

Listen and Learn

Participatory Assessment with Children and Adolescents





UNHCR

United Nations High Commissioner for Refugees
Haut Commissariat des Nations Unies pour les réfugiés

This document has been developed as part of a consultative process to develop a UNHCR Global Protection Agenda for Children. The material has been field tested in India, Jordan, Kenya, and Nepal. This Tool was developed and drafted by Anna Skeels, an independent Consultant and illustrations by Les Evans. Colleagues from the Child Protection and Community Services Units also contributed to this document. We also wish to acknowledge important feedback from Sarah Harrison and Ruth O'Connell, Co-Chairs of the Mental Health and Psychosocial Support Reference Group. Last but not least, many thanks to the girls and boys who helped shape this material – and for reminding us of the importance to learn from and listen to children and adolescents.

© 2012 United Nations High Commissioner for Refugees

All rights reserved. Reproductions and translations are authorized, provided UNHCR is acknowledged as the source.

For more information or copies, please contact:

Office of the High Commissioner for Refugees
Division of International Protection
Case Postale 2500
1211 Geneva, Switzerland

Layout: BakOS DESIGN

Contents

Acknowledgements	3
1. Introduction	7
1.1 Children’s right to participate.....	7
1.2 What is participatory assessment?	7
1.3 Participatory assessment with children and adolescents.....	7
1.4 About the Tool.....	8
2. Participatory Assessment, Children and Adolescents	9
2.1 Beyond focus group discussion	9
2.2 A participatory assessment workshop	9
2.3 Specific Considerations: Participation of younger children	11
2.4 Specific Considerations: Children and adolescents with disabilities	11
2.5 Specific Considerations: Children and adolescents from socially excluded groups	12
3. An Ethical Approach	13
3.1 What is an ethical approach?.....	13
3.2 A quality participatory process.....	13
3.3 Do no harm	15
3.4 Respect for culture and context	17
3.5 Mitigating risks.....	19
3.6 Working towards change	20
4. Getting Started	21
4.1 Preparation, delivery and support	21
4.2 Workshop structure	23

5. Participatory Workshop Methods.....	24
5.1 Introductions and ice breakers	24
5.2 Ground Rules and Working Together	27
5.3 Mapping Protection Risks.....	31
5.4 Identifying Solutions.....	35
5.5 Feedback, Recognition and Review	37
5.6 Other games & energizers	41
6. Workshop Module.....	45
7. A Resource Toolkit.....	48
7.1 Workshop resources.....	48
7.2 Further reading.....	50
8. Annexes.....	51
Annex 9.1: Workshop checklist	51
Annex 9.2: Participation and protection checklist	53
Annex 9.3: Communicating with a child in distress	54
Annex 9.4: Child friendly feedback sheet (sample).....	55
Annex 9.5: Picture bingo card.....	56
Annex 9.6: Ideas for talking about UNHCR.....	57
Annex 9.7: Agree/disagree statements (example).....	58
Annex 9.8: Making and using puppets	59
Annex 9.9: Workshop module ideas: children under 5	60
Annex 9.10: Workshop module ideas: adolescents with disabilities.....	62
Print-ready certificate of achievement	65

1. Introduction



1.1 Children's right to participate

All girls and boys have the right to express their views and opinions on matters that affect them, and to have those views and opinions taken into account.¹ For UNHCR, consultation with children is essential to understand the specific protection risks they face, identify appropriate solutions and enable them to partner meaningfully with UNHCR in their own protection.

1.2 What is participatory assessment?

Participatory assessment involves structured dialogue with refugee men and women, girls and boys of all ages and backgrounds about their particular protection needs and risks.² This information then feeds into and informs the UNHCR programme planning cycle. Participatory assessments can be undertaken at specific points in the planning cycle – for example, to assist with the preparation of country or annual reports. However, participatory assessment should not be an annual, one-off event, but an on-going process of dialogue, partnership and participation. Used in different contexts, participatory assessment can be an effective way of maintaining regular contact with children of concern, gathering reliable data and building a complete picture of the protection risks they face.

1.3 Participatory assessment with children and adolescents

Children and adolescents view, experience and communicate their protection concerns in different ways to adults. They often lack access to and are excluded from adult decision-making processes and face additional barriers to their participation. A key objective of UNHCR's Age, Gender and Diversity Policy³ is to ensure that all persons of concern enjoy their rights on an equal footing, and are able to participate fully in the decisions that affect their lives and the lives of members of their families and communities. Participatory assessment is an important way to ensure that boys and girls of all ages and backgrounds are at the centre of decision-making concerning their protection and well-being. Effective participation also recognizes children and adolescents as rights-holders, it builds their capacity and resilience, and allows them to better protect themselves and their peers.

