

Children as Advocates

Strengthening Child and Young People's Participation in Advocacy Fora

June 2010

Compiled by

Adolescent Development and Participation (ADAP) Unit
Gender Rights and Civic Engagement Section
Policy and Practice
UNICEF-HQ, New York



UNICEF HANDBOOK

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Introductory Note

This Handbook on Child and Young People's Participation in Advocacy Fora has been prepared by the Adolescent Development and Participation unit, Gender, Rights and Civic Engagement Section, Policy and Practice in UNICEF Headquarters, New York with technical advice and support from Ravi Karkara, Child and Adolescent Participation Specialist, ADAP/DPP, Sarah Lea Ansel, former Assistant Project Officer, ADAP/DPP and Elisa Calpona, Consultant, ADAP/DPP. A number of key UNICEF staff and partners from country and regional offices have also provided extensive input to this Handbook.

The Handbook was compiled in response to a growing need to consolidate the existing protocols, guidelines and resource documents in strengthening children and young people's participation in advocacy at various national, regional and global meetings and events that UNICEF has supported over these last years. It aims at providing minimum standards and guidance on how to organize a children and young people's meeting. Although a multitude of standards and guidelines are available on children and young people's participation in meetings, it is not always easily accessible or well organized. This Handbook has been developed for organizers of such meetings, UN staff, and others interested in children and young people participation in global advocacy.

The Handbook uses documents and guidance material from the UN Special Session on Children New York 2002, the 4th Children's World Water Forum Mexico 2006, and the Junior 8 Summits between 2005 and 2009. The Handbook incorporates the Minimum Standards on Consulting with Children, the Protocol and Evaluation Report on Children's Participation at the East-Asia Pacific Regional Consultation for the UN Study on Violence Against Children.

Hyperlinks have been provided throughout the Handbook to enable easier access to additional resources. As a working document, this Handbook will periodically undergo revisions to improve its programmatic utility for UNICEF and partners.

Comments and suggestions are welcome from UNICEF staff and partners.

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PART A.

BACKGROUND INFORMATION

PART A. BACKGROUND INFORMATION

A.1 INTRODUCTION TO THE GUIDE

The Handbook was compiled in response to a growing need to consolidate the existing guidelines and resource documents on children and young people's participation in global advocacy. It aims at providing guidance on how to organize a children and young people's meeting. Although a multitude of standards and guidelines is available on children and young people's participation in meetings, it is not always easily accessible or well organized. This Handbook has been developed for organizers of such meetings, UN staff, and others interested in children and young people participation in global advocacy.

A.2. CHILD AND YOUNG PEOPLE'S PARTICIPATION

A.2.a What is meaningful Participation?

“Participation is a basic human right, and as such, it is not a gift or privilege bestowed by adults on children, but the right of every child capable of expressing a view. In other words, it is a fundamental right for all children – especially the most marginalized and vulnerable in society.”¹

The participation of children in schools, local action, organizations, media, programmes, and policy advocacy has gained growing support over the past years. The interest in children's active involvement in discussions about issues that affect them is being stimulated by an increased awareness and understanding of children's development, abilities, contributions and their rights to expression, decision making, information and association.

Concepts and Definitions

UNICEF's mandate based on the Convention on the Rights of the Child defines **“children”** as between 0 and up to the age of 18 years². **“Adolescents”** are defined by UNICEF and partners (UNFPA, WHO, UNAIDS) as children between 10 and 19 years of age.³ Within this definition UNICEF's Medium Term Strategic Plan (2006-2009) will focus on adolescents in the age range of 10 to 18 years.⁴

The UN General Assembly defines **“youth”** as those persons between 15 and 24 years and **“young people”** as those between 10 and 24 years of age. These definitions were adopted during the International Year of the Youth in 1985⁵ and have been generally used by UN agencies and other partners.

In general, there is recognition of the overlapping use of these definitions with “adolescents” and “youth” often used interchangeably with “young people”.

In addition to these agreed international legal definitions by the United Nations and its agencies, each national government has its own definition and age-threshold for defining children, adolescents, young people and youth.

Participation – the right of a child to express views in all matters affecting him or her – is a general principle of fundamental importance for children as reflected in the Convention on the

1 Karunan, Victor, Concept Note on Child Participation, UNICEF's Medium-Term Strategic Plan 2006-2009, ADAP-PD, UNICEF Headquarters, New York

2 UN Convention on the Rights of the Child, Article 1

3 WHO http://www.who.int/child-adolescent-health/OVERVIEW/AHD/adh_over.htm

4 Refer to MTSP 2006-2009 : Definition of “adolescents” pg.25

5 <http://daccessdds.un.org/doc/UNDOC/GEN/N96/771/43/PDF/N9677143.pdf?OpenElement>
<http://daccessdds.un.org/doc/RESOLUTION/GEN/NR0/477/21/IMG/NR047721.pdf?OpenElement>

Rights of the Child⁶:

- Children have rights to be listened to, to freely express their views on all matters that affect them, and to freedom of expression, thought, association and access to information.
- Measures should be put in place to encourage and facilitate their participation in accordance with their age and maturity.
- Participation should promote the best interest of the child and enhance the personal development of each child.
- All children have equal rights to participation without discrimination.
- All children have the right to be protected from manipulation, violence, abuse and exploitation.

Article 12(1) states that its provisions must be ‘assured’ to the child. Accordingly, States Parties have an obligation to take all appropriate measures to ensure that it is fully realised for all children. Article 12(1) applies to every child ‘capable of forming his or her own views’. Children from the very youngest ages are able to form views, even where they are not able to communicate them verbally. Research reveals that tiny babies speak a complex ‘language’ and that adults who can ‘read’ it, can provide more sensitive and appropriate care¹. The Committee interprets the term ‘views’ as going beyond developed views to include feelings, insights, interpretations, concerns, and ideas. Implementation of Article 12 requires recognition of and respect for non-verbal forms of communications such as play, body language, facial expression, or drawing and painting, through which very young children make choices, express preferences and demonstrate understanding of their environment. The Committee emphasises that it imposes no lower age limit on the right to participate, and discourages States Parties from introducing age limits in law and practice which restrict the child’s right to participation in decision-making. States Parties should make the presumption that a child has a view to communicate, rather than requiring the child to prove their capacity to do so. They also have an obligation to ensure that children with disabilities are equipped with, and supported to use whatever mode of communication is necessary to facilitate the expression of their views². Efforts must also be made to recognise the expression of views in minority languages.

The child has the ‘right to express those views freely’. Children, particularly girls, younger children, children with disabilities and marginalised children are often denied opportunities to express their views freely. Free expression of views by children necessitates a commitment to a cultural change, in which adults begin to recognise the importance of listening to and respecting children. In order to contribute their views, children need access to appropriate information (see para 30). It is necessary to create safe ‘spaces’ for both girls and boys where they are afforded the time, encouragement and support to enable them to develop and articulate their views. It is also necessary to recognise that the right to express views applies to children as individuals, to specific groups of children such as girls or working children, and to children as a group. Different approaches will be needed to ensure that all three

⁶ Convention on the Rights of the Child, adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989, entry into force 2 September 1990, in accordance with article 49

perspectives are addressed. However, the Committee also stresses that Article 12 does not imply any obligation on children to express their views. It is a right not a duty.

Children are entitled to express their views ‘in all matters affecting’ them. The scope of Article 12 is not limited to matters specifically covered by the Convention on the Rights of the Child. Most aspects of decision-making from the family to the international level have either a direct or indirect impact on children and can therefore be defined as legitimate matters of concern, for example, schooling, transport, budget expenditure, urban planning, poverty reduction or social protection. The full scope of this provision can only be realised if governments, as well as institutions and individuals whose decisions impact on children’s lives at all levels of society, take appropriate action. Accordingly, States Parties must introduce legislation and policies which introduce obligations on those actors, for example, teachers, judges or parents, to enable children to express views in every sphere of their lives.

The views of the child must be ‘given due weight in accordance with the age and maturity of the child’. It is not sufficient to listen to children. It is also necessary to give their views serious consideration when decision-making. Their concerns, perspectives and ideas must inform decisions that affect their lives. By requiring that attention is given to both age and maturity, Article 12 makes clear that age on its own should not be used to limit the significance paid to children’s views. Children’s level of understanding is far from uniformly linked to age. Research has shown that information, experience, social and cultural expectations and levels of support all contribute to the development of children’s capacities. Maturity, which implies the ability to understand and assess the implications of a particular decision, must, therefore be considered. Consideration needs to be given to Article 5 of the Convention, which stresses that the direction and guidance provided by parents, legal guardians, or members of the extended family or community must take account of children’s evolving capacities to exercise their rights³. The greater their capacities, the more autonomy and responsibility they should be afforded to take decisions for themselves. When it is not possible to comply with the child’s views, the child should always be informed of the decision and the reasons it was made.

Children’s participation is important because⁷

- It improves the relevance and appropriateness of public and organizational decision-making on children’s issues by ensuring that those with the direct experience of a situation are able to have their voices heard.
- It brings particular benefits to the poorest and most marginalized groups of children who, even more than most children, have most often been excluded from the social, cultural, political and economic life of their communities and societies
- It acknowledges a shift in the view of children as ‘beneficiaries’ of adult interventions towards respect for them as ‘rights holders’ who are key ‘makers and shapers’ of their own destinies and that of their own societies.
- It is the main means by which children can be more actively included in their society

⁷ The Minimum Standards on Consulting with Children, the Protocol and Evaluation Report on Children’s Participation at the East-Asia Pacific Regional Consultation for the UN Study on Violence Against Children, Bangkok, 2007

as active and responsible citizens – in societies where they often make up 40 % or more of the population. It also helps prepare children for the exercise of their more formal civic responsibilities as adults.

- It increases the visibility of children's issues and helps to improve the accountability of adult institutions for what happens to children.
- The Convention on the Rights of the Child affirms children's right to express their views freely in all matters that affect them. The Convention also enhances children's participation through the recognition of children's right to seek and receive appropriate information; freedom of expression; freedom of thought, conscience and religion; and the right to form and join associations.

Children and young people's participation should be meaningful

Children's participation is often neglected or tokenistic. It is sometimes more about creating a perception of involving children than creating practical opportunities for children to influence decision-making.

Children's participation with a genuine involvement of children is often described as 'meaningful' and should be based on the following principles:

- Provide children with a genuine opportunity to influence decision-making while being based upon honesty and clarity about the extent of, and limits to, that influence;
- Ensure that children are able to freely express their views and opinions and have them treated with respect;
- Treat children as partners when taking part in a conference where they have been invited by adults;
- Encourage the involvement of socially excluded and discriminated groups and ensure that their voices and experience are given equal weight in discussions;
- Enable children to negotiate their participation to reflect their own preferences and working methods;
- Be a process of learning and discovery (both personal and collective) which enables children to receive new information, understand what it means and then use and respond to it on the basis of their own experience (The four senses: 'Hear, See, Do, Discover');
- Be a process which encourages the sharing of experiences;
- Be flexible enough to respond to the expectations of children;
- Promote the best interest of the child and enhance the personal development of each child;
- Build self esteem and self-confidence in children so that they feel they are able to contribute and have opinions which are worth listening to.

Achieving meaningful and effective participation

The following practice standards have been developed to establish a safe and meaningful environment for the participation of children.

If participation is to be effective and meaningful⁸, it needs to be understood as a process, not as an individual one-off event. Experience since the Convention on the Rights of the Child was adopted in 1989 has led to a broad consensus on the basic requirements which have to be reached for effective, ethical and meaningful implementation of article 12. The Committee recommends that States parties integrate these requirements into all legislative and other measures for the implementation of article 12.

All processes in which a child or children are heard and participate, must be:

- **(a) Transparent and informative** – children must be provided with full, accessible, diversity-sensitive and age-appropriate information about their right to express their views freely and their views to be given due weight, and how this participation will take place, its scope, purpose and potential impact;
- **(b) Voluntary** – children should never be coerced into expressing views against their wishes and they should be informed that they can cease involvement at any stage;
- **(c) Respectful** – children's views have to be treated with respect and they should be provided with opportunities to initiate ideas and activities. Adults working with children should acknowledge, respect and build on good examples of children's participation, for instance, in their contributions to the family, school, culture and the work environment. They also need an understanding of the socioeconomic, environmental and cultural context of children's lives. Persons and organizations working for and with children should also respect children's views with regard to participation in public events;
- **(d) Relevant** – the issues on which children have the right to express their views must be of real relevance to their lives and enable them to draw on their knowledge, skills and abilities. In addition, space needs to be created to enable children to highlight and address the issues they themselves identify as relevant and important;
- **(e) Child-friendly** – environments and working methods should be adapted to children's capacities. Adequate time and resources should be made available to ensure that children are adequately prepared and have the confidence and opportunity to contribute their views. Consideration needs to be given to the fact that children will need differing levels of support and forms of involvement according to their age and evolving capacities;
- **(f) Inclusive** – participation must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for marginalized children, including both girls and boys, to be involved (see also para. 88 above). Children are not a homogenous group and participation needs to provide for equality of opportunity for all, without discrimination on any grounds. Programmes also need to ensure that they are culturally sensitive to children from all communities;

⁸ General Comment No. 12 (2009) The right of the child to be heard, CRC/C/GC/12 15 July 2009, CRC Committee, Geneva

- **(g) Supported by training** – adults need preparation, skills and support to facilitate children’s participation effectively, to provide them, for example, with skills in listening, working jointly with children and engaging children effectively in accordance with their evolving capacities. Children themselves can be involved as trainers and facilitators on how to promote effective participation; they require capacity-building to strengthen their skills in, for example, effective participation awareness of their rights, and training in organizing meetings, raising funds, dealing with the media, public speaking and advocacy;
- **(h) Safe and sensitive to risk** – in certain situations, expression of views may involve risks. Adults have a responsibility towards the children with whom they work and must take every precaution to minimize the risk to children of violence, exploitation or any other negative consequence of their participation. Action necessary to provide appropriate protection will include the development of a clear child protection strategy which recognizes the particular risks faced by some groups of children, and the extra barriers they face in obtaining help. Children must be aware of their right to be protected from harm and know where to go for help if needed. Investment in working with families and communities is important in order to build understanding of the value and implications of participation, and to minimize the risks to which children may otherwise be exposed;
- **(i) Accountable** – a commitment to follow-up and evaluation is essential. For example, in any research or consultative process, children must be informed as to how their views have been interpreted and used and, where necessary, provided with the opportunity to challenge and influence the analysis of the findings. Children are also entitled to be provided with clear feedback on how their participation has influenced any outcomes. Wherever appropriate, children should be given the opportunity to participate in follow-up processes or activities. Monitoring and evaluation of children’s participation needs to be undertaken, where possible, with children themselves

How UNICEF is contributing to meaningful child participation

UNICEF has a long-standing commitment to the ethical and meaningful participation of children. As the world’s leading agency on children, UNICEF has organized in various high level and highly visible events with child participation, namely the UN General Assembly Special Session on Children (May 2002), the Junior 8 Summits, Global Launch of the “Unite for Children, Unite Against AIDS” Campaign (October 2005), and the recent adolescent forum at the 3rd World Congress on sexual exploitation of children and adolescent in 2008, among others.

Furthermore, UNICEF is guided by the following key documents on strengthening meaningful and ethical participation of children and adolescents

- General Comment No. 12 (2009) The right of the child to be heard, CRC/C/GC/12 15 July 2009, CRC Committee, Geneva
- United Nations General Assembly – Omnibus Resolution on Rights of the Child – on theme of child participation, Third Committee, New York, November 2009

- PPP Manual: Guidance to staff on promoting meaningful participation
- State of the World Children, 2003 – Child Participation
- Concept Note on child participation for UNICEF's Medium-Term Strategic Plan 2006-2009 and beyond
- MTSP : specific results and targets on child participation and adolescent development – emphasizing the following: (a) promoting the views of children and young people, (b) institutionalizing participation in policies and programmes, local and national institutions, (c) promoting holistic adolescent development – with special focus on promoting the participation of disadvantaged and vulnerable children and young people – adolescent girls, disabled children, children in armed conflict, indigenous and minority children, etc.

Significance of MTSP Focus Area 5, Target 4 on Child Participation

- Target 4 focused on enabling and empowering children and young people to participate in family, school and community life and in the design, implementation and monitoring of policies and interventions affecting their lives
- Participation is also important for guaranteeing developmental rights – a principle that has been adopted as a “common understanding” within the UN system
- Participation is also important for personal development – self confidence and skills, build competencies. Form aspirations gain confidence and attain valuable resources
- Participation is especially relevant in situations of conflict and post conflict when children and young people face multiple risk and may be targeted for violence, abuse and exploitation
- Careful consideration of the political dimension of the participation of children and young people
- Participation contributes to the quality and sustainability of programme- sustainability and improved programme design and best achieved by participatory methodologies
- Participation of children must be authentic, meaningful, culturally- sensitive and beneficial to both for their personal development and for the development of their communities
- Strategic partnerships are important for the promotion of meaningful participation of children and young people, starting with the building of partnerships with children and young people themselves – their organizations and networks
- Building the capacity and developing strategic partnerships with parents, care-givers, teachers, local administrators and official, etc. are important to sustain meaningful participation – especially at the local levels.
- Important to institutionalize participation in local administrative and social structures – including schools management, village council, local governance committees, and, as relevant, in regional and national bodies and decision-making processes.

A.2.b REAL vs FALSE Children and Young People's Participation⁹

What is REAL participation?	What is FALSE participation?
Is it voluntary? Real participation is something a young person should want to.	If children and young people are made to demonstrate against their will, or forcibly "volunteered" into committees.
Is it equitable? Real participation is inclusive; it does not discriminate on the basis of sex, wealth, rural/urban location, ethnicity, disability, etc.	If activities are only practically accessible to rich or urban young people or only boys are asked questions, or only the smart ones are selected for meetings.
Is it valued? Real participation requires all participants, including children and young people, to be valued, listened to and taken seriously.	If children and young people are present, but get little chance to participate. When they do, people don't listen carefully or take children and young people's views into account.
Is it respectful? Real participation means addressing each other with respect and care, not derision or paternalism.	If the chair of the meeting ignores the children and young people or speaks to them in a way that shows he does not value their presence or what they have to say.
What's the point of it? Real participation requires young people to see the value of doing the exercise.	If children and young people are simply told what to do, they don't really know or understand why they are doing it.
Does it matter? Real participation happens when the area or issue is important or of interest to young people.	If children and young people are made to participate in something that they don't care much about and feels like a waste of their time.
Does it make a difference? Real participation means young people's contributions have an influence and make a difference.	If children and young people are asked for contributions that make no difference whatsoever in influencing thinking or changing conditions.
Are the physical arrangements fair and conducive? How the seating is arranged makes a big difference.	If the adults sit in chairs while children and young people are on the floor, the room's periphery or under the hot sun.
Is it done in a language that children and young people understand well? Real participation requires young people to feel competent and comfortable in the medium of communication.	If discussions are held in English in a rural district, or the manner is very formal and full of "big words"

9 RAJANI, Rakesh, The Participation Rights of Adolescents – A Strategic Approach, Working Papers Series, UNICEF, New York, 2001

Are the rules fair for all? Real participation is done in a manner in which everyone can participate equally and comfortably, and often involves children and young people in making the rules.	If some adults dominate, while children and young people don't get a chance or are cut off too early. People are made to contribute in ways they do not know or like.
Are the children participants adequately informed and prepared? Real participation means children and young people have had enough time, opportunity and support to prepare.	If adults have experience and information whereas the children and young people are just pulled in with little sense of what is happening and time to prepare.
Are the allowable roles fair? Real participation assigns roles and responsibilities fairly, and allows everyone to play a role they are capable of whenever possible.	If teachers make all the decisions and rules while children and young people just answer questions, or only children are made to park bicycles and serve tea.
What's the level? Real participation goes beyond show and allows young people to initiate ideas, make decisions and take actions to the maximum extent of their capability.	If children and young people are told to participate in certain ways without having a say in the content or method of participation, or young people are only consulted when they are also capable of responsible decision making.
Is it honest? Real participation respects ethics, avoids manipulation and is clear in its purpose and methods.	If children and young people are not told the truth or deliberately left in the dark about what is happening.
Is it safe? Real participation takes all steps to ensure no participation is endangered.	If confidentiality is not maintained where appropriate, such as when the child who tells the truth about something is punished.
What happens afterwards? Real participation is clear and transparent about how the output of the participation will be taken forward, and how it connects with other processes. It often aims to institutionalize participation for sustainability.	If children and young people participate actively on something important but it is not clear what follow-up will take place or what will be done with their contribution. Session report is not shared checked with young people.

A.2.c Guidelines on Child Participation in International Meetings

From observing children's participation in several international and regional meetings, including the UN General Assembly Special Session on Children (May 2002), the Junior 8 Summits ahead of the G8 Summit (July 2005, June 2006, June 2007, July 2008 and July 2009), we have learned some of the following lessons:

Before the meeting:

- When organising a meeting specifically for children and young people, include children themselves in the preparation and planning process;
- Adults need to be informed that children and young people will participate in the meeting and should be asked to be considerate and willing to listen to children and encourage children and young people's participation.
- Children and young people's participation requires sufficient time, funding and planning if it is to be meaningful and good quality.
- 'Child and young people friendly' information is essential in order to give children the same access to information as adults.
- Language is a major barrier to children and young people's participation in international meetings. Proper attention needs to be given to the translation of materials and the ready availability of interpreters.
- Child and young people participation processes are vulnerable to adult manipulation. Measures need to be taken to guard against this and to integrate tolerance and respect for the opinion of others into the process.
- Child protection must be built into every aspect of the planning for an event or process involving children.

During the meeting:

- Children and young people need to have a clear role when taking part in a meeting;
- Children and young people want to be treated as partners when taking part in a meeting where they have been invited by adults;
- Children and young people want to be taken seriously by adults;
- Children and young people want to take part in mainstream events, and not just in parallel activities (e.g. this is why the Children's Forum is usually *prior* to the actual meeting or summit)
- Children and young people need to be able to meet in their own space, time and ways appropriate to their age. (e.g. use a variety of methodologies such as drama, art, role play, music, plenary and smaller working group sessions).
- Children and young people want to work with the media. They should be supported to do so and - at times - protected from it too.
- Adults accompanying children and young people to meetings need to be clear about their responsibilities, but also given opportunities to use their skills and experience when the children are busy elsewhere.

After the meeting:

- Follow up need to be planned and budgeted at the planning stage of any consultation with children and young people
- Follow-up to meetings needs to be an essential part of the process of children and young people's participation - not an afterthought.
- Ensure linkages if children's meeting outcomes with programme development and future work with children
- Important to stay in touch with young people and provide them with regular updates on the follow ups
- Ensure linkages and regular experience exchange between young people through use of internet, teleconference and snail mail.
- Systematic evaluation is essential to improve practice and to learn for the future.

Key Considerations in the Selection of child and young people as Participants for an International Meeting:

- Children and young people who are already actively involved in regional, national or international initiatives leading to the meeting that will be held should inform each other on the outcomes of these meetings and to share experiences at the international level;
- The selection of child participants needs to be sensitive to issues of representation and inclusion, in order to both maximise the experience brought into events and to promote the sustainability of outcomes.
- Children and young people with an interest, direct experience or expertise in issues that pertain to the outcome of the meeting;
- Children and young people who will be able to speak on behalf of a broad cross-section of their country's children;
- Children and young people with a solid understanding and experience of issues related to children and young people in their country;
- Children and young people who are part of existing peer groups and who can feed back their experiences, and propose ways of action to other children when they return after the meeting they are taking part in;
- It would be desirable for children to have a working knowledge of one of the languages spoken at the meeting, or to be accompanied by a delegate who volunteers to interpret for them (in case they speak a local language).

In addition, when selecting children for participation in a meeting, it would be advisable to have a balance in the following areas:

- Gender
- Religion
- Rural versus urban place of residence
- In- and out of school
- Socio-economic background
- Ethnic background
- Disabilities, etc.

Suggestions for Selection of Children for Participation in a Meeting:

It is strongly advised that you include children themselves in the selection process. By selecting their peers, they will become part of the process and it will be easier to identify with the work to be undertaken including follow ups¹⁰.

Preparing Children and young people for Participation in a Meeting¹¹:

In the spirit of true participation, children should be properly informed and guided by adults prior to their participation in the meeting. Check children's expectations and explain the limits of a meeting. Provide participants with child and young people friendly documentation pertaining to the meeting and explain when necessary. Sometimes participants can communicate with one another through the web (UNICEF uses 'Voices of Youth' and other internet-based youth platforms). However, be sensitive to those young people who do not have access to the internet and ensure that they get information through post and updated, where possible through telephone briefing or through a nominated and trainer focal person

Facilitation of a Meeting where both Adults and Children Take Part:

The success of any meeting depends largely on the facilitators. It is advised to set selection criteria for facilitators before hand. For instance, one could think of the following criteria:

- Fully qualified and proven experience in working directly with children and young people;
- Mixture of adults and young people;
- Familiar with the use of participatory and experiential facilitation techniques;
- Multicultural and from the same regions of the world as the participants;
- Gender balance;
- Sensitive to disability and diversity issues;
- Able to work with different age groups;

It is usually an advantage if facilitators speak a common language as this will help them in their preparations. The number of facilitators you need will be determined by the number of participants. If the meeting is for children and young people only, a child friendly venue will also be important.

Languages and Interpretation for Children at a Meeting:

Some issues to consider:

- If the meeting is conducted in several languages, simultaneous or whisper interpretation must be available
- Simultaneous interpretation works well but also makes a meeting static as a formal seating arrangement is often required;
- 'Whisper translation' (where one person translates what is being said to a small group of participants) is another option. However, this type of interpretation takes a lot of time and slows down the pace of the meeting, so participants need to be informed that they have to be patient and respectful when others speak;

10 See part B.1.a "Children select their Representatives – Guidelines for a democratic election process of children and young people" of this Handbook.

11 See also part B.1.a "Guidelines on Participation of Child Participants" of this Handbook.

- Children who speak languages other than the official languages at the meeting should have a personal interpreter.

Chaperones Protection Issues:

In most instances children under the age of 18 will have to be accompanied by an adult who could ensure the safety and well being of the children participating in your meeting. It is important that the responsibilities of the chaperone are fully explained and agreed upon before departure to the location of the meeting and within their delegation, including the child participant and his/her parents/guardians. A parent/guardian consent form needs to be signed by both parents/guardian and the chaperone and will confirm in writing the responsibilities of the chaperone. (Sample included later in this Handbook)

The chaperone should ideally be someone who knows the child, who speaks the same language and with whom the child has a trusting relationship. Gender balance should also be considered - girl delegates should be accompanied by women - unless otherwise agreed upon with the young person's parents/guardians.

The responsibilities of the chaperone will start from the time the child leaves his/her parents/guardians to travel to the meeting and will end when the child has safely returned to his/her parents/guardians at home.

Chaperones sometimes also function as personal interpreters. If this is the case, it should be pointed out to the adults that they do not dominate or speak instead of the child. – see chaperon's guidelines

Preparation for Media Coverage:

- Distribute "UNICEF's Ethical Guidelines for Reporting on Children"¹² with regard to interaction of children and media;
- Ask children before the meeting whether they would like to be interviewed by media or not;
- Children should sign the media consent form;
- Media interviews or the presence of media should not disrupt the meeting. One must set specific times when the meeting is open to the media.

Follow-up to the Meeting:

- Adults sometimes see child and adolescent participation in a meeting as an end point, whereas for most child participants the meeting means a beginning: a beginning of new relationships, networks, beginning of dialogue with adults, etc.
- If an evaluation is done of the meeting, make sure that child participants are also included in this. Children would also like to know the impact of their participation in the meeting.
- Children often express a wish to be involved in implementation of decisions taken at the meeting. Try to find ways that this can be accommodated as much as possible.
- Try to ensure that child participants have an opportunity to share what they have

¹² See part C.4.a of this Handbook.

discussed and learned at the meeting with their peers at home. This could mean organising a follow-up youth meeting in your locality or country. Feed back to existing community activities, etc.

- Internet networks could be one way to continue to share ideas and experiences for participants. Adults need to be prepared to guide young people in this process.

A.3 MINIMUM STANDARDS FOR CONSULTING WITH CHILDREN¹³

What are minimum standards?

They are statements that describe the minimum expectations of the ways in which adults and children should behave and operate at international events. The minimum standards are an essential tool for those involving children in meetings to ensure that participation of children in international meetings is high quality and consistent.

Why do we need minimum standards?

Participation is a right. These minimum standards are based on children's rights as outlined in the UN Convention on the Rights of the Child, in particular in Articles 2, 3, 12, 13, 17, 19, 34 and 36:

- Children have rights to be listened to, to freely express their views on all matters that affect them, and to freedom of expression, thought, association and access to information.
- Participation should promote the best interest of the child and enhance the personal development of each child.
- All children have equal rights to participation without discrimination.
- All children have the right to be protected from manipulation, violence, abuse and exploitation.

Who are they for?

1. Adults who are consulting with children and young people, in particular for those who are:
 - a) Sending children to participate in the international meetings;
 - b) Organising meetings and activities with children;
2. Children and youth who are facilitating the involvement of other children in meetings;
3. Supporting adults (facilitators, interpreters, admin staff);
4. Children who are participants in the consultation (Under 18 Delegates).

About the standards

The standards are organised in a step-by-step format, outlining which standards need to be met before, during and after a consultation.

