24 real children's rights and 14 fictional rights).
- Flipcharts, markers, scissors (to cut out the cards) and blue tack or tape.

Preparation:

- Prepare a flipchart to take notes when discussing real versus fictional children's rights and another one to collect feedback after the small group work.
- Prepare 2 sets of cards ready to use (**Handout 8**): one set of cards for the participants and one set for the lead trainers. Decide where you are going to display them for participants to see (on a table or on the floor).

- Become familiar with the instructions and the set of rights described in the cards (especially distinguishing real and fictional rights).
- Prepare printed copies of a simplified/child-friendly version of the UNCRC to share with participants after the exercise (see **Handout 7** for links).

Instructions:
If needed, show **SLIDE 22** with instructions for participants.

Game and group discussion (20 minutes)
- Put the cards on a table or on the floor facing the group.
- Ask participants to take turns in picking a card, read it out loud to the group and say whether it shows a real or a fake right. After picking a card they should keep hold of it so that they can use it in the group work later.
- Ask them to explain why they think it is real or fake and encourage a brief discussion within the group. Before moving onto the next right, make sure to give them the correct information so they know which rights are real and which are fake.
- The second trainer draws a line in the middle of the flipchart from top to bottom. On the left they write the word "false" or "fictional" and on the right the word "real".
- Next, the second trainer finds the same rights card that the participant has just read out loud from the second set of cards (trainer pack) and once it has been discussed by the group, sticks this on the flipchart on the correct side with blue tack or tape.
- After this, the next participant comes and gets another rights card, reads it out loud and says whether they think it is real or fake and this will again be discussed with the group (led by the first trainer) until all the cards have been picked up.
- Every time the discussion has finished, the second trainer sticks the same right from the facilitator pack onto the flipchart with blue tack or tape until all cards have been picked up (or the selected number of cards you have chosen beforehand).

11:00 – 11:15 BREAK

11:15 – 11:45 STEP 3: SMALL GROUP WORK AND DISCUSSION ON CHILDREN'S RIGHTS

- After the break invite participants to split into small groups (of at least 3 people each) to briefly discuss the **real** rights they have selected and place them in order of importance. Make sure the group has an adequate number of real rights (at least three - if the group consists of three people and they only have two real rights, give them another one from the facilitator pack temporarily).
- Tell them they will explain their choice to the wider group in plenary. Each group is provided with a piece of flipchart/A3 paper that they can use to take note of their discussion and report which *priorities* they have established in the set of rights presented in that group.

- Give participants 10 minutes to discuss their rights and prepare a short explanation, then call them back into plenary (please see **notes for lead trainers** below):
  - Start by asking the groups to share the rights as they have listed them (in order of importance).
  - Ask them how they came up with this list and whether they disagreed on something.
  - To conclude, distribute to participants a copy of a simplified/child-friendly version of the UNCRC (see **Handout 7** for links). Ask participants whether anyone has anything to add or comment on (e.g. something they have learned or something they know or want to know about how those rights are realised).

Notes for lead trainers:

- When discussing the priorities of children's rights, participants may find they have different opinions about which right is more important or may not be able to choose. Trainers are advised to validate all views and convey the message that there is no "winning answer".
- All rights are generally considered connected and of equal importance. It is the situation that determines what should take priority. Different people also have different needs and the risk of harm in situations will also determine what should or could have priority and to what extent.
- We will present some more information about the UNCRC to help with this in the next session in the form of the Triangle of Rights with the 4 principles of the UNCRC. These 4 principles should help adults to make balanced decisions in individual or country situations that we might come across.
- Mention that during the Covid-19 emergency, governments considered protection against infection a unique priority. These choices left out other rights, in particular the right to be heard, the right to play, the right to association, the right to education. The *Together* project responds to such prioritisation as children and young people felt they should have been more involved in the process of decision-making as they are the experts on their own lives, not the adults involved.
- In the UNCRC, the right to survival and development is what we consider the "heart of the matter" and whilst this is a priority, the spirit of the full convention should not be forgotten when making decisions. The Triangle of Rights with the 4 principles helps adults at all levels to consider these elements in as much balance as can be achieved in a situation that presents itself and we talk about this in the workshops. The triangle is one of the essential diagrams that we therefore present to workshop participants.
- If participants mention participation among the rights, tell them they will learn more about this in the second part of the session.

For more information about the delivery of this task, please refer to **Notes for peer trainers** in **Session 2, Task 5 of the Peer-to-Peer Workshop Training Manual.**

For the card game, the real rights (green) and fake rights (red) are outlined below:

Children have the right to choose their own religion	Every child has the right to sufficient and healthy food	Every child has the right to health care	Children have the right to information
No child should work	Children in conflict with the law have the right to special assistance	Children must be protected in times of war	All children have the right to education
All children have the right to play	Children have the right to be protected from sexual exploitation	Refugee children have the right to special assistance	All children can form or belong to an association
All children are equal	Children without families have the right to special protection	Children have the right to express their own opinion	Children have the right to live with their parents
Every child has the right to be reunited with their family	Children have to be protected from torture and deprivation of liberty	Children have the right to a name, nationality, and family ties	Children of minorities or indigenous populations have the right to enjoy their own culture
Every child has the right to social security	Every child has the right to housing	Children with disabilities have the right to special care	No child should be abused or mistreated
No child should have to do the dishes	Every child has the right to eat junk food	Every child has the right to have a funny neighbour	Children who are nice to their parents are entitled to special treatment

Every child has the right to eat breakfast in bed	No child should have to clean their room	Every child has the right to belch at dinner	Every child has the right to use soft toilet paper
Every child can curse if they want to	Every child has the right to drive a truck	Every child has the right to visit the moon once in their life	Every child has the right to choose what time to go to bed at night
No child should have to do homework for school	Every child has the right to colour their hair		

11:45 – 12:00 FEEDBACK ROUND

Notes for lead trainers:
In the ToT for mentors, country groups prepare different activities from the ToT in order to practice facilitation and receive feedback (using the feedback sandwich approach). This may or may not be the case for the ToT for peer trainers. If peer trainers have not facilitated the session, thus not requiring feedback on their facilitation skills, either have an early break or do a short energizer. Please be aware that the workshop manual has a variety of extra exercises made available to trainers in section 4 *Focus on Facilitation*.

Make sure to prepare a few extra energizers in case you need these during the ToT or indeed during the workshop sessions if there is any time left unexpectedly.

Feedback sandwich (15 minutes)
Each pair/small group of participants has been given a feedback sheet (**Handout 1**) at the beginning of the activity and were reminded to focus on how the mentors/peer trainers have delivered the activity as a pair and not on individual training skills.
Lead trainers now invite each pair/small group to take 5 minutes to privately share the feedback they have made with the pair that has just delivered the activity.

Remind participants to keep the feedback sandwich approach (you did well at / you could do this differently or improve this by doing the following / you also did well at). During this time make sure one lead trainer is focused on the content that other participants share, that is what happened in the delivery of the activity, and the other (or other members of the training team such as the participation advisor) is focused on the process, that is *how* the feedback is shared and received by the pair.

At the end of this round, lead trainers get together and share their feedback about both co-training and individual training skills with the concerned pair only.
Feedback sheets can be collected and taken away by the pair.

12:00 – 12:30 WHAT IS CHILD PARTICIPATION?

Session 2, Task 7 in the Peer-to-Peer Workshop Training Manual

Lead trainers introduce child participation, building on what has been shared when discussing children's rights. Participation may have been mentioned as *the right to be heard* and participants may have exchanged some thoughts about it:

Step 1: What is child participation? (5 minutes)

If *child participation* hasn't been mentioned at all, start by exchanging ideas about it. Ask participants to say what comes to their minds when they think about participation and take a few minutes to write down their answers on a flipchart.

Step 2: Sticky note exercise and discussion (15 minutes)

If you have already mentioned *child participation*, invite participants to take 5 minutes to think about *a time they have participated*, and to write their answers on a sticky note. Invite them to think about their personal lives, at school or at home. It could be simple things like being able to choose a pair of shoes or where you sat in class. It could also be bigger things like choosing activities for a school event or a community event.

Next, ask who wants to share what they have thought about and facilitate a brief exchange in the group, commenting on what they are describing as participation, and especially what these experiences have in common. Remember there is no right or wrong answer as they are speaking about their own experience. Mention that participants of the workshops will also do a similar activity.

Mention that in the workshops you will also ask participants about a situation where they felt they did not participate or were not listened to. Highlight that we give a lot of guidance in the workshop manual about this as for some children and young people, realising they have rights can cause an emotional reaction especially in situations where they wanted to be listened to but were not or adults didn't ask for their opinions.
Please read the workshop manual well and use the responsible adult for children and young people who might need extra support. Having rights doesn't mean that adults have to do what you want, but they do have the responsibility to ask you for your views and listen to them and consider them in a serious way. We will continue to explain more about this in the ToT.

Step 3: Article 12 of the UNCRC (10 minutes)

Explain how participation is defined in the framework of the UNCRC:
Show **SLIDE 23** with key points about child participation.

- *Participation* is usually identified with Article 12 of the UN Convention on the Rights of the Child and is about the right to be heard: "*Children and young people have the right to express their views freely and their views must be taken into due consideration in all matters that affect their lives*."

- **Participation is one of the three pillars (or "three P's") of the UNCRC**, which are the three main themes by which children's rights can be grouped. The other two pillars are provision (articles covering the basic needs for survival and development) and protection (articles dealing with exploitation or ill-treatment and forms of reparation).
- Participation (Article 12) is **one of the four guiding principles of the UNCRC**, together with non-discrimination (Article 2), best interest of the child (Article 3), and survival and development (Article 6).
- Participation as **a key underpinning principle of the whole Convention** means that children and young people are entitled to their opinions, can actively contribute to their life and society, and are not just subject to adults' authority or recipients of services.

Notes for lead trainers:
The key points here are the information about Article 12 and the 4 principles as will be used in the workshop sessions. The three Ps, whilst part of the framework of children's rights, could be left out if it is too much theory for your participants especially if you have difficulty holding their attention. Move on quickly to the energizer and the Triangle of Rights.

Energizer: "Do as I do" (5 minutes)
- Ask all participants to stand up (no need to be in a circle, participants can stay where they are).
- Next ask participants to do as you do. Some examples of things you could do on the spot to energize participants are to do star jumps, pretend to run, stretch out, stand on one leg, pretend to be an airplane, etc.
- Finish off by pretending to be a rock (be still). This is the last move of the game.

12:30 – 13:00 THE TRIANGLE OF RIGHTS (THE 4 PRINCIPLES OF THE UNCRC)
Session 2, Task 8 in the Peer-to-Peer Workshop Training Manual

Materials: Flipcharts and markers.

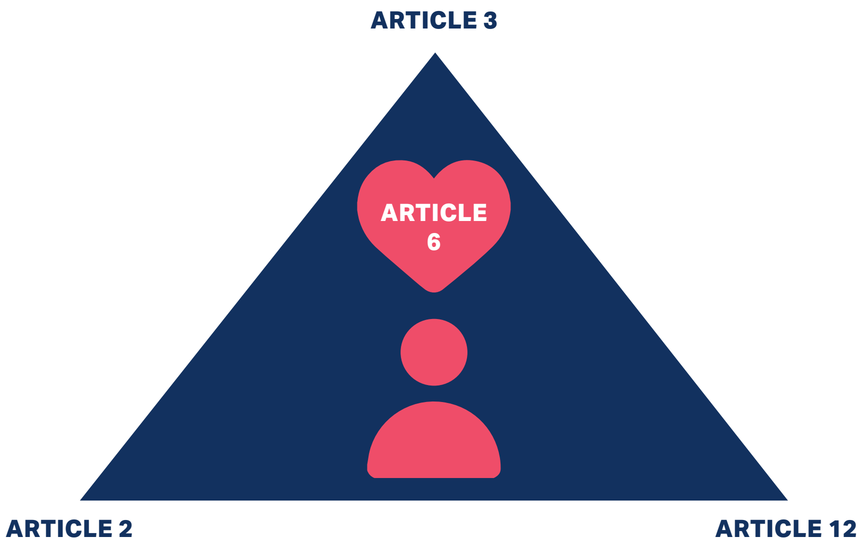
Preparation: Prepare copies of **Handout 9** for each participant.

