



TOGETHER

Strengthening child and youth participation in public decision-making

PEER-TO-PEER WORKSHOP TRAINING MANUAL



SOS CHILDREN'S
VILLAGES



Co-funded by
the European Union

 **Together**

STRENGTHENING CHILD AND
YOUTH PARTICIPATION IN
PUBLIC DECISION-MAKING

IMPRESSUM

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**LEARNING FOR
WELL-BEING
FOUNDATION**



<https://www.eurochild.org/> <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).

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SECTION 1

INTRODUCTION



INNOVATING TO
CHANGE

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STRUCTURE OF THE MANUAL

This handbook is divided into four sections, meant as guidance and practical support for peer trainers to deliver effective workshops about participation in public decision-making processes in their countries.

1. INTRODUCTION

This chapter contains some background information on the topic and provides a framework for the workshops and different roles within the training delivery team.

2. PEER TRAINING

This second section corresponds to the detailed workshop programme that peer trainers will use and consists of six sessions focusing on different steps of the learning process.

It includes tips for facilitation to better prepare the session and points for reflection to elaborate on the experience and monitor the delivery of the workshop.

3. HANDOUTS

This section contains all the tables and handouts that are needed in the delivery of the workshop. Some activities are based on printed materials that facilitators will find in this section.

4. FOCUS ON FACILITATION

This last part of the handbook is dedicated to facilitation and is meant to provide mentors and peer trainers with options to gain a better understanding of the skills and tasks involved in their role.

INTRODUCTION

Welcome to the *Together Peer-to-Peer Workshop Training Manual*, developed as part of 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 handbook is to be used by young people in each country involved in the *Together* project – Bulgaria, Hungary, Italy, and Spain – in order to train other young people about their right to participate in public decision-making processes.

Participation is essential for the well-being of children and young people, especially regarding self-efficacy and learning decision-making skills. Mainly for reasons of protection, children and young people often grow up in environments where adults make most decisions *for* them, rather than *with* them. This results in children and young people having limited awareness about their right to be heard and struggling to understand how decision-making works. This unfortunately often results in having limited experience on how to form an opinion and speak their own minds.

Children and young people in care or with vulnerable backgrounds may live in situations where decisions that affect their lives are most often taken based on formal procedures led by adults. They may also struggle to access information or adults that could inform and support them in their ability to participate in decision-making.

At the public level, few policy-makers respond to their duty to involve children and young people in decisions that directly or indirectly affect their lives. When an emergency occurs, such as during the Covid-19 pandemic, it can be even more difficult to create or maintain opportunities for children and young people to be heard in decision-making. This can be because, during an emergency, protection can be considered a priority, though protection and participation are two important rights that always need to be balanced. Also, during an emergency, most decisions need to be taken quickly and this may mean that - even when participation processes are usually in place - some procedures are temporarily set aside.

This workshop aims to empower children and young people by increasing their knowledge and their understanding of children’s rights and participation processes. It also aims at building their capacity to participate in public decision-making processes and creates the opportunity to discuss this at a local level among children, young people, and adults (namely professionals and policymakers).

This workshop is the result of a participatory process. The *Together* project team, including young experts, drafted a survey to ask children and young people about their views on their right to be heard and participate in public decision-making processes, and especially what they needed to know more about. The outcome of the survey contributed to the development of the structure and content of this training manual.

For instance, based on the views collected, this workshop will provide some background knowledge about children's rights and the importance of raising awareness about it.

It will focus on what participation is and how it can be realised during the stages of a decision-making process, and will provide tools to be able to plan, monitor, and experience public participatory processes.

USE OF TRAINING MATERIAL AND WORKSHOP FORMAT

This workshop is aimed at children aged 13 to 17 and has been designed as 6 sessions lasting approximately 3 - 3.5 hours each, to be realised in sequence. Sessions could be delivered individually or combined to form day-long meetings, depending on the age and availability of children and young people involved at the local level. Each session is designed using a combination of experiential and formative learning to allow for engagement and participation. The sessions also offer opportunities for participants to practise what they have learned, and all sessions are evaluated at the end.

The capacity that the workshop aims to strengthen will be especially consolidated by meeting a group of adults following the workshop sessions, to discuss messages and experience cooperation, and hopefully instigate new opportunities to include children and young people in public decision-making. To realise these meaningful opportunities, project teams should consider identifying relevant stakeholders to listen to the children and young people's messages.

PEER TRAINERS, MENTORS, AND PARTICIPATION ADVISORS

The training delivery groups consist of three main roles: mentors, peer trainers, and participation advisor.

Mentors are young experts who have already experimented with facilitation or peer training in different settings, including workshops, meaning they have met children and young people with vulnerable backgrounds before and worked with them with a learning outcome in mind.

Mentors as a group will attend a Training of Trainers (ToT) in order to help them refine their knowledge and skills to deliver a national ToT attended by peer trainers.

Peer trainers are young people who are interested in learning more about participation and decision-making. They will attend the national training delivered by mentors and learn how to facilitate workshops with other young people. These workshops will focus on building awareness of children's rights and participation and help them meet with relevant adult stakeholders in their respective countries to practise the newly learned skills.

Participation advisors are members of the project team and have the responsibility of supporting mentors and peer trainers throughout the different stages of the planning and delivery process.



Picture 1. Visual representation of the training flow

VULNERABLE BACKGROUND: TAKING CARE OF PERSONAL EXPERIENCE

The *Together* project aims to impact the lives of children and young people, in particular those from vulnerable backgrounds. As SOS Children's Villages is especially engaged in protecting and promoting children and young people with care experience, some children and young people involved at different levels may have such backgrounds. This will need to be taken into consideration during all stages of the process.

When it comes to *care-experienced* children and young people, it is essential to make sure some basic requirements of training (such as safety in the room) are sensitively considered and applied. Mentors and peer trainers meeting their peers and facilitating a learning process will need to clearly understand the aims of the training, the tools they will be training on, and be supported in the delivery of the training. Throughout the preparation stages, special attention will be given to the possible vulnerabilities of the children and young people and the challenges they could face during their training tasks (including how to manage a conflict, how to deal with triggering situations, etc.).

Some people could have memories of experiences they have had in the past, such as the denial of their right to be heard. These memories may arise during the workshops and could potentially trigger certain feelings or reactions and/or require extra support. This needs to be discussed and addressed during the preparation process, both with mentors/peer trainers and young people participating in the workshops, especially with regards to the meeting with adults and policy-makers.

MEANINGFUL CHILD PARTICIPATION AND DECISION-MAKING

Children and young people have the right to be heard, and their opinions should be given due weight in the decision-making processes that will impact their lives both directly and indirectly. As mentioned above, this right can be overlooked due to a lack of adult awareness and competence regarding their role as duty-bearers in the realisation of meaningful participation. Participation can also be difficult to realise because of rigid power dynamics that do not facilitate children and young people's inclusion.

There are different useful tools to plan for and measure meaningful participation processes. Based on the information collected through the survey, the workshop will, among other topics, focus on building young people's ability to recognise the difference between participation and non-participation and understand that there is not just one way to make it happen, but that different forms of participation are meaningful to specific contexts and stages. This will be explored by focusing on two key tools: *Hart's ladder* and the *Lundy model* of child participation.

PUBLIC DECISION-MAKING

This phrase refers to all the processes led by local, national, or international authorities and policy-makers, resulting in decisions that affect the lives of children and young people. In emergencies, it becomes necessary to make more decisions in less time and standard procedures are likely to be overridden. A lack of representation of children and young people's views, together with a general orientation to protection, carries a significant risk of making decisions that could have a negative impact on children and young people's lives. This has certainly been the case during the Covid-19 pandemic. Decisions made *for* children and young people (but often without any input from them) have reportedly had a significant detrimental impact on key areas of children's lives such as education, socialising, and mental health.

Across the four countries that are participating in the *Together* project, there are different known examples of mechanisms and opportunities to include children and young people at a public level, such as city government councils, school councils, and young people councils. Considering this, it would be impossible to identify similarities in terms of procedures and participation processes across the countries or provide specific capacity-building for each country in terms of their public decision-making processes. Thus, the workshops will be focused on participation in decision-making processes in general and will offer suggestions to adapt and further develop the training within the country-specific context to ensure relevance at the local level.

ADAPTATION TO THE LOCAL CONTEXT

Some level of adjustment to national contexts is generally required within international projects. In the case of the *Together* project, it was important to create a workshop programme that includes activities and contents that are interesting and effective for participants in each participating country, and also ensure that the workshops are adaptable to specific public decision-making processes.

This is particularly important to ensure that relevant stakeholders for local public decision-making processes are invited and involved in the final meeting with children and young people, which could potentially result in new participation opportunities after the workshops have ended.

FACILITATION

Peer trainers have a different role from that of professional trainers. This role is closer to a *facilitator* and is meant to establish a connection at an implicit level with the group with which they share age, some level of experience, or values.

For peer trainers - or mentors - to avoid feeling overwhelmed by the task or by the content they will be dealing with, it is critical to be supported in this. Facilitation tips are included throughout the detailed workshop programme, and a focus on the topic can be found in the final section of the manual.

CONFIDENTIALITY AND SAFEGUARDING

Basic requirements of meaningful participation call for, among others, safety and accountability for children and young people invited to take part. Sensitive content such as the right to be heard and included can resonate with some people and remind them of difficult or traumatic experiences. Trainers must prepare for this aspect of the training and follow up with participants if needed, with the support of a responsible and known adult.

Mentors and peer trainers will receive safeguarding training from the national project team and will be supported during the workshops by a trained adult appointed as the safeguarding focal person, who will be introduced as the "responsible adult".

Peer trainers will be responsible for explaining to participants that what is discussed during the training is confidential, except if something is shared that raises concern about them, or somebody close to them, being at risk of getting hurt. In this case, peer trainers will inform the young person of their concern and then report their concern to a responsible adult. This procedure is explained to participants at the beginning of session one when they will be provided with a leaflet about the national safeguarding procedure and contact information.

PREPARATION

The preparation process consists of different steps that require time, adequate support, and resources. Preparation includes both the practical and emotional aspects involved in conducting training.

Both mentors and peer trainers should make sure to:

- Acquire an in-depth knowledge of the content and the structure of the peer training.
- Clarify roles and responsibilities regarding the delivery of each activity in the training.
- Prepare all the materials required for each session.
- Ask for the support of the participation advisor at any time, especially during preparation of the

sessions, to discuss what happened during the training, and to discuss how they feel after facilitating the workshop sessions.

Participation advisors should make sure to:

- Support mentors and peer trainers throughout the preparation and implementation phases, regarding content and facilitation skills.
- Coordinate with other staff in the national team to ensure relevant stakeholders are invited to meet with young people as a closure to the training.
- Schedule preparation and follow-up sessions before and after every training event, to ensure mentors and peer trainers have a dedicated space to reflect on and discuss their experience.

National teams should make sure to:

- Support the training team in identifying local initiatives that can be relevant to public decision-making processes.
- Contact and invite adults (professionals and decision-makers) to the meeting, by explaining the context and the aims of the project and informing them of child participation.

If possible, adults that accept the invitation to the final meeting are invited to take the e-learning module that has been developed in the *Together* project to ensure they have an understanding of the topic of participation. Otherwise, the national team should arrange an additional meeting (virtual or face-to-face) to explain the purpose of the meeting and inform adults about child participation and other grounds on which the meeting will take place.

SECTION 2

PEER-TO-PEER WORKSHOPS



SECTION 2

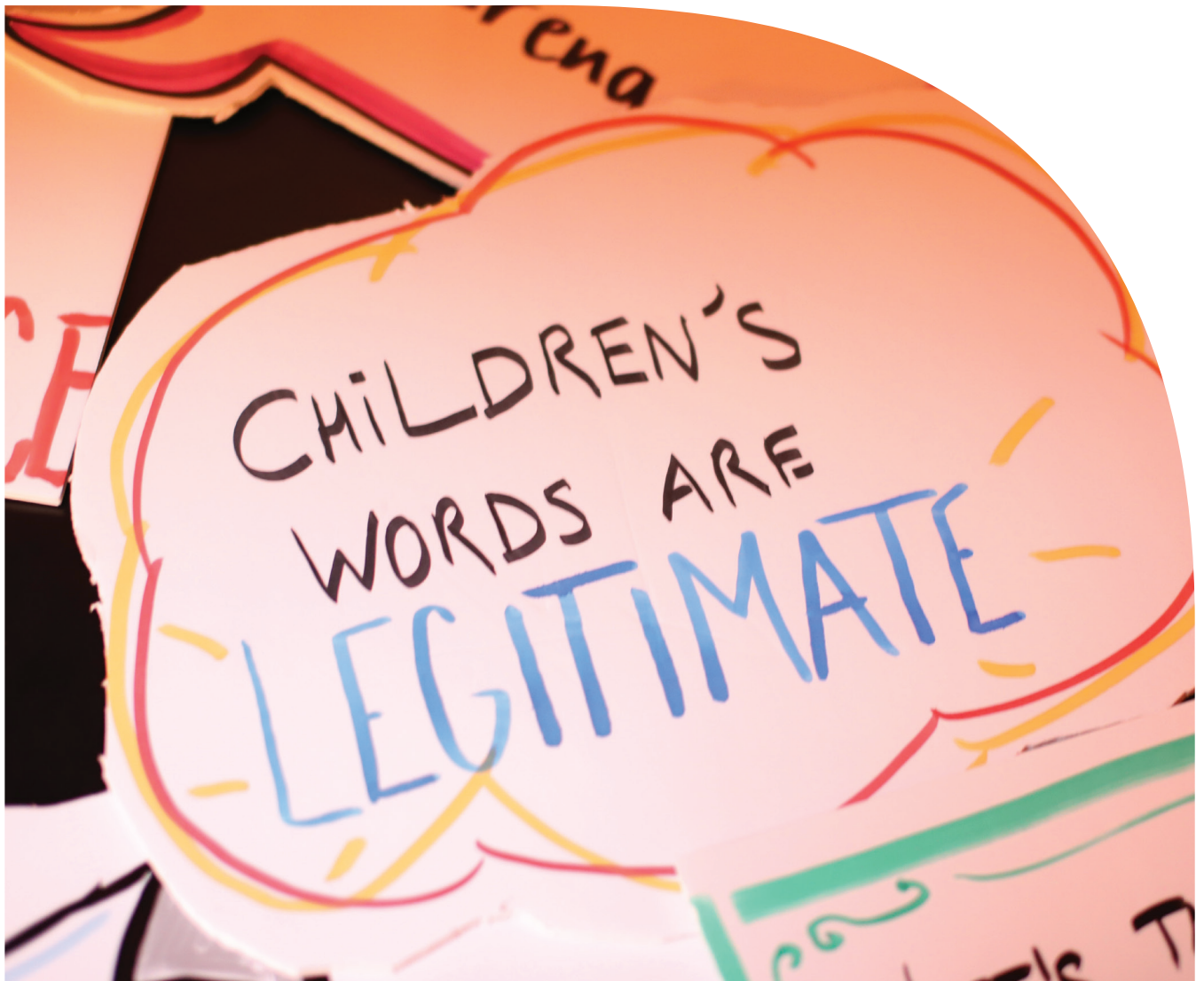
PEER-TO-PEER WORKSHOPS

Preparing for the peer-to-peer workshops: A checklist


Preparing for the workshops is a complex task. Peer trainers need to prepare themselves on the content and prepare to support the participants through a positive and safe learning experience. They also have to make sure that all the necessary materials and the venues are ready.

In this section peer trainers will find guidance on the structure of the workshop. Every session includes specifics about handouts, facilitation tips, and points for reflection to allow them to monitor their experience throughout the workshop. More specific tips about facilitation and co-facilitation can be found in section four.

The following **checklist** offers guidance to facilitators during their preparation of the workshop sessions.



Please consider that a number of the organisational aspects will need to be done in advance by the national teams.

MAKE SURE THAT:	
<p>A venue has been booked by the national team, and:</p> <ul style="list-style-type: none"> • It is big enough for the group (considering plenary, safe space, and group activities that require some action). • It is accessible and has facilities for disabled participants. • Has Wi-Fi. 	
<p>The national team has checked whether participants have any special needs and necessary adjustments have been made (e.g. larger printouts).</p>	
<p>The national project team has organised catering arrangements ensuring to meet different dietary needs.</p>	
<p>If you choose to project slides:</p> <ul style="list-style-type: none"> • The venue or the national team provides a projector that will work with your laptop. • The PowerPoint presentations you need to project are loaded onto a laptop or a USB flash drive to use with the provided technology. 	
<p>Instructions have been sent to your participants outlining any necessary information (such as organisational details, catering arrangements, disabled access, etc.). Participants should be informed at least 1 week before the course.</p>	
<p>The national team provides provides an attendance list for each workshop day for the participants to sign.</p>	
<p>You have all the materials needed to deliver the workshop sessions, including enough copies of the handouts.</p>	
<p>You are prepared as peer trainers for how the session will run (think about the structure/content of the workshop) and how you will share the co-facilitation with your co-trainer.</p>	
<p>You have arranged to go to the venue at least one hour before the workshop so that you can check the room layout, Wi-Fi connection, and (if needed) presentation facilities.</p>	
<p>You have arranged a dedicated time to debrief after the workshop with your national participation advisor and your co-trainer.</p>	

Preparation on the day:

- Make sure to prepare your laptop or computer with your PowerPoint presentation(s). Make sure the projector is on and connected to the screen. Test the PowerPoint in advance.
- If you prefer not to project slides, prepare flipcharts for the content you need to show during the group work.
- Place the flipchart stand close to the screen or somewhere else comfortable for yourselves and the group to see and place a few marker pens and sticky notes ready to use.
- Make sure to adjust tables around the room to support the group work, and if possible, make room for some water and snacks to be available also in between breaks.
- Either put the chairs in a semi-circle or circle and have workstations on the sides of the room or create seating around tables in the room.
- Bring extra flipcharts, markers, sticky notes, coloured dots, labels (for names), colouring pens and blue/white tack.
- Remember to identify a safe space where children and young people who need to take a break during the session can go safely.

THE PEER-TO-PEER WORKSHOP SESSIONS



WORKSHOP SESSION 1

- WELCOME AND GETTING TO KNOW EACH OTHER

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6
Welcome and getting to know each other	Children's rights and participation	Participation and decision-making processes	Public decision-making and the Lundy model	Preparing to meet adults and making messages	Meeting with adults



Total time for the session: : Approximately 3 hours



Preparation:

- Identify a "safe space" where children and young people who need to take a break during the session can go safely.
- Add relevant names to the PowerPoint slides, i.e. those of the national participation advisor, mentor, national project team person of reference, and responsible person for safeguarding.
- If the venue does not allow you to project slides, please make sure to prepare some flipcharts with basic relevant information (session overview and workshop structure, meeting dates and key messages about safeguarding).