Standards - Before the meeting

1. A realistic budget needs to be made that includes all possible costs for children's participation.

¹³ Inter-Agency Working Group on Children's Participation, Minimum standards for consulting with children, Bangkok, 2007

2. Children friendly background information on the meeting produced, translated and shared with children.
3. A child protection policy and strategy is developed for the meeting, all Child Participants, adult delegates and adults supporting children's participation are informed of the policy.
4. Potential Child Participants are provided with relevant information regarding their involvement in the process of the meeting.
5. A transparent and fair process is used in the selection of Child Participants for the meeting.
6. Systems are developed to ensure that in the selection process children and young people are not discriminated against because of age, gender, abilities, language, social origin, class, ethnicity, geographical location, etc.
7. Potential Child Participants have time to consider their involvement. Processes are established to ensure that Child Participants are able to and have given their personal informed consent to their participation.
8. All Child Participants are accompanied to the meeting by a suitable adult (chaperone) who will take responsibility for their safety and welfare.
9. Consent is obtained for the use of all information provided by child participants and information identified as confidential needs to be safeguarded at all times.
10. A formal complaints procedure (run by the organizers/facilitators of the meeting) is set up to allow Child Participants to make a complaint in confidence about any issue concerning their involvement in the meeting.
11. The roles and responsibilities of all involved in the meeting (children and adults) are clearly outlined and understood. Chaperones and Child Participants (and others involved) receive briefings on their particular roles.
12. All Child Participants must be fully insured (medical and travel) during their participation in the meeting (during travel to and from the city of the meeting and stay in the city of the meeting) and should fall under the responsibility of either their sponsoring organization or the organisation hosting the meeting.
13. All chaperones receive a briefing at the meeting on how to work with children and young people.
14. The meeting place needs to be accessible to disabled Child Participants.
15. A preparatory workshop for Child Participants is organised immediately before the meeting to help prepare Child Participants for the meeting.
16. Facilitators are experienced at working effectively and confidently with Under 18 Delegates and able to facilitate an environment that is non-discriminatory and inclusive.

During the meeting

17. The organizers/facilitators are given responsibility for child protection issues at all meetings.
18. Child Participants are given equal opportunity with adult delegates to make statements, presentations and voice their opinions at the meeting. These contributions are reflected in any outcome documents from the meeting.
19. Translators are provided for Child Participants during the course of the meeting and translation of all appropriate documents needed during the meeting is provided. Chaperones provide translation for Child Participants during the time they are not in the meeting sessions (during travel, before and after the consultation and on any excursions).
20. Media activities follow an ethical code. Children who speak to the media are informed and prepared. A focal person is assigned to co-ordinate work on the media.
21. No photographs, videos or digital images of children and young people can be taken or published without that person's informed consent.
22. It should not be possible to trace information back to individual children or groups of children.
23. All delegates (adults and children and young people) are given the opportunity to evaluate their participation practice during the meeting (as part of the scheduled activities).

After the meeting

24. Child Participants are given opportunities to feedback and use their experience of participating in the meeting with their peers, or with projects they are connected to and with local communities or organisations.
25. Child Participants are included in distribution lists for all follow-up documents from the meeting.
26. UNICEF National Committees and/or field offices provide support to Child Participants in order that they can be involved in follow-up activities from the meeting.

A.4 INTRODUCTION TO THE UNITED NATIONS AND UNICEF

What is the United Nations?

The United Nations is an international organization which was founded on October 24th 1945, after World War II. The six principal organs of the United Nations, as outlined in the 1945 UN Charter, are

- the **General Assembly**,
- the **Security Council**,
- the **Economic and Social Council**,
- the **Trusteeship Council**,
- the **Secretariat** and
- The **International Court of Justice**.

The United Nations is an organization of sovereign nations — not a world government. It provides the machinery to help find solutions to disputes or problems, and to deal with virtually any matter of concern to humanity. The UN and its family of organizations work together and individually to protect human rights; promote the protection of the environment; help the advancement of women and the rights of children; fight epidemics, famine and poverty. Throughout the world, the UN and its agencies assist refugees and help improve telecommunication; deliver food aid and protect consumers; combat disease and help expand food production; make loans to developing countries and help stabilise financial markets. UN agencies define the standards for safe and efficient transport by air and sea, work to ensure respect for intellectual property rights and co-ordinate allocation of radio frequencies.

To read more about the United Nations, go to: <http://www.un.org>

The United Nations and Human Rights

“Human rights are what reason requires and conscience demands. They are us and we are them. Human rights are rights that any person has as a human being. We are all human beings; we are all deserving of human rights. One cannot be true without the other.” – Kofi Annan, former Secretary-General of the United Nations

Just over 50 years ago, with the crimes against humanity and human rights violence of the second world war still fresh in their minds, members of the international community came together on 10 December 1948 to adopt a group of principles and standards of behaviour for all people, called the **Universal Declaration of Human Rights**. This Declaration describes the human rights and fundamental freedoms of all men and women in all nations, everywhere in the world. It states that the rights to liberty, equality and dignity are the birthright of every person and that the rights to life, liberty and security of person are essential to the enjoyment of all other rights.

Among the civil and political rights recognized by the Declaration are the right to freedom from slavery, from torture, from arbitrary arrest and from interference with family; the right to recognition before the law; the right to a fair trial; the right to marry and have a family; and the

right to freedom of thought and peaceful assembly. The economic, social and cultural rights the Declaration recognized include the right to work and the right to equal pay for equal work, the right to education, the right to a standard of living adequate for health and well-being, the right to rest and leisure and the right to participate in the cultural life of communities.

Since 1948, the Universal Declaration of Human Rights has become the inspiration for national and international efforts to promote and protect human rights and fundamental freedoms. It set the direction for all efforts in the field of human rights and provided the basic philosophy for the legally binding international instruments that followed, including instruments addressing the rights of ethnic minorities, women's rights and, most recently, children's rights.

To read more about the United Nations and Human rights, you could visit the site of the UN High Commission for Human Rights: <http://www.unhchr.ch/>

What is UNICEF?

Created by the United Nations General Assembly in 1946 to help children after World War II in Europe, UNICEF was first known as the United Nations International Children's Emergency Fund. In 1953, UNICEF became a permanent part of the United Nations system, its task being to help children living in poverty in developing countries. Its name was shortened to the United Nations Children's Fund, but it retained the acronym "UNICEF," by which it is known to this day.

UNICEF helps children get the care and stimulation they need in the early years of life and encourages families to educate girls as well as boys. It strives to reduce childhood death and illness and to protect children in the midst of war and natural disaster. UNICEF supports young people, wherever they are, in making informed decisions about their own lives, and strives to build a world in which all children live in dignity and security.

Working with national governments, NGOs (non-governmental organizations), other United Nations agencies and private-sector partners, UNICEF protects children and their rights by providing services and supplies and by helping shape policy agendas and budgets in the best interests of children.

To read more about the work of UNICEF, go to: <http://www.unicef.org>

Why Children's Rights?

The human rights of children and the standards to which all governments must aspire in realizing these rights for all children, are expressed in one international human rights treaty: **the Convention on the Rights of the Child (CRC)**. The Convention is the most widely adopted human rights instrument in history – it has been ratified by every country in the world except the United States and Somalia, and therefore uniquely places children centre-stage in the pursuit of the universal application of human rights. By ratifying the CRC, national governments have committed themselves to protecting and ensuring children's

rights and they have agreed to hold themselves accountable for this commitment before the international community.

The Convention on the Rights of the Child spells out the basic human rights that children everywhere – without discrimination – have: the right to survival; the right to develop to the fullest; the right to protection from harmful influences, abuse and exploitation; and the right to participate fully in family, cultural and social life. The Convention protects children's rights by setting standards in health care, education and legal, civil and social services. These standards are benchmarks against which progress can be assessed. States that are party to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights – civil and political rights as well as economic, social and cultural rights. Two Optional Protocols (these are a set of procedures that are added to the CRC as an annex), on the involvement of children in armed conflict and on the sale of children, child prostitution and child pornography, were also adopted. The Optional Protocols are meant to strengthen the provisions of the Convention in these areas. They entered into force, respectively on 12 February and 18 January 2002.

To read more about the Convention on the Rights of the Child, you can go to:

<http://www.unicef.org/crc/index.html>

Why do people need to know about their rights?

People who know their rights are better able to claim them. Promoting the Convention on the Rights of the Child and making its necessities widely known are therefore important steps to realize children's rights. You or your organization can help boost awareness in your community of the Convention and its aims by:

- Organizing informational meetings and distributing materials within your community about the Convention on the Rights of the Child.
- Working with your local churches, schools and community groups to create grass-roots support for the Convention.
- Urging your local and national lawmakers to provide education and training on child rights for all those working with children – teachers, medical professionals, social workers, members of the police force and other law enforcement professionals.

How do we listen to children and adolescents?

Over the last few years UNICEF conducted research in 72 countries among children from 9 to 18. Over 40 000 children and young people were consulted. It has been amazing to hear the results of these **opinion polls** (check out http://www.unicef.org/say_yes) in which children and adolescents were asked what they believe is important. The results are very revealing – particularly what children say about being listened to - 60 per cent of children in Europe and Central Asia felt their opinion was not taken into account by their government; over half the children in the Latin America-Caribbean region felt unheard at home and in school.

UNICEF '**Voices of Youth**', an internet-based child rights platform, provides an opportunity to children and young people to learn about global issues, particularly in the light of how they affect children and young people world wide, share their views with others and look at ways in which they can take action in their own communities. To share your ideas on Voices of Youth and to read what others have said, go to: <http://www.unicef.org/voy/>

A.5 CONVENTION ON THE RIGHTS OF THE CHILD (SHORT VERSION)

Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989.

Entry into force 2 September 1990.

Article 1: Definition of a Child

Everyone under 18 years of age has all the rights in this Convention.

Article 2: Non-discrimination

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3: Best interests of the child

All organisations concerned with children should work towards what is best for each child.

Article 4: Rights in practice

Governments should make these rights available to children.

Article 5: Parents' guidance and the child's growing ability

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6: Survival and development

All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7: Name and nationality

All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, to be cared for, by their parents.

Article 8: Identity

Governments should respect children's right to a name, a nationality and family ties.

Article 9: Separation from parents

Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10: Family reunification

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11: Transfer and non-return from children

Governments should take steps to stop children being taken out of their own country illegally.

Article 12: The child's opinion

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13: Freedom of expression

Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14: Freedom of thought, conscience and religion

Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15: Freedom of association

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16: Protection of privacy

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17: Access to appropriate information

Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18: Parents' responsibilities

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19: Protection from abuse and neglect

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20: Protection of a child without a family

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21: Adoption

When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.

Article 22: Refugee children

Children who come into a country as refugees should have the same rights as children born in that country.

Article 23: Disabled children

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 24: Health and health services

Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25: Review of placements

Children, who are looked after by their local authority, rather than by their parents, should have their situation reviewed regularly.

Article 26: Social security

The Government should provide extra money for the children of families in need.

Article 27: Standard of living

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28: Education

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29: Aims of education

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30: Children of minorities or indigenous populations

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31: Leisure, recreation and cultural activities

All children have a right to relax and play, and to join in a wide range of activities.

Article 32: Child labour

The Government should protect children from work that is dangerous, or that might harm their health or their education.

Article 33: Drug abuse

The Government should provide ways of protecting children from dangerous drugs.

Article 34: Sexual exploitation

The Government should protect children from sexual abuse.

Article 35: Sale, trafficking and abduction

The Government should make sure that children are not abducted or sold.

Article 36: Other forms of exploitation

Children should be protected from any activities that could harm their development.

Article 37: Torture and deprivation of liberty

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38: Armed conflicts

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39: Rehabilitative care

Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40: Children in conflict with the law

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41: Respect for higher standards

If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

Article 42: Putting the CRC into practice

The Government should make the Convention known to all parents and children.

A.6 CHILD PROTECTION POLICY

A key element in working to safeguard the welfare of all children is the promotion of their rights. Each person who is participating in an international event with child and youth participation is expected to adhere to and promote the Policy. Keeping in mind the Convention on the Rights of the Child, all Child Participants at the meeting have the right:

- To have their health, safety and well-being, and their best interests considered as **the top priority**.
- To have their welfare and development promoted and safeguarded so that they can achieve their full potential.
- To be valued, respected and understood within the context of their own culture, religion and ethnicity, and to have their needs identified and met within this context and within the context of their family wherever possible.
- To be listened to and to have their views given careful consideration, and to be encouraged and helped to participate in decisions which affect them.

In order that these rights are respected, when adults are in contact with the Child Participants or other children, they should:

- Always treat them with respect and recognize that children are individuals in their own right.
- View children in a positive manner, and value children as individuals who have specific needs and rights and a particular contribution to make.
- Work with children in a spirit of co-operation and partnership based on mutual trust and respect.
- Value children's views and wishes and take them seriously.
- Work with children in ways that enhance their natural capacities and capabilities, and that develop their potential.
- Do their best to understand children within the context in which they live.
- Take positive steps to ensure the protection of children who are the subject of any concerns.

A.7 GOOD PRACTICE EXAMPLES OF CHILD PARTICIPATION IN EVENTS

A.7.a United Nations Special Session on Children, 2002

After three days of discussion and debate during the Children's Forum, an event preceding the United Nations Special Session on Children, some 400 young people agreed on a statement to be presented to world leaders. Gabriela Azurduy Arrieta, 13, from Bolivia and Audrey Cheynut, 17, from Monaco were chosen by their peers to represent them. As the Special Session commenced on 8 May 2002 these two young delegates of the Forum stood before the General Assembly and delivered their message. On this historic occasion, for the first time ever, children formally addressed the UN General Assembly on behalf of children, giving voice to their vision for a better world.

A World Fit for Us

We are the world's children.

We are the victims of exploitation and abuse.

We are street children.

We are the children of war.

We are the victims and orphans of HIV/AIDS.

We are denied good-quality education and health care.

We are victims of political, economic, cultural, religious and environmental discrimination. We are children whose voices are not being heard: it is time we are taken into account.

We want a world fit for children, because a world fit for us is a world fit for everyone.

In this world,

We see respect for the rights of the child:

- governments and adults having a real and effective commitment to the principle of children's rights and applying the Convention on the Rights of the Child to all children,
- safe, secure and healthy environments for children in families, communities and nations.

We see an end to exploitation, abuse and violence:

- laws that protect children from exploitation and abuse being implemented and respected by all,
- centres and programmes that help to rebuild the lives of victimized children.

We see an end to war:

- world leaders resolving conflict through peaceful dialogue instead of by using force,
- child refugees and child victims of war protected in every way and having the same opportunities as all other children,

- disarmament, elimination of the arms trade and an end to the use of child soldiers.

We see the provision of health care:

- affordable and accessible life-saving drugs and treatment for all children,
- strong and accountable partnerships established among all to promote better health for children.

We see the eradication of HIV/AIDS:

- educational systems that include HIV prevention programmes,
- free testing and counselling centres,
- information about HIV/AIDS freely available to the public,
- orphans of AIDS and children living with HIV/AIDS cared for and enjoying the same opportunities as all other children.

We see the protection of the environment:

- conservation and rescue of natural resources,
- awareness of the need to live in environments that are healthy and favourable to our development,
- accessible surroundings for children with special needs.

We see an end to the vicious cycle of poverty:

- anti-poverty committees that bring about transparency in expenditure and give attention to the needs of all children,
- cancellation of the debt that impedes progress for children.

We see the provision of education:

- equal opportunities and access to quality education that is free and compulsory,
- school environments in which children feel happy about learning,
- education for life that goes beyond the academic and includes lessons in understanding, human rights, peace, acceptance and active citizenship.

We see the active participation of children:

- raised awareness and respect among people of all ages about every child's right to full and meaningful participation, in the spirit of the Convention on the Rights of the Child,
- children actively involved in decision-making at all levels and in planning, implementing, monitoring and evaluating all matters affecting the rights of the child.

We pledge an equal partnership in this fight for children's rights.

And while we promise to support the actions you take on behalf of children, we also ask for your commitment and support in the actions we are taking – because the children of the world are misunderstood.

We are not the sources of problems; we are the resources that are needed to solve them.

We are not expenses; we are investments.

We are not just young people; we are people and citizens of this world.

Until others accept their responsibility to us, we will fight for our rights.

We have the will, the knowledge, the sensitivity and the dedication.

We promise that as adults we will defend children's rights with the same passion that we have now as children.

We promise to treat each other with dignity and respect.

We promise to be open and sensitive to our differences.

We are the children of the world, and despite our different backgrounds, we share a common reality.

We are united by our struggle to make the world a better place for all.

You call us the future, but we are also the present.

A.7.b C8 Children's Forum, 2005, UK

The C8 Children's Forum 2005 in Scotland was a children and young people's version of the G8 meeting. Young people from around the globe travelled to Scotland to debate and take action on the most pressing issues facing young people today.

Young people from 8 of the world's poorest countries met with young people from G8 countries, to debate, discuss and firmly place their issues on the agenda of the G8 leaders. They produced their own recommendations to take to the G8 leaders.

Throughout the three-day conference, the young people examined the toughest challenges facing children today. They delivered clear and candid opinions on issues such as HIV/AIDS, poverty and poor access to education.

C8 Children's Forum – Final Statement

We, the children of the C8 representing the world's children, welcome the G8 focus on the issues of poverty, HIV/AIDS and Africa. However, we are disappointed that the leaders have not taken full advantage of the momentum of 2005 to make child poverty history once and for all.

In making our C8 recommendations, we placed our faith in the leaders, recognising that they too were once children. We hoped that their commitment as members of the human race would have influenced their decisions; that they would acknowledge the problems facing children and would feel driven to solve and act on them.

Today is a pivotal moment in history that will never come again. The world has woken up to the reality of poverty and millions are wearing white bands to make poverty history. We are united in this goal and we had hoped the leaders would be too.

We need more than promises - we need actions. We call on the leaders to remove self-interest and work in partnership with young people. G8 leaders should also work with civil society and international organisations to eliminate corruption and effectively implement their decisions for the benefit of all children.

We know that poverty is manmade and therefore man can undo it. We the children are calling for change.

We, as young people affected by the decisions made and issues discussed at G8, have the right to be heard. The C8 has given the leaders an opportunity to hear the voices of young people that may be future G8 leaders one day. We feel that the lack of response

to our recommendations will have drastic consequences - children and young people will not trust or forgive G8 leaders.

We, the children, don't want to live in a world of hate. Terrorism, like poverty, is manmade and can be eliminated. We believe that peace is a powerful instrument that can be used by everyone to fight the world's problems.

A.7.c Junior 8 Summit, 2009, Italy

Participants came from 14 country teams of four, representing the G8 and invited countries – Brazil, China, Egypt, India, Mexico and South Africa. During the week-long meeting in Rome, the young people produced an outcome document and action plan, on which they will follow-up on their return to their respective countries.

The focus of this year's J8 was climate change, child rights in the context of the financial crisis and Africa Development. Young people self selected the fourth topic as quality education. In addition this year young people were oriented to child rights (with the presence of CRC committee member from Italy), child protection offline and online, and Ombuds 8 or 08.

J8 Participants selected a delegation of 14 young people – one from each country – to present their conclusions and recommendations to the G8 leaders and leaders of Brazil, China, Egypt, India, Mexico and South Africa. J8 participants made an overall presentation of their recommendations, followed by a dialogue between individual children and the leaders from their respective countries.

The meeting in the Parliament with the Chamber of Deputies on 9th July was attended by 40 J8 participants. They shared their J8 recommendations and action plan, followed by a dialogue. The session highlighted the main areas where parliamentarians can play an effective role in promoting child rights and child participation.

J8 SUMMIT 2009, ITALY – Rome Declaration

9 July 2009

We, the 54 participants of the Junior 8 Summit 2009 from Brazil, Canada, China, Egypt, France, Germany, India, Italy, Japan, Mexico, Russia, South Africa, the United Kingdom and the United States of America, have come together in Rome, Italy, to propose immediate action from our leaders. We invite them to listen to the young people and take our proposals seriously. As young people, we are the leaders of the future, and therefore will be the most affected by your decisions made today. We believe that collaboration between adults and young people is the best way to grant a better future for the upcoming generation. The young people of today will follow up on the recommendations made and will be monitoring the actions of the countries represented. The J8 community urges the leaders to listen and act upon previous declarations as well as our own. The following are the conclusions of the fifth Junior 8 Summit.

CHILDREN'S RIGHTS IN THE CONTEXT OF THE GLOBAL FINANCIAL CRISIS

Even in times of financial crisis, children's rights should not be neglected and urgent efforts are required to preserve them. We, the young people, call upon the G8

governments to keep their promises to children by increasing financial, technical and human support to countries ensuring the realisation of the Millennium Development Goals (MDGs), especially those that relate to health and education.

As the effects of the financial crisis can violate children's right to education, we strongly recommend that all governments provide scholarships and support to families of those in need to ensure that all children have access to free, complete and quality education.

Better global market regulations are needed immediately to reduce the effects of the current crisis on children as well as to prevent this from happening again.

We encourage leaders to promote investment from the private sector, especially to develop Corporate Social Responsibility (CSR) into programmes with a special focus on children and families affected by the financial crisis. Governments should help child rights organizations so that the rights of children are respected.

CLIMATE CHANGE

Mitigation

The reduction of greenhouse gas emissions is critical to the well-being of our planet. We insist that G8 leaders build upon the policies of the Kyoto Protocol and sign an improved version under the Copenhagen Agreement. The articles should state that:

- Government funding should be made available for green technologies in both developed and developing countries;
- Policies concerning land use, land-use change, forestry and reforestation to slow down deforestation must be promoted;
- We urge G8 leaders to commit to limiting global warming to ensure the increase in temperature does not reach two degrees Celsius;
- Those countries that do not adhere to the requirements stated in the said documents within a certain period of time, should be given temporary observer rather than participant status in the next major climate change meeting, to enforce the rules stated;
- There must be a call in the Copenhagen Agreement to strengthen participation of children and young people in climate change action.

Adaptation

G8 countries must ensure universal access to safe drinking water to the 1.2 billion global citizens who do not have it. To ensure that water is shared, preserved and protected we propose the implementation of the BLUE initiative, which calls for: Bottled water reduction where access to safe drinking water exists; Legislate funds to build accessible water infrastructure in the developing world; Use water responsibly; and Educate youth on water issues so that they understand the importance of saving water.

G8 leaders should address the issue of black carbon (black soot), which accounts for approximately 17 percent of greenhouse gas emissions, and is emitted through biomass cooking stoves mainly in developing nations.

Technology

To combat climate change, G8 leaders should promote international cooperation for green initiatives, such as the creation of a Green Olympics. The Green Olympics will allow for the introduction of newly developed products from both amateur and professional scientists worldwide. These products will be sold on a “Green Marketplace”.

Financing

We call on the G8 leaders to establish an international financing mechanism for energy conservation and the implementation of renewable energy resources.

POVERTY & DEVELOPMENT IN AFRICA

To achieve the Millennium Development Goals (MDGs), we strongly suggest that the G8 live up to their promises to meet the target of 0.7% of GDP, deliver the 50 billion USD to development in Africa, and cancel the national debt of developing countries, as was pledged in previous summits and declarations. This would enable African countries to address basic health, water and sanitation, education, infrastructure and agriculture simultaneously.

We recommend that the G8 leaders support developing countries through the creation of “End Poverty Bonds”. The collected funds will be transferred to micro-financing centres in developing countries, so that local entrepreneurs can begin businesses and create new job opportunities. Funds dedicated to foreign aid must be monitored closely by a neutral external organization to ensure that they are used effectively, and to avoid losing funds to corruption.

We also propose that G8 governments invest in projects on the development of rural areas, such as the Millennium Village Project in Africa.

We encourage G8 leaders to make every effort to include developing nations in free trade negotiations by continuing the proposals of the Doha process. This means that industrialised countries would abolish economic barriers, like taxes and agriculture subsidies, thus enabling developing countries to trade on equal terms, particularly in the sectors of agriculture and renewable energies. This allows for the emergence of stable economies, and encourages progress towards ending extreme poverty.

G8 governments should take the initiative to buy patents from pharmaceutical companies to facilitate the production of generic drugs for infectious diseases such as HIV/AIDS. This in turn will ensure that everyone has access to free medication, including antiretroviral medicines and vaccines for tuberculosis, malaria and polio.

EDUCATION

Regardless of racial, cultural, and religious differences, every girl and boy has the right to receive free, quality and complete education. In addition, to provide post primary education to all children, we recommend that the leaders attending the G8 summit promote the implementation of programmes that focus on building school infrastructure in developing countries, especially safe public transportation for students.

To improve the quality of education, we insist that schools should supply food and water for all students in need. It is the duty of parents to send children to school, and is the responsibility of governments to both ensure that children have equal access to school and are able to maintain the functions necessary for a sustained attendance. It is also vital to make basic schooling compulsory, and to provide adequate school supplies, uniforms and unbiased information.

We also believe that free, regular retraining and periodic recertification of teachers is crucial to ensure high quality education. To protect the mental health of students, we ask G8 leaders to make funds available for psychosocial support at schools as part of raising the quality of education.

It is important that G8 leaders work actively in providing child-friendly education systems that involve children in the decisions that affect them. We request that constructive student opinions be given serious consideration, and that actions are taken in accordance with the voices of young people. We insist on the provision of facilities for extracurricular activities, and the establishment of systems to reward and encourage talent.

CONCLUDING STATEMENT

We, the young people, are the emerging keepers of a threatened planet. If change is to occur, we must be its eyes, its heart, and its conscience. The ethical and moral tasks that are entrusted to the G8 leaders ultimately affect all human kind therefore, together, we must have enough respect for the present and the future in which the young people are living today and will live in tomorrow.

We urge you to listen and include our voices in your decisions. Act now!

J8 SUMMIT 2009, ITALY – Young People’s Action Plan

9 July 2009

We, the J8 community, invite young people from all over the world to join us in promoting the following action plan. The future belongs to us. Our actions will influence our lives and our world; that is why we call upon you to act immediately.

We urge children and young people to:

CHILDREN’S RIGHTS IN THE CONTEXT OF THE GLOBAL FINANCIAL CRISIS

- Raise awareness of the financial crisis and its effects on child survival and development through methods such as press, online media, and social networks.
- Promote and participate in volunteer work in children’s rights-focused organizations that include education on the rights of the child.
- Establish young people’s committees in local communities to regularly monitor government policy involving financial support to their education.

CLIMATE CHANGE

- Raise awareness in local communities about climate change by starting discussions among peers and classmates, exchanging information on social networks and initiating child-friendly programs in schools.
- Reduce one’s own carbon footprint, we encourage self-initiated participation, involvement, volunteering at a local level and living a more environmentally friendly lifestyle, through: lessening unnecessary trash, energy conservation, and eco-friendly transportation. These opportunities should be given to young people all over the world via child-friendly forums and social networks.

POVERTY AND DEVELOPMENT IN AFRICA

- When it is possible, invite our peers from all over the world to invest in “End Poverty Bonds” and other programs.
- Encourage other young people to favour fair trade products when making purchase decisions.
- Raise awareness of development in Africa, by participating in Web-based discussion platforms such as Voices of Youth.
- Support educational programmes and young people’s participation in local community organizations and social networks.

EDUCATION

- Implement peer-education, tutoring and mentorship programs such as peer counselling with other young people. These programs would motivate young

people to take education seriously and build self-esteem.

- Raise awareness on education issues by participating in social network discussions, in school councils and by being active in local communities.
- Participate in evaluation processes to assess teacher's performance and methods of education to make sure every child gets a quality education.

CONCLUDING STATEMENT

We, the 2009 Junior 8 delegates will continue to participate as members of the J8 community and promote the Action Plan in our own communities. Next year in Canada, the 2010 J8 delegates will meet and share their experiences and monitor the implementation of this Action Plan.

Act now!

A8. DEVELOPING CHILD AND ADOLESCENT FRIENDLY LEARNING MATERIAL

Article 17: Access to appropriate information

Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

“Fulfillment of the child’s right to information, consistent with article 17 is, to a large degree, a prerequisite for the effective realization of the right to express views. Children need access to information in formats appropriate to their age and capacities on all issues of concern to them. This applies to information, for example, relating to their rights, any proceedings affecting them, national legislation, regulations and policies, local services, and appeals and complaints procedures. Consistent with articles 17 and 42, States parties should include children’s rights in the school curricula”¹⁴.

It is crucial to develop child and adolescent friendly¹⁵ background and information materials for children and young people to effectively participate in the meetings. There is a need to make a distinction between children creating material for ages 7-12 and 13-18 years old depending on their literacy level.

Child and Adolescent-friendly Learning Materials may be categorised as follows:

Phases of the Forum	Child and Adolescent Friendly Learning Materials
Pre Forum	<ul style="list-style-type: none"> • Background documents (concept papers, theme papers, policy documents, government statements, fact sheets e.g. climate change, poverty, etc.) • Logistical documents (consent forms, emergency preparedness plan, city information, etc.) • Child protection documents • Children and young people’s preparation kit • CRC and CEDAW or other relevant Human Rights Instruments or regional declarations
During the Forum	<ul style="list-style-type: none"> • Background documents • Documents that may be pointed out by young people themselves during the forum
Post Forum	<ul style="list-style-type: none"> • Child and adolescent friendly Report

¹⁴ General Comment No. 12 (2009) The right of the child to be heard, CRC/C/GC/12, CRC Committee, Geneva, 15 July 2009

¹⁵ BHANDARI, N and KARKARA, R, Guidelines for developing child and adolescent friendly materials

Examples of child and young people friendly learning materials

Existing child-protection materials will be also shared with adolescents to understand their protection rights¹⁶

- United Nations Secretary-General's Study on Violence against Children - adapted for Children and Young People
- ECPAT International Youth Partnership Project against CSEC Good Practices publication. http://www.ecpat.net/EI/PDF/CYP/Good_Practices_ENG.pdf
- Our Right to be Protected from Violence. Activities for Learning and Taking Action for Children and Young People http://www.violencestudy.org/IMG/pdf/Our_Right_to_be_Protected_from_Violence-2.pdf
- Safe you and Safe Me, Save the Children (2005)- www.violencestudy.org/IMG/pdf/safeyoufinal.pdf
- Save the Children (2005): Children's Actions to End Violence Against Girls and Boys <http://www.rb.se/NR/rdonlyres/FAAC13B4-D0E9-43FF-859F-DCD148A554D2/0/3293Actionrapportwebb.pdf>

¹⁶ <http://www.unviolencestudy.org/>

PART B. PLANNING A MEETING WITH CHILDREN

PART B.

PLANNING A MEETING WITH CHILDREN

Children and young people should be consulted in the needs assessment phase of developing any meeting or forum for or with them. They need to be consulted in the design of the meeting itself. It is advised that planners need to consult children and young people who may have previous experience in participating in such forums. It is pivotal to review evaluation and lessons learnt documents of previous forums or consultations with young people.

B.1. GUIDELINES FOR SELECTION AND PARTICIPATION PROCESS

B.1.a Child Participants - Guidelines on the Selection of Child Participants

The Convention on the Rights of the Child applies to children up to the age of 18. Therefore, it is recommended that children up to the age of 18 are selected for participation in the meeting.