This session introduces the Triangle of Rights (**Handout 9**) which explains how adult decision-making should be balanced between the 4 principles of the UNCRC in order to make the best decision for children for their survival and development (Article 6) which we also sometimes call the "heart of the matter".

These 4 principles are:
- Article 6: Life, survival and development of the child
- Article 3: Best interest of the child
- Article 2: Non-discrimination
- Article 12: Listening to the voice of the child (respect for children's views)

Show **SLIDE 24** (the triangle of the principles of the UNCRC) or draw the triangle on a flipchart one step at a time while explaining the different elements.

Drawing the triangle step by step will help with keeping the attention of the group.



Explain that these 4 guiding principles of the UNCRC help adults to decide what is the "best" decision in any certain situation for children and young people.

Instructions:

- One trainer draws a big triangle (try and draw even sides) with a figure of a child in the middle of the triangle with a big heart next to it. Write "Article 6" in the heart, and then write "Article 2", "Article 3", and "Article 12" at the corners of the triangle when you mention them in your explanation.
- Explain that **Article 6, "survival and development of a child"** is what we call the "heart of the matter" and sits at the centre of the triangle. All adult and country decisions should be focused on making sure that the survival and development of a child is reached to the best of our abilities in any given situation.
- Balancing this with the other principles (the corners of the triangle) helps us to achieve this. By letting the principles guide us we can make sure that we try and achieve the "heart of the matter", Article 6.
- Remind the group that a triangle is dependent on staying in balance due to each angle being of equal length. Otherwise, it would collapse and fall apart. It is the same with decision-making. We can try to reach the "best" decision possible for the survival and development of a child to the best of our abilities if we apply each of the 3 corner principles/articles in balance.

- The triangle encourages adults to determine **the best interest of a child** (**Article 3,** one of the key principles) by listening to **the views of the child (Article 12)**. The views of adults and children should go hand in hand and be balanced against each other.
- The final principle of the triangle is **Article 2, non-discrimination**. This means that no matter the age, situation, religion, gender, disability, or poverty level of a child, adults should do everything they can to make sure they are given the opportunity to participate (express their views) and are included.
- It is important to point out that the convention talks about the element of age and maturity and that the weight of the view of the child increases as they get older. We will talk more about this in session 4.
- Ask participants if they have understood how the triangle works and if they have any questions.

Optional activity (if there is time available):

- If time allows after your explanation of the triangle, this fun exercise helps participants to practice the triangle and get energized.
- Remind participants that the 4 principles of the triangle are representative of the UN Convention. These 4 articles help adults to make decisions in the spirit of the whole convention.
- Say that "It is difficult to remember all the articles of the convention, but we can try and memorise the 4 principles. In fact, I would like you to memorise them so well, that when I wake you and say, 'what are the 4 principles?' you will be able to say them 'in your sleep'."
- Invite participants to pretend they are asleep. If participants want to keep their eyes open, then that is fine. Do not force this on anyone.
- Explain that you will walk around the room and "wake them up" to ask them a question about the articles of the triangle. They need to say the answer quickly out loud. You can tell participants to jump up from their sleeping position and tell you their answer or you can just let them "wake up" in their own way.

To wake them up, you will tap them on the shoulder. Please be mindful of touch and be respectful. Only tap on shoulders while people can see you and try to avoid tapping while standing behind someone.

Walk through the room and start tapping participants one by one. Keep doing this until you get a sense all participants "know" the 4 principles.

Questions you can ask the participants while they are "asleep":

- What is the "heart of the matter" in the triangle?
- Name one of the principles of the triangle (and encourage participants to not repeat the one the previous participants mentioned).
- What are the four principles?
- What is the article on participation?

- What is the article on best interest?
- What is the article on non-discrimination?
- What does Article 12 stand for in the triangle?
- What does Article 3 stand for in the triangle?
- What are the articles of the 3 corners of the triangle?

Extra consideration: This short task can now be done at any point during the ToT in case you have time for an additional quick energizer. Once you have done the Lundy model, you can also add these steps as questions in the activity.

Notes for lead trainers:
The next two points (below) are discussed in different places in the workshop manual. It is important to note these points in the ToT and to explain that it is important that we don't create a "them and us" situation with regards to children and young people versus adults, especially when they might realise they should have been given more opportunities to participate in decision-making in their lives. We want to encourage a situation in which children and young people work together and do participation together with adults.

The following points should be read by everyone involved in the training (national participation advisors, mentors and peer trainers) and kept in mind as part of the way that we contextualise the training as well as how we respond to issues that come up. Keep these important considerations in mind:

Consideration 1:
Being heard and having your view taken into consideration is not the same as adults having to do what you say. There may be good reasons why your view may not be able to be fulfilled. The important part is that adults have listened and have considered your views in a serious matter. It also means that they need to explain when they cannot do certain things that you ask for or have given your view on.

Consideration 2:
It is important to highlight that adults may not have heard of children's rights or the UNCRC and therefore we should not "blame" them for what they don't or didn't know. We all need to learn about the UN Convention, children and adults alike, and we can help adults with this. Workshop sessions 5 and 6 are intended to help adults learn about Article 12, to start expressing our views and practice listening to each other.

13:00 – 14:00 LUNCH

14:00 – 14:15 ENERGIZER - THREE ROUNDS OF ME[2]

Session 3, Task 2 in the Peer-to-Peer Workshop Training Manual

In this activity, lead trainers invite participants to playfully learn something new about the members of the group.
No materials are necessary. To prepare for the activity make sure there is enough room for participants to walk around, and establish a gesture or a gentle sound that will stand as a signal (if you have established a signal with a similar meaning in *Our secret code*, you can use the same signal to practise it and personalise the activity for the group).

Instructions:

- Ask participants to stand up.
- Explain that in this activity participants will walk around the room and find a partner who they will share their name and a fun fact about themselves with. They will do this 3 times.
- When lead trainers make the signal, they have to stop and find a partner. As soon as both partners have shared their fun fact, they can start walking again. When they hear the signal again, participants should find a new partner and tell a different fun fact about themselves.
- Tell participants what the signal is and start the game. Make sure you give them 3 rounds and encourage them to find partners they are less familiar with.

14:15 – 14:30 INTRODUCTION TO THE AFTERNOON AND PARKING LOT CHECK-IN

Lead trainers remind participants about the schedule for the afternoon (if needed, show **SLIDE 18** with an overview of the day) and dedicate some time to explore the parking lot in case new issues or questions were raised during the morning.
Go through the **parking lot** flipchart and take time to address all issues. If the issue is not about the training, make sure that someone from the SOS project team can take care of it. If you need to find solutions to a problem together with the group, make sure not to take too much time off the training schedule. If you realise that the discussion is taking too long, negotiate with the group and the person that has raised the issue whether you can implement a temporary solution and get back to it later.

2. Activity adapted from "We Are Here – A Child Participation Toolbox" (Pinto L.M. (Ed.), Bird, D., Hagger-Vaughan, A., O'Toole, L., Ros-Steinsdottir, T. & Schuurman, M.; Eurochild and the Learning for Well-Being Foundation, 2020).

14:30 – 15:30 PARTICIPATION AND NON-PARTICIPATION: HART'S LADDER[3]

Session 3, Task 7 in the Peer-to-Peer Workshop Training Manual

- In the ToT for mentors, this activity should be run by one of the pairs of mentors. Remember to provide each pair/group with copies of the feedback sheet to take notes during the delivery of the activity.
- In the ToT for peer trainers, this activity could be run by one of the pairs of peer trainers if they are more experienced or if they can be well supported in the preparatory phase. Otherwise the activity should be run by lead trainers. If this activity is led by lead trainers, no feedback round is needed following the activity. Please see the *Preparatory work for participants of the ToT* section in the introduction.

Lead trainers introduce the first tool for child participation, called *Hart's Ladder*, which is useful to plan and measure **projects** that involve children and young people. Start by telling participants that you will engage in a group activity where they will explore different examples of participation and non-participation, and will learn that there is not just one type of meaningful participation.

Materials:
Sheets of A4 paper with ladder steps (one full ladder set per group), two different coloured sheets, and copies of **Handout 10** for participants.

Preparation:
- Based on the number of participants, decide whether you can split participants into small groups or work in plenary.
- For each group, prepare 8 sheets of A4 paper, each with the title of one step of the ladder written on it. These can be printed or handwritten, but make sure you write all the text the same way and mix up the 8 sheets before you give them to groups, so as not to affect the choice of participants.

Instructions:
Step 1: Creative approach (15 minutes)
- Explain to participants that Hart's ladder is a diagram that has been designed to measure children and young people's participation in projects, such as the *Together* project. Staying within the metaphor of the ladder, each level is called a step and corresponds to a different way to involve children and young people.
- This activity is about putting the steps in order from the least to the most inclusive form of involvement. Each group should come up with a sequence that looks most appropriate for them.

3. Roger Hart is an American child rights academic whose work has been focused on studying participatory methodologies for working with children and young people. Hart's Ladder was explained in Children's Participation: From Tokenism to Citizenship, UNICEF Innocenti Essays, No. 4, UNICEF/International Child Development Centre, Florence, Italy, 1992.

- Suggest that groups put their ladders in order on the floor. Make sure to think in advance where groups could make their ladders on the floor in the room.
- Tell participants "Once all the groups have finished, we will all **walk around** together and look at the ladders of each group one by one".
- Now create 3 or 4 groups and give each group a pack of pre-prepared participation ladder steps (A4 steps).
- Make sure you have finished all your instructions before participants/groups start moving.
- Allocate each group to their area in the room (floor space) and tell them they can start putting their ladder into order.

Step 2: Looking at the group work (15 minutes)

- Give enough time for the groups to finish putting their ladders in order, and check in with the groups to see if they have finished.
- Use your "secret code" sign (from day 1) to create silence and explain the next step of the exercise (walking around and looking at each other's ladders).
- Start the process of walking around together. Remind participants to listen to each other and not talk over each other while you are doing this.
- Look at the order of the steps the groups came up with. Ask what steps (if any) caused discussion or confusion and how they came to a decision.
- You may find that all groups have come up with the same order of steps but there may also be interesting differences that can be noticed.

Notes for lead trainers – Key purpose of the exercise:

- The discussions are intended to show there is not necessarily a "best" way for children and young people to be involved.
- It will depend on context but we would always want to encourage adults to increase participation if that is possible.
- Keep the pace during your "visits". Don't prolong or stretch out the discussion any more than necessary. When you find the group going quiet, move onto the next group.
- It is important to point out the 3 levels of "seeming" participation while you are walking around.

Step 3: Hart's order of the ladder and "Seeming" participation (10 minutes)

- When you have "visited" all groups, ask all participants to sit down in plenary.
- Hand out the correct version of the ladder (**Handout 10**) to each participant and go over it so everyone knows what Hart's order of the steps is supposed to be.
- Alternatively, you can show Hart's order of the ladder on the PowerPoint slide.

“Seeming” participation (if you have time left):

- Ask the participants if they have experienced “seeming” participation in their lives and if they can give some examples (for example, in school or a youth work setting).
- Ask why they think these experiences were “seeming” participation and how they feel about this. Is it always bad? Or can “seeming” participation also involve fun activities?
- Does participation always need to be meaningful and be focused on changing or influencing things? Or is it context dependent and perhaps also age dependent?