Materials needed for the session:

- PowerPoint projector and screen.
- Laptop or computer.
- Flipcharts prepared for:
 - » *Hopes and fears (concerns/questions)*
 - » *Participation agreement*
- For task 2 *Ball game*: A ball of string or wool or a soft ball.
- For task 6 *Participation agreement*: Peer trainers need a list of essential ground rules for facilitation.
- For task 8 *Agree or disagree*: Two sheets of paper - one with "Agree" written on it, and one with "Disagree" written on it (A3 or A4 format) and a list of prepared statements.
- Flipchart paper, sticky notes in two different colours, markers, and sticky tape to stick the flipcharts to the wall.
- Participants can be given the programme of the workshop sessions.
- Copies of the child-friendly version of the national safeguarding policy or the safeguarding leaflet (**Handout 1**) - one per participant

SESSION 1:

LEARNING OUTCOME

Session 1 is focused on getting to know each other and introducing the topic of participation. At the end of this session, participants will have learned each other's names and contributed to the groups' participation agreement. They are informed about safeguarding and are familiar with the workshop structure.

TASK 1.

HELLO AND WELCOME (15 minutes)

Peer trainers welcome participants and open the workshop by introducing themselves and other people in the room (mentors, the participation advisor, and other staff from the national team).



SLIDE 2: Peer 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.

TASK 2.

ICEBREAKER: BALL GAME (15 minutes)



Aim: For participants to learn everyone's names and start connecting.



Material: A ball of string or wool or a soft ball.



Preparation: None

Instructions:

- One peer trainer takes a ball of wool or string and explains the game.
- Participants should stand in a circle and the first person holding the ball should say their own name and a fun fact about themselves (or the reason why they are happy to be joining the group, or something they like, etc.).
- The peer trainer starts the game off and shows the participants what to do.

- Then the next person carefully passes the ball of string or wool to someone else in the circle while holding the end of it.
- Be careful not to throw the ball of string or wool because it can get tangled up.
- Everyone should repeat this sequence (name – fun fact – pass on while holding part of the ball of string or wool) to form a net within the circle.
- After everyone has introduced themselves and the net is formed, the peer trainer leading the game can comment on the purpose of the net and say that the exercise reflects their wish for participants to connect and participate.
- Alternatively, you can use a soft ball instead and do the same exercise, except you are throwing the ball around rather than creating a net with a ball of string or wool.

TASK 3.

INTRODUCTION TO THE WORKSHOP AND SESSION OVERVIEW (25 minutes)

Peer trainers invite participants to sit down.

Explain that the participants will receive 6 workshop sessions in total. The topics of the sessions all build onto each other, and it is therefore important that participants attend all of them.

Mention that this first session offers an introduction to the workshop and will have a slightly different structure from the following 5 sessions.

Tell participants how long this session will last and show the session overview.



SLIDE 3: Session overview

Session 1 overview:

1. Hello and welcome
2. Icebreaker: Ball game
3. Introduction to the workshop and session overview
4. Exploring expectations: Hopes and fears (concerns/questions)

Break

5. Energizer: Our secret code
6. Creating a safe environment: Participation agreement
7. Creating a safe environment: Safeguarding
8. Agree or disagree?
9. End of the session
10. Evaluation: Two stars and a wish



The workshop programme can be shown on a flipchart or projected on a slide, based on what peer trainers consider more appropriate for the group (also based on their age range). Next, go to slide 4 and introduce the aim of the workshop.

Following on from this, give a brief definition of public decision-making processes. Keep it short and simple as this will be covered in more detail in sessions 4, 5 and 6.

SLIDE 4: Aim of the workshop and a brief definition of public decision-making processes

SHOW SLIDES 5-6: Give an overview of the 6 workshop sessions and a brief explanation of the content, dates, and venues if needed.

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6
Welcome and getting to know each other	Children's rights and participation	Participation and decision-making processes	Public decision-making and the Lundy model	Preparing to meet adults and making messages	Meeting with adults



Notes for peer trainers:

Peer trainers explain that the workshops focus on children and young people's rights to participation, especially participation in public decision-making processes. Mention the following information:

- A brief definition of public decision-making (show **slide 7** with the definition if you find this helpful): Public decision-making refers to decisions made by the government in your country at local, regional, and national level.
They can be decisions about everyday topics, for example:
 - » In the city where you live, the local government would like to build a playground for children. Children have the right to give ideas, for example where it could be built and what it might look like.
 - » All governments have money dedicated to children in their budgets. In your country, the national government has to make plans on how to spend money to help children and young people in the country to learn, play and keep safe. You have the right to say what children and young people in your country need to learn, play and keep safe, among other things.
- The topic and the activities in the workshop are also based on the findings of a survey that SOS Children's Villages did with children and young people in the project countries.
- Participants will learn through games, activities, listening to information, and group discussions.

- During session 6, you will have a chance to meet and talk to adults (professionals and decision-makers) that play a relevant role in public decision-making processes at a local level.
- During session 5, we will help you to prepare and present your messages about children and young people's participation to relevant adults and discuss what kinds of local opportunities there might be available for children and young people to be more involved.
- Please be reassured that we will make sure you are well prepared for the meeting with adults.
- Make sure to give concise and clear information and pause from time to time to ask the group: "Do you have any questions so far?"

TASK 4.

EXPLORING EXPECTATIONS: HOPES AND FEARS (CONCERNS/QUESTIONS)¹ (20 minutes)



Aim: To explore participants' hopes and fears (concerns/questions) about the workshop.

Materials: 2 packs of different colour sticky notes

This activity will allow participants to:

- Say what they are hoping to learn during the workshop and express whether they are concerned about anything related to the workshop sessions.
- Ask questions about things that are not clear to them.

This activity may also help you collect important information to draft the group's *participation agreement*.

Introduction:

Explain that this exercise gives participants an opportunity to explore their hopes and concerns/questions about the workshop. They will be given two different colour sticky notes. One to write down a hope and one to write a concern or a question. The sticky notes will be collected and discussed with the group as a whole.

Instructions:

- Hand out two sticky notes to each participant.
- One colour should be used to write down a hope and another colour for a concern or question.
- Tell participants what colour is for writing what they hope to learn (e.g. green) and what colour is for their concerns (e.g. orange).

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).

- Divide up the tasks: While one peer trainer explains this, the other one hands out sticky notes and pens to participants.
- Give participants 5 minutes to think and write down their responses.
- Always tell participants how much time they have to do the task and check in regularly to see if they have finished.
- Near the end of the task, walk around and tell individuals or groups that they have 1 minute left to finish their task.
- Next, one peer trainer picks up the hopes from participants and the other peer trainer picks up the concerns/questions.
- Divide the flipchart into two sides (left and right with a line in the middle from top to bottom) and stick the sticky notes with "hopes" on the left side and "concerns/questions" on the right side.
- One peer trainer reads out and discusses the hopes and following that, the second peer trainer discusses the concerns/questions.



Notes for peer trainers:

- Mention what you mean by hopes and fears within the context of the workshop and provide examples if necessary (e.g. "I hope to learn more about children's rights" and "I'm concerned about the length of the sessions").
- Tell participants that they don't need to write down their names on the sticky note unless they wish to do so.
- Maintain an open attitude while reading everyone's hopes and fears, and invite participants to do the same to allow an open discussion within the group.
- If you can, group the notes together based on overlaps in their content (e.g. those about hoping to learn more about participation or more on local opportunities to participate in public decision-making processes, or concerns about the same things, etc.).
- Grouping the sticky notes may give you some relevant content to provide feedback to the group and guide the group discussion. Use this opportunity to tell them what you will cover in the upcoming workshop sessions.
- If participants struggle to carry out the activity individually, peer trainers can suggest working in pairs or small groups as this may provide helpful dialogue

BREAK 15 minutes



Notes for peer trainers:

Keep in mind that if the workshop is held during school time, you will have to adapt the breaks to match the school breaks. You could still decide to give a short break, add a short energizer and move on to the next session.

TASK 5.**ENERGIZER: OUR SECRET CODE² (15 minutes)**

Aim: To promote connection among the group in a fun way.

Materials: A flipchart and markers.

Instructions:

- Ask participants to stand up in a circle.
- Explain to participants 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 workshop 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 and they may not use it).
- Give some verbal and non-verbal examples of the kinds of signals that could be helpful.
- Tell the group that the signals should be respectful of other participants and the trainers.
- 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	<i>Both hands up</i>	<i>Slow!</i>
Time is nearly up	<i>Tap your watch or your wrist</i>	<i>Time!</i>
You need to be louder	<i>Hold your hand to your ear</i>	<i>Voice! Or Louder!</i>

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

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).

TASK 6.

CREATING A SAFE ENVIRONMENT: PARTICIPATION AGREEMENT³

(20 minutes)



Building on the hopes and concerns/questions that the group has discussed, peer trainers ask participants to identify a list of ground rules, called a *participation agreement*, that everyone will be asked to take responsibility for during the workshop.

Notes for peer trainers:

One peer trainer writes on the flipchart whilst the other peer trainer leads the discussion. This helps to avoid standing with your back to the group while they are talking or not being able to hear what they are saying. It is also good collaboration with your co-trainer.

Instructions:

- While one peer trainer starts writing the title "*Participation agreement*" on a flipchart, the other starts by asking the group, "What do you need from others to feel safe and comfortable in the group so you can learn and pay attention?"
- 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 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 things 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, peer trainers must introduce them in the discussion. If, for example, there is no mention of confidentiality, peer trainers should ask the group, "What about confidentiality? It is important to agree that any personal information or detail that you share in the group is confidential. This means that we can talk about the situation but we don't name names. How should I write this down?"

3. 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).



Notes for peer trainers:

- Before the session, take some time to discuss with your co-trainer a list of ground rules that you consider critical to creating a safe learning environment.
- This is helpful to ensure certain topics are covered in the participation agreement. Some must-have topics are:
 - » Everyone can participate in their own way.
 - » All questions are important, and participants can ask as many questions as they need.
 - » No judgement/no right or wrong.
 - » 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.
 - » How to let the group know about delays or absences.
- Make sure to hang the participation agreement flipchart on the wall so it is visible for the duration of the workshop. Keep it safe at the end of each session and bring it back so it can be reviewed at the beginning of each session/day.
- Keep in mind that the wording of a point for the participation agreement may change as participants or peer trainers may comment or offer additional perspectives and details.

TASK 7.

CREATING A SAFE ENVIRONMENT: SAFEGUARDING (10 minutes)

Some of the messages about safeguarding may already have been mentioned in the introduction and when creating the *participation agreement*.

Regardless of this, peer trainers need to share a few key messages with participants.



SLIDE 8: Key messages about safeguarding

- Explain that during the workshop, the group will be discussing some 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, and they may find this challenging to deal with.
- There will be a "responsible adult" with responsibility for safeguarding present in every workshop session who is available to speak to anyone who feels upset or concerned about anything. Tell participants who this person is and how they can be reached.
- Tell participants about the dedicated "safe space"/quiet room (ie. a specific area in the workshop venue), where, if anyone at any time feels upset or concerned about anything, they can go and take a small break. Tell participants where this room/area is and how to find it.

- Remind participants about confidentiality.
- Encourage participants that they can come and speak to you or the responsible adult if they have any concerns or need some support.
- Explain that you have a safeguarding responsibility and need to make sure that everyone is safe. This means that **if anyone tells us anything that suggests they are (or someone close to them is) at risk of being hurt**, peer trainers need to share this information with the *responsible adult*, who in turn will talk to the person about this. Peer trainers need to tell participants that this will only happen when a serious concern emerges. The responsible adult will always come to talk to them to discuss ways we can help and explain step by step what will happen next.



Notes for peer trainers:

- The highlighted message for participants about when we need to report concerns to the responsible adult is very important to get right. Practice saying the full message before the session.
- Remember to share the child-friendly version of your national safeguarding policy or the safeguarding leaflet (**Handout 1**) with participants and mention it includes emergency contacts and more information on what safeguarding is and their right to be protected from harm.

TASK 8.

AGREE OR DISAGREE? (30 minutes)

In this activity, peer trainers are going to ask participants to share their opinions by positioning themselves in the room according to how much they agree or disagree with a statement. Participants will then be asked to explain and reflect on their choice, and whether they change their mind.



Aim: To introduce the fact that children and young people are entitled to their own opinion and to promote exchange and participation within a newly formed group.



Materials:

- 2 sheets of paper - one with "AGREE" written on it, and one with "DISAGREE" written on it.
- List of statements to read out.



Preparation:

- Make sure there is enough space for participants to move and position themselves in a line across the room.
- Place the two sheets at the opposite sides of the line.



Instructions:

SLIDE 9 or flipchart with instructions (if needed)

- Ask participants to position themselves along the straight line between the two pieces of paper.
- Explain to the group that a peer trainer will read out a list of statements, and for each statement, participants are invited to move along the line and position themselves towards the *Agree* side or *Disagree* side to show their opinion.



Notes for peer trainers:

It is helpful to show how people can position themselves at different points on the line to express how much they agree or disagree: e.g. if they completely agree or disagree, they will stand by the piece of paper, otherwise they can stand a little further away or exactly in the middle if they are not sure about their answer.

- Explain that this activity is about being able to express their opinion, listen to each other, and possibly change their mind. In other words, they are not supposed to answer based on a right/wrong perspective.

List of statements:

- Children and young people should do as they are told by adults.
- Children and young people are the experts on their lives.
- Children and young people can give their opinion but adults should make the final decisions as they know what's best for them.
- If children and young people have the right to be heard, this means adults have to do what children say.



Notes for peer trainers:

To make this more relevant, peer trainers can adapt the statements based on their knowledge of children and young people's culture and beliefs for example in school and elements of home life in your country of origin, or include a topic that is especially meaningful for that group.

- Once participants have positioned themselves on the agree and disagree line, ask some of them to explain their choice. Afterwards, the peer trainers ask the group if they would like to change their position after what they have heard and to briefly explain why.
- While one peer trainer reads the statements, the other peer trainer focuses on the group and makes sure everyone has understood the statements and the follow-up questions.
- Take a few minutes to debrief the activity with participants. Here are some possible questions to ask:

- » How did you feel during the activity?
- » What was it like to encounter opinions different than yours?
- » Did you change your mind on something?



Notes for peer trainers:

Here are some suggestions to guide the discussion and answer possible questions:

- **Statement 1: "Children and young people should do as they are told by adults":** Some participants may agree as they think that children and young people can benefit from the guidance that adults can offer based on their experience. Other participants may disagree as they think that adults shouldn't just tell children and young people what to do, but they should listen to their views and help them participate in decision-making. Both views are relevant.
- Tell participants that they will find out in the following sessions that the right to participate, to express your opinion, and be listened to is not the same as having the right (or responsibility) to decide. This is up to adults and needs to be shared with children and young people based on their age.
- **Statement 2: "Children and young people are the experts on their lives":** This is an essential part of participation. Some participants may find they disagree or slightly disagree, as sometimes the "expert" is perceived as the person that has all the answers and needs no help or advice from others. You can tell participants that being recognised as "experts on their own lives" means their opinion should be treated with respect and taken into serious consideration in decision-making.
- **Statement 3: "Children and young people can give their opinion but adults should make the final decisions as they know what's best for them":** You can tell participants that sometimes children and young people's views are collected or listened to, for example in consultation processes, but are not given "due weight", and so the process continues without involving children and young people any further, or children's opinions are just put aside.
- **Statement 4: "If children and young people have the right to be heard, this means adults have to do what children say":** This is a misunderstanding about participation that sometimes arises with children and young people, so some participants may agree with this statement. Tell participants that you will learn more about how participation works and that adults have the responsibility to ask for your opinion and ideas and keep you informed. If an important decision is different from what children wanted or expected, adults have the responsibility to explain the reasons why this decision was made and support the concerns and emotions that might come up.
- At the end of the activity, ask everyone to help move the chairs back into the circle or any other set up you might have.

TASK 9.

END OF THE SESSION (10 minutes)



Before the final evaluation exercise, peer trainers should dedicate some time to close the session, and briefly mention what they feel was the most important moment for the group or the core learning of the session.

Show SLIDE 10: Thank you, and information/details about next session and/or break

Notes for peer trainers:

- You can say what you hope participants take away from the session, or you can give feedback based on what you have observed during the activities.
- Take some time during the break or between activities to exchange with your training partner and decide what to say to the group. As you will be focused on the delivery of the session, you can also ask the mentor and the participation advisor to observe something specific (e.g. how the group reacts to a specific activity or content) and to share this with you before you share your feedback with the group.

Thank everyone for their contribution:

- Say that in the next session, the group will look at children's rights and participation.
 - » *If the next session is scheduled for the same day:* Peer trainers will provide details about how long the break is and at what time they will start the next session.
 - » *If the next session is organised on another day:* Peer trainers will provide any relevant information about the next session.
- Before saying goodbye, remind participants that if they are feeling upset or worried about anything, there is a responsible adult they can speak to (and remind them of the name of the responsible adult) and a safe area they can go to (and remind them where this place is).

TASK 10.

EVALUATION: TWO STARS AND A WISH (10 minutes)

- For the *two stars* peer trainers ask participants to name two things that they liked about the workshop session.
Alternatively, peer trainers can ask participants about two things that they learned in the session or will take away from it.
- Peer Trainers then ask the group to share a wish for the next workshop session.
- Questions that could be used for this are:
 - » What did you like about the workshop?
 - » Is there anything that would make the workshop better next time?

END OF THE SESSION/DAY

Tips for reflection for peer trainers and participation advisor

At the end of each day (whether you have scheduled one or more sessions for the day) it is recommended that peer trainers pause and dedicate some time, together with the participation advisor and one of the mentors, to think about the session(s) and elaborate on their feelings and thoughts about what happened with the group.

Some questions to guide the reflection:

About the experience:

- How are you feeling? Is there anything you need to talk about?
- *Please remember that also as peer trainers, if anything should concern or upset you during the delivery of the workshop, you should consider taking time to talk to your training partner and/or participation advisor (e.g. while the group is engaged in an activity or during a break). It is essential to take care of how you are feeling, also considering that your concern could have an impact on the delivery of the session.*

About the session:

- How did the session go?
- What worked well and why? What did not work well and why? (Think about the venue or technology, participants, facilitation, timing, etc.).
- If something happened, are you happy with the solution you came up with? Would you do anything differently?
- Do you feel you learned something that can be carried forward in the workshop?
- Is there anything more or different you need from your training partner or participation advisor?

WORKSHOP SESSION 2 - CHILDREN'S RIGHTS AND PARTICIPATION

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6
Welcome and getting to know each other	Children's rights and participation	Participation and decision-making processes	Public decision-making and the Lundy model	Preparing to meet adults and making messages	Meeting with adults



Total time for the session: Approximately 3.5 hours



Preparation:

- Make sure you are familiar with and have read through the articles of the simplified version of the UNCRC that you will also hand out to participants at the end of the task. The content of the articles should help you answer some of the questions that you might receive about the UNCRC.
- It may also be helpful to do some background reading on the UNCRC before the workshop. You may find the following link from UNICEF helpful: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>



Materials needed for the session:

- PowerPoint projector and screen.
- Laptop or computer.
- PowerPoint slides.
- Participation agreement flipchart from session 1 to hang on the wall.
- Sufficient dots for the review of the participation agreement (2 green, 2 orange, 2 red for each participant).
- For task 5 *Children's rights card game*: two sets of the game cards – 38 cards per set (**Handout 2**), 1 flipchart for plenary discussions and as many pieces of flipchart paper (or A3 pieces of paper) as necessary for group work.
- Copies of a simplified or child-friendly version of the UNCRC (see **Handout 3** for links).
- For task 8, copies of the Triangle of Rights (**Handout 4**) or project this on a slide at the end of the explanation.
- Copies of the handout *A small task for participants* (**Handout 5**).
- Flipchart paper, sticky notes, markers, blue/white tack, and sticky tape to hang the flipcharts on the wall.
- If possible, a country-specific information video on children's rights suitable for children and young people.