When selecting children for participation in the meeting, it would be advisable to have a balance in the following areas:

- Gender
- Age of participants (up to 18 years)
- Religion
- Rural versus urban place of residence
- In- and out of school
- Socio-economic background
- Ethnic background
- Disabilities, etc.

Selection criteria also include:

- It is crucial that all children get opportunity to participate in such meetings. However, we must reach to the most vulnerable and marginalised girls and boys and enable them to participate in such meetings
- Life Experience and Community Involvement: All child delegates should have direct experience or expertise in issues and current involvement in activities in their school or community that pertain to at least one - preferable more - themes of the meeting.
- Many groups of children tend to get excluded from attending international meetings. Therefore, children from the following backgrounds are encouraged to participate in the meeting: children from rural areas, children with disabilities, gay and lesbian children, children from ethnic minority groups, working children, and children from a variety of 'classes' or castes and religion.

- Wherever possible, child delegates should be mandated by their peers at the national level to attend the meeting as they will speak on behalf of a broad cross-section of their country's children. In addition, National Committees or Field Offices will be expected to organize briefings for child delegates on UNICEF and the themes of the meeting.
- The child delegates should have a deep understanding and experience of issues related to children and young people in their country.
- The child delegates should be part of existing peer groups and feed back their experiences, and propose ways of action to other children when they return to their home country after the meeting.
- Media: Young people should be willing to speak publicly and to have their pictures taken, and to make representations to the media (based on their consent)
- Gender: Where possible it would be preferable that a boy and a girl be selected. However, it is recognized that this may cause difficulties for some countries. Child delegates and their chaperone should be aware that some of the meetings will take place in a large mixed group although some single sex small group activities may be provided if necessary.
- Language: Although the official language will be English, child delegates will not be expected to speak English. During the meeting activities all child delegates will be provided with interpretation for their 'main' language/mother tongue. Chaperones will be expected to provide interpretation for child delegates during the rest of the time (travel to and from the meeting, mornings, evenings, excursions).
- Relationships: It may cause difficulties if pre-existing intimate relationships exist between participants. Child delegates and chaperones should not be sexually involved with each other or be members of the same birth family. This does not exclude child delegates who have personal friendships. Further, it is required that the chaperone have a strong positive relationship with the child delegates in their care.
- Medical Issues: An experienced medical professional will need to be present or easily available during the meeting. High level of nursing or medical care for child delegates with serious infectious illness can not be provided – unless in emergency situations. All participants are required to have full medical insurance coverage during the dates of their travel and meeting.
- Disability: Children with disability are welcome as participants. If the disability means that the child requires a high level of personal or nursing care their needs will be difficult to be met – depending on the location and facilities available at the meeting. We do not wish to exclude children with learning difficulties but selectors need to make a realistic assessment of the young person's capacity to participate in a complex multi-lingual and international environment.

- Religion: Child delegates of all faiths are welcome; any particular requirements for child delegates (e.g. dietary needs, space for prayer or particular requirements for sharing bedrooms etc) should be communicated in advance to the organizers.
- Chaperones: No child delegate under 18 years of age will be accepted that is not accompanied by a chaperone. The chaperone should be known to the child and meet the criteria for selection, as reflected in the “Guidelines on the selection of chaperones”.
- Child delegates should not be children of UNICEF staff, diplomats or politicians.

Suggestions for selecting children

It is strongly advised that you include children themselves in the selection process. By selecting their peers, they will become part of the process and it will be easier to identify with the work to be undertaken.¹⁷

B.1.a Child Participants

Guidelines on the Participation of Child Participants

Preparing Children for Participation in the Meeting

In the spirit of true participation, children should be properly informed and guided by adults prior to their arrival to the meeting. They would need to meet with other members of their delegation and be part of preparatory meetings. It is advised that they be briefed on their country’s policies and programmes for children and on the objectives of the forum. The children’s forum will also dedicate time to brief participants on the process and procedures of the forum and their role in it, the United Nations and its procedures.

Some guidelines for children

- To accept that other people at the meeting will have a different perspective, expectation and beliefs. Some of their beliefs may be different from your own. It is important that we accept our differences as they make us individuals. We will try to provide you with an appropriate place to practice your faith if you wish to do so.
- To come together to share ideas, opinions and experiences. Political differences can cause disagreement, please respect the right of each person to hold their own political ideas.
- To accept there may be cultural differences between us, and to see the opportunity to learn about other cultures as a part of the event.
- To tell us if you have particular dietary requirements for religious, cultural or medical reasons. We will try to cater for your needs as best as we can.

¹⁷ See part B.1.a “Children select their Representatives – Guidelines for a democratic election process of children and young people” of this Handbook

- To respect other people at the meeting. Males and females may be viewed differently in other cultures. At this meeting males and females are viewed equally. They are due equal respect and opportunity. If you are unable to mix with the opposite sex or find it difficult for cultural or religious reasons, tell us.
- To take an active part in the meeting, get to know other people, their cultures and build friendships.
- To be sensitive to the feelings of others at all times, sometimes your behaviour or language may cause offence to someone from another culture.
- Whilst nudity may be acceptable in some cultures, we ask that at all times all participants remain modestly covered, e.g. appropriate nightwear.
- To be mindful that there may be cultural differences in dress. Whilst we are not asking you to dress in a particular way, we would ask you to be sensitive to the feelings of others in how you dress.

Feeling comfortable

It is not correct for any Child Participant to:

- Hit you or hurt you in any way;
- Bully or tease you;
- Ignore what you say, including questions and requests;
- Insult/ humiliate you or make you feel stupid or embarrassed.
- Sexually harass you or use sexual language

Being respected

No Child Participant should:

- Treat one child or a group of children better (or worse) than others - everyone should be treated equally;
- Refuse to believe what you say, or suggest that you are not telling the truth;
- Try to make you say things that you don't want to say;
- Try to make you do things you don't want to do;
- Force or persuade you to do things that you shouldn't do, including activities that are:
 - » Illegal (such as drinking alcohol, smoking and taking drugs);
 - » Unsafe (such as swimming in the hotel pool on your own);
 - » Harm anyone else (such as hitting or unkind teasing).

Keeping safe

No Child Participant should:

- Take you outside the meeting or your hotel without your chaperone;
- Invite you to sleep in their hotel room, or to stay overnight at their house on your own;
- Sleep in your bed, or in your hotel room if this has not been agreed with your Guardian;
- Make you feel uncomfortable or embarrassed by treating you as if you are their boyfriend or girlfriend;
- Do things for you that are personal, which you can do yourself, such as dress you or wash you.

“Children select their Representatives” – Guidelines for a Democratic Election Process of Children and Young People

Topic:

Democratic Election Process by Children and Young People for participation in an international meeting

Time: 60minutes

Brief Description of the session: Selection of children and young people through a democratic election process by the children and young people themselves

Objectives:

By the end of the session children and young people will be able to list XX young people (XX boys & XX girls) who have been selected through a democratic election process by the children and young people themselves.

Methods/Tools: Group work/ Selection through a democratic election process

Training Materials: Flip chart, markers, etc.

Process:

Step 1 Explain to them that XX children and young people are invited to act as their representatives and attend the meeting on their behalf. Explain what the meeting is about and that their representatives will report back to them after the meeting.

Step 2 Ask the group the following questions:

- Who should go to the meeting?
- How and what will she/he present?
- How will they present our concerns and suggestion?
- How can we select XX children and young people democratically?
- What should be the selection criteria?

Step 3 Prepare selection criteria given by children and young people (see step 2).

These are some selection criteria which have been developed by children and young people: E.g.

- Ability to express clearly the output of the local consultation
- Good presentation and communication skills
- Promise to share the outcomes of the meeting with children and young people from this local consultation
- Ability to travel
- Balance between boys and girls

Step 4

Suggested election process developed by children

- Ask for volunteers or invite nominations by children and young people who would fulfil the selection criteria
- Ask them to prepare a 2 min speech on why they should be nominated to go
- After all speeches ask the nominees to leave
- Ask other to vote (explain that you can only vote once)

Step 5

Bring all the children and young people in a large group and share the final list of children and young people.

It is advisable that young people also prepare a back up list in case some children and young people are not able to go.

Special Note for Facilitators:

- Chaperones and adults should not be allowed to interfere in the process and in the room
- Young people may want only 1 adult facilitator or only a youth facilitator to do this – be respectful of that
- To not impose your opinion at anytime during the process, follow complete transparency and honesty with young people

B.1.b Chaperones

Guidelines on the Selection and Participation of Chaperones

Each young person who attends this meeting should be accompanied by a designated adult chaperone that will be responsible for the care and custody of the young person during travel and the duration of the conference. The responsibilities of the chaperone will start from the time the young person leaves home to travel to the location of the child and young people's meeting and will only end when she/he safely hands over the young person to the parent/guardian on return to their respective cities/countries.

Who should be a Chaperone?

- The person designated as the chaperone for each young person is RESPONSIBLE for the welfare and safety of the young person AT ALL TIMES. It is important that the responsibilities of the chaperone are fully explained and agreed upon before departure to the meeting, including the child participant and his/her parents/guardians.
- The chaperone should ideally be someone who knows the child, who speaks the same language and with whom the child has a trusting relationship. However, UNICEF does not allow a parent or relative to be the chaperone. Gender balance should also be considered – girl delegates should be accompanied by women.
- Children who need translation should be accompanied by an English-speaking chaperone that will be able to provide 'whisper translation' during the meeting and other interactions.

Adherence to minimum standards

Minimum standards that help and protect children at the meeting apply to those attending the international event. They are based on the UN Convention on the Rights of the Child and on four key principles of the right to participation. Both the meeting and this participation agreement have been developed and are supported by these key principles:

- ***An ethical approach: transparency, honesty and accountability***
Adults involved in national or regional meetings follow ethical and participatory practice and put children's best interests first.
- ***A Children Friendly Environment***
Children experience a safe, welcoming and encouraging environment that enables participation
- ***Equality of Opportunity***
Child participation work should encourage those individuals and groups of children who normally suffer discrimination and who are normally excluded from activities to be involved in the process e.g. girls, working children, children with disabilities, rural children, gay and lesbian children.
- ***Participation promotes the Safety and Protection of Children***
Child protection policies and procedures form an essential part of participatory work with children.

Expected responsibilities of the chaperone:

1. To support the child/young person during the travel to the location of the young people's meeting, including transport to the airport, providing support at customs/immigration, check-in, boarding the plane, during transit and travel to the venue and accommodation of the meeting, etc.
2. To accompany the children and facilitate transport to the city of the meeting, to and from location of the meeting, the hotel, in the mornings and evenings, etc.
3. To ensure that the child is fully covered by a valid medical insurance for the period the child will travel and be in the city of the meeting, and being fully informed of who to contact during any medical emergency.
4. To accompany the child/young person as they move from one place to another during the meeting.
5. To be physically near the child/young person and aware of the young person's whereabouts at **all times**.¹⁸
6. To be aware of child/young person's physical and emotional needs and assist in meeting those needs as appropriate or make every effort to meet those needs in consultation with the young person.
7. To ensure that the child/young person is able to communicate with other groups of young people through interpreters, or by interpreting for them if no other interpreter is available.
8. To ensure that the child/young person has the opportunity to participate in the discussions and plenary sessions.
9. To inform the meeting organisers of any difficulties that the young people under their care may be experiencing at any time.
10. To provide any other physical and emotional support that the child/young person might need. This should include the chaperone having the young person's medical and emergency information in their possession at all times, with written permission from the young person's guardians to act on their behalf for medical emergencies.
11. To support the child and young person to take the best possible advantage of the opportunities available.

18 The only exceptions to this are during the working hours of the children and young people's meeting and during other formal sessions when the facilitators and staff take over responsibility for the wellbeing of the children.

Child Protection Policy

A key element in working to safeguard the welfare of all children is the promotion of their rights. A Child Protection Policy has been developed by UNICEF for this purpose. Chaperones are expected to adhere to and promote this policy. Keeping in mind the Convention on the Rights of the Child, all child participants at the meeting have the right:

- To have their health, safety and well-being, and their best interests considered **paramount**.
- To have their welfare and development promoted and safeguarded so that they can achieve their full potential.
- To be valued, respected and understood within the context of their own culture, religion and ethnicity, and to have their needs identified and met within this context and within the context of their family wherever possible.
- To be listened to and to have their views given careful consideration, and to be encouraged and helped to participate in decisions which affect them.

In order that these rights are respected, when chaperones are in contact with the child participant or other children, they should:

- At all times treat them with respect and recognize that children are individuals in their own right.
- Regard them positively and value them as individuals who have specific needs and rights and a particular contribution to make.
- Work with them in a spirit of co-operation and partnership based on mutual trust and respect.
- Value children's views and take them seriously.
- Work with children in ways that enhance their natural capacities and capabilities, and that develop their potential.
- Strive to understand children within the context in which they live.

Duty of care

In addition to the general values of good practice in working with children, chaperones have the responsibility and legal duty to ensure their child participants' safety while they are travelling during the meeting away from home.

Children can be at risk of harm or abuse from different sources. The chaperone is responsible for minimising the risk of child participants being harmed by promoting good practice and by identifying and managing potential risks.

Any child protection concerns/complaints should be reported to the child protection focal points or organizers/facilitators of the meeting, who will handle them in strictest confidence and can institute formal complaints procedures as required.

Code of ethics

Chaperones must try their best to:

- Be aware of situations which may present risks and take the appropriate action,
- Make sure that a culture of openness exists between the chaperone and child participants, so that it is possible for the chaperone to raise and discuss any issues or concerns child participants may have,
- Make sure that there is a sense of accountability with other adults so that poor practice or potentially abusive behaviour does not go unchallenged.

In general it is INAPPROPRIATE for the chaperone to:

- Spend excessive time alone with any child participants, away from other people,
- Take child participants to places where they will be alone together.

The chaperone MUST NEVER:

- Hit or otherwise physically assault or abuse child participants,
- Develop physical/sexual relationships with child participants,
- Develop relationships with child participants which could in any way be seen as exploitative or abusive,
- Act in ways that may be abusive or may place child participants at risk of abuse,
- Use language, make suggestions or offer advice which is inappropriate, offensive or abusive,
- Do things for child participants of a personal nature that the participant could do on their own,
- Permit, condone, or participate in, behaviour of children that is illegal, unsafe and abusive.
- Act in ways meant to shame, humiliate, belittle or degrade child participants, or otherwise commit any form of emotional abuse,
- Discriminate against, show differential treatment, or favour particular delegates to the exclusion of others.
- Chaperones must avoid actions or behaviour that could be seen as poor practice or potentially abusive.

Children and young people should also be briefed about the policy. All young people should also be made aware that they are free to contact another designated staff or official among the participants or organisers should s/he have any questions, or in the event that their chaperone is not available or it is not appropriate to contact the chaperone.

Chaperones must avoid actions or behaviour that could be seen as poor practice or potentially abusive.

For young People to know: ROLE OF ACCOMPANYING ADULTS

The chaperone/accompanying adult who is accompanying you at meeting is **RESPONSIBLE** for your welfare and safety **AT ALL TIMES**.

From the time that you leave your home city to travel to the meeting venue, to the time that you return home, your chaperone is responsible for looking after you. The way in which they take care of you should be appropriate for your age and maturity.

Your chaperone/accompanying adult is responsible for:

- Supporting you during your travel to and from the meeting, including transport to the airport, providing support at customs/immigration, check-in, boarding the plane, travel to your accommodation etc.
- Accompanying you as you move from one place to another during the meetings.
- Being physically near you and aware of your whereabouts at all times.
- Being aware of your physical and emotional needs, and assisting in meeting those needs as appropriate, or making every effort to meet those needs in consultation with you.
- Making sure that you are able to communicate with other groups of young people through interpreters, or by interpreting for you if no one else is available.
- Making sure that you have the opportunity to fully participate in all discussions.
- Telling the meeting organisers of any difficulties that you may be experiencing.
- Giving you any other physical and emotional support that you might need. Your chaperone should have your medical and emergency information with them at all times, with written permission from your parents/guardians to act on your behalf for medical emergencies.
- Supporting you to take the best possible advantage of the opportunities available.

Children and Young People's Protection Policy

A key element in working to safeguard the welfare of all young people is the promotion of their rights. Keeping in mind the Convention on the Rights of the Child, you have the right:

- To have your health, safety and well-being, and your best interests considered as **the top priority**.
- To have your welfare and development promoted and safeguarded so that you can achieve your full potential.
- To be valued, respected and understood within the context of your own language, culture, religion and ethnicity, and to have your needs identified and met within this context and within the context of your family wherever possible.
- To be listened to and to have your views given careful consideration, and to be encouraged and helped to participate in decisions which affect you.

In order that these rights are respected, when chaperones are in contact with you or other young people, they should:

- Always treat you with respect and recognise you an individual in your own right.
- View you positively and value you as an individual who has specific needs and rights and a particular contribution to make.
- Work with you in a spirit of co-operation and partnership based on mutual trust and respect.
- Value your views and take you seriously.
- Work with you in ways that enhance your natural capacities and capabilities, and develop your potential.
- Do their best to understand you within the context in which you live.

DUTY OF CARE

In addition to the general values of good practice in working with young people, your chaperone has the responsibility and legal duty to ensure your safety while you are away from your home.

Young people can be at risk of harm or abuse from different sources. Your chaperone is responsible for minimising the risk of you being harmed by promoting good practice and by identifying and managing potential risks.

SUGGESTED CODE OF CONDUCT

Your chaperone must try their best to:

- Be aware of situations which may present risks and take the appropriate action
- Make sure that a culture of openness exists between the two of you, so that it is possible for you to raise and discuss any issues or concerns you may have.
- Make sure that there is a sense of accountability with other adults so that poor practice or potentially abusive behaviour does not go unchallenged.

In general it is **inappropriate** for your chaperone to:

- Spend excessive time alone with you away from other people
- Take you to places where you will be alone together.

The Chaperone **must never**:

- Hit or otherwise physically assault or physically abuse you or other young people or humiliate or insult you
- Develop physical/sexual relationships with you or other young people
- Develop relationships with you or other young people which could in any way be seen as exploitative or abusive
- Act in ways that may be abusive or may place you or other young people at risk of abuse.
- Use language, make suggestions or offer advice which is inappropriate, offensive or abusive
- Do things for you or other young people of a personal nature that you can do for yourselves
- Permit, or participate in, behaviour of young people which is illegal, unsafe and abusive.
- Act in ways meant to shame, humiliate, belittle or degrade you or other young people, or otherwise commit any form of emotional abuse.
- Discriminate against, show differential treatment, or favour particular child (ren) to the exclusion of others.

Your chaperone must avoid actions or behaviour that could be seen as poor practice or potentially abusive.

You should feel free to talk with an adult from organizer or UNICEF if you have any questions, or if your chaperone is not available, or if you are not comfortable talking with them.

Sample letter for Chaperones

Dear Chaperone,

Greetings!

Thank you for agreeing to take up this crucial task. We deeply appreciate your support in advance.

We are sending you some crucial document that will help you prepare as a chaperone for the upcoming(insert name of meeting).

- The guidelines for chaperones who will accompany the participants in thismeeting. Please review these guidelines carefully to better understand your role and responsibilities before, during, and after the meeting. We also strongly encourage you to print a copy and keep it with you at all times throughout the meeting, as well as during your travel to and from(insert name of city/country)
- You will also find attached a child-friendly document, intended for the young participants, which also outlines the role and responsibilities of chaperones. Please ensure that all participants receive a hard copy of this document and have an opportunity to read it and ask any questions they may have. We hope you will review this document together with the young people you accompany, to help you build a productive and enjoyable professional relationship.
- We will organize a general chaperones meeting on the 1st evening for all chaperones. We will also hold daily briefing for the chaperones everyday in the evenings.
- In addition to your role as chaperone, we would like to draw on your skills and expertise for some additional task (volunteer basis), in the area of logistics, notetaking, report writing, etc.
- We will also send you a “Security and Emergency Prepared Plan”, this will include basis information on medial contacts, emergency focal points and their telephone numbers, etc.

Should you have any question the feel free to contact(insert name of focal point staff)

Looking forward to meeting you all.

Warm regards,

B.1.c Translators

Guidelines for Translators/Interpreters

These guidelines are for translators and interpreters

Purpose

Young People who are participating in the meetings need to be given the space to speak out. Your role as a translator, therefore, becomes very important, as you become the voices of the children involved. The role and work of the translators is crucial to the successful participation of children at these meetings. You will not only translate what the children are saying but also what adults are saying, especially the facilitators and resource persons.

Training

All translators will be briefed at the start of the meeting to ensure that the following guidelines are understood and that the translation support provided at all times during the meetings is sensitive to the needs and requirements of the young participants.

Responsibilities while translating for the young participants include:

1. When a young participant is speaking, especially in a plenary session, stand up together with them and interpret when they have finished speaking.
2. To show respect for the young participant, interpret exactly what they say. For example, *"My name is ... and I come from ... my experience is."*
3. Request the young participant to give adequate pauses. You can also jot down important ideas for easier translation.
4. Avoid *"she/he says ... What she/he wants to say is that ... I do not understand what she/he is saying, but I think"*. Never give your own opinion or examples from your own experience.
5. If you do not understand what the child has said make sure you get clarification before you start interpreting.
6. Avoid the use of colloquialisms, "buzz words" and unfamiliar acronyms wherever possible to allow young participants to get fully understand and be involved in discussions. But, remember not to oversimplify or "talk down" to the young participants.
7. Encourage young participants to speak out when they are unable to follow discussions.
8. Immediately inform facilitators if the young participant does not understand what is being said. Do not take on the role of giving explanations.
9. Do not answer for the young participants.
10. Learn to read the body language (non-verbal) of each young participant.
11. Congratulate the young participants for each progress achieved in overcoming inhibitions, and for any presentations made.
12. Do not show any doubt about what the young participant is saying. Remember that when speaking in front of people, the young participant totally relies on your help to communicate with others.
13. Recognise that it may be the first time for the young participant to visit a foreign country. Help make this visit truly an educational experience.

14. Do not promise or give anything, in cash or in kind that may raise false expectations from the young participant.
15. Wherever applicable, make sure you reunite the young participant with their Accompanying Adult or Chaperone at the end of each day.
16. Ensure confidentiality of information about the young participant's personal life.
17. If the young participant informs you of an issue that you think requires the attention of the child protection focal person, speak to him/her about the issue and get their agreement before you approach the Child Protection Focal Person.
18. If the young participant wishes to speak in English instead of their local language let them do so but do not force them to.

Working with the Young Participant's Chaperone (if applicable)

19. Take time to ask the Chaperone about the background of the young participant and experiences in participating in other conferences.
20. Avoid engaging in long discussions with adults without translating back to the young participant.
21. When handing young participants back to their respective chaperones at the end of each day, please spend 5 minutes explaining how the day went to the chaperone.

Working with Facilitators and Organisers

22. Be open to discuss with any of the facilitators any problem or difficulty you encounter so that they can immediately deal with it
23. Try to receive in advance, copies of all written information and presentations available to young participants.
24. Make the agreed sign if someone is speaking too quickly for good interpretation. Lift a hand (or do the "T" sign) and indicate the need for extra time for translation.
25. Immediately inform the facilitators or organisers if any of the young participants with whom you are working needs any special attention or does not feel well.
26. If a child protection issue is raised by the young participants, ensure you have their permission before you speak to the Child Protection Focal Person. Encourage the young participants to accompany you to speak to the Child Protection Focal Person.

B.1.d Facilitators

General Guidelines for Facilitators

A Good Facilitator will:

- Create a safe space for discussion, learning, and interaction.
- Guide a group's exploration of issues.
- Provide and share information.
- Be neutral.
- Keep the pace moving and lively.
- Let participants do most of the talking.
- Use humour when appropriate.
- Show enthusiasm and interest.
- Use good eye contact and body language.
- Maximize the space by walking around the room while facilitating.
- Use a variety of techniques and strategies to keep the workshop interesting.
- Challenge the participants.
- Promote a positive group dynamic.
- Affirm the participants and their contributions.
- Give off positive energy even when she or he is tired.

A Good Facilitator Will Not:

- Lecture.
- Be judgmental.
- Let participants show disrespect for one another.
- Go off on tangents.
- Offer his/her own feelings or opinions during the meeting.
- Try to influence participants with his or her opinion.
- Be rigid or inflexible.
- Pretend to know everything.
- Allow one or two people to dominate the discussion.

Sample list of materials for facilitation

S. No	Material	Quantity
	Bags	
	Ring Folders	
	Name label cards	
	Highlighters	
	Flip chart paper	
	VIPP Cards	(Blue, White, Yellow, Green and Pink)
	Post it (medium and large)	
	Broad tip makers	Blue, Black and Green
	White board	
	White board markers	Various
	Crayons and highlighters	
	Blu Tac	
	Muskin Tape	
	Staplers	
	Punching machine	
	Scissors	
	A 4 paper	
	Banner	
	UNICEF Back-drop	
Others	<i>Candy and fresh fruits, juice, etc.</i>	

B.1.d Facilitators

Terms of Reference for “Adult Facilitator”

Background

[Description of event]

- The workshop will be co-facilitated by a group of trained adult and young facilitators.
- The draft agenda will be circulated to the team of facilitators beforehand for their comments and inputs.
- Prior to the meeting the team of facilitators will discuss roles and expectations, assign tasks, format and methodology of sessions, housekeeping arrangements, and any other relevant issues regarding the running of the workshop.
- This training will take place on [TBD] in [TBD]

Role of Facilitator

- To work with the participants to help them develop their own individual ideas and prioritize the issues the group wants to raise in the key messages during the meeting itself.
- To ensure equal participation of genders, age and different cultures and that diversity of opinions is respected.
- To establish the ground rules at the beginning of the meeting with the participants to ensure full participation and mutual respect.
- To make the group aware of the challenges posed by the use of many languages. To ensure that no one language dominates the discussions.
- To ensure that the young delegates have realistic expectations of their participation at the meeting
- To ensure that the meeting will be instrumental in providing realistic outcomes for the participation of young people, and the work they will be doing thereafter to ensure that the Outcome Document is implemented in partnership with civil society including young people’s organizations.
- To prepare participants to deal with media requests.

Criteria for Selection

Facilitator should be:

- Fully qualified and proven experience in working with young people.
- Multicultural and ideally from different regions of the world. All will have a working knowledge of English in addition to their mother tongue or an additional working language
- Gender balance is a requirement
- Familiarity with the use of interactive facilitation techniques
- Knowledge of the Outcome Document
 - » Will be asked to provide a brief history of experience

Selection Process

The organisers or working group for the children's event/meeting will establish the group of facilitators.

Costs

The costs for flights, boarding and lodging will be covered by [TBD].

Terms of Reference for “Young Facilitator”

Background

[TBD; Description of meeting]

The meeting will be co-facilitated by young people who may past child delegates to major international events and meetings and therefore have the first-hand experiences of such global advocacy events.

Role of Young Facilitator

- To work with the participants to help them develop their own individual ideas and prioritise the issues the group want to raise in the key messages during the forum itself.
- To ensure equal participation of genders, age and different cultures and that diversity of opinions is respected.
- To establish the ground rules at the beginning of the workshop/session with the participants to ensure full participation and mutual respect.
- To ensure that the young delegates have realistic expectations of their participation at the forum.
- To ensure that the forum will be instrumental in providing realistic outcomes for the participation of young people in the [TBD; name of conference/forum] and the work they will be doing thereafter to ensure that the Outcome Document is implemented in partnership with civil society including young people’s organisations.

Criteria for Selection

Young Facilitator should:

- Be under 24 years of age
- Have previous experience of facilitating meeting for children and young people
- Be familiar with the use of interactive facilitation techniques
- Have knowledge of all documents related to the forum
- Have working knowledge of English and be comfortable working in one or more of the two other working languages of the workshop (French and Spanish)
- Be available in for a briefing / training with the other members of the facilitation team on [TBD, date of facilitation training]

Required Documents for Selection Process

- A brief written history of previous experience as a facilitator of groups/workshops (1 page)
- Two references from people who can are familiar with your facilitation skills

Selection Process

Facilitators will be selected by the organising team of the meeting. The selection panel is looking for a team based upon the above criteria. Final selection will (however) also take into consideration a balanced representation from the different regions and languages and a mixture of both boys and girls.

A Lead Facilitator from the Facilitation Team will provide technical assistance / guidance to the young facilitators, including co-facilitating as required, and to ensure that a diversity of opinions is respected.

Prior to the forum the team of selected facilitators will meet for a Facilitators Preparatory meeting to agree on roles and expectations, assign tasks, agree on format and methodology of sessions, housekeeping arrangements and any other relevant issues regarding the running of the forum.

Costs

The costs for flights, boarding and lodging will be covered by [TBD].

B.1.e Youth Journalists

Guidelines on Selection and Participation of Youth Journalists

Background

[TBD; Description of meeting]

The meeting will be covered by both professional journalists and youth journalists from different countries and regions.

Role of youth journalists

- To ensure coverage of meeting through articles, photos, videos, etc.
- To feed stories, etc into international/regional/local media networks
- To provide all media, UNICEF website, VOY, all event related websites, etc. with stories, etc

Composition of youth journalists' team

1. Good and experienced online (news) editor
2. Strong writer with English skills
3. Writer/photographer
4. 2-person team for TV/video, experience with equipment

Criteria for Selection

General requirements for youth journalists:

- Preferably be under 18 years of age
- Have journalistic experience (online, print, photo, video)
- Have knowledge of all documents related to the meeting
- Have strong writing skills
- Good English skills

Online coverage (print/photo):

- » IT qualifications
- » Experience as writers/editors
- » Experience as photographers

Video coverage:

- » Experience in filming and editing
- » Be comfortable with video equipment and editing software the organizers provide

Radio coverage:

- » Experience as writers/editors/speakers
- » Be comfortable with radio equipment

Required documents for selection process

- Any articles, videos, etc to show journalistic experience
- Two references from people who are familiar with your journalistic work

Selection Process

A team of youth journalists will be chosen by the organizing team of the meeting. The selection panel is looking for youth journalists based upon the above criteria. Final selection will (however) also take into consideration a balanced representation from the different regions and languages and a mixture of both boys and girls.

A UNICEF Communications Team will brief the youth journalists at the beginning and work closely with them throughout the meeting.

