

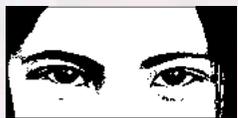


# Move on & Engage

## Facilitator Orientation Manual



**Terre des hommes**  
Helping children worldwide.



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Helping children worldwide.

Terre des hommes (Tdh) is the leading Swiss organisation for children's aid. Since 1960, Tdh has helped build a better future for vulnerable children and their communities, making an impact with innovative and sustainable solutions. Active in around 40 countries, Tdh works with its own teams and/or local and international partners to develop and implement field projects which significantly improved the daily lives of over four million children and members of their communities in 2019, in the domains of health, protection and emergency relief. This engagement is financed by support from private individuals and institutions, with administrative costs kept to a minimum.

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# Acknowledgements

This methodology was produced with the participation and active involvement of different contributors;

Queen Margaret University, Tdh field and HQ staff of Terre des hommes (Tdh) around the world.

It is the product of a long process which began in 2018 with an evaluation of Tdh Methodology "Movement Games and sport", seeking to identify ways to better adapt the methodology to Adolescents and Youth in migration and humanitarian contexts. This evaluation included field visits and consultation with key staff in Tdh field delegations and headquarters in Lausanne. We sincerely thank all those who contributed.

Particular acknowledgements are due to the Romania and Jordan delegations who welcomed and facilitated field visits and pilot interventions of MOVE ON ENGAGE methodology while it was being developed, as well as to the children and families we work with around the world.

## MOVE ON & ENGAGE toolkit

The MOVE ON & ENGAGE methodology comprises of three documents;

- **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. These modules will 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.

# Introduction

The Facilitator Orientation Manual contains 8 modules. These modules will 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**.

Each module is presented according to a consistent structure: Objectives, Key messages for facilitators, Presentation (background information) and Steps.

This 3 day MOVE ON & ENGAGE (also referred as the “ENGAGE” curriculum) induction training is **normally preceded by another training on the “Movement Game and Sport” methodology (MGS)**. The MGS training enables future animators to organise, plan and implement Psychosocial play activities through the MGS methodology. This “core MGS training” can be implemented over the course of 3 or 4 days, or more according to your context and needs.<sup>[1]</sup>

## General objectives of this manual

- To develop an understanding of the MHPSS framework (Mental Health and Psychosocial Framework) and the MO&E Methodology (shorter name for the Move ON & Engage Methodology)
- To participate in, and practice the main activities of the MO&E curriculum (as part of the Experiential learning approach)
- To enhance the knowledge and skills needed to facilitate meaningful participatory processes with youth, and to encourage community engagement

## Key messages for group facilitators

- Working with children and youth to strengthen their psychosocial well-being should enable each individual to **establish a personal sense of safety** and security in order to **trust and engage with others constructively**, AND support them to **engage with potential supports in their environment**, including families, community and wider society.
- In the context of major disruption, adults might not always be available to protect children and youth. This programme is designed to provide a context in which children and youth can become secure and build trust amongst each other.
- Children as well as **youth learn and develop when they can take some responsibility for themselves**. Adults can support them by helping them to recognise available, safe options, and provide guidance in the selection and completion of tasks.

The ‘MOVE ON & ENGAGE’ curriculum is designed to provide a context in which they can become secure, build trust amongst each other, and develop skills and confidence while contributing to stabilise the disrupted well-being pillars in their lives, alongside adults who can help.

<sup>[1]</sup> The full training manual for MGS can be found in the following document: *Working with children and their environment; Manual of psychosocial skills*, Terre des hommes, 2014.

[www.tdh.ch/en/media-library/documents/manual-psychosocial-skills](http://www.tdh.ch/en/media-library/documents/manual-psychosocial-skills)

Also see the document to easily plan your MGS training: *Recommended MGS training content*, Tdh, 2020

## Outline

Title	Objectives	Main Activities	Time (14-15hours)	Page	
<b>1 Introduction to the ENGAGE methodology What is this methodology about?</b>	To be presented with the overall methodology and the role of the animator in this methodology	<ul style="list-style-type: none"> <li>M&amp;M's get to know each other</li> <li>Presentation of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Expectations, concerns and experience</li> <li>Role of the animator</li> </ul>	<b>60 min</b>	<b>08</b>
<b>2 Introduction to the 5 Engage Skills in MOVE ON phase What is the MOVE ON phase?</b>	To identify and understand necessary skills to undertake collaborative actions in order to support youth in the acquisition of these skills	<ul style="list-style-type: none"> <li>Unity is strength</li> <li>Why collaborative action?</li> </ul>	<ul style="list-style-type: none"> <li>Exploring skills</li> </ul>	<b>60-70 min</b>	<b>16</b>
<b>3 Learning through experience How do I facilitate the MOVE ON phase?</b>	To understand and practice the facilitation of the MOVE ON phase, with emphasis on the importance of feedback mechanisms	<ul style="list-style-type: none"> <li>Trust circle</li> <li>Practice</li> <li>Electric fence</li> </ul>	<ul style="list-style-type: none"> <li>Describe and draw</li> <li>Magic carpet</li> </ul>	<b>60 min + 3 x 45 min</b>	<b>23</b>
<b>4 Introduction to the Tdh Pillar based approach to restore psychosocial well-being What is psychosocial well-being?</b>	To become familiarised with the well-being pillar-based approach developed by Terre des hommes in order to promote children and youth's psychosocial well-being in unstable contexts.	<ul style="list-style-type: none"> <li>Well-being free listing</li> <li>Pillars activities</li> </ul>	<ul style="list-style-type: none"> <li>Spider web</li> </ul>	<b>70-80 min</b>	<b>31</b>
<b>5 Supporting children &amp; youth meaningful participation What is youth participation?</b>	To understand the importance and principles of Youth participation	<ul style="list-style-type: none"> <li>Exploring approaches to youth participation</li> </ul>	<ul style="list-style-type: none"> <li>Exploring principles of youth participation</li> </ul>	<b>160 min</b>	<b>46</b>
<b>6 Presentation of the methodology to facilitate youth initiative in the ENGAGE phase How do I facilitate the ENGAGE phase?</b>	To provide an understanding upon the structure and the methodology of the ENGAGE phase and to prepare and practice the facilitation of youth initiative development and implementation	<ul style="list-style-type: none"> <li>Presentation of the ENGAGE steps</li> <li>Selecting challenges</li> <li>Mind map or planning tree</li> </ul>	<ul style="list-style-type: none"> <li>Developing collective action idea</li> <li>Identifying potential barriers and practise skills</li> </ul>	<b>160 min</b>	<b>56</b>
<b>7 Responding to diversity through a person-centred approach How can I manage diversity?</b>	To enable group facilitators to manage diversity within their groups and make each child feel part of the group	<ul style="list-style-type: none"> <li>Barnaga game</li> </ul>	<ul style="list-style-type: none"> <li>In or Out</li> </ul>	<b>70 min</b>	<b>65</b>
<b>8 Fostering community participation to strengthen social inclusion How do I support/encourage the participation of community?</b>	To increase group facilitators' awareness of the importance of broad community participation to achieve psychosocial objectives and the barriers that might undermine participation in unstable contexts, so that they can minimise them.	<ul style="list-style-type: none"> <li>Why community engagement?</li> <li>Mapping community resources</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder analysis</li> <li>Community engagement steps in practice</li> </ul>	<b>80 min</b>	<b>72</b>

# Graphic Chart

## Well-being pillars



Feeling safe



Feeling connected



Feeling respected



Feeling hopeful



Feeling worthy

## Key skills



Trust building



Cooperation/  
collaboration



Communication



Self-awareness  
& Management of emotions



Problem solving  
& Creative thinking



Responsibility

## Pictogrammes



Objectives



Instructions



Feedback



Elements to highlight



Advice for facilitators/  
Recommendations



Debriefing

# Module 1.

**Introduction to the ENGAGE methodology**

**What is this methodology about?**

## Presentation

In **the first part of the curriculum 'MOVE ON'**, after ground rules for group behavior have been established and group trust developed, the sessions provide a step-by-step guide to how facilitators can involve young participants in different cooperative and participative activities. Through these activities, participants will experience and understand a set of five key skills in order to undertake community action. The key skills are: **Trust, Collaboration, Self-awareness & Management of emotions, Communication, Problem Solving & Creative Thinking and Responsibility**. The cooperative activities encompass all these skills and several others, and facilitators will focus participants' attention on each of them in separate sessions. The overall goal is to enable participants to acquire, and confidently use, the "key ENGAGE" skills through experiential approaches that allow them to learn about the **theory from practical experience**.

In **the second part, '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**. The "ENGAGE collective actions" will be developed using a step by step approach, starting from the group's vision of well-being relating to the Tdh framework of 5 pillars of well-being: to Feel Safe, Feel Connected, Feel Worthy, Feel Respected and Feel Hope. Through heightened awareness, participants will be able to prioritise their common concerns and generate child/youth-led group responses to the concerns, which they will ultimately implement with facilitators' monitoring and supervision, and in partnership with other family and community supports. At the end of the process, facilitators will gather participants to review the implemented action and celebrate the group's achievements.

The ENGAGE curriculum is designed to engage groups of 10-15 children/youth between the ages of 14 (12) and 18 (20). Each session is planned for 90 minutes to 2 hours.

### Key messages

The Engage Curriculum is a **two-part curriculum** which contains 20 planned sessions for previously trained facilitators to be able to implement over the course of 9 weeks (2 sessions per week).

## Objectives

To present the overall methodology and the role of the ENGAGE curriculum facilitator.

## Overview of the development of the module

	Title & Short description	Materials/Resources	Duration (60 min)
1.1	<b>Welcome and Warm up activity</b> <b>'M&amp;Ms Get to know each other'</b>	M&M's or any types of candy in different colours	<b>10 min</b>
1.2	<b>Presentation of the ENGAGE curriculum</b>		<b>10 min</b>
1.3	<b>'Expectations, concerns and experience'</b>	Sticky notes with 3 different colours Flipcharts	<b>10 min</b>
1.4	<b>The role of the facilitator</b> <b>Step 1: Activity</b> <b>'Drawing a good facilitator'</b> <b>Step 2: Activity</b> <b>'Challenges in facilitation'</b>	<i>Resource sheet 1.1, 1.2, 1.3</i>	<b>30 min</b>

Welcome the participants to the training and briefly present the training objectives and timetable. Remind the participants that the training will support them to implement the ENGAGE curriculum, based on the MGS methodology. Therefore, during the training, they will experience a lot of the activities that they will implement with the youth during the roll out of the curriculum.

## 1.1 Warm up Activity: 'M&Ms Get to know each other' (10 min)

### ✓ Objectives

To get to know each other.

### 📖 Instructions

Each person (including the facilitator) takes some M&M's (or any type of candy which has different colours). Tell them not to eat them.

Assign a different meaning to each colour:

Blue = family | Green = school | Yellow = friends | Red= hobbies | Brown = music/movies

They have to share as many facts about themselves as the number of M&Ms they have in their hand. For example, if they have three blue, they will share three facts about their family.

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### *Alternative activity: Truth and Lies*

#### **Instructions:**

Sit everyone in a circle facing each other. Each person comes up with three facts about themselves and one lie. The lie should be realistic. Go around the circle and have each person state the three facts and a lie in a random order, without revealing which is the lie. Once someone has shared his three facts and lie, the others must guess which one is the lie.

---

## 1.2 Presentation of the ENGAGE curriculum (10 min)

### ✓ Objectives

To present the ENGAGE approach and the different elements of the methodology.

### 📖 Instructions

Briefly present the curriculum, the aim, methodology and content, MOVE ON & ENGAGE parts.

Explain to the participants that during the training you will experience different parts of the curriculum but also strengthen key knowledge and skills needed to foster youth participation and skill development.

### 1.3 Expectations, concerns and experience (10 min)

#### ✓ Objectives

For participants to express their expectations and concerns.

For the trainer(s) to understand the needs and strengths of the participants.

#### 📖 Instructions

Prepare sticky notes of different colours for people to take. Prepare 3 flipcharts with the following titles: Expectations, Concerns, Experience.

Ask the participants to write the following on separate sticky notes, one colour per category:

- **Expectations:** *What do they hope to get out of the course?*
- **Concerns:** *what do they not want to happen, or fear may happen?*
- **Experience:** *what experience, specific skills and aptitudes do they have that they think will be relevant for this training?*

When they have finished, ask them to stick their answers on the corresponding flipchart.

#### 🔍 Debriefing

If time allows, share briefly the expectations or concerns that appear many times, and assure the participants that you will take their comments into account during the training.

## 1.4 The role of the facilitator (30 min)

### ✓ Objective

For participants to better understand their role as facilitator of this specific methodology.

### Step 1: Activity 'Drawing a good facilitator' (15 min)

#### Instructions

Explain to the group that their role is crucial in order to implement this curriculum successfully. Therefore, before starting the programme, you need to explore the basic and specific principles around the attitudes and skills needed to facilitate this approach.

Draw the silhouette of a body on a flipchart - this is a good facilitator! The participants should identify skills, attitudes and knowledge that make a good facilitator. While the participants are identifying elements, you can complete the silhouette as follows:

- The ideal skills in the arms
- The ideal attitudes in the torso
- The ideal knowledge in the head

#### Elements to highlight

Distribute *Resource sheet 1.1* to the participants and briefly go through it together.

### Step 2: Activity 'Challenges in facilitation' (15 min)

#### Instructions<sup>[2]</sup>

Explain that you are going to explore some of the challenges in facilitating groups of youth, and how they can address with these challenges. Split the group into smaller groups of approx. four people.

Give each group a deck of 'challenge cards' (*Resource Sheet 3.1*). These cards represent some of the challenges they may face as facilitators. In their groups, one person reads out a card and the group members take turns to suggest ways of dealing with the challenge.

#### Debriefing

Once they have all finished their cards, ask the group for feedback.

- *What were some of the good ideas?*
- *Where there any cards you really struggled with? Which ones?*

#### Elements to highlight

Distribute *Resource sheet 3.3* to the participants and briefly go through it together.

<sup>[2]</sup> Adapted from: Abi Billingham. (2017) *Life-skills, Leadership and Limitless Potential (LLP) – 3-Day Youth Facilitator Programme*, LEAP.

## Resource Sheet 1.1

### Knowledge

The focus of training is on learning. The primary job of a trainer is to teach new concepts and skills and to share knowledge with the participants. Therefore, a trainer needs to have a certain level of subject matter expertise.

By contrast, the focus of facilitation is on thinking. The primary job of a facilitator is to help the group to achieve their goals by guiding them through an efficient and productive process. Even though a good understanding of the subject is important, a facilitator also needs to have a very good knowledge of group dynamics and facilitation skills.

### Skills

#### Communication Skills

A good facilitator encourages open communication.

He/she communicates clear guidelines and instructions. He/she uses verbal skills confidently in order to facilitate discussions and engage participants and make sure everyone is involved.

#### Active Listening

A prerequisite for an effective conversation is people feeling heard and listened to. A good facilitator should maintain body language that makes the group feel that he/she is physically present by facing them squarely, making eye contact, nodding, keeping an open posture etc. Paraphrasing and repeating back what was said and asking questions all reflect that the facilitator is listening actively.

#### Rapport Building

Trust and empathy are essential for building a relationship with the group. A good facilitator helps participants to feel valued and respected and creates a safe environment.

## A good facilitator

### Group management

Each group has its own dynamics with specific and sophisticated interrelations between the members. As a facilitator, you should create a participative atmosphere where everyone is involved. Paying attention to the dynamics of the group and how individuals participate is important.

### Consensus-building skills

Different points of view will naturally emerge in a discussion. It is the role of the facilitator to help the group find common ground among the different opinions, and help the group arrive at a decision that is acceptable to everyone. Consensus, in this context, does not mean that everyone must agree with the final decision, but that everyone has an opportunity to share their opinion with the group, and that people are aware of the reasons why a particular decision was made.

### Attitude

#### Unbiased

A good facilitator creates a neutral space where alternative points of view can be shared and debated in a respectful manner, the facilitator should not influence the discussion or decision.

#### Safe

A good facilitator creates and maintains a safe environment and an atmosphere of trust and respect, so that everyone can engage in the activities and discussions. It is important to pay attention to how individuals within the group feel about the process of the workshops.

#### Structured

A good facilitator provides structure for discussion and properly records the information gathered in a structured way.

### Flexible & Creative

Sessions do not always go as planned, and a good facilitator should not be too rigid to allow necessary discussion or adaptation based on reactions of the group. He/she should have alternative activities ready to help a group move forward while still adhering to the objective of the session. Make sure to have alternative activities ready, including such as energisers and extra materials.

### Timekeeping

Part of the facilitator's role is to guide the group in conversations and decisions in a timely manner. It is important to be aware of the time during a session, and to notify participants how much time they have for an activity and when time is running out.

### Social

A good facilitator can connect easily with groups and individuals.

### TIPS FOR GOOD FACILITATION

- Be prepared
- Be flexible
- Be energetic
- Encourage humour
- Be clear
- Think positive
- Embrace mistakes and limitations
- Be sensitive
- Be creative

# Challenge cards

Someone in the group discloses  
that they are being/have been abused



Some members of the group seem to be  
intimidated by one of the group members



People in the group haven't  
completed a task you set them



People in the group  
begin to argue



Someone begins to cry



People in the group complain  
they can't hear you



Some people say  
they don't like role play



You are nervous and you stutter  
and become flustered



Someone talks about their own personal  
experience at length in the group



Some people are being  
deliberately disruptive



People look bored and tired



You discuss a sensitive issue  
and people become upset



At the beginning of group work,  
people aren't discussing



The same people  
talk all the time



### What if...

#### ... someone asks difficult questions?

- Prepare yourself by carefully reading the guideline materials for the session and make sure you are familiar with the concepts to be explored.
- Try to anticipate possible questions beforehand and think of possible responses.
- Don't be afraid to say that you don't know an answer, and that you will get back to the group with the correct information another time.

#### ... a conflict arises?

- Acknowledge the conflict.
- Try to establish the cause of the conflict.
- If it is related to the topic, help lead the participants to a place of agreement, while encouraging mutual respect.
- If it is unrelated to the topic, encourage the members to resolve the disagreement later, outside of the group setting. Remind the participants of the ground rules they agreed on together.

#### ... someone is dominating the group?

- Give them responsibility within the group.
- Place in a group with similar personality types or in the same group as the facilitator.
- Limit the number of times each person can speak.
- Encourage the others to participate.

#### ... someone is intimidated or does not take part in the discussion?

- Encourage them individually.
- Try to understand the reasons for their silence.
- Be aware of power issues.
- Give them responsibility for notetaking and feedback.
- Place them in a supportive group.
- Give them time.

#### ... some participants do not want to take part in an activity.

- Try to understand the reason, for example, the activity may not be culturally appropriate, or people may be afraid of performing before the group.
- Adapt the activity to the needs or level of the participants.
- Suggest to participants that they choose a role they are more comfortable with.
- Remind everyone of the importance of acceptance and respect.