SESSION 2:

LEARNING OUTCOME

Session 2 is dedicated to introducing the topics of children's rights and child participation. At the end of this session, participants are more familiar with each other and are informed about what children's rights are (the UNCRC) and have an understanding about Article 12 of the UNCRC - the right to have your views heard and listened to.

TASK 1.

WELCOME AND PARTICIPATION AGREEMENT REVIEW (5 minutes)

Peer trainers will need to adapt the session's opening based on whether session 2 is scheduled on the same day as session 1.



SLIDE 12: Peer trainers and staff names and roles

Welcome (5 minutes)

Peer trainers welcome participants back to the workshop:

- Ask everyone to sit back in the circle or any other set up you might have.
- If necessary, remind them about your names and those of the responsible adult, recalling the fact they can talk to this person or go to the safe space in case they feel upset or concerned at any time during the workshop.
- Remind them about the *participation agreement* (the flipchart paper used in session 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 (15 minutes)

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.

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).
- Peer 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 a participant wants 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.

TASK 2.

ICEBREAKER: NAME GAME ENERGIZER (15 minutes)

In this activity, peer trainers invite participants to practise each other's names and share a fun and positive adjective about themselves.



Aim: Participants practice positive self-evaluation as a way to strengthen self-esteem, remind everyone of each others' names and lay the foundation for effective collaboration within the group.

Instructions:



SLIDE 13: Instructions for participants (project if needed)

- 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.
- Tell participants to remember the new names of all the people who have spoken before them, accompanied by the movement.
- One peer trainer starts the game by saying their new longer name (adjective + name + movement).

- Then the person to their right has to repeat the new longer name of the person before, and add theirs. In turn, the person to their right has to repeat all the new longer names they have heard so far and then say their own.
- Continue this 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. Explain 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, applaud or say something that shows appreciation for the others' contribution.
- Invite everyone to sit down again for the next session.

TASK 3.

OVERVIEW OF THE SESSION (5 minutes)

Peer trainers introduce session 2 by showing a session overview on the slide or on a flipchart.

Make sure to mention that:

- The focus of this session is on children's rights, particularly your right to participate and have your views listened to.
- Participants will learn about these topics through group activities and the sharing of some important information.
- How long this session will last and when you will pause for a break.
- Ask everyone whether they have any questions.



SLIDE 14: Session overview

Session 2 overview:

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

Break

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

TASK 4. WHAT ARE CHILDREN'S RIGHTS? (15 minutes)

Introduction:

Ask participants to think back to the *Agree/Disagree* exercise you did in the previous session where you talked about rights.

Tell them that it is important to start with a shared understanding of what a right is.

Prepare a flipchart and write the word *right* in the middle so you can take notes around it.

Instructions:

- Ask participants: *What do you think a right is?*
- Write participants' definitions and words on the flipchart.
- Next ask participants if they have heard about children's rights before and take a moment to listen to the participants as they tell you what they already know.

After this initial exercise peer trainers share a few short key messages about children's rights:

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 everyone/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.

Message 4: Optional extra for older participants

- Countries that have signed up to the UNCRC have to report on their progress to the UN Committee on the Rights of the Child every 5 years. The Committee gives advice and feedback on how they are doing. This process is called "ratification".
- They are called children's rights because the definition of a "child" is anyone aged between 0 and 18 years old.

The UNCRC recognises that the needs of children and young people changes as they grow up (younger children need different things than older ones) and the older children and young people are, the more they are able to be part of decision-making situations due to becoming more mature.



SLIDE 15-16-17: Key messages about children's rights

Notes for peer trainers:

Typically, when working with a group of children and young people, ground rules will include a point that "there is no right or wrong", and this is important as it means that everyone can participate in their own way and the session has nothing to do with previous knowledge. Sometimes though, a participant may share a wrong belief or misinformation, and you may want to correct it for everyone's benefit. In those situations, start by saying that you are interested in understanding what they are saying and ask them to explain further. Then make sure to validate their perspective and wrap up the explanation in a way that allows the group to acquire more information on the issue, as in the example below:

Peer trainer: "Children and young people have rights."

Participant: "That's not true!"

Peer trainer: "I am really curious to hear more about why you think that children don't have rights, can you help us understand what you mean?"

Participant: "I mean that we should have, but adults don't agree, so we don't have rights."

Peer trainer: "Oh, I see what you mean. I now understand better why you are saying that sometimes children and young people do not experience having rights. This is true, at the same time I invite you to see that there is a difference between saying that they have no rights and saying that the environment where children and young people live should be improved to allow them to exercise their rights. We'll learn more about this during our workshop sessions, is it okay for us to come back to this later in the workshop?"

Also, if there is a good video with information about children's rights available in your country, do consider if it would be appropriate to show your participants this video. Check with the national participation advisors and mentors in advance to make sure everyone agrees it is suitable and useful for this workshop session.

TASK 5.

CHILDREN'S RIGHTS CARD GAME⁴ (50 minutes)

In this activity, peer trainers will ask participants to play a card game in a plenary setting. Participants will then split into subgroups for a brief exchange before bringing the results of their discussion to the wider group.



Aim: To introduce participants to children's rights and get to know more about the United Nations Convention on the Rights of the Child (UNCRC) through play.

4. Activity taken 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).



Materials:

- 2 sets of 38 cards (each with 24 with real children's rights and 14 with fictional rights) (**Handout 2**).
- Flipcharts, markers, scissors (to cut out the cards) and blue tack or tape.



Preparation:

- Become familiar with the instructions and the set of rights described in the cards (especially distinguishing real and fictional rights) before the session.
- 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 (see **Handout 2**). One set of cards for the peer trainers and one set of cards for the participants.
- Put a table in the middle of the room for all participants to see and lay out one set of cards on the table (participants should be able to see what it says on the cards).
- If there is no table available, find a place on the floor to display them.
- Give some paper (either A4 or a flipchart) and pens to the groups for the small group work.
- Prepare printed copies of a simplified/child-friendly version of the UNCRC to share with participants after the exercise (see **Handout 3** for links).



Instructions:

SLIDE 18: Instructions for participants (project if needed)

Game and group discussion (20 minutes)

- Ask participants to take turns in picking a card from the table. After each participant has picked their card they should read it out to the group and say whether it shows a real or a fake right. After picking a card they should keep hold of it as they will use it in the group work later.
- Ask them to explain why they think it is a real or fake right and encourage a brief discussion within the group (what does the group think? Do they agree or disagree? And why?). 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 peer trainer can draw a line in the middle of the flipchart on the stand from top to bottom. On the left write the word "false" or "fictional" and on the right the word "real".
- Next the second peer trainer finds the same rights card that the participant has just read out loud from the second set of cards (peer trainer pack) and sticks this on the flipchart on the correct side with blue tack or tape.
- The second peer trainer only sticks the card onto the flipchart once the discussion in the group is finished and the other peer trainer has told the group whether it is a fake or a real right.

- 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 peer trainer) until all the cards have been picked up.
- Every time the discussion has finished about a specific card, the second peer 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 you have chosen beforehand).

Small group work and discussion (30 minutes)

- After the discussion, invite participants to split into small groups (of at least 3 people each) and briefly discuss the **real** rights they have picked up in the course of the exercise 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 have two real rights, give them another one from your second set of rights).
- Tell them they will be asked to explain their choice to the wider group in plenary. Each group is provided with a piece of flipchart paper that they can use to take note of their discussion and report which priorities they have established in the set of rights present in that group.
- Give participants 10 minutes to discuss their rights and prepare a short explanation, then call them back into plenary.
 - » Start by asking the groups one by one to share the rights as they have listed them (in order of importance).
 - » Ask the groups one by one how they came up with this list and whether they disagreed on something (see notes for peer trainers below).
 - » To conclude, ask 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).
- At the end of the activity, ask everyone to help move the chairs back into the main circle or the set up that you are using and explain what is going to happen next.



Notes for peer trainers:

- You can adapt the instructions according to the age and/or support needs of participants:
 - » You can use all the cards or a selection of them,
 - » For older participants: you can change some of the fake rights introducing examples that are relevant for young people in your country,
 - » For younger participants: make sure to share clear and brief instructions and keep group discussions short; the second part of the activity can be realised in plenary rather than splitting into small groups.
- During the small group work, observe how people are dealing with the task, and:
 - » Make sure they have understood what they are asked to do and have everything they need to do it.

- » Monitor how the discussion is going and tell them how much time they have left for the task.
- » If you notice that one group is stuck and the discussion is not being constructive, check with them if they have questions they want to ask you, or if they need support you can provide.
- » If the task requires reporting in plenary, make sure they have decided who is going to do it.
- 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, and peer trainers must 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.
- 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.
- If participants mention participation among the rights, tell them they will learn more about this in the second part of the session.

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		



Notes for peer trainers:

At the end of the activity, distribute to participants a copy of a simplified/child-friendly version of the UNCRC (you can find links to this in the Handout section - **Handout 3**).

BREAK 15 minutes



Notes for peer trainers:

Depending on how long the children's rights exercise lasted, you may or may not have time to do the following energizer "Follow my lead". If you run out of time, do the shorter energizer "Silent disco" instead.

TASK 6.

ENERGIZER: FOLLOW MY LEAD (15 minutes)

In this activity, peer trainers invite participants to play in pairs and experience different roles in cooperation.



Aim: To practise leadership and observation, together with listening skills and cooperation.



Instructions (5 minutes):

SLIDE 19: Instructions for participants (project if needed)

- 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 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, that is to say, to *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.
- Next 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.

Step 2: Reflection (approximately 5 minutes)

Ask participants to 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?



Notes for peer trainers: Alternative energizer (5 minutes)

In case you realise you don't have enough time to do the planned activity, but you see that participants still need an energizer, you can propose this short activity.

Silent disco

- Invite participants to stand up in the room (no need to form a circle).
- Ask participants to think of a fun song they know and dance to it in silence (like a silent disco). Join in with the dancing as peer trainers.
- Extra: Peer trainers can do a recognisable "silent" dance (think of the Macarena or a traditional song from your country with dance moves). Keep it short and then move onto the next exercise.

TASK 7.

WHAT IS CHILD PARTICIPATION? (30 minutes)

Peer 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:

- a. If *child participation* hasn't been mentioned at all by the participants, 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.
- b. If you have already mentioned child participation, invite participants to take a few minutes to think about *a time they have participated and their views were listened to*, and to write their answers on a sticky note. Invite them to think about their personal lives, at school or at home.

Mention that they will be sharing this with another person in the group so they should make sure this is an experience they are happy to talk about with others.

Check if everyone has finished and then ask participants to talk in pairs about what they wrote down. Go around the group to make sure that everyone has a partner for the exercise. After this, ask who wants to share what they have thought about and facilitate a brief exchange, 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.



SLIDE 20: Key points about child participation

Connecting to the definition you reached via the exchange, or the thread that unites the stories that participants have shared, explain how participation is defined in the framework of the UNCRC:

- *Participation* is connected to Article 12 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 also **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). We will discuss the 4 principles further as part of task 8, the Triangle of Rights.

TASK 8.

THE TRIANGLE OF RIGHTS (THE 4 PRINCIPLES OF THE UNCRC) (10 minutes)



Materials:

- Flipcharts and markers.



Preparation:

- Prepare copies of **Handout 4** for each participant.

This session introduces the Triangle of Rights (**Handout 4**) 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”.

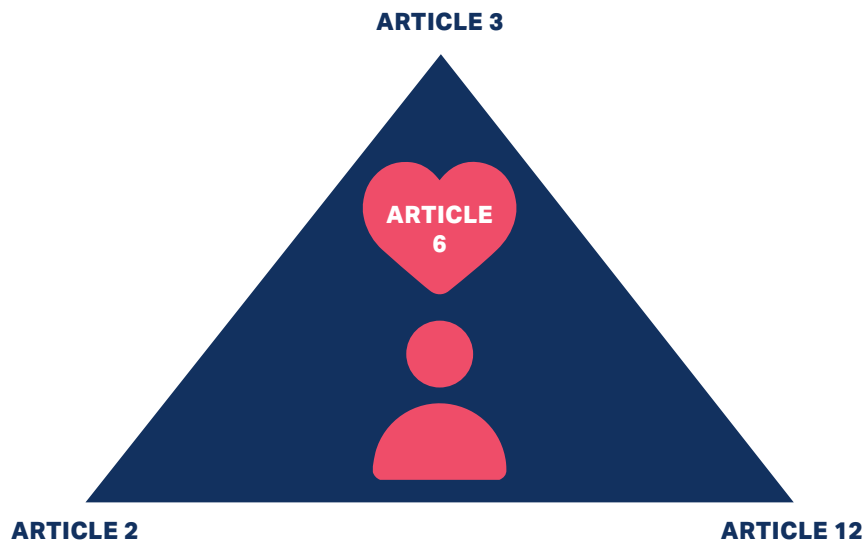
These 4 principles are:

- 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 21** (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 peer 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.



Notes for peer trainers:

The next two points (below) will be discussed in different places and it may depend on the attention span of your group if you will be able to say this here or need to find another moment.

- 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. We will talk more about this in the next session.

- 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.
 - » If the group is slightly older (15+) it may be interesting to mention that participation is related to a group of rights within the UNCRC: Article 5 (guidance as children develop), Article 13 (sharing thoughts freely), Article 14 (freedom of thought and religion), Article 15 (setting up or joining groups), and Article 17 (access to information).
- Say that you will talk more about participation in the next few minutes and ask if anyone has any questions. Share copies of the Triangle of Rights leaflet with the participants (Handout 4).
- Make time for this quick energizer:
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.
 - » Start the next session of the workshop.

TASK 9.

A SMALL TASK FOR PARTICIPANTS: DO YOUR PEERS KNOW ABOUT PARTICIPATION? (10 minutes)

Explain to participants that you will give them a handout and ask them to do a small task between this session and the following one.

The small task is about raising awareness of children's rights and participation among their peers.

Distribute the handout (**Handout 5**) and show them how to do the activity:

- 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 to participants that you and the national project team will collect all these pieces of paper and count how many young people are learning about rights and participation.

Notes for peer trainers:

If there is some time left in the session, it may be helpful for participants to practice discussing the questions from the small task during the session for a few minutes in pairs. It will also allow participants to ask any questions or clarify aspects of the tasks if needed.

TASK 10.

END OF THE SESSION (10 minutes)

Before the final evaluation exercise, peer trainers should dedicate some time to close the session, and briefly mention what they feel was the most important moment for the group or the core learning of the session.



Notes for peer trainers:

Say what you hope participants will take away from the session, or give feedback based on what you have observed during the activities. Take some time during the break or between activities to exchange with your training partner and decide what to say to the group. As you will be focused on the delivery of the session, you can also ask the mentor and the participation advisor to observe something specific (e.g. how the group reacts to a specific activity or content) and to share this with you before you share your feedback with the group.



SLIDE 22: Thank you, and information/details about the next session and/or break

- Thank everyone for their contribution.
- Say that in the next session, the group will deal with participation and decision-making.
 - » *If the next session is scheduled on the same day:* Peer trainers will provide details about how long the break is and what time they will start the next session.
 - » *If the next session is organised on another day:* Peer trainers will provide any relevant information about the next workshop session.
- Before saying goodbye, remind participants that if they are feeling upset or worried about anything, there is a responsible adult they can speak to (and remind them of the name of the responsible adult) and a safe space they can go to (and remind them where this place is).

TASK 11.

EVALUATION: TWO STARS AND A WISH (10 minutes)

- For the *two stars*, peer trainers ask participants to name two things that they liked about the workshop session.
Alternatively, peer trainers can ask participants about two things that they learned in the session or will take away from it.

- Peer Trainers then ask the group to share a *wish* for the next workshop session.
- Questions that could be used for this are:
 - » What did you like about the workshop?
 - » Is there anything that would make the workshop better next time?

END OF THE SESSION/DAY

Tips for reflection for peer trainers and participation advisor

At the end of each day (whether you have scheduled one or more sessions for the day) it is recommended that peer trainers pause and dedicate some time, together with the participation advisor and one of the mentors, to think about the session(s) and elaborate on their feelings and thoughts about what happened with the group.

Some questions to guide the reflection:

About the experience:

- How are you feeling? Is there anything you need to talk about?
- *Please remember that also as peer trainers, if anything should concern or upset you during the delivery of the workshop, you should consider taking time to talk to your training partner and/or participation advisor (e.g. while the group is engaged in an activity or during a break). It is essential to take care of how you are feeling, also considering that your concern could have an impact on the delivery of the session.*

About the session:

- How did the session go?
- What worked well and why? What did not work well and why? (Think about the venue or technology, participants, facilitation, timing, etc.).
- If something happened, are you happy with the solution you came up with? Would you do anything differently?
- Do you feel you learned something that can be carried forward in the workshop?
- Is there anything more or different you need from your training partner or participation advisor?

WORKSHOP SESSION 3

- PARTICIPATION AND DECISION-MAKING PROCESSES

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6
Welcome and getting to know each other	Children's rights and participation	Participation and decision-making processes	Public decision-making and the Lundy model	Preparing to meet adults and making messages	Meeting with adults



Total time for the session: Approximately 3.5 hours



Preparation:

- Get familiar with Hart's ladder and the information you will have to share with participants about it.



Materials needed for the session:

- PowerPoint projector and screen.
- Laptop or computer.
- PowerPoint slides.
- Participation agreement flipchart from session 1 to hang on the wall.
- For task 4, *Who should decide?* A list of situations to read and a set of different coloured sticky notes for each participant (green and yellow).
- For task 5, *How does it feel to participate?* 2 sticky notes of different colours per participant, pens, markers, and a flipchart.
- For task 7, *Participation and non-participation: Hart's Ladder* – copies of **Handout 6** for participants, sheets of A4 paper with ladder steps, and two sheets of paper in different colours. Make sure you have sufficient copies of the steps of Hart's ladder (A4) for each group in the workshop prepared. You need one set per group. Aim to have no more than 4 groups in total (3 groups is best). Flipchart paper, sticky notes, markers, and sticky tape to hang the flipcharts on the wall.

SESSION 3:

LEARNING OUTCOME

Session 3 is dedicated to decision-making.

At the end of this session, participants will have learned more about evolving capacities and decision-making as a participatory process. They are familiar with Hart's Ladder, and meaningful and non-meaningful examples of child participation.

TASK 1.

HELLO AND WELCOME (15 minutes)

Peer trainers will need to adapt the session's opening based on whether session 3 is scheduled on the same day as another session.