There will be a distribution of tasks at the beginning of the meeting (one team leader, writers, etc.

Costs

The costs for flight, boarding and lodging will be covered by [TBD].

B.2 INFORMATION & CONSENT FORMS

Information and Consent Forms are a pre-requisite for any young people meeting. These must be received before the start of the meeting.

B.2.a Child Participants

How to fill out the information form:

- Please read all forms carefully.
- Please fill out all the required information in English (use a computer or write in CAPITALS).
- Please make sure that any questions or concerns have been answered by (name contact person) before the forms are signed.
- Please keep one copy of the forms for your own records and one for your child. Please return the original along with all forms filled out by your child to (name contact person) by (deadline).

Send the information form to:

1. Project Coordinator and/or focal point for child participants

Address
Phone
Fax
Email

2. Your CONTACT PERSON at your UNICEF National Committee and/or Country Office

Address
Phone
Fax
Email

CHILD PARTICIPANT INFORMATION FORM

I. PARTICIPANT'S PERSONAL DATA

Applicant's Photograph

(Please affix a passport-sized photo, approx. 50mm x 70mm, with your name carefully printed on the back)



Surname		Date of Birth (DD/MM/YY)	Age
First Name, Middle Name		Gender	
Parent/Legal Guardian Name			
Chaperone Name			
Home Address (Street, Number)			
City	Province	Postal Code	
Phone Number	Cell Phone Number	Fax Number	
Email Address			
Passport No.	Valid until (DD/MM/YY)	Nationality	
Mother tongue/language		Language most comfortable with	
Do you speak English (please circle): Not / a bit / reasonable / good / very good			
Sponsoring Organisations			

II. FOOD & MEDICAL ISSUES

Please fill these out with the help of a parent or guardian if necessary, and discuss any issues you think your chaperone should know about with them. If you need more space, please attach another sheet to this form. Print your full name on this sheet.

Is there any food you cannot eat for religious or health reasons such as ALLERGIES, etc.? Do you have dietary requirements?	
<input type="checkbox"/> No	<input type="checkbox"/> Yes
If "Yes", please specify:	

Allergies (e.g. to food, conditions, insect bites, medication):		
1.		
Year developed the condition	No. of years with condition	
2.		
Year developed the condition	No. of years with condition	
3.		
No. of years with condition	No. of years with condition	
Blood type		
Currently on Medication (circle)	Yes	No
Type of medication		
Please add copies of prescriptions (medication)		

Record of previous surgeries and hospitalizations:	
Any existing conditions (e.g. asthma, epilepsy, disabilities, low blood pressure, prone to migraines/fainting/dizziness, depression/anxiety):	
Year developed the condition	No. of years with condition
Regimen of existing counselling sessions/treatment:	

Insurance: Full medical and travel insurance has been organized for you – you will receive details about this.

III. BACKGROUND & INTERESTS

Tell us why you would like to attend the meeting?
How were you selected to participate in the meeting?
Please describe your experience working/volunteering on issues related to the main themes of the meeting. Please give some examples.
Describe the activities and projects in which you have been involved in (school, cultural, groups, youth organizations).

What are the key topics and themes that you are interested in? Why? Give some explanation.	
Apart from your involvement in activities and projects, please identify other skills and preferences:	
a) Media/journalist activities	
b) Drama/theatre	
c) Visual arts/video	
d) Facilitation of meetings/discussions	
e) Other (please specify)	
How would you take information and things you learned during the meeting back to your peers and project?	
Is there anything else that you would like to share with us about yourself?	

IV. MEDIA CONSENT FORM

Is it okay for you to have the media to feature you (media coverage) during the meeting?	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
If 'yes', please answer the following questions:	
1. Is it okay to disclose your real name?	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Is it okay to disclose your photo?	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Would you consent to taking part in interviews? (including photo sessions and television/video camera coverage)	
<input type="checkbox"/> Yes	<input type="checkbox"/> No

V. PASSPORT PHOTOCOPY

Please photocopy the photo and signature pages of your passport. Sign the copied sheet and attach it to this form.

VI. CHECKLIST

Please answer the following by ticking the boxes:

Have you completed all of this information form? ☐

Have you signed and put the date on this information form? ☐

Have you attached a signed photocopy of your passport? ☐

Have you attached named passport size photo? ☐

Participant's signature

Participant's name (please print)

Place / Date (DD/MM/YY)

CHILD PARTICIPANT CONSENT FORM

You have been invited to attend the ... that will be held ... as a Child Participant.

What you will be expected to do as a Child Participant and what other people will do should be explained to you before you agree to go to the meeting. This is called informed consent. When you have been chosen as a Child Participant you will be asked to sign THIS consent form. Signing this form means that you agree to go to the ... and that you know what to expect at the meeting.

If you have a big problem whilst you are away from home, for example if you are ill, have an accident or miss your plane, there will be money available to sort out the problem so that you can get the medicine you need, go to hospital or catch another flight. This is called insurance and will be organized for you before you leave home.

Your parents and chaperone have also been asked to sign a consent form to show that they agree with all this too.

CHILD PARTICIPANT CONSENT FORM

I (Participant's name), _____ have talked about the ... meeting to others and understand that (Chaperone's name) _____ will come with me to the meeting and will keep me safe and well.

Please tick the boxes *if your answer is yes*:

- ☐ I will do what my chaperone asks me to do (as long as it is sensible)
- ☐ I agree to go on this trip
- ☐ I understand that I am allowed to say if I don't want to go on this trip

If I have any problems about being with my chaperone I will be able to contact an organizer/facilitator of the meeting.

If I become ill, have an accident or other emergency whilst I am away from home the organizers/facilitators of the meeting and my chaperone will help organize any medical treatment I might need.

I will be given contact names, addresses and phone numbers of people I can contact in emergencies for each city I stay in.

Participant's signature

Participant's name (please print)

Place / Date (DD/MM/YY)

CHILD PARTICIPATION AGREEMENT

This Participation Agreement is to make sure that everyone can take part, have fun, be safe and enjoy their visit to Children from many countries are coming to the meeting. Many of you live in very different countries, with different ideas about children and how they live their lives. When you are at the ..., we ask that you respect the guidelines in this agreement. These guidelines have been written for your safety.

What we would like

- Your opinions, ideas and experiences
- To listen to and respect the opinions, ideas and experiences of others
- Respect for everyone and everyone's property
- Acceptance of all cultures and beliefs whether similar or different
- Your participation
- Everyone to enjoy themselves

What you can expect

- To have your opinions, ideas and experiences listened to and respected
- To be respected
- For your culture and beliefs to be accepted
- Support to take part
- To have a great time!

We ask you

- To accept that other people at the meeting will have a different religion to you. Some of their beliefs may be different from your own. It is important that we accept our differences as they make us individuals. We will try to provide you with an appropriate place to practice your faith if you wish to do so.
- To come together to share ideas, opinions and experiences. Political differences can cause disagreement, please respect the right of each person to hold their own political ideas.
- To accept there may be cultural differences between us, and to see the opportunity to learn about other cultures as a part of the meeting.
- To tell us if you have particular dietary requirements for religious, cultural, personal, or medical reasons. We will try to cater for your needs as best as we can.
- To respect other people at the meeting. Males and females may be viewed differently in other cultures. At this meeting males and females are viewed equally. They are due equal respect and opportunity. If you are unable to mix with the opposite sex or find it difficult for cultural or religious reasons, tell us.

Getting to know people

For most participants, the meeting will be in an unfamiliar place, with unfamiliar people, however we want you to enjoy your time in.... Please take an active part in the meeting, get to know other people, their cultures and build friendships.

Getting on

We ask you to remember that what is considered acceptable in one country may not be acceptable in another.

- Please be sensitive to the feelings of others at all times, your behaviour or language may cause offence to someone from another culture.
- Whilst nudity may be acceptable in some cultures, we ask that at all times all participants remain modestly covered, e.g. appropriate nightwear.
- Please be mindful that there may be cultural differences in dress. Whilst we are not asking you to dress in a particular way, we would ask you to be sensitive to the feelings of other in how you dress.

Your Chaperone

The chaperone who is accompanying you to the meeting is RESPONSIBLE for your welfare and safety AT ALL TIMES.

From the time that you leave your home to travel to ..., to the time that you return home, your chaperone is responsible for looking after you. The way in which he/she takes care of you should be appropriate for your age and maturity.

Your chaperone is responsible for:

1. Supporting you during your travel to and from ..., including transport to the airport, providing support at customs/immigration, check-in, boarding the plane, travel to your accommodation etc.
2. Accompanying you as you move from one place to another during the meetings.
3. Being physically near you and aware of your whereabouts at all times.
4. Being aware of your physical and emotional needs and assisting in meeting those needs as appropriate or making every effort to meet those needs in consultation with you.
5. Making sure that you are able to communicate with other groups of young people acting as a translator where necessary.
6. Making sure that you have the opportunity to participate in the discussions.
7. Telling the meeting organizers of any difficulties that you may be experiencing.
8. Giving you any other physical and emotional support that you might need. Your chaperone should have your medical and emergency information with them at all times, with written permission from your parents/guardians to act on your behalf for medical emergencies.
9. Supporting you to take the best possible advantage of the opportunities available.

Keeping safe and well

All Child Participants are welcome at the You should feel safe and well at all times. But sometimes it may be difficult to feel at ease in a strange place, with children and adults who come from different countries and speak different languages. As a Child Participant at the ... you may need to remember how to make sure you always feel comfortable, respected and safe.

Feeling comfortable

It is not correct for any Child Participant or Adult to:

- Hit you or hurt you in any way;
- Bully or tease you;
- Ignore what you say, including questions and requests;
- Insult you or make you feel stupid or embarrassed.
- Being respected
- No Child Participant or Adult should:
- Treat one child or a group of children better (or worse) than others - everyone should be treated equally;
- Refuse to believe what you say, or suggest that you are not telling the truth;
- Try to make you say things that you don't want to say;
- Try to make you do things you don't want to do;
- Force or persuade you to do things that you shouldn't do, including activities that are:
 - » Illegal (such as drinking alcohol, smoking and taking drugs);
 - » Unsafe (such as swimming in the hotel pool on your own);
 - » Harm anyone else (such as hitting or unkind teasing).

Keeping safe

No Child Participant or Adult should:

- Take you outside the meeting or your hotel without your chaperone;
- Invite you to sleep in their hotel room, or to stay overnight at their house on your own;
- Sleep in your bed, or in your hotel room if this has not been agreed with your Chaperone;
- Make you feel uncomfortable or embarrassed by treating you as if you are their boyfriend or girlfriend;
- Do things for you that are personal, which you can do yourself, such as dress you or wash you.

Getting help

If you feel uncomfortable, or that you are not respected or that you are not safe, you have a right to help from the organizers/facilitators of the meeting.

The organizers/facilitators of the meeting will be available day and night at the They will listen to anything you want to tell them and not tell anyone else about it, unless you give your permission.

They will try to make sure that the person you complained about changes their behaviour. If you are in real danger they may have to tell someone to help protect you, but they will talk to you about this first.

You can complain about something that has happened to you or about something that has happened to another Child Participant.

Statement of Agreement:

I have read, understood and agree to all points within the Child Participation Agreement. I understand that if I do not keep to this agreement then I may not be able to take further part in the meeting.

Participant's signature

Participant's name (please print)

Place / Date (DD/MM/YY)

B.2.b Parents/Guardians

Dear Parent(s) / Guardian(s),

We are delighted that your child will be participating in the ...that will be held from ... in

In order to facilitate and support your child's participation in this meeting, UNICEF has put together a set of information documents and consent forms for you, your child, your child's chaperone and your child's school. These forms are meant to ensure that we have your child's essential information and contacts. They should also make clear what help and support your child can expect during the meeting.

The completed information and consent forms will help the organizers of the meeting to have all the relevant information about the children and chaperones participating in the meeting. This will allow them to provide the needed support and take appropriate action in case of an emergency. The forms will also help the organisers to facilitate and support their participation at the meeting.

Please make sure that you have filled out the attached form according to the instructions below and have returned them to (name contact person)... by (contact person) can be reached via email at ..., or by telephone at Please do not hesitate to contact her/him with any questions or concerns.

How to fill out the information and consent forms:

1. Please read all forms carefully.
2. Please fill out all the required information in **English** (use a computer or write in CAPITALS).
3. Please make sure that any **questions or concerns** have been answered by **(name contact person)** before the forms are signed.
4. Please keep **one copy** of the forms for your own records and one for your child. Please return the original along with all forms filled out by your child to **(name contact person)** by **(deadline)**.

PARENT/LEGAL GUARDIAN CONSENT FORM

I/we authorize my son/daughter (Participant's name) _____ to travel to ... and participate in the ... that will be held

I/we also authorize (Chaperone's name) _____ to be the chaperone of my son/daughter. This person is a trusted guardian for my/our son/daughter and will take responsibility for my child's safety and welfare whilst it is away from home. I/we authorize this person to make decisions concerning any emergency medical treatment for my/our son/daughter which may be required during this trip. I/we agree to allow my/our child to receive emergency dental, medical or surgical treatment including blood transfusion/anaesthetic, as considered necessary by the medical authorities present.

In particular, I/we authorize the meeting organizers to use their judgment in the event of an emergency which may be required during this trip. I affirm that arrangements for medical and travel insurance to cover our son/daughter during this trip have been made or will be made by the sponsoring organization.

I/we understand that neither UNICEF nor (other partner) assumes any responsibility for my/our son / daughter (Participant's name) _____ or for any injury or loss sustained by my son/daughter arising out of or related to his/her participation in the meeting to be held in ... from

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

Media: If your child decides to take part in media work at the meeting, they will receive media training on how to do interviews and may appear in photographs, films, videotapes audiotapes, or other forms of recording at the meeting and in their home country.

Please tick as appropriate:

- ☐ I/we give my/our consent for our son/daughter to take part in media activities at the ... Forum.
- ☐ I/we DO NOT give my/our consent for our son/daughter to take part in media activities at the meeting.

Acknowledgment and agreement by parent/guardian and chaperone:

Parent/legal guardian signature

Chaperone's signature

Parent/legal guardian name (please
print)

Chaperone's name (please print)

-

Place / Date (DD/MM/YY)

Place / Date (DD/MM/YY)

Please give your contact details below so that you may be contacted in the event of an emergency.
(Include international dialling codes)

Home Address, Street, Number			
City	Province	Postal Code	Country
Daytime Phone Number	Evening Phone Number		Cell Phone Number
Email Address			

Please give the name and contact details of a second person, who may be contacted in the event of an emergency if we are unable to contact you.

Name of Second Contact			
Home Address, Street, Number			
City	Province	Postal Code	Country
Daytime Phone Number	Evening Phone Number		Cell Phone Number
Email Address			

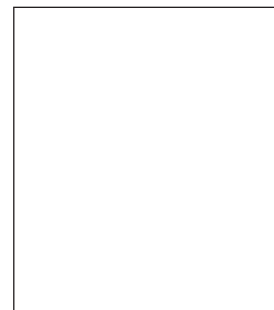
B.2.c Chaperones

CHAPERONE INFORMATION FORM

I. CHAPERONE PERSONAL DATA

Chaperone Photograph

(Please affix a passport-sized photo, approx. 50mm x 70mm,
with your name carefully printed on the back)



Surname		Date of Birth (DD/MM/YY)	Age
First Name, Middle Name		Gender	
Parent/Legal Guardian Name			
Chaperone Name			
Home Address (Street, Number)			
City	Province	Postal Code	
Phone Number	Cell Phone Number	Fax Number	
Email Address			
Passport No.	Valid until (DD/MM/YY)	Nationality	
Mother tongue/language		Language most comfortable with	
Do you speak English (please circle): Not / a bit / reasonable / good / very good			
Sponsoring Organisations			

II. FOOD & MEDICAL ISSUES

Please fill these out with the help of a parent or guardian if necessary, and discuss any issues you think your chaperone should know about with them. If you need more space, please attach another sheet to this form. Print your full name on this sheet.

Is there any food you cannot eat for religious or health reasons such as ALLERGIES, etc.? Do you have dietary requirements?	
<input type="checkbox"/> No	<input type="checkbox"/> Yes
If "Yes", please specify:	

Allergies (e.g. to food, conditions, insect bites, medication):		
1.		
Year developed the condition	No. of years with condition	
2.		
Year developed the condition	No. of years with condition	
3.		
No. of years with condition	No. of years with condition	
Blood type		
Currently on Medication (circle)	Yes	No
Type of medication		
Please add copies of prescriptions (medication)		

Record of previous surgeries and hospitalizations:	
Any existing conditions (e.g. asthma, epilepsy, disabilities, low blood pressure, prone to migraines/fainting/dizziness, depression/anxiety):	
Year developed the condition	No. of years with condition
Regimen of existing counselling sessions/treatment:	

Name of Medical Insurance:

III. PASSPORT PHOTOCOPY

Please photocopy the photo and signature pages of your passport. Sign the copied sheet and attach it to this form.

IV. CHECKLIST AND SIGNATURE OF AGREEMENT

Please answer the following by ticking the boxes:

Have you completed all of this information form? ☐

Have you signed and put the date on this information form? ☐

Have you attached a signed photocopy of your passport? ☐

Have you attached named passport size photo? ☐

Chaperone's signature

Chaperone's name (please print)

Place / Date (DD/MM/YY)

Please give the name and contact details of a person, who may be contacted in the event of an emergency if we are unable to contact you.

Name of Contact			
Home Address, Street, Number			
City	Province	Postal Code	Country
Daytime Phone Number	Evening Phone Number		Cell Phone Number
Email Address			

CHAPERONE PARTICIPATION AGREEMENT

The Participation Agreement is to make sure that everyone can take part, have fun, be safe and enjoy their visit to

Minimum standards that help and protect children at the ... in ... apply to those attending this international event. They are based on the UN Convention on the Rights of the Child and on four key principles of participation. Both the meeting and this participation agreement have been developed and are supported by these key principles:

- **An ethical approach: transparency, honesty and accountability**
Adults involved in national or regional meetings follow ethical and participatory practice and put children's best interests first.
- **A Children Friendly Environment**
Children experience a safe, welcoming and encouraging environment that enables participation
- **Equality of Opportunity**
Child participation work should encourage those groups of children who normally suffer discrimination and who are normally excluded from activities to be involved in the process e.g. girls, working children, children with disabilities, rural children, gay and lesbian children.
- **Participation promotes the Safety and Protection of Children**
Child protection policies and procedures form an essential part of participatory work with children.

Your role as a chaperone

Chaperones have primary responsibility for the safety and welfare of the Child Participants in their care **at all times**.

These responsibilities of the chaperone start from the time when the Child Participants leave their parent/carers to travel and only ends when they are safely handed over to their parent/carer on their return. The way in which chaperone take care of Child Participants should be appropriate to their age and maturity.

Responsibilities include:

- Supporting the participants during travel to and from ..., including transport to the airport, providing support at customs/immigration, check-in, boarding the plane, local travel in ... for other meetings, excursions etc.
- Ensuring Child Participants have emergency phone numbers on them at all times during travel. Chaperones should give orientation to the use of phones in ... (and any transit country) to Child Participants who should also be given phone cards or adequate cash to ensure they have an independent means to call someone else who speaks their language if they have a problem during travel.
- Being physically near the participants and aware of their whereabouts at **all times**.
- Being aware of Child Participants' physical and emotional needs and assist in meeting those needs as appropriate or make every effort to meet those needs in consultation with the organizers and other participants.
- Making sure that Child Participants are able to communicate with other groups of children through interpreters if needed.
- Acting as an interpreter so that Child Participants have the opportunity to participate in discussions outside the meeting (in the mornings before the meeting, after the meeting and on any excursions).
- Keeping meeting organizers (Facilitators, Logistics support professionals, Co-ordinator etc) informed of any difficulties that their Child Participants might be experiencing.
- Giving Child Participants any other physical and emotional support that they might need. The chaperone should keep copies of the Child Participants' Information, Medical History, Travel and Consent Forms with them at all times (which include written permission from their parents/carers to act on their behalf for medical emergencies).
- Supporting Child Participants to take the best possible advantage of the opportunities available.

Child Protection Policy

A key element in working to safeguard the welfare of all children is the promotion of their rights. A Child Protection Policy has been developed for this meeting. Chaperones are expected to adhere to and promote this Policy. Keeping in mind the Convention on the Rights of the Child, all Child Participants at the meeting have the right:

- To have their health, safety and well-being, and their best interests considered as **the top priority**.
- To have their welfare and development promoted and safeguarded so that they can

achieve their full potential.

- To be valued, respected and understood within the context of their own culture, religion and ethnicity, and to have their needs identified and met within this context and within the context of their family wherever possible.
- To be listened to and to have their views given careful consideration, and to be encouraged and helped to participate in decisions which affect them.

In order that these rights are respected, when accompanying adults are in contact with the Child Participant or other children, they should:

- Always treat them with respect and recognize that children are individuals in their own right.
- View children in a positive manner, and value children as individuals who have specific needs and rights and a particular contribution to make.
- Work with children in a spirit of co-operation and partnership based on mutual trust and respect.
- Value children's views and take them seriously.
- Work with children in ways that enhance their natural capacities and capabilities, and that develop their potential.
- Do their best to understand children within the context in which they live.

Duty of care

In addition to the general values of good practice in working with children, chaperones have the responsibility and legal duty to ensure their Child Participants' safety while they are away from home.

Children can be at risk of harm or abuse from different sources. The chaperone is responsible for minimising the risk of Child Participants being harmed by promoting good practice and by identifying and managing potential risks.

Any child protection concerns/complaints should be reported to the organizers/facilitators of the meeting, who will handle them in strictest confidence and can institute formal complaints procedures as required.

Code of ethics

Chaperones must try their best to:

- Be aware of situations which may present risks and take the appropriate action
- Make sure that a culture of openness exists between the chaperone and Child Participants, so that it is possible for the chaperone to raise and discuss any issues or concerns Child Participants may have.
- Make sure that there is a sense of accountability with other adults so that poor practice or potentially abusive behaviour does not go unchallenged.

In general it is inappropriate for the chaperone to:

- Spend excessive time alone with any Child Participant, away from other people
- Take Child Participants to places where they will be alone together.

The chaperone **must never**:

- Hit or otherwise physically assault or physically abuse Child Participants
- Develop physical/sexual relationships with Child Participants
- Develop relationships with Child Participants which could in any way be seen as exploitative or abusive
- Act in ways that may be abusive or may place Child Participants at risk of abuse.
- Use language, make suggestions or offer advice which is inappropriate, offensive or abusive
- Do things for Child Participants of a personal nature that the participant could do on their own
- Permit, or participate in, behaviour of children that is illegal, unsafe and abusive.
- Act in ways meant to shame, humiliate, belittle or degrade Child Participants, or otherwise commit any form of emotional abuse.
- Discriminate against, show differential treatment, or favour particular delegates to the exclusion of others.

Chaperones must avoid actions or behaviour that could be seen as poor practice or potentially abusive.

Emergency Situations:

In the event of any emergency situation, parents/guardians of the Child Participant will be contacted immediately. In addition, contact will be made with any relevant authority within the home country to inform them, and where relevant, to negotiate the safe return home of the child.

Medical Emergency:

In the event of a medical emergency immediate medical help will be sought. The safety of all children is paramount and all necessary action will be taken to ensure this. Chaperones are asked to keep copies of the Consent Forms for their Child Participants on them at all times.

Child Protection:

In the event of significant harm, or the risk of significant harm to any child protective procedures developed for the meeting will be followed; contact will be made with local authorities.

There will be a briefing for all Chaperones on arrival, and chaperones meeting every day.

Statement of Agreement:

I have read, understood and agree to all points within this participation agreement. I understand that if I do not keep to this agreement then I may not be able to take further part in the meeting.

Chaperone's signature

Chaperone's name (please print)

Place / Date (dd/mm/yy)

CHAPERONE – CHILD PARTICIPATION INFORMATION

Please complete details of each Child Participant travelling with you.

1. Name of Country		
2. Name of child		
3. Has this child completed an application form? (If not, please assist the child to do so)	<input type="checkbox"/> No	<input type="checkbox"/> Yes
4. Please give any other information that you feel is relevant, with regards to your relationship to this child		

If the child has a disability, please specify on their application form.

1. Name of Country		
2. Name of child		
3. Has this child completed an application form? (If not, please assist the child to do so)	<input type="checkbox"/> No	<input type="checkbox"/> Yes
4. Please give any other information that you feel is relevant, with regards to your relationship to this child		

If the child has a disability, please specify on their application form.

CHILD PARTICIPANT – MEDICAL HISTORY FORM

Chaperones' for Child Participants are asked to fill in this form with Child Participants. The information in this form will be kept confidential, only medical professionals and organizers of the meeting will be allowed access to it.

1. Name of Country		
2. Name of Child Participant		
3. Allergies (e.g. to food, conditions, insect bites, medication)		
4. Blood type		
5. Currently on medication	<input type="checkbox"/> No	<input type="checkbox"/> Yes
6. Type of medication		
7. Please add copies of prescriptions (medication and/or eyeglass)		
8. Record of previous surgeries and hospitalizations		
9. Any existing conditions (e.g. asthma, epilepsy, disabilities, low blood pressure, prone to migraines/fainting/dizziness, depression/anxiety)		
10. No. of years with condition		
11. Regimen of existing counselling sessions/treatment		

TRAVEL INFORMATION FORM

1. Name of Country			
2. Name of Child Participant			
3. Passport of Child Participant	Passport Number:		
4. Insurance for Child Participant	Policy Name:		
	Policy Number:		
5. Visa for Child Participant	Number:		
6. Name of Chaperone			
7. Passport of Chaperone	Passport Number:		
8. Contact at UNICEF Natcom/School	Name:		
	Address:		
	Email:		
	Fax:		
	Tel:		
9. Arrival Information			
From:		To:	
Date:		Date:	
Time:		Time:	
Flight No:			
10. Departure Information			
From:		To:	
Date:		Date:	
Time:		Time:	
Flight No:			

TRAVEL CHECKLIST FOR CHAPERONES

This checklist may help you to ensure that necessary arrangements have been made before you travel.

Travel Arrangements: Please ensure that the child is in the possession of a:

- ☐ Valid Passport
- ☐ Visa to Host & Transit Countries (if needed)

Medical Arrangements:

- ☐ Medical insurance for the child should be arranged prior to travel to the host country.
- ☐ Prepare medical history list of child, e.g. all prescribed medications and a list of known allergies to medications or food, if possible, and return to the organizers of the meeting.

Parent/Guardian Consent Forms:

Please complete the form and translate into language of parent(s) /guardian(s) if needed:

- ☐ Chaperone of the child attending the forum should also sign the form.
- ☐ If signed form is translated into other language than English, please bring an English copy with you.
- ☐ *Note to Chaperone:* Please bring the signed form with you to the forum and make sure that you and the Child Participant under your care carry a copy of this form with you at all times while in the host country.

Registration Form and Brief Personal Profile Form:

- ☐ Child Participant to complete and sign the Participant's Information Form
- ☐ Child Participant to sign the Participation Agreement Form

Chaperones Forms:

- ☐ Chaperone should complete and sign Information Form
- ☐ Chaperone should sign Chaperone Participation Agreement
- ☐ Chaperone should fill out Travel Information Form

Thank you and have a good trip!

B.2.d Schools

SCHOOL CONSENT FORM

The (name of school) _____ has selected (student's name) _____ to participate in the ... which will be held from ... in

We authorize (student's name) _____ to travel to ..., and participate in the ... which will be held from

We understand that UNICEF assumes no responsibility for (student's name) _____ or any injury or loss sustained by the student arising out of or related to his/her participation in the meeting. This also applies to the student's non-attendance of the meeting during his/her stay in

Principal's signature

Teacher's signature¹

Principal's name (please print)

Teacher's name (please print)

Place / Date (dd/mm/yy)

Place / Date (dd/mm/yy)

¹ Signature of teacher who was part of the student's selection process for the Forum or principal teacher of participating student is required

B.2.e National Committee/Country Office**APPLICATION CHECKLIST**

Please check if the following forms have been submitted:

- 1. Child Participant**
 - a. Participant's Information Form
 - b. Child Participant Participation Agreement
- 2. Parent(s)/Legal Guardian(s)**
 - c. Parent(s)/Legal Guardian(s) Consent Form
- 3. Chaperone**
 - d. Chaperone Information Form
 - e. Chaperone Participation Agreement
 - f. Chaperone-Child Participant Information Form
 - g. Medical History Form of Child Participant
 - h. Child Participant Travel Information Form
 - i. Travel Check List for Chaperones
- 4. Schools**
 - a. School Consent Form

DEADLINE FOR INFORMATION & CONSENT FORMS:

PART C.

PARTICIPATING IN A MEETING

PART C.

PARTICIPATING IN A MEETING

C.1 BRIEFING OF CHILD PARTICIPANTS

C.1.a Briefing of Child Participants

In the spirit of true participation, children should be properly informed and guided by adults prior to their arrival to the meeting. It is advised that they meet with other members of their delegation to participate in a preparatory workshop.

Primarily, the preparatory meeting aims at briefing young participants on topics related to the upcoming meeting and UNICEF's and other partners' involvement in the event. Further, this meeting gives young participants an opportunity to get to know each other (e.g. through icebreakers, games) and discuss with other participants.

It is advised that the child participants be briefed on the following:

- UNICEF country's policies and programmes for children,
- The United Nations and its procedures,
- Background document for the meeting in a child friendly versions
- UN Convention on the Rights of the Child
- Their role in the meeting (see B.1.a "Guidelines on participation of Child Participants"),
- Their chaperone's role (see B.2.a "Child Participant Participation Agreement – Your chaperone"),
- Programme of the meeting,
- Process and procedures of the meeting,
- Objectives of the meeting,
- Main topics of the forum,
- Logistics of the meeting,
- Host country's particularities.

C.1.b Child Participants' Preparation Guidance

In order to get as much as possible out of the meeting and to take full advantage of this opportunity, we would like you to do a little work before the event. The meeting will be much more rewarding and effective if you can undertake as much preparatory work as possible. Please prepare the following, remembering that you will be representing young people in your country, your region, and the world.

Please note that presentations will be given by participants only and that this will be an informal setting, so please don't be too nervous!