Notes for lead trainers:
Please consider the discussion points and questions offered in this exercise as a guide to help you engage with the group. **You do not need to ask every question**.

The main point to remember is that there is a time and place for participation and there are many different ways and levels in which children and young people can be involved.

If participants are unclear, lead trainers can give some examples of the 3 levels of seeming participation:

Example of step 3 – Participation for show/tokenism:
Children/young people only appear to be involved but their contributions are not taken seriously (such as adults nodding and saying “thank you for your opinion” but doing nothing further with it).

Example of step 2 – Decoration:
Young people are selected to take part in a panel discussion, but they receive no preparation about the topic, what questions they might be asked, and are “put on the spot”.
Or
Children and young people’s presence is dealt with as something that makes the initiative nicer and more festive (such as little children dressed up at an event singing a song).

Example of step 1 – Manipulation:
Children helping out at an event/conference as volunteers and wearing special T-shirts. They do not actually contribute to the content of the conference nor were involved in the preparation.

Final summary:
Explain to participants that the different forms of meaningful participation (steps 4 to 8) are all valid. For some time, Hart’s ladder has been read as though the highest step (step 8) was the only true form of participation. This perspective carries the risk of overlooking participation opportunities below that level.

SLIDE 25: Hart's Ladder: Participation and non-participation[4]

4. Source: https://www.trainerslibrary.org/ladder-of-youth-participation/

15:30 – 15:45 BREAK

15:45 – 16:00 FEEDBACK ROUND

Each pair/small group of participants has been given a feedback sheet (**Handout 1**) at the beginning of the activity and were reminded to focus on how the mentors/peer trainers have delivered the activity as a pair and not on individual training skills.
Lead trainers now invite each pair/small group to take 5 minutes to privately share the feedback they have made with the pair that has just delivered the activity.

Remind participants to keep the feedback sandwich approach (you did well at / you could do this differently or improve this by doing the following / you also did well at). During this time make sure one lead trainer is focused on the content that other participants share, that is what happened in the delivery of the activity, and the other (or other members of the training team such as the participation advisor) is focused on the process, that is *how* the feedback is shared and received by the pair.

At the end of this round, lead trainers get together and share their feedback about both co-training and individual training skills with the concerned pair only.
Feedback sheets can be collected and taken away by the pair.

If the activity was not delivered by mentors or peer trainers and therefore there is no feedback needed, do a fun energizer instead.

16:00 – 16:45 HOW DO WE MAKE DECISIONS?

Session 4, Task 4 in the Peer-to-Peer Workshop Training Manual

Lead trainers invite participants to focus on decision-making by engaging in an activity to reflect and exchange on what they need to make a decision.

Explain to the group that **making a decision is not a single action, but rather it is a process that involves different steps,** which can change depending on the person and the situation. It is also often not a neat line of one step after another. Frequently, at some point in the journey, it is necessary to return to a previous step to re-evaluate the situation and possibly make different choices due to circumstances changing.

Aim: To understand decision-making as a process.

Materials: Sticky notes or pieces of paper and pens for participants to write on (if necessary).

Preparation: Prepare the flipchart to take notes during the last step of the activity.

Instructions:

SLIDE 26: Instructions for participants

Step 1: Introduction (5 minutes)

- Explain to participants that this is an activity in three different steps:
  - » Think about a time when you had to make a decision. This might have been a simple one such as what should I wear today? Or what shoes shall I buy or what kind of winter coat? Or a more complex one, such as what secondary school or university/college should I go to? Or where should I go on holiday, or should I get a pet?
  - » Reflect on what you needed to be able to make that decision. It could be information, time, support, talking to someone, all these things together, or something different – remember there is no right or wrong at this point.
  - » Talk about it in pairs.
  - » *Share* in the bigger group and talk about the decision-making process that took shape from your experiences and reflections.
- Remind participants what you have agreed about confidentiality in the participation agreement and say that, both in pairs and in plenary, they can share what they feel comfortable with, but we must try to respect each other's privacy as much as possible.

Step 2: Thinking individually and discussing in pairs (15 minutes)

- Distribute a sticky note or a piece of paper to each participant.
- Explain to them that they will have 5 minutes to do the individual exercise and 10 minutes for the exchange in pairs (so that both people have 5 minutes each).
- When the time for the individual exercise is up, ask participants to make a pair or trainers can create the pairs.
- When the time for the exchange in pairs is up, ask the group to get back to the plenary.

Notes for lead trainers:

If participants struggle to start the activity or to focus on a moment when they had to or will need to make a decision, make sure you give them some extra time and support them in understanding the request. Help them to think about what steps they have taken to make that decision. If you use the example of what to wear that day, you can retrace the steps taken to get to the choice and point out if they have collected information, identified a problem, and found solutions, etc.

Step 3: Share and group discussion (15 minutes)

- Ask participants if anyone would like to share something from the individual exercise or the exchange in pairs.
- Explain that the aim of the group discussion is to reflect on the fact that we make decisions continuously, and all these decisions require a process consisting of different steps and levels of information. For example, your budget will impact what coat you can buy, but also

what material you like or what country you live in (how cold and wet it gets). Your grades may impact whether you can go to university or college and which university will accept you, or whether a teacher will write a recommendation for you, etc.

- An example of a situation where we may need to revisit a decision is if we find out that we are allergic to our guinea pigs and can't have these as pets after all. Or, the coat you bought is not warm enough or there are no flights available for your planned holiday destination on the dates that you wanted to go.
- Use the flipchart to take notes about what participants share. You can ask a few guiding questions:
  - » Have you noticed something in common about what you need to make a decision?
  - » Does something change when you have to make a joint decision with another person?

Step 4: Closure (10 minutes)

- List the answers that participants give about what they need to make a decision.
- Looking at the flipchart, cluster by topic what participants have shared and choose a theme for each topic. Themes can be things like time, information, budget, problems we might come across, adults who have knowledge on a certain topic (i.e. student advisors or people in the shop), etc.
- Write the themes on a sticky note as they come up and stick them on the side of the flipchart, next to the clusters of responses from the participants to highlight the different steps and processes of decision-making.

Ask participants if they have comments or questions and close the group discussion.

Notes for lead trainers:

It is important to consider that decision-making processes are complex and involve different steps. This activity is intended to show participants that, when we want adults to involve children and young people in decision-making, it may be difficult to identify at what point of the decision-making process they might be able to get involved and what other aspects (themes) could play a role in both enabling children to have their views heard as well as what part of those views can be made into a reality.

It also shows that there are different people involved in big decisions and that whilst we may be able to influence a certain person or part of a decision, we can't predict or influence what others do. Especially if they are out of our reach.

For example, if we were to involve children and young people in the development of a playground, we may need to consider the size of the playground, the ages of the children that might play there, how large the budget is and perhaps also the needs of specific groups. It is important to manage expectations of children and young people and to be realistic in terms of what is possible given other aspects that may influence what can and what cannot be achieved.

16:45 – 17:30 BASIC FACILITATION SKILLS, JOURNEY MAPPING AND EVALUATION

Part 1: Basic facilitation skills (15 minutes)
Invite participants to form groups or pairs (please see **notes for lead trainers** below) to continue the conversation about the basic skills and tools for facilitation that you chose to observe the lead trainer on for the day.

Groups will later discuss their observations through a group discussion. At the end of the third day, more time will be dedicated to discussing basic facilitation skills as they have been modelled and experienced throughout the ToT.

Give participants **15 minutes** to complete the task.

They can go through their notes and use the guiding questions in **Handout 6** which they were given on day 1:

- Did you notice something about…? *Focus on the topic you chose/were assigned for the day.*
- What did the lead trainer do? *Focus on visible behaviour, including verbal and non-verbal communication.*
- What happened in the group then? *Focus on visible behaviour, including verbal and non-verbal communication.*
- Discuss your insight and observations about what the lead trainer did and what happened in the group. *Note whether in your pair/group you have different perspectives on the situation and discuss whether you have something you want to share or ask in the group discussion later or the next day.*

After participants have completed the task, ask them to get back to the main group and encourage a brief discussion about their reflections.

Notes for lead trainers:

- In the ToT for mentors, participants can work in country groups and can be joined by their participation advisors.
- In the ToT for peer trainers, participants can work in pairs or in small groups of three.

Part 2: Journey mapping (15 minutes)
Evaluating the training day is an important step both for trainers and participants. The evaluation of the ToT is done through journey mapping, which was introduced during the previous training day.
Ask participants to get back to the flipchart they used on day 1 and continue their evaluation of their training journey, based on what they experienced on day 2.
Give them markers and ask them to draw or write around this road to express how they feel about the day and where they think they are with their journey. Give participants 15 minutes to complete the task and remind them that they will give feedback about this in the main group at the end of day 3.
Remind participants that they are responsible for keeping their flipchart safe and bringing it back the following day.

Part 3: Quick feedback round - One word (10 minutes)
Tell participants you are going to ask everyone in the room to choose one word (if you need more flexibility, you can ask participants to choose one or two words) to express their thoughts and feelings at the end of day 2 of the ToT. This gives them the chance to give feedback and gives you the opportunity to collect information about the day. You can start with your own "one word" (such as grateful, tired, amazed, focused, interested, etc.) to show other participants what you mean with such instruction. This is a round where you want to make little or no comment on the feedback, but you can ask for clarification if something is unclear and thank participants for their contribution.

Thank participants for their effort and contribution to the ToT and give them all the necessary information for the following day (**SLIDE 27**).

END OF THE DAY

At the end of the day, pause and take some time to think about the session, elaborate on what happened during the day and prepare for the next one.

Here are some questions to guide the **reflection**:

- How did the session go?
- Is there anything you need to talk about?
- What worked well? What did not work well? Why? (Think about co-training, participants, activities, timing, materials, etc.)
- If something happened, are you happy with the solution you came up with? Would you do anything differently?
- Is there anything you would like to ask your co-trainer?
- Is there anything you would like to ask someone in the national team?

To **prepare** for the next day, go through the **Day Three - Summary table** to check the schedule and make sure you are aligned on the splitting of tasks.
Pay special attention to the list of materials you need to have ready and make sure to take time to prepare them before the end of the day.

DAY THREE

SUMMARY TABLE

The following table is meant to support your preparation for the session.
You can customise it with lead trainers' names and tasks. If you find this helpful, you can print this out and keep it where you can see it during the day.

TIME	TASK	MATERIALS NEEDED	WHO DOES WHAT
9:00 – 9:15	**Icebreaker:** **The human knot**		
9:15 – 9:40	**Introduction to the day and parking lot check-in**	Agenda **SLIDE 29** Parking Lot Participation Agreement	
9:40 – 10:00	**Collective participation and public decision-making**	Flipchart and markers **SLIDES 30-31**	
10:00 – 11:00	**Participation in public decision-making:** **The Lundy model**	A4 printed or laminated copies of the four elements of the Lundy model and their definitions. **SLIDES 32-25** **Handout 11** *1 copy per participant* **Handout 12** *1 copy per small group* **Handout 13** *1 copy per small group*	

11:00 – 11:15	**Break**		
11:15 – 11:30	**Feedback round**	Feedback sheet (**Handout 1**) *1 copy per pair*	
11:30 – 12:00	**Adaptation to local context:** **Group work**	3 flipcharts Markers **SLIDES 36-37**	
12:00 – 12:30	**Meeting with adults: How to support meaningful preparation**	**Handout 14** *1 copy per small group* **SLIDE 38**	
12:30 – 13:30	**Lunch**		
13:30 – 13:45	**Energizer:** **Count to 20**		
13:45 – 14:00	**Introduction to the afternoon and parking lot check-in**	**SLIDE 29** Parking lot	
14:00 – 14:15	**A small task for workshop participants**	**Handout 15** *1 copy per participant* **SLIDE 39**	
14:15 – 15:00	**Basic facilitation skills:** **Group discussion**	**Handout 6** *1 copy per participant* Flipcharts / markers	
15:00 – 15:45	**Plenary and evaluation of the ToT:** **Journey mapping**	Flipcharts / markers Flipchart for Journey mapping (Each participant to bring their own map)	
End of day: Reflection for lead trainers			

DAY THREE - TRAINING OF TRAINERS

9:00 – 9:15 ICEBREAKER: THE HUMAN KNOT

Session 6, Task 3 in the Peer-to-Peer Workshop Training Manual

- In the ToT for mentors, this energizer should be run by one of the pairs of mentors.
- In the ToT for peer trainers, this energizer should be run by one of the pairs of peer trainers. If this energizer is led by peer trainers (and they will not deliver one of the activities within the ToT), a feedback round should be added after the energizer based on the methodology outlined on day 1 of the ToT and utilising the feedback sheet (**Handout 1**). Please see the *Preparatory work for participants of the ToT* section in the introduction.