SLIDE 24: Peer trainers and staff names and roles

Peer trainers welcome participants back to the workshop, and:

- Ask everyone to sit back in the circle.
- Remind them about the *participation agreement* (the flipchart paper used in session 1 should be hanging on the wall where everyone can see it), and ask if they feel they need to add anything to it.
- Go over the coloured dots on the participation agreement statements and check in with the group if the points identified in the last session are now working better. If not, spend some time discussing what the issues are and what you could do to help make it better. It might be that participants have some good ideas on what is needed to improve things and you can add these additional points to the participation agreement.
- If you are struggling as a peer trainer with some of the behaviour in the group, this is a good time to discuss this as part of the participation agreement discussion. Ask the group for help and practical ideas with solving the issues that you may be experiencing.
- Remind participants this is their session and that we are working together to make it the best it can be.
- If necessary, remind them about your names and those of the "responsible adult", recalling that they can talk to this person or go to the safe space in case they feel upset or concerned during the workshop.

A small task for participants: At the end of the previous session you asked participants to carry out a small task with the aim of sharing their learnings about children and young people's participation with one of their peers.

Ask participants whether they have the worksheet to hand to you, and briefly ask if they wish to share something about this experience or have questions about this. If they don't have the worksheet or haven't done the activity yet, encourage them to do it and bring it back the following time.

TASK 2.

ICEBREAKER: THREE ROUNDS OF ME⁵ (10 minutes)

In this activity, peer trainers invite participants to playfully tell something about themselves to others.



Aim: To learn something new about the members of the group.



Preparation:

- Move the chairs to create enough room for participants to walk around.
- Establish a gesture or a sound that will stand as a signal.



Instructions:

SLIDE 25: Instructions for participants (project if needed)

- 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 peer 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 participants to find partners they are less familiar with.

⁵ 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).

TASK 3. OVERVIEW OF THE SESSION (5 minutes)

Peer trainers introduce session three by showing a session overview on the slide or on a flipchart. Make sure to mention:

- The focus of this session is on participation in decision-making processes and participants will learn about these topics through group activities and the sharing of some important information.
- How long this session is going to last and when you will pause for a break.
- Ask everyone whether they have any questions.



SLIDE 26: Session 3 overview

Session 3 overview:

1. Hello and welcome
2. Icebreaker: Three rounds of me
3. Overview of the session
4. Who should decide? Introducing decision-making processes
5. How does it feel to participate?

Break

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

TASK 4. WHO SHOULD DECIDE?⁶ INTRODUCING DECISION-MAKING PROCESSES (45 minutes)

In this activity, peer trainers will ask participants to respond to a list of questions about who should decide in a given situation.



Aim: To reflect on decision-making processes and participation, introducing the concepts of power and evolving capacities.

Materials: A list of situations to read out, and a set of different coloured sticky notes for each participant (green and yellow).

⁶ Activity adapted from "COMPASITO - Manual on Human Rights Education for Children" (Flowers, N., Schneider, A., Keen, E., De Witte, L., Gomes, R., Rutai, Z.; Council of Europe, 3rd ed. 2020).

**Preparation:**

- Prepare the list of situations ready to read.
- Prepare a set of green and yellow sticky notes per participant (project the slide or write on a flipchart hung where participants can see which colour responds to who makes the decision, so they can remember during the activity).

Instructions:

- While one peer trainer explains that this is a group activity about making decisions, the other distributes sticky notes to participants.
- Explain that you have a list of questions that you will read aloud one by one, and that participants should say who should decide in the matter: either a child/young person, an adult, or they should decide together. You will read out a list of decisions that should be made, and for each question, you will ask the group to think about who should make the decision.
- Clarify that each question will need to be answered from the perspective of 3 different age groups.
- Explain that the participants should answer by holding up one of the 2 coloured sticky notes they were given at the beginning of the task: if participants think that the adult should decide, they should hold up a green sticky note. If they think the child/young person should decide, they should hold up a yellow sticky note. If they think both the child/young person and the adult should decide together, then they should hold up both sticky notes together.
- Say to participants that there is no right or wrong answer: the activity aims to reflect on decision-making from different perspectives.

**SLIDE 27: Instructions for participants mentioning the use of coloured sticky notes (optional)****Step 1 (15 minutes)**

- Read out one question at a time and participants will respond by holding up their cards:

Who should decide...	...what clothes you wear?	At 4-6 years old?
		At 10-12 years old?
		At 15-16 years old?
	...whether or not you should be a vegetarian?	At 4-6 years old?
		At 10-12 years old?
		At 15-16 years old?
	...whether you can stay in touch with both of your parents in case they are separated?	At 4-6 years old?
		At 10-12 years old?
		At 15-16 years old?
	...whether you can use social media without supervision?	At 4-6 years old?
		At 10-12 years old?
		At 15-16 years old?
	...whether you should live in alternative care?	At 4-6 years old?
		At 10-12 years old?
		At 15-16 years old?
	...whether schools should be closed during an emergency?	At 4-6 years old?
		At 10-12 years old?
		At 15-16 years old?

Step 2 (20 minutes)

- Ask participants some guiding questions to debrief the activity:
 - » How did you like the activity?
 - » Was it difficult to answer some questions?
 - » Does the child/young person's age make a difference in decision-making processes? How?
- Introduce the concepts of *evolving capacities* and power: explain that children and young people's competencies and autonomy increase as they grow up, and so does their ability to make decisions, while their need to be protected because of young age and vulnerability lessens.
In this perspective, adults (all the adults considered in the activity, plus policymakers) should gradually give ground to children and young people to allow them to experience participation and learn how decision-making works.
- Say that some of them may have given different answers to the same question because decision-making looks different for different people, depending on their culture, their maturity, and their choice. This means that recognising children and young people's share of power in decision-making does not mean they *have to* decide by themselves.
- At the end of the activity, ask everyone to help move the chairs back into the main circle and briefly explain what is going to happen next.



Notes for peer trainers:

- To be more relevant to participants, you can exchange some situations dealing with young people's personal life for other situations like dealing with their public life or public spaces in their town (e.g. going swimming independently or going on the bus independently), or topics relating to school, or even the country (e.g. voting or engaging in a national forum). You should keep the first two situations simple to help participants understand the concept of evolving capacities.
- If the workshop takes place in an SOS Children's Village, introduce some more questions relating to the things that children and young people usually decide in the village. For example, choosing the food to be prepared, the leisure activities they want to do, or the extracurricular activities they want to sign up for.
- For the questions and the discussion to be inclusive, make sure to consider that participants may not share the same living situations or background. Do not assume the adult is a parent, and if they ask for clarification, provide a definition and examples. They could be an adult they live with like a parent, a relative, or a caregiver, or an adult that plays an important role in their lives like a teacher, a social worker, or a guardian, or an adult that plays an important role in that specific situation.

TASK 5.

HOW DOES IT FEEL TO PARTICIPATE? (35 minutes)



In this activity, peer trainers are going to ask participants to reflect on their experiences about being listened to and not being listened to, and to share their thoughts about it.

Aim: To reflect on the difference between participation and non-participation.

Materials: 2 different coloured sticky notes per participant, pens, markers, and a flipchart.

Preparation: Prepare the flipchart and make sure you have enough pens and sticky notes for each participant.

Instructions:

SLIDE 2: Instructions for participants (project if needed)

Step 1: Thinking individually and discussing in pairs (20 minutes)

- Hand out two different colour sticky notes to each participant. Make sure you have pens and pencils available.
- Explain to participants that this is an activity in three different steps.
- Participants should:
 - » **Think** about a time they feel they have participated in decision-making about something that mattered to them and one time they feel they haven't and write this on their 2 sticky notes. They have 5 minutes for this part.
 - » Next they should talk about these experiences in **pairs** for 10 minutes.
 - » Then they will **share** this in the bigger group and discuss the meaning of participation and non-participation.
- Agree on what colour sticky note is for participation and what colour is for non-participation.
- 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 must respect the privacy of the other participants.
- Acknowledge that during session 2 participants did a similar activity but only focused on a situation where they participated. This activity is going to expand on that experience.
- It may be that a participant has negative experiences of participation, and this may come up in the form of frustration, sadness or anger that they were not listened to by adults. Remind the group that they can take a break in the safe space or go and speak to the responsible adult if they want to. The responsible adult will listen and offer further support if needed. More information about this can be found under "notes for peer trainers".
- This is also a good moment to remind participants that some adults may have never learned what children's rights are and what that means for their practice. We are all learning and it is important that we don't get frustrated or angry about what adults perhaps don't know or if they don't (yet) know how to apply it.

Step 2: Group discussion (15 minutes)

- Ask participants who would like to share something from the individual exercise or the exchange in pairs.
- Explain that the aim of the group discussion is not to comment on their personal stories, but to recognise experiences of participation and non-participation.
- Use the flipchart to take notes about what participants share. You can ask a few guiding questions:
 - » What made you feel like you participated?
 - » Have there been situations where it was easier to participate and situations where this was more difficult?
 - » What do the situations where you couldn't participate have in common?
- Close the group discussion by referring to what participants have said about the difference between participation and non-participation. If no specific considerations have emerged, just mention that situations involving children and young people can be genuinely participatory and often result in better outcomes due to the expert knowledge they have on their own lives and living circumstances.
- Remind participants of the Triangle of Rights where the principle of best interest (Article 3) is held in balance by taking the view of the child into consideration (Article 12) and that adults have the responsibility to ensure that all children and young people are included in this process (non-discrimination, Article 2) no matter children's constraints or disadvantages.
- At the end of the activity, say that you are going to take a break and get back to the session in 15 minutes.



Notes for peer trainers:

- The aim of this activity is to discuss the different experiences and perspectives that come with being able to participate and being denied access to participation. Since "participation" and "non-participation" can sound quite abstract, you may want to use more concrete phrases like "being heard" and "not being heard," or "being listened to" and "not being listened to". You can choose whether to use one of these different phrasing options based on the age of the group and the knowledge of the group you have gathered so far.
- Questions about the experience of being/not being heard can be a sensitive topic for some people. For some, the request to reflect on an experience where they were not listened to could be triggering. Assure participants that they should only share information they are comfortable with sharing, and that the aim of the activity is not to focus on personal stories, but rather to discuss what participation looks like.

BREAK 15 minutes

TASK 6.

ENERGIZER: COUNT TO 20 (10 minutes)



Aim: To connect as a group and practise the skill of active listening.

Instructions:

- Peer 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 (ie. 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 peer 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, peer 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.
- Peer 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.



Notes for peer 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.

Alternative energizer (5 minutes)

If you realise you don't have enough time to do the planned activity but see that participants still need an energizer, you can propose this short activity.

Ask everyone in the group to stand up, shake loose, turn around, and sit down again.

You can ask participants: did you know that by standing up and shaking loose like this, you increase the oxygen supply to your brain which will energise you and increase your capacity to concentrate again significantly?

If you have to cut the Count to 20 energizer for time reasons, please consider proposing this activity at another time in the following sessions, as it can be a nice opportunity to experience cooperation and active listening skills among the group.

TASK 7.

PARTICIPATION AND NON-PARTICIPATION: HART'S LADDER⁷ (40 minutes)

Peer trainers introduce the second tool for child participation, which is useful to plan the level of participation adults can realistically offer. It can also help adults to measure the level of participation after the project, consultation event or conference to see how the adults did.

Remind participants that before the break you discussed participation and non-participation and tell them that this activity will explore different examples on both sides and will show there is not just one type of meaningful participation. Hart's ladder of participation shows us these different types and levels of participation in the form of steps on a ladder.



Aim: To approach Hart's Ladder in a creative way.



Materials: Sheets of A4 paper with the steps of Hart's ladder, and two different coloured sheets.



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 Hart's 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.
- Prepare copies of **Handout 6** to give to participants (if needed).

Instructions:

Step 1: Creative approach (15 minutes)

- Explain to participants that Hart's ladder was designed to measure children and young people's participation in projects, such as the *Together* project. Staying within the metaphor of a 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

⁷ 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.

form of involvement. Each group should try and put the steps into a logical order that looks most appropriate for them.

- 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 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.
- Check in with the groups to see if they have finished.
- Use your “secret code” sign (from session 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 peer 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 6**) 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 peer trainers:

- It could be that some of these discussions about “seeming” participation versus increasing levels of participation were already held while you were walking around. If this is the situation, keep the discussion short and to the point. There will be other opportunities in the workshops to continue these discussions.
- 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 children and young people can be involved.
- If participants are unclear, peer 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 29: Hart's Ladder: Participation and non-participation⁸



⁸ Source: <https://www.trainerslibrary.org/ladder-of-youth-participation/>

TASK 8.

END OF THE SESSION (10 minutes)

Before the final evaluation exercise, peer trainers should dedicate some time to close the session, and briefly mention what they feel was the most important moment for the group or the core learning of the session.



Notes for peer trainers:

You can say what you hope participants take away from the session, or you can give feedback based on what you have observed during the activities. To do so, take some time during the break or between activities to exchange with your training partner and decide what to say to the group. As you will be focused on the delivery of the session, you can also ask the mentor and the participation advisor to observe something specific (e.g. how the group reacts to a specific activity or content) and to share this with you before you share your feedback with the group.



SLIDE 30: Thank you, and information/details about the next session and/or break

Thank everyone for their contribution.

- Say that in the next session, the group will talk about participation in public decision-making processes, and:
 - » *If the next session is scheduled on the same day:* Peer trainers will provide details about how long the break is and what time they will start the session.
 - » *If the next session is organised on another day:* Peer trainers will provide any relevant information about the next meeting.
- Before saying goodbye, remind participants that if they are feeling upset or worried about anything, there is a responsible adult they can speak to (and remind them of the name of the responsible adult) and a safe space they can go to (and remind them where this place is).

TASK 9.

EVALUATION: TWO STARS AND A WISH (10 minutes)

- For the *two stars* peer trainers ask participants to name two things that they liked about the workshop session.
Alternatively, peer trainers can ask participants about two things that they learned in the session or will take away from it.
- Peer Trainers then ask the group to share a *wish* for the next workshop session.
- Questions that could be used for this are:
 - » What did you like about the workshop?
 - » Is there anything that would make the workshop better next time?

END OF THE SESSION/DAY

At the end of each day (whether you have scheduled one or more sessions for the day) it is recommended that peer trainers pause and dedicate some time, together with the participation advisor and one of the mentors, to think about the session(s) and elaborate on their feelings and thoughts about what happened with the group.

Some questions to guide the reflection:

About the experience:

- How are you feeling? Is there anything you need to talk about?
- *Please remember that also as peer trainers, if anything should concern or upset you during the delivery of the workshop, you should consider taking time to talk to your training partner and/or participation advisor (e.g. while the group is engaged in an activity or during a break). It is essential to take care of how you are feeling, also considering that your concern could have an impact on the delivery of the session.*

About the session:

- How did the session go?
- What worked well and why? What did not work well and why? (Think about the venue or technology, participants, facilitation, timing, etc.).
- If something happened, are you happy with the solution you came up with? Would you do anything differently?
- Do you feel you learned something that can be carried forward in the workshop?
- Is there anything more or different you need from your training partner or participation advisor?

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

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6
Welcome and getting to know each other	Children's rights and participation	Participation and decision-making processes	Public decision-making and the Lundy model	Preparing to meet adults and making messages	Meeting with adults



Total time for the session: Approximately 3.5 hours



Preparation:

- Get familiar with the following activities and the information you will have to share with participants:
 - » The icebreaker for the day – Create a process
 - » The instructions for task 2 and task 4 about decision-making.
 - » Task 7 and the Lundy Model for child participation.

Adaptation to the local context

Session 4 is a part of the workshop that may require some adaptation as each country may invite different adults for the meeting in workshop session 6. This is because each government at the national and local levels takes decisions differently and has varying levels of experience in involving children and young people in decision-making processes.

In some countries, the meeting with adults may involve professionals (e.g. teachers, social workers or care workers) rather than policy or decision-makers. In other countries it may involve both groups of adults.

Adaptation means that you can change the content of some of the activities, or the examples provided in the session. You may decide to change some parts that are irrelevant to the group based on the situation in your country.

Your national team will support you by collecting information about local opportunities for participation in public decision-making processes, and involving relevant professionals and decision-makers in the meeting with adults.

As peer trainers, ask your participation advisor and the national team for updates so that you can prepare and adapt this session together.



Materials needed for the session:

- PowerPoint projector and screen.
- Laptop or computer.
- PowerPoint slides.
- Participation agreement flipchart from session 1 to hang on the wall.
- For task 2 *Create a process*: a soft ball or beanbag.
- For task 7 *Participation in public decision-making: The Lundy model*: 4 envelopes for each group, each with cut up words from one of the definitions of the Lundy model (**Handout 8**); 4 cards per group, each with one element of the Lundy model on it (**Handout 7**).
- Flipchart paper, sticky notes, markers, and sticky tape or blue/white tack to hang the flipcharts on the wall.

SESSION 4:

LEARNING OUTCOME

Session 4 is dedicated to public decision-making. At the end of this session, participants have learned more about collective participation and public decision-making. They are familiar with the Lundy model of child participation.

TASK 1.

HELLO AND WELCOME (10 minutes)

Peer trainers will need to adapt the session's opening based on whether session 4 is scheduled on the same day as another session.



SLIDE 32: Peer trainers and staff names and roles

Peer trainers welcome participants back to the workshop, and:

- Ask everyone to sit back in the circle.
- Remind them about the *participation agreement* (the flipchart paper used in session 1 should be hanging on the wall where everyone can see it), and ask if they feel they need to add anything to it.
- Remind participants of the "dot" exercise from session 2 and read out each point on the participation agreement to remind everyone the different points. If there are specific points that aren't working as well as they could spend a few minutes discussing this.

- If there is a need to review the participation agreement due to difficulties in the group, peer trainers can repeat the “dot” exercise from session 2 or add some additional points if needed. This could be done instead of the icebreaker to ensure the timings for the session remain intact.
- If necessary, remind them about your names and those of the “responsible adult”, recalling that they can talk to this person or go to the safe space in case they feel upset or concerned during the workshop.

TASK 2.

ICEBREAKER: CREATE A PROCESS (15 minutes)

In this activity, peer trainers invite participants to find a creative way to pass a ball in the group, identifying a process that includes everyone.



Aim: To familiarise participants with the idea of inclusion in a process and increase collaboration within the group.



Materials: A soft ball or a beanbag (you will need more in case you decide to create small groups).



Preparation: Move the chairs to allow enough space in the centre of the room.



Instructions:

SLIDE 33: Instructions for participants (project if needed)

- Ask participants to stand up in a circle and explain that they are going to play with a ball to create a process, which is a sequence of actions based on a few rules. Show the ball they are going to play with.
- Explain the rules:
 - » Everyone must stay where they are in the circle.
 - » Everyone must touch the ball.
 - » You can't pass the ball to the person(s) next to you.
 - » The ball must get back to the person that initiated the sequence.
 - » The ball cannot roll on surfaces (e.g. walls, floors, tables).
 - » As soon as you have created it, the sequence must be repeated twice.
 - » If the ball falls, you need to start over.
- When participants have completed the two rounds, ask them:
 - » How was it to create this process?
 - » What strategies have you used to make this work?
 - » Do you have any comments or thoughts to share with the group?

- At the end of the activity, ask participants to help move the chairs back to the circle and tell them you are about to start the session.

TASK 3.

OVERVIEW OF THE SESSION (5 minutes)

Peer trainers show a session overview on the PowerPoint slide or a flipchart.