Essential Preparation – An Example

Country Presentation

Please prepare a short presentation – this should be no longer than 5-7 minutes long, should be your own work and should:

- Sum up the main issues you feel young people in your country face. You might find it useful to complete a survey of young people in your school, community or area. Ask your friends what they think.
- What are your government/leader's views and actions on international development? Are they doing enough? Could they do more?
- What more do you think world leaders could do?
- Tell us about the specific work you do in relation to any of the meeting's issues. What is the link with UNICEF?

Issue Presentation

Each Child Participant has been asked to prepare a presentation on one or more of the themes and topics to be discussed in the meeting. You may want to select your issue or theme or ask for support from your UNICEF National Committee or UNICEF country office. Themes have been allocated according to your areas of interest and experience. Please contact *[name contact person]* if you are unsure as to your theme.

Please prepare a 10 minute presentation on your theme and be prepared to answer questions on it. Your presentation will form the basis of discussions around the theme. You might like to look at the following:

- Explore the main issues around your theme,
- Explore how this theme affects young people in your local area, nationally, regionally and globally,
- Outline ways in which the main issues around your theme have been tackled,
- Outline how young people have been involved in solutions,
- Outline how you think the issue should be addressed,
- Outline what you think the world leaders could do to address the issue.

For both of your presentations, please bring supporting documentation and materials:

- Photographs or videos of the work you have undertaken in your country,

- Reports, resources or papers that you have participated in or which support your presentation.

Additional Preparation

General research

Think about the meeting's themes – what is your opinion on what should be done around themes? What do other people think? What do experts think? You might like to ask a teacher, your friends, your UNICEF office or any other experts you know for further information or perspectives. You could conduct general research around the meeting's themes. If you have internet access or can use a computer, www.unicef.org/voy is a good place to start.

Main themes of the meeting

The main themes of the meeting will reflect issues around the following key areas:

- TBD

In addition to the key themes, topics of importance to children and young people will be discussed.

Please let us know if you think anything is missing.

C.2 BRIEFING OF CHAPERONES & ADULTS PARTICIPATING IN MEETING WITH CHILDREN

Chaperones are key to the success of any meeting with children and young people. Their support is paramount and all efforts should be done to ensure that they are supporting the young people to the best of their efforts. Chaperones may be asked to support in translations. It is therefore paramount that they are well versed in the language of the child and the meeting itself (e.g., for a Nepali-speaking child, the chaperone must know - read, write and fluently speak Nepali and English)

C.2.a Do's and Don't of working with young people

DO...	DON'T...
<ul style="list-style-type: none"> Respect everyone as an individual. <p>This includes respecting a young person's right to personal privacy and confidentiality.</p>	<ul style="list-style-type: none"> Be alone with a young person. <p>If you find yourself in a situation where you are alone with a young person, be sure to be in a public place or among other people. This is for your own and the young person's safety.</p>
<ul style="list-style-type: none"> Avoid touching a young person in an inappropriate or intrusive manner. <p>Unnecessary physical contact should be avoided as much as possible.</p>	<ul style="list-style-type: none"> Show favouritism to any one young person. <p>This is particularly important when selecting children / young people for media interviews.</p>
<ul style="list-style-type: none"> Use appropriate language. <p>Particularly be aware of how you address young people, watch your speed, tone of voice and body language.</p>	<ul style="list-style-type: none"> Try to deal with the things (e.g. confidentiality issues) that you don't know how to.
<ul style="list-style-type: none"> Be transparent with young people. <p>If you don't know something, don't try to cover up or lie! Equally if something goes wrong or not according to plan don't try to cover it up...</p>	<ul style="list-style-type: none"> Find yourself in a situation you are not comfortable with.
<ul style="list-style-type: none"> Speak slowly and allow time for translations! 	<ul style="list-style-type: none"> Show off your expertise and knowledge. This meeting is for the children and young people, not for adults.

C.2.b Chaperone's Game: Refreshing the Understanding of the Chaperone

1. Post some newsprint, write the word *chaperone* in the centre, and circle it.
2. Ask the group, "*What is a chaperone? What is a chaperone's role?*" As you hear each response, write it down and draw a line connecting the response to circle. As you continue, the web will look like a sun with words at the end of each ray.
3. Draw a line between each response, linking them together. The web should now look like a wheel with spokes.
4. Ask the group, "*What qualities does a good chaperone have?*" Record responses as directed in Steps 2 and 3.
5. Ask the group, "*What are some skills that a chaperone needs?*" Record responses as directed in Steps 2 and 3.
6. Ask the group, "*What are some of the challenges a chaperone may face?*" Record responses as directed in Steps 2 and 3.
7. Illustrate the role of a chaperone on flipcharts or posters using these diagrams.

Ask chaperons to review the guidelines provided to them.

C.3 TRAINING OF FACILITATORS

The facilitator has the key role in a group or meeting so that it accomplishes its goals and tasks. The dictionary defines this role as - to facilitate is to make something easier. Therefore, when done properly, the facilitator eases a group through the process of solving a problem, making a decision, redefining its goals, or restating expectations and responsibilities.

As you prepare to facilitate, keep in mind what your role will be as their facilitator. Generally, these are the key attitudes and behaviours you will need while functioning as a facilitator:

REMAIN NEUTRAL - Remain neutral during the meeting because your role is to facilitate the group's process. If you have valuable ideas or opinions that are essential to what is being discussed - and this happens frequently during the process - put your facilitator role aside and ask someone else to act as the facilitator while you give your input.

KEEP THE FOCUS - Keep the members' focus on the group's common task, problem or issues while at the same time observing how the group works together.

BE POSITIVE - Serve as a positive force in the group, setting the tone so that the very best solutions can be found. You must resolve any doubts you have about any issue the group will be discussing so you can leave your own negativity behind.

ENCOURAGE PARTICIPATION - Encourage participation by all group members by monitoring any excessive talkers and prompting the quieter members. Confront other problem behaviours that interfere with the group's process.

PROTECT IDEAS - Always protect individuals and their ideas from attack or undue criticism by other members of the group. This is a basic ground rule that everyone is asked to follow.

DONOT EVALUATE - Do not evaluate the ideas that are suggested. Instead encourage the contributors to explain the context and background behind their ideas.

SUGGEST METHODS - Suggest alternative methods and procedures that will help the group to make a decision. You will need to know how to use some essential methods such as brainstorming, nominal group technique, consensus, negotiating and force field analysis. The goal is to use whatever methods are necessary so that the group comes up with a satisfactory solution.

PREPARE A NOTETAKER - Since you will be busy facilitating, find (and train if necessary) someone who'll be your notetaker or documenter so that a group record can be kept and distributed later to the group members.

EDUCATE THE MEMBERS - Observe the roles various group members play and the effectiveness of the methods they are using to resolve problems and make decisions. Share you observations with them. This helps to educate them as to how they could better work together and get their tasks accomplished successfully.

COORDINATE DETAILS – Administratively, you may also have to coordinate the pre-and post-meeting logistics of selecting and setting up the room, sending out announcements, and arranging for equipment and refreshments.

PREPARE A REPORT – Both the group members and your organisation will need a record of what happened in each group meeting. Make sure this is done either by you or by the documenter.

Introducing the Facilitator’s Role and Responsibilities

Whenever you start out facilitating a group, it is important to spell out clearly your role and responsibilities to the group members. This is also necessary if you are switching from a previously directive role to a facilitative one.

The purpose of doing an introduction is to clearly define your role and responsibilities and the roles the other group members might be asked to play.

Here is a sample introduction you could adapt to fit your situation:

‘Hello, my name is _____ and I’m going to be your facilitator.

My role is to help you to focus your thoughts and energies on the task. I am going to try hard to remain neutral. Just so that we’re all clear; being a facilitator means that I am not going to impose my ideas on you or evaluate what you contribute.

‘I’ll make some suggestions, but mostly about the process we will use in this meeting, methods we can perhaps use to make decisions or ways we can improve participation. I’m here to help you accomplish your goals.

‘Being a facilitator is difficult. I’ve been trying to learn more about how to facilitate and will be applying what I’ve learned as I work with you. Please bear with me and let me know if you think I’ve stepped out of my role.

‘With you help, we’ll have a productive meeting and accomplish our tasks.’

C.3.a Understanding the Role of the Facilitator

Facilitating for Children and Young People

This section will assist the facilitators to review some of the basic facts about facilitation by understanding the “experiential learning cycle”. In addition this section will familiarise you with the main components for designing and facilitating workshops for children and young people.

The main areas covered in this section include:

- Facilitation Design: Experiential learning cycle, designing a children’s consultation: Facilitation cycle and facilitation methodology:
- Creative techniques like theatre for development, art for therapy, etc, and facilitating groups
- Facilitating for children - important tips
- Learning material
- Facilitation Design/Suggested Agenda: Samples of suggested 1,2 or 3 days modules that can be developed using the resource book

Facilitation and the Facilitator

The facilitator has a key role in making sure that the group accomplishes its goals and tasks. To facilitate is to make something easier - the facilitator eases a group through the process of solving a problem, making a decision, redefining its goals, or restating expectations and responsibilities.

There are mainly three ways for facilitating:

1. **Facilitating from the Front or Lead facilitation.** The facilitator takes the role of the leader and directs the group through various processes with the help of many enabling techniques. The group has less control over the process except for the fact that they participate.
2. **Facilitating from the Centre or Influencing facilitation.** The facilitator actively participates in the group processes and enables the group to learn by using many participatory methods. Sometimes it has been seen that the facilitator may influence.
3. **Facilitating from the Outside or Supportive facilitation.** The facilitator takes the role of a supporter. S/he enables group work and processes to take place through enabling techniques that are based on experiential learning methodology.

Remember: It is incorrect to say that a facilitator can or should facilitate only in one of the above modes. Experience has shown that facilitators move back and forth in all the above modes while facilitating a group. The decision or how to facilitate e.g. from the front, within or outside will be taken after assessing the group’s motivation, competence and energy.

Facilitators Attitudes and Behaviour

As you prepare to facilitate a workshop, keep in mind what your role will be as a facilitator. Generally, these are the key attitudes and behaviours you will need while functioning as a facilitator:

- Create an enabling environment for sharing
- Remain neutral
- Keep the focus
- Be creative
- Be positive
- Encourage participation
- Protect ideas
- Do not evaluate
- Suggest methods (Theatre for Development, Art for Therapy, Enabling games: indoor and outdoor games, group discussion, energisers and icebreakers)
- Documentation of the process
- Educate the members
- Co-ordinate details
- Prepare a report
- Be flexible
- Assess the group energy
- Being sensitive for any special needs like translation, children with disability, etc.

Guidelines for a Facilitator

Children and young people's group facilitation is the art of guiding the children and young people's group process towards the agreed objectives. A facilitator guides the process and does not get involved in content. A facilitator intervenes to protect the group process and keep the group on track to fulfil its task. There is no recipe for a facilitator to follow and there is no one right way to facilitate a group. But there are guidelines, techniques and tips, which you may find useful. There are 'safety precautions' you can take. It is a bit like being a mountain guide when each new group is traversing a different mountain. You may have general idea of how it might go based on previous experience. You know how to avoid dangers and pitfalls. You have checked the weather and your equipment. You have had first-aid training. However, you cannot be sure what the track will be like or when danger will arise. Facilitating groups is like this. Groups are made up of individual people. People can be very unpredictable.

The A to Z of Facilitating¹⁹

A. An Active Startup, Acknowledgement and Affirmation

Children and young people's group meetings and workshops have a beginning, a middle and an end. Getting started is like setting out on a journey or laying the foundation of a house.

¹⁹ "A Resource Book for Youth Facilitators - A Child and Young People's Centred Youth Facilitator - Strengthening Children and Young People in Assertion of their Child Rights and contributing to civic engagement" - Ravi Karkara with Aigul Kadirova & Ruslan Ziganshin, National Healthy Lifestyle Centre, Department of Health of Almaty City, Kazakhstan, draft 20 June 2009.

The first part of a group meeting or workshop is critical to the whole process and time needs to be allowed for the process of starting.

A facilitator gives frequent acknowledgement and affirmation to a group. Encourage your group to keep going during long or difficult processes by affirming progress and acknowledge and affirmation and encourage group members to affirm and acknowledge one another.

Your most important asset as a facilitator is your awareness. Being 'awake' and 'present' to each moment, listening, looking, sensing. Personal development work, meditation, consciousness-raising, discussion, training and development in experiential learning techniques are all useful ways to develop awareness.

B. Body Language and Communication

Always remember that we learn from both verbal and non-verbal (body language) communication. Always appear to be open, smile and warm. As a facilitator, you will be most effective when you are being your natural self and allowing your own personality to be expressed. People get permission to be themselves from the way a facilitator behaves. If you are stiff and formal, the children and young people's group tends to be like that as well. If you are relaxed and self-expressed, the group tends to be like that too. Watch out for too many or too less hand-jesters, this is up to each and every one's own body language style. Be aware of your expressions or lack of them.

Facilitation is to be an effective and sensitive communicator. You must plan your messages; your instructions and their medium of delivery e.g. flip carts, verbatim or power point presentations. You must get feedback of your messages and understand others as well. Always use paraphrasing effectively *"if I have understood correctly, you said...."*

Be an active listener. Ask everyone to listen to and respect each person's point of view before responding. It is important not only to understand what a person is trying to say, but also to allow her/him an opportunity to express herself/himself. Recognize that there are many views on any topic. No one view or opinion is right or wrong. The whole purpose of discussion is to share ideas/information – it is not about one person gaining points or winning a race!

C. Creative and Child-friendly Learning Environment

Facilitation is an improvisatory art within an agreed and negotiated structure. Remember there is no one way or technique. Be flexible and be creative.

There is no one sure-fire technique that will always work at a particular time for the children and young people's group – not even if you knew every technique there is to know. It is a matter of choosing, in a particular moment, what to do, whether to intervene or not, and how to intervene at that time. You can plan ahead but you always need to be ready to adapt to what is happening at the moment. Work with young people and your own sense of creativity will thrive based on their expansive sense of imagination.

It is crucial to ensure that the learning environment encourages children and young people to active participate and contribute to collective learning. Use children and adolescent/youth

friendly language and completely avoid jargons. The physical setting and other aspects are discussed in the coming points

D. Democratic decision-making

A facilitator seeks agreement from everyone and uses collective decision-making processes (consensus) unless there is agreement by everyone to do otherwise. Voting, majority or otherwise, is not a recommended way of reaching a decision in a facilitated group.

Always use transparent and honest processes, you are a facilitator and they are the ones making the decisions. You are never making decisions on their behalf, you stimulate a process which enables the group to make a collective, inclusive and democratic decision. For example, if young people may want to nominate their representative for an advocacy opportunity out of 100 of them. Then you may suggest a democratic election by them based on the selection criteria that they develop. Your role is to always facilitate and support.

Document, many times organisers make mistake by not systematically documenting young people's voices, discussion and output. Invite young people to share this or call for external support in doing so. It is very crucial to document (see the section on documentation in coming pages).

E. Energy – Tap children and young people's group energy

A group is capable of more than any one member thinks. Remember: One +one +one +one = 5 or more. This is the equation of synergy. We really have no idea what we can achieve in a group. Maybe we can achieve almost anything in the world as a group. It may take some ingenuity to discover how we can achieve it. The facilitator is out to tap the energy of the group and tap into the group synergy.

Monitor the energy level of the group at all times. This is your barometer. Energy is indicated by tone of voice, body posture, eye contact, level of participation and level of activity directed towards the task. Are people awake or asleep, engaged or disengaged? The energy of a group will alter all the time.

At the beginning of a day people often have lots of energy. After lunch they are very often low in energy. Short breaks or active exercises can help keep energy up for longer sessions. For most people, concentration is hard to maintain for longer than 30 to 40 minutes. Use some active exercise when energy is low and the meeting is long – they are called energisers.

F. Invite Feedback and plan Follow-up

A facilitator invites feedback during and at the end of children and young people's group meetings. All feedback is useful. Specific comments are more useful than general ones. One feedback technique is the use of rounds of positive comments and comments on what can 'improve and how'. Use recap daily 'recap groups', the recapitulate the learning of the day and present the following day with insights on people's mood and interest. Young people can be highly creative in doing so like using photography, video, drama, poster, etc. to present the learning's and moods.

There is enough evidence to suggest that the lack of systematic follow-up with children and young people can result in de-motivation and disinterest which may even reflect in their lack of trust and belief in processes that promise to honour children voices and their actions, and will also discredit organisers desire to promote meaningful children and young peoples participation for social change. At the same time evidence also suggests, if there is a systematic follow up, which takes into account children and young people own opinions and actions into the follow up process, can generate their active engagement and continued interest to be involved as young citizens to make positive contributions to their respective communities and at local and national levels.

Systematic follow-up to children and young people's participation in an international meeting is a vital part of the process of engaging children and young people in the development of their communities. This is a prerequisite to meaningful and ethical participation of young people and an integral part of the accountability of the organisers. Plan your follow up in the beginning not in the end.

G. Ground Rules and Go Green

A facilitator is an effective negotiator within groups. The structure and framework of meetings, processes and so on are developed through negotiation. Proposals and counter proposals are encouraged until agreement is reached. Agreement equals the contract. Most group decisions – including ground rules, time limits, personal responsibilities, roles, commitment, membership, values, purpose, aims, objective and evaluation methods – are negotiated.

Contract the ground rules with children and young people and for running of the process e.g. stick to time, respect, be sensitive to others, positive feed back, fun, etc. At the same time as we want to respect differences, abusive or insulting behaviour is not acceptable. Language that poisons the environment - words and ideas that are sexist, racist, or biased against particular groups of people (based on their nationality, age, sexual orientation, religion, or physical abilities) - should be challenged. Discussion is great; hurtful words are not.

Go Green, contribute to reduction of climate change, recycle all the material e.g. use both sides of flip chart, avoid too much paper unless really needed. Encourage participants to apply green tips in their lives by demonstrating it yourself

H. Have a sense of Humour

A sense of humour is a great asset to a facilitator. The use of humour can usefully defuse some tense moments. There is nothing better than a light touch at the appropriate time. Find way to ask young people to share some stories to lighten up the room without picking on someone in the room and ask them to share jokes. Often young people use break time for signing and dancing and having fun.

I. Keep Intervention to a minimum

Intervene only when it is necessary to interrupt behaviour, which is:

- Impeding progress without the agreement of the group.
- Off track in the discussion and the result of someone having tripped over baggage from past.

- Undermining the possibility of group synergy.
- Physically dangerous.

A facilitator takes everything that is said or done in the children and young people's group as group interaction, including individual exchanges, side comments, and accidental occurrences. For example, if someone falls off their chair, that becomes part of the group process rather than an interruption. Some facilitators use outside interruption as well, like someone coming into the room accidentally.

J. Non-Judgemental

Facilitation means honouring each group member and encouraging full participation while having the children and young people's group task achieved effectively and efficiently. Always approach children and young people as capable, aware and fully functioning people who are committed to group purpose.

Never pass judgements about some one or an issue that may be close to children and young people. Stick to your role as a facilitator and do not be a judge. All participants are unique with special abilities and experience. Be careful in making judgments. Don't reinforce the stereotypes, for example, that "boys will be boys" or that girls are powerless "victims." Keep the focus on the facts.

K. Update your Knowledge

A facilitator is a learner first and then a facilitator. You must take time to read about the culture, context and learning needs of the participants. This is extremely important for ensuring your own self development.

You must have knowledge on child rights and child and young people's participation, minimum standards on consulting with children and young people, including child protection and safety issues. Knowledge in children and young people experiential learning and participatory facilitation techniques.

L. Logistics and Materials

Always check-out the venue for the consultation or meeting. Get feedback from others who may have used the venue. You must ensure that the venue for young people should not be overwhelming or super fancy (unless it is a real security issue). The rooms should be big enough for seating and space for energisers. Ideally a venue with space for outdoor activities is wonderful. Also ensure that the venue is non-smoking, contributing to climate change and has an emergency preparedness plan e.g. fire, earthquake, tsunami, medial emergencies.

Always check and recheck your training material and send in a request to the organisers well in advance. You may want to highlight the need to have flip charts, broad tips makers, tape, name tags, stepper, A4 sheet, post-it in multi colours, etc. Your equipment like projector, flip chart stand, pin boards, etc. Always be ready with a plan B, as it may happen that things are not there, electricity is not working etc.

M. Monitor and Evaluate

Monitor each session, half day and full day and the whole meeting, this is the most important role of the facilitator. You need to guide and gate-keep the process and prevent it from diversion, stalling, delays or intentional takeovers. Ask children and young people to assist you in the role by becoming the eyes and ears for the day or forming a recap group.

It is great to work with children and young people on daily evaluation and final evaluation. Let them be creative in their approach to do daily and final evaluation, you may still want to do a quick evaluation – see attached form at the back.

N. If You do not Know say so

You may come up with a ‘brilliant’ intervention but, if it doesn’t work, drop it. Only use an intervention to keep the children and young people’s group focused, not because you think it is a brilliant insight. Your job is not to show how clever you are.

If you don’t know what to suggest or do when an interventions seems to be needed in a children and young people’s group, say so and ask for suggestions. Children and young people may have a good idea or their suggestion may spark off an idea for you. Don’t pretend you know everything-nobody does.

O. Optimize Learning through Experiential Learning

It is crucial that we work with children, adolescents and youth with techniques and methodology that sustain and build their interest. One of the most widely used methodology is based on taking the learners through an participatory experience, where they live that experience and reflect/ generalize on that experience same and ultimately apply it to their own lives, this method is called experiential learning. This helps the learner learn through her/ her or collective experience and simulates though process that can affect changes in attitude, practice and behaviour.

P. Prepare, Plan and Practice

Perhaps nothing is more important for a facilitator then a good and thorough preparation. Always treat each adolescent and children’s consultation as unique. Prepare for each one of them with clear and well thought through session plan. When working alone or with a co-facilitator, always arrive a day or two before and prepare planning and practising facilitating joint session.

Prepare your overall facilitation guide based on the objective and agenda for the meeting. It is very important to prepare a session planning sheet, see below:

Suggested structure for a session plan

Topic:

Objective:

Time:

Training material: e.g. pens, marks, etc,

Handouts:

Facilitator and co-facilitator (roles and responsibilities)

Steps:

1

2

3

4

Etc.

Special tips for each session:

e.g. adapting session, participants with special needs

Q. Use Open-ended Questions

Questions and suggestions are the usual way a facilitator intervenes. Avoid giving advice. Say 'I suggest' rather than 'What you should do is...'. Also avoid giving the answer to an issue. Your job as facilitator is to guide the process, not be involved in the content, even if you are positive you know the answer. This is a good way to start and continue a discussion. Open-ended questions start with: How, Why, and what ("How does this affect us?" "Why is it an issue?" "What can we do to change this situation?").

Set up a "question box" in which participants can anonymously pose questions that might be difficult to raise in front of peers or in a group. You then can read aloud and answer questions without reference to individuals. Use parking lots to park unanswered questions and topics – you place a flipchart on the wall and record issues that may need to be addresses later in the workshop or in the follow up.

R. Resources - Trust the resources of the children and young people's group

The facilitator trusts that the group will have the resources to achieve its task and work through any process issues. Trust in this sense is an attitude of confidence that the resources are present and will be discovered. The facilitator enables the children and young people's group to explore and find the resources. This is the way a group becomes empowered. This does not mean that the task will always be fulfilled. It means not giving up when the going gets tough and may be all group members are wilting.

Prepare a resource pack for children and young people with key stationary material like pens, note book, highlighter, etc. it must include reading material in child and adolescent friendly languages e.g. CRC (see annex)

S. Be Sensitive to Culture and Develop your Skills

Cultural sensitivity is essential. Knowledge of the customs, rituals, and sensitivities of people from cultures other than your own is most important. If you do not have this knowledge you need to say so, and seek advice from people in the children and young people's group to ensure that cultural sensitivity is honoured. Community sensitivities also need to be addressed in a similar way. Don't assume – ask.

Learn and develop your skills all the time, seize a good learning opportunity to learn about facilitation learn what to do, how to adapt and what not to do. The more you make conscious effort to develop and hone your skills the better your facilitation will become.

T. Time Management

Time management is crucial, respecting people's time is like optimising their resources. Young people should be encouraged to agree on start, break and close timing. But at the same time learn to work with the timing of young people and when they learn most, there is nothing worse than having a room of tired and bored children and young people – re contract for the day start early – take a long break – be flexible

When discussion seems to get off track, try to reintroduce the original issue being addressed (i.e. "Salman, I think you have a point there, but can we get back to talking about...").

U. Understand your Participants

Spend time in reading and research the profile of children and young people, their knowledge, skills and attitudes. This is the fundamental step, if missed can lead to problems. At this stage you need to review the needs of people with disabilities and accordingly adapt your trainings and sessions. When you meet them then try to understand most of them and make individual contact over breaks and lunch to get to know them better. This helps you to modify and update your programme constantly

Understand participants who may be shy, quite on one hand and on the other participants who are dominating and overpowering. Prepare a facilitation strategy to bring views of shy ones to the group without pointing to them – like use post it in brainstorm and ask each one to give one idea. It is OK to be shy and OK to be quiet. Set ground rules and reiterate them so that people who speak too much should learn and respect others right to participate and express. Always avoid argument and dialogue jams. If there is an issue take it separately and privately with the participant.

V. Respect Gender and Diversity

Gender sensitiveness is centre point for a good gender sensitive facilitator. Be aware of customs and traditions where you facilitate. Never make gender stereotypical jokes or comments. Use positive gender images showing girls and boys or men and women as equals. Share positive examples of girls participation and boys efforts to promote gender equality.

Take time to read CEDAW (UN Convention on Elimination of Discrimination against Women)

Facilitators must ensure inclusive facilitation and be sensitive to diversity and special needs of children and young people with disabilities and special dietary and medical needs. When dividing participants for group exercises, aim to create groups that mix the participants by age, race, and ethnic background. Participants may initially feel more comfortable or express that they want to be in age segregated groups. **Consider holding age specific discussion groups.** Divide participants into separate ages. This can provide safety and give boys and adolescents a better chance to talk. When the two groups join, make sure the discussion doesn't lead to a face-off or confrontation.

W. When in Doubt, check it out

'When in doubt, check it out' is a useful guideline for a facilitator. If you are not clear that everyone is in agreement with a decision or task, ask if everyone agrees. If necessary request a response from every one – a yes or a no. Silence does not necessarily mean assent.

A facilitator is comfortable with conflict and always encourages it to be expressed openly. Disagreement is the natural result of different personalities, different views and opinions. If a group is to develop to maturity, it will need to work with conflict, rather than avoid it. Creative conflict resolution can be synergistic and lead to major breakthroughs and forward movement in a group.

X. X...EXPRESS

As young people to use various modes of to express themselves, nowadays, increasing children and young people are using innovative technology and internet based facilitation platforms. You must develop clear understanding of internet and technology based facilitation standards not different from A to Z like online protection and bullying.

Using internet can be useful as long as you devise processes to include children and young people who may not have access or resources for accessing internet but may have the desire to do so. The UNICEF's Rural Voices of Youth initiative is working on the same. Remember girls and women are often left out in technology advancement so we may need to develop a more inclusive facilitation platform.

Y. Be Youthful

Working with children and young people can be very fruitful to a large extent. Be open to their ideas, initiatives and contributions as long as they are adding to the objective and cohesiveness of the group energy.

Young people bring with them energy and that needs to be channel it positively. Some organisers have tendency to plan everything for the young people that is incorrect leave time for them to do their own activities (as agreed in the ground rule and overall framework of child protection) and "me or buddy time". At time let them be – just be.

Z. Zeal and Zest

Be zealous and zestful as your spirits and moods will largely determine the initial phase but at the same time do not be overpowering and overwhelming or patronising towards children and young people.

Keep the Energy Flowing

Energy does ebb and flow in-group members and also in the facilitator! It is important to keep some energising ideas handy so that energy can be sustained and thus productivity increased.

Variety in activity and even location can help energy levels. No one can stay awake with the very same activity all of the time so prepare a sequence of activities and topics that provides variety. For instance, combine discussion of a serious issue with something lighter and even humorous. Or use part of a work session on solving a problem and another evaluating how the group is working together.

- Regroup children and young people regularly. If you form subgroups to work on a problem be sure to vary the group once in a while. Use place cards to force children and young people to sit with different children and young people occasionally.
- Children and young people's metabolism dictates when they will have the most energy so half of your group may be alert in the morning, a large number will come awake in the afternoon and a small number will wish you could meet in the evening. Vary the time when you meet so that you can draw upon the energy of the group members.
- Also vary where you meet once in a while. By meeting in different locations of a large organization, children and young people get to see where their colleagues work. Try occasionally meeting in a setting away from work. Variety provides a fresh perspective.

Grouping and Regrouping

As you work for longer periods of time with your team, there will be a need to regroup team members. Grouping members creatively and periodically increases participation and adds variety to the experience.

Initially you may want to pair children and young people so they can get better acquainted. You may want to form groups of three to brainstorm solutions that will then be shared with the total group. Or you may form groups of various size to discuss their common experiences with a particular issue.

- Use your observation skills to determine when it is time to regroup children and young people. For instance, if you notice interest and energy lagging, regroup them into small groups to work on a task. This will force more participation.

- If you notice that a few children and young people are consistently withdrawn, group the quieter ones together so the talkers can't dominate.
- If you are concerned because different points of view are not being accepted, regroup children and young people first by similar then later by dissimilar view.
- Trust your instincts when you think it is time for the group to make a change. Also use your instincts to determine the formation of some of these subgroups. For example, if you are trying to pair the group members, ask yourself, 'Who would benefit from being with each other?'