¹ See Article 12 of the United Nations Convention on the Rights of the Child (UNCRC).

² See UNHCR Tool for Participatory Assessment in Operations (2006).

³ See UNHCR Age, Gender and Diversity Policy: Working with people and communities for equality and protection, 2011.

UNHCR Framework for the Protection of Children (2012)

Goal 2: Children's participation & capacity are integral to their protection

This means: Girls and boys participate meaningfully in their families, schools and communities. The views and perspectives of children and adolescents are actively solicited and valued and they participate in their own protection according to their age and abilities and on the basis of gender equality. Their participation is informed, voluntary and beneficial to them and facilitates broader realization of their rights. Play, sports and recreation are protective in themselves and support children's resilience and coping capacities.

A Tool for Participatory Assessment in Operations was developed in 2006, which provides guiding principles and practical steps for conducting meaningful participatory assessment. However, its methodology is based on discussion and structured dialogue, which is not necessarily the most suitable way to engage with children and adolescents. A range of alternative methods are needed which specifically target girls and boys, to address the power differential between them and adults and to build trust and relationships between them. These methods need to use all the 'languages' of children (not just formal dialogue or discussion), to enable them to participate fully and meaningfully. This new Tool addresses the existing gap by providing a practical, specific 'how-to' guide on the participatory assessment process with adolescents and children. It should, however, be read in conjunction with the 2006 Tool.

1.4 About the Tool

This Tool sets out some specific considerations to be taken into account when working with girls and boys. It suggests a new approach to participatory assessments for children and adolescents. It describes the need for an ethical approach to participatory assessment and sets out the elements of such an approach. After providing some tips on preparation, the Tool then describes a range of participatory workshop methods that could be used by UNHCR, culminating in a sample workshop module. The list of methods is not exhaustive, and activities may need to be adapted to specific cultures, contexts and situations. A Resource Toolkit suggests further reading and links to useful websites, for additional support. The Annex contains a number of practical tools to assist in planning and conducting participatory assessments.

This tool was developed and field tested in 2011 in both camp and urban contexts in Jordan, Nepal, India and Kenya as part of a UNHCR consultation with refugee children and adolescents (aged 6-17) on UNHCR's global strategic directions regarding the protection of children.

2. Participatory Assessment, Children and Adolescents



2.1 Beyond focus group discussion

Guided by the 2006 Participatory Assessment Tool, UNHCR's participatory assessments with children and adolescents to date have primarily involved focus group discussion (FGD). This approach has serious limitations for children and adolescents, particularly younger children:

- It can feel too formal, pressured, adult-controlled and intimidating.
- Children and adolescents may feel unwilling or unable to share their views in this way.
- Younger children are used to communicating in other ways e.g. through drawing, stories and play. Discussion will only produce part of the protection picture.
- It is not a method that builds on children and adolescents' abilities or allows their ideas to come to the fore.

There are many participatory methods and techniques that can be used to specifically engage with children and adolescents which are more creative, active, game-based and interactive. These include using drama and role play, drawing and model-making, storytelling and puppetry. Different methods are appropriate for different ages and abilities, but the overall benefits for children and adolescents include that:

- These methods are familiar, less threatening and build trust and relationships quickly.
- They feel more part of and in control of the process.
- They feel more comfortable and able to communicate their views and opinions, and have a more positive experience as a result.

Using techniques specifically designed for children and adolescents can result in the disclosure of more information, as well as different information that might not be gained using other methods.

2.2 A participatory assessment workshop

An alternative to focus group discussion for children and adolescents is a participatory assessment workshop, using the more child-friendly methods described above. Given that participatory assessment is an ongoing *process*, workshops could be used at many different points in a programme. For example, they could serve to identify the specific protection concerns of children who are newly arrived in a camp and based in reception centres, or the particular concerns of those children who are unaccompanied or separated or belong to a minority group. Participatory assessment workshops can also be integrated into the work of existing children's clubs as a regular activity, helping UNHCR to remain in touch with the reality that children are facing.