#### ... someone discloses abuse?

- Acknowledge the disclosure, affirm to the participant who discloses that you have heard, and ask them to come back to you at the end of the session.
- Do not ask probing questions and do not ask for details in front of the larger group of participants.
- Acknowledge other participants' feelings if necessary and remind everyone of the importance of respecting the privacy/confidentiality of all group members.
- Talk to the participant individually, making sure to follow the Child Safeguarding guidelines.

#### ... participants have discussions between themselves.

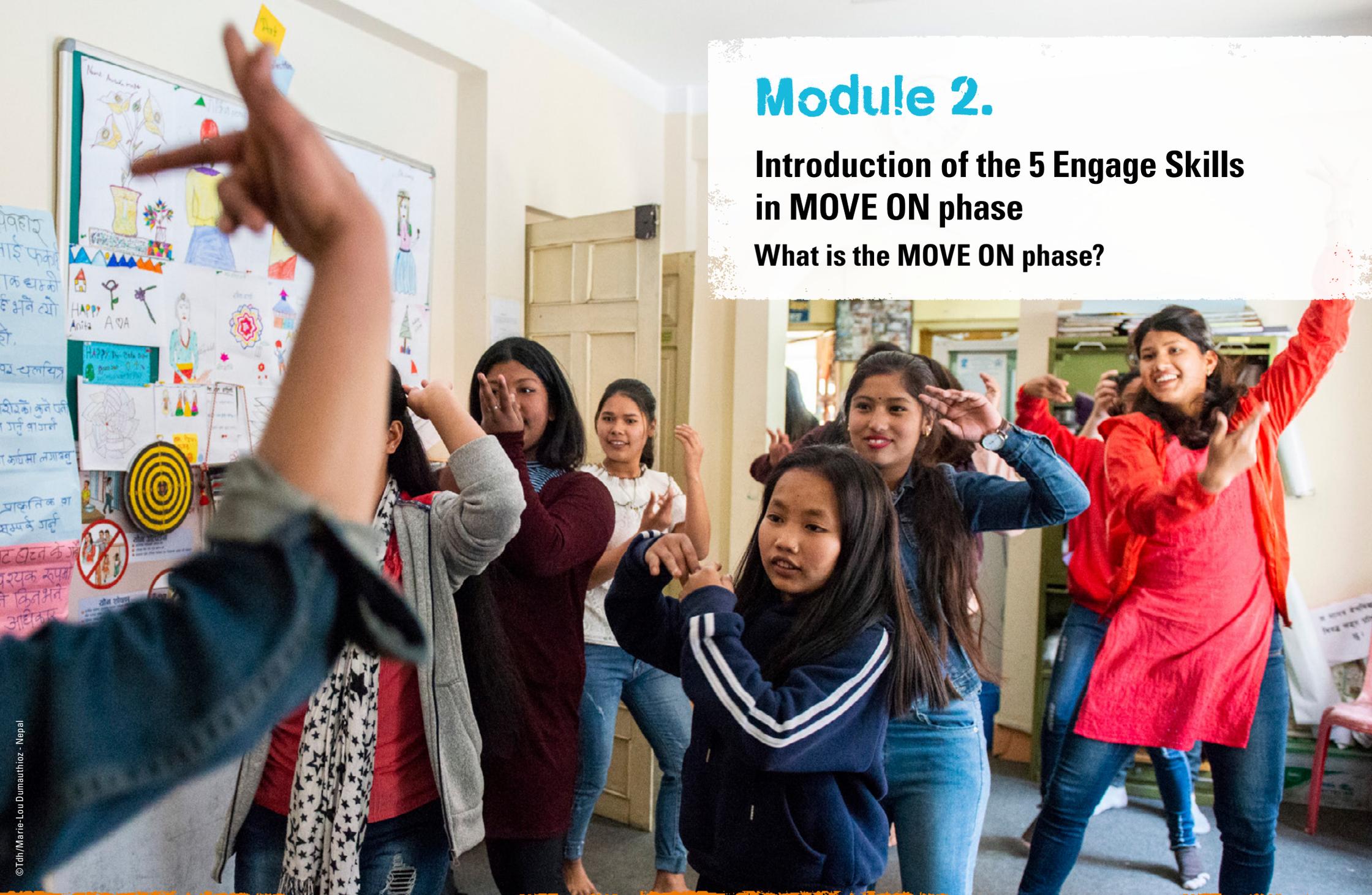
- Stand near the conversing individuals to show them they are being disruptive.
- Ask one of the individuals if they have a question or if they have anything to share with everyone, as it may be important for everyone to hear. (It is likely that it will not be relevant).
- It may simply be time for a break, so propose an energiser.

<sup>[3]</sup> Adapted from: Rita Larok Otim. (2013) *Facilitation Skills Training Manual: A facilitator's handbook*, AVSI.

## Module 2.

### Introduction of the 5 Engage Skills in MOVE ON phase

What is the MOVE ON phase?



## Presentation

The first phase MOVE ON of the curriculum will prepare the youth to undertake collaborative actions addressing issues that concern them through 6 sessions. This preparation will be done through the experimentation and understanding of a set of five key ENGAGE skills.

The identified key ENGAGE skills necessary to undertake collaborative actions are:

- *Collaboration,*
- *Communication,*
- *Self-awareness & Management of emotions,*
- *Problem solving & Creative thinking,*
- *Responsibility.*

Facilitators need to understand well those skills in order to be able to focus participants' attention on each of them during separate sessions.

### Key messages

Collaboration requires a mix of interpersonal, problem solving, and communication skills needed for a group to work together towards a common goal.

## Objective

To identify and understand the necessary skills to undertake collaborative actions in order to support youth in their acquisition and learning process.

## Overview of the development of the module

	Title & Short description	Materials/Resources	Duration (60-70 min)
2.1	'Unity is strength'	Balloons, toothpick	20 min
2.2	'Why collaborative action?'	Flipchart	20 min
2.3	'Exploring skills'	Resource sheet 2.1	20-30 min

## 2.1 Activity: 'Unity is strength' (15-20 min)

### ✓ Objective

To highlight the importance and the power of working together.

### 📖 Instructions (10 min)

The facilitator gives one balloon to each participant to blow and tie closed with a knot. The facilitator tells the participants that they will have to follow the instructions step by step.

The animator gives a toothpick to each participant and tells them to hold up the balloons in one hand and to hold up the toothpick in the other hand.

When everyone is ready, the animator explains that when he shouts "3,2,1 start!", the winner will be the person who has saved their balloon.

Note: The participants will start popping each other's balloon, let them do that for about 5-10 minutes or until most of the balloons are popped. Keep reminding them that the winner will be the one with their balloon intact.

### 💡 Feedback (5-10 min)

Ask the participants to stand in a circle.

Remind everyone of the instructions given before starting the game. "I said that the winner will be the person to keep their balloon until the end, but I did not say to pop one another's balloons."

Here is an opportunity for the facilitator to engage in a discussion, using the following questions as example, allowing space for answers and inputs between each one:

- Did I say that in order to win you had to defeat the others?
- Why do you think you played the game like this?
- What happened once your balloon was popped? (quite often what we observe is that even if their own balloon is popped, participants run to pop another balloon. Sometimes two or more people run to pop one person's balloon.)
- As you thought this was a competition, and if you felt you were losing because your balloon was popped, part of you didn't want the others to win.

As the discussion goes on, the facilitator can explain that "our instincts work like this. Our only thought is to win, and in order to win we assume that we have to defeat others."

Ask the participants if there is winner, and if they can think of a way where everyone can be a winner. Give time for participants to reply, if there are no answers, say "everyone could have been a winner if nobody popped a balloon."

Ask the participants what we can learn from this exercise. How does this reflect things that might happen in our everyday life? How can this experience help us to ensure we can all win in achieving a common goal?

### !! Elements to highlight

Through this activity, participants will understand the difference between the individual instinctive survival/self-protection reaction and collective action turned towards collective efficacy. "Collective efficacy" is defined as "a group's shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment".<sup>[4]</sup>

### i Advice for facilitators/recommendations

For this activity, instructions at the beginning of the game are particularly important: you must **only say** what is written in the instructions – "the winner will be the person to save their balloon to the last minute". If you say too much the objective will not be the same and the feedback will be difficult.

<sup>[4]</sup> Reference ; Bandura, A. (1997). Self efficacy: The exercise of control. New York: W. H. Freeman and Company. W. H. Freeman and Company.

## 2.2 Activity: 'Why collaborative action' (20 min)

### ✓ Objective

To explore the benefits of, and the conditions for effective collaboration.

### 📖 Instructions (10 min)

Divide the group into 6 groups and give each group a flipchart divided in 3 with 1 of the following questions in each space:

- What can help/contribute to develop .....?
- What are the possible challenges or barriers to .....?
- Why do we need ..... to implement a collaborative action?

Ask each group to work on a different skill from the following:

- *Communication,*
- *Self-awareness,*
- *Management of emotions,*
- *Problem solving,*
- *Creative thinking,*
- *Responsibility.*

### 🔍 Debriefing

Ask one participant per group to briefly present the results of their work. Ask other groups to add if they think something is missing.

At the end of this activity, distribute *Resource sheet 2.1*, which presents the skills covered.



## 2.3 Activity: 'Exploring skills' (20 min)

### ✓ Objective

To better understand the skills that will be reinforced in the MOVE ON phase.

### 📖 Instructions (10 min)

In groups of 4, ask the participants to make a list on a flipchart of the benefits to youth of undertaking a collaborative action. On a second flipchart, ask the groups to explore the important elements and skills needed for effective collaboration. After completing the exercise, ask the groups to display their flipcharts on the wall and compare their answers.

### ❓ Feedback (10 min)

- *How useful was it to compare your work with that of other groups?  
Do you have any questions regarding other groups work?*
- *Are there any similarities between the benefits and conditions needed for effective collaboration?*

### !! Elements to highlight

The benefits of undertaking collaborative action with youth are numerous, including increasing efficacy. The following skills are skills that can be gained through collaborative action, and also need to be developed to be more effective:

- Problem-solving skills
- Critical thinking skills
- Social interaction
- Open to diversity
- Self-management skills (self-awareness & management of emotions, etc.)
- Communication skills
- Interpersonal relationship skills

During the MOVE ON phase, we will work with the youth on some of these skills. The identified key ENGAGE skills for collaborative action are:

- *Collaboration,*
- *Communication,*
- *Self-awareness & Management of emotions,*
- *Problem solving & Creative thinking,*
- *Responsibility.*

## Resource Sheet 2.1

### Cooperation/Collaboration

Collaboration is when two or more people work together towards a common goal. Collaboration is the act of working together—a joint effort involving multiple individuals or groups to accomplish a task or project.

### Communication

Communication is the act of transferring information from one place, person or group, to another. Every act of communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually very complex.

The communication process includes several stages:

1. the sender has a message in mind
2. the message is sent through various channels
3. the receiver receives and internally interprets the message
4. feedback is created and sent

The transmission of the message from sender to recipient can be affected by a vast range of things, including our emotions, the cultural situation, the medium used to communicate, and even our location.

What do we need in order to communicate?

**To be** = present, open

**To feel** = empathy, trust, respect

**To see** = observation, talk with clarity, precision

**To listen** = attention, concentration

## Key ENGAGE skills

### Self-awareness

**Self-awareness** is having a clear perception of your personality including your strengths, weaknesses, thoughts, beliefs, motivation, and emotions.

Self-awareness is a vital first step in taking control of your life, creating what you want, and mastering your future. Where you choose to focus your energy, emotions, personality, and reactions determines where you will be in future. Self-awareness means you can see where your thoughts and emotions guide you. It also allows you to take control of your actions so you can make the necessary changes to achieve the outcomes you desire.

### Management of emotions

An emotion is an internal physiological reaction which displays itself spontaneously and not always consciously in response to an external event. It is an energy which needs to be released or else risks being transformed or displaced. Emotions are our 'thermometers,' measuring what is really going on in and around us. In extreme cases, emotions may lead to long-term and surprising psychosomatic reactions, inappropriate behaviour or even illness. Emotions are also at the core of our actions and our decision-making processes.

Managing emotions in a healthy way can take place in three steps:

- *accept,*
- *analyse,*
- *express.*

We must remember that every uncomfortable emotion is linked to an unfulfilled need.

**Fear** is often linked to the need to be reassured.

**Anger** is often linked to the need to be respected.

**Sadness** is often linked to a need to be comforted.

**Joy** is often linked to a need for the recognition of others. Firstly, accept the emotion without pushing it away, then analyse it and try to establish a relationship to an unfulfilled need. Finally, release the emotional energy through the expression of a request if necessary, in order to satisfy the need.

## Resource Sheet 2.1

### Problem-solving

Problem-solving is the process of working through details of a problem to reach a solution. It is the act of defining a problem, determining the cause of the problem, identifying, prioritising, and selecting alternatives for a solution, and finally implementing the solution.

Everybody benefits from having good problem-solving skills; we all encounter problems on a daily basis. Some problems are more complex than others.

Problem-solving includes four key steps:

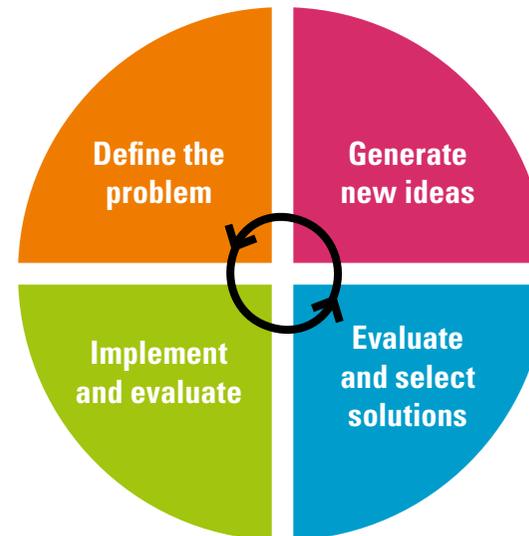
- Define the problem
- Generate alternative solutions
- Make a decision about which solution to use
- Implement the solution.

## Key ENGAGE skills

### Creative thinking

Creative thinking means looking at something in a new way. It is the definition of “thinking outside the box.”

Creative people have the ability to devise new ways to carry out tasks, solve problems, and meet challenges. They bring a fresh, and sometimes non-traditional perspective to their work. Some people are naturally more creative than others, but creative thinking can be strengthened with practice.



### Taking Responsibility

A sense of responsibility connotes the awareness of one's duties, whether assigned responsibilities or ones that we have assigned to ourselves. This is linked to our values and can be explained as “doing what we are supposed to do.” A sense of responsibility also means that we accept the consequences of our actions. Responsibility is being responsible, accountable, or answerable. Responsibility extends beyond us and our own well-being and needs. As we mature, our responsibilities become more apparent to us— responsibility to ourselves, to our family, to our friends, to the community and to society.

A sense of responsibility also relates to how we are perceived by others- as people then see us as a **responsible** and reliable person. This boosts a person's self-esteem and self-worth.



## Module 3.

**Learning through experience**

**How do I facilitate the MOVE ON phase?**

## Presentation

The overall goal of the MOVE ON phase is to enable participants to **acquire and confidently use the key ENGAGE skills, through experiential approaches that allow them to learn the theory from practical experience.**

*Tell me and I will forget*

*Show me and perhaps I will remember*

*Involve me and I will understand*

This Chinese proverb highlights the difference between traditional ways of teaching based on imparting information, and the experiential way, which allows the participants to identify the theory based on their practical experiences. People can acquire knowledge through traditional methods; however, the **experiential process promotes a process of personal transformation.** The MGS-based approach aims to **develop the skills and confidence of the participants, using a specific method which draws the theory of ‘learning by experience.’**

The facilitator can employ either of two options to engage children and youth in games and sports. One option is to organise the activity in a spontaneous way, drawing on playful and enjoyable aspects. The second option consists of **emphasising specific abilities through games and sports** which allow children to develop life skills. If the second option is chosen, the facilitator must run the activity in **three progressive steps in order to promote long-term learning and behaviour change.**

## Key messages

Experiential learning involves learning through “doing,” reflection, drawing conclusions and implementing improvements based on what the participants experience. Typically, ‘learning through experience’ involves presenting participants with a challenge they need to solve through cooperation with each other and abiding by a set of rules. By providing feedback to participants throughout the course of the activity and encouraging them to reflect and verbalise their experiences, facilitators help participants to become aware of key skills which they need to further develop in order to successfully solve the challenge.

They then repeat the activity using their increased understanding and use the target skills.

The ‘Engage’ Curriculum takes experiential learning one step further by providing participants with opportunities to integrate the skills they develop, through active involvement and leadership of civic engagement initiatives.

## Objective

To better understand and practice the facilitation of the MOVE ON phase, and to understand the importance of feedback.

## Overview of the development of the module

	Title & Short description	Materials/Resources	Duration (60 min + 3x45 min)
3.1	<b>Demonstrate the process</b>	Material for the games you choose	20min
3.2	<b>Explain the process</b>	<i>Resource sheet 3.2</i> printed for each participant	20min
3.3	<b>Prepare the process</b>	<i>Resource sheet 3.3, 3.4</i>	20min
3.4	<b>Apply the process</b>		3x45min

### 3.1 Demonstrate the “Experiential learning” process (20 min)

#### ✓ Objective

To experience the experiential learning process.

#### 📖 Instructions (10 min)

Explain to the participants that in this module they will experience and demonstrate some of the activities for the youth in the MOVE ON phase. This will help them better understand and prepare to implement the first phase.

Choose 1 or 2 games to demonstrate the process. You can use games and activities that are explained in the MOVE ON phase of the ENGAGE Curriculum.

Please refer to *Resource sheet 3.1 & 3.2*.

### 3.2 Explain the “Experiential learning” process (20 min)

#### ✓ Objectives

To understand the different steps of the process.

#### 📖 Instructions (10 min)

Explain the process using the diagram included in *Resource Sheet 3.2*.

Ask the participants to identify the different phases in the games you did previously.

Ask the participants the following questions:

- *What did you notice about this process?*
- *What was effective in the learning game?*
- *How did the facilitator guide the process? What kind of questions were used?*

Explain and discuss how to use questions to facilitate the process.

Distribute *Resource sheet 3.2* to each participant.

### 3.3 Prepare the “Experiential learning” process (20 min)

#### ✓ Objective

To be understand how to facilitate an activity and provide feedback.

#### 📖 Instructions (10 min)

Explain to the participants that they will work in 3 groups. They will prepare and facilitate one activity from the curriculum. After each group has finished the facilitation, they will facilitate a feedback session.

Distribute *Resource sheet 3.3* to the participants to remind them how to provide feedback.

Divide the participants into 3 teams. Each team is given a different game (*Resource sheet 3.4*). Ask them to facilitate the game, following the process outlined.

### 3.4 Apply the “Experiential learning” process (3x45 min)

#### ✓ Objectives

To experience and facilitate an activity from the curriculum and provide feedback.

#### 📖 Instructions (10 min)

Each group facilitates their activity in turn, while the other participants play the role of the youth. The feedback will be provided immediately after each demonstration, following the guidelines presented previously.