Here are some of the more common ways to regroup children and young people:

If you periodically need to mix your total group, here are some suggestions on how to regroup them quickly and creatively:

- **By Gender-** Group by same gender or mixed gender.
- **Birth Month-** Group children and young people born in same month or time of year.
- **Birth Order -** Group those who were 'only children', those who were firstborn, those who were 'middle children' and those who were born last.
- **Shoe Sizes-** Put those with large feet in one group.
- **Hair or Eye Colours-** Mix or match by colour of hair or eyes.
- **Food Preference-** Group children and young people by their preference for Italian, Chinese, or Indian food.
- **Origin of Birth-** Mix children and young people up by where they were born, including different regions of the country or different parts of the world.
- **By Metabolism-** In a trio, try to have someone whose energy is high in the morning, another who is best in the afternoon and a third who works best in the evening.
- Tackling your Timing

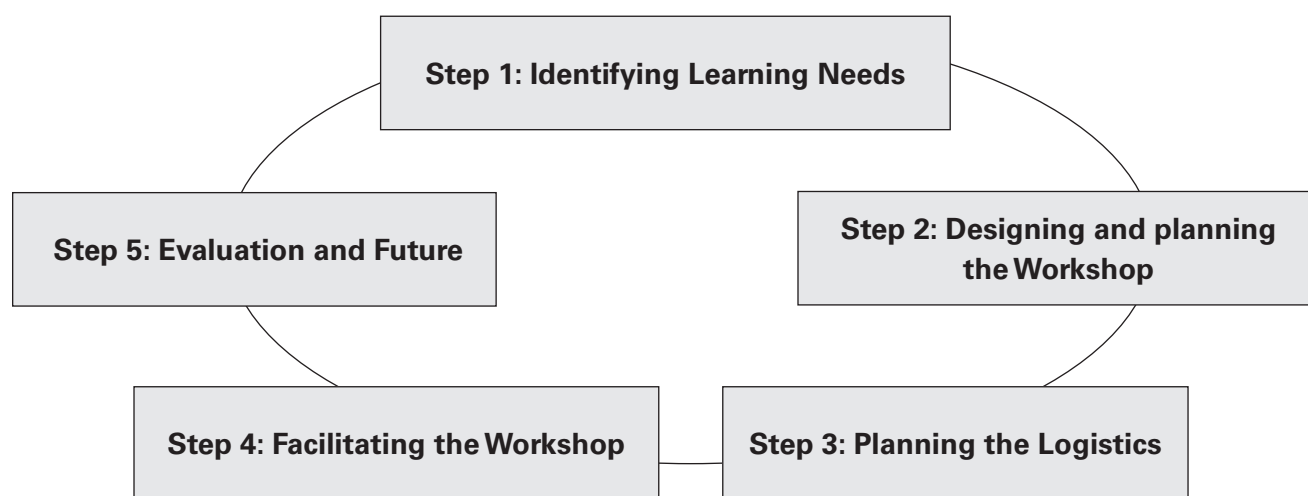
Inexperienced facilitators often ask, 'How much time should I allow for doing a group activity?' or, 'When do I know if the group has taken enough time to discuss a topic fully?' As you'd expect, one's judgement on timing improves with experience. However, facilitators never seem to be perfect at predicting the amount of time needed.

- Judging your timing is very intuitive. Decide from the moment you start to facilitate a group that you will listen to your gut feelings to determine the answer to your questions on timing.
- Timing requires patience, so decide to be patient with the group and its process. You may know where you want them to go and how they might get there, but you need to guide them patiently in that direction. If you rush them, they may not fully explore an issue or learn how to resolve their problems.
- Trust your instinct. Usually your first impression or reactions are right, so if it says, 'Seek closure', listen and act.

- If you've selected an activity that doesn't have a time line, calculate how much time you think each part might take, then add about 25 per cent more. If you are still unsure, ask another facilitator whether they think you've calculated accurately.
- Do a dress rehearsal of the activity to help you test the amount of time it might take participants to read directions and do what is asked of them. If you are doing an important activity with the group and they are working well on it, don't rush them. Instead, be flexible about the remainder of your plans with them. Be ready to trim or drop certain components of your design. It is better to trim your plans than to rush them too much.
- Ask the group how the timing is for them. They'll let you know if it is too fast, too slow or just right.
- When the timing feels right, grab the opportunity. Sometimes, ideas that were ruled out earlier may now be accepted. When desperation and frustration peak, it is often the best time for you to suggest a solution that incorporates the best of all the ideas offered. The members probably realise they are stuck and may welcome your consensus testing.
- If the group cannot finish within the amount of time available in that particular session, review what they have accomplished and identify any work they can do between sessions to work on the problem. At the beginning of the next session, review what they have done and suggest any changes in methods or activities they used.

Steps for designing a Workshop

These are the logical steps for designing any workshop:



Step 1: Identifying Learning Needs:

Information gathering will help to effectively design a workshop that is most suited to participant's needs. An appropriate workshop design will build upon information concerning the:

- Learning needs of the participants (in relation skills, knowledge and attitudes)
- Learning priority for your children's organisation (e.g. club, group, forum)
- Profile of the participants (age range, sex, experience, region, language etc.)
- Time availability of participants
- Resources available

Identifying the learning needs of participants:

To identify the learning needs of the group it is useful to consider three different types of learning needs relating to the participant's skills, knowledge and attitudes.

Hand: Skills

Head: Knowledge

Heart: Attitudes

For example, knowledge may be required on what children's participation means, assertive skills may be required to enable children to be effective in their negotiations with adults, and positive attitudes for equal opportunities for all children may need to be further encouraged (e.g. for girls, children with disabilities, younger children, low caste, tribal etc.).

Thus, when designing a workshop you need to consider whether the workshop needs to place more emphasis on sharing new information, developing skills or bringing about attitudinal change, or a combination of all three.

Step 2: Planning and Designing the Workshop

Based on the learning needs assessment and the overall objectives of the workshop the facilitators can plan and design the workshop details. An overall workshop design, in addition to session plans for each session and the linkages between them need to be carefully mapped out. Whilst flexibility will be needed when facilitating the workshop, realistic estimates of the time needed for each activity need to be allocated.

Step: Planning the Logistics

In most case a budget is allocated for a given training programme or it may need to be raised. In both cases a budget needs to be prepared keeping the following broad categories in mind.

1. Travel and Board & Lodging cost: Participants and Facilitators cots
2. Training Material Cost: Photocopying, fax, computer time, stationary, etc.
3. Venue: training hall, open space for outdoor activities, equipment, water, etc.
4. Resource Persons Fee
5. Media Advocacy
6. Documentation
7. Miscellaneous

The logistic have to be very well planned and figured out. There is a need to allocate role and responsibilities amongst the planning team members for each of the above mentioned heads.

Step 4: Facilitating the Workshop

This is the where all the above need to meet. There is another additional need to review and monitor the facilitation process at every stage of the workshop. The facilitator or facilitation team needs to consult each other and assess group energy. There should be flexibility in the facilitation design and time should be allocated for the team along with representatives from the participants group to review each day.

Step 5: Evaluation and Future Steps

Though facilitators or the facilitation team need to review and monitor each of the stages in the training cycle. At the same time there is a need to evaluate the entire facilitation process and not just the training event (e.g. workshop). There is a tendency to only evaluate the training and not the other stages. There are a set of evaluation games and techniques at the end of the resource book.

Planning Workshops with and for Children and Young People

Role of Children and Young People and Adults

Children and Young People at such events should be involved at the earliest stages of planning through to the event itself and the production of any conference report. Indeed, the initiative for the event might well come from Children and Young People themselves.

They could be involved in:

- Defining aims and objectives;
- Determining the structure of the event;
- Planning the specific contributions;
- Inviting speakers;
- Chairing and presenting;
- Facilitating/Running workshops;
- Evaluation;
- Conference report.

Adults' role would be to offer the skills and knowledge, which the Children and Young People identify as necessary to support them, including, for example:

- Provide information where needed;
- Provide support in tackling problems and difficulties as they arise;
- Advise on any child protection or safety issues, particularly if the conference is residential;
- Advise on venues, administrative and organizational matters;
- Help with funding and the management of the finances;
- Help with media coverage, press releases;
- Help with dissemination of any conference outcomes.

Issues to consider

- Were the ground rules clearly established at the beginning of the process to ensure that the role of adults remained purely facilitative? Have adult facilitators been provided with training to support them in their role?
- What consideration has been given to ensuring that more marginalised groups of Children and Young People are invited to attend? For example, were Children and Young People with disabilities invited, were efforts made to secure an accessible venue? Will the conference be accessible to Children and Young People with different first languages? Have all relevant ethnic groups been invited? Have excluded young people—out of school, on the streets, in institutions—been invited?
- Have Children and Young People of different ages been invited? Has consideration been given to whether they should be grouped according to age? To interest areas? To seeking mixed age workshops?

- Has thought been given to the setting, the entertainment, cultural differences within the participants?
- Will adequate adult support be available to the Children and Young People and is their role clearly defined from the outset?
- What planning has been undertaken to ensure that the outcomes from the conferences are followed through and that the Children and Young People are able to use the experience of participating in projects or work in their local communities?

Methods and Techniques:

Following are some of the Methods that have been applied in the Training of Facilitators and have proven to be effective. Remember that these are just suggestions and you are more than free to use as many creative techniques to enable children participation and energy flowing.

1. Icebreakers

The introductory games are often referred as Icebreakers. They help to ease the group even if the group members know each other for a long time. You may find many these in many training manuals and from your own experience. You definitely do not want to do a boring name round.

2. Games: Indoor and Outdoor Games,

You can select from a wide range of games (indoor and outdoor) that are locally developed and applied. Another vital source could be the training manuals, resource books, colleagues, etc. We have put together some of the games used in the TOF.

3. Small and Larger Group Discussion,

Facilitator may break the group in small group to enable holistic participation. Then the group can reassemble for wider discussion and reflections. The facilitators has to assess the group interest and need of the topic and use his/her discretion in doing so.

4. Brain Storm

This method is widely use for listing idea/concerns/words/topics/ in the group. It can be used many a times and the facilitator need to assess the group interest and need of the topic and use his/her discretion in doing so.

5. Energisers

These are very essential for providing constant energy booster to the group. You may encourage children to run energizer from their experience. It is often observed that huge ranges of energizers are available within the group.

6. Exhibition

You can optimally utilise the space around the venue by putting up posters related to the issues. You may encourage participants and other organisations working on similar issues

to put up their exhibits around the venue. Often participants use break and free time to scan these.

8. Poetry

Poetry is very popular for Afghan children through which facilitated to express their needs and hopes. In this method the children select an issue and write a poem about and express their hopes and wishes. The poems they can recite can easily be linked to the world children would like to live in or the rights and need that some children are denied.

9. Singing

Singing is a good ice breaking activities which relaxing the children and building their confidence if the surrounding or adults /other participants are foreign to them. However, some of Afghan children, often discouraged from various forms of self expression, may be reluctant to sing. Again facilitator need to be sensitive to children's feeling and refrain from pressuring them into doing things they don't want to do.

10. Drama

Encouraging children to create dramatic representation of their responses to certain issues provides another opportunity for children to express themselves in non –threatening and playful ways. Experience with Afghan children is that this method is very popular with most children; although it tends to work better with older children. Younger children generally require more assistance and guidance from facilitators.

While engaging children in role –playing activities, we advice that you replace the term role – playing with “dramas” to avoid confusion, particularly for younger children, some other points worth bearing in mind include:

- Adults may find it difficult not to guide or direct the children's activities rather than simply acting as recourse –people, particularly if time is limited, always ensure then that you have allocated plenty of time for this activity, otherwise the temptation to direct the children will become stronger.
- Some children in larger groups may be left out, depending on those children adopting leadership roles in the group. Ensure that all children wishing to participate are able to do so, starting if necessary something such “let's (or can” we...) make sure everyone is involved in the play.
- Some children may need a great deal of encouragement to develop their ideas and express them as they discouraged from self expression in their home and school we advise that specific questions be used as primers in helping children to develop their skill for self expression .

11. Story telling and Case Study

A story telling or presenting “case studies” enables children to respond to other children's situation as if they were their own .It allows them to control the extent to which they “self disclose” or reveal their own stories and experiences.

A story telling approach may involve the facilitator telling a story or reading “ case study” about Afghan children experiencing children situation and asking the children to respond by expressing their thought sand felling about the story, Simply, you may wish to tell part of the story and have the children to finish it themselves .It can be completed through writing, drawing or painting.

12. Drawing and Painting

This method has a number of advantages .It allows children to express their thoughts and/ or feelings as individuals, and reduces their peer’s influence on their contributions. Peer influence can be very strong within group discussion, often discouraging children from

In order to be good facilitators the persons who will be facilitating a meeting with children need to be trained to understand the nature and content of the meeting.

The following is an exercise that can be used during a facilitator’s training.

Processing an Activity

Processing is posing a series of questions to stimulate group discussion of the previous activity.

Effective processing:

- Encourages participants to reflect on the process and content of the activity.
- Elicits and explores different points of view on the topic.
- Allows participants to analyze the issues raised by the activity.
- Relates to workshop objectives.
- Delves deeper into issues.
- Relates issues to participants’ experience.
- Includes relevant information and anecdotes that will help clarify points, put issues in perspective, and give participants a sound knowledge base.
- Ensures that participants gain a new level of understanding about themselves, each other, and the topic.

Questioning

Asking good questions is critical to effective processing. Some types of questions you can use include:

Feeling questions

Feeling questions encourage discussion and personal exploration of the issues and the experience of participating in an activity. They often start with “How did it feel...”

Example:

Participant: My two best friends were fighting...yelling, and throwing stuff. It got real heated. I didn’t know what would happen.

Facilitator: How did it feel when you saw that?

Hypothetical questions

Hypothetical questions allow participants to examine possibilities and explore how they might react in a given situation. They often start with “What if...”

Example:

Participant: Women who stay with abusive boyfriends are stupid.

Facilitator: What if the woman is financially dependent on him or feels she has no where she can turn?

Open-ended Questions

Open-ended questions keep the conversation moving. They require participants to answer descriptively, not with a simple “yes” or “no”. They often start with words like how or why.

Example:

Closed-ended: Does racism hurt people?

Open-ended: Why does racism hurt people?

Close Ended Questions

Closed-ended questions elicit a “yes” or “no” response and can be useful when you want to gauge the overall opinion of the group or conduct a quick assessment.

Follow-up Questions

Follow-up questions, asked after an initial question, help bring the discussion to a deeper level. By keeping workshop objectives in mind, a facilitator can tailor follow-up questions to elicit learning points.

Example:

Facilitator: How did it feel to participate in that activity?

Participant: It was very challenging and unusual.

Facilitator: What was challenging and unusual about it?

Participant: Normally, we don’t have the opportunity to work together to accomplish a task, and this task required lots of different skills, not just the expertise of one person.

Facilitator: What were some of the skills that were needed?

Kick-Back Questions

Kick-back questions help participants to learn from each other. If a participant asks a question, the facilitator can redirect the question back to the group.

Example:

Participant: Why do people treat the homeless so badly?

Facilitator: Why do you (participant/group) think homeless people are treated badly?

Devil's Advocate Questions

Devil's advocate questions allow the facilitator to challenge participants to discuss an issue further by presenting a controversial or opposing point of view.

Example:

Participant: People treat the homeless badly.

Facilitator: Don't they deserve it? After all, aren't they on the street because they're lazy and substance abusers?

Paraphrasing

Paraphrasing involves briefly rephrasing a participant's comments, thoughts or feelings. Paraphrasing affirms a person's perspective, creates a safe space, and clarifies what a participant has said. It also provides the facilitator time to process what someone has said and to formulate appropriate follow-up questions.

Example:

Participant: Teachers can't teach. They don't really care about their work or their students. They just get paid and have the summer off.

Facilitator: So what you're saying is that you don't trust teachers because for them, it's just a job and they could care less about teenagers.

The key to effective processing is listening to what participants are saying!

Facilitator's Checklist

- _____ **Plan ahead.** Do you know the meeting by heart? What don't you understand? What are you unsure of?
- _____ **Materials.** What materials do you need in order to do the meeting?
- _____ **Roles.** Do you and your co-facilitator know who will do what? For example, who will give instructions; demonstrate the activity, record discussion on newsprint, process, etc.? How will you support one another?
- _____ **Time.** Have you timed your meeting? Who will monitor time during the meeting? How will you keep the pace lively?
- _____ **Space.** How will you set up the meeting space for your meeting? How will it change during the meeting? How will you make changes in the room setup go smoothly?
- _____ **Tone.** What tone will you set for the meeting and how?
- _____ **Support.** If you or your co-facilitator are having difficulty, how will you help one another? What cues will you use?
- _____ **Fun.** Learning should be fun. How can you make sure your workshop is an enjoyable experience?

C.4 TRAINING OF YOUNG JOURNALISTS

More and more children and adolescent consultation see the use of media. The following pack is based on extensive work with children and adolescent who have worked as young journalist before, during and after the consultations.

C.4.a. Young Journalists' Pack

Write your

NAME: _____

COUNTRY: _____

POWER AND RESPONSIBILITY

As journalists, you have power and responsibility...

To show up when people are not being fair or honest

POWER

To highlight important issues

To educate and inspire

To look after yourself and your subject.

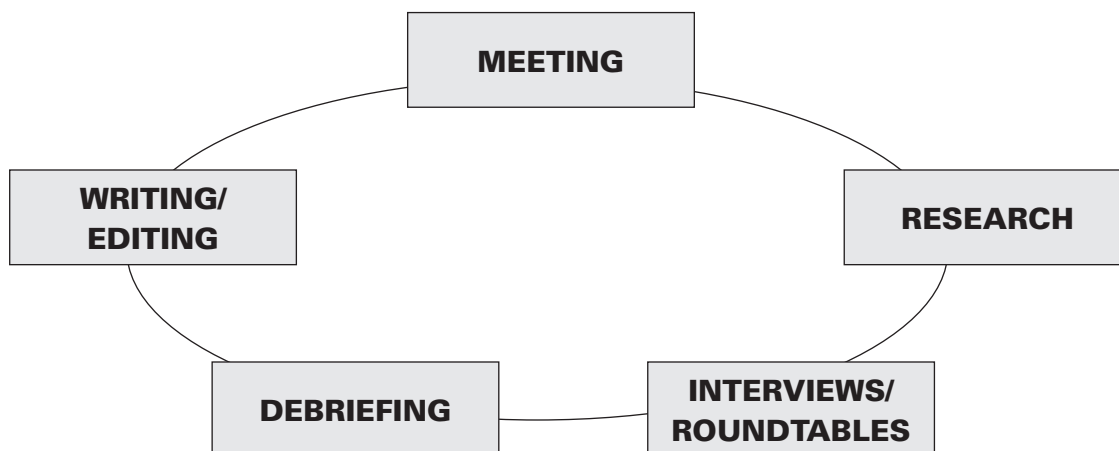
RESPONSIBILITY

To tell the story truthfully

To tell difficult stories that people
sometimes might not want to hear

BEING A YOUNG JOURNALIST

Being a journalist means using the process in this pack in a flexible way:



Where do ideas for articles come from?

This week there will be specific stories happening around you to concentrate on.

The experience

Similarities, differences and how we can communicate across them: languages, music, dance; what it's like being at the Junior 8 meeting, etc.

The concerns

Young people speaking out on issues that matter from local to global; HIV/AIDS, education, tolerance and energy

The mission

Are adults really listening? Are young people doing a better job?

WELCOME TO THE JOURNALISM TEAM

Each person in the journalism team should have strong sense of individual and group responsibility.

As journalists it is up to you to support each other through a very exciting and demanding time and make sure you document your experience the way you want.

There are simple skills to being a journalist and these are the same for film, radio, photography and writing.

1. Know your material

- You need to know what is happening and where each day.
- You need to know people's names and how to pronounce them.
- You need to know how to use your equipment safely.

2. Listen and look

- The secret to getting a good idea for a story is to listen and look at what is going on around you.
- Is there anyone who has something they are passionate about?
- Is there someone with an interesting story to tell?
- Is there something that shows the story without words?

3. Talk to people

- Talk to as many people as you can. Don't just spend time with people you know or that speak your language. Try and sit with different people at each mealtime and break time. Otherwise you will miss out on getting telling the real story of what it is like being with people from all over the world.

NEWS MEETING

The team should have a news meeting every morning or the night before.

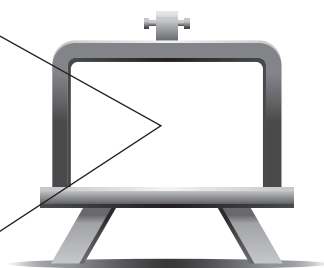
It is really important that you all know what you are doing and what each other are doing.

The meeting is the chance for you to have an overview of the day so you can decide together what you want to do, and what your deadlines are.

You can use a flipchart and pens to make a daily news board.

e.g.:

Time	Event	Story	Reporter(s)
0900	Getting to know you activities	how we welcome each other in our own language	Jon Rachel



You can use this at the end of each day to sort out what stories you have, etc, and where each story can be used e.g. – on the website, in a longer article for someone else or to accompany a photo of the day.

Things for you to consider:

- Every day a different member in the team should be a co-lead editor.
- Responsibilities will be: ask different members of the team to liaise with the adults and the other groups – E.g. the rapporteur group and the evaluation group and feedback any possible stories to the media group informally.
- **Make sure everyone in the team has a say**, that jobs are shared out equally and that everyone is getting to do a bit of everything. Set the time for a catch up and gather everyone together.

MORNING AND COFEE BREAK BRIEFING

It's a good idea to meet quickly to look at your news board and make sure everyone feels confident about what they are doing.

- This is an opportunity as well to talk about any issues that might have happened in the morning.
- It is also an opportunity to give something in to be transcribed if it needs to be, or to **download pictures and save them in a date/time/event file** on the group lap top so you don't forget what picture goes with what story, and everyone can have access to them easily.
- Arrange the time when you are going to get together in the evening to do your writing/editing and planning of the next day.
-

EVENING

With good planning, strong communication and teamwork throughout the day, you will be able to use the time in the evening for the best.

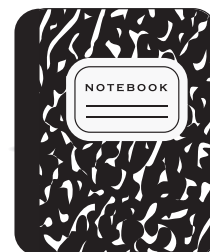
- It is really important that you relax and have fun with the other young people in the group in the evening, which means **sticking to your deadlines** so you have time to be social.
- So when you get together in the evening, plan for the next day's story, decide quickly what needs to be done, divide into twos or threes, and work together to write up or edit your stories.

THE STORY PROCESS: Finding an Angle

The story process is the same for photography, radio and writing.

First thing you have to decide is: **what story are you trying to tell?**

- When you know this, you will be able to frame your photograph, write your interview questions and edit your work easily.
- By deciding this, your piece will have focus and make an impact on your audience.



You should ask this question at every stage of the story process, whatever equipment you are using.

E.g.:

It is Tuesday and you are in a session on education and values. An expert makes a presentation.

Decide before and during the session what story you want to tell.

1. *Is it the story of what the people making the presentation are saying?*
If so, how will you do this? (by writing down, making notes on the best bits.)
2. *Is it the story of how the audience responds?*
If so, how will you do this? (by interviewing members after the speech, making notes to remind you of particularly strong images or reactions.)
3. *Is it peoples personal stories inspired by the issues raised in the session?*
If so, how will you do this? (by interviewing with a Dictaphone, mini disk or pencil and paper)



RESEARCH



- Saves you time when you come to choose your angle, or write or edit your story
- Can help you think of interesting interview questions and angles for your articles
- It can also add knowledge such as statistics to your article.

For this meeting there are several websites you can search on for research on your topics:

www.unicef.org/voy

www.unicef.org

Search engines:

www.google.com

These sites are a good source of information to check facts and find out information. If you know any others, share them with the other journalists!

You could ask the UNICEF staff supporting you to put together daily **news digest** of the main stories in the newspapers so you can keep up to date with what issues to do with the event the world's press is interested in.

This will help you decide what story you want to tell, and where it might get published.

Although research can be done at any stage in the process, thorough research at the beginning means you won't waste any time later on. Don't forget to share your findings with the rest of the team.

QUESTION DO'S AND DON'TS

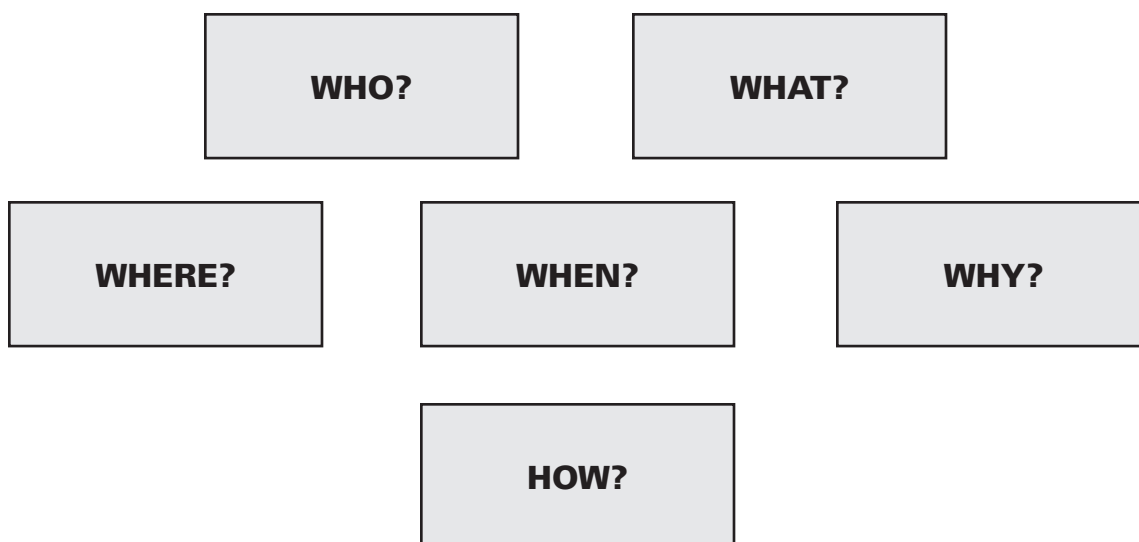
- **DO** Have up to 10 prepared questions, and ask the same ones to different people.
- If you are working in a team, **DO** decide beforehand who is asking what and in which order
- If you think of more questions during the interview, **DO** have a signal so your teammate knows you want to ask a follow-up question.
- **DON'T** waste your questions by asking the same thing twice in two different ways – unless you didn't get a straight answer the first time
- **DON'T** ask something you can guess the answer to.
- **DON'T** ask something you can find out through research
- **DO** ask difficult questions, **it is not what you ask but *the way* that you ask it that will matter.**

TYPES OF QUESTIONS

The best questions are the ones that get long answers.

If you ask anything that can be answered with a simple yes or no, you are not asking an **open question**.

Open questions begin with the 5Ws or H:



1. Basic information?

Name, age, title

2. Explain to an Alien?

Ask the simplest question to get the basic information – as if you had to explain to an alien!

E.g.: what is Junior 8?

3. What if?

Give an imaginary situation and ask the question, **E.g.: If you were the President of Russia, what would you do?**

4. Statistical?

Ask a numbers question, **E.g.: How much is the debt?**

5. Contrary/opposite?

Challenge their opinion!

6. Personal Experience?

Share a story of your own and ask them to share a story of theirs.

And finally...Anything to add?

INTERVIEWS

Getting a good interview will make or break your story.

To get good interview, you need to build trust between you and the subject.

You can do this in the following simple ways:

- Be polite, and if you don't already know them, **introduce yourself**.
- Make **eye contact**, and smile.
- **Prepare your questions** so you know what you want to ask.
- Ask **open questions** that help them to talk.
- **Don't rush** – let them answer before you go on to the next question.
- Be **sensitive** to their background and their privacy.

!!!! REALLY IMPORTANT PROCEDURES FOR SETTING UP, STARTING OFF AND HAVING A HAPPY ENDING!!!

- Make sure that you have a good place with **low background noise** to do the interview.
- The **first thing** you ask should **always** be **name** and **title**. Ask them to spell their name and record this on your notebook or on tape. It might sound strange but it is worse if you get it wrong!
- At the end say **thank you** and ask them if they have **anything to add**. People often **relax** at the end and you will get the most **interesting comments**.

DEBRIEF

A debrief will help you to work out:

- What you thought about the interview.
- What you could do differently next time.
- What research you need to do next?
- Whether your story angle is good or there is something better you have just discovered.

How to do it:

Work in teams.

Ask each other what you thought and felt about the answers you got for your questions.

- Consider if you heard anything surprising.
- Was there something they couldn't or didn't want to answer?
- Was there any interesting body language?
- What did you think their attitude was to you and to the issue?

Ask each other how you thought it went.

- Did you ask good questions? If not why not?
- What skills did you learn?
- Had you done enough research?
- What could you do differently next time?
- Did the team work together?
- Is there anything that went very well?

Decide if there are any action points next.

A debrief does not have to take very long, but it is worth doing after every interview or filming/recording session.

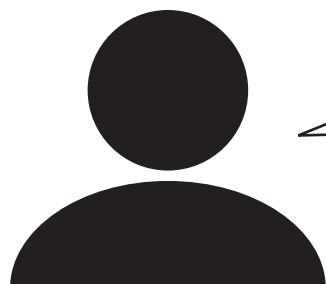
It will speed you up at the end of the day when you have a deadline to meet and you want to go and relax.

WRITING FOR THE INTERNET

The secret of success when writing for the Internet is to

KEEP IT SIMPLE

Some ideas:



QUOTE OF THE DAY:

One of the biggest issues for children and young people is the lack of understanding of the issues that affect them.

Jon, 18, United Kingdom

You can have a funny quote or a serious quote or strange quote – its up to you!

