

# Participative methodologies for children and youths

*Enhancing psychosocial resilience and empowerment*

## Move On & Engage



The Move on & Engage Curriculum draws youth's attention to skills that will enable them to **assess together protection and psychosocial concerns** and then **generate and implement group-based initiatives** that address those concerns. The first part provides a step-by-step guide on how facilitators can involve young participants in different cooperative and participative activities to enable them to experience and understand a set of five key skills in order to undertake community action. In the second part, the youth will identify challenges to their well-being and will practice and use the "Engage" skills to develop concrete actions/ initiatives in order to address the challenges they face in their daily lives.

### Objectives

- (1) To **improve the self and collective efficacy of children and youth to address issues in their environment** that concern them, including family, school and community.
- (2) To **strengthen the psychosocial resilience of children and youth** who participate in the "MOVE ON & ENGAGE" programme.

### Target group

**Age:** 12-20

**Size group:** 10-15 participants

**Context:** settings which allow regular attendance/group stability such as development contexts and protracted crises or second phase of an emergency

### Phase 1: MOVE ON

After focusing on **developing trust**, participants will experience **key ENGAGE skills** which will support their agency to undertake collective actions to strengthen their psychosocial resilience and well-being:

- 1  **Trust Building**
- 2  **Cooperation/Collaboration**
- 3  **Communication**
- 4  **Self-awareness & Management of emotions**
- 5  **Problem solving & Creative thinking**
- 6  **Responsibility**

### Phase 2: ENGAGE

Participants will practice and use the "Engage" skills in the **development of concrete actions / initiatives** to address one of the challenges to well-being in their environment.



### Prerequisite

Ensure this methodology **fits your needs & context** in terms of:

- Target group
- Staff capacity & skills
- Community engagement
- Time commitment

**Consult** with communities, parents and children to see whether the methodology should be adapted.

## Material available

(click [HERE](#) to access these resources )

**A Methodology guidance**, which provides essential information to support program staff on how to understand and use the Move On & Engage methodology.

**A youth curriculum** comprising of 20 planned sessions for previously trained facilitators to implement the methodology with adolescents

**A Facilitator Orientation Manual** which contains 8 modules to help facilitators to better understand the methodology used in the MOVE & ENGAGE curriculum and will strengthen the key knowledge and skill areas needed to foster youth participation and skill development.

*The methodology will be available in different languages, therefore if you wish to translate it into your own language, make sure coordinate with [maria.bray@tdh.ch](mailto:maria.bray@tdh.ch).*

## Necessary resources

**Timing:** 6 months

- 1<sup>st</sup> month: Contextualisation, Traduction & Baseline
- 2<sup>nd</sup> month: Training (5-8 days)
- 3<sup>rd</sup>-5<sup>th</sup> month: Curriculum implementation - ideally 20 sessions of 90 min over 10 weeks (2 sessions/week)
- 6<sup>th</sup> month: M&E analysis & Lessons learnt

### Human resources:

At Programming level:

- a. Project Manager/Coordinator
- b. M&E Specialist

At Implementation level:

- a. Facilitators (2 for max of 15 youth)
- b. Trainers/Coach (1 for 6 facilitators)

### Material:

- Games equipment
- Handouts
- Refreshment

## Links with Tdh MHPSS framework



**Strengthening resiliency capacities and self and collective efficacy:** The curriculum focuses on five skills in order to build their adaptive and transformative capacity to strengthen their resilience, as well as their self and collective efficacy:

Cooperation/Collaboration, Communication, Self-awareness/Management of emotion, Problem solving/Creative thinking, Responsibility



**5 pillars of well-being:** the structure of the curriculum is articulated around the 5 well-being pillars



**Supporting Children and youth participation and empowerment:** Facilitators are supporting children and youth to **identify the daily challenges** affecting their protection/ psychosocial well-being and to **collectively act upon them** by involving their community. Youth are leading the part on “ENGAGE” but with support of facilitator.



**Community based and contextualised approach to well-being:** Involvement of the wider community is promoted by the youth themselves at every stage of the curriculum, in order to draw on existing resources, build community ownership of the action proposed by the youth, and improve sustainability of the action. **Communities are informed about the activity, consulted and can support** the youth's project.

## Monitoring & Evaluation

The MoveOn& Engage M&E framework is closely linked to the **global MHPSS M&E framework** (see [MHPSS Operational guidance](#)), in which Tdh has developed a series of indicators related to the main MHPSS outcomes for each well-being pillar: Feeling Safe, Feeling Connected, Feeling Worthy, Feeling Respected and Feeling Hopeful.

The MoveOn& Engage M&E framework contains **a series of tools** available [here](#).

*Tool 0: Indicators framework, Tool 1: Baseline Survey for C&Y, Tool 2: End-line Survey for C&Y, Tool 3: Survey Data Entry & Analysis, Tool 4: FGD guide with C&Y, Tool 5: Facilitator's Journal, Tool 6: Attendance Tracking and Facilitator's Journal (data entry), Tool 7: Facilitators End-line Reflection Questions*



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