## Resource Sheet 3.1

# Activity: The Trust circle

### Objectives

To experience and discuss trust with each other.

To gain and build trust within the group.

### Instructions (5 min)

All the participants form a circle, standing shoulder to shoulder. One person stands in the middle. The participant who stands in the middle has to make their body stiff. Once everyone gives the signal that they are ready, the participant in the middle has to fall backwards. The other participants have to hold their friend gently and then push them back to an upright position again. The participant in the middle can try another time if they wish.

You can repeat the game several times, with different participants in the middle.

### Feedback (5-10 min)

- *How did you feel about this game?  
Was it easy or difficult for you? Why?*
- *How was it to be in the middle?  
How did you feel when you fell backward?*
- *How did it feel to catch the person who was falling?  
Is there anything you could have done differently  
(positive and negative)?*
- *What do you think is needed in this game from  
each other?*
- *How can we build trust?*

### Elements to highlight from the activity and feedback

Through this activity, the participants should understand the importance of being able to trust each other in order to collaborate, and the main elements that encourage trust (for example: respect, communication, care, honesty, etc).

### Wrap up activity (5 min)

Following the discussion, you can propose the same activity but with a higher degree of difficulty. For example, the participant in the middle should close their eyes or the space between the participants in the circle can be slightly wider.

### Advice for facilitators/recommendations

Before doing the activity, ensure that the participants will take care of the participant who will fall into their arms. Be sensitive to cultural issues, which may impact participation (girls and boys).



### Alternative activity (if you feel the group is ready)

**Instructions:** One participant stands at a higher level than the other participants, on a stage at shoulder level, for example. The other participants must stand facing each other, strongly holding the arms of the person opposite. The person on the stage is invited to stand and turn their back on the participants. Staying firm and straight, they should let themselves fall backwards onto the arms of their friends. Before falling, they must ask the other participants: "Can I trust you?" and wait for the other participants to answer "Yes, you can" before falling backwardse.

## Resource Sheet 3.2

# The three steps of learning

The facilitator can employ either of two options when engaging children and youth in games and sports. One option is to organise the activity in a spontaneous way, drawing on the playful and enjoyable aspects. The second option involves emphasising specific abilities through games and sports that allow children to develop life skills. If the second option is chosen, the facilitator must run the activity in three progressive steps (below) to promote long-term learning and behaviour change.

### First step

Practical experience (practice). After receiving short and clear instructions, the children discover and experience a new game.

### Second step

Pause for discussion and feedback (analysis of what has happened and synthesis of the improvements to be made). After some time, the facilitator stops the game, brings the children together and asks them if there were any difficulties in understanding, technical or relational. Have they any suggestions on how the game could be improved? Facilitate an exchange of impressions and feelings with concrete suggestions for improvement. The facilitator focuses the children's attention on one or two important points according to the psychosocial objectives of the game, for example improved communication, personal responsibility, etc.

The following model developed by Pfeiffer and Jones<sup>[5]</sup> uses 5 questions based on Kolb's Experiential Learning to promote the reflection:

- *Did you notice?*
- *Why did that happen?*
- *Does that happen in life?*
- *Why does that happen?*
- *How can you use that?*

### Third step

Second active experience (application and improvement). The children experience the game a second time, more consciously, as their attention has been drawn to some important elements. It is at this moment that true learning takes place and the quality of the game or activity improves. Verbalising the experience brings a part of the rational (head) into a kinaesthetic (body) and emotional (heart) experience, enabling a conscious improvement of actions and behaviours.

This cycle can be repeated as often as desired, with several pauses for feedback, until the objectives are achieved, and the desired behaviours reached. The repetition of the same game will not seem boring for children, as long as the desired goals are specific, and the game suited to their level.

**Note of Caution:** this method requires that the facilitator does not play with the children but remains outside the game to maintain a certain distance and observe the game's progress and the children's behaviour. This is necessary to give relevant and targeted feedback. Playing with the children has the advantage of creating other ties with the group, but emotions can prevent hindsight and thinking linked with the here and now.

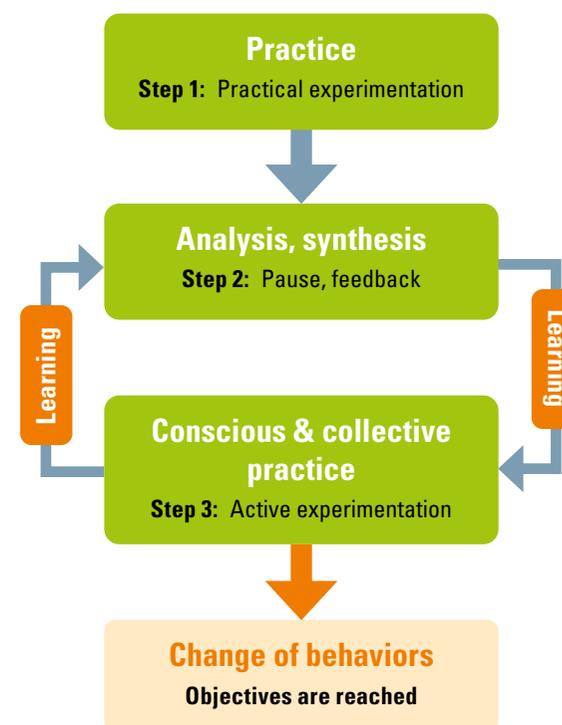


Figure Cycle of active learning (Adapted from Kolb)

<sup>[5]</sup> Pfeiffer, W. & Jones, J.E. (1975) *A Handbook of Structured Experiences for Human Relations Training*. La Jolla, California: University Associates.

## Resource Sheet 3.3

Knowing how to give feedback is a very important skill. It helps the learner to adjust certain behaviours and attitudes using helpful remarks. Encouraging children to give feedback is a challenge, as they have generally not been given the space and the tools to express themselves in the necessary ways. It is therefore the adult's job to give them a clear framework and to encourage them to say what they think and feel, without being afraid of the reactions of the others. An atmosphere of confidence must be created in advance. Establishing a feedback ritual helps create a safe place and time when children know that their words will be heard and respected.

### Feedback rituals

The ritual of feedback happens in four parts:

1. In a role play scenario, for example, the role play participants say in turn how they feel and what they thought about their role play; what went well and what they would do differently another time (self-assessment).
2. Each member of the group who observed prepares one positive point and one point for improvement, with suggestions on how to improve. The facilitator should monitor the time and make sure everyone takes turns. Too much feedback kills feedback!
3. The facilitator finishes up with any points which may possibly have been forgotten, without being exhaustive, choose what is essential!
4. The role play participants say what were the two important points they recall from the feedback, and how they feel after hearing them.

# Providing Feedback

## Feedback content

The Situation – Behaviour – Impact (SBI) Feedback tool<sup>[6]</sup> (can help the delivery of more effective feedback.

**Situation:** When giving feedback, first define the where and when of the situation you're referring to. This puts the feedback into context and gives the other person a specific setting as a reference.

**Behaviour:** Your next step is to describe the specific behaviours that you want to address. This is the most challenging part of the process, because you must communicate only the behaviours that you observed directly.

**Impact:** The last step is to use "I" statements to describe how the other person's action has affected you or others.

## Feedback strategies

### Success Strategies (helpful)

- The feedback is well-intentioned or benevolent. Only give feedback when the intention is to really help the person to be more effective.
- The feedback is formulated in 'I'-messages. Speak for yourself of what you have seen and experienced. Let others speak for themselves.
- The feedback describes behaviour. Describe a behaviour that was seen, and its effect. Speak about your own feelings and perceptions.
- The feedback is about behaviour which can be altered
- The feedback is specific and clear. Exact feedback is more likely to be understood.

- The feedback is given at the right moment and in small doses. It is important that the facts are still fresh in the person's memory. Refer to the situation here and now.
- The feedback is addressed to one person in particular, look at the person to whom you are giving special feedback

### Failure Strategies (non-helpful)

- The feedback is hurtful or judgemental. Never give feedback to get revenge, punish or belittle someone
- The feedback is formulated in 'we'-messages. Including the rest of the group in a personal comment, in order to subconsciously off-load one's own responsibility
- The feedback assesses, interprets. Do not try to imagine the reasons for any particular form of behaviour. Do not interpret the appearance or action of someone
- The feedback is about personal qualities which the person cannot control

<sup>[6]</sup> Developed by The Center for Creative Leadership: [www.ccl.org/articles/leading-effectively-articles/3-tools-for-teams/](http://www.ccl.org/articles/leading-effectively-articles/3-tools-for-teams/)

## Resource Sheet 3.4

### The Electric fence

#### Objective

To identify necessary skills to ensure effective collaboration in order to reach a common goal.

#### Instructions (20-30 min)

Preparation: Between 2 trees (or 2 poles, or 2 chairs), stretch a rope (the electric fence) at the height of the participants' height.

Position all participants on one side of the "electric fence" (rope). The challenge is to move all the group to the other side of the fence without touching the fence. They can't cross below the rope, but only above.

#### Feedback (15 min)

- *How did you feel the game went? What was easy or difficult for you? For what reason?*
- *What strategy did you use?*



## Games to practice Experiential learning

- *At some point did you encounter any difficulty? What? How did you deal with it?*
- *Is there anything you would have done differently?*

After the debriefing, organise a brainstorm with the group to identify the elements necessary to succeed in this exercise and apply the answers to identify the elements necessary in effective collaboration.

#### Elements to highlight from the activity and feedback

In this activity, the group will identify some elements/skills necessary to effectively collaborate to reach a common goal.

Ensure that the following aspects are mentioned, as they will be the skills on which we will focus in subsequent sessions:

1. Communication skills: speaking to one another, reassuring, motivating, exchanging about what to do and how to do it

2. Management of emotions: fear of failure, self-awareness and the need to focus
3. Creative thinking skills: think about innovative ways to manage the challenge and think "out of the box"
4. Responsibility: even if we are a group, everyone must take responsibility in order to enable the group to succeed

#### Advice for facilitators/recommendations

As much as possible, let the group find by themselves a way to accomplish the challenge. However, give some tips if the group is completely blocked.

Be particularly aware of what happens during the challenge as you will use it during the feedback.



## Resource Sheet 3.4

# Games to practice Experiential learning

### Describe and draw

#### Objective

To identify what facilitates and hinders communication.

#### Instructions (5-30 min)

Choose 2 volunteers and ask them to sit back to back.

One volunteer is given a drawing and describes it to the other volunteer who then draws it on a piece of paper. Other participants are asked to observe what is happening from both the sender and the receiver, and to identify barriers to communication.

#### Feedback (10 min)

- To the sender:  
*How was your task? How do you think you performed? What could you have done differently?*
- To the receiver:  
*How was your task? How do you think you performed? What could you have done differently?*
- To the observers:  
*Share the original picture and the one that was drawn by the receiver. Who wants to share what they have observed? What helped or hindered the communication?*

#### Advice for facilitators/recommendations

At this stage, don't take too much time to identify barriers and bridges, as this will be the aim of the next activity. Just try to get the participants to comment what happened so that they can use this for the next activity.

### Magic carpet

#### Objective

To experience group problem solving and identify keys for success.

#### Instructions (10 min)

Propose another small challenge to the participants.

Challenge: Divide the participants into groups of 8. Ask each group to stand on a magic 2m\*2m carpet (tarp or blanket). The entire group must be on the carpet completely.

Once everyone is settled, advise the group that they are going on a magic carpet ride. Tell them that they have risen 100 feet in the air and are ready to go.

Unfortunately, the instructions on how to steer and land the carpet are on the other side of the carpet. So, they must flip the carpet over while standing on it.

#### Feedback (10 min)

- *How did you enjoy this challenge?*
- *Compared to the first challenge where you were alone, how was this experience of being challenged as a group?*
- *What can be the advantage of solving problems in groups? What would you need to overcome some difficulties?*

#### Elements to highlight from the activity and feedback

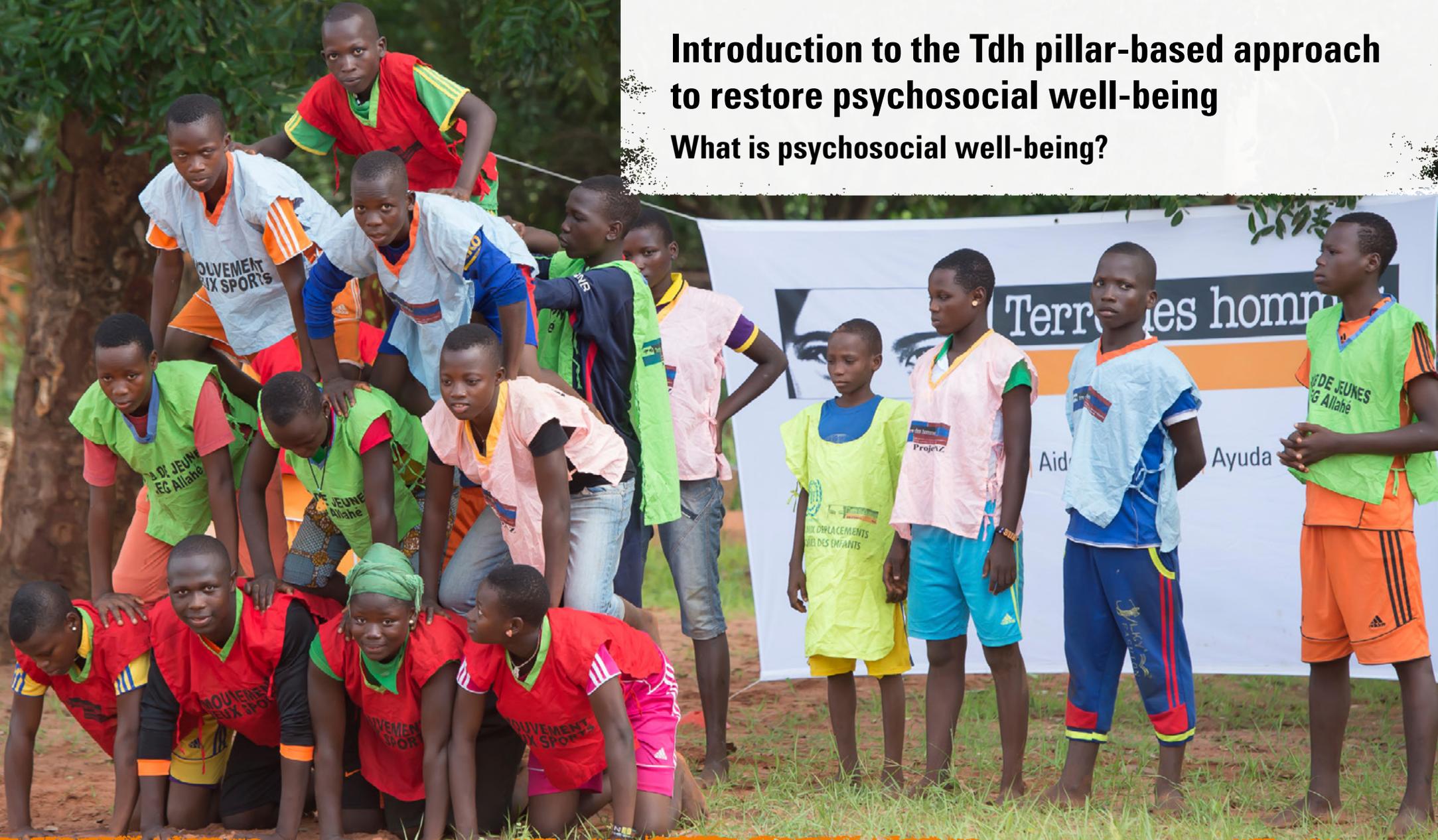
Working in a group brings a variety/richness of ideas that help in the process of finding and developing solutions. Nobody can come up with or execute a perfect plan by themselves, everyone brings something unique to the table, and if you ignore the potential you could end up with an inferior plan or solution.

To solve a problem in groups you need to listen to the different members of the group and consider every idea before taking a decision. The problem-solving process involves thought, discussion, action, and decisions.

## Module 4.

### Introduction to the Tdh pillar-based approach to restore psychosocial well-being

What is psychosocial well-being?



## Presentation of Tdh MHPSS framework

Tdh MHPSS interventions play a key role in providing support to children who face or have faced difficult situations. Examples of difficult situations include migration, child labour, exploitation or detention, and hostile environments and stressful situations which can potentially become traumatic for children without appropriate support.

Terre des hommes has developed a **mixed conceptual framework integrating five psychosocial pillars**, or building blocks, based on two models, one from Hobfoll and another one from Silove.<sup>[7]</sup> The intervention aims to support children, youth, families and communities to thrive and recover from stressful, difficult and potentially traumatic situations. **The framework is based on the following pillars: Feeling safe physically and emotionally; Feeling connected to supportive bonds and networks; Feeling worthy, acknowledged and with coherent roles and identities regarding who we are, where we come from and what we do or we would like to do; Feeling respected, with an increased sense of dignity and able to develop critical consciousness and capacity to address injustice or to access rights, and Feeling hopeful about the future and retaining or developing a zest for living.**

This module will present and explain the 5 well-being pillars. This will enable facilitators to implement the “well-being pillar-based approach” and the second phase of the ‘ENGAGE’ Curriculum.

### Key messages

In unstable contexts children’s well-being is affected.

There are 5 psychosocial pillars and transversal principles that guide interventions to support children, youth, families and communities to thrive, and recover from stressful, difficult and potentially traumatic situations. To strengthen resilience, we need to work in a participative and empowering way using the 5 pillars: *feeling safe, feeling connected, feeling worthy, feeling respected and feeling hopeful*. In unstable contexts children’s well-being is affected.

<sup>[7]</sup> SE Hobfoll et al. (2007) Five Essential Elements of Immediate and Mid-Term Mass Trauma Intervention: Empirical Evidence. *Psychiatry: Interpersonal and Biological Processes*, 70 (4), 283-315.  
Silove, D. (2013) The ADAPT model: A conceptual framework for mental health and psychosocial programming in post conflict settings. *Intervention: International Journal of Mental Health, Psychosocial Work & Counselling in Areas of Armed Conflict*, 11(3), 237–248.

## Objective

To become familiar with the pillar-based approach to promote children and youth’s psychosocial well-being in unstable contexts developed by Terre des hommes.

## Overview of the development of the module

Title & Short description	Materials/Resources	Duration (130-150 min)
4.1 <b>‘Well-being free listing’</b> Understand youth’s perception of well-being	Sticky notes, flip charts, markers, pens <i>Resource sheet 4.1 &amp; 4.2</i>	20-30 min
4.2 <b>‘Crossing the abyss’</b> Feeling safe Safety pillar	 Adhesive tape 3 sheets of paper or hula hoops per group	20 min
4.3 <b>‘Network game’</b> Feeling connected Social connections pillar	 A ball of yarn 5-10 balloons of different dimensions	20 min
4.4 <b>‘Throwing the ball’</b> Feeling respected Justice pillar	 Sheets of paper A bin	15 min
4.5 <b>‘T-shirt challenge’</b> Feeling worthy Role and responsibilities pillar	 A bag with a t-shirt per group Blindfolds Chairs	20 min
4.6 <b>‘With or without hope’</b> Feeling hopeful Hope and meaning pillar	 One A3 sheet of paper per group Marker	15 min
4.7 <b>‘Spider Web’</b> Identify challenges within each pillar	Flipchart Markers <i>Resource sheet 4.3</i>	20-30 min

## 4.1 Activity 'Well-being free listing' (20-30 min)

### ✓ Objective

To explore the meaning of well-being and the elements that contribute to it.