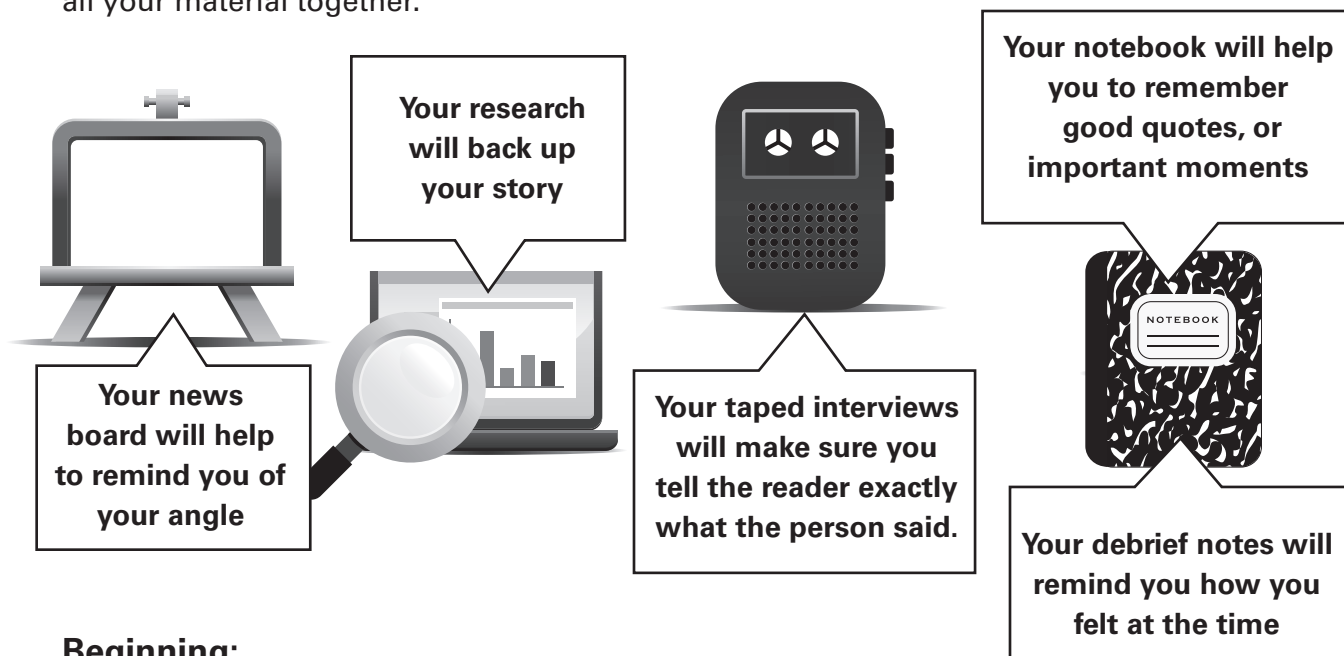
Have a “picture of the day” as chosen by you, which tells the story of something that happened that day. If you want you can write a picture caption to go with it.

Do the day in numbers:

- **5** young people spoke out about RIGHTS
- **50** world leaders didn't vote for education for all
- **500** people in the UK were diagnosed with HIV/AIDS
- **50,000** people in Uganda got aid from the United Nations relief scheme (*these numbers are made-up*)

PUTTING TOGETHER LONG ARTICLES FOR NEWSPAPERS

Every story has a beginning, a middle and an end. Before you start writing the final piece, get all your material together.



Beginning:

Go back to the **5Ws and H**, and answer these questions first.

Middle:

- The quotes you choose will rely on the story you have chosen to tell.
- Always say who the speaker is and check you have the spelling of their name and title right.

When someone makes a point, try and find someone who thinks the opposite and put it in your piece. You can also use facts and figures from your research to prove or disprove quotes. You must say in your article where these come from.

In the middle you can also include observations you have made during the debrief – the body language, the silent moments,

You can add descriptions to make your readers understand your experience.

- What things look like
- What they smell like
- What they sound like
- What they taste like
- What they feel like

End:

Come to a conclusion that backs up the point you want your readers to know. This could be a really good quote, an important moment or a good number.

C.5 MEDIA TRAINING

C.5.a. UNICEF's Ethical Guidelines for Reporting on Children

I. Principles

1. The dignity and rights of every child are to be respected in every circumstance.
2. In interviewing and reporting on children, special attention is to be paid to each child's right to privacy and confidentiality, to have their opinions heard, to participate in decisions affecting them and to be protected from harm and retribution, including the potential of harm and retribution.
3. The best interests of each child are to be protected over any other consideration, including over advocacy for children's issues and the promotion of child rights.
4. When trying to determine the best interests of a child, the child's right to have his or her views taken into account are to be given due weight in accordance with the child's age and maturity.
5. Those closest to the child's situation and best able to assess it are to be consulted about the political, social and cultural ramifications of any reportage.
6. Do not publish a story or an image which might put the child, siblings or peers at risk, even when identities are changed, obscured or not used.

II. Guidelines for interviewing children

1. Do no harm to any child; avoid questions, attitudes or comments that are judgemental or insensitive to cultural values, that place a child in danger or expose a child to humiliation, or that reactivate a child's pain and grief from traumatic events.
2. Do not discriminate in choosing children to interview because of sex, race, age, religion, status, educational background or physical abilities.
3. No staging: Do not ask children to tell a story or take an action that is not part of their own history.
4. Ensure that the child or guardian knows he or she is talking with a reporter. Explain the purpose of the interview and its intended use.
5. Obtain permission from the child and his or her guardian for all interviews, videotaping and, when possible, documentary photographs. When possible and appropriate, this permission should be in writing. Permission must be obtained in circumstances that ensure that the child and guardian are not coerced in any way and that they understand that they are part of a story that might be disseminated locally and globally. This is usually only ensured if the permission is obtained in the child's language and if the decision is made in consultation with an adult the child trusts.
6. Pay attention to where and how the child is interviewed. Limit the number of interviewers and photographers. Try to make certain that children are comfortable and able to tell their

story without outside pressure, including from the interviewer. In film, video and radio interviews, consider what the choice of visual or audio background might imply about the child and her or his life and story. Ensure that the child could not be endangered or adversely affected by showing their home, community or general whereabouts.

III. Guidelines for reporting on children

1. Do not further stigmatize any child; avoid categorizations or descriptions that expose a child to negative reprisals, including additional physical or psychological harm, or lifelong abuse, discrimination or rejection by their local communities.
2. Always provide an accurate context for the child's story or image.
3. Always change the name and obscure the visual identity of any child who is identified as a victim of sexual abuse or exploitation; a perpetrator of physical or sexual abuse; HIV-positive or living with AIDS unless the child, a parent or a guardian gives fully informed consent; or charged or convicted of a crime.
4. In circumstances of risk or potential risk of harm or retribution, change the name and obscure the visual identity of any child who is identified as a current or former child combatant, an asylum seeker, a refugee or an internally displaced person.
5. In certain cases, using a child's identity – his or her name and/or recognizable image – is in the child's best interests. However, when the child's identity is used, he or she must still be protected against harm and supported through any stigmatization or reprisals.

Some examples of these special cases are:

- When children initiate contact with the reporter, wanting to exercise their right to freedom of expression and their right to have their opinions heard.
 - When children are part of a sustained programme of activism or social mobilization and want to be so identified.
 - When children are engaged in a psychosocial programme and claiming their names and identities is part of their healthy development.
6. Confirm the accuracy of what the child has to say, either with other children or an adult, preferably with both.
 7. When in doubt about whether a child is at risk, report on the general situation for children rather than on an individual child, no matter how newsworthy the story.

NOTE: When use of images of children in any of the four groups outlined above is considered valid, a signed subject release should be secured from the child and her or his guardian. This release must be obtained in circumstances that ensure that the subject is not coerced in any way and understands the implications of the release. At minimum, this means that the release must be in the subject's language and that the decision is made in consultation with a trusted adult member of the same cultural group.

C.5.b. Media Facilitators' Guidance

With thorough understanding of the material in this pack, you will be able to support the young journalists to produce professional quality journalism.

Each stage in the story process will benefit from facilitation as well as allowing the young people to work on their own.

In the second half of the pack you will see exactly what the young journalists see.

The pack has been designed so you can use as much or as little as you like. It can bolt on to the designed programme so that the journalists don't miss anything, but of course they will have to do slightly more recording work while sessions go on.

Creating the right environment

The young people in the media team need the right environment to work in. You should provide the infrastructure for them to get the most out of every thing they do. In simple terms this means being organized about things they won't be thinking about:

1. You should create a **media table** where all the equipment is kept and checked each morning and each evening. Reporters should be encouraged to put things back here when they are not being used.
2. Keep an overview of what needs to happen well in advance, and make sure they know, so that they can plan their actions in their news meeting.
3. The young people won't be thinking about the equipment needs – make sure you have enough tapes, batteries etc and **label everything**: Reinforce the importance of log sheets, naming tapes, and filling in reporter's evidence sheets or using notebooks. If young people give you pictures to download, **save them in an easily accessible well named file** on the group laptop.
4. Help the young people to prepare questions, support them in terms of technical knowledge, extra research, transcribing and make sure they are debriefed.
5. It is important that facilitators help young people to play to their strengths at first, then encourage peer mentoring and training so that everyone shares skills and learns to value each others' input.
6. Facilitators should keep the young people to deadlines in the evening as much as possible as they will be unaware of the stress that being reporters can bring in an environment, and will support with managing this throughout.

Most importantly, both for best practice in terms of youth participation and in terms of journalistic work, it is CRUCIAL that the media team is a diverse mix of the countries and regions participating in the event.

Having a mix will build trust. This means you will truly be fulfilling the aims and objectives of this event. Equally, you will get the most interesting stories being shared and the language barrier overcome.

You will avoid re-perpetrating the power balance that currently exists in the world and avoid cliques of “us” and “them.”

Being a journalist and a participant of the meeting at the same time

As a facilitator you can make it easy for the young people to gather evidence for their stories without them having to miss sessions and workshops. In fact, the more you encourage them to take part with the rest of the young people in the group, the more interesting the stories will be. Especially at meal times, the media group should not sit together but make an effort to get to know others in the group. You will find interviewing people much easier, and this is more participative.

Some ideas for making life easier

1. Take a Polaroid of each participant and make a name board to hang in the room that everyone uses the most.
2. Make a couple of posters and have a stack of post it notes. On the posters, get people to stick a post it giving their view on the issue you have chosen. They can do this any time through the day and it doesn't have to be fed back or monitored.

Issues could be:

- Food at the meeting
- Funniest moment
- Best experience so far
- Biggest moan
- “If I could talk to a world Leader, what would I say?”
- “A world Leader should have the following qualities”

You can use this to get written quotes for web articles, film it for cutaways, use it for longer articles, and finally, it will form an invaluable piece of evidence when you come to evaluate the event overall.

3. Record and tape in sessions where possible, identifying enthusiastic young speakers and doing vox pops. This way you will have a sense of more in depth interviews for later or just use the short footage.

4. Use small group feedback sessions as round-tables (see the round table sheet in the pack) this way your journalists can participate as well as get material.
5. Get young people from the other two groups (reports and evaluation) to liaise with media group on issues and update them on progress. This way you will avoid people stepping on each other's patch and cut work time.
6. If preparation has to be done for sessions, this can double up as research time. A facilitator may need to go round and be the eyes and ears for the media group during these sessions.
7. If you can use the equipment, take footage for them when they are not able to, so they are reassured they won't miss things they would like to have.

Kinds of stories to expect

The kinds of stories that usually come out of this type of experience (apart from the stories that will come from the formal work) are:

1. What they had to go through to get to the host country and join in the meeting.
2. Language barriers being overcome - young people finding ways to communicate beyond language.
3. Similarities and differences in culture - self expression, musical expression, etc.
4. A sense of awe as they hear each other's stories.
5. A sense of anger or injustice in the way the world is.
6. A focus on what young people are doing differently from adults and what they are better at – communicating across barriers of nationhood).
7. Misrepresentation by adults of their problems and issues.
8. Dealing with trauma in the past and looking to the future.
9. What they would like to see happen for their own generation and their children.

The young people will come up with these stories if you ask at the beginning middle and end of the week what kinds of stories they see emerging. Some themes run all through. But young people will always surprise you when they get the chance to really tell you their impressions. This is what will make their copy so exciting and your experience of helping them tell their stories so rewarding.

C.5.c. Guidance on Best Practice Youth Media

Before you start

- The **power and responsibility** exercise (see pack) is crucial to understand what being a journalist can mean.

It will also fit well with the young peoples' media training and prepare them to deal with adult journalists.

How to do it:

Get the group to brainstorm on a flipchart and also fill in on their sheets. I have put a couple in. It will definitely be a recurring issue as the week goes on.

Ground Rules:

Journalists should brainstorm ground rules for their group using a flipchart and record them in the pack.

News meeting

This is the team's chance to know what is happening that day, assign roles and equipment and share knowledge with each other.

Facilitators should do a **skills sheet** at the beginning of the first meeting using the flipchart so everyone can share their skills:

Name	What I can do already	What I would like to learn
Media Facilitator	Take photos	Use sound equipment Do interviews

This way you will keep track of what everyone can do, what they want to do, and be able to make sure this happens. At the end of the week have another look and tick off what people have fulfilled from their wish list – **this is invaluable monitoring and evaluation.**

In the news meeting, a facilitator should give info on the plans that reporters need to make sure they are prepared for the day.

Help them make a list of other young people they want to interview and why, and work down it for the rest of the week. As a group you can decide this as you decide what stories are emerging from the experience, and who you want to talk to re: that issue.

Decide with the young people if interview questions need writing, when this will happen.

If they are choosing an issue to concentrate on that day, facilitators can help them decide which issues. I suggest the choice will be decided by the sessions happening that day.

In the news meeting, it is important the young people take the lead. Facilitators should guide and advise only when necessary.

Facilitators should also keep a check on team punctuality, health and well-being, and an eye on the equipment table.

Supporting Young People in the Story Process

1. Identifying a story angle

Knowing what story you want to tell is the most basic part of the journalistic process across all media. By helping young people to focus their minds on this, they will find every other decision they need to make is half made already.

You can help them by brainstorming different questions around the story themes on the “Being a youth journalist” page of the pack, and reading the “Finding an Angle” page.

You can also work backwards from a key event.

E.g.: What’s happening? Roger Moore is coming at 3pm.>What story do you want to tell about this>What young people think of him>How shall we tell it>Using photos before during and after>What do we need>Camera>Who is doing the story> A and B>Anything else>Quotes>therefore questions by 2.30pm....etc

2. Research

Someone with access to Internet in the city of the event can do a **daily news digest** so they know what stories the media are covering on the issues they are interested in. This will be excellent research to follow up later and help them to identify story angles that they can do that adult journalists aren’t doing.

- Young people might need help finding stats, spellings of names or different locations on maps.
- Those used to different keyboards will need help using computers.
- I have given basic search suggestions but there are loads more.

3. Writing Questions

Facilitators should help young people understand **Open Questions**, and types of question, and how to use them. You can do this by doing a practice session, or role-plays during media training or in the morning meeting.

When young people are writing interview questions, you should check through them against the **dos and don’t** list in the pack.

When the questions are written, someone with journalism experience should help the young reporter put the questions in the right order: **Keep the most difficult till the end and have a few follow-ups up your sleeve.**

Help them to decide before hand who is asking first, who second etc. They should formulate a signal between them if one person has asked a question and wants to ask a follow up straight away.

4. Doing Interviews / Roundtables

Facilitators should help identify interview subjects, set up the interviews through mentors or carers, and find a quiet place to do the interview. Help the reporters arrange the seating properly.

Interviews should always be done in teams or twos. This means no one is ever overly pressured. This is especially true in front of camera work. If you want only one person in front of the camera, make sure the next time round, someone else has a go.

Where possible a facilitator should be present in interviews to support both parties. The reporters will need support to repeat questions if for example a politician is being slippery, or the interviewee doesn't fully understand.

Reporters will also need support to ask follow up questions. If you think of a good question that they haven't asked, ask the reporter at the end if you can ask a question and when they say yes, ask it.

Situation example: what makes a "good" story?

Once when I was supporting a team of three young people do a camera interview with a young refugee, they asked the question "what does art mean to you". The girl broke down and began to tell them how she had once loved to sing and dance. Her family had been killed in the civil war in her country, and since coming to the UK it was only by making art that she began to feel alive again.

The young reporters were not prepared for the effect of their question and did not know what to do. After a beat or so, I asked them to stop filming. They were then able to comfort their subject.

After she had left, they all felt they should have behaved differently and turned the camera off straight away. I had to help them understand that sometimes bearing witness to someone's story and making sure the world sees the effects in human terms is the role of a true journalist.

It's a fine line between this and exploiting people, and this is something they will come to understand. Facilitators will need to be prepared to help them through these transitions, and to turn the camera off, or keep it rolling sometimes.

When situations like this occur, everyone needs a break. They could also write their private thoughts down in a quiet moment, and if they want to, give them to the facilitator. Then they will need cheering up and singing together, or the facilitator making a fool of him or herself by singing, often helps.

5. Debriefing

Debriefing is for two reasons –

- To help reporters gather thoughts about how the interview went: any interesting comments or moments, any good quotes should be noted.
- To identify the reporter's strengths and weaknesses - to give praise and encouragement and learning tips for next time. To promote team work.

Wherever possible, debriefing should be done straight away without the interviewee. It should be taped and transcribed as it is invaluable M&E and useful when the article gets to the writing and editing stage.

6. Writing / Editing

- Facilitators have an obvious role here in helping to:
- Identify how to write the piece: news/ short quotes/ diary/ Q&A etc.
- Helping those with different languages get translation if they need and want it.
- Helping to order information into a professional standard piece using all the different story stages.
- Ensuring the young person's view is the main thrust of the piece by sitting with them and getting their views.

Notes: There are self-explanatory monitoring and evaluation materials at the back of the pack as well as easy to replicate forms that will help young people be organised. They aren't necessary but are useful.

Working with different types of media

Starting off

Encourage young people to ask permission of each other before interviewing and filming. Make it clear that anyone can request at any time not to be filmed, photographed or interviewed. They can also change their mind from this position. It is vital that all the journalists understand how to respect each other's boundaries and privacy. **This can also be highlighted in the power and responsibility exercise and in ground rules.**

Equipment

The **notebook** is the most essential piece of equipment each young journalist will have.

As a facilitator, you should make sure everyone has their notebooks and are using them to note interesting moments, thoughts feelings, good quotes, etc.

You should encourage tasks to be delegated and different teams to take responsibility for different bits of copy. Keep a note for yourself of who is doing what.

Writing for the Internet

- The pack includes some story format ideas, but the team will have loads.
- The most important thing about this is that you don't have to do ANY extra work especially for the Internet. You can use material gathered from other things throughout the day.
- Have a brainstorming about the best stuff to use and how they want to present it at the end of each day.
- Have a different journalist provide the online diary piece each day.
- Include quotes of other young people and digital pictures.
- Print the blogs and articles out the next day so everyone can see the results straight away. This gives a good sense of achievement and encouragement to the person who has to do it that day.

Putting together longer articles for newspapers

The role of a facilitator here lies in helping young people organise their material and making sure it really is their views that go out there.

Often the journalist will have a lot of material. It's a good idea to go over the story process especially reminding them of the angle they wanted, and decide things accordingly.

Keep their language in and don't over edit – this is what makes it their "voice"

It is strongly advised that all external media outlets agree to not edit their work without facilitators comparing the two versions and checking the final drafts have the right by lines.

You should consider having a standard line at the end of each piece without the inclusion of which outlets can't have copy:

PART D. ENSURING QUALITY FOLLOW-UP TO A MEETING

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D.1. GUIDELINES

D.1.a. Guidelines on Follow-up Actions

Systematic follow-up to children and young people's participation in an international meeting is a vital part of the process of engaging children in the development of their communities and countries. Following a meeting, it is important to ensure that the expectations and objectives of children and young people are fully supported once the meeting has ended.

Key issues

- Adults sometimes see child and adolescent participation in a conference as an end point, whereas for most child participants the meeting means a beginning: a beginning of new relationships, networks, beginning of dialogue with adults, etc.
- If an evaluation is done of the meeting, make sure that child participants are also included in this (see follow-up questionnaire). Children would also like to know the impact of their participation in the meeting.
- Children often express a wish to be involved in implementation of decisions taken at the meeting. Try to find ways that this can be accommodated as much as possible.
- Try to ensure that child participants have an opportunity to share what they have discussed and learned at the meeting with their peers at home. This could mean organising a follow-up youth meeting in your country. Feed back to existing community activities, etc.
- Internet networks could be one way to continue to share ideas and experiences for participants. Adults need to be prepared to guide young people in this process.

Key questions

- Has planning been undertaken to ensure that the outcomes from the meeting are followed through and that children and young people are able to use the experience of participating in projects or work in their local communities?
- Has provision been made for children to sit down together and assess their experience of the forum? (This should be included in planned activities with children, with appropriate time and budget allocation for it.)
- Have all children participating in the forum had access to information about what happens next?
- Have the children received meeting reports and other documents?

Practical suggestions for quality follow-up²⁰

- At the completion of the project, share with the children and young people

²⁰ So you want to consult with children? A toolkit of good practice. Save the Children.

- At the completion of the project, share with the children and young people the results of the work that they have done. If applicable, share with them how their work fits into the larger picture.
- Provide practical support to ensure that young participants can feedback to and follow up actions with their peer group back home /in their own communities.
- Be clear from the beginning whether or not children and young people will be able to be involved in any additional follow up action related to the consultation or whether this is a one-off event. If follow up action is possible, make sure that this is built into the process from an early stage and that children and young people are aware that a longer-term commitment may be required from them.
- If follow up action is possible, build into the consultative process the space to develop plans together with children to actively support their involvement in the development, implementation and monitoring/evaluation of the outcomes of any consultation process.
- Provide assistance to other key players (civil society, governmental authorities etc.) in order to encourage and enable them to involve children in follow up actions.

D.1.b. Children Participating in Research, Monitoring and Evaluation²¹

The trend of involving children more actively in Monitoring and Evaluation as part of their right to participate brings many practical challenges and raises ethical considerations.

The ethical issues are complex and no straightforward guidelines exist. Children's rights are established in international law, where children are defined as those up to 18 years old, but the reality and meaning of childhood throughout the world differs. The context (cultural, political etc.), the capacities of each child, which in turn vary with age and stage of development, and the corresponding possibilities for participation all vary; so, too, then, will the response to ethical challenges in research and M&E practice (Boyden and Ennew, 1997).

The responsibilities lie with researchers/evaluators, those technical professionals involved in design of research, monitoring and evaluation activities and directly in data collection. However, managers commissioning such activities are equally responsible for ensuring that ethical issues are identified and resolved in methodology design. This Evaluation Technical Note²² explores the child's right to participate, related concepts and their implications for research and M&E activities. It also outlines key ethical considerations about whether and how children participate in research and M&E, and provides a checklist of questions for research and M&E managers.

Questions For Managers Of Monitoring, Evaluation & Research Activities:

The following is adapted¹ from P. Alderson (1995), "Listening to Children: Children, ethics and social research", Barnardos, primarily from "Ten Topics in Ethical Research" (p.2-6) with detailed extracts on key issues in boxed text. While the original questions refer to research, they are equally relevant for UNICEF monitoring and evaluation work.

21 Evaluation Technical Note, Issue 1, 2002.

22 The authors of this Handbook have only included relevant extracts of the Evaluation Technical Note. For the entire Technical Note please visit [http://www.intranet.unicef.org/epp/evalsite.nsf/0/ACF4C8B740FA19C085256BAD007A9BD9/\\$FILE/TechNote%20Ethics.PDF](http://www.intranet.unicef.org/epp/evalsite.nsf/0/ACF4C8B740FA19C085256BAD007A9BD9/$FILE/TechNote%20Ethics.PDF)

UNICEF offices are responsible for ensuring that these questions are considered in the design of the monitoring, evaluation and research activities in which they are involved.

1. Purpose

- Is the topic worthwhile? How are the findings likely to benefit children? How will they add to what is already known?
- If the findings are meant to benefit certain children, who are they and how might they benefit?
- Assuming findings are to be used to facilitate decision-making, who do they target? Is children's role in decision-making facilitated by this activity?

2. Costs and hoped-for benefits²³

- What contributions are children asked to make, such as activities or responses to be tested, observed or recorded? Is this a one off contribution or, as in the case of some monitoring activities, will this be repeated?
- Might there be risks or costs — time, inconvenience, embarrassment, intrusion of privacy, sense of failure or coercion, fear of admitting anxiety? Also, consider retribution in contexts of conflict. Might there be benefits for children who take part — satisfaction, increased confidence or knowledge, time to talk to an attentive listener, an increased role in decision-making processes affecting them? Are there risks and costs if the research, monitoring or evaluation activity is not carried out? How can the researchers or managers of research and M&E promote possible benefits of the work?
- What is planned to prevent or reduce any risks? What is the guidance regarding data collectors/researchers response to children who wish to refuse or withdraw? What will be the procedure with children who become distressed (e.g. if they simply feel uncomfortable, or if participation requires them to relive or experience emotional or psychological trauma) on the spot and in terms of referrals and follow-up? What steps are taken to ensure the protection and supervision of the children involved, including against bad practices by data collectors/researchers?

3. Privacy and confidentiality

- How will the names of children be obtained, and will they be told about the source?
- Does the selection method allow children and parents to opt into the activity (e.g. to volunteer for selection)? Is the selection method intrusive or coercive?
- Will interviews directly with individuals be conducted in a quiet, private place?
- Can parents be present or absent as the child prefers?
- Will personal names be changed in records and in reports to hide the child's identity? What should be done if children prefer to be named in reports?
- When significant extracts from interviews are quoted in reports, should researchers/evaluators first check the quotation and commentary with the child or parent concerned? What should be done if respondents want the reports to be altered?

²³ Questions were rephrased and adapted, and a very few additions made, to apply to both monitoring and evaluation as well as to make the list more appropriate to developing country contexts. Some sections considered less relevant to UNICEF work have been deleted.

4. Selection, inclusion and exclusion

- Why have the children concerned been selected to take part in the activity?
- Have efforts been made to reach marginalised, indigenous or disadvantaged children? Are issues of accessing these children satisfactorily dealt with in the methodology?
- If some of the children selected do belong to disadvantaged groups, have the researchers made allowance for any extra problems or anxieties they may have? Does the methodology accommodate their differing capacities?
- Have some children been excluded because, for example, they have speech or learning difficulties? Can the exclusion be justified?
- Are the findings intended to be representative or typical of a certain group of children? If so, have the children in the study been sufficiently well selected to support these claims?
- Do the design and planned numbers of children to be involved allow for refusals and withdrawals? If too many drop out, the effort may be wasted and therefore unethical. Consider also the possibility of withdrawals at different points in repeated monitoring activities.
- If the issue or questions being investigated are about children, is it acceptable only to include adult subjects?

5. Process of review and revision of ToRs and methodological proposal

- Have children or their carers helped to plan or comment on the methodological proposal?
- Has a committee, a small group or an individual reviewed the protocol specifically for its ethical aspects and approach to children?
- Is the methodological design in any way unhelpful or unkind to children?
- Is there scope for taking account of comments and improving the design?
- What are the agreed methods of dealing with complaints?

One balance to consider is between over- and under-informing subjects, in either case preventing them from making a well-founded decision. A core of basic information in a leaflet, with suggested questions and further discussion can help to achieve a reasonable balance. This can combine what the reasonable researcher would tell, what a prudent subject would ask, and what the individual subject wants to know. (Alderson, 1995 - 20)

6. Informing children, parents and other carers

- Are the children and adults concerned given details about the purpose and nature of the research or M&E activity, the methods and timing, and the possible benefits, harms and outcomes? If children are not informed, how is this justified?
- Does a researcher/evaluator also encourage children and adults concerned to ask questions, working with an interpreter if necessary?
- If the research is about testing two or more services or products, are these explained as clearly and fully as possible?
- Are key concepts, such as 'consent', explained clearly?
- Are children and/or adults given a clearly written sheet or leaflet to keep, in their first language? If literacy is an issue, how is this handled in terms of ensuring children and

their carers can access and review information provided about the activity at a later time?

- Does the leaflet give the names and address of the research/data collection/evaluation team? How can children contact someone from the team if they wish to comment, question or complain?

7. Consent

- As soon as they are old enough to understand, are children told that they can consent or refuse to take part in the activity?
- Do they know that they can ask questions, perhaps talk to other people, and ask for time before they decide whether to consent?
- Do they know that if they refuse or withdraw from the activity this will not be held against them in anyway?
- How do the researchers/evaluators help the children to know these things, and not to feel under pressure to give consent?
- How do they respect children who are too shy or upset to express their views freely?
- Are parents or guardians asked to give consent?
- How will the situation be handled if a child wants to volunteer but the parents refuse?
- Is the consent written, oral or implied? What is legally required and appropriate in the context?
- If children are not asked for their consent, how is this justified?

8. Dissemination

- Will the children and adults involved receive short reports on the main findings or other forms of feedback?
- Are the capacities of children and their preferences for how they receive feedback taken into consideration?

9. Impact on children

- Does the research, monitoring or evaluation activity have any impact on children's capabilities, on the degree to which their environment is supportive of their participation (e.g. a change to attitudes of parents or other adults, to customs or to laws) or on future opportunities for participation (e.g. a change to practices in schools or other fora where children may participate; the creation of new fora, organisations etc.)? Was any such impact planned for in the design?
- Do they use positive images in reports and avoid stigmatising, discriminatory terms?
- Do they try to listen to children and in children's own terms, while aware that children can only speak in public through channels designed by adults?
- Do they try to balance impartial assessment with respect for children's worth and dignity?

D.2. CHILD PARTICIPANTS EVALUATION

D.2.a. Evaluation Form

	Excellent	Good	Not so good	Bad
Overall				
The presentations				
The small group discussions				
The building				
The food and drink				

Suggestions for future meetings:

The most useful aspects of the meeting were:

The least useful aspects of the meeting were:

The meeting helped me as follows:

Did you feel that there was space for you to actively participate?

☐ Yes ☐ No

Reasons:

Do you have any comments on the facilitator and facilitation styles?

D.2.b. Follow-up Questionnaire

Name of participant: _____

Country: _____

Did you have a de-briefing meeting with your delegation when you went back home? If yes, please explain.

Did you share your experiences of the meeting with friends at home?

If yes, how did you do this and how many people did you meet with (e.g. presentation in school, in your community, youth club, media interviews, etc.)

If not, why not? Would you like to share your experience with others?

What activities related to the meeting have you been involved in since you returned to your country? What are your plans?

Do you know what your government is doing to start implementing the commitments made at the meeting? If yes, what? If not, what would you like to happen?

Do you have any other comments or questions?

Please return this form by **[date]**

Email: [..] Fax: [..]

Many thanks for filling out and returning this form!

D.2.C. Junior 8 Summit 2008 – Note on Follow-up

Background

There is enough evidence to suggest that the lack of systematic follow up with children and young people can result in de-motivation and disinterest which may even reflect in their lack of trust and belief in processes that promise to honour children voices and their actions, and will also discredit UNICEF's desire to promote meaningful children and young peoples participation for social change. At the same time evidence also suggests, if there is a systematic follow up, which takes into account children and young people own opinions and actions into the follow up process, can generate their active engagement and continued interest to be involved as young citizens to make positive contributions to their respective communities and at local and national levels.