In this activity, lead trainers invite participants to form a "human knot" with their hands which they must then try to untangle without letting go. This is meant to strengthen collaboration within the group and, in the workshop, it is scheduled as an activity before the meeting with adults.
No materials/preparation is needed.

Instructions:

- Invite participants to stand in a circle and join their hands to form a knot with their arms. The goal of the game is to untangle the knot and stand back in a circle.
- To form the knot, each left hand should hold a left hand, and each right hand a right hand. However, participants cannot hold the hands of the players who are standing immediately to their left or right.
- Participants should untangle themselves without letting go of the hands they are holding. Invite participants to communicate with the other players to figure out where to begin untangling.
- They may find they need to duck under other players' arms or make other movements to untie the knot and recompose the circle.
- Remind participants that, while playing, **they should always be respectful of themselves and of the boundaries of others**. If they find themselves in an uncomfortable position with another player, they can ask for support from other players to untangle their part of the knot.

9:15 – 9:40 INTRODUCTION TO THE DAY AND PARKING LOT CHECK-IN

Briefly go through the agenda for the day together with participants.

Show **SLIDE 29** with the **overview of the day**:

9:00 – 9:15	Icebreaker: The human knot
9:15 – 9:40	Introduction to the day and parking lot check-in
9:40 – 10:00	Collective participation and public decision-making
10:00 – 11:00	Participation in public decision-making: The Lundy model
11:00 – 11:15	*Break*
11:15 – 11:30	Feedback round
11:30 – 12:00	Adaptation to local contexts: Group work
12:00 – 12:30	Meeting with adults: How to support meaningful preparation
12:30 – 13:30	*Lunch*
13:30 – 13:45	Energizer: Count to 20
13:45 – 14:00	Introduction to the afternoon and parking lot check-in
14:00 – 14:15	A small task for workshop participants
14:15 – 15:00	Basic facilitation skills: Group discussion
15:00 – 15:45	Plenary and evaluation of the ToT: Journey mapping

Remind participants that **day 3** is partly focused on **practising core activities** and **supporting adaptation to the local context**, and partly on the task of **facilitation** and on **crystallising the learnings** and **takeaways from the ToT**.
Ask which teams will lead activities or energizers today. Make sure to allow time for questions.

Recall some key elements about **feedback**, especially that:

- Participants will work in pairs to provide their feedback focusing on the way other participants have delivered the activity, and not on their individual training skills. They will use the feedback sheet to record their comments and share their feedback in a brief group discussion after the activity.
- Lead trainers will share their feedback about both co-training and individual training skills with the concerned pair only.
- We apply the "feedback sandwich" rule as in the handout, just like during days 1 and 2: a tip about something that can be improved or done differently is given between two positive feedback points.

Invite participants to mention the **basic facilitation skills** they are interested in learning about today or remind them what you have already agreed to focus on for the day.

Remind participants that at the end of the day, they will have time to discuss what they have observed in pairs or in small groups and then share their reflections with the rest of the group and lead trainers in a brief group discussion.

Parking lot check-in
Go through the **parking lot** flipchart that you hung on the wall on day 1 and take time to address all issues. If the issue is not about the training, make sure that someone from the SOS project team can take care of it. If you need to find solutions to a problem together with the group, make sure not to take too much time off the training schedule. If you realise that the discussion is taking too long, negotiate with the group and the person that has raised the issue whether you can implement a temporary solution and get back to it later.
Mention that you will check the parking lot together for a final time after lunch.

If there is time, also briefly check-in with participants regarding the **participation agreement** and see if there are any issues that need to be addressed for the final training day.

9:40 – 10:00 COLLECTIVE PARTICIPATION AND PUBLIC DECISION-MAKING
Session 4, Task 5 in the Peer-to-Peer Workshop Training Manual

In this activity, lead trainers will share some information with participants and ask them to contribute to a group discussion.

Remind participants of Article 12 of the UNCRC (the right to participate) and that they have learned that it is about children and young people's right to express their opinion on any matter concerning their life, and that this opinion needs to be heard and taken into serious consideration.

Show **SLIDE 30** and tell them that some of the matters children and young people are entitled to express their opinion on are issues that concern them as individuals, others are issues that concern them as a group, that is, issues that concern "children" or "young people".

- Ask participants: Can you think of examples of decisions that affect "young people"?
  Use the flipchart to take notes of their answers.
  If participants struggle to think of examples, you can mention some examples such as decisions concerning schools, access to funds or support, measures to address the environmental crisis or the decisions made throughout the Covid-19 pandemic.
  In the ToT for peer trainers, lead trainers can refer to examples of public decisions that are relevant to your country.
- Mention that these kinds of decisions, made by governments at a local, regional, and national level, are what we call public decision-making processes (show **SLIDE 31** if you need to remind participants of a definition).
- These processes allow a form of participation that is called *collective* participation. This is where children and young people can be included in the decision-making process by organising themselves to influence a decision or by being invited to participate in one of the ways we discussed, for example through a consultation.
- Ask participants if they know any examples of *collective participation* in public decision-making and take notes on a flipchart.

10:00 – 11:00 PARTICIPATION IN PUBLIC DECISION-MAKING: THE LUNDY MODEL[5]

Session 4, Task 7 in the Peer-to-Peer Workshop Training Manual

- In the ToT for mentors, this activity should be run by one of the pairs of mentors. Remember to provide each pair/group with copies of the feedback sheet to take notes during the delivery of the activity.
- In the ToT for peer trainers, this activity could be run by one of the pairs of peer trainers if they are more experienced or if they can be well supported in the preparatory phase. Otherwise the activity should be run by lead trainers. If this activity is led by lead trainers, no feedback round is needed following the activity. Please see the *Preparatory work for participants of the ToT* section in the introduction.

Lead trainers introduce the second tool which is useful for planning and evaluating public processes involving children and young people against participation requirements.

The tool is called the *Lundy model* and participants are going to explore it through a group activity.

Materials:

- One copy of **Handout 11** for each participant.
- 4 cards per group with the elements of the Lundy model on it (Space, Voice, Audience, Influence) (**Handout 12**).
- 4 envelopes for each group with cut up words from one of the definitions of the Lundy model (**Handout 13**).

Preparation:

- Prepare 4 cards for each group: Each group receives one card with the word SPACE, one card with the word VOICE, one card with the word AUDIENCE, and one card with the word INFLUENCE. See **Handout 12**.
- Prepare 4 envelopes for each group. Each envelope has cut up words of one of the definitions of the Lundy model. All groups should receive cut up versions of each definition (4 in total). See **Handout 13**.

Introduction: (5 minutes)

- Explain that in the next session participants are going to learn about a participation model called "the Lundy model".

---

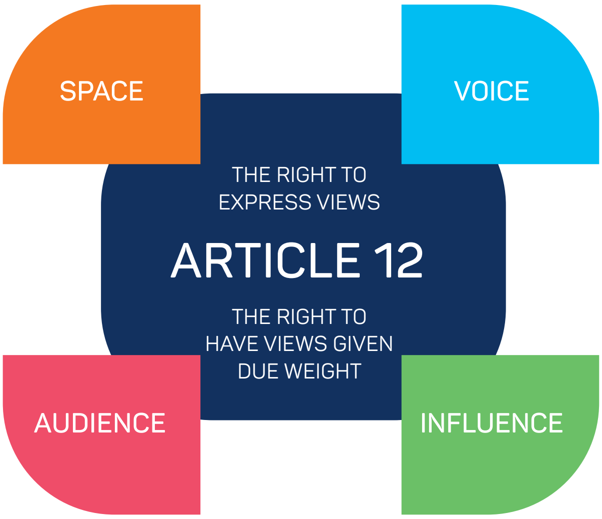
5. Dr Laura Lundy is a Professor of International Children's Rights at the School of Education at the Queen's University of Belfast. She developed this model to provide young people and adults with guidance for participation in public decision-making.
https://commission.europa.eu/system/files/2022-12/lundy_model_of_participation_0.pdf
https://www.qub.ac.uk/Research/case-studies/childrens-participation-lundy-model.html

- Tell participants that the Lundy model was developed by Dr. Laura Lundy, a professor from Ireland, and is a very easy and helpful model to explain what adults need to do and have in place to make sure that children's participation is truly meaningful.
- Say that the model is intended to be used by adults in government as well as adults in schools and care settings and youth workers across Europe and the world.

Part 1: Puzzle game (20 minutes)

Step 1: Group work (15 minutes)
- Divide the group into 3 or 4 groups.
- Explain that you will give out 4 cards to each group. Each group receives card 1 with the word SPACE, card 2 with the word VOICE, card 3 with the word AUDIENCE and card 4 with the word INFLUENCE.
- It is important that the cards are prepared in this order as the Lundy model follows this order too.
- In addition, each group receives the 4 prepared envelopes with 1 cut up definition in each envelope. Make sure you have enough for every group.
- Ask participants to open one envelope at a time and recreate one definition using the puzzle pieces in the envelope. When they have finished the first definition, they can go onto envelope 2 and make the second definition, etc.
- Once the participants have recreated all 4 of the definitions ask the groups to match them to the cards. Each definition can be paired with one of the elements on the cards. Together the cards and the definitions make up the Lundy model and provide the foundation for what constitutes meaningful participation.

Step 2: Presentation of the model (5 minutes)
Show **SLIDE 32** and read the elements.
Explain that the four elements have a rational chronological order.



Picture: The Lundy model of child participation

- Give participants **Handout 11** and show **SLIDE 33**. Read the definition of each element and comment on it with the group:

Space: Children and young people must be given safe, inclusive opportunities to form and express their views.

Voice: Children and young people must be facilitated to express their views.

Audience: The views must be listened to.

Influence: The views must be acted upon, as appropriate.

- Show **SLIDE 34** with a checklist for each of the four elements.

Notes for lead trainers: The Lundy model checklist
The Lundy model checklist offers 3 questions for each element of the Lundy model to help adults prepare and evaluate how well they did with regards to involving children and young people. Whilst this information is **not something we share with the participants of the workshops, it is a helpful model for mentors and peer trainers** to be aware of, read and have available. It helpfully explains the 4 definitions in more depth and offers some explanation as to what children and young people should be able to expect from adults.

The information may be helpful to underpin any discussions held in the workshop session. In particular it might be worth mentioning that children and young people should receive feedback about what happened with their ideas and opinions and if they were not taken forward, what the reasons for this are. This is written in the checklist as part of the "Influence" element.

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 and young adults' 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

- Were the children's views 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?

Picture: The Lundy Model's Checklist for Participation

Part 2: Photo exercise (35 minutes)

Materials:

- Photos of an event in which children were involved in your country/area/organisation displayed on a PowerPoint slide in the form of a collage. The event should portray a meaningful participation event in which children were given Space, Voice, Audience and Influence.
- Prepare the photo collage before the session together with the participation advisor and mentors and incorporate it in the PowerPoint presentation.
- Peer trainers should be briefed beforehand on the event and photographs chosen or involved in the development of the session as far as is possible.
- Sticky notes, flipcharts.