### 📖 Instructions

**Preparation:** Present the WHO definition of mental health, which is a “*state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community*”.

Participants form small groups of two or three, and each group is given square of papers and some blank sticky labels.

Begin with a ‘free listing activity’ by giving 4-6 sticky notes to each participant. Ask them, ‘What makes you feel good, well, content?’ and invite them to write/colour one word, phrase, or picture on each piece of paper that explains their view of well-being.

Invite participants who are willing to do to share what they have captured on their sticky notes, then collect all the sticky notes.

Split the participants into 2 or 3 groups and give each group an equal quantity of the sticky notes collected. Ask each group to read all the sticky notes and if they find similarities, to group them into different categories. After grouping them, they can try to put a label on each group. If there are sticky notes that do not fit under any of the categories, they can put it in an ‘unknown’ category.

Bring the groups together and ask them to present the categories they found. List all the categories on a flipchart and again group the similarities to come up with a final categorisation of the different elements that contribute to well-being. Review the sticky notes in the ‘unknown’ category as a group and decide collaboratively if any new well-being pillars should be added.

### 🔍 Debriefing

- What did it feel like to categorise elements that contribute to your well-being?
- Did anything new come up for you from the categorisation?
- Are there additional things that you feel should be added? What? Why?

### !! Elements to highlight

At the end of the discussion, briefly present the 5 well-being pillars (*Resource sheet 4.1*) and tell the participant that we will work together to better understand the 5 well-being pillars. For the following activities you will need to have the pillars and a small definition hanging somewhere visible in the training room. (*Resource sheet 4.2*)

The participants will go through all the five pillars by playing a game which they will facilitate with the children during the ENGAGE curriculum. After each game, the debriefing will enable in-depth exploration of the different components of each well-being pillar.



## 4.2 Activity 'Crossing the abyss' – Safety pillar (20 min)

### Objective

To discuss on the sense of safety and resources to mitigate fear and stress.

### Instructions

**Preparation:** Split the participants into groups of four.

Tie the left ankle of the first participant in every group to the right ankle of the next participant, then the left ankle of the second participant to the right leg of the third and so on so that everyone is tied together in a row.

Draw two parallel lines; one line of departure and one line of arrival (these are the two sides of the abyss). In between the lines, place three hula-hoops close to each other but not touching. The hula-hoops represent the "boulders" over which the participants must cross. If they miss the "boulder" they fall into the abyss.

As a group you have to "cross" an abyss, stepping only on the "boulders". Before you begin, you have two minutes to build your strategy in order to cross safely. If one of you touches the ground outside the circles, you will all fall into the abyss.

### Debriefing

- *How did the challenge go for you? Did the action happen the way you planned?*
- *What was important for you during the preparation time? What were the risks?*
- *When did you feel at risk?*  
*How did it feel when you knew that there was a risk?*  
*When did you feel secure?*  
*What was the difference between being on one or other side of the abyss?*  
*What were some of the strategies you used to feel safe?*
- *What factors do you think can enhance or undermine safety?*

### Elements to highlight

In the preparation time it is important to identify and be informed of the type of risks there are and how serious they are. For example, a risk is falling into the abyss and having 2 minutes to save yourself.

It is important to acknowledge your emotions and know how to manage them in order to use your resources to mitigate fear and stress and create a sense of calm.

Highlight the importance of where to go in case of risk, what to do (strategies).

If time allows, it is also important to discuss on the fact that safety is possible only if your basic needs are met.





### 4.3 Activity 'Network game' – Social connections pillar (20 min)

#### ✓ Objective

To understand the importance of social connections.

#### 📖 Instructions

**Preparation:** Form a circle with all the participants standing and ask them (again) how they managed to cross the abyss together in the previous exercise.

One of you will receive the end of a ball of yarn. Say the first word that comes to mind when you think of "together" or "team". Then you throw the ball to another participant who says the first word that comes to mind, and throws it to someone else, all the time keeping hold of the yarn. Participants have to remember the words they and their colleagues say and should not repeat words.

When all the participants have received the yarn, throw some balloons on the net of yarn and ask the participants to keep the balloons from falling. At some point, discreetly ask someone to let their piece of yarn go.

#### 🔍 Debriefing

- *Did you feel connected during this exercise?*
- *What helped you to keep the balloon from falling?*  
*Did you feel it was important to you and for the group keep the yarn firmly in your hands?*
- *How could we have been stronger?*

*What happened when someone dropped the yarn?*

- *What factors can enhance or undermine social connections?*

#### !! Elements to highlight

- The importance of **building trust** and making new trustworthy connections.
- The importance of **acknowledging people/peers of support around us, as well as available support services.**
- The importance of **communication** (how to share, how to ask, knowing when to be open and when to withdraw)



## Feeling connected



## 4.4 Activity 'Throwing the ball' – Justice pillar (15 min)

### ✓ Objective

To discuss the sense of justice and what can enhance everyone's sense of being respected equally.

### 📖 Instructions

Ask 4 volunteers to stand in the front of the group. Ask them to stand in a line, and give each of them a sheet of paper on which is written a different statement from the following:

- a person that cannot walk
- a person that cannot see
- a person that does not know the language of the country in which they live
- a person that cannot read

Then ask them to take a big step ahead if the character written on their sheet of paper can do the following activities, and to remain on the same place if not.

The statements are as follows:

1. *Can you go by yourself in a different town to buy something that is only available there?*
2. *Can you compete in a race?*
3. *Can you work?*
4. *Can you get a diploma or a professional certificate that gives you the right to work?*
5. *Can you get in contact with a state institution to get an essential document?*
6. *Do you have friends?*

When you have finished the questions, ask the participants to crumple the sheet of paper throw it a bin placed in front of them a certain distance away. (This will be easier for some of them than others).

### 🔍 Debriefing

Discussion on equal chances/opportunities:

- *Why did some of them reach the bin and others not? What made the difference? What constitutes an advantage and what constitutes a disadvantage in this exercise? What is one word that comes to mind in this game?*
- *How could we do the game differently to give to everybody an equal chance? (If time allows, play the game again with the rules decided by the group).*

Final debriefing:

- *which part of the game was better/easier? Why? What do you think this game shows us? If we consider your situation, what are the factors that can enhance or undermine your sense of justice?*

### !! Elements to highlight

- **Acknowledging and identifying inequalities.**
- **Knowing their rights** (right to survival, non-discrimination, for example).
- **Learn about strategies to address inequalities in a positive way** (and resources existing in the environment).
- The importance of **collective efficacy** (when all members agree on same "Rule change" and put strategies in place to make this change).



# Feeling respected

## ★ 4.5 Activity 'T-shirt challenge' – Roles and identity pillar (20 min)

### ✓ Objectives

To understand the importance of finding and expressing their own identity within the group, and to understand how important everyone's individual role can be.

### 📖 Instructions

Split the group into teams of 4 and assign each participant one of the following characteristics:

1. You can't walk, you can't see, and **you can only use hand** (the participant should stay seated on a chair and blindfolded, one arm in their pocket).
2. You can't move at all, but **you can see** (the participant should stay seated and is not able to move their arms by themselves).
3. You can see, **you can use only one hand** and you can't walk (the participant should stay seated on a chair, one arm in their pocket).
4. You can't see, **you can walk**, and you can't use your hands (the participant is blindfolded, not able to move their arms by themselves).

Place a bag with a T-shirt inside, one bag for each group. The bag should be at equal distance from each of the groups.

In your group, someone has to go and bring back the bag to the group. Then find the T-shirt inside the bag and put the T-shirt on one member of the group. Be careful to respect the characteristics that have been allocated to you. You can take the time you need to complete this challenge.

### 🔍 Debriefing

- *How do you feel after doing this activity?  
What did you like or dislike about the process?*
- *How did it feel to be limited in what you could do?*

- *What made possible it for the group to succeed?  
How did you decide who would do what?*
- *Did anyone decide to finally change the instructions and use both hands, etc.?*
- *Even though you were limited, how did you feel when doing your task?*
- *What do you think this exercise tells us about well-being, what are the important components? (roles and identities)*
- *What factors enhance or undermine feeling worthy?*

### !! Elements to highlight

- Importance of understanding our identity and the roles we can take and have, but also the role of others .
- Importance of Identifying what is meaningful in our role, our contribution (which helps in developing self-confidence, even if we have limits).
- Perceived role efficacy.
- Possibility to address the fact that we are not "closed" in a role, we might be assigned a role, but we can influence a change in our role, for example, changing the instructions "for this activity you are not allowed" to "use both hands and use your eyes", etc.

Perceived autonomy and agency (what control do I have, and what can I do).



## 4.6 Activity 'With or Without hope' – Hope and meaning pillar (15 min)

### Objective

To understand the importance of building hope for the future.

### Instructions

**Preparation:** Divide the participants into groups of 4-5 people.

On a sheet of paper, draw 2 people: someone with hope and someone without, and list the characteristics of each. After the groups have discussed this for 5-10 minutes, ask each group to choose a representative to speak for them. The spokespersons should share briefly (in 1 or 2 sentences) what their group discussed.

### Debriefing

- *While doing your exercise, which of the people did you identify with, the person with or without hope?*
- *What do you think that this exercise tells us about well-being, what is an important component of well-being? This activity is about HOPE*
- *Based on what you know about HOPE, what role does HOPE play in the heart and mind of a person when they think about their future?*

### Elements to highlight

- Important to have the capacity to dream, and to see what can feed your objectives and hope for the future. This pushes us to make things happen.
- **Important to be aware of your own values and the shared values** that drive us .
- **Important to know about opportunities and obstacles** when developing a realistic plan.



## Feeling hopeful!

### *Alternative activity: 'My ten-year class reunion'*

(adapted from "Life planning education – a youth development program" Advocates for youth, 1995)

For this activity, the participants will do a Role play.

#### **Instructions:**

Imagine you are participating in a reunion 10 years after our meeting today. You are meeting with each other, sharing what happened in your life during the past 10 years, 3 important things: school, job, family. You are allowed to dream!

#### **Debriefing:**

- *How do you feel? What did you like about the process and what did you not like?*
- *Was it easy to dream? What was important for you to share with the others?*
- *Is dreaming of a different future a futile exercise? A waste of time? Why or why not? What do you think are your drivers (values, beliefs) that feed the way you wish your future life to be?*
- *What makes most dreams come true? What can you do now to make your dreams come true?*
- *What do you think that this exercise tells us about well-being, what is an important component?"? This activity is about HOPE.*
- *Based on what you know about HOPE, what role does HOPE play in the heart and mind of a person who is thinking about their future?*

## 4.7 Activity 'Spider Web' (20-30 min)

### ✓ Objectives

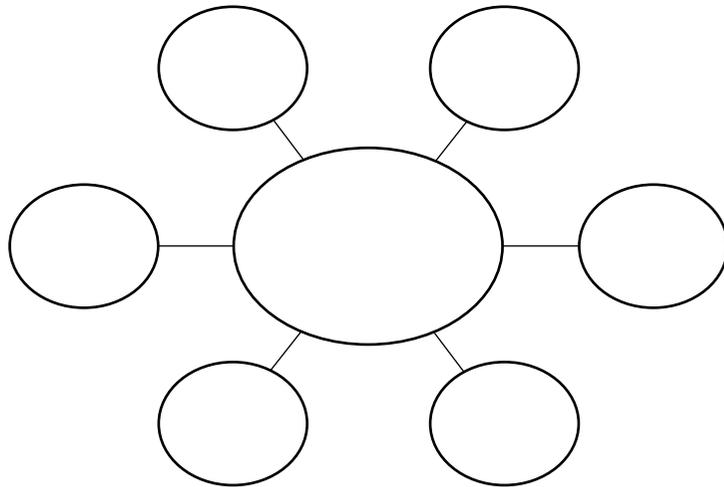
To become more familiar with the well-being pillars and to identify challenges faced by the youth within each pillar.

### 📖 Instructions

**Preparation:** Ask the participants to recall the 5 well-being pillars and write down each title on a separate flipchart. Divide the participants into five groups and assign pillar to each group.

In small groups ask them to write down words that come to mind concerning what it means to feel safe/connected/respected relating to their assigned pillar, (5 min.)

Group members discuss and identify the major issues affecting children and youth relating to their assigned well-being pillar. (10 min. max) As they identify each issue, one group member creates a spider web like the illustration below and writes the pillar in the centre, and the issues in the surrounding circles.



Finally, each group appoints a speaker to share the results with the other groups. (3 min. max per group).

### 🔍 Debriefing

- Are there any surprising challenges that came up?
- If we were to ask young people the same questions, would the challenges be the same?
- When you identified the challenges, did any potential responses come to mind?

### !! Elements to highlight

Go through the 5 well-being pillars and the responses for children and youth (*Resource sheet 4.3*) and remind the participants of the importance of considering all the pillars as an interconnected system.

## Resource Sheet 4.1

# Psychosocial well-being

There is significant agreement on the essential elements required for the collective well-being of human societies. These commonly include **physical, social, economic conditions, and the opportunity to develop and use human capacities and skills (human capital)**. The global 'Organisation for Economic Co-operation and Development', (OECD) lists the key aspects for quality of life, and the material resources that contribute to well-being.

It is clear that **humanitarian crises such as conflict and disaster have major destructive and disruptive impacts on most if not all of these dimensions**. In addition, in any situation of fragility where conditions are unstable (resulting from combinations of unstable governance, climatic instability, oppression or discrimination) the potential for well-being will be seriously undermined. Whether the instability is acute, chronic, or both, and whether people are displaced or trapped in the situation, people struggle to survive, and their well-being is undermined.

Strengthening the psychosocial well-being of children and youth must address two overarching priorities:

- To enable each individual to **establish sufficient personal sense of safety and security** to enable them to trust and engage with others constructively
- To support children and young people in **engaging with the circles of support in their environment** including family, community and wider society

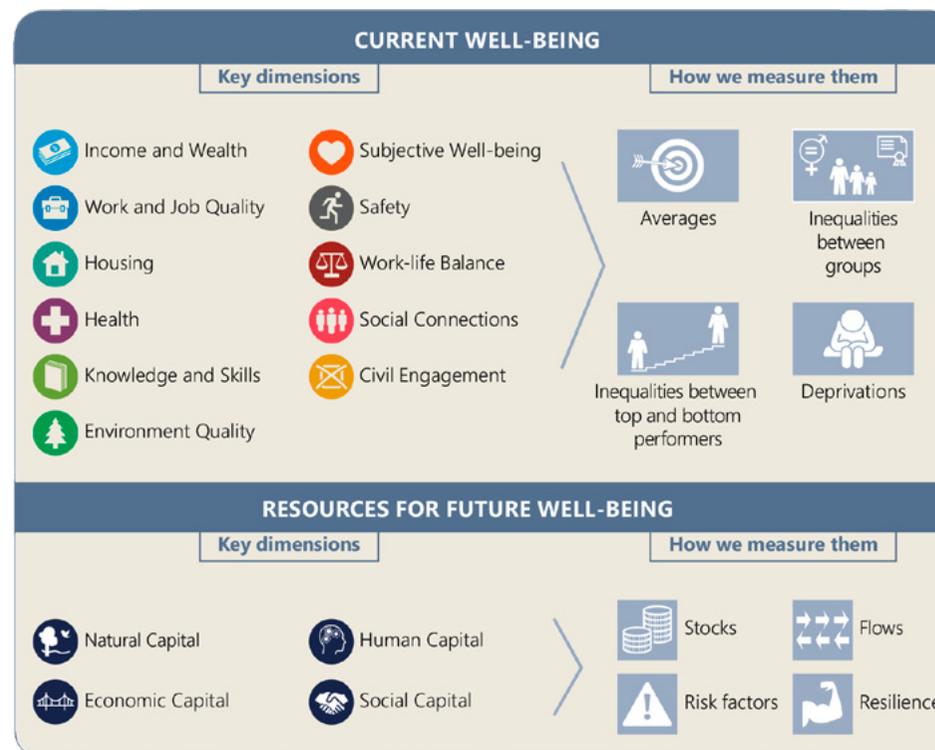


Figure OECD Framework for measuring well-being and progress<sup>[8]</sup>

<sup>[8]</sup> OECD, Framework for measuring well-being and progress: [www.oecd.org/statistics/measuring-well-being-and-progress.htm](http://www.oecd.org/statistics/measuring-well-being-and-progress.htm)

## Resource Sheet 4.1

# Psychosocial well-being

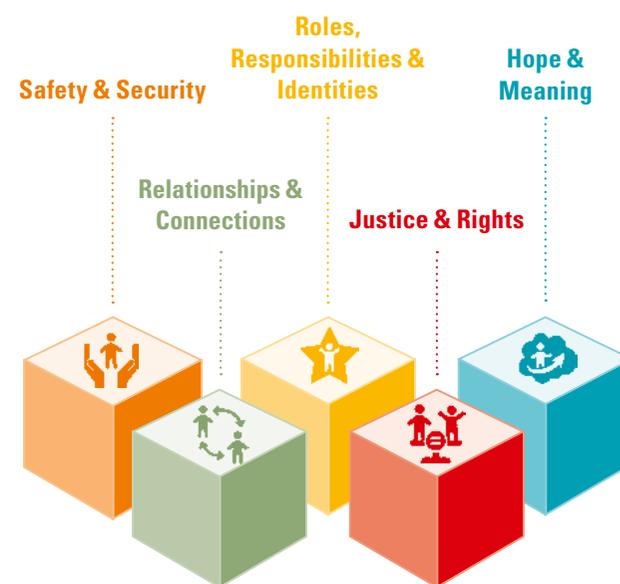
Two leading frameworks (ADAPT and Hobfoll<sup>[9]</sup>) have been developed which outline the impact of humanitarian crises on communities and individuals. Based on empirical evidence from research and practice, **the frameworks provide guidance on interventions to address the impacts of psychological and social distress.** The complementarity of both models has allowed us to develop a mixed framework, which includes **5 psychosocial well-being pillars and transversal principles to guide interventions.** These interventions have the objective of supporting children, youth, families and communities to **recover and thrive from stressful, difficult and potentially traumatic situations.**

- 1. Safety & Security:** feeling safe physically and emotionally. Safety relates to the emotional/internal aspects of protection, and to feeling protected and having control over risks (from external-physical and internal-emotional threats). Stability refers to the re-establishment of a sense of normalcy or predictability over potential changes (external environment and internal emotions, feelings and experiences).
- 2. Relationships and connections:** feeling connected to supportive bonds and networks. Individuals may have resilient behaviours and mechanisms, but **it is through shared experiences and common goals among peers and networks that these positive coping and adaptive capacities can become even more empowering, and support transformative capacities.**

**3. Roles, responsibilities and identities:** feeling worthy and acknowledged, and with coherent roles and identities regarding who we are, where we come from and what we do or would like to do. **Having skills, capacities and resources which contribute to valued roles, strengthens our self and collective efficacy.** It contributes to **positive coping mechanisms and longer-term adaptive and transformative sustainable responses.**

**4. Justice and rights:** feeling respected, with a sense of dignity, and able to develop critical consciousness and the capacity to address injustice or to access rights. The sense of justice as a psychosocial construct is impacted by feeling respected and considered or feeling disrespected or deprived. A sense of justice is also impacted by the effects of political violence, oppression, power abuse, and direct human rights violations. The healing characteristics of justice are an essential, yet often neglected pillar of well-being and resilience building processes.