Systematic follow-up to children and young people's participation in an international meeting is a vital part of the process of engaging children in the development of their communities and countries. This is a prerequisite to meaningful and ethical participation of young people and an integral part of the accountability UNICEF and the organisers.

Following every Junior 8 Summit since 2005, ADAP-HQ has tried to followup through the respective National Committees and RO/CO with the young people who were participants in these meetings. Information on some of their followup activities and plans on return to their countries have been gathered and shared with the UNICEF colleagues. However, this process has been uneven depending on the level of commitment and involvement of the respective offices in the country. Hence, during the last year or so, the internal reviews and evaluations of the Junior 8 and other major global advocacy events that are facilitated and supported by ADAP-HQ, GRO/PFP-Geneva and other parts of the organisation have underlined the need for a strategic and long-term approach to followup and sustainability of the network of young people in between and after each of these global events and initiatives.

The introduction of the "UNwiki" workspace for the first time as part of the Junior 8 Summit last year in Germany provided an important tool for the young people to connect before and during and stay connected after the summit. Based on the lessons learnt from last year, this year's Junior 8 Summit agreed to develop a strategic followup plan to allow UNICEF Natcoms and Country Offices to ensure that the objectives and effective engagement of J8 participants are supported by providing an enabling environment for active citizenship and civic engagement. This will support creating a stronger J8 community, advocating together for social transformation.

Purpose of Follow up

- To provide a platform for continued civic engagement of children and young people following the J8 Summit in the areas of governance, advocacy, participation and social change.
- To gather measurable results on adolescents' participation based on the J8 participants' involvement and engagement at local and national levels prior and during the J8 Summit.

Following are some suggested guidelines for the followup plans for the Junior 8 Summit 2008

Possibilities for follow-up on national level

It is crucial to generate ideas, recommendations and action plans from young people themselves. Furthermore, follow up is crucial for demonstrating results on J8 and its continuity and its impact in lives of girls and boys who actively participate both in the process leading up to the J8 and the J8 itself. What is crucial in the overall picture is continuity and to sustain their interest and motivation in the follow up stage.

It is important to ensure that all J8 summits are interlinked and feed into one another. Which means, we need to look at J8 as *"beyond an event"* rather, as a connector which provides young people a platform, to voice their opinions and express their recommendation to the world leaders and other decision makers on crucial developmental issues? The J8 can also be viewed as an annual culmination of major local/national and regional advocacy issues and concerns raised by young people in various events, meetings and campaigns supported by UNICEF around the world. The J8 will therefore seek to synthesise and reflect these major national and regional agendas in its attempt towards global advocacy as part of the G8 summit process.

Following are some examples of what can be done :

Young People Monitoring G8 Commitment

- J8 participants should monitor the implementation of their respective governmental (national) and G8 (international) commitments, and also engage – where possible - in effective dialogue on the G8 and national issues with political, social and economic decision-makers prior and following the Junior 8 Summit.
- The monitoring and advocacy activities should continue until the selection of the next generation of J8 participants (and beyond) and will give the young people the opportunity to build their capacity for effective long-term engagement.
- They could also work as "connectors of young people" (adolescent) groups with youth organisations and networks, local groups at community level and other national organisations as relevant.

Young People Community Action Groups

- Young people need to bring the lessons and experiences from the J8 process to their respective local schools, youth organisations and networks and communities. This can lead to application of the J8 experience locally into their local social issues.
- Young people need to be supported – especially by UNICEF country and regional offices - in their role as social actors and active citizens. This could mean facilitating interaction and working with local government, youth organisations and other national and regional processes. Where necessary, RO/CO could work with J8 participants as “young partners” in UNICEF’s projects, programmes and initiatives at local, national and regional levels.

Young people as Peer Educators/ Facilitators

- Young people could work as peer educators and facilitators on various aspects discussed at the J8, but not just limiting themselves to J8/G8 topics. They could discuss other social, human rights and development issues that affect them and communities.
- They could also create a community of J8 educators/ facilitators who actively work with other children and young people in their communities to strengthen their voices and their meaningful participation in local actions.

Young People as Researchers

- J8 participants could research the themes of National Youth Policies (NYP)/ National Action Plans for young people of their respective countries which are closely linked to the G8 topics, i.e. possible questions: What has your government achieved in the last years with regard to education? What is their plan to further implement an effective education strategy? How has your government put forward their position at the G8?
- With support from the Youth Communication unit, Division of Communication, they could also be trained in 1 minute video or or short film making which could be used to research on various issues that affect their lives. They could share this through the J8 website and Voices of Youth and or other means like YouTube etc.

Young people as Connectors

- J8 teams should provide each other (and beyond) regular updates through J8 website, VOY, e-based list serves, snail mails, web conferencing, teleconferencing and or videoconferencing. This could be an opportunity to connect industrialized and developing countries and continue the dialogue among the J8 participants between the annual summits.
- The subsequent generations of J8 participants should receive a briefing/status report on the implementation of the key issues and a formal handover of responsibilities by the J8 participants of the previous year. This needs to be discussed during the preparatory weekends and the J8 in Japan in July 2008.

Linking G8 and J8

It is recommended that research on the G8 topics starts prior to the J8 Summit and continues until the formal handover to the next generation of J8 participants.

ADAP needs to discuss with IKM (Information and Knowledge Management) in HQ, IRC-Florence and the Natcoms E4D network and others to setup a “research hub” on G8 issues linked to the J8 process. This hub needs to monitor and link up with the “G8 Research Centre” at the University of Toronto and others.

Preparation of participants

The national follow-up activities should be organized by the J8 teams, their teachers and respective Natcoms or Country Offices. It is important that national followup plans are already discussed and agreed upon during the preparatory weekends for J8 2008.

Some other proposals for followup


- Periodical/regular communications and exchanges among J8 participants – via conference calls
- Regular monitoring of the “J8 workspace” and providing technical assistance and facilitation to the J8 community of past and present participants to exchange ideas, share initiatives and work together on common projects of followup.
- Publish a “J8 Followup Bulletin” once a month – putting together the information and exchanges taking place on followup actions by J8 community in both G8 and non-G8 countries
- Link J8 community to ongoing and emerging global and regional advocacy initiatives, campaigns and events on youth – as resource persons, facilitators and partners
- Periodical/regular circulation of information and updates on followup actions and initiatives of the J8 community – both internally within UNICEF and among key partners – including UN agencies, inter-governmental bodies, regional institutions, NGOs and civil society, youth organisations and networks – by ADAP-HQ and other divisions/sections as necessary.

UNICEF support

ADAP in UNICEF-HQ will be responsible for overall coordination and support for these followup plans at the global level – in close collaboration with PFP-Geneva, DOC, DPP, PD and the regional and country offices. In addition, specific technical assistance and support will also be needed from the Natcoms Education for Development (E4D) network, the Youth Communication unit of DOC, regional and country offices and national partners as necessary.

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D.2.d. Journal 8 – a follow-up Newsletter to Junior 8 Summits



JOURNAL 8 - A REGULAR BULLETIN ON FOLLOW-UP ACTIVITIES BY THE J8

INTRODUCTION

The J8 Summit has over these last five years resulted in a "J8 community of young people" from both industrialized and developing countries. At each J8 Summit the children and young people discuss and agree on some of the actions they will undertake on return to their own countries, based on the themes discussed and the recommendations they presented to the G8 leaders.

This "Journal 8 aims to document local and national activities that children and young people have undertaken in their home countries, and some of their plans on how to continue to be engaged and implement follow up actions.

What is the Journal 8?


The "Journal 8" is a forum for the J8 participants to talk about their follow-up advocacy efforts in their countries on the **Rome Declaration** (<http://my.j8summit.com/sinepol/j8-2009-declaration+2328>) and **Action Plan** (<http://my.j8summit.com/muchnik/rome-action-plan+2357>) with support from their respective NatComs and Country Offices, as well as the Adolescent Development and Participation (ADAP) team at UNICEF Headquarters in New York and Child Rights Advocacy Section at UNICEF PFP, Geneva office, and colleagues at DoC.

How often is it going to be released?

The Journal 8 is a periodical newsletter that is prepared by UNICEF depending on young people's feedback and updates.

Who are we targeting?

The J8 community, including G8 and Non G8 participants, chaperones, facilitators and external partners



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PART E.
REFERENCE LIST

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The Child and Youth Participation Resource Guide provides an overview of existing resources on child and youth participation and assists readers in seeking further information through the listed websites and organizational links. Most of the materials are available in electronic form and they have been included in the CD-ROM that is part of this guide. The main audiences for this resource guide are practitioners and managers involved in promoting child and youth participation in government, community-based organizations, child-led organizations, NGOs and UN and donor agencies.

The web-based version of the guide is available at <http://www.unicef.org/adolescence/cypguide/resourceguide.html>.

E.1 CAPACITY BUILDING IN CHILD PARTICIPATION

Dynamix Ltd, *Participation – Spice It Up! Practical tools for engaging children and young people in planning and consultation*, Save the Children UK, London, 2003.

This publication provides ideas and values that underlie youth participation approaches. It includes tried and tested examples of over 40 activities. The topics cover everything from getting started and gathering information to long-term planning and evaluation.

Available from: dynamix@seriousfun.demon.co.uk

Gibbs, Sara, Gillian Mann, Nicola Mathers, *Child-to-Child: A practical guide. Empowering children as active citizens*, Health Action Zone, Groundwork Southwark, London, 2002.

This guide outlines a process for working with children ages 9-15 on projects that are child-initiated and child-led. It is an illustrated, easy-to-read resource for practitioners. It also contains sections on group work, choosing issues, conducting research, taking action, and evaluation. It includes a list of readings, additional resources and sample lesson plans.

Available for download: www.child-to-child.org/guide/index.html

Hart, Roger A., *Children's Participation: The theory and practice of involving young citizens in community development and environmental care*, Earthscan, ISBN 1853833223, London, 1997.

This manual focuses on conceptual issues, processes and methods of involving children in community development projects. It includes case studies from diverse cultures and social classes to demonstrate a range of useful and effective techniques to facilitate children's participation in projects.

Available for purchase: http://web.gc.cuny.edu/che/cecg/publications/books/books_titles_index.htm

Kirby, Perpetua, Claire Lanyon, Kathleen Cronin and Ruth Sinclair, *Building a Culture of Participation: Involving children and young people in policy, service planning, delivery and evaluation*, Handbook, National Children's Bureau, Department for Education and Skills, Nottingham and P.K. Research Consultancy, 2003.

This handbook draws on the findings of a research study that explored the experiences of 29 organizations in seeking to listen to young people and to take action on what they said. It moves beyond the acceptance of children's involvement in organizations, and looks at how commitments can be translated into practice by bring about changes to actively involve children and young people in services and policy making.

Available for download: www.everychildmatters.gov.uk/files/93044411E35345F240C66D411CA0270D.pdf

Lansdown, Gerison, *Promoting Children's Participation in Democratic Decision-Making*, Italy, 2001

This publication makes the case for a commitment to respecting children's rights to be heard and the need to consolidate and learn from existing practice. It provides practical guidance on lessons learned in working with children as partners. It is a contribution to the development of tools for those who see children's rights to be heard as a means of promoting and protecting their other rights.

Available for download: <http://www.unicef-icdc.org/publications/pdf/insight6.pdf>

Marx, Maxwell, William Finger, Hally Mahler (eds.), *Youth Participation Guide: Assessment, planning and implementation*, YouthNet and Family Health International in collaboration with Advocates for Youth, ISBN 0 939704 93 5, Arlington, VA, USA, 2005.

The Youth Participation Guide seeks to increase the level of meaningful youth participation in reproductive health and HIV/AIDS programming at an institutional and programmatic level. The target audience includes senior and middle management, programme managers, staff involved in implementing activities and youth who may be engaged at all levels of an organization's work.

Available for download: www.fhi.org/en/Youth/YouthNet/rhtrainmat/ypguide.htm

Miller, Judy, *Never Too Young: How young people can take responsibility and make decisions*, Save the Children, UK, ISBN 184 187 077, London, 2003.

This handbook focuses on younger children and describes how they can take responsibility and make decisions.

Available from: www.savethechildren.org.uk/scuk/jsp/contactus/form-online.jsp?group=contactus§ion=onlineform

NSW Commission for Children and Young People, 'Research and resources on children's participation', in *Taking Participation Seriously*, New South Wales Commission for Children and Young People, Australia.

The Research and Resources on Participation toolkit analyses selected models of participation from Roger Hart's Ladder of Participation to Harry Shier's Pathways to Participation. It also includes useful research and resources on children's participation in general. This is part of a six-part resource toolkit called *Taking Participation Seriously*, a resource for organizations that want practical advice about how to involve children and young people in activities, events and decision making about issues that affect their lives. Children and young people helped develop the kits.

Available for download: www.kids.nsw.gov.au/files/tpsresources.pdf

O'Kane, Claire, 'Mainstreaming Child Participation in Programming' *Children and Young People as Citizens: Partners for social change, Book 2, Learning from Experience*, Save the Children Alliance, South and Central Asia Region, Kathmandu, 2004, pp. 22-65.

This chapter emphasizes that children's participation is a cross-cutting issue. It needs to be integrated in all stages and areas of work with children. The chapter provides recommendations for organizations moving towards a vision of children's participation.

Available for download: www.savethechildren.net/nepal/citizens.html or www.savethechildren.net/alliance/resources/child_part/child_citizens_2.pdf

Pretty, Jules, Irene Gujit, John Thompson and Ian Scoones, *Participatory Learning and Action: A trainer's guide*, International Institute for Environment and Development, London, 1995.

This is a guide for training in the use of Participatory Learning and Action (PLA) techniques. These appraisal instruments can be used in urban and rural settings and can be adapted for use with young people.

Available from: www.iied.org

Rajani, Rakesh, *The Participation Rights of Adolescents: A strategic approach*, UNICEF, New York, 2001.

This is a resource for policy makers, programmers, advocates and activists interested in promoting the meaningful participation of young people at the global, country and community levels. The author argues that a development approach that emphasizes investing in young people's assets and protective factors is more effective than focusing only on fixing young people's problems.

Available for download:

www.unicef.org/adolescence/files/Participation_Rights_of_Adolescents_Rajani_2001.pdf

Regional Working Group on Child Labour, Learning to Work Together: A handbook for managers on facilitating children's participation in actions to address child labour, Regional Working Group on Child Labour, ISBN 074-90 865-3-8, Bangkok, 2003.

This book combines lessons learned by working children and adults who have participated in child labour programmes, with insights from the growing literature on this subject. It targets programme managers for promoting children's participation in programmes to combat child labour. Key themes include: implementation, monitoring and evaluation, child-to-child, and communication about child labour.

Available for download: www.scswedenseap.org/

Save the Children, So You Want to Consult with Children? A toolkit of good practice, Save the Children Alliance, ISBN 82-7481-099-6, London, 2003.

This toolkit is based on the experience of Save the Children in helping to facilitate children's meaningful participation in the process leading up to, and including, the 2002 UN General Assembly Special Session on Children. The toolkit lists everything that needs to be done to make sure that children participate in consultations in meaningful ways.

Available for download: savethechildren.net/alliance/resources/childconsult_toolkit_final.pdf

Shier, Harry, 'Pathways to Participation: Openings, opportunities and obligations', in Children and Society, Volume 15, Number 2, 2001, pp 107-117.

This paper offers a model of five levels of participation where children are listened to, children are supported in expressing their views, children's views are taken into account, children are involved in decision-making processes and children share power and responsibility for decision making. The model identifies three stages of commitments at each level: openings, opportunities and obligations. This benchmarking tool is useful for planning and assessing children's participation.

Available from: www.ingentaconnect.com/content/jws/chi/2001/00000015/00000002/art00617

Theis, Joachim (ed.), Handbook for Action-Oriented Research on the Worst Forms of Child Labour Including Trafficking in Children, Regional Working Group on Child Labour in Asia, ISBN 974-90865-2-X, Bangkok, 2003.

This handbook brings together essential information about conducting effective, action-oriented research on the worst forms of child labour using a children-centred approach. It includes information on a step-by-step research process with sample materials in a user-friendly manner.

Available for download: www.scswedenseap.org/

UNICEF, State of the World's Children 2003, Issue on Participation, UNICEF, New York, 2002.

This report builds on children's experiences at the UN Special Session on Children, focuses on the importance of children's participation and argues that participation is the right of every child at every age. The report presents examples from around the world on the benefits of children's participation.

Available for download: www.unicef.org/sowc03/

van Beers, Henk, Vo Phi Chau, Judith Ennew et al., *Creating an Enabling Environment: Capacity building in children's participation, Save the Children Sweden, Viet Nam, 2000-2004*, Save the Children Sweden, Bangkok, 2006.

This report provides the outcomes of the research assessment in the Southeast Asia and the Pacific region of the impact of capacity-building efforts on children's participation carried out during 2000-2004. These programmes were implemented to raise awareness of children's participation in social, cultural and potentially political activities. It includes an overview of past experiences, description of the successes and failures of these initiatives and recommendations for planning future programmes on children's participation.

Available for download: www.scswedenseap.org

van Beers, Henk, *Children's Participation: Experiences in capacity building and training*, Save the Children Sweden, ISBN 91-89366-96-4, Stockholm, 2002.

This book is based on experiences working with street and working children. It deals with developing understanding and skills for children's participation among professional staff and within organizations. It includes information on the various aspects of training on children's participation, including measuring the outcomes of such trainings.

Available for purchase: www.rb.se

World Bank, Participation Sourcebook, World Bank, Washington, D.C., 1996.

This is a good resource on participatory planning and implementation in general. It contains case studies and chapters on how to conduct participatory planning and decision making, tools to enable people who are poor to participate and an overview of participatory methods and tools.

Available for download: www.worldbank.org/wbi/sourcebook/sbhome.html

Youth Peer Education Electronic Resource, Peer Education Training of Trainers Manual, UN Interagency Group on Young People's Health Development and Protection in Europe and Central Asia, Sub-Committee on Peer Education, 2003.

This manual focuses on the training of trainers of peer educators and provides an example of a training programme. Themes include sexual and reproductive health, prevention of HIV and sexually transmitted infections, and substance use. Special considerations are given to gender and cultural sensitivity in conducting health education.

Available for download: www.youthpeer.org/upload/resources/155_ResFile_Manual.pdf

Zhu, Zeng, Yang Haiyu, Andy West (eds.), Child Participation in Action: Concepts and practice from East and West – proceedings, papers and plans from the International Seminar on Child Participation in Action, Save the Children UK, China Programme and All China Women's Federation Child Work Department, Beijing, 2004.

This report provides an overview of children's participation in China. It includes conceptual chapters by international specialists, practical experiences with children's participation and the background and outcome documents from the seminar.

Available from: beijingoffice@scuk.org.cn

E.2 CHILD PARTICIPATION AND GLOBAL ADVOCACY

Miller, Judy, *Never Too Young: How young people can take responsibility and make decisions*, Save the Children UK, ISBN 184 187 077, London, 2003.

This handbook focuses on younger children and describes how they can take responsibilities and make decisions.

Available for purchase:

www.savethechildren.org.uk/scuk/jsp/resources/home.jsp?section=publication

Barker, Gary, *Engaging Young Men in Gender-Based Violence Prevention and Sexual and Reproductive Health Promotion*, Instituto PROMUNDO, Brazil, 2002.

This report shares experiences in working with young men in violence prevention and in promoting reproductive and sexual health. It emphasizes the need to focus more on young men to redress gender inequalities. It also gives recommendations for active involvement of young men in these programmes.

Available from: www.oxfam.org.uk/what_we_do/issues/gender/gem/downloads/Promcase.pdf or

www.promundo.org.br

Chawla, Louise (ed.), *Growing Up in an Urbanized World*, UNESCO, Paris, 2002.

Written by an interdisciplinary team of child-environment specialists, this publication emphasizes the active role of children and youth in the planning, design and implementation of urban improvements. The book summarizes the results of an eight-nation UNESCO project in low-income neighbourhoods. It explores the impact of urbanization on the lives of young people, children's perceptions of a good city and the factors that encourage the active participation of children in making their urban environments child-friendly.

Available for download: http://publishing.unesco.org/details.aspx?Code_Livre=3685

Cockburn, Gail, *Meaningful Youth Participation in International Conferences: A case study of the international conference on war-affected children*, CIDA, Winnipeg, 2000.

This paper includes sections on the definition and justification of children's participation and on the processes of youth participation at an international event. It includes principles for youth participation and concrete guidelines based on experiences of adults and youth at the conference.

Available for download: www.acdi-cida.gc.ca/cida_ind.nsf/AllDocIds/29D734B7C1D0666585256F90005323AF?OpenDocument

Dynamix Ltd, Participation – Spice it Up! Practical tools for engaging children and young people in planning and consultation, Save the Children UK, London, 2003.

This publication provides ideas and values that underlie youth participation approaches. It includes tried and tested examples of over 40 activities. The topics cover everything from getting started and gathering information to long-term planning and evaluation.

Available from: dynamix@seriousfun.demon.co.uk

Ennew, Judith and Yuli Hastadewi, Seen and Heard: Participation of children and young people in Southeast, East Asia and Pacific in events and forums leading to and following up on the United Nations General Assembly Special Session on Children, May 2002, Save the Children, Bangkok, 2004.

This evaluation report looks at some specific experiences of Save the Children and its partners in South-East Asia, East Asia and the Pacific. It recognizes successes and failings of that regional process and identifies a number of ways the outcomes could be better achieved.

Available for download: www.scsweden.seap.org

Goodman, Donna, Water, Sanitation and Hygiene Education... Children and Adolescents Leading the Way in Lao People's Democratic Republic, UNICEF, New York and Vientiane, 2005.

This study highlights young people's involvement in the implementation of a rural water supply and sanitation strategy in Lao PDR. Children and adolescents were engaged in activities, such as district-wide radio and television production and broadcasting, rural community theatre and schoolbased campaigns focusing on safe water, sanitation and hygiene education.

Available from: dgoodman@unicef.org

Goodman, Donna, UNICEF, Water, Sanitation and Hygiene Education... Children and Adolescents Leading the Way in Tajikistan, UNICEF, New York and Dushanbe, 2005.

This publication presents the involvement of children and youth in the planning and implementation of water, sanitation, hygiene education and advocacy in Tajikistan. Participatory activities included community water testing, health monitoring, Internet learning centres, vocational photography, community sanitation and cultural shows.

Available from: dgoodman@unicef.org

Guerra, Eliana, 'Citizenship Knows No Age: Children's participation in the governance and municipal budget of Barra Mansa, Brazil' in Children, Youth and Environments, 15(2), 2002.

This paper describes the development of a children's participatory budget council in the

city of Barra Mansa in Brazil. It provides information on the process and its impact and describes how children learned to represent their peers, prioritize resources and develop projects in the city's democratic structures.

Available for download: www.colorado.edu/journals/cye/15_2/15_2_09_CitizenshipKnowsNoAge.pdf

NSW Commission for Children and Young People, Taking Participation Seriously, New South Wales Commission for Children and Young People, Australia.

Booklet One: Sharing the Stage

Booklet Two: All aBoard!

Taking Participation Seriously consists of six booklets that provide comprehensive information and practical tools for involving youth in decision-making processes. 'Sharing the Stage' explores the idea of youth participation and looks at five key elements that are necessary for effective participation in decision making. It includes practical ideas and examples of what has worked for other organizations. 'All aBoard' looks at why and how organizations can involve children and young people on agency boards and committees. It provides information on the recruitment, roles and responsibilities, induction, supporting young people before and after meetings and on making meetings fun.

Available for download: www.kids.nsw.gov.au/publications/tps_sections.html

NSW Commission for Children and Young People, Taking Participation Seriously. New South Wales Commission for Children and Young People, Australia.

Booklet Four: Conferences and Events

Booklet Five: Meeting Together – Deciding Together

Taking Participation Seriously consists of six booklets that provide comprehensive information and practical tools for involving youth in decision-making processes. Conferences and Events provides ideas and activities for helping children play meaningful roles before, during and after events so that everyone benefits from their participation. It includes stories about young people's participation in conferences. Meeting Together – Deciding Together helps young people to prepare for a meeting, participate during the meeting and debrief afterwards. It includes 'child-friendly' templates for invitations, agendas and minutes.

Available for download: www.kids.nsw.gov.au/publications/tps_sections.html

The National Youth Agency, The Active Involvement of Young People in Developing Safer Communities, The National Youth Agency and the Crime Reduction and Social Inclusion Unit of the Government Office of the West Midlands, UK, 2002.

This comprehensive guide sets out the principles and processes required to meaningfully involve young people in the development of safer communities. It highlights a wide range of examples of how youth services and other agencies have involved young people in crime-reduction programmes, to the benefit of young people and their communities.

Available for download: www.active-citizen.org.uk/files/downloads/research/yp.pdf

Karkara, R. (2002) *CD Resource Book on Facilitating Children's Organisation and Children's Citizenship and Governance International* Save the Children Alliance, South and Central Asia, Kathmandu.

Compilations of games and facilitation techniques with young people based on a research on facilitation techniques with children's organizations

Save the Children, 12 Lessons Learned from Children's Participation in the UN General Assembly Special Session on Children, International Save the Children Alliance, London, 2004.

This booklet provides guidance on key principles and processes that have to be considered when involving children in conferences. It includes sections on creating an enabling environment, adult attitudes and behaviours, child protection, planning and budgeting.

Available for download: www.savethechildren.net/alliance/resources/publications.html

Save the Children, *Shaping a Country's Future with Children and Young People: National plans of action for children, Involving children and young people in their development*, Save the Children, Canada, 2002.

This report explains why and how children can be involved in the process of developing a national plan of action for children's rights. The section on involving children and young people is based on the findings from a consultation with over 4,000 children in 14 countries.

Available for download: www.savethechildren.net/alliance/resources/nat_plan_act_sum.pdf

Save the Children, *Participation of Latin American Child and Adolescent Communicators*, In preparation for the Fourth World Summit on Media for Children and Adolescents, Save the Children Sweden, Regional Programme for Latin America and the Caribbean, 2004.

This report outlines the learning processes and recommendations of child communicators from Brazil, El Salvador, Nicaragua, Paraguay and Peru during the World Summit on Media for Children and Adolescents in 2004 in Rio de Janeiro. This forum provided an opportunity for over 150 young people to convene and express their opinions on the media and influence the final outcome of the summit.

Available from: www.scslat.org/search/indexeng.php

Shuey, Elissa, Young People in the Media: A review of young people's participation in the media in UNICEF projects for the East Asia and Pacific region, UNICEF EAPRO, Bangkok, 2004. This report provides an overview of projects involving children and young people in the media. It includes an analysis of the issues and challenges for genuine and effective participation of young people in the media.

Available for download:

www.unicef.org/magic/media/documents/youth_media_in_south_east_asia.pdf

Veitch, Helen, Protocol on Children's Participation at the Regional Consultation for the UN Study on Violence Against Children, Interagency Regional Steering Committee for the UN Study on Violence Against Children, Bangkok, 2005.

This protocol pack on facilitating children's participation at consultations includes principles, standards, guidelines and forms for organizing children's participation at consultations. It was developed through a participatory process.

Available from: Henk.van.Beers@seap.savethechildren.se

Williams, Emma, Children's Participation and Policy Change in South Asia, Childhood Poverty Research and Policy Centre (CHIP), Working Paper 6, CHIP, London, 2004.

This report examines children's participation in policy processes by exploring ways in which children may successfully influence policy relating to childhood poverty. It compares five case studies in South Asia: an HIV/AIDS conference in Nepal, a children's parliament in Sri Lanka, two Indian working children's unions, and a street children's movement in Bangladesh. Based on these experiences, it analyses which channels of influence have proven most successful for children attempting to engage with decision makers.

Available for download:

www.childhoodpoverty.org/index.php/action=documentfeed/doctype=pdf/id=86/

Wittkamper, Jonah (ed.), Guide to the Global Youth Movement, Global Youth Action Network, New York, 2002.

This is a comprehensive directory of youth organizations and movements from around the world.

Available for download: www.youthlink.org/globalguide.pdf

An updated version of the guide is available from gyan@youthlink.org

Youth on Board, 14 Points: Successfully Involving Youth in Decision Making, Youth on Board, Somerville, MA, USA, no date.

This 220-page guide to youth involvement is a starting point for preparing young people to take ownership of their communities. It includes guidelines, worksheets, a resource

directory and stories from the street. The guide is designed to help young people and adults work together to improve their communities.

Available for purchase: www.youthonboard.org/publications.htm

Available for download (6-page summary):

www.nwww.org/contentcallsdocs/14%20Points%20Overview.pdf

E.3 EVALUATION & FOLLOW-UP TO CHILD PARTICIPATION

General

Boyden, Jo. "Conducting Research with War-Affected and Displaced Children: Ethics and Methods," in *Cultural Survival Quarterly* (pp. 71-73), 2000.

Hart, Roger. *Children's Participation: from Tokenism to Citizenship*. Innocenti Essays. No. 4. New York, 1992.

Rajani, Rakesh. *Promoting Strategic Adolescent Participation: a discussion paper for UNICEF*. Unpublished mimeo. New York, 1999 (December).

UNICEF. *Child Participation — Towards A Conceptual Framework*. Unpublished mimeo (Zero Draft). New York, 1998.

Design and methodology

Alderson, P. *Listening to Children: Children, Ethics And Social Research*. London, 1995.

Boyden, Jo and Judith Ennew (Eds.). *Children in Focus — A Manual for Participatory Research with Children*. Stockholm, 1997.

Gabarino, J., Stott, F. & Faculty of Erikson Institute. *What Children can Tell Us: Eliciting, Interpreting and Evaluating Information from Children*. San Francisco – Oxford, 1990.

Hart, Roger. *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. London, 1997.

Jareg, Elizabeth and Pal. *Reaching Children Through Dialogue*. London and Basingstoke, 1994.

McCrum, Sarah and Hughes, Lotte. *Interviewing Children — A Guide for Journalists and Others*. Save the Children, London, 2nd edition, 1998.

This Handbook on Child and Young People's Participation in Advocacy Fora is a practical tool for UNICEF staff and partners in promoting and strengthening child participation in global advocacy. It is based on many years of experiences and lessons learnt and incorporates minimum standards, protocols and guidelines that UNICEF has used in the last eight years to guide this process.



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