Make sure to mention the following:

- The focus of this session is on participation in *public* decision-making processes and participants will learn about this through group activities and the sharing of some important information.
- How long this session is going to last and when you will pause for a break.
- Ask everyone whether they have any questions.



SLIDE 34: Session overview

Session 4 overview:

1. Hello and welcome
2. Icebreaker: Create a process
3. Overview of the session
4. How do we make decisions?
5. Collective participation and public decision-making

Break

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

TASK 4.

HOW DO WE MAKE DECISIONS? (45 minutes)

Peer trainers invite participants to focus on decision-making by engaging in a three-step 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 a non-linear process: this means that at some point in the journey, it may be necessary to return to a previous step to re-evaluate the situation and possibly make different choices.



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 35: 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, I need a new coat or shoes. Or a more complex one, such as what secondary school or university/college should I go to?
 - » 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 peer 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 peer 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.).
- 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 peer 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.

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.

TASK 5.**COLLECTIVE PARTICIPATION AND PUBLIC DECISION-MAKING (20 minutes)**

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

Remind participants:

- You have the right to express your views and have those views taken into consideration (right to participate, Article 12 of the UNCRC).
- Some of the issues or topics you are entitled to express your views or opinions on are issues that concern you as individuals, others are issues that concern you as a group of “young people”.
 - » Ask participants: Can you think of examples of issues or decisions that affect you as young people?
 - » Use the flipchart to take notes of their answers.
 - » If participants struggle to think of examples, you can mention some that are relevant to your country (such as decisions concerning schools, access to funds or support, measures to address climate change and global warming, or the decisions made throughout the Covid-19 pandemic especially about school and how to manage this during the pandemic).
- Explain that in many European countries children and young people felt that adults should have consulted them when they were making big decisions around school during Covid-19 for example, and felt/feel left out when it comes to environmental issues especially things like recycling, ethical fashion, cleaning plastic from the ocean, issues around endangered animals, global warming, etc.
- Mention that the decisions that governments at a local, regional and national level make, that should include consultation with members of the public (including children and young people), are what we call public decision-making processes.
- 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, for example through a consultation.
- Ask participants if they know of any examples of *collective participation* in public decision-making in their country and take notes on a flipchart.
- Peer trainers may have heard examples about public engagement of participants in the previous sticky note exercise when they were asked to write down a positive example of participation. This is a good opportunity to bring these examples back into the discussion if they are relevant.



Notes for peer trainers:

- Discuss and prepare this session with participation advisors and mentors beforehand to ensure the session is realistic and appropriate for the context of a specific country or region.
- In some countries it is much easier to be involved in and influence public decision-making processes than it is in others. It is important to be realistic about this and find the best way for children to create meaningful influence or change in their community, area or country.
- For some countries this may be limited to schools or their care setting, whilst for other countries it may indeed include being able to influence or participate in a national debate, a public consultation process or engage with a youth parliament.
- There are many different forms of valid forms of participation (remember Hart's participation ladder) as long as there is some form of meaningful influence, control and perhaps even change that can be achieved. Participants will learn about meaningful participation when they receive information about the Lundy model.



SLIDE 36: Collective participation (project if needed)

BREAK 15 minutes

TASK 6.

ENERGIZER: NAME GAME ENERGIZER – ENCORE (10 minutes)

In this activity, peer trainers invite participants to re-practice each other's names and share positive feedback.



Aim: To practice positive self-evaluation and experience effective collaboration within the group.

Instructions:

- Ask participants to stand or sit in a circle.
- Ask everyone to remember their "new" names from earlier in the workshop and the movement describing it (e.g. *Nice Nick, accompanied by a smile*).
- Explain to participants that they will have to remember the new longer names (adjective + name + movement) of all the people who have spoken before them.
- As one of the peer trainers, start the game by saying your new longer name.
- Then the person to your right has to repeat your new longer name and add theirs. In turn, the person to their right has to repeat all the new longer names they have heard so far and then say theirs.
- Continue like this until everyone in the group has done this.
- As the last person in the group will have to repeat all the new longer names, remind participants that all of them can help and support this person, when needed, in this

challenging task. Take the opportunity to recall that this is not about winning the game, but it has to do with working together and finding a viable 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 and showing appreciation for each other's contribution. They can remember what they did the first time they played this game or can invent a new way to do this.



Notes for peer trainers: Alternative energizer (5 minutes)

If you realise you don't have enough time to do the planned activity but see that participants still need an energizer, you can propose this short activity.

Ask everyone in the group to stand up, shake loose, turn around, and sit down again.

You can ask participants: Did you know that by standing up and shaking loose like this, you increase the oxygen supply to your brain which will energise you and increase your capacity to concentrate again significantly?

Alternatively you could play "silent disco" or "do as I do".

TASK 7.

PARTICIPATION IN PUBLIC DECISION-MAKING: THE LUNDY MODEL⁹ (60 minutes)

Peer trainers introduce the second tool, which is useful for planning and measuring 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 two group activities.



Materials:

- 4 envelopes for each group with cut up words from one of the definitions of the Lundy model (**Handout 8**).
- 4 cards per group with the elements of the Lundy model on it (Space, Voice, Audience, Influence) (**Handout 7**).



Preparation:

- 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 8**.
- 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 7**.

⁹ 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>

Introduction: (5 minutes)

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

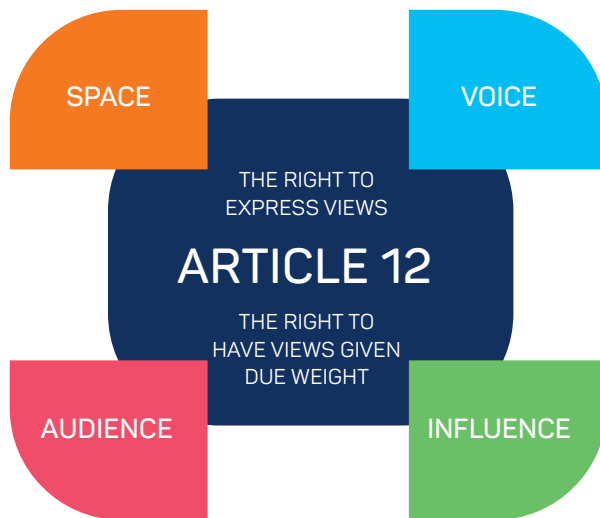
Step 1: Group work (15 minutes)

- 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 37** with the basic Lundy model (or use one set of printed sheets or laminated copies recreating the model in the middle of the circle) and read the elements in order, mentioning that the sequence is not random, rather it represents the steps through which a participatory process is realised.



Picture 2: The Lundy model of participation



- Read the definition of each element (**SLIDE 38**) 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.



Notes for peer trainers:

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 peer trainers to be aware of and have available. It helpfully explains the 4 definitions more in 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.



Picture 3: The Lundy model checklist, source: https://commission.europa.eu/system/files/2022-12/lundy_model_of_participation_0.pdf



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 39** 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 peer 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 session 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 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 peer 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 on what could be done better next time.

For older participants only (16+):

At the end of the session mention there is a checklist for the Lundy model (a list of 3 questions for each of the elements) to help professionals and government leaders evaluate how participatory their event was and if they fulfilled all the essential criteria for meaningful participation.

Link to the Lundy model and the checklist: https://commission.europa.eu/system/files/2022-12/lundy_model_of_participation_0.pdf

TASK 8.

END OF THE SESSION (10 minutes)

Before the final evaluation exercise, peer trainers should dedicate some time to close the session, and briefly mention what they feel was the most important moment for the group or the core learning of the session.



Notes for peer trainers:

You can say what you hope participants take away from the session, or you can give feedback based on what you have observed during the activities. To do so, take some time during the break or between activities to exchange with your training partner and decide what to say to the group. As you will be focused on the delivery of the session, you can also ask the mentor and the participation advisor to observe something specific (e.g. how the group reacts to a specific activity or content) and to share this with you before you share your feedback with the group.



SLIDE 40: Thank you, and information/details about the next session and/or break

- Thank everyone for their contribution.
- Say that in the next session, the group will prepare messages for the meeting with adults, and:
 - » *If the next session is scheduled on the same day:* Peer trainers will provide details about how long the break is and what time they will start the next session.
 - » *If the next session is organised on another day:* Peer trainers will provide any relevant information about the next meeting.
- Before saying goodbye, remind participants that if they are feeling upset or worried about anything, there is a responsible adult they can speak to (and remind them of the name of the responsible adult) and a safe space they can go to (and remind them where this place is).

TASK 9.

EVALUATION: TWO STARS AND A WISH (10 minutes)

- For the *two stars*, peer trainers ask participants to name two things that they liked about the workshop session.
Alternatively, peer trainers can ask participants about two things that they learned in the session or will take away from it.
- Peer trainers then ask the group to share a *wish* for the next workshop session.
- Questions that could be used for this are:
 - » What did you like about the workshop?
 - » Is there anything that would make the workshop better next time?

END OF THE SESSION/DAY

Tips for reflection for peer trainers and participation advisor

At the end of each day (whether you have scheduled one or more sessions for the day) it is recommended that peer trainers pause and dedicate some time, together with the participation advisor and one of the mentors, to think about the session(s) and elaborate on their feelings and thoughts about what happened with the group.

Some questions to guide the reflection:

About the experience:

- How are you feeling? Is there anything you need to talk about?
- *Please remember that also as peer trainers, if anything should concern or upset you during the delivery of the workshop, you should consider taking time to talk to your training partner and/or participation advisor (e.g. while the group is engaged in an activity or during a break). It is essential to take care of how you are feeling, also considering that your concern could have an impact on the delivery of the session.*

About the session:

- How did the session go?
- What worked well and why? What did not work well and why? (Think about the venue or technology, participants, facilitation, timing, etc.).
- If something happened, are you happy with the solution you came up with? Would you do anything differently?
- Do you feel you learned something that can be carried forward in the workshop?
- Is there anything more or different you need from your training partner or participation advisor?

WORKSHOP SESSION 5

- PREPARING TO MEET ADULTS AND MAKING MESSAGES

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6
Welcome and getting to know each other	Children's rights and participation	Participation and decision-making processes	Public decision-making and the Lundy model	Preparing to meet adults and making messages	Meeting with adults



Total time for the session: Approximately 3.5 hours



Materials needed for the session:

- PowerPoint projector and screen.
- Laptop or computer.
- PowerPoint slides.
- Participation agreement flipchart from session 1 to hang on the wall.
- For Task 5 *Messages for adults*: Prepare 4 flipchart papers by writing one question on each paper and put them up on the wall:
 - » Flipchart 1: What are your hopes and wishes for the meeting with adults?
 - » Flipchart 2: What are your concerns about the meeting with adults?
 - » Flipchart 3: What would you like the meeting to focus on?
 - » Flipchart 4: What would you like to tell adults about your right to participate or participation in general?
- For Task 7 *Making the messages*:
 - » Flipcharts, sheets of A3 white paper, sheets of A4 white paper.
 - » Old magazines or newspapers to cut.
 - » Pens, pencils, markers, and other creative art materials like sticky shapes, different coloured paper.
 - » Rounded-tip scissors and glue or tape to create collages.
 - » Something to stick flipchart papers to the walls

SESSION 5:
**LEARNING
OUTCOME**

Session 5 is dedicated to preparing messages in view of the meeting with adults that will take place during session 6. At the end of this session, participants have discussed the messages they want to give and have chosen and prepared their presentations.

TASK 1.

HELLO AND WELCOME (5 minutes)

Peer trainers will need to adapt the session's opening based on whether session 5 is scheduled on the same day as another session.



SLIDE 42: Peer trainers and staff names and roles

Peer trainers welcome participants back to the workshop, and:

- Ask everyone to sit back in the circle.
- Remind them about the *participation agreement* (the flipchart paper used in session 1 should be hanging on the wall where everyone can see it), and ask if they feel they need to add anything to it.
- If necessary, remind them about your names and those of the "responsible adult", recalling that they can talk to this person or go to the safe space in case they feel upset or concerned during the workshop.



Notes for peer trainers:

This session is different from the previous ones, as it focuses on the future meeting with adults and on creating messages to present to them. Some participants may feel nervous or concerned about discussing some issues they care about and worry they won't be heard and understood. Make sure to remind them they can ask for your support or take time off if they feel stressed.

You can reassure young people that task 5 of the workshop will focus on their hopes/wishes and concerns for the meeting with adults and you will try and address these beforehand and offer support during the meeting with adults as well.

TASK 2.

ICEBREAKER: ZIP ZAP BOING (15 minutes)



In this activity, peer trainers invite participants to play and remember each other's names.

Aim: To resume the workshop and revive a sense of belonging within the group.

Instructions:



SLIDE 43: Instructions for participants (project if needed)

- Ask participants to stand or sit in a circle while one peer 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.
- Keep the pace up as this makes the exercise more fun.
- If someone hesitates or is too slow answering, they will also have to go in the middle.
- At the end of the activity, briefly mention that you are soon going to start the session.

TASK 3.

OVERVIEW OF THE SESSION (5 minutes)

Peer trainers introduce session five by showing the session overview. Make sure to mention:

- The focus of this session is on preparing for the meeting with adults that will happen during the next session.
- How long this session is going to last and when you will pause for a break.
- Ask everyone if they have any questions.



SLIDE 44: Session overview

Session 5 overview:

1. Hello and welcome
2. Icebreaker: Zip Zap Boing
3. Overview of the session
4. Preparing messages for adults

5. Messages for adults: Paper carousel

6. Choosing messages

Break

7. Making the messages

8. Final presentation

9. End of the session

10. Evaluation: Two stars and a wish



Notes for peer trainers:

Participants need to be supported in the preparation for the meeting, and also in the management of their expectations.

Make sure to tell them:

- Who the adults are that have been invited and what their roles are in decision-making processes.
- The purpose of the meeting is to communicate with adults and have a chance to share messages about things that matter to you.
- Manage expectations: The meeting is not necessarily going to be able to solve issues immediately or provide opportunities to receive feedback about something.

It is also important to remind participants that the adults that may attend the meeting may be quite new to the concept of children's rights and participation and may need time to learn more about this.

TASK 4.

PREPARING MESSAGES FOR ADULTS (10 minutes)

Instructions:

Explain to the group that to realise children and young people's participation, adults, children, and young people all have responsibilities in making that happen.

Adults have the responsibility to ensure that children and young people are participating in a meaningful way.

They can do this by using and following the Lundy model and the Triangle of Rights. Let's remind ourselves briefly of what these models were:

The Lundy model:

- Remind children and young people about the 4 elements of the Lundy model that we talked about in the previous session.
- Write the 4 elements on a flipchart. Adults should provide Space, Voice, Audience and Influence.

- **Remind participants of the 4 definitions that we learned about:**

- » 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.

The Triangle of Rights – 4 principles:

Adults should always aim to focus on the “best interest of the child” (Article 3 of the UNCRC) in balance with Article 12 (the voice of the child) and make sure that anyone who wants to participate is able to (Article 2, non-discrimination and inclusion).

Children have the responsibility to:

- Express their views and send messages to adults, in other words: to exercise their right to be heard (Article 12 of the UNCRC). We have talked about this in sessions 2 and 3.
- Give messages to adults in a respectful manner. They can use many different ways to send messages, for example in creative ways as well as simply talking.



Notes for peer trainers:

Please consider the following helpful and guiding responses to children and young people who have expressed feeling angry or upset at things that may have happened in their lives or communities. Knowing they have a right to express a view and that this view should be taken into consideration can have a powerful impact on children and young people and it is our responsibility to support them with this.

Response 1

Remind participants that expressing our view is not the same as shouting at adults, saying rude words, being threatening or getting what you want. You may have felt unheard in certain important situations in your life and it is important to realise this and talk about it with the peer trainer or the responsible adult if you need this. But for the purpose of this session, it is important that we work on being respectful and developing constructive messages for adults.

Response 2

Expressing your view means thinking about what you want to say and saying it in a way that someone is likely to listen and hear it. The calmer and more respectful we are, the more likely it is that the other person will hear it and respond constructively. It is important that we work together on developing constructive and respectful messages.

Response 3

Some of the adults may be quite new to children's rights and/or may have had very little training on how to "do" participation effectively. We are all learning together. We can help adults to learn about participation and what this means. We can also share what we have learned about children's rights and participation in decision-making.

Now explain that in this session we are going to develop messages for adults.

These messages should be ones that:

- Allow you to tell them what you think they should know about participation and decision-making.
- Allow you to discuss how you could participate in the public decision-making processes you have identified or you care about.
- Help adults know how they could better respond to your right to be heard in decision-making processes.



Notes for peer trainers:

Based on the adaptation work you will carry out together with the national team, you will be able to focus on specific processes or participation opportunities in your country (for example: municipality councils, student advisory boards, national ombudsman advisory board, etc.).

However, in some countries, if we want participation to be meaningful, we may need to focus on reaching adults closer to children and young people like teachers, social workers, youth workers or care workers as political processes or religious or cultural issues may make it more difficult for children and young people to be involved in processes at a higher level.

It is important to be aware though that in the EU, government leaders across Europe are called upon to focus on children's participation as an area of priority (EU Strategy on the Rights of the Child).

When discussing opportunities to participate, please make sure to help participants consider how they would be comfortable participating, suggesting options such as face-to-face meetings with decision-makers, focus groups, school meetings, conferences, or online surveys, or other digital tools that are safe and they would use.

Acknowledge or suggest in the conversation with the participants that it can be easier for children and young people to express themselves in a less verbal way, e.g. creative messages such as poems, a rap, a banner, a letter or drawings with messages. All these ways of giving messages and being involved are valid and can be very helpful across the different age groups. This can be helpful for the workshop as well as other external consultation processes they may be involved in in the future.

TASK 5.

MESSAGES FOR ADULTS: PAPER CAROUSEL (35 minutes)



In this activity, peer trainers are going to ask participants to work in groups to start preparing messages for adults.

Aim: To gather messages for adults about children and young people's participation in decision-making using creative forms.



Materials: Flipchart papers.



Preparation: 4 flipchart papers already put up on the wall, on a table or on the floor, each one with a group number and question written on them, and marker pens.

Instructions:

- Ask the participants to split into four groups and give each group a number from one to four.
- Ask them to go to their group's corresponding flipchart paper.
- The four questions are:
 - » Flipchart 1: What are your hopes and wishes for the meeting with adults?
 - » Flipchart 2: What are your concerns about the meeting with adults?
 - » Flipchart 3: What would you like the meeting to focus on? Think about issues/topics that are meaningful to children and young people.
 - » Flipchart 4: What would you like to tell adults about your right to participate or participation in general?



Notes for peer trainers:

On flipcharts 3 and 4 you can add guiding questions to help participants focus on the topic of public decision-making. For example, for flipchart 3 you can ask them to think about what processes they would like to be more meaningfully engaged in (they could name existing initiatives they know or mention the topic they would like to contribute to). For flipchart 4, you could ask them to think of the barriers to participation they experience and what could be the solutions.

Paper carousel (10 + 15 minutes)



SLIDE 45: Instructions for participants (project if needed)

- Take into consideration that it will take time to get participants into groups and settled to work on their flipchart.
- Give each group 10 minutes to write their ideas on the flipchart.
- Now ask the groups to move in a clockwise direction to the next flipchart (one peer trainer can say "carousel" loudly to indicate it is time to move to the next flipchart and move their hands like a carousel).