**5. Hope and meaning:** feeling hopeful about the future and retaining or developing a zest for life. **All individuals require a coherent narrative in order to make sense and meaning of their lives.** Life projects and goals based on cultural, religious and spiritual identities are paramount in defining a meaningful future and a sense of hope.



Tdh believes that to **strengthen resilience, we need to work on five pillars, or building blocks, of well-being...**

<sup>[9]</sup> SE Hobfoll et al. (2007) Five Essential Elements of Immediate and Mid-Term Mass Trauma Intervention: Empirical Evidence. *Psychiatry: Interpersonal and Biological Processes*, 70 (4), 283-315.

Silove, D. (2013) The ADAPT model: A conceptual framework for mental health and psychosocial programming in post conflict settings. *Intervention: International Journal of Mental Health, Psychosocial Work & Counselling in Areas of Armed Conflict*, 11(3), 237-248.

## Five well being Pillars

On separate sheets of paper, write each pillar with the appropriate definition and present them to the group. Hang them on the wall so that people can see them during the next exercise.



### Safety, Security and Stability

**Feeling safe**, calm and having control are essential for every human being.



### Relationships, Bonds and Networks

**Feeling connected** is essential for well-being.



### Role and Identities

**Feeling worthy**, feeling acknowledged and being aware of who we are, what we do and where we come from is essential to build individual and collective identity.



### Justice and Rights

**Feeling respected**, with a sense of dignity, and able to develop critical consciousness and the capacity to address injustice or to access rights.



### Hope and Meaning

**Feeling hopeful** about the future is essential for human development, motivation and well-being.

### How are the psychosocial well-being pillars affected in crisis situation and how do we support children?

Children and youth face multiple, interconnected challenges that limit their access to a state of health and well-being as a result of humanitarian crises and migration. A major challenge is the **disruption to the range of critical supports necessary for positive psychosocial adjustment, on which health and well-being depends.**

Silove, D. (2013) refers to these essential supports as “**Pillars of Psychosocial Well-being**”, and defines them as Feeling safe, being safe; protective social networks; living with justice; finding personal roles; and finding hope and meaning in life. Widespread disruption to these psychosocial pillars at individual and family levels as can occur in situations of mass conflict, natural disaster and migration, generates public health concerns that can further complicate the process of stabilisation.

**These challenges require a coordinated response among multiple stakeholders.**

**Children and youth** caught in such adverse circumstances can contribute significantly to normalisation efforts. By being given opportunities to implement age-appropriate initiatives that **reinforce the positive impact of ongoing humanitarian actions, and by allowing them to lead their implementation, children can contribute to supporting their well-being**, in partnership with their families and the wider community. **The inclusion of children and youth as actors in restoring a nurturing environment will prevent common feelings of helplessness that can accompany these disruptive experiences.**



### Feeling safe, being safe

When people feel safe, they do not anticipate any harm at physical or psychological level, and, can normally carry out personal development plans with no impediment. They can also recover much easier from adverse circumstances. Conversely, a feeling of unsafety triggers uncomfortable emotions like fear and anxiety that can interfere with personal development and recovery.

For children and youth, safety **usually refers to having adequate housing, clothing, food supplies, access to health care, schooling, and protection from any form of threat or abuse. To achieve this, children and youth depend on their parents.** However, in chaotic conditions, responsible adults may **not be able to fulfil this caring role satisfactorily.** They may feel threatened themselves or otherwise be unable to generate the necessary resources to keep children safe and protected. Children and youth who lose contact with their families feel particularly unsafe. They are also exposed to increased safety risks, such as physical and sexual abuse, trafficking, and exploitation.

In these conditions, it is therefore **important to encourage children and youth to conceive, set up and lead joint initiatives that enhance their safety against common threats in their living environment.** Pay particular attention to necessary measures to ensure the **highest level of safety and protection for children and youth who lack family and other vital social supports.**



### Feeling connected

**A sense of attachment and belonging to a supportive network of relationships, including family, friends and other community members is vital to access a state of health and well-being at every stage of personal development.** Young children are able to overcome anxiety through consistent relationships with responsible adults that meet their various physical and emotional needs. As they reach **adolescence, their peer group becomes very important to them, and they need to feel accepted by their friends.** A wider mix of community relationships helps them manage and resolve or **avoid difficulties and also helps them to realise their hopes and ambitions.**

Children and **youth living in challenging conditions often lack these vital supports,** or their established networks may be weak and unable to address their multiple needs effectively. Because of this lack of support, they may experience discrimination and exclusion, which may lead to poor health outcomes, and raise the risk of social isolation and the resulting feelings of loneliness and uncertainty. **Children and youth can be encouraged to identify, set up, and lead initiatives that nurture their integration into supportive family, peer, and community networks.**

## Supporting children through the five Well-being pillars



### Feeling worthy – Finding my roles

The capacity to shape one's personal identity by assuming new roles in life is another important factor in accessing a state of health and well-being. **A positive identity builds self-confidence and a sense of self-worth, which, in turn, helps us to fit in and deal with adversity.** Humanitarian crises, migration and other **disruptive situations often impact children and youth's budding sense of personal identity, by depriving them of opportunities to exercise positive roles.** As can be characteristic in these situations, it is damaging to completely depend on others over a prolonged period of time.

Having no role whatsoever can leave affected children and youth feeling helpless, useless and without a purpose. All too frequently in these situations, children and youth are driven into roles that are inappropriate for their stage of development and which **diminish their self-confidence and self-esteem.** In situations of forced migration, poor reception in arrival destinations compound their difficulties by making them unsure of what their role is. Children and youth can be supported to devise, set up and lead initiatives that allow them to engage in **constructive social roles, to find out more about themselves and clarify who they want to be in life.**



### Feeling respected – Sense and access to justice

In situations of political instability, violent conflict or migration with limited means, people can often **experience an abuse of their human rights with no redress.** This can create a **sense of injustice in victims which can be twofold.** Firstly, the **impact of the unjust act or situation itself** they have experienced, and secondly, **anger** resulting from the fact that the injustice has gone unchallenged. People may feel frustrated and betrayed, and the effects can be worse when other people around them do not wish or are not able to talk about the cause of the injustice.

The consequences of political instability/conflict/migration may create additional sense of injustice because of **lack of access to relief support, power dynamics, lack of access to structural justice, gender inequalities, social inclusion issues, and discrimination etc.** Children and youth can be encouraged to devise, **set up and lead initiatives that foster wider group discussion on unresolved injustices they have experienced or observed in their lives.** This can be a preliminary step for children and youth to tackle persistent injustices in their living environment in an age-appropriate manner.



### Feeling Hope – Giving sense and meaning to my life

**Making sense of the world around you is important** for everyone, because **it helps us to feel secure in our place in the world and to have expectations about what can happen.** We can build on these expectations to have hope in our lives. The disruption caused by **humanitarian crises** and migration can lead to experiences that challenge or even **destroy people's understandings and beliefs.** Even living in an unfamiliar place can expose people to new ideas and experiences that can be challenging in helpful or damaging ways.

Children and youth who experience major changes in their lives following disruptive life events can feel very vulnerable when they begin to question the validity of things they held to be true about the world. Children and youth can be encouraged to devise, set up and lead initiatives that help them explore their beliefs and adjust them appropriately to establish new hope for their future.

# Supporting children through the five Well-being pillars

Pillar	Responses for children & youth
<p><b>Security, safety, &amp; stability</b>  <i>"I want to believe we can have a secure and peaceful life again."</i>                      Refugee girl</p>	 <p>Restore and maintain an individual and collective sense of safety                      Provide support in stress management and refer to specialist if necessary                      Identify any immediate threats and provide protection to vulnerable groups                      Identify other threats and mobilise to minimise them and develop/strengthen protective networks</p>
<p><b>Bonds, relationships &amp; networks</b>  <i>"I miss my friends. It is very different here. I often stay at home in my room."</i>                      Refugee child</p>	 <p>Reunite/restore family relationships                      Build inclusive bonds with peers                      Connect with supportive wider community networks</p>
<p><b>Roles, identities, responsibilities</b>  <i>"My dream is to one day open my own school to ensure all children can study."</i>                      Refugee child</p>	 <p>Acknowledge current roles and responsibilities                      Restore opportunities for the development of age appropriate constructive roles in line with pre-defined life aspirations, including access to education and vocational preparation for youth</p>
<p><b>Justice, rights, citizenship</b>  <i>"I learned the taste of pain and injustice."</i>                      Migrant youth</p>	 <p>Acknowledge past and present injustices                      Recognise potentials and boundaries of responsibility and opportunity to counter injustice                      Engage with collective initiatives to promote justice and rights</p>
<p><b>Sense of purpose &amp; meaning</b>  <i>"Our childhoods no longer make sense."</i>                      Child left behind</p>	 <p>Respect values and beliefs and promote rights to exercise religious practices                      Promote individual and collective opportunities to develop a shared narrative that allows individuals to make sense of their experiences                      Create opportunities to imagine and start to work towards a positive future</p>

## Module 5.

**Supporting children & youth  
in meaningful participation**  
**What is Youth Participation?**



## Presentation

**Children and youth are not simply passive recipients. They have their own views, make their own choices and can take action. In challenging environments, it is important to support both children and youth to take the ‘driver’s seat’ to protect their own well-being.** This is not to suggest that they do not need appropriate adult protection- this is their right. However, in the context of major disruption, when adults may not always be available to protect them, **children and youth should be encouraged to voice their concerns, and supported to make sound choices which can improve their situation.**

Children and youth learn and develop when they can take some responsibility for themselves. Adults can support them by helping them to recognise available safe options and guide them in the selection and completion of tasks. **The ‘Engage’ curriculum is designed to provide a context in which they can become secure, build trust with each other, and develop skills and confidence while contributing to stabilising the disrupted well-being pillars in their lives alongside adults who can help.**

This approach requires a **particular facilitation style**. Facilitators are responsible for the agenda for each session and ensuring that participants respect the agreed group rules. However, their task is also to enable participants to explore issues and options and reach their own conclusions as a group. **It is important for facilitators to avoid providing conclusions, solutions or plans for the group.** Children and youth will benefit the most in gaining skills and confidence if they have a **genuine opportunity to take decisions based on their shared views and follow them through to a conclusion.**

The **facilitator should act as a ‘wise friend,’** who shares their experience and helps the group to develop manageable actions with the potential to yield positive results. **Small and successful actions will be more encouraging and empowering than big dreams that cannot be fulfilled.** An element of challenge and the perseverance necessary to overcome these actions will help to build their resilience.

## Objective

To understand the importance and principles of Youth participation.

## Overview of the development of the module

	Title & Short description	Materials / Resources	Duration (70-80min)
5.1	‘Speed talking’	<i>Resource sheet 5.1</i> for every participant	15 min
5.2	‘Exploring the Hart’s Ladder’	8 sheets of paper with one level of hart’s ladder on each sheet	20 min
5.3	‘Six thinking hats’	2 or 3 sets of coloured paper hats	20-30 min
5.4	‘Lundy model check list’	<i>Resource sheet 5.4</i> for every participant	20 min

## Key messages

Participation is an essential element of child and youth programming, based on the Convention of the rights of the Child (art. 12) which refers to the right of all children to be involved, and influence decision-making about issues which affect their lives and those of their communities, in accordance with their evolving capacity.

Adults can protect children and youth by allowing them to develop their social-emotional competence to address protection risks. This includes helping them plan and carry out meaningful actions. This awareness will enable facilitators to help children and youth generate their own responses to well-being related issues, and accompany them during the implementation of the child/youth-led initiatives.

## 5.1 Activity 'Speed talking' (15 min)

### ✓ Objective

To discuss your understanding of child & youth participation.

### 📖 Instructions

Work in pairs. Each person has 1 minute to share their opinion on 'Child and Youth Participation'. After 2 minutes each person moves to another person and continues to share.

### 🔍 Debriefing

After each person has spoken to 3 other people, ask the group which opinions left an impression on them.

### !! Elements to highlight

Distribute to the participants *Resource Sheet 5.1*. Read and discuss the definitions together.

### i Advice for facilitators/recommendations

To facilitate the rotation of pairs, create two circles facing each other. To change partners, the outside circle moves clockwise, and the inside circle does not move.

## 5.2 Activity 'Exploring the Hart's Ladder' (20 min)

### ✓ Objective

To understand the different levels of participation to better understand the role & aim of adults and youth in meaningful participation.

### 📖 Instructions

**Preparation:** On each sheet, write one of the following 8 stages of Hart's ladder (8. *Child initiated, shared decisions with adults*, 7. *Child initiated and directed*, 6. *Adult initiated, shared decisions with children*, 5. *Consulted and informed*, 4. *Assigned and informed*, 3. *Tokenism*, 2. *Decoration*, 1. *Manipulation*). Write the stage in the center of the sheet, while on the left write **adult's role & behavior** and on the right **children's role & behavior** (see *Resource sheet 5.2*, for an example).

Explain that you will do a practical exercise to explore Hart's model of participation.

1. On the floor, lay the sheets like a ladder. (8. *Child initiated, shared decisions with adults*, 7. *Child initiated and directed*, 6. *Adult initiated, shared decisions with children*, 5. *Consulted and informed*, 4. *Assigned and informed*, 3. *Tokenism*, 2. *Decoration*, 1. *Manipulation*). As you do this, discuss each stage (see *Resource Sheet 5.3* for details).
2. Ask the participants to move around the room individually. On each sheet, write your ideas concerning the role and typical actions of children and adults for each of the 8 stages before moving to the next sheet. After 5 minutes, briefly discuss the results together. Try to emphasise the impacts that adult's roles and behaviors have on children.

3. Once you have discussed stages and roles, read out some of the below scenarios (not in order) describing young people's different types of involvement. Ask the group to position themselves on the ladder based on the stage of participation they think the scenario represents.

- Children identify a problem in their school, initiate a project to solve it and convince adults to join them to implement it.
- Children produce their own school newspaper or radio program.
- Children are asked to participate in planning a playground.
- Children are consulted by a city mayor about a certain question, and their opinions are taken seriously.
- A group of children is organised to do community work. They are informed of its purpose and feel ownership of the issue.
- Articulate children are selected to sit on a discussion panel with no substantive preparation and no consultation with peers in advance.
- Children sing and dance at an event but have little idea of what it is all about.
- Children are organised to participate in political demonstration carrying political placards.

### !! Elements to highlight

Participants need to understand that the aim of this curriculum is to encourage the highest level of youth participation possible, where adults are not the initiators, the facilitators. Their role as facilitator is crucial in achieving full child and youth participation.

## 5.3 Activity 'Six thinking hat' (20-30 min)

### ✓ Objective

To explore further the importance of participation in the context of the ENGAGE curriculum.

### 📖 Instructions (10-15 min)

Form groups with at least 7 participants in each group. 6 participants will be involved in a conversation while the others observe and take notes.

Each group discusses the same theme, and different roles will be assigned to each group member. People can choose their role.

**Discussion:** "You are a group of youth leaders discussing the possibility to involve your group in a participative activity (youth led activity). You need first to decide whether or not you will proceed, and then how you can do it."

**Roles:** 6 people wear hats of 6 different colours, which will guide their role in the discussion

- **White:** you are interested by the facts and need information
- **Yellow:** you are interested by the positive aspect and need to look at strengths and benefits
- **Grey:** you are the critical one, and you need to understand the potential barriers or risks
- **Green:** you are interested in exploring new ideas and you need to express "wild" or creative ideas
- **Red:** you are interested by emotions and you need to feel and to explain why you feel the way you do
- **Blue:** you are interested in the big picture and you need to understand the overall objective and goal

Observers note elements which are particularly relevant (strengths & benefits, barriers & weaknesses, goals identified, ideas etc.) to report to the whole group.

## **Debriefing (10-15 min)**

The participants who were observers report back to the whole group on interesting parts of the discussion they observed.

If you would like to have a more structured debriefing, prepare a flipchart with the following categories: strengths & benefits, barriers & risks, goals identified, and ideas. Write down the relevant aspects identified by the observers.



## **5.4 Activity 'Lundy model check list' (20 min)**

### **Objective**

To evaluate the core elements necessary for meaningful youth participation.

### **Instructions (10-15 min)**

Briefly introduce to participants the 'Lundy model' and distribute the *Resource sheet 5.4*. The Lundy model is shared with a checklist to explore whether or not all the elements of the model have been considered.

Divide participants in 3/4 groups.

Ask each group to describe a participative activity they have already run/experienced with children or youth.

Ask them for some practical advices they would give to facilitators of such activities to make sure that children and youth are given a Space, a Voice, an Audience and an Influence.

### **Debriefing**

Ask the groups to share their ideas.

### **Elements to highlight**

Share and discuss with the participants some TIPS (*Resource sheet 5.5*) to encourage the meaningful participation of youth

## Resource Sheet 5.1

# Child & Youth Participation

### Definitions

All children have a right to participation, as set out in Article 12 of the United Nations Convention on the Rights of the Child (CRC).

*"States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."*

Child participation is a right in itself, and it is also one of the four core principles of the convention (alongside the right to survival and development, the primacy of the best interests of the child, and the right to non-discrimination). In other words, child participation is both the means of achieving all the other rights enshrined in the convention, and an end in itself.

Participation also has a direct impact on the well-being, protection and development of children.

### Alternative definitions:

*"Child participation is about encouraging and enabling children to share their views on issues that affect them."* (UNICEF, 2003)

*"Participation is the process by which individuals and groups of people can influence decision-making and bring about change."* (Treseder, 1997)

*"Sharing decisions which affect one's life and the life of the community in which one lives."* (Hart, R, 1992)

*"Children taking part in and influencing processes, decisions, and activities that affect them, in order to achieve greater respect for their rights."* (Lansdown, 2002)

### Key principles

Since the Convention on the Rights of the Child was adopted in 1989, experience has led to broad consensus on the basic requirements necessary for effective, ethical and meaningful implementation of child and youth participation.