Instructions:

Step 1: (10 minutes)

- Show **SLIDE 35** with a collage of photographs of an event where children and young people were involved in your country/area/organisation. Explain what the event was about and what children were doing and how they were involved.

Step 2: (15 minutes)

- Divide a flipchart (on the flipchart stand at the front of the room/right next to the screen ideally) into 4 squares by drawing a line in the middle from top to bottom and a line in the middle from left to right.
- Write the elements of the Lundy model on the flipchart (one in each of the squares following the order of the model). The flipchart should look like this:

Space	**Voice**
Audience	**Influence**

- Hand out sticky notes and pens on each table for participants to write on.
- Now ask each group to look at the photos and decide whether or not they think the event offered SPACE to children and young people? If the answer is yes, ask them to write on a sticky note what they saw that showed them Space and then walk to the front of the room and put their sticky note in the square for Space.
- Ask participants to do the same for VOICE, AUDIENCE and INFLUENCE. What is it that they see that showed them Voice, Audience and Influence?
- If there is any confusion about what each of the elements mean, go back to the slide with the definitions of the elements to help participants.

Notes for lead trainers:
If it is too chaotic and noisy for each participant to walk up to the flipchart you may need to appoint one person for each of the groups who can take the sticky notes up to your flipchart stand.

Step 3: (10 minutes)

- When the participants are done with putting up their sticky notes, bring calm back in the group with your secret code sound or movement from day 1.
- Next, spend time looking at the sticky notes and read some of them out loud to the whole group.
- Finish the exercise by asking some of the following questions in plenary:
    1. Is this (the collage of photographs) a meaningful participatory event?
    2. What made this a meaningful participatory event?
    3. Where on the ladder of participation (Hart's ladder) would this event sit?
    4. Which element of the Lundy model could be improved on in this example?
    5. What element of the Lundy model was done the best by the organisers of the event?
- Check if the group has any last questions about the Lundy model.

Notes for lead trainers:
It may be that the national team has chosen to show photos of an event they thought was very participatory, but participants identify that certain elements could have been worked out better. This is exactly why the Lundy model can be really helpful as it can help adults to plan events step by step using the key elements. This way they can ensure that what they do is truly meaningful participation. Use this as a positive opportunity to reflect and learn together what could be done better next time.

11:00 – 11:15 BREAK

11:15 – 11:30 FEEDBACK ROUND

Each pair/small group of participants has been given a feedback sheet (**Handout 1**) at the beginning of the activity and were reminded to focus on how the mentors/peer trainers have delivered the activity as a pair and not on individual training skills.
Lead trainers now invite each pair/small group to take 5 minutes to privately share the feedback they have made with the pair that has just delivered the activity.
Remind participants to keep the feedback sandwich approach (you did well at / you could do this differently or improve this by doing the following / you also did well at). During this time, make sure one lead trainer is focused on the content that other participants share, that is, what happened in the delivery of the activity. The other lead trainer (or other members of the training team such as the participation advisor) should instead focus on the process, that is, *how* the feedback is given and how the concerned participants take it.

At the end of this round, lead trainers get together and share their feedback about both co-training and individual training skills with the concerned pair only.
Feedback sheets can be collected and taken away by the pair.

Alternatively if mentors/peer trainers did not deliver this activity and therefore no feedback round is required, do an energizer instead. Extra energizers can be found in section 4 of the workshop manual.

11:30 – 12:00 ADAPTATION TO LOCAL CONTEXTS: GROUP WORK

Invite participants to split into small groups (please see **notes for lead trainers** below) and give them **Handout 14** about the adaptation process (see also *Focus on Facilitation* in the **Peer-to-Peer Workshop Training Manual**).

Show **SLIDES 36-37** if you need to keep instructions in the background.

- Ask them to start a conversation about whether adaptation of this activity may be necessary to ensure that **the workshop and the final meeting with adults** are meaningful for participants and contribute to creating participation opportunities for young people in public decision-making.
- Explain that adaptation can look different in different countries depending on the political and cultural contexts, especially with regards to what is realistic and meaningful to achieve in terms of participation in each context (you can refer to what you have learned about this by studying Hart's Ladder).
- Explain that for each country, adaptation should start with identifying the **opportunities for actual change** or improvement with regards to children and young people's participation in public decision-making processes.
  Identifying those opportunities is directly connected to thinking about:

- **Which adults could be targeted.** Should they be professionals? Teachers? Social workers? Or policy-makers? At what level could real change be achieved?
- **Which group is likely to be the most meaningful audience** in your country (you can refer to the element in the Lundy model) to listen to children and young people and allow actual *influence* with regards to the process or issue that is relevant to that context.

- National teams should lead this part of the adaptation process, allowing mentors and peer trainers to contribute, by suggesting meaningful opportunities and minor changes to the workshop programme that could better support the learning process of children and young people in the specific context.

Participants don't need to report back on their group work. This is a time to start gathering ideas and inputs that all national teams together with mentors and peer trainers will need to develop further as they approach the national ToT/workshop delivery stage of the project.

Notes for lead trainers:

- In the ToT for mentors, participants can work in country groups and can be joined by their participation advisors.
- In the ToT for peer trainers, participants can work in pairs or in small groups of three.

12:00 – 12:30 MEETING WITH ADULTS: HOW TO SUPPORT MEANINGFUL PREPARATION

Please refer to Session 5, Task 5 in the Peer-to-Peer Workshop Training Manual

Invite participants to work in two small groups to discuss expectations and concerns about the meeting with adults that workshop participants will have at the end of their training course.

You will need 3 flipcharts (two for the paper carousel and one for the upcoming group discussion), and markers. Put the two flipcharts on two different tables and leave a couple of markers for participants to write with.

- Explain that this activity is inspired by the paper carousel (**Session 5, Task 5**) by which workshop participants will start gathering ideas to prepare the messages they would like to share with adults. By adults, we refer to the group of professionals and policymakers that national teams will invite to meet with children and young people at the end of the workshop, in order to discuss opportunities to participate in public decision-making processes at a local level.
- In this task you will focus on the preparation for the meeting with adults, preparing messages and managing expectations. This will require supporting children and young people, helping them to be able to meet adults, and conveying the messages in a constructive and respectful way (both towards themselves and towards adults).

- **Session 5** in the **Peer-to-Peer Workshop Training Manual** is mostly focused on the preparation of the messages and the possible forms they can be presented in. These can include verbal messages but could also refer to using different art forms, poetry, bookmarks, puppetry or other formats. The participants are to work together and come up with ideas for the way the messages are prepared.

Instructions:

Show **SLIDE 38** if you need to keep instructions in the background.

- Ask participants to split into two groups and invite them to go to one of the tables/ flipcharts, each of which has a question to guide the discussion.
- The questions are:
    - Flipchart 1: What are your hopes and concerns about the meeting with adults?
    - Flipchart 2: How do you think you can best support peer trainers/workshop participants (*please see* ***notes for lead trainers*** *below*) to prepare for the meeting?
- Allow both groups to write their ideas on the flipchart for **10 minutes**, then ask the groups to move to the next flipchart.
- Ask the participants to read the question and add their answers to the flipchart they are now in front of. Give them **5 minutes**.
- Ask each group to choose a presenter and ask each of them, in turn, to briefly present what is on their flipchart.
- Encourage a discussion among the group and invite participants to keep their reflections in mind in the following activity.

Notes for lead trainers:

In the ToT for mentors, lead trainers invite participants to focus on how they can support peer trainers in their preparation, while in the ToT for peer trainers, they will focus on workshop participants.

This activity is connected with the previous one "Adaptation to local contexts" as both require groups to focus on the meeting with adults as the starting point to meaningfully involve children and young people in each context. In this perspective, if necessary, the two activities could be delivered as one focused on the meaningful preparation of the meeting with adults, and more time could be dedicated to adaptation at a later stage.

12:30 – 13:30 LUNCH

13:30 – 13:45 ENERGIZER: COUNT TO 20

Session 3, Task 6 in the Peer-to-Peer Workshop Training Manual

This activity is meant to help the group connect and practise the skill of active listening. No materials nor preparation are needed.

Instructions:

- Lead trainers ask everyone to stand in a circle and explain that the goal is to count to 20 as a group. Each person must say a number in sequence (one, two, three, etc.) without following the order of where they are standing in the circle (i.e. the people who say the numbers must be in a random order). To be able to progress in counting to 20, people must observe and listen so that someone can say the next number without speaking over someone else; if two people say the same number at the same time, the group needs to start again.
- The person who explains the game says the first number and then the game starts. When the sequence is stopped by two people saying the same number at the same time, anyone can start over from one (there is no need for the lead trainer to do it every time).
- The game ends when you have reached 20 in one sequence without speaking over one another or repeating a number (you can decide to stop earlier, e.g. at 10, if the game is lasting too long). Praise the group for reaching this goal, and invite participants to notice the strategies they have put in place to progress in the game. For example, trainers may notice that everyone will look around and try to pick up signals from others to decide when or whether to say their number, or someone may have tried to tune in to someone else to talk immediately after them, etc.
- Lead trainers ask the group if they have any thoughts on this game, positively emphasising any strategies participants have put in place to understand how to progress in the game. Explain that this game is about active listening.

Notes for lead trainers:

After the first round of the game, give a hint to participants and remind them to pay attention to their pace when saying the numbers. Usually, there is a tendency to say the number as fast as possible, but the more space there is between each number, the greater the chance that someone won't say it at the same time as them. You can suggest this helpful strategy to participants to help them play the game. After the game, explain that this strategy is also helpful when working in practice, as it links with effective listening.

13:45 – 14:00 INTRODUCTION TO THE AFTERNOON AND PARKING LOT CHECK-IN

Lead trainers remind participants about the schedule for the afternoon (if needed, show **SLIDE 29** with an overview of the day) and dedicate some time to explore the parking lot in case new issues or questions were raised during the morning.

Go through the **parking lot** flipchart and take time to address all issues. If the issue is not about the training, make sure that someone from the SOS project team can take care of it. If you need to find solutions to a problem together with the group, make sure not to take too much time off the training schedule. If you realise that the discussion is taking too long, negotiate with the group and the person that has raised the issue whether you can implement a temporary solution and get back to it later.

14:00 – 14:15   A SMALL TASK FOR WORKSHOP PARTICIPANTS

Session 2, Task 9 in the Peer-to-Peer Workshop Training Manual

Show **SLIDE 39** if you need to keep instructions in the background.

During the workshop, participants are asked to realise a small task in between sessions 2 and 3. The task is called *Do your peers know about participation?* and it is aimed at raising awareness of children's rights and participation among other children and young people they can reach out to.

Explain that **peer trainers** will have to distribute a flyer (**Handout 15**) and show participants how to do the activity.
On the front page of the flyer, participants will find further information on how to introduce the activity to their friends.

- They should ask a friend to sit down together and find out what sentences on the following page are true or false. They can find the correct answers at the bottom of the page.
- After completing the activity with their friend, they should fold the page where they answered the questions and divide it in two. They will give the bottom part (the part with the correct answers) to their friend and bring the top part (the part with their answers) back to the following session.
- Explain that peer trainers and the national project team will need to collect all the papers and count how many young people are learning about rights and participation.