- The flipcharts stay where they are. The participants move “like a carousel” 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 the groups to repeat the task moving around the room until all groups have seen and commented on all 4 flipcharts.
- As peer trainers, make sure you move around too and read the content of each of the flipcharts while the participants are working.
- When all the groups have been to all the flipcharts, ask them to return to their original flipchart.
- All groups will have been able to read all the points that everyone has made. This means that no further “full” presentation will be given on each of the flipcharts.
- You can now move onto the next task where groups will choose key messages from the flipcharts.



Notes for peer trainers:

The paper carousel allows participants to read what the previous group has answered which helps them to focus on the topic and provide input. You can support participants by asking “What else?” to inspire them to come up with more information or write completely new responses. While they are working on the flipcharts, move around the groups and kindly remind participants to make sure any added information on the flipcharts is clear for others to read and understand.

TASK 6.

CHOOSING MESSAGES (20 minutes)

Peer trainers help participants decide together on key messages that they want to give adults and that they will work on for the rest of the workshop session. These messages will need to be simple and clear for the adults who see them.



Aim: To choose the messages the participants want to give.



Materials: Paper and pens for participants to write their chosen key messages on.

Instructions:

- Participants stay in the same group as during the paper carousel task. Ask each group to look at their paper carousel flipchart and decide on 2 messages that stand out from the responses on the flipchart.
- Next, the groups present their chosen messages to the other groups.
- Now one peer trainer asks the following questions:

- » When we look at the messages that we have now chosen, are there any overlapping messages?
- » Some messages will be about expectations and concerns, and could help create new ground rules for the beginning of the meeting with adults: what are those messages?
- » Some other messages will be about participation and adults' responsibility to make that happen: what are those messages?
- One peer trainer is to write these final key messages on a flipchart.
- Now explain that participants will present these key messages to adults in a creative way and you will talk more about this after the break.



Notes for peer trainers:

If the exercise "choosing messages" has gone over the allocated time of 20 minutes, suggest that participants have only a quick break as the next session is going to focus on making creative messages and is considered a fun and also important session. Often participants are keen to get started with this and it could therefore be a good way to make up for any lost time.

BREAK 15 minutes

TASK 7.

MAKING THE MESSAGES (60 minutes)

To allow as much time as possible for the preparation of the messages there will not be an energizer after the break in this session. Instead peer trainers will introduce the preparation of the messages. In this activity, the four groups will choose a creative way to present their messages and work on them.



Aim: To choose creative ways to present the messages to adults.



Materials:

- Flipcharts, sheets of A3 paper, sheets of A4 paper, A5 cards.
- Old magazines or newspapers to cut.
- Pens, pencils, markers, and other creative art materials like sticky shapes, different coloured paper.
- Rounded-tip scissors and glue or tape to create collages.
- Something to stick flipchart papers to the walls.



Preparation: Make sure you have brought a box with all the creative art materials to the session, plus flipcharts, and A3 and A4 plain paper or card.



Instructions:

SLIDES 46-47: Ideas for presenting the messages

- Ask participants to go back into the same groups they worked in for tasks 5 and 6 (*Paper carousel* and *Choosing messages*).
- Working together as a group, ask them to think about creative ways to present these messages.
- Here are a few options:
 - » **Poster:** Participants can use old magazines and newspapers to look for pictures, words, and letters to create a visual representation of their messages, creating a collage on a flipchart or an A3 sheet. To complete the poster, they can add a slogan or a title before the message they want to send to adults.
 - » **Keywords** - such as *voice, influence, information, decision, power*, or anything else participants can think of/have discussed in the sessions. They could then write a little explanation as to why this word is important or illustrate the word in some way. They could do this on a large sheet of paper (flipchart paper or A3).
 - » Write a **short poem** or a **rap**.
 - » Create a **banner** with the messages written on them.
 - » Write a **letter** to adults: "*Dear Adults/Decision-makers, ...*"
 - » This is what you need to know about participation in decision-making.
 - » This is what we want you to do about it.
 - » This is how we want you to support us.
 - » A written **declaration**, that is a message for adults with a list of things you want them to do. For example, it could start: "*We the young people declare that adults can help realise our participation in decision-making by...*" followed by a list of what they could do more or less of.
- **Positive messaging:** Explain to the participants that a message that contains an invitation to do or change something is more understandable when formulated positively. This means we want to focus on what we want adults to do more of and what would make things better, rather than on what they should stop doing or what they do wrong. The challenge is that we should translate the negative messages which start with "don't," and positively phrase them instead. For example:
 - » "Don't ignore us" => "Do listen to us"
 - » "Don't leave us behind" => "Do include us in decisions that affect us"
 - » "Don't decide for us" => "Do decide with us"

- Tell participants that:
 - » They will have until the end of the workshop session today to make and finish their artwork.
 - » These messages could also be used at the final *Together* project event that will be held to share what we have learned during the project.
 - » They can choose the option they feel more comfortable with and different groups can use the same way to present their messages.



Notes for peer trainers:

Children/young people may propose to record a short video or take a few pictures as these could be the means of communication they are most familiar with. However, this option should be discouraged as children and young people in the peer training session are under 18, and using video or photography showing them and their messages will bring issues of consent, especially parental consent, that you should have before recording the videos or taking the pictures. Since this is an important matter of safety and protection, make sure to explain this and encourage participants to proceed with other options.

Make sure you create a record of “who is doing what”, taking notes of which group is working on what message and how, and who are the group members.

A little extra “fun” element of the workshop session would be to bring some special snacks as this is the last session together before the meeting with adults, for example, cupcakes or crisps.

Do make sure to take a photograph of the work before the participant leaves.

TASK 8.



FINAL PRESENTATION (20 minutes)

Aim: To present the creative pieces of work to each other.

Materials: Finished creative pieces of work.

Instructions:

- Give all participants a warning that we are going to tidy up in 5 minutes.
- After 5 minutes, ask participants to put the pens and markers, and other materials back into the boxes.
- Now gather the groups together in a circle and ask each group to present their work to the other participants.
- Make sure that everyone gets a chance to present their work.
- Next, after each presentation, ask participants if they have any questions or comments and offer applause after every presentation.
- Ask if it is ok to take a photo of their work and if so, do this before moving on to the next one.
- Finally, put all the materials in a safe place at the end of the workshop session.

TASK 9. END OF THE SESSION (5 minutes)



Before the final evaluation exercise, peer trainers should dedicate some time to close the session, and briefly mention what they feel was the most important moment for the group or the core learning of the session.

Notes for peer trainers:

Due to the nature of today's session, this part of the session can be kept very short as the participants have just presented all their messages and there will have been time for dialogue and exchange between participants and peer trainers throughout the session.

Also, please note that the making of the messages part of the session is time consuming and there may not be much (if any) time left for this aspect of the session. If time is an issue, go straight to evaluation (two stars and a wish).



SLIDE 48: Thank you, and information/details about the next session and/or break

- Thank everyone for their contribution.
- Say that in the next session, the group will meet with the group of adults, and:
 - » *If the next session is scheduled on the same day:* Peer trainers will provide details about how long the break is and what time they will start the next session.
 - » *If the next session is organised on another day:* Peer trainers will provide any relevant information about the next meeting.
- Before saying goodbye, remind participants that if they are feeling upset or worried about anything, there is a responsible adult they can speak to (and remind them of the name of the responsible adult) and a safe space they can go to (and remind them where this place is).

TASK 10. EVALUATION: TWO STARS AND A WISH (10 minutes)

- Peer trainers may find they are out of time for an evaluation in this session. If this is the situation, make sure to evaluate a little longer after the last session if at all possible. *Alternatively, peer trainers can ask participants about two things that they learned in the session or will take away from it.*
- Peer Trainers then ask the group to share a *wish* for the next workshop session.
- Questions that could be used for this are:
 - » What did you like about the workshop?
 - » What if anything, would make the workshop better?

END OF THE SESSION/DAY

Tips for reflection for peer trainers and participation advisor

At the end of each day (whether you have scheduled one or more sessions for the day) it is recommended that peer trainers pause and dedicate some time, together with the participation advisor and one of the mentors, to think about the session(s) and elaborate on their feelings and thoughts about what happened with the group.

Some questions to guide the reflection:

About the experience:

- How are you feeling? Is there anything you need to talk about?
- *Please remember that also as peer trainers, if anything should concern or upset you during the delivery of the workshop, you should consider taking time to talk to your training partner and/or participation advisor (e.g. while the group is engaged in an activity or during a break). It is essential to take care of how you are feeling, also considering that your concern could have an impact on the delivery of the session.*

About the session:

- How did the session go?
- What worked well and why? What did not work well and why? (Think about the venue or technology, participants, facilitation, timing, etc.).
- If something happened, are you happy with the solution you came up with? Would you do anything differently?
- Do you feel you learned something that can be carried forward in the workshop?
- Is there anything more or different you need from your training partner or participation advisor?

WORKSHOP SESSION 6

- MEETING WITH ADULTS

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6
Welcome and getting to know each other	Children's rights and participation	Participation and decision-making processes	Public decision-making and the Lundy model	Preparing to meet adults and making messages	Meeting with adults



Total time for the session: Approximately 3.5 hours



Preparation:

- If this final workshop session is held in a different place than the others, ask for the support of your national team to make sure that there is an area available for participants to go to when they feel upset or concerned during the workshop and that they know who the responsible person is and where they can find them.
- Also make sure that all the participants know where the final workshop is held and are reminded of the time and place beforehand.
- Make sure that all the creative messages for adults make it to the venue for the meeting.
- Follow up with the national team to make sure all adults are also informed about the time and place of the meeting. Give a clear beginning and end time.

Preparing the participation of adults:

In addition to working with the children and young people, we should also consider how we are going to prepare the adults who are invited to come to the meeting. Here are some points to consider:

- Work together with the participation advisor and mentors to organise the meeting with adults and identify the relevant adults to meet with for your workshops.
- Clarify with the participation advisor and mentors the venue and time for the meeting, how many adults will attend and any other information you need to know beforehand.
- Discuss as a national team how children and young people are helped to prepare their messages and also how the team will prepare the adults that are invited.
- One question to ask during this preparation is how much the adults know and understand about children's rights and participation and how open they will be to the messages from children and young people.

- It may be helpful to share some information with the adults beforehand about the Lundy model and some information about children's rights and participation.
- If possible, adults could be made aware of the participation agreement that the group developed and encouraged to follow the same principles during the meeting.
- As part of the preparation before attending the meeting with the young people, one possibility is to offer adults access to the free e-learning course on **Meaningful Child and Youth Participation in Public Decision-Making**, which has been developed as part of the *Together* project.

Adaptation to the local context

Session 6 is another part of the workshop that will require adaptation work to ensure it is meaningful for the groups you will be meeting.

Adaptation in this situation means changing part of the session's structure or the content of some activities, and cutting those parts that are irrelevant to the group you are meeting. There are parts of the structure that can be adapted but not removed because they are essential to a participatory process, regardless of the way and context in which the meetings with adults will take place.

The essential components of the session dedicated to meeting adults are:

- Preparation check with the children/young people right before the meeting.
- Practical and emotional support during the meeting.
- Debriefing and evaluation after the meeting (before the final evaluation of the workshop).

In turn, peer trainers can manage and implement these parts by sharing responsibility with mentors and participation advisors (and possibly members of the national team) who will be present during the meeting with adults.

This structure should also be kept for possible final project events or any advocacy actions that aim to share the results of the project and involve children and young people.



Materials needed for the session:

- PowerPoint projector and screen.
- Laptop or computer.
- PowerPoint slides.
- Participation agreement flipchart from session 1 to hang on the wall.
- The 4 messages prepared by participants in session 5.
- For Task 8 *Evaluation*: 3 pieces of flipchart paper, pink, yellow, and green sticky notes, and pens.
- Flipchart papers, markers.

SESSION 6:

LEARNING OUTCOME

Session 6 is dedicated to meeting adults and discussing participation in public decision-making at a local level. At the end of this session, participants have presented their messages and evaluated the meeting with adults and the workshop based on what they have learned about participation.

TASK 1.

HELLO AND WELCOME (5 minutes)



Peer trainers remind participants that this session is the last one and its structure will be different from the others as it will focus on meeting with adults and the closure of the workshop.

SLIDE 50: Peer trainers and staff names and roles

Peer trainers welcome participants back to the workshop, and:

- Ask everyone to sit back in the circle.
- Remind them about the *participation agreement* (the flipchart paper used in session 1 should be hanging on the wall where everyone can see it), and mention that at the beginning of the meeting with adults, *ground rules* will be shared and both adults and young people can add to it and will need to agree to it.
- If necessary, remind them about your names and those of the “responsible adult”, recalling that they can talk to this person or go to the safe space in case they feel upset or concerned during the workshop. If this session is held in a different place than the previous sessions, make sure to tell participants where this area is and how they can reach it.

TASK 2.

OVERVIEW OF THE SESSION (10 minutes)



Peer trainers introduce session six by showing a session overview.

SLIDE 51: Session overview

Session 6 overview:

1. Hello and welcome
2. Overview of the session
3. Icebreaker: The human knot
4. Preparation check-in
5. Meeting with adults

Break

6. Quick energizer
7. Debriefing the meeting with children and young people
8. Evaluation
9. Closing the workshop

Make sure to remind participants of the following:

- The focus of this session is on meeting with adults and sending the messages that you have been preparing.
- Explain who the adults you are meeting are and what their role is in decision-making processes.
- The goal of the meeting is to send and discuss messages with adults, and it could be an opportunity to talk about some issues that are important at a local level.
- The goal of the meeting is not to receive feedback on previous requests made to adults, or to resolve pending issues.
- Participants should expect feedback on their messages and information on how their possible requests will be followed up.
- Whilst you will cooperate with mentors and participation advisors to facilitate the exchange with adults, as peer trainers, you will remain focused on supporting the participants throughout the session.

Tell participants:

- How long this session is going to last and when you will pause for a break.
- Ask everyone if they have any questions.

TASK 3.

ICEBREAKER: THE HUMAN KNOT (15 minutes)

In this activity, peer trainers invite participants to play by forming a “human knot” with their arms which they must then try to untangle.



Aim: To strengthen collaboration within the group.

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 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.
- At the end of the activity, ask participants how it felt and mention you are soon going to start preparing for the meeting with adults.



Notes for peer trainers:

Starting this session with an icebreaker is helpful to stimulate collaboration within the group and to manage any tension related to the meeting with adults. In the absence of time, these goals can be maintained by extending task 4 (by asking participants how they feel and what they need in preparation for the meeting).

TASK 4.

PREPARATION CHECK-IN (30 minutes)

Peer trainers support participants by offering a space to review the messages prepared in session 5 and finish them if they are incomplete, or recap the content and the presentation.

Peer trainers should make sure that participants:

- Have what they need to present their messages to adults.
- Are aware that they can have 5 minutes to present each message.
- Could rehearse their presentation if needed.
- Can ask questions about the meeting and could see in advance the room where it is going to take place.

Remind participants that at the start of the meeting with adults, you will tell them about the ground rules and will give everyone the opportunity to add or change the existing rules in the participation agreement.

TASK 5.

MEETING WITH ADULTS (85 minutes)

The meeting with adults can be realised in different forms depending on the group and the roles of professionals and decision-makers that will attend.

Adults that agree to participate have been contacted by the national team and should have prepared for the meeting with children and young people.

Regardless of the form, the meeting should respect a structure that allows for the meaningful participation of children and young people.



Materials

Messages prepared in session 5, participation agreement, flipcharts, markers.

Introduction (10 minutes)

- Both children/young people and adults stand or sit in a circle and say their name and one thing they want to share about themselves.



Notes for peer trainers:

Depending on the form of the meeting, the initial presentation can be more/less playful.

Before the meeting starts, ask children and young people if they feel like playing a short icebreaker or prefer a short round of introductions.

Two options for a short icebreaker: Name Game Energizer (see session 2, task 2) and the Ball game (see session 1, task 2).

Participation agreement (10 minutes)

Tell adults about the *participation agreement*. Show the flipchart on the wall and ask them to respect the rules that participants have decided at the beginning of the workshop. Ask both children/young people and adults if they need to change or add something to the list.

If you add new points to the agreement, make sure to write them on a flipchart and hang this on the wall too.

Messages for adults (30 minutes)

- Children and young people present the messages they have prepared in different ways.
- Give them 5 minutes to present each message. If they need more time, make sure that the presentation does not take more than 30 minutes in total.

Feedback to children and young people (20 minutes)

Adults are encouraged to respond to the messages that workshop participants have shared with them.



Notes for peer trainers:

Ask for the support of the mentors and your participation advisor to invite adults to give feedback on the messages they have heard. Invite them to respond, keeping the language simple, and encourage them to provide information or instructions about how to monitor the decision and how to follow up on the process that has been discussed.

Closing the meeting (15 minutes)

Invite participants to share a few words about what they will take away from the meeting and take notes on a flipchart. Tell participants what you think was the most important moment for the group or the core learning of the session.

Thank everyone for their contribution and their effort to communicate.

Remind children/young people that this is not the closure of the day and you will see them after a short break to evaluate the session and close the workshop.



Notes for peer trainers:

Keeping this part brief and less structured is meant to avoid repetition for children and young people. In task 6, peer trainers will ask them to evaluate the meeting with adults and the workshop as a whole. If you need a more structured activity for the closure of the meeting, you can split a flipchart sheet horizontally and draw a smiley face on the left and a sad face on the right, separating them with a line. Distribute different coloured sticky notes to children/young people and adults, and ask them to write what they liked or didn't like about the meeting. Tell them that their comments will be read out in the group. Stick the notes on the corresponding part of the flipchart, then take a few minutes to read and comment on them with the group.

BREAK 15 minutes



Notes for peer trainers:

After adults have left the meeting, it is likely that children and young people need a short break to let go of the tension and be able to resume the session for the final evaluation.

Make sure you have refreshments available in the room and keep control of the time so that they don't lose focus with the session.

TASK 6.

QUICK ENERGIZER (5 minutes)

Mexican wave

To celebrate that the participants have finished the meeting with adults and spoken their messages, do a celebratory "Mexican wave" including vocalisation to accompany the movement to help participants relax.

The Mexican wave starts with you as the peer trainer and goes clockwise. You can do this a few times and end with a round of clapping for ourselves and our achievements today.

Congratulate the group that they were able to give their messages to adults. Whilst we can't control what happens with our messages, the first step of participation is to be given **Space** with adults to share our views (**Voice**) and be listened to (**Audience**).

National advisors, mentors and peer trainers should follow up with adults after the meeting to find out what the meeting was like for the adults that attended and what they will do with the messages (**Influence**).

If possible, the relevant adults should be encouraged to give **feedback** to the children and young people to hear what was done with their messages.

TASK 7.

DEBRIEFING THE MEETING WITH CHILDREN AND YOUNG PEOPLE (20 minutes)

Tell participants that this time for debriefing after the meeting with adults is important as this allows them to share their perspectives and feedback on the meeting. Explain that you will discuss this together as a group and then afterwards you will dedicate time to evaluate the workshop as a whole, as this is the last session.