- Be transparent and informative – youth must be provided with full, accessible, diversity-sensitive and age-appropriate information about their right to express their views freely and how participation will take place. Their views must be given due weight.
  - Be inclusive – challenge existing patterns of discrimination and encourage opportunities for marginalised youth to be included. Opportunities must be accessible to all. Programs should be culturally sensitive for youth from all communities.
  - Be supportive of youth-led organisations and networks – reach out to youth led organisations.
  - Be voluntary – youth should be encouraged, and their contribution promoted and respected. Youth should never be forced or manipulated into sharing their views and never forced to attend a workshop. They must feel free to leave the programme if they choose.
  - Be respectful – the adults should respect the youth's contribution to their families, school, culture, and media. Youth should be provided with opportunities to initiate ideas and activities. Youth should be considered as leaders for youth participation from their perspective and experience.
- Be relevant – youth need to be given space to highlight and address the issues they identify themselves as relevant and important. The issues should be relevant to their knowledge, skills, abilities and responsibilities.
  - Be youth-friendly – investments should be done to develop youth-friendly environments, processes, structures and mechanisms that enable youth to participate in matters that affect them. Participatory and inclusive methodologies and tools should be adapted to maximise youth's capacities and potential.
  - Provide adequate time and resources – adequate time and resources should be made available to ensure that the youth are prepared. They must also be enabled to have the confidence and opportunity to contribute their views, and also to engage in processes of social transformation.
  - Be supported by capacity development – adults needs to be sufficiently trained on how to facilitate participation, and need training on organising campaigns etc. Youth can also be involved as trainers and facilitators.

# Exemple of flipchart for exploring Hart's ladder

Adult's role and behavior

Children's role and behavior



## Resource Sheet 5.3

# Degrees of Participation -- Hart's ladder

### 8. Young people initiate; shared decisions with adults.

This happens when projects or programs are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from, the life experience and expertise of adults.

### 7. Young people initiate and direct.

This step is when young people initiate and direct a project or program. Adults are involved only in a supportive role.

### 6. Adults initiate; shared decisions with young people.

Occurs when projects or programs are initiated by adults, but the decision-making is shared with the young people.

### 5. Consulted and informed.

Happens when young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used, and the outcome of the decisions made by adults.

### 4. Assigned but informed.

This is where young people are assigned a specific role and informed about how and why they are being involved.

### 3. Tokenism.

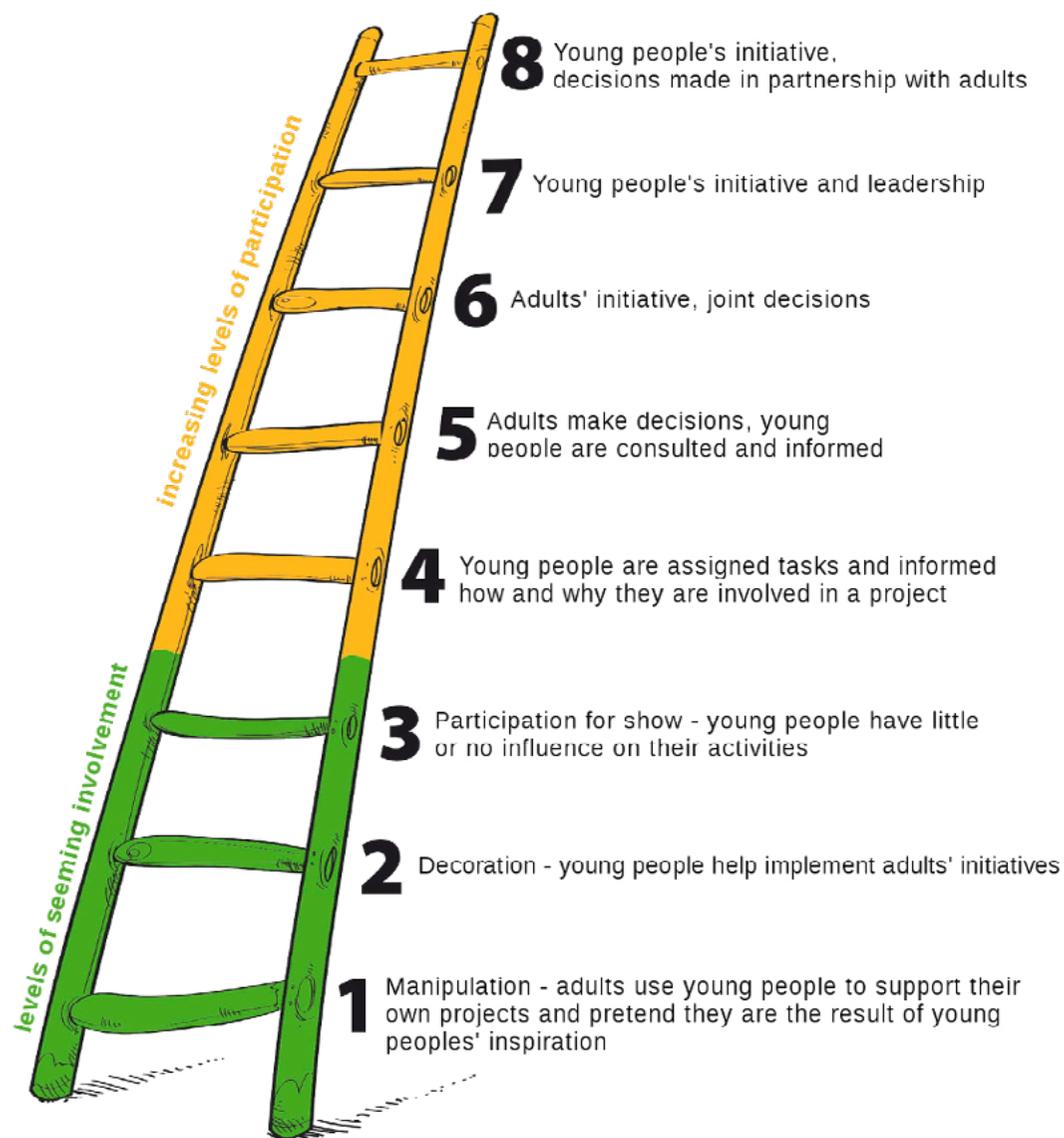
When young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.

### 2. Decoration.

Happens when young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people.

### 1. Manipulation.

Happens where adults use young people to support causes and pretend that the causes are inspired by young people.



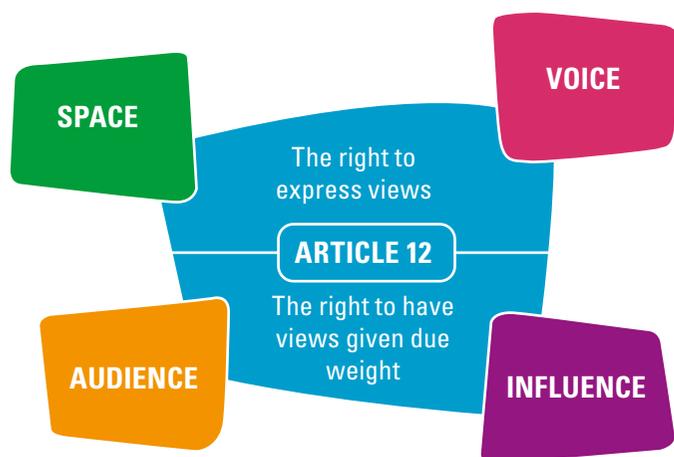
## Resource Sheet 5.4

# The Lundy Model!

The Lundy Model (2007) is promoted by the EU and the CRC. It includes four areas to be addressed in order to empower children to participate. The four elements have a rational chronological order:

- **Space:** Children must be given safe, inclusive opportunities to form and express their views.
- **Voice:** Children must be facilitated to express their views.
- **Audience:** The views must be listened to.
- **Influence:** The views must be acted upon, as appropriate.

Lundy's Model – a checklist which provides a way of exploring whether or not all components of the model have been considered.



## SPACE

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

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

## VOICE

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

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

## AUDIENCE

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

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

## INFLUENCE

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

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

## Top tips for children and young people's participation <sup>[10]</sup>

- ✓ Treat children and young people with respect
- ✓ Don't talk down to children and young people
- ✓ Don't push or "force" participation
- ✓ Don't make assumptions about what children and young people are capable of
- ✓ Remember that children and young people are as diverse as any other population group
- ✓ Tell children and young people how they will be involved and always provide feedback
- ✓ Be open to new ideas, especially ones you may not have thought of
- ✓ Give children and young people time and space to say what they mean
- ✓ Give clear objectives and limits for decision making
- ✓ Steer clear of professional jargon whenever possible

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<sup>[10]</sup> Extracted from: [www.acyp.nsw.gov.au/participation-resources-2017](http://www.acyp.nsw.gov.au/participation-resources-2017)



## Module 6.

**Presentation of the methodology to facilitate youth initiatives in the ENGAGE phase**

**How do I facilitate the ENGAGE phase?**

## Presentation

The ENGAGE phase is designed to **engage groups of 10-15 children/youth between the ages of 14 and 18 in generating group-based initiatives to address concerns they have prioritized themselves, related to one of the 5 well-being pillars.**

The ENGAGE phase of the curriculum provides guidance for facilitators who wish to implement such initiatives in unstable contexts, and include the following steps:

- E** ↑ Explore challenges
- N** generate **N**ew ideas
- G** Get a plan
- A** Act & implement
- G** Grow impact
- E** ↓ Evaluate and reflect on the learning

### Key messages

Youth-led initiatives bring significant value to the lives of the youth involved, in terms of both personal and social development, as well as community engagement.

They develop important skills, become more resilient and begin to trust in their potential to be actors of change for their community.

## Objectives

To provide an understanding of the structure and methodology of the ENGAGE phase and to prepare the facilitation of the development and implementation of the youth initiative.

## Overview of the development of the module

Title & Short description	Materials /Resources	Duration (160min)
6.1 'Short Recap'		10 min
6.2 'Presentation of the ENGAGE phase'	Resource sheet 6.1 for each participant	10 min
6.3 'Demonstration of main activities'		140 min
	• Session 9: Selecting challenges	30 min +5 min
	• Session 10: Planning tree	30 min + 5 min
	• Session 11: Developing our ENGAGE collective action plan	20 min + 5 min
	• Session 12: Practicing ENGAGE skills	20 min + 5 min
	• Session 18: Reflections on the well-being barometer	15 min + 5 min

## 6.1 Activity 'Short Recap' (10 min)

### ✓ Objective

To briefly recall some key elements from previous sessions.

### 📖 Instructions

Ask a volunteer to briefly recall what they remember about the first phase of the curriculum: MOVE ON.

Remind the participants that the MOVE ON phase was aimed at working on the necessary ENGAGE skills to undertake collaborative action. The skills identified are as follows: *Collaboration/Cooperation, Communication, Self-awareness & Management of emotions, Problem solving & Creative thinking, and Responsibility.*

Briefly discuss some key elements discussed in the previous module regarding Child & Youth Participation.

### !! Elements to highlight

Explain to the participants that during the exploration of the ENGAGE phase they need to keep the principles of participation in mind.

## 6.2 Activity 'Presentation of the ENGAGE phase' (10 min)

### ✓ Objective

To understand the structure and main elements of the ENGAGE phase.

### 📖 Instructions

Remind the participants that the purpose of this curriculum is to facilitate the implementation by youth of a collaborative action. Facilitators will be responsible for setting the agenda for each session and ensuring that participants respect the group rules. However, their task will also be to enable participants to explore issues and options and reach their own conclusions as a group.

Distribute *Resource Sheet 6.1* and discuss the structure of the ENGAGE phase with participants.

# ENGAGE engage

### 6.3 Activity 'Demonstration of main activities' (140 min)

Explain to the participants that they will experience some of the activities that they will facilitate with the youth. Before starting an activity, explain to the participants on where you are in the process (ENGAGE phase) and explain what the youth will have experienced prior to the exercise you are facilitating. Participants will engage in a simulation of facilitating the curriculum

#### Session 9: Selecting challenges

##### ✓ Objective

To select one or 2 challenges to be addressed by a collective action.

##### 📄 Instructions (30 min)

###### Step 1: Mapping the concerns (10 min)

The facilitator asks each of the groups (the same groups as in the previous activity) to discuss and list what needs to be solved in relation to the selected well-being pillar, and to write their answers on a large sheet of paper. (The facilitator goes around the different tables to support the groups and to ensure that everyone's viewpoint is considered).

###### Step 2: Ranking concerns (5 min)

Once all the groups have listed their concerns, the facilitator ask the groups to rank the identified concerns according to jointly determined priorities.

###### Step 3: Introduction of the 'Collective barometer' (10 min)

Finally, the facilitator asks participants to fill in the following collective barometer for each of the 3 priority concerns. Ask the participants the following question: "How confident are all group members that these situations can be improved?" You can proceed through a hand vote, or by asking participants to put a sign in the relevant cell on the following chart.

Concern 1	Concern 2	Concern 3
Very confident	Very confident	Very confident
Fairly confident	Fairly confident	Fairly confident
Maybe	Maybe	Maybe
Probably not	Probably not	Probably not
Definitely not	Definitely not	Definitely not

##### 🔍 Debriefing

Remind the participants that they will facilitate this session with the groups. Ask the following questions:

- *What difficulties do you identify in facilitating this session?*
- *Remembering our discussions around child and youth participation, can you see any places where we need to be aware of being too directive when facilitating this exercise? or not being sufficiently directive? How will you ensure meaningful participation?*

##### i Advice for facilitators/recommendations

During the discussion, remind the participants that to ensure meaningful participation, they need to remember that the ideas should come from the youth. They need to be careful to not influence the discussion but to facilitate the generation of ideas.

## Session 10: Planning tree

### ✓ Objectives

To collectively analyse the root causes of the identified issues and to look more deeply at the available strengths and resources they have, and begin to identify possible solutions to address these issues.

### 📄 Instructions (30 min)

- On a large flip chart paper, draw a large tree with roots, a trunk, dry branches, and draw the external conditions necessary for a tree to blossom. Explain that this is a “Planning Tree” and explain what each part represents as follows:
  - **Trunk (Challenge):** the key challenge the group has chosen to work on
  - **Roots (Root Causes):** the causes of the key challenge
  - **Dry branches (Consequences):** the different consequences of the problem identified in the daily life of the participants
  - **External conditions – water/light, etc (Strengths):** strengths and resources the participants have identified previously
  - **Actions:** Additional actions which help the tree to grow and blossom (more light, fertilizer...). Potential strategies to address the identified root causes (actions to make sure that light and sun can help the tree to be healthy)
- Divide the group into small groups of 3-5 people. Hand out a big sheet of paper and coloured markers to each group.
- Ask the groups to draw a similar tree on their paper. Write the challenges they have selected on the trunk of the tree (5 min). (Please note that all groups should focus on the same ‘challenge’. This will generate and stimulate discussion when they share their planning tree with each other, as they can build on one another’s ideas.)
- Participants discuss the root causes of the challenge within their small groups (the roots) (10 min). Prompt them with the question “why” to encourage them to look deeper into the challenges.
- When they have identified some of the root causes of the challenge, write them down on the roots. If there are disagreements about the root causes, remind them that we are sharing ideas, and everyone has a right to their opinion. If they can’t come to an agreement, all causes can be mentioned.

- Ask the participants to discuss the different consequences associated with the problem in their daily lives and write down the consequences in the dry branches (10 min). This discussion will help when clarifying the expected change they want to see as a result of their action.
- Ask the participants to reflect on the type of resources (strengths) they have to address the root causes. These should be drawn as the sun, the light, and the other conditions that can affect the tree’s health.
- Ask the groups to discuss how they can work together to address the root causes of the challenge they have identified, drawing on the Strengths they have identified (15 min). Ask the following questions: What are some ideas you can think of, to address the challenge you have identified?
- Ask them to write possible actions/ideas down beside the tree. Even if the idea does not seem possible to implement, tell them it is still ok to write the ideas down, but make sure that some of the solutions are possible to carry out.
- Ask each group to present their problem tree (2 min/group). On a new flip chart write down all the ideas presented by the different groups.
- Now that they have the ideas written down, ask the participants to review them together as a group and decide on 1-2 actions that would be feasible to carry out together. (Participants can vote by raising hands for their two favourite ideas) Circle or highlight these ideas for their ENGAGE collective Action. (5 min)

### 🔍 Debriefing (5 min)

Remind the participants that they will facilitate this session with their groups. Ask them the following questions:

- *What difficulties do you envisage when facilitating this session?*
- *Remembering our discussions around child and youth participation, can you see any places where we need to be aware of being too directive when facilitating this exercise? or not being sufficiently directive? How will you ensure meaningful participation?*

### i Advice for facilitators/recommendations

When the youth participate in this activity, they will need more time. When facilitating this with animators, you will need to speed up the process.

## Session 11: Developing our ENGAGE collective action plan

### ✓ Objective

To develop the action plan and ensure smooth implementation.

### 📖 Instructions (20 min)

Explain to the participants that they will now begin to develop the action plan for in order to be well prepared to implement their action. Present the ENGAGE COLLECTIVE ACTION PLAN with the main categories on a flip chart. (*Resource sheet 11.3*) Explain that at this point they will experience only one part of this activity.

Facilitate the discussion for all the categories included in the action plan as follows:

#### Step 2: Step by step plan (skip step 1) (20-25 min)

What are the steps you need to take to implement your ENGAGE Collective Action?

First, ask the participants to propose a list of steps (preparation and activities) they will need to do in order to complete their action: What are the different steps and activities involved in this Action plan?

Facilitate the discussion and ensure that they also consider all the preparatory steps.

When steps are organised in chronological order, ask the participants to define the following for each step:

- The timeline (when the action should be completed)
- The person(s) responsible (who will be the person responsible to lead/conduct this activity? Will there be other people supporting?)
- The resources needed: What resources will you need? Think through all the elements (e.g. people, funds, materials) you will need to do this activity.
- The outcome: What are the results expected from this step?

### 🔍 Debriefing

Remind the participants that they will facilitate this session with their groups. Ask them the following questions:

- *What difficulties do you envisage when facilitating this session?*
- *Remembering our discussions around child and youth participation, can you see any places where we need to be aware of being too directive when facilitating this exercise? of being too directive? How will you ensure meaningful participation?*



## Session 12: Practicing ENGAGE skills

### ✓ Objectives

Participants will prepare for their role in the joint ENGAGE collective action through exploring potential scenarios that could take place during facilitation. They will practice ENGAGE and other identified skills.

### 📖 Instructions (20 min)

- Based on the detailed action plan developed during *session 11* where youths have identified activities to elicit ENGAGE skills, ask the group to decide which skills they want to practice first.
- Ask participants to develop scenarios they may encounter while implementing their joint action. **(5-10 min)**
- Use the scenarios to facilitate role plays.  
(Please see *Resource sheet 13.1 "role plays ideas"* from the *Youth Curriculum* for examples)
- Once they are ready to perform the role play, it is crucial for the facilitator to give clear guidance on how to give feedback after each role play. Please see *session 3* of the *Youth Curriculum, Resource Sheet 3.1*.

### 🔍 Debriefing

Remind the participants that they will facilitate this session with their groups. Ask them the following questions:

- *What difficulties do you envisage when facilitating this session?*
- *Remembering our discussions around child and youth participation, can you see any places where we need to be aware of being too directive when facilitating this exercise? of being too directive? How will you ensure meaningful participation?*

critical-thinking  
collaboration  
self thinking  
emotion  
management  
awariness  
communication  
responsability  
critical

## Session 18: Reflections on the well-being barometer

### ✓ Objective

To review and reflect on any significant changes in the group's sense of well-being which may have taken place over their journey.