14:15 – 15:00   BASIC FACILITATION SKILLS: GROUP DISCUSSION

Invite participants to form groups or pairs (please see **notes for lead trainers** below) to have a conversation about the basic facilitation skills that you have established that you will focus on for the day.
The insights or observations they share will be addressed in the following group discussion that will be dedicated to crystallising learnings on facilitation from the three days. Give participants **10 minutes** to complete the task.
They can go through their notes and use the guiding questions in **Handout 6** which they were given on day 1:

- Did you notice something about…? *Focus on the topic you chose/were assigned for the day.*
- What did the lead trainer do? *Focus on visible behaviour, including verbal and non-verbal communication.*

- What happened in the group then? *Focus on visible behaviour, including verbal and non-verbal communication.*
- Discuss your insight and observations about what the lead trainer did and what happened in the group. *Note whether in your pair/group you have different perspectives on the situation and discuss whether you have something you want to share or ask in the group discussion later or the following days.*

Notes for lead trainers:

- In the ToT for mentors, participants can work in country groups and can be joined by their participation advisors.
- In the ToT for peer trainers, participants can work in pairs or in small groups of three.

Now invite participants to a group discussion about the basic facilitation skills that they have been discussing. Ask each pair or small group to report on their observations and **give each one 5 minutes**. Use a flipchart to take notes of their input.

Ask other participants if they have questions or something to add, and include your perspective on the topic in the group discussion. For example, if you are discussing time management, after the pair/group has shared their observations on the topic, other participants can ask questions or add reflections, and you can comment on what they have shared including examples to confirm their observations or integrate information.

15:00 – 15:45 PLENARY AND EVALUATION OF THE TOT: JOURNEY MAPPING

- In the ToT for mentors, participants can work in country groups and can be joined by their participation advisors.
- In the ToT for peer trainers, participants can work in pairs or in small groups of three. After working in small groups, participants get back into plenary and give feedback about their journey throughout the ToT.

Ask participants to get back to the flipcharts they used on days 1 and 2, and continue their evaluation of the training journey, based on what they experienced on day 3.

Give them markers and ask them to draw or write around this road to express how they feel about the day and where they think they are with their journey. Tell participants that right after this they will give feedback on their evaluation of their ToT experience in the main group. Give them **20 minutes** to complete the task.

Since this is the final evaluation, you can suggest participants focus on these guiding questions:

- What have you learned in these three days?
- How do you feel about your task of delivering a national ToT/workshop?

Give each group **5 minutes** to give feedback to the main group by showing the road they have been drawing and filling out, and encourage a group round during which you can complete a group version of the road to visualise the journey.

As lead trainers, you can help the group remember where they started (you can use examples of activities or anecdotes from day 1), suggest steps they have taken and challenges they have faced, and crystallise the learnings they have reached (you can quote what they have just shared and add your observations if you feel they haven't mentioned something that they should value as a goal achieved).

Open issues
Make sure to conclude the evaluation by asking participants: *Is there something that hasn't been covered in the ToT that you feel you need support with?*
This refers especially to making sure peer trainers get the support they need in becoming confident with the activities that are not covered in the ToT but that they will need to deliver in the workshop, as participants were told on day 1. See the Appendix for this full list.

Participants may say they don't need any further support (given that support to peer trainers throughout the preparation and delivery of the workshop is already planned) or that they may need to get familiar with the **Peer-to-Peer Workshop Training Manual** before they can give you an accurate answer.
Take notes of participants' answers on a flipchart and discuss the options you have. In preparation for the ToT, ask for your national team's support in listing possible options and identifying which could be implemented. For instance, you may suggest organising online meetings where peer trainers can ask questions and get guidance on a particular activity.

Notes for lead trainers:

- In the ToT for peer trainers, give participants all the necessary information for the following steps in the implementation of the project.
- In the ToT for mentors, tell participants that in the next few days, during the mid-term meeting, they will be able to go back to open issues and discuss the next steps until the national training of peer trainers takes place, etc. Remind mentors that they also have two exchange calls planned together.

To end the group work, thank participants for their effort and contribution to the ToT and say your goodbyes.

END OF THE DAY

At the end of the day, pause and take some time to think about the session, and elaborate on what happened during the day.

Here are some questions to guide the **reflection**:

- How did the session go?
- Is there anything you need to talk about?
- What worked well? What did not work well? Why? (Think about co-training, participants, activities, timing, materials, etc.)
- If something happened, are you happy with the solution you came up with? Would you do anything differently?
- Is there anything you would like to say to your co-trainer?
- Is there anything you would like to say to someone in the national team?

HANDOUTS

HANDOUT 1.
FEEDBACK SHEET, Days 1-3

FEEDBACK SHEET

Session to which feedback applies: ______________________

Feedback from: ______________________

Feedback to: ______________________

You **did well** at:

____

____

You could **improve** the following (say not only what could be improved but also how):

____

____

You also **did well** at:

____

____

HANDOUT 2.
SAFEGUARDING LEAFLET, Day 1

KEY MESSAGES ABOUT SAFEGUARDING

Please read the information below and keep this sheet until the end of the workshop.

SOS Children's Villages is an international organisation that promotes the rights of children and young people across the world, and it is especially dedicated to the protection of children and young people in care and those living in vulnerable conditions.
To protect children and young people, SOS Children's Villages has a safeguarding policy. This is a set of rules and procedures to ensure everyone can feel safe when joining an activity promoted by the organisation.

If at any time during the workshop you feel upset or concerned about anything you can look for the *responsible adult* that was introduced to you at the beginning of the workshop or **go to the safe space** that peer trainers have shown you.

Any private information or story that you and other participants share during the workshop **should remain confidential**.

The need to make sure that everyone is safe is sometimes more important than confidentiality, but the only case in which we would break this confidentiality is if **you tell us something that suggests you are (or someone close to you is) at risk of being hurt.**

In this case, peer trainers need to **share this information** with the *responsible adult*.

This will only happen **when a serious concern emerges** and the responsible adult will always come to talk to you, to discuss ways we can help and explain step by step what will happen next.

NAME AND CONTACT OF THE **RESPONSIBLE ADULT**:	
NAME AND CONTACT OF THE **NATIONAL SAFEGUARDING FOCAL PERSON**:	

86

HANDOUT 3.
PRACTISE ACTIVE LISTENING IN PAIRS, Day 1

PRACTISE ACTIVE LISTENING IN PAIRS

Main aspects checklist

- [ ] Posture

- [ ] Eye contact

- [ ] Listening techniques such as nodding, and making some slight sounds to indicate they are listening like “Aha”, “Right”, “Ok”, etc.

- [ ] Tone of voice

- [ ] Distance in terms of seating position

- [ ] Neutral stance or attitude

- [ ] Their ability to validate and reflect the feelings of the other person (empathy)

- [ ] Their ability to use the words the other person is using (also referred to as “mirroring”)

- [ ] Their ability to summarise and paraphrase

- [ ] Notes

HANDOUT 4.
DIFFICULT PARTICIPANTS IN TRAINING, Day 1

DIFFICULT PARTICIPANTS IN TRAINING

In many training situations, you may find yourself faced with participants who challenge you. Having a good *participation agreement* can help with this. However, you may have to intervene more actively. Here are some tips on how to do this.

1. The Shy or Quiet One

You may notice that someone in the group almost never contributes to discussions. Those that are shy or quiet may benefit more from small group work. The workshops contain lots of opportunities for shared work so this should help those who are quieter to participate.

2. The Dominator

It is quite common to have one dominant person in a group. If this happens a lot, interrupt them, acknowledge their contribution, and say it is now time to hear from someone else. Give yourself permission to be assertive.

3. The Unfocused One

The unfocused participant is someone who wanders off the topic. It is important to bring them back to the topic that the group is discussing. Let them know that what they are saying is interesting but not relevant to the point currently being discussed and then invite someone else to contribute. Invite them to consider the parking lot for issues that can be addressed at other times during the meeting.

4. The Centre of Attention

It can be common to have someone who wants to be the centre of attention. There are several roles you can invite them to participate in e.g. timekeeper, flipchart writer, note-taker, etc. Some of these roles will "give them the spotlight" and respond to the need of being seen.

5. The Joker

Humour can provide lightness in an intense training situation. Sometimes, however, someone might take humour to the extreme so be aware of the impact it's having on the group. You can also ask the joker to consider what impact they are having on the group (their humour may cause the group to lose focus on the training) and invite them to propose a fun game or an energizer later in the training.

6. The Side Talkers

The side talkers are two group members having their own conversations while others are trying to speak. If this happens, you may want to invite the pair to share with the rest of the group. If an invitation to share with the group does not move their conversation into the wider group you can be assertive and remind the side talkers of the group's *participation agreement*, which should include something about being respectful in the group.

HANDOUT 5.
THE BILL OF RIGHTS, Day 1

BILL OF RIGHTS FOR CO-TRAINERS

Make a note below of your Bill of Rights and some of the ways you could have these recognised. Use this table to start a conversation with your co-trainer and your participation advisor to prepare for the training/workshop delivery.

AS A CO-TRAINER, I NEED/AM ENTITLED TO...	HOW CAN I GET THIS RECOGNISED? BY WHOM?

HANDOUT 6.
BASIC FACILITATION SKILLS
– Guiding questions for reflection, Days 1-3

BASIC FACILITATION SKILLS

Guiding questions for reflection in small groups

- Did you notice something about...?
  Focus on the topic you chose/were assigned for the day.

- What did the lead trainer do?
  Focus on visible behaviour, including verbal and non-verbal communication.

- What happened in the group then?
  Focus on visible behaviour, including verbal and non-verbal communication.

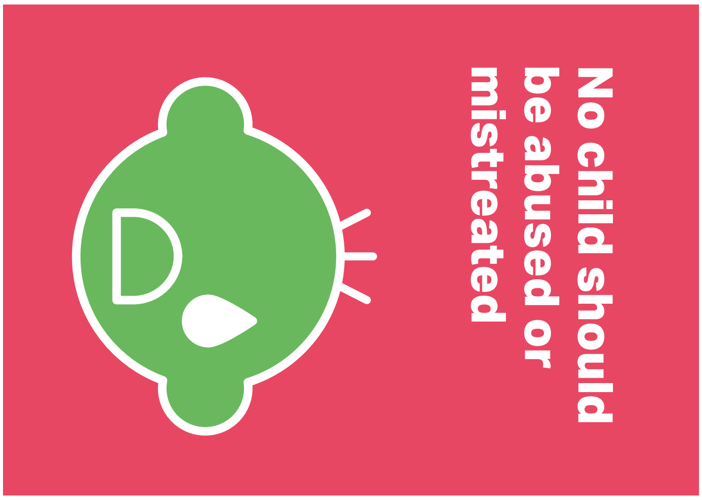
- Discuss your insight and observations about what the lead trainer did and what happened in the group.
  Note whether in your pair/group you have different perspectives on the situation and discuss whether you have something you want to share or ask in the group discussion later or the following days.