Prepare a flipchart to take notes of what participants share and ask a few questions to guide the discussion. Remember that they may have already shared what they liked/didn't like about the meeting. This final stretch of time is for them to reflect on how it felt to present their messages to adults.

Questions for the discussion:

- How did you feel presenting your messages to adults?
- Thinking back to what we have learned about participation, what is your opinion of the meeting? Reflect using the 4 elements of the Lundy model if you can (Space, Voice, Audience and Influence).
- Do you have any additional ideas or thoughts about the messages that you shared? Consider the points you communicated to the adults: is there anything you perhaps forgot or that you thought of afterwards?

TASK 8.

EVALUATION (20 minutes)



Aim: To find out from participants what they liked about the workshops and what they have learned.



Materials: 3 pieces of flipchart paper, pink, yellow, and green sticky notes, and pens.



Preparation: Write the 3 evaluation questions on one piece of flipchart paper each.



Instructions:

SLIDE 52: Instructions for participants

- Briefly remind the participants of the topics they covered during the workshop sessions.
- Put up the pre-prepared flipcharts with one question on each of them:
 - » **Question 1: Do you know more now about child/youth participation in public decision-making?** Yes / No (Pink sticky notes)
 - » **Question 2: Do you feel more equipped to participate in public decision-making?** Yes / No (Yellow sticky notes)
 - » **Question 3: What was the most important thing you learned in the workshop?** (Green sticky notes)
- Now distribute pens and a set of three coloured sticky notes to participants.
- Ask the participants to write their answers to the questions on the corresponding sticky notes and stick them on the right flipchart.



Notes for peer trainers:

It is very important to take clear pictures of these flipcharts with the sticky notes on them at the end of the workshops and give them to your participation advisor or someone else on the national project team.

TASK 9.

CLOSING THE WORKSHOP (10 minutes)



SLIDE 53: Thank you

Say goodbye to the group and thank everyone for their presence and contribution. Make sure to customise this part according to the group and the experience that you have shared, including words and gestures that you have used during the workshop.

As a final note, please tell the participants that you hope they all had a good time together, and that they learned some useful information about participation.

Before they leave, remind participants that if they are upset or worried about anything they can still speak to the "responsible adult" (remind participants of their name) or go to the "safe space" (remind them where it is).

END OF THE SESSION/DAY

Tips for reflection for peer trainers and participation advisor

At the end of each day (whether you have scheduled one or more sessions for the day) it is recommended that peer trainers pause and dedicate some time, together with the participation advisor and one of the mentors, to think about the session(s) and elaborate on their feelings and thoughts about what happened with the group.

Since this is the last session, it is also recommended that you take some more time in the following days/weeks to evaluate the workshop experience from your perspective.

Some questions to guide the reflection:

About the experience:

- How are you feeling? Is there anything you need to talk about?
- *Please remember that also as peer trainers, if anything should concern or upset you during the delivery of the workshop, you should consider taking time to talk to your training partner and/or participation advisor (e.g. while the group is engaged in an activity or during a break). It is essential to take care of how you are feeling, also considering that your concern could have an impact on the delivery of the session.*

About the session:

- How did the session go?
- What worked well and why? What did not work well and why? (Think about the venue or technology, participants, facilitation, timing, etc.).
- If something happened, are you happy with the solution you came up with? Would you do anything differently?
- Do you feel you learned something that can be carried forward in future workshops?
- Is there anything more or different you need from your training partner or participation advisor?

SECTION 3

HANDOUTS



HANDOUT 1.
SAFEGUARDING LEAFLET -
Session 1, Task 7

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**:

HANDOUT 2.

CHILDREN'S RIGHTS CARD GAME¹⁰ - Session 2, Task 5

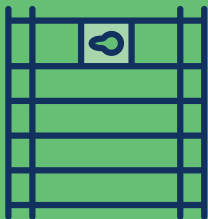
Children of minorities or indigenous populations have the right to enjoy their own culture

A white circular icon on a blue background. Inside the circle is a globe with latitude and longitude lines. Overlaid on the globe are several stylized faces of different ethnicities and ages, representing diversity.

Every child has the right to social security

A white icon on a dark blue background. It depicts a clipboard with a checklist and a red shield with a white cross, symbolizing social security and healthcare.

Children have to be protected from torture and deprivation of liberty

A dark blue icon on a green background. It shows a set of vertical bars, with a small padlock on one of the bars, representing imprisonment or deprivation of liberty.

Children with disabilities have the right to special care

A white icon on an orange background. It shows a stylized figure of a person sitting in a wheelchair, with a heart shape next to them, symbolizing care and support.

No child should be abused or mistreated

A white icon on a pink background. It shows a green silhouette of a child's head. Inside the head is a white shape that resembles a drop or a stylized face, with a white outline.

Every child has the right to housing

A dark blue icon on a green background. It shows a stylized house with a chimney, a window, and a door, with a sun and a cloud above it.

¹⁰. 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



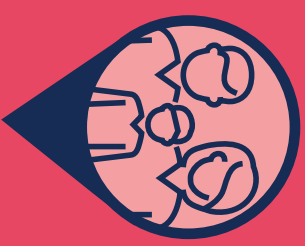
All children can form or belong to an association



Children without families have the right to special protection



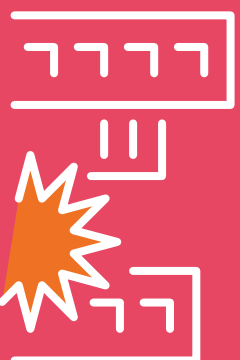
Children have the right to live with their parents



All children have the right to play



Refugee children have the right to special assistance



All children are equal



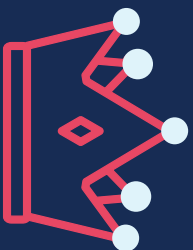
No child should have to do the dishes



Children have the right to express their own opinion



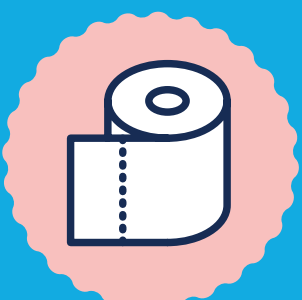
Children who are nice to their parents are entitled to special treatment



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



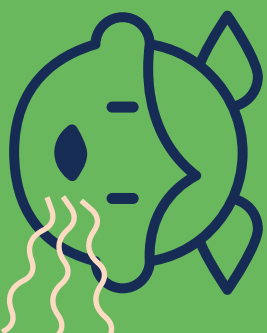
Every child has the right to have a funny neighbour



Every child has the right to breakfast in bed



Every child has the right to belch at dinner



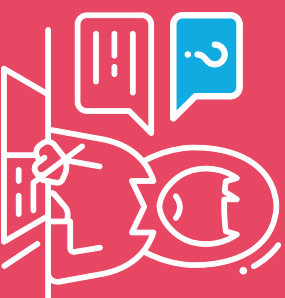
Every child has the right to be reunited with their family



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



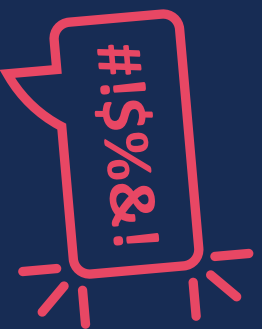
No child should have to do homework for school



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 choose their own religion



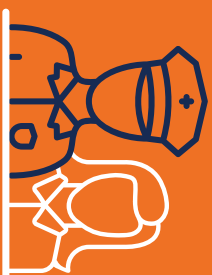
Children have the right to information



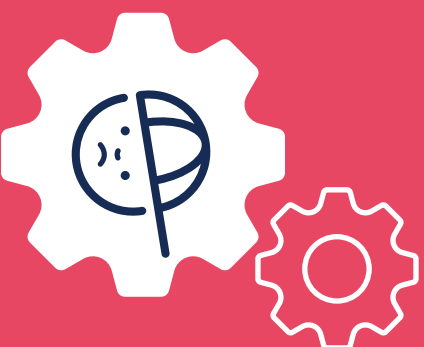
Every child has the right to health care



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



No child should work



All children have the right to education



Children must be protected in times of war



HANDOUT 3.

A CHILD-FRIENDLY VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC) - Session 2, Task 5

You can download a child-friendly version of the UNCRC at the following links:

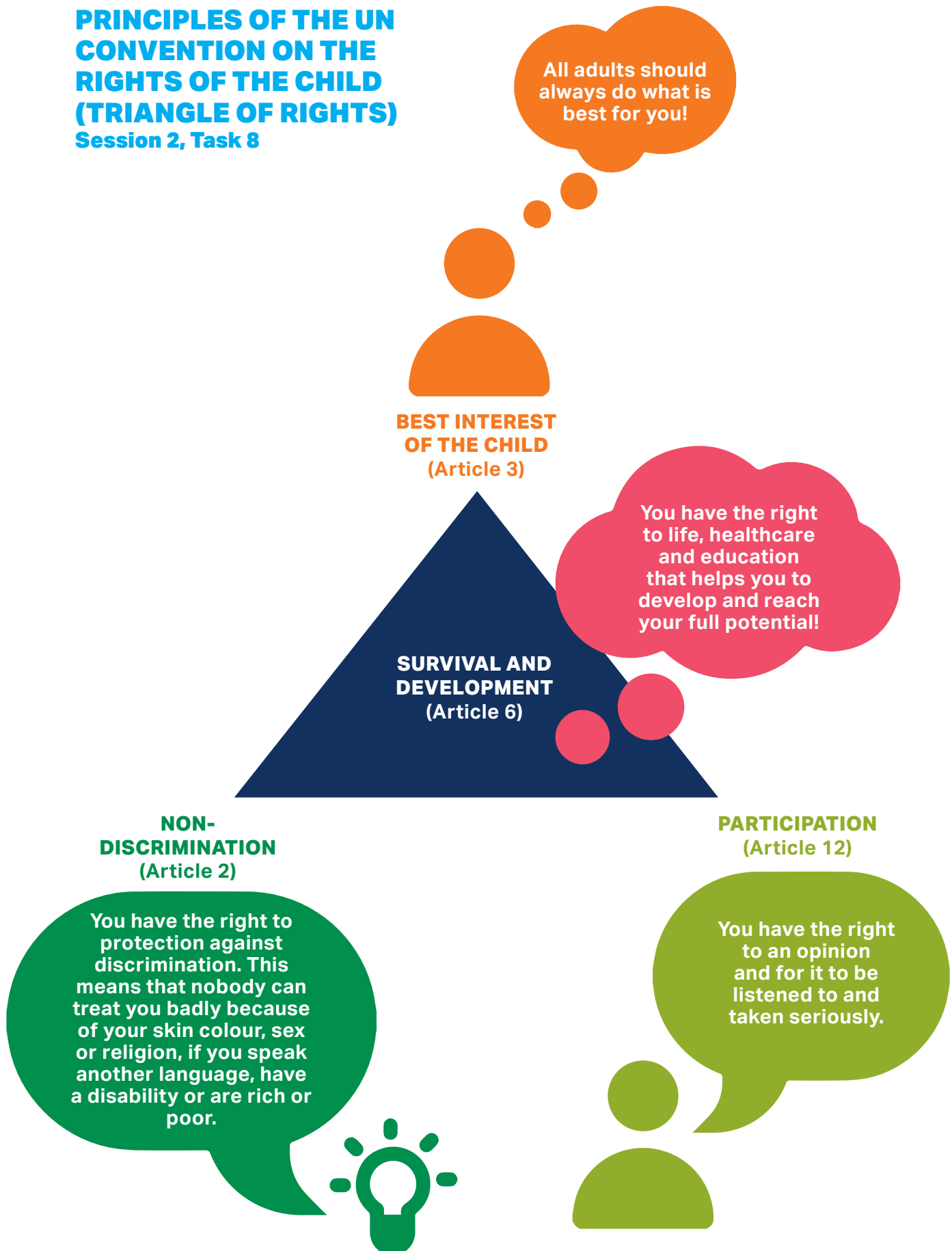
<https://www.unicef.org/media/56661/file>

<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 4.
PRINCIPLES OF THE UN
CONVENTION ON THE
RIGHTS OF THE CHILD
(TRIANGLE OF RIGHTS)
Session 2, Task 8



HANDOUT 5.

A SMALL TASK FOR PARTICIPANTS: DO YOUR PEERS KNOW ABOUT PARTICIPATION? -

Task to be completed between sessions 2 and 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 **rights 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. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. It is your right to have a say in all decisions that affect your life. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. It is the duty of adults to do what you think is right. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. It is your right to have a say even if the decision is not up to you. | <input type="checkbox"/> | <input type="checkbox"/> |

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.

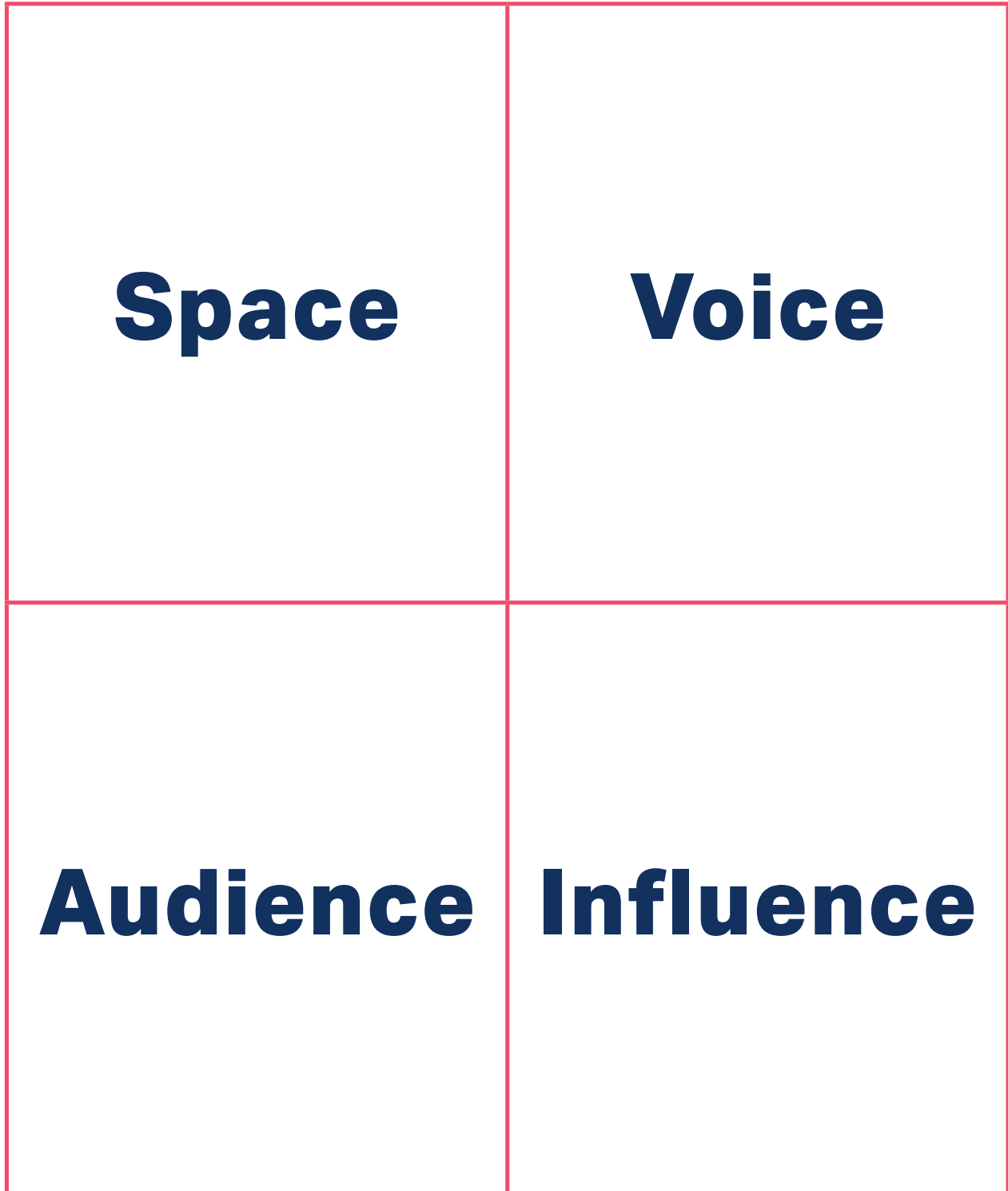
Children and young people have rights that are protected by the
United Nations Convention on the Rights of the Child.
Find out more at www.sos-childrensvillages.org

HANDOUT 6.
HART'S LADDER OF PARTICIPATION
Session 3, Task 7



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

HANDOUT 7.
PARTICIPATION IN PUBLIC DECISION-MAKING
– THE LUNDY MODEL (CARDS)
Session 4, Task 7



HANDOUT 8.
PARTICIPATION IN PUBLIC DECISION-MAKING
– THE LUNDY MODEL (4 BASIC DEFINITIONS)
Session 4, Task 7

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

SECTION 4

FOCUS ON FACILITATION



SECTION 4

FOCUS ON FACILITATION

This section provides a few expanded *notes for peer trainers* on specific topics that were raised by young experts in order to prepare for delivering group sessions. This part is therefore not a theoretical study of the theme of facilitation or the topics that will be addressed, but is a set of practical advice and useful tools for peer trainers.

TIPS FOR FACILITATION

1. Active listening

One of the most important skills for a facilitator is active listening. It means listening very carefully with your ears, but also making eye contact, communicating concern (this means giving feedback like “That sounds hard”, “I’m sorry you went through this” or “I’m sorry you experienced this”), or validating and summarising what a person is saying without interrupting, adding your own views, or giving advice.

Asking questions is okay, and it could be necessary to check whether you have understood what the other person is saying. However, make sure to wait until the person has finished what they want to say before asking your questions. This way, participants are free to express their views, and you avoid overlapping your understanding of the message or diverting it in a different direction from what was intended.

An essential aspect about asking questions is making sure to ask open-ended questions instead of close-ended ones, and to avoid suggesting an answer when asking, as this may influence the person you are talking to. For example, when you start a conversation, you may want to ask how the person is doing, and you can do it by asking “How are you?” (open-ended question) instead of questions such as “Are you ok?” (close-ended, suggesting the answer). For the person who is being asked the question, close-ended questions narrow the field of possible answers and implicitly invite the respondent to follow the suggested option.

Active listening also means being aware of non-verbal communication, that is, what we communicate through our bodies and behaviours and what we can “read” in those of others. You can find examples and more information about non-verbal communication in the next part.

To practise active listening, you can do an exercise in pairs to enable you to practise the skills involved with active listening. The exercise consists of starting a conversation in which one of you talks about a topic of your choice (it could be something you have experienced if you feel comfortable talking about it, or it could be something made up, or indeed, it could also be something that you have heard from someone you know). At the end of the conversation, spend some time giving each other feedback based on how the interaction went. Make sure both co-trainers get a turn practising being a listener and the person being listened to. The feedback should be based on *what worked well* and *some suggestions on what could be improved*.