### 📖 Instructions

- As a group, first do a short reflection activity on the group's sense of well-being. Ask the group to close their eyes and remember the first time they met as a group. Ask the group to think about the following questions, but not to share their answers yet. *"How did you feel? Did you know anyone? What thoughts were going through your mind? Were you hopeful about what was to come? Were you nervous in engaging in these activities? Were you nervous about meeting new people?"*
- Now ask the group to open their eyes and say, *"Here you are now, your Action project is complete. Thinking about your well-being and the well-being of the group, what are the most obvious changes that have taken place?"* Allow a few minutes for sharing and group discussion.
- Remind the group of the exercise they did in the middle of the process, the "well-being barometer." Tell them that now, they will do the same exercise again so we can compare the progress that has been made.
- Complete *session 9, activity 9.2: the 'Well-being thermometer' exercise.*
- Display the well-being barometer ranking from *session 9* so that the group can see it.

Ask the following questions:

- *What changes regarding the well-being 'pillars' stand out to you most strongly (positive and negative)? Why?*
- *What well-being pillar had the most significant improvement? How and why do you think this was accomplished?*
- *How do you feel further progress could have been made?*

Summarise the discussion for the group and thank them for their participation.

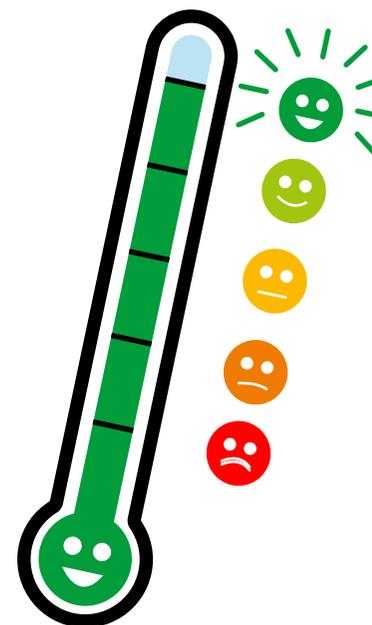
### 🔍 Debriefing

Remind the participants that they will facilitate this session with their groups. Ask them the following questions:

- *What difficulties do you envisage when facilitating this session?*
- *Remembering our discussions around child and youth participation, can you see any places where we need to be aware of being too directive when facilitating this exercise? of being too directive? How will you ensure meaningful participation?*

### i Advice for facilitators/recommendations

For the purposes of training and to save time, only do the barometer exercise for one well-being pillar.



## Resource Sheet 6.1

# Presentation of the ENGAGE phase

The ENGAGE phase is designed to mobilise groups of 10-15 children/youth between the ages of 14 and 18 in generating group-based initiatives that address concerns prioritised by them, and which relate to one of the 5 well-being pillars.

The ENGAGE phase of the curriculum provides guidance for child/youth group facilitators who wish to implement such initiatives in unstable contexts, through the following steps.

In each of these steps, **meaningful youth participation is essential in order to empower and encourage them to generate their own responses to different concerns.** With the support of the facilitators and in partnership with their family and community, the youth will implement a programme to respond to the concerns they have identified.

Steps	Session	Results	Main activities
Preparation steps	7, 8	Identifying and categorising well-being elements/components Envisioning a positive environment that supports well-being: "vision our world" Introducing & exploring the 5 pillars of well-being Matching well-being components and pillars	Well-being free listing Visioning our world
<b>E</b> Explore challenges	 9	Selecting the well-being pillar and challenges/concerns to be addressed	Games by pillar Well-being barometer Mapping challenges
<b>N</b> New ideas	 10	Exploring the root causes Exploring strengths Exploring ideas of collaborative action	Planning tree
<b>G</b> Get a plan and be prepared	 11-13	Identifying resources needed and potential barriers Drawing the goal Developing the action plan Practicing ENGAGE skills Exploring knowledge and skills related to the selected well-being pillar	Mind map Collective action idea Pre-implementation skill building Additional activities
<b>A</b> Act & implement	 14-17	Implementing the action Tracking the progress	Logbook
<b>G</b> Grow impact	 11, 14, 18	Identifying stakeholders Presenting the idea to the community Celebrating with the community	Consultations with key stakeholders meeting with the community
<b>E</b> Evaluate and reflect on the learning	 18	Reflecting on the journey	Reflecting on the journey The river journey



## Module 7.

**Responding to diversity through  
a person-centered approach**

**How can I manage diversity?**

## Presentation

Under normal circumstances, children and youth naturally form peer groups. **However, in situations of insecurity, a natural reaction is to avoid further exposure to threats of potential loss, including loss of sense of identity.** For this reason, children and youth in high risk environments may classify others into superficial categories based on their perceptions of what they have in common or otherwise. Children who may appear to have little in common with others, for example based on culture, gender or physical ability may be excluded for fear of weakening the sense of identity children rely upon to counter adversity. In situations of displacement, this tendency is exacerbated by the fact that disparate groups with different ethnic, religious political and/or social background can often find themselves in close proximity to each other, in difficult circumstances.

**Facilitators can help children and youth from different backgrounds explore common ground, in order to create and maintain an atmosphere of peer support within the group.**

### Key messages

- Facilitators need to be attentive to individual differences among the group members and ensure that these do not obstruct the full participation of all group members.
- This is especially pertinent when engaging children and youth in brainstorming activities during the curriculum implementation.

## Objectives

To enable group facilitators to understand and manage diversity within their groups and ensure each child feels part of the group.

## Overview of the development of the module

	Title & Short description	Materials/Resources	Duration (70min)
7.1	'Barnga game'	4 sets of playing cards 4 pages of different rules per table, 1 set per table <i>Resource Sheet 7.1 and 7.2</i>	40 min
7.2	'In or out'		30 min

## 7.1 Activity 'Barnga game' (40 min)

### ✓ Objective

To appreciate that different cultures perceive things differently and/or play by different rules.

### 📖 Instructions

**Overview:** Participants play a simple card game called "five tricks" in small groups, but conflicts begin to occur as participants move from group to group. This mirrors real cross-cultural encounters, where people initially believe they share the same understanding of the basic rules but realise that this is not the case. In discovering that the rules are not the same for everyone, players experience a "mini culture shock" similar to what they may experience in a different culture. They must try to understand and reconcile these differences to play the game effectively in their "multi-cultural" groups. Difficulties are magnified by the fact that players may not speak to each other, but can only communicate through gestures or pictures. Participants are not told that each person is playing by different rules, and in struggling to understand why other players don't seem to be playing correctly, they gain insight into the dynamics of cross-cultural encounters.

**Set-up:** Set up 4 tables (about 4 people per table), given them a number from 1 to 4, depending on the number of participants. On each table there should be one copy of the rules per plus a deck of cards (use only numbered cards, no face cards). Each table shares some main rules BUT different rules are added to different tables (*Resource sheet 7.1*).

Players are given five minutes to study the rules and practice the game.

Once everyone understands, the facilitator collects the rule sheets and introduces a strict rule of "no verbal communication." This means that players may gesture or draw pictures if they wish, but may neither speak (orally or by signing) nor write words.



The facilitator then announces a tournament. Each round lasts a few minutes. When the facilitator indicates it, the players move tables according to the following:

- the player who has won the most games during the round moves up to the next table (i.e. the "winner" in table number 3, moves to table number 4),
- the player who has lost the most games during the round moves to the table with a lowest number (i.e. the "loser" in table number 3, moves to table number 2).

**The players do not know that each table has been given a different set of rules.**

After several rounds, the facilitator facilitates a debriefing.

### 🔍 Debriefing

- *What did you expect at the beginning of the game? What did you think or feel during the game? How did not being able to speak contribute to how you felt? What happened during the game? When did you realise that something was wrong? How did you deal with it?*

Many different explanations may arise. It is important to acknowledge them all. Some people may think other players were cheating, or that they themselves or others misunderstood the rules. Gradually the participants will see that multiple versions of the rules were given. Confirm the truth once there has been ample opportunity for alternate explanations to be given.

- *What specific real-life situations does Barnga simulate? Have you ever had an experience where there was a rule difference you didn't know about? How could you be confronted by this during the implementation of the ENGAGE curriculum? What forms can diversity take in this context? What can happen if these differences are not dealt with?*

In spite of their similarities, people do things differently. To function effectively in a group, participants have to understand and reconcile these differences. Communicating with the others is difficult and it demands sensitivity and creativity.

### !! Elements to highlight

Distribute and read *Resource sheet 7.2* together.

## 7.2 Activity 'In or out' (30 min)

### ✓ Objective

To enable participants to understand and manage diversity and exclusion.

### 📖 Instructions (10 min)<sup>[11]</sup>

Form 3 or 4 groups with at least 5 people per group. In each group, ask for a volunteer and tell them to go out of the room, and that you will give them instructions shortly.

Tell the participants that the goal of each group is to keep the volunteers from becoming a part of their group. They should pick a subject and talk to each other. The subject may be planning a party or some other special event; each group should appear to be having a good time. The groups can use any means possible, except violence, to keep the volunteer from becoming a part of the group. The group may choose to stand very close together so that the volunteer cannot get into the circle. The group members may simply ignore the volunteers and not talk to them.

Leave the larger group to form their circles and select their topics. Return to the volunteers outside. Tell the volunteers that their goal is to become a part of the group that they were in at the beginning. Bring the volunteers into the room and allow the interaction to proceed for about three minutes. Then ask everyone to return to their seats.



### 🔍 Debriefing (20 min)

- Ask the volunteers: *How did you feel during the activity? How did you try to become part of the group? What did the group do to keep you out?*
- Ask the group members: *How did you feel about excluding the volunteer?*
- Ask the whole group: *How do you think this could happen during the implementation of the ENGAGE curriculum? What could be the reasons for it to happen? As a facilitator, what can you do to manage such a situation?*

**Important!** For the final part of this exercise, write on side of a flip chart the possible examples of exclusion and the reasons for this, and ideas to manage the situations on the other.

### !! Elements to highlight

Differences can lead to exclusion, and facilitators need to be attentive to individual differences among group members and ensure that they do not constitute barriers to full participation in group activities and processes.

Distribute *Resource sheet 7.3* to the participants.

<sup>[11]</sup> Adapted from: [extension.psu.edu/more-diversity-activities-for-youth-and-adults](http://extension.psu.edu/more-diversity-activities-for-youth-and-adults)

## Resource Sheet 7.1

# Barnga game

### Rules table 1

The dealer shuffles the cards and deals them one at a time.

The player to the left of the dealer starts by playing any card. Other players take turns playing a card. The cards played (one from each player) constitute a "trick."

The first player for each round may play any suit. All other players must follow this suit. (This means that you have to play a card of the same suit as the first card.) If you do not have a card from the first suit, play a card from any other suit.

**The trick is won by the highest card of the original lead suit.** The one who played this card gathers up the trick and puts it face down in a pile.

**However, spades are trumps.** If you do not have a card of the first suit, you can if you want play a spade if you have some. This is called trumping. By using Spade, and if you are the only one trumping you win the trick even if the spade you played is a low card. However, some other player may also play a trump. **In this case, the highest spades trump wins the trick.**

The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

### Rules table 2

The dealer shuffles the cards and deals them one at a time.

The player to the left of the dealer starts by playing any card. Other players take turns playing a card. The cards played (one from each player) constitute a "trick".

The first player for each round may play any suit. All other players must follow suit. (This means that you have to play

a card of the same suit as the first card.) If you do not have a card of the first suit, play a card of any other suit.

**The trick is won by the highest card of the original lead suit.** The one who played this card gathers up the trick and puts it face down in a pile.

The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

### Rules table 3

The dealer shuffles the cards and deals them one at a time.

The player to the left of the dealer starts by playing any card. Other players take turns playing a card. The cards played (one from each player) constitute a "trick".

The first player for each round may play any suit. All other players must follow suit. (This means that you have to play a card of the same suit as the first card.) If you do not have a card of the first suit, play a card of any other suit.

**The trick is won by the lowest card of the original lead suit.** The one who played this card gathers up the trick and puts it face down in a pile.

**However, diamonds are trumps.** If you do not have a card of the first suit, you can if you want play a diamond. This is called trumping. By using a Diamond, and if you are the only one "trumping" You win the trick even if the diamond you played is a high card. However, some other player may also play a diamond trump. **In this case, the lowest trump wins the trick.**

The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

### Rules table 4

The dealer shuffles the cards and deals them one at a time.

The player to the left of the dealer starts by playing any card. Other players take turns playing a card. The cards played (one from each player) constitute a "trick".

The first player for each round may play any suit. All other players must follow suit. (This means that you have to play a card of the same suit as the first card.) If you do not have a card of the first suit, play a card of any other suit.

**The trick is won by the highest card of the original lead suit.** The one who played this card gathers up the trick and puts it face down in a pile.

**However, hearts are trumps.** If you do not have a card of the first suit, you can if you want play a heart; This is called trumping. By using a heart, you win the trick even if the heart you played is a low card. However, some other player may also play a heart trump. **In this case, the highest trump wins the trick.**

The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.



## Resource Sheet 7.2

# What type of diversity?

As all experienced animators know, every child or young person is unique! They each have **different needs, strengths and opportunities**, personal styles and preferences. The challenge for every programme manager, group facilitator and animator is to **balance the needs of individual group members with the needs of the group as a whole**. The best principle to follow is to expect every individual to be different, and to **actively learn about these individual differences rather than make assumptions about characteristics associated with particular groups**. It is useful to bear in mind some key differences among children and youth.

### Developmental differences – children and youth

The boundaries between what is considered a 'child' and a 'youth' vary from one cultural context to another.

The underlying principle of child cognitive development is that younger children think and experience the world in very concrete terms. Children learn about the world through their experiences. They are likely to accept the world as they find it, but gradually start to question their assumptions as they are faced with new experiences. A simple example of this is a child learning to speak. It is common to find that when a child begins to learn a word such as 'daddy,' they will apply it to all men. After a while, the child begins to realise that there are lots of different men, and only one of them is 'daddy'. Children move on from thinking in very concrete ways about things, and gradually develop the capacity for abstract thought. Programmes for children should be based on concrete activities and examples. Youth and adults also benefit from a grounding in concrete examples, but should be encouraged to reflect and draw abstract principles from their experiences.

At the same time, children are also developing emotionally. At first, a new baby can only cry to attract attention to ensure that his needs are met. Developmental psychologists suggest that for the newborn child, experiences such as hunger will feel like a life-threatening emergency as they have no experience

of what will happen if there is a delay in having this need met. A well-nurtured child will gradually learn that a delay in meeting their needs is, in fact, tolerable, and indeed sometimes a delay is preferable in order to achieve a better outcome. Children depend on clear structures and boundaries to feel secure. In such conditions they can learn to trust that their needs will be recognised and met appropriately. Youth can tolerate less structure and appreciate the opportunity to negotiate and influence boundaries, but also will still need to feel secure that their needs will be recognised and met appropriately.

**For every person, the developmental journey from childhood, then youth, to adulthood will be different, and will accelerate or become "stuck" at different points, depending on a variety of factors.** As we have already explored, experiencing extreme distress or instability will in itself arrest cognitive and emotional development in the child.

### Social and cultural differences – gender

**Girls and boys are treated differently in most societies, and there can be different expectations for girls and boys.** These expectations usually become more pronounced, and less able to be negotiated as they mature into youth into adulthood. **However, this programme should, as much as possible, provide a space where children and youth are able to express their individuality and not to be stereotyped into certain 'gender-specific behaviours'.**

It is important to recognise that gender roles can create hidden barriers to engagement and sustained access to participation in the programme. It is therefore essential at every stage of the process of the programme, recruitment of participant and implementation **to look out for any elements of the design that might inhibit the equal participation of both girls and boys.** In some cultural contexts it may not be possible to run a programme in which both genders can effectively participate, and separate programmes for girls and boys may therefore be necessary.

### The iceberg model of culture<sup>[12]</sup>

One of the most utilised models to explain culture is the "iceberg model." It demonstrates the elements that make up culture, and the fact, that **some of these elements are very visible, whereas others are less apparent.**

The idea is that culture can be pictured as an iceberg: only a very small portion of the iceberg can be seen above the water line. The top of the iceberg is supported by the much larger part of the iceberg underneath the water line, which is invisible. Nevertheless, the **lower part of the iceberg is the foundation.** When we look at culture, we can easily see the visible elements, which include architecture, art, cooking, music and language. The powerful foundations of culture are more difficult to spot: the history of the group of people who belong to that culture, their norms, values, and basic assumptions about space, nature, time, etc. The iceberg model implies that the visible parts of culture are expressions of the invisible parts. It also **demonstrates how difficult it is at times to understand people from different cultural backgrounds because we may spot the visible parts of "their iceberg", but we cannot immediately see the foundations on which the visible elements rest.** The iceberg model is relevant for youth work because it **focuses our attention on the hidden aspects of culture**, although it does not give us all the answers to explain cultural difference. It is very effective when used as a starting point from which to take a more in-depth look at culture; a first visualisation of why it is sometimes so difficult to understand cultures which are different from our own. We need to remember that in intercultural encounters, similarities we might find initially may turn out to be based on completely different assumptions and understanding. Among young people, cultural differences may sometimes not be so obvious to perceive, for example, young people from different backgrounds may like similar things like jeans, listening to pop music and social media and technology. **Learning together with others from different cultures means to become aware of the lower part of our own iceberg, and then to be able to discuss it with others in order to reach mutual understanding and find common ground.**

<sup>[12]</sup> Arne Gillert. *Intercultural learning T-kit*. p.18-20

## Tips to manage diversity and encourage inclusion

**The facilitator should model inclusive facilitation. There are various methods to make sure that all participants can participate, including the following:**

- ✓ Get to know the participants
- ✓ Be sensitive about language, posture, gestures and facial expressions etc.
- ✓ Pay attention to who shares or participates more in the group and see if there are any patterns according to age, level of schooling, gender, culture, origin, etc.
- ✓ Make sure that no one is left out in the discussions/activities
- ✓ Form diverse working groups by randomly selecting members through counting off or assigning numbers
- ✓ Invite participation from all group members. Invite participants who have not said much to join in
- ✓ Encourage participants to take turns in reporting or sharing.
- ✓ Do not pressurise people to speak
- ✓ Acknowledge the input and contribution of all participants
- ✓ Treat all participants equally and value everyone's contribution
- ✓ Use different methods and a variety of activities to create the opportunity for each person to play role in which they feel comfortable
- ✓ Check on the participants when they are doing group work. Encourage them to help each other to solve the task
- ✓ Make sure that everyone understands what is required of them. Regularly ask "Any questions?"

## Module 8.

### Engaging the community

How do I support/encourage community engagement?