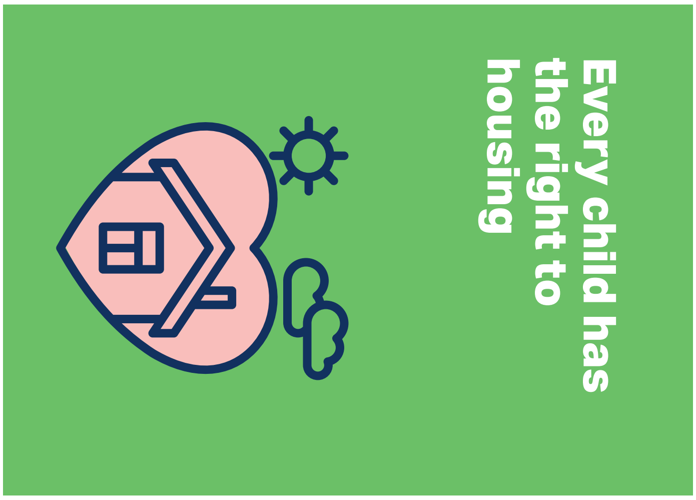
HANDOUT 7.
A CHILD-FRIENDLY VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC),
Day 2

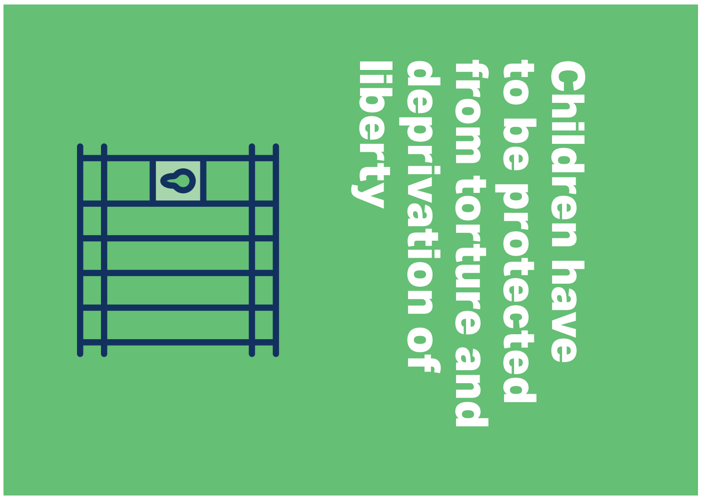
You can download a child-friendly version of the UNCRC at the following links:
https://www.unicef.org/media/56661/file
https://www.savethechildren.org.uk/content/dam/global/reports/uncrc-child-friendly-version1.pdf

Pictured: The United Nations Convention on the Rights of the Child - The Children's Version from UNICEF

HANDOUT 8.
CHILDREN'S RIGHTS CARD GAME[6], Day 2







6. Activity adapted from "We Are Here – A Child Participation Toolbox" (Pinto L.M. (Ed.), Bird, D., Hagger-Vaughan, A., O'Toole, L., Ros-Steinsdottir, T. & Schuurman, M.; Eurochild and the Learning for Well-Being Foundation, 2020).

Children have the right to be protected from sexual exploitation

All children can form or belong to an association

Children without families have the right to special protection

Children have the right to live with their parents

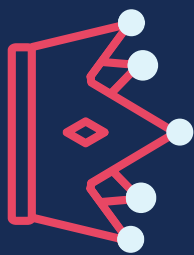
All children have the right to play

Refugee children have the right to special assistance

All children are equal

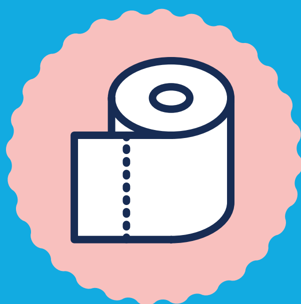
No child should have to do the dishes

Children have the right to express their own opinion



Children who are nice to their parents are entitled to special treatment

No child should have to clean their room

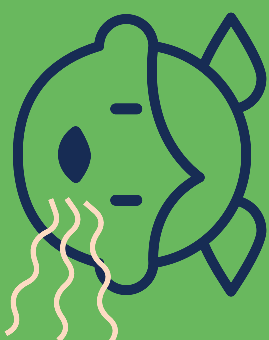


Every child has the right to use soft toilet paper

Every child has the right to eat junk food

Every child has the right to have a funny neighbour

Every child has the right to breakfast in bed



Every child has the right to belch at dinner

Every child has the right to be reunited with their family

Every child has the right to visit the moon once in their life

No child should have to do homework for school

Every child has the right to colour their hair

Every child can curse if they want to

Every child has the right to drive a truck

Every child has the right to choose what time to go to bed at night

Children have the right to a name, nationality, and family ties

Every child has the right to sufficient and healthy food

Children have the right to information

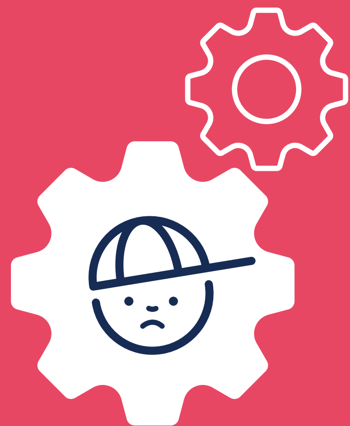
Children in conflict with the law have the right to special assistance

All children have the right to education

Children have the right to choose their own religion

Every child has the right to health care

No child should work



Children must be protected in times of war

HANDOUT 9.
PRINCIPLES OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD (TRIANGLE OF RIGHTS),

Day 2

All adults should always do what is best for you!

BEST INTEREST OF THE CHILD
(Article 3)

You have the right to life, healthcare and education that helps you to develop and reach your full potential!

SURVIVAL AND DEVELOPMENT
(Article 6)

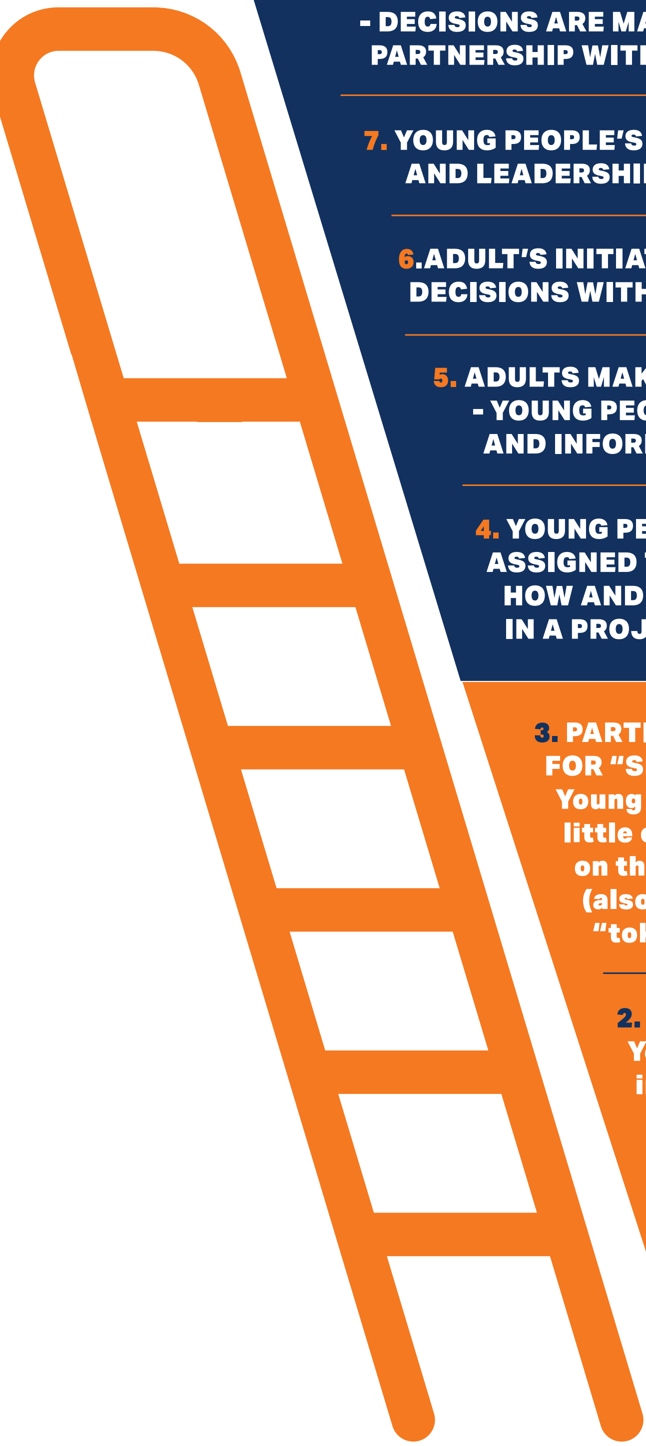
NON-DISCRIMINATION
(Article 2)

PARTICIPATION
(Article 12)

You have the right to protection against discrimination. This means that nobody can treat you badly because of your skin colour, sex or religion, if you speak another language, have a disability or are rich or poor.

You have the right to an opinion and for it to be listened to and taken seriously.

HANDOUT 10.
HART'S LADDER OF PARTICIPATION, Day 2



INCREASING LEVELS OF PARTICIPATION

8. YOUNG PEOPLE'S INITIATIVE - DECISIONS ARE MADE IN PARTNERSHIP WITH ADULTS

7. YOUNG PEOPLE'S INITIATIVE AND LEADERSHIP

6. ADULT'S INITIATIVE - JOINT DECISIONS WITH YOUNG PEOPLE

5. ADULTS MAKE THE DECISIONS - YOUNG PEOPLE ARE CONSULTED AND INFORMED

4. YOUNG PEOPLE ARE ASSIGNED TASKS AND INFORMED HOW AND WHY THEY ARE INVOLVED IN A PROJECT OR CONFERENCE

LEVELS OF "SEEMING" INVOLVEMENT

(It looks like participation but children do not have any actual influence)

3. PARTICIPATION FOR "SHOW"
Young people have little or no influence on their activities (also called "tokenism")

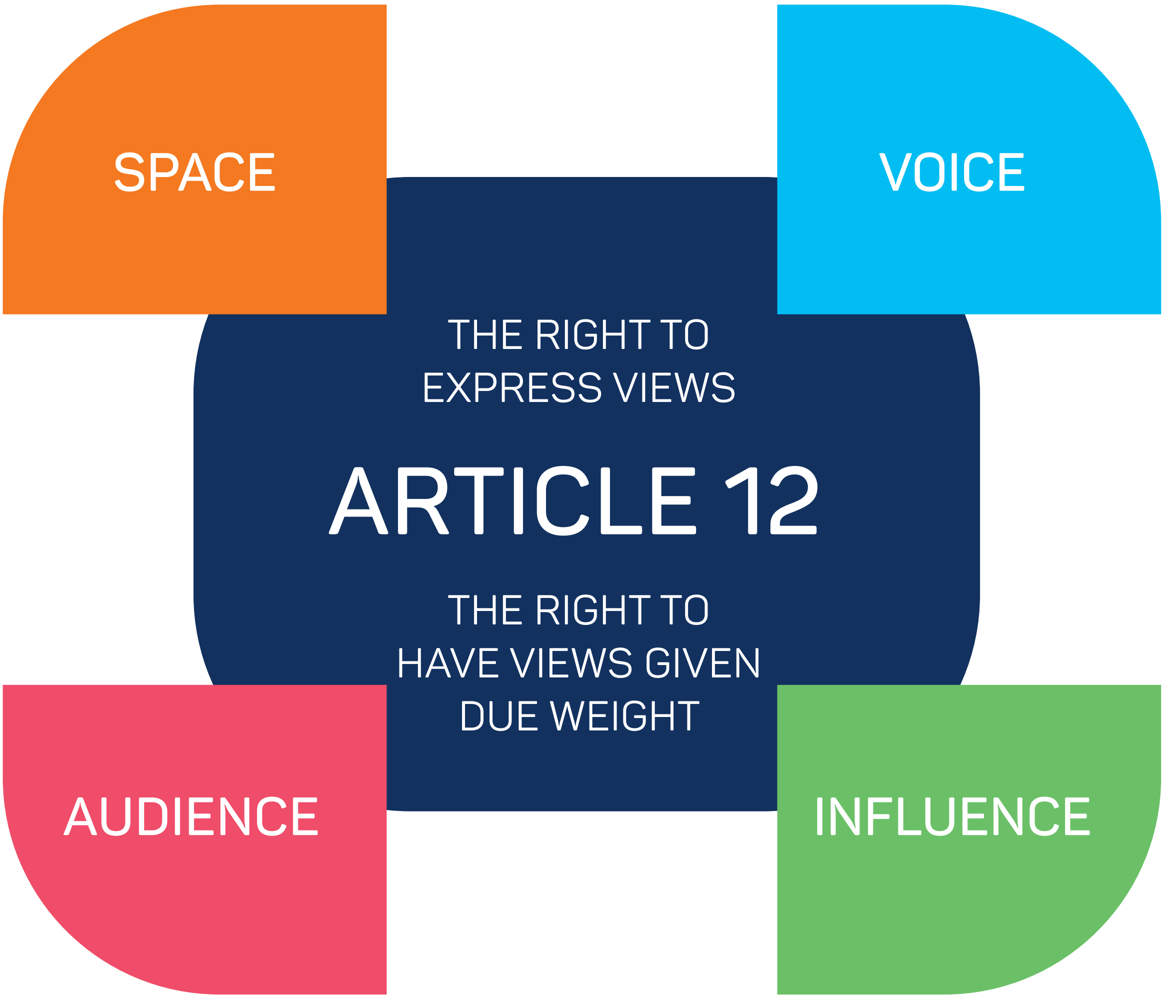
2. DECORATION
Young people help implement adults' initiatives

1. MANIPULATION
Adults use young people to support their own projects and pretend they are the result of young people's inspiration

Source: https://www.trainerslibrary.org/ladder-of-youth-participation/

HANDOUT 11.
THE LUNDY MODEL FOR CHILD PARTICIPATION, Day 3

You can download a summarised explanation of the Lundy model with pictures and checklists at the following link:
https://commission.europa.eu/system/files/2022-12/lundy_model_of_participation_0.pdf



Pictured: The Lundy model for child participation as described in the article mentioned above.