Some of the aspects you could focus on are:

- Posture.
- Eye contact.
- Listening techniques such as nodding, making some slight sounds to indicate you are listening like, "Aha", "Right", "Ok", etc.
- Tone of voice.
- Distance in terms of seating position.
- Neutral stance or attitude.
- Your ability to validate and reflect the feelings of the other person (empathy).
- Your ability to use the words the other person is using (also referred to as 'mirroring').
- Your ability to summarise and paraphrase.

2. Non-verbal communication

As human beings, we communicate all the time and most of the messages we send are non-verbal. Moreover, regardless of the verbal content, what we communicate with our posture, the tone of our voice, facial expressions, and gestures is often perceived as the most important message, as this is what is immediately seen by others.

As peer trainers, it is important to take this into account. As you want to communicate that you are listening, you need to keep an open posture (e.g. avoid crossing your arms or turning away) and keep eye contact with the group while you are speaking or with the person who is talking. Avoid responding negatively with your body, e.g. rolling your eyes, sighing, yawning, etc. which indicate impatience or exasperation.

Participants will also unknowingly communicate how they feel during the sessions through non-verbal communication. For example, they may feel tired and start stretching over the chair or look at you with a frowning expression. You can use this information to ask yourself whether you can change something in the activity or change something in the schedule of the session, like anticipating a break or proposing an energizer. You can tell participants you noticed their body language and check if your thinking is correct, then you can offer to think about an alternative solution.

3. Managing time

When facilitating a group activity, time management is a key issue, as many things can impact and change the way you had it planned and make it difficult for you to complete your programme. Since each session was designed to include theoretical elements, movement activities, and tasks to promote interaction in the group, managing time is a way to make sure that participants can enjoy and learn from different experiences and different content.

Here are some options to monitor time during the workshop:

- Make sure to discuss the importance of respecting time in the *participation agreement* in session 1, so that participants get familiar with this idea, and you can agree on how to collaborate to make this work.
- Monitor the length of a specific task and make sure you are taking the right time to carry it out; you can wear a watch or bring one into the room, or you can ask your co-trainer or mentor to keep you informed about the time.
- When preparing a specific task, try and rehearse what you need to say, to check if the expected time works for you.
- At the beginning of every session, make sure participants will stay until the end; in case more than one participant must leave early and this has an impact on the implementation of activities, take a few minutes to adjust the schedule.
- If an activity requires group work, remember to tell participants how much time they have to complete the task, and take into account that for some tasks you may need to add a few minutes to the allotted time to let them finish.
- Manage feedback sessions as they have a tendency to overrun and create a knock-on effect on the following sessions. This can be due to the volume of feedback or the volume of questions. One helpful pointer is to ask groups to share the 3 most important points of the discussion in their group, rather than every point that was made. The following group can then add another 3 points, etc.
- **When you don't have enough time:** Sometimes you may find that you don't have enough time to carry out your schedule or to complete an activity. Below are some examples of situations and possible options to handle them:
 - » You are about to start the final activity and realise that to conclude it you would exceed the agreed time for the end of the session. Briefly discuss this with your co-trainer and tell participants that you are aware of the time and don't want to hold them longer than agreed. Explore the options you have (participants may be willing to stay longer, you can shorten the activity or include part of it in the following session) and make a decision based on their feedback.
 - » You are facilitating a group discussion and find that participants are particularly engaged and still willing to share. You would like to give them time and see what happens, but at the same time, you realise that if you don't close the activity soon enough, you won't be able to complete the session. Briefly discuss this with your co-trainer and consider stopping the discussion for a while to share your concern with participants and decide together how to continue with the session.
 - » Something happened and you have to start late but still need to finish at the agreed time. Together with your co-trainer, change the schedule to fit the new time and tell participants what you planned to change during the overview of the session. You can ask participants if you can manage to make up for the time lost in the following sessions.
- **When you have time left:** Other times, you may find you have completed all the tasks in the session, and you still have a lot of time before closure. Having time left is not a negative thing per se; if it is the last/only session for the day, you can discuss together as a group how to spend that time so that it is meaningful and pleasant for everyone. The time can be used for additional activities or games, questions, group discussions, breaks, or informal chats before refreshments.

Yet it might be helpful to understand why you went through the activities so rapidly. You may have worried about the time and what you had to say and rushed through the tasks, or participants may have been less involved or interested and contributed less to the exchange parts, making activities shorter than expected. Include this in the reflection at the end of the day and see whether you need to change something for the following sessions.

If you are training younger participants, you could ask them at the beginning of the session to write some ideas for extra energizer activities and put them in a box in case you need to decide later what to do if you have too much time left.

IDEAS FOR EXTRA GAMES YOU CAN PROPOSE TO THE GROUP IN CASE YOU HAVE TOO MUCH TIME LEFT

Musical luggage: Tell participants that you are travelling somewhere and you can take a piece of luggage with you, but need to be aware that some things can fit into that luggage and some other things can't. For example, a door can fit in, but a fly cannot. A retriever fits but a coin doesn't. A microwave fits and a falcon fits but a shoe doesn't. A solar panel, a labrador and a tin fit, but nothing (the word) does not.

Explain to participants that they have to figure out what is the rule by which you decide if something fits or not into the luggage. Tell participants they can ask questions to help them understand what the rule is.

The rule is that, for an item to fit in the luggage, the word needs to start with the letters from the do-re-mi-fa-so-la-ti scale. That is why it is called musical luggage!

You can change the items that can or cannot fit into the luggage or add more examples after you have provided the first ones.

Connections: You need a device to play some music. Invite participants to move freely around the room as you play the music; when the music stops, they have to get in touch with as many people as possible without moving from where they are (they need to keep their position with at least one foot and can move the other one and their arms to reach out to others).

4. Dealing with triggering topics

Some of the topics covered in this workshop can resonate with the personal experience of both trainers and participants in a negative way and this may interfere with both the delivery of and participation in the workshop. The feelings and thoughts that some topics bring about may cause a person to focus on what is happening inside them, rather than what is happening around them. This may be so powerful that it could *trigger* a reaction as if the person was experiencing those difficult memories again (flashback). These reactions can be more/less visible from the outside, in other words, a person can keep it all inside (masking) or do or say something that shows the difficult emotions they are trying to handle.

It is helpful to promote awareness about this among the group to ensure that everyone is as prepared as possible to ask and receive the support they need and to enable them to continue participating in the workshop. Some additional things can be done to ensure that triggering topics do not become a difficulty or represent a block for participants and the group.

- **Peer trainers create a safe environment** for participants: In session one, spend some time creating a participation agreement together with participants to allow everyone to participate safely. In the same session you also introduce the safeguarding focal person and tell participants that in case they feel concerned or unsafe for any reason, they can talk with this person at any time and/or they can go to an area of the workshop venue – and explain the way to reach this place – where they can take a break from the group or the discussion, and come back whenever they feel better.
- **Safeguarding:** SOS Children's Villages has a safeguarding policy, that is, a framework of values and rules to make sure that children and young people are protected and are caused no harm of any kind. If there is any concern about their safety, there is a procedure to follow to make sure the child/young person can be supported immediately. This procedure ensures a trained "responsible adult" is always available and children and young people are informed on how to reach this person. They also need to be informed that this person is required to report any risky situation they witness or are told about. This information is shared with participants in session one, together with a leaflet that explains the safeguarding policy and provides contact information.
- **Peer trainers and mentors will be trained about safeguarding** during their ToT (Training of Trainers) and will be explained what to do in case they become aware of a risky situation. Whatever the case, you must report to the "responsible adult" who is the safeguarding focal person, who will then talk to the young person concerned and follow through with the procedure to make sure the young person stays safe. If you are told something directly that suggests a young person may be getting hurt or is at risk of getting hurt, you can communicate your concern to the young person and remind them that you need to report what you heard to the "responsible adult".
- **Peer trainers protect themselves** by taking care of their vulnerabilities and by sharing the responsibility with other members of the team. This means that if you feel more vulnerable dealing with a certain topic or doing a certain task, you are allowed to choose not to be first in line to do it and can negotiate with your co-trainer to take another role in the delivery of that activity. This is valid as well when something happens during the session that makes you feel uncomfortable or overwhelmed; together with your partner you can establish a signal that means "Please take over" so that you can breathe and regain focus on what you are doing. Remember that breathing is an effective and practical way to send oxygen to your brain and stop the tension in your body.

5. Disruptive behaviour within the group

Disruptive or *challenging* are ways of defining behaviours that occur in group contexts and that go in the opposite direction of collaboration. Examples of these behaviours can be making noises or interrupting, constantly asking critical questions, talking to other people when they should listen, laughing at instructions, refusing to do a certain task, using electronic devices, or moving around. Also, behaviours that apparently indicate a strong involvement of the person can also be considered disruptive when they cause the rest of the group to feel excluded from the activity. Examples of such behaviour can be continuously asking or answering questions and interrupting both the trainer and other participants to show interest and competence. Both types of behaviour can make it difficult for the group to focus and feel included and comfortable in choosing to participate in the activities.

The first thing that you need to know is that **this is not about you**. Challenging behaviours often communicate a need of the person who is acting in that way, and even though they are communicating this need in a way that makes it difficult for you to carry out your task, the best way to deal with disruptive behaviours is to focus on what may be the underlying need behind the behaviour and handling the feelings that the challenging attitude may cause to you.

The second thing is that even though you are not supposed to take up the challenge, disruptive behaviours need to be addressed, as ignoring them or criticising those behaviours would only cause them to persist (as the need has not been listened to) and the group would feel more confused. However, it is important that this is never done in a way that embarrasses someone or puts them in the spotlight in the group. Taking someone aside, having a quiet chat and showing concern is often a helpful start to a conversation as to how you might be able to help with the behaviour. Asking a young person to help you in the session (to write on the board, hand out some papers) could also be a helpful way to offer some distraction or a movement break to the person involved.

You may also notice that some participants in the group as a whole are tired and are starting to behave disruptively. Some possibilities for this may be that the session is too intense, or they have been working for too long, or indeed they may have arrived straight from school. This could be a good time to propose the *quick energizer* as a way to release stress, call for another break, or even renegotiate the length of the session/activity.

Also, you can address these situations by mentioning that you noticed that something is happening or is making it hard for them to participate, and asking if there is something that you can change together to make them more comfortable. This can happen for example at the beginning of a workshop if young people are required to attend the session and they haven't been able to have a say in the matter. By asking what is going on, you can learn about this need and address it, inviting the group to think about what you can do that could be interesting for them and giving the group the chance to choose to engage. It also offers an opportunity for the participants to feel empowered by you to have a say in how the session is run and regain some control over the situation, especially if they were given no choice in whether or not they wanted to attend.

It is important that you as peer trainers deal with these situations as a team. While preparing for the workshop, make sure to discuss in pairs what kind of situations each of you feels comfortable with and what situations you do not feel comfortable with. Following this discussion, allocate in advance, with the mentors and participation advisor, which team member is best to deal with these potential situations (i.e. what kind of disruptive behaviours can be dealt with the intervention of the "responsible adult").

6. Forming small groups and pairs

There are many different ways to form small groups or pairs that don't take too much time from the activity and can add some fun to it. When choosing how to group participants, please consider the age range of children and young people and how well they know each other, as they may enjoy more/less playful games. This also applies to the energizers and group activities.

The number of subgroups depends on the number of participants and the type of activity you need the groups for. If the group is composed of 20 young people, you can decide to form 4 groups of 5 people or 5 groups of 4. Either way, make sure that each group is composed of at least 3 people and, if the task requires it, that you have enough time for each group to report in plenary.

In this kind of workshop, it may be better to form a different group every time, but in case you decide you prefer to form groups that will be the same throughout the workshop, you can spend more time forming the group in the first sessions and then simply ask participants to get back to their small group.

IDEAS TO FORM GROUPS OR PAIRS WITH PARTICIPANTS, FROM THE SHORTEST TO THE MOST TIME-CONSUMING

- **Counting:** Participants are sitting or standing in a circle, and you can ask them to count in sequence up to the number of groups you need to form and then group them by the number they have called. E.g. The first person to your left says "one", the following person says "two", and so on around the circle until you have reached the number of groups you need to create (so if you need to create four groups, participants will count to four and after that start again with one). When they have counted, all the people with the same number will belong to the same group (all the "ones," "twos," etc. will sit together in different corners of the room).
This can also be used to form pairs.
- **Coloured dots:** Ask your national team to buy some coloured sticky dot sheets and cut out the dots individually, making sure that you have as many colours as the number of groups you need to form and enough dots per colour. You can put all the dots into a little box and have each participant pick one. The participants who have chosen the same colour will then form a group. Another way to do this, if participants are okay with this, is to directly stick the dots on a shoulder or on their forehead where they cannot see the colour and have them go around the room and interact with other participants to discover what colour they have and what group they belong to.
This can also be used to form pairs.
- **People bingo:** As it takes more time than others, this one can be used also as an icebreaker or energizer when you need to *form groups or pairs* for the following activity. Participants move around the room and ask each other questions based on a list they have, and they then form groups or pairs based on shared interests or experiences. Draft the list making sure that it allows you to form enough groups; based on the type of activity that you will propose, you may need to check whether the groups formed meet those needs.
On the left side of a sheet of paper, write a list of personal features, preferences, or experiences and leave the other side of the page blank. Give each participant a copy of the list and a few minutes to go around the room and talk to others. When they have found one or more people who match the same characteristics, they can write their name/s on the right column and form a pair or a group.
Examples of personal features or experiences to list are: "I like cats better than dogs", "I like sports", "I have never been to France", "I enjoy collecting rocks", etc.

- **Memory game:** You can use a children's puzzle or print out pictures or write down words that are especially meaningful to your session. Make sure you have at least two pieces of each picture/word and enough for one per participant. Distribute one piece to each participant when you need to form groups or pairs and explain that they need to find the person/people that have the same picture/words as them.
- **Phone application:** There are phone applications that help decide the order of players and form groups. If you don't have enough time in the session schedule to propose a short game for this purpose, you may consider downloading the application to support you in this task.

7. Peer training

Peer training is a powerful opportunity to convey more messages at different levels. Participants will be informed about children's rights, and the right to participate in decision-making, but hearing this directly from you as a peer trainer will help them to learn how important it is to be aware of and exercise those rights.

Please remember that you can choose how to introduce yourself and whether to share personal information with participants. In case you are a care-experienced young person, and the workshop takes place in a care facility, it is especially important that you consider this part in advance during your preparation. This is because, for children and young people in care, it can be very inspiring to participate in an activity led by a care leaver, but at the same time, their presence and story can arouse much curiosity. Moreover, visiting a care facility can bring about a lot of feelings and memories for a care-experienced young person and this may be difficult to handle alongside the new role of peer trainer.

TIPS FOR CO-FACILITATION

As mentioned, co-facilitation is a great resource for both the group and peer trainers, as they can count on a partner to share the responsibilities of workshop delivery and group management.

Two people don't make a group but can make a team: you can agree to play different roles based on your strengths and preferences, you can perform more than one task at the same time, and you can support each other in many ways. To do this, we strongly recommend that you dedicate sufficient time to prepare as co-trainers, alongside preparing the content of the workshop.

We recommend that you start this conversation by developing your own co-training agreement in the form of ground rules; starting with sharing your hopes and fears, and focusing on what you need to be able to be a good trainer. It is important that you also make clear what the role is about: list the different tasks involved in the delivery of the workshop (or in each session) and say what you feel more comfortable or experienced in and talk about what kinds of tasks you might prefer doing (e.g. presentations or group feedback or writing on flipcharts, etc.). This can be the grounds on which you can discuss and agree on who does what and the kind of support that each of you may need.

We also recommend that you use the guidance on time management for the workshops as this will require you as co-trainers to work effectively together and help each other. You may want to agree on a set of symbols or ideas on how to manage this effectively. Going through the programme of the day and being very clear on who takes which part (equal division) is also very important, whilst playing to your strengths.

Here are some points that can guide you to define your roles and responsibilities as co-trainers:

- List the tasks that you see as part of your training role.
- List tasks or aspects of training that you think you may need support with.
 - » What support would you like to receive from your co-trainer?
 - » What support might you need from the rest of the team?
- List some aspects of training that you are able to support your co-trainer with (ie. what are you good at/particularly comfortable with and can offer your co-trainer).

1. Challenges

In this section we consider the challenges that are also involved in co-training. The key challenge is that there are two of you, and therefore you have to share the way you lead the group and the training tasks, respect each other's space, and take decisions together.

Some people may have learned from experience that it can be hard to trust others and will struggle to explain what they need, ask for help, accept support, cooperate, and delegate parts of the task. The best way to address this can be to sit together before the workshop and have an honest exchange, as each person knows how they tend to deliver and co-train. It is important to realise that co-training is not a competition, but instead is an opportunity to feel supported during the workshop delivery, have different skill sets in the room and get the help you need.

2. Teamwork

Peer trainers will cooperate with each other but also with mentors, participation advisors, and staff members of the national project teams (i.e. project coordinator and project assistant). Besides peer trainers, there will also be one mentor and the participation advisor in the room who will share some of the responsibilities of workshop delivery. They will also support you *during* and *after* the workshop, to help you reflect on how it went and elaborate on how you feel. Also, the participation advisor can be the "responsible adult" appointed as the safeguarding focal person. In addition, a staff member such as the project assistant may be present to take care of all the organisational aspects such as keeping contact with the host of the venue, providing refreshments, materials for the sessions, etc.

It is important to then consider that the team is formed by a set of people with different roles and expertise, who must collaborate and coordinate with each other.

Here is a checklist that you can use in your preparation meetings, to help make it clear who in the team is responsible for what task in each session:

Session no.	
TASKS	WHO DOES WHAT

3. Style and performance

It is important to remember that each facilitator will have their own style of addressing the group and delivering sessions. Some may feel more comfortable explaining concepts and telling stories, while others may prefer involving people in playing games.

In addition, it may be that speaking in front of a group brings out expectations and concerns about one's *performance*. These thoughts and emotions can cause insecurity and interfere with the delivery of activities and attention for the group.

One may also start comparing their own personal training style to that of other trainers and start to question and doubt their abilities.

If this happens to you, please remember that peer training is not about performance and that each style is valid and supportive of the group's learning process. Two different people with different approaches to facilitation are a great resource for the group.

ADAPTATION PROCESS

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 Peer Trainers and will be part of the preparation work you will do together with mentors and the participation advisor, 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 Peer 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 and getting familiar with the *Together training manual*, is a process that will take two main steps. After the Training of Peer Trainers, you will meet again with mentors and your participation advisor to complete any necessary adaptations of the workshops and to make sure you 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.

To feel prepared for your peer trainer role, discuss with your co-trainer what support you need from mentors and your participation advisor before the workshops start. Think ahead and make sure to plan enough time in your schedule to organise face-to-face or virtual meetings with the extended team and with your co-trainer in the weeks or days preceding the workshop.

4. Checklist

Here is a checklist to support your work in the adaptation process that you can use to prepare for each workshop. This list is an example: make sure to add anything to it 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.). This checklist should also be complemented by the information included in the checklist mentioned earlier in this section (see *Teamwork*).

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 participation in public decision-making processes and perspectives on the implementation of the right to participation in that region (where possible).	
	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 participation in 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 participation in public decision-making processes and perspectives on the implementation of the right to participation in that region.	