## Presentation

Research, and experience in humanitarian programming has shown that **community participation is essential to achieve a successful humanitarian response**. Community participation must not be limited to passive forms of participation, such as when aid agencies simply ask community members for their opinions of already designed proposals, or ask for their engagement in pre-designed actions. This approach rarely elicits sustainable or engaged community participation in the long-term, and will diminish the likelihood of a wide impact. **Community members will commit to an action when they have been given an opportunity to play an active role in the entire process, including from the initial planning stage.** Through being invited and encouraged to cooperate, they can create an environment that is conducive to health and psychosocial well-being through increased and strengthened social inclusion and cohesion. It is therefore essential to involve beneficiaries in a process of defining the priority concerns to be addressed. They must also be actively engaged in identifying appropriate strategies prior to implementing the action. **Through acknowledging the capacity of community members and the available resources, children and youths will take ownership of the programme and find that their capacities are being strengthened. This will encourage their continued participation and encourage them to find solutions.**

In unstable contexts there are **barriers which hinder community participation**. These barriers can exist **at individual, family and community level**. For example, some people are not used to being consulted, and may just rely on others to do things. They may also feel that there is no use in their participating under such difficult circumstances. Parents may be reluctant to allow their children, especially daughters, to participate in certain programmes because of the location or timing of activities, or, the other participants. This may be because of ethnic or religious fractures at community level which prevent interaction or cooperation. Some authority figures may exclude certain community members from decision-making processes. Also, poor health or poverty may be barriers to participation.

**Facilitators must identify and understand barriers to community participation in the context in which they work and plan their proposed intervention accordingly.**

## Key messages

Children's well-being and protection is closely linked to the availability of supportive structures within the community. Active involvement of the community is necessary in order for children's rights to be respected.

Community participation is important in order to achieve successful action in humanitarian and development settings.

## Objectives

To increase awareness of the importance of community engagement in order to achieve psychosocial objectives, and to identify the barriers that may undermine participation in unstable contexts.

## Overview of the development of the module

	Title & Short description	Materials/Resources	Duration (80 min)
8.1	'Why community engagement?'	4 sets of "reasons" cards	20 min
8.2	'Mapping the community'	Flip charts + markers	20 min
8.3	'Stakeholder analysis'	Flip charts + markers	20 min
8.4	Community engagement in practice		20 min

## 8.1 Activity 'Why community engagement?' (20 min)

### ✓ Objective

To understand the importance of community engagement.

### 📖 Instructions (15 min)<sup>[12]</sup>

Before beginning the exercise tell the participants that this part of the curriculum will engage the community. Ask the participants what community engagement means for them.

Divide the participants into groups of approx. 4 and give each group 6 reason cards and three blank cards (*Resource sheet 8.1*).

Ask the groups to look at the cards and review the reasons for the importance of community engagement. Ask them to think of 3 more reasons and add them to the blank cards.

Introduce the diamond ranking exercise (*see Resource sheet 8.2*). Ask the groups to diamond-rank their nine cards according to the most important reasons.

### 🔍 Debriefing (5 min)

With the participants, discuss the most important reasons identified by their groups and the reasons why. Did they add reasons in their blank cards which were important?

### !! Elements to highlight

Like child participation, the process of engaging the community involves facilitating meaningful participation through information, consultation, involvement, collaboration and empowerment.

## 8.2 Activity 'Mapping the community' (20 min)

### ✓ Objective

To identify the main stakeholders in the community.

### 📖 Instructions (15 min)

Divide the participants into 3/4 groups and give each group a flipchart with a blank version of the ecological model. (*Resource sheet 8.3*).

Ask them to think carefully about the people who are important in their lives, who play a role in their lives or who have an influence, and to place them in the drawing.

When all the groups have finished, ask them to imagine a collaborative action that could be designed by the youth. Based on the action chosen, they should identify people that can play a role or influence in the implementation of the action. They can use a colour to circle the person. The following questions may be of some help: *What individuals or groups would be interested in the issue? Who makes the relevant decisions? Who is critical to the delivery of this solution? Who could potentially be impacted by the outcome? Who could stop the project? Who is excluded and or not have been considered in the planning stages?*

### 🔍 Debriefing (5 min)

Gather the whole group and ask each group to share their drawings.

- *Do you see any similarities?*
- *Any differences?*
- *Is this because of the action you chose?*

<sup>[12]</sup> Adapted from: The Action for the Rights of Children, ARC resource pack, Foundation Module 6: Community Mobilization 2009.

### 8.3 Activity 'Why community engagement?' (20 min)

#### ✓ Objective

To identify stakeholders to engage from the community.

#### 📖 Instructions (15 min)

Continuing on from the previous activity, briefly the stakeholder analysis grid to the participants. (*Resource sheet 8.4*) Ask them to place the stakeholders identified previously in the grid according to power and interest. Explain the notion of power before starting the exercise.

You can do this exercise as a whole group or with the same groups as before.

#### 🔍 Debriefing (5 min)

- *How can this analysis grid help the youth to choose who to approach within the community to support them in their action?*



## 8.4 Community engagement in practice (20 min)

### ✓ Objective

To identify barriers but also means to engage meaningfully the community.

### 📖 Instructions (15 min)<sup>[12]</sup>

In light of what was discussed at the beginning of the session, ask the participants how they would ensure the community can meaningfully engage.

Write their answers down a flip chart.

Explain to the participants that during the ENGAGE phase, the youth will engage the community in their action on occasions:

- ✓ Presentation of the idea and get feedback from the community
- ✓ Implementation of the idea with the support of the community if necessary
- ✓ Celebration with the community

In groups, ask the participants to:

- ✓ Identify potential barriers to meaningful engagement
- ✓ Propose ideas on how to meaningfully engage the community at each step

### 🔍 Debriefing (5 min)

Ask one participant per group to present the results of their discussion. With the group as a whole, validate the important elements that came out of the discussion.

### !! Elements to highlight

#### Potential barriers

- The capacity, ability and will of the stakeholders to participate
- 'Hard to reach groups' such as young people, older people, minority groups or socially excluded groups
- divided communities
- Issues of power, diversity and inclusion
- Levels of community infrastructure for people to meet

- Rural isolation
- Lack of information on who to invite and how
- Literacy and numeracy levels and dominance of oral culture
- Assuming knowledge of community opinions as you are from the same community

#### Tips

- Explain clearly to the youth the purpose of engaging the community in their collective action. *This will help identify engagement objectives, anticipated outcomes and help to determine the scope and depth of the engagement.*
- Give practical assistance in how to identify and contact key stakeholders.
- Work with the youth to determine the level and kind of participation they want from the different community members. *This will range from consultation to involvement in decision making and will depend on the initiative selected.*
- Encourage the youth to systematically engage the community over time through regular dialogue with their family and various contacts in the community. *Community engagement works best where it is an ongoing cumulative process enabling relationships and trust to build and strengthen over time.*



- Ensure all groups are represented in community meetings (or ensure that all consulted separately if necessary)
- Believe in, and build on, community resources.
- Take time to discuss with youth how to enable inclusive, collective discussion, reflection, and decision-making. *The techniques and methods engagement used are important to ensure the meaningful participation of all.*
- Assist the youth with practical issues such as the format and content of communication and information materials if needed, the location and accessibility of the venue, transport requirements, and any outreach activities.

## Reason cards

### Prevent further violations of children's rights

Community involvement is important in **preventing further violations of children's rights**.



### Create a sense of community

An approach which mobilises people's own resources to protect their families and neighbours **creates a sense of community** and helps children and their families recover and rebuild their lives.



### Enhance ownership

Projects that are planned and operated in consultation with, and with the participation of, the community, **will reflect their needs, concerns and values, will draw on and make good use of available resources, and will enhance their sense of ownership**.



### Rebuild a sense of hope and control

Community engagement contributes to **giving a sense of control over their lives to the population**. As people become more involved, they are likely to become more able to cope and more active in rebuilding their own community, and a sense of hope and possibility for the future is restored.



### Avoid imposing solutions

A community engagement approach helps **to avoid the danger of imposing external and inappropriate solutions**. When people share their insights and understanding of their problems and context, the solutions are more likely to be sustainable.



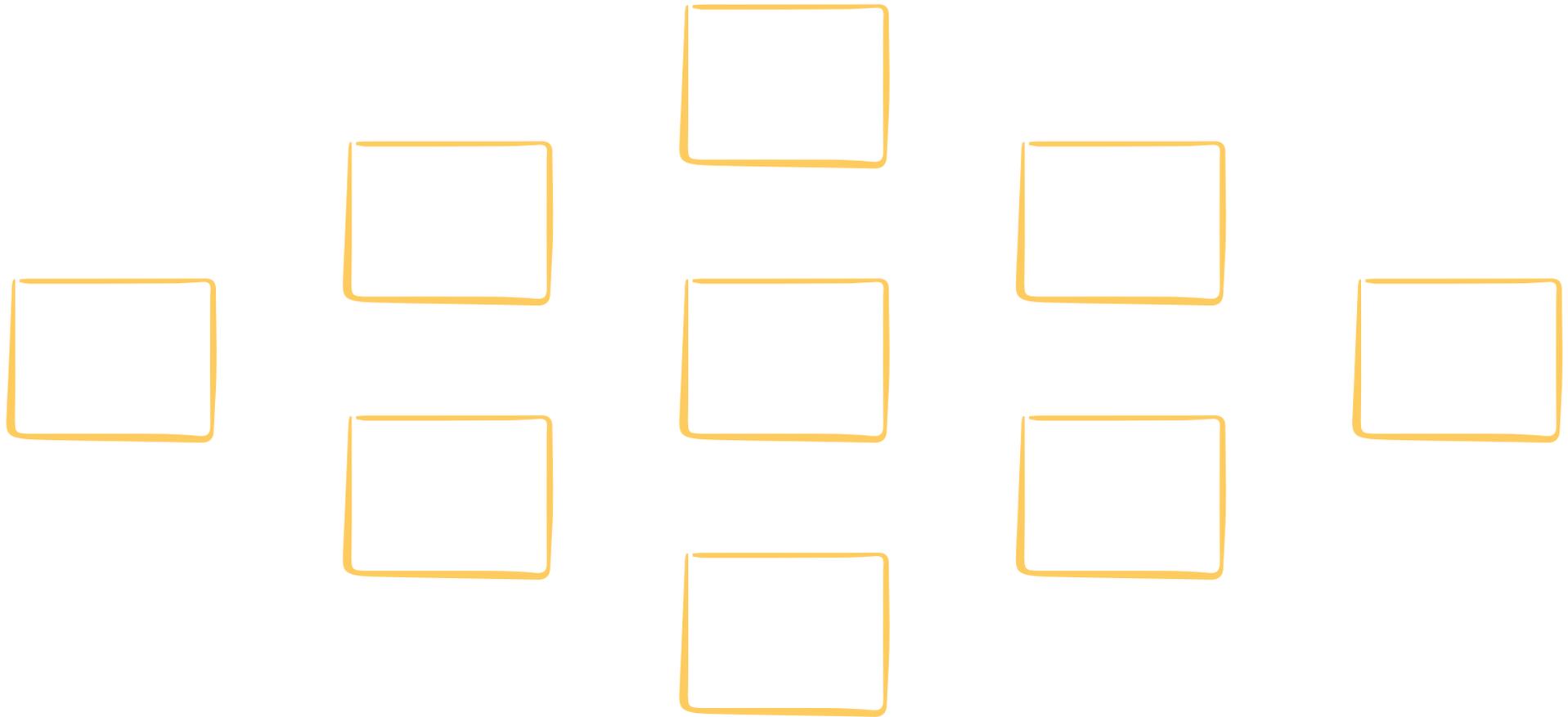
### Rebuild social networks

In many cultures, people define themselves and their well-being in terms of their social relations.

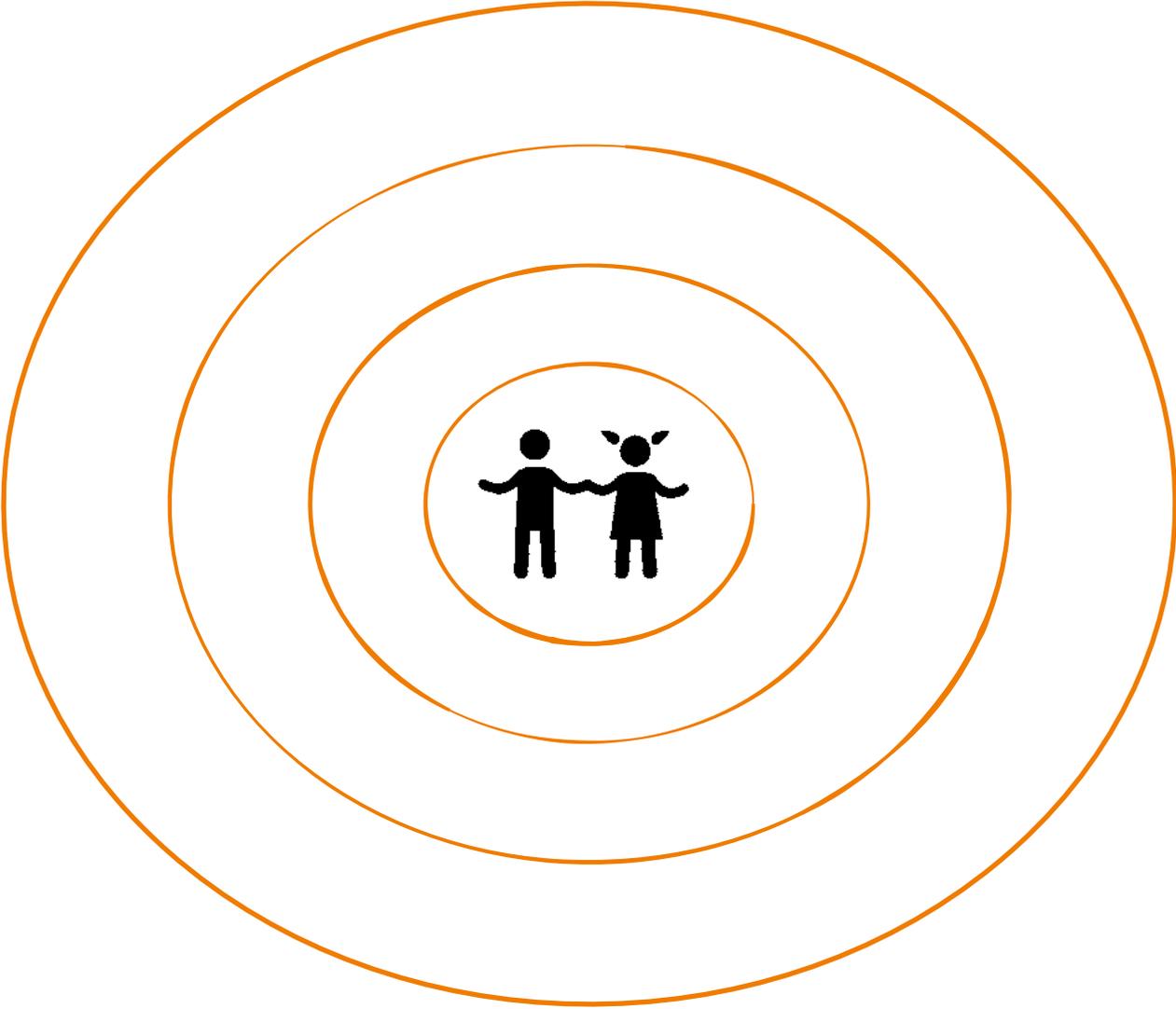
Experience shows that people who have been uprooted will recover or otherwise based on their capacity to rebuild these social networks and a sense of community. External agencies can support this process through effective community engagement.



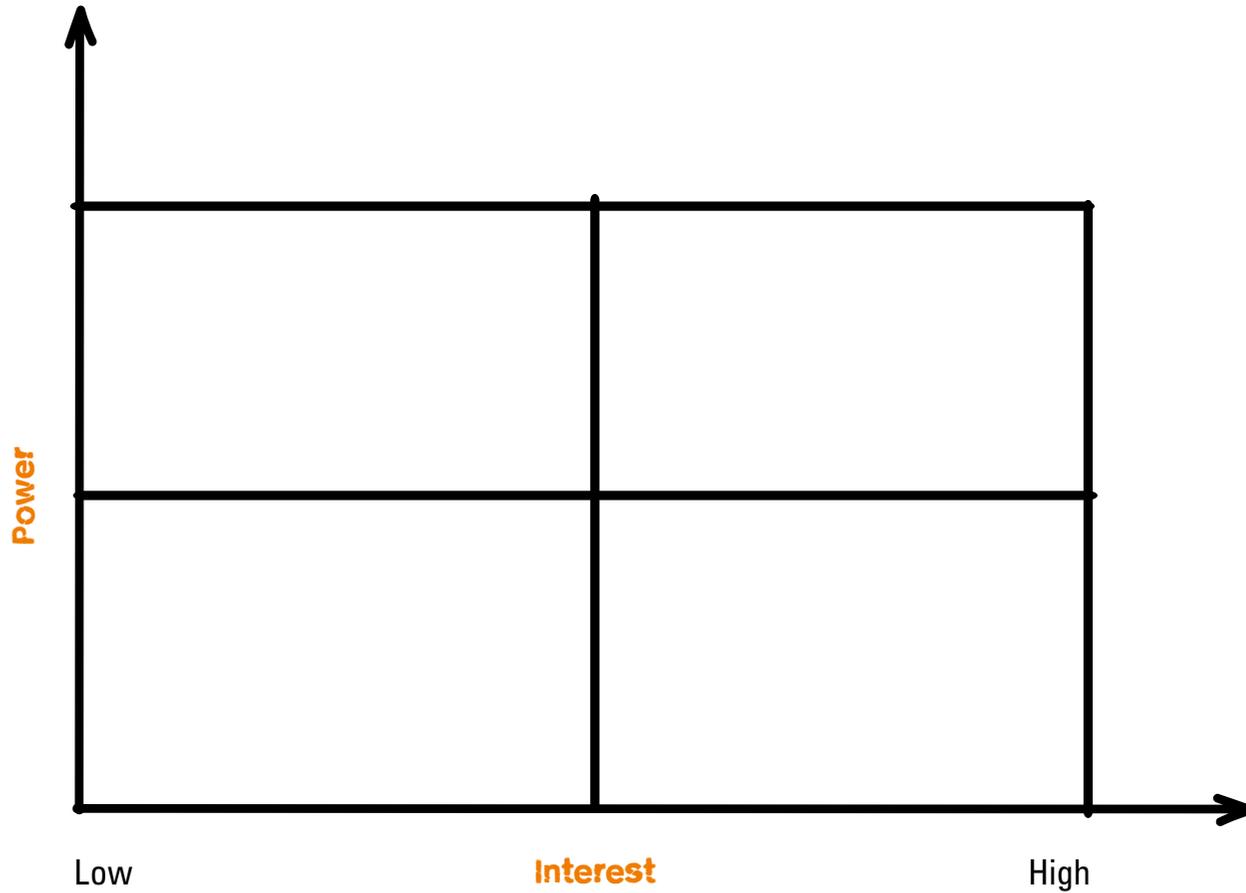
# Reason cards



# Me and my community



# Stakeholder analysis grid



# Impressum

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**Versions:** Brochure in English

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Every child in the world  
has the right to a childhood.  
It's that simple.



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