HANDOUT 12.
THE LUNDY MODEL FOR CHILD PARTICIPATION (CARDS), Day 3

Space	Voice
Audience	Influence

HANDOUT 13.
THE LUNDY MODEL FOR CHILD PARTICIPATION (4 BASIC DEFINITIONS), Day 3

Instructions:

- Copy one full sheet per group and cut each definition up into a puzzle. Participants will be asked to try to put each definition back together.
- Do not mix the definitions up. One definition (cut into individual words) should be included per envelope.

Children and young people must be given safe, inclusive opportunities to form and express their views
Children and young people must be facilitated to express their views
The views must be listened to
The views must be acted upon, as appropriate

HANDOUT 14.
ADAPTATION PROCESS, Day 3

1. WHAT IS ADAPTATION?

Adaptation in the context of the workshop refers to the process of changing some elements of the training content or structure. This may be necessary to make the workshop more relevant to the country context and the specific features of the groups you will be meeting, especially for sessions 4 and 6 which deal with public decision-making processes.

If you think that an activity could work better in your country if you changed something, then that is where the adaptation process starts. You don't need to think of a whole new training, but you can change an energizer or parts of a task (e.g. the examples provided to explain a tool such as Hart's Ladder or the questions in a task such as *Who should decide?*) with what you think is more appropriate to your context. For example, certain steps of Hart's Ladder might be more applicable to your country than others and it is important that we recognise and acknowledge this.

2. WHO IS INVOLVED?

This is a process that will start during the Training of Trainers and will be part of the preparation work you (mentors, peer trainers and participation advisor) will do together as a training team, based on your experience of the implementation process of the right to participation in your country and the information collected by the national teams.

3. WHEN SHOULD WE DO IT?

During the Training of Trainers, you are invited to start thinking about possible new elements or changes you would like to apply, based on your knowledge and experience of children and young people's involvement in public decision-making processes in your country or region. The result of this group work will be the first step and a basis on which you can work each time you encounter a new group.

The workshop preparation is a process that will take two main steps. After the national Training of Trainers, the training team will meet again to complete any necessary adaptations of the workshops and to make sure peer trainers feel ready to start delivering the workshops. As a team, you will also have further preparation meetings ahead of each workshop, to make sure that possible changes can be discussed before the sessions, and so that you have time to get familiar with new instructions or information.

4. CHECKLISTS

Here is a checklist to support your work in the adaptation process that you can use to prepare for each workshop. This is as an example: make sure to add anything that you feel is important and to change what doesn't apply to your context (e.g. some tasks may not be up to the national team as you have agreed otherwise, etc.).

WHO	WHAT	☑
National team	To provide information about the group (number of participants) and the venue (size of the room, availability of technical equipment).	
	To provide information (if known) about the group's previous experiences in public decision-making.	
	To invite relevant adults to the meeting and make sure they are briefed/fully aware of what child participation is, prepared for the structure of the session, and know what is expected of them. To ensure they are on board and committed to the process.	
	To provide information about the adults invited to the meeting and their roles in public decision-making.	
Peer trainers	To provide information about known opportunities for public decision-making processes and perspectives on the implementation of the right to participation in that region.	
	To propose changes to the workshop structure based on their experience in the country/region as trainers/ participants in similar activities.	
	To prepare with their co-trainer for any new or changed activity and ask for further support from mentors and the participation advisor if necessary.	

Mentors	To provide information about known opportunities for public decision-making processes and perspectives on the implementation of the right to participation in that region.	
	To propose changes to the workshop structure based on their experience in the country/region as trainers/ participants in similar activities.	
Participation advisor	To make sure that peer trainers and mentors are supported and feel safe during the preparation stage.	
	To supervise the adaptation process based on their expertise (and not compromise relevant information unnecessarily).	
	To provide information about known opportunities for public decision-making processes and perspectives on the implementation of the right to participation in that region.	

HANDOUT 15.
A SMALL TASK FOR WORKSHOP PARTICIPANTS, DAY 3

DO YOUR PEERS KNOW ABOUT PARTICIPATION?
SPREAD THE WORD!

In the *Together* workshop, you are learning about children and young people's rights, participation, and decision-making processes.
Participation is a right, and everyone should know about it. But many children and young people still don't know about this right.

Would you like to help send this message?

Ask a friend to sit down together and find out which sentences are true or false.
You can find the correct answers at the bottom of the page.
After completing the activity with your friend, please divide the next page in two: Give the bottom part (with the correct answers) to your friend and bring the top part (with your answers) back to the next workshop session. We will collect all these pages and count how many young people are hearing the message.

Thank you!

Please print this out - 2 pages per sheet in a horizontal layout, or on 2 sides of one sheet. →

Do you know what children and
young people's **right to participation are?**

Let's find out!

Please tick the box to say whether you think the sentence is true (**T**) or false (**F**)

	T	F
1. Participation is when adults might possibly let you say what you think.	☐	☐
2. It is your right to have a say in all decisions that affect your life.	☐	☐
3. It is the duty of adults to do what you think is right.	☐	☐
4. It is your right to have a say even if the decision is not up to you.	☐	☐

SOS CHILDREN'S VILLAGES

Together

1. **FALSE:** . Participation is more than this. Children and young people have a right to be consulted and their views listened to. This is stronger than adults 'letting you' say what you think. It should not be optional.
2. **TRUE:** Participation is a right in which you are able to access information to form an opinion and express it. Participation also means that adults responsible for the decision must listen to your opinion and let you know what they decide and how they have considered your opinion.
3. **FALSE:** Decision-making is a process and expressing your opinion is not the same as deciding. The duty of adults is to take a decision in your best interest and support you to be part of the process.
4. **TRUE:** Many decisions that impact your life are not only up to you, such as those taken by governments. However, you have the right to be informed about them and express your opinion.

Children and young people have rights that are protected by the United Nations Convention on the Rights of the Child.
Find out more at www.sos-childrensvillages.org

SOS CHILDREN'S VILLAGES

Together

APPENDIX

APPENDIX

List of activities not covered in the ToT

The ToT is based both on the ToT Guide for Lead Trainers and the **Peer-to-Peer Workshop Training Manual**. Both documents will support mentors in planning and delivering the national ToT for peer trainers (even though the latter is addressed to peer trainers for the workshop delivery), and it is important that they get to know these manuals very well.

Peer trainers will only need to get familiar with the **Peer-to-Peer Workshop Training Manual**. The ToT programme is focused on strengthening participants' skills and knowledge about facilitation and the core contents of the workshop. Due to limited time, participants won't be able to experience all the tasks (energizers and core activities) that peer trainers will deliver during the workshop.

The following list is meant to inform ToT participants of the activities that are not covered in the training, to allow them to discuss how to better support peer trainers to become familiar with them and feel confident to deliver the workshop programme.

PEER WORKSHOP SESSION 1: WELCOME AND GETTING TO KNOW EACH OTHER

1. Hello and welcome
2. Icebreaker: Ball game - **Not covered in the ToT**
3. Introduction to the workshop and session overview
4. Exploring expectations: Hopes and fears (concerns/questions) - **Not covered in the ToT**
5. Energizer: Our secret code
6. Creating a safe environment: Participation agreement
7. Creating a safe environment: Safeguarding
8. Agree or disagree? - **Not covered in the ToT**
9. End of the session
10. Evaluation: Two stars and a wish - **Not covered in the ToT**

PEER WORKSHOP SESSION 2: CHILDREN'S RIGHTS AND PARTICIPATION

1. Welcome and participation agreement review
2. Icebreaker: Name game energizer
3. Overview of the session
4. What are children's rights?
5. Children's rights card game
6. Energizer: Follow my lead
7. What is child participation?
8. The Triangle of Rights (The 4 principles of the UNCRC)
9. A small task for participants
10. End of the session
11. Evaluation: Two stars and a wish

PEER WORKSHOP SESSION 3: PARTICIPATION AND DECISION-MAKING PROCESSES

1. Hello and welcome
2. Icebreaker: Three rounds of me
3. Overview of the session
4. Who should decide? Introducing decision-making processes - **Not covered in the ToT**
5. How does it feel to participate? - **Not covered in the ToT**
6. Energizer: Count to 20
7. Participation and non-participation: Hart's Ladder
8. End of the session
9. Evaluation: Two stars and a wish

PEER WORKSHOP SESSION 4: PUBLIC DECISION-MAKING AND THE LUNDY MODEL

1. Hello and welcome
2. Icebreaker: Create a process - **Not covered in the ToT**
3. Overview of the session
4. How do we make decisions?
5. Collective participation and public decision-making
6. Name game energizer – encore
7. Participation in public decision-making: The Lundy model
8. End of the session
9. Evaluation: Two stars and a wish

Sessions 5 and 6 are the most subject to adaptation by the national teams as they will be tailored to the characteristics of the participants and the participation opportunities in place in their contexts. Moreover, since preparing and choosing messages for adults and preparing to meet them are only relevant activities for workshop participants, ToT participants are encouraged to work in groups to reflect on how to support the meeting with adults and how to adapt to their local context.

PEER WORKSHOP SESSION 5: PREPARING TO MEET ADULTS AND MAKING MESSAGES

1. Hello and welcome
2. Icebreaker: Zip, Zap, Boing
3. Overview of the session
4. Preparing messages for adults - **Not covered in the ToT**
5. Messages for adults: Paper carousel - **Adapted version in the ToT on Day 3 - Meeting with adults: How to support meaningful preparation**
6. Choosing messages - **Not covered in the ToT (connected to task 5)**
7. Making the messages - **Not covered in the ToT (connected to task 5)**

8. Final presentation - **Not covered in the ToT (connected to task 5)**

9. End of the session

10. Evaluation: Two stars and a wish

PEER WORKSHOP SESSION 6: MEETING ADULTS AND CLOSING THE WORKSHOP

1. Hello and welcome

2. Overview of the session

3. Icebreaker: The human knot

4. Preparation check-in - **Not covered in the ToT (covered in terms of skills, such as active listening, giving and receiving feedback)**

5. Meeting with adults - **Not covered in the ToT**

6. Quick energizer - **Not covered in the ToT**

7. Debriefing the meeting with children and young people - **Not covered in the ToT (covered in terms of skills, such as active listening, giving and receiving feedback)**

8. Evaluation

9. Closing the workshop

Together

STRENGTHENING CHILD AND YOUTH PARTICIPATION IN PUBLIC DECISION-MAKING