The participatory workshops introduced by this Tool build trust and relationships with adults and create a comfortable, enabling and familiar environment for children and adolescents. The outline structure for a participatory workshop, its components and objectives are shown in *Table 2.1* below.

Table 2.1 Participatory Assessment Workshop Structure

Overall Objective: To map protection concerns and identify solutions using child-friendly and participatory techniques

Session	Session Objectives
Introductions and Ice-Breakers	<ul style="list-style-type: none"> • To create a fun and relaxed atmosphere and reduce anxieties and fears. • To build trust and relationships within the groups and with adults. • To lay the foundations for children and adolescents to feel able to communicate their protection concerns.
Ground Rules and Working Together	<ul style="list-style-type: none"> • To address group dynamics and how they can work well together in the workshop. • To establish and agree upon boundaries that can be returned to later if necessary. • To set the atmosphere for the workshop and ease children / adolescents into the protection-focused sessions.
Mapping Protection Risks	<ul style="list-style-type: none"> • To encourage children and adolescents to open up and share their protection concerns. • To do this in a safe and controlled way.
Identifying Solutions	<ul style="list-style-type: none"> • To explore what children and adolescents think they, their community and UNHCR / partners can practically do to protect displaced children and adolescents and address their concerns. • To do this in a safe and controlled way, managing expectations.
Feedback, Recognition and Review	<ul style="list-style-type: none"> • To enable children and adolescents to review their experience of the workshop. • To learn what worked and what we can do better next time. • To give positive feedback, build confidence within the group and recognize skills and achievement. • To make clear when and how they will receive feedback on what will happen with the information they have given during the workshop.

2.3 Specific Considerations: Participation of younger children

Participatory assessments need to be *age appropriate*. This means adapting the methods, content and our expectations according to the age and developmental stage of the child. Whilst a participatory assessment session with six-year olds will not directly produce a large volume of detailed textual protection information, it will still provide a picture of these children's lives, their concerns and a sense of their well-being. It will give us an opportunity to observe these children, to cross-reference their views with that of other age groups and to provide them with a good quality participatory experience which can build their confidence and self-esteem.

Even with children under the age of five, with the right support and approach, we can work in a participatory way to gain some information on their protection concerns. Key points to remember when working with younger children include:

- Younger children have a shorter attention span – use several short sessions rather than one long session.
- Very young children have little, if any, writing skills – use drawings, art work and physical props instead, and talk to the children about what they have produced.
- Use simple 'voting' techniques for young children to express their choices and make decisions – for example, ask children to place items into hoops or circles that represent different choices. Or use a smiley face or other symbol the child can use to make a choice out of several options, using lists or images.
- Maintain interest for younger children using props, stories or puppets to introduce and support the topic.
- Use a range of techniques and activities – a multi-method approach works best.
- Make activities visual and physical; mix up different ways of working (moving around as one group, working in pairs, dividing into small groups)
- Produce something that children can see as an outcome of their participation - for example a drawing or puppet - and that they can keep / take home.

2.4 Specific Considerations: Children and adolescents with disabilities

Participatory assessments need to be inclusive of children and adolescents with disabilities. This requires an approach which takes into account barriers to their participation and which adapts materials, methods and procedures accordingly.

Children and adolescents with disabilities often face discrimination that limits or prevents their participation; they are forgotten in consultations or it is wrongly assumed that they would not have anything to contribute. Therefore, it is crucial to actively invite children and adolescents with disabilities and to make the process accessible to them. These children and adolescents can be included in groups with other children, making sure these sessions are accessible for all. However, if the focus is on the issues faced by children and adolescents with disabilities *in particular*, a separate thematic session can be run with them. Either way, the session should avoid excluding, or discriminating against, those with disabilities.

Children and adolescents with disabilities might have physical, mental, intellectual or sensory impairments. These need to be accommodated in terms of the communication methods used, the accessibility of the premises, and the possible need for assistance by a 'care-taker' or a friend, in order to make any participatory session meaningful and enjoyable.

Some key points to remember include:

- Support transport to and from the consultation venue – children and adolescents with disabilities may need assistance to reach these locations.
- Make sure the venue and spaces are accessible to children and adolescents in wheelchairs and with assistive devices, including the sanitary facilities and spaces for the breaks.
- If possible, ask before the session how each child or adolescent likes to communicate, participate and be supported and act accordingly.
- Allow a care-taker or friend to be present to support children and adolescents who need/want this – they will feel most secure with someone they know and trust.
- If it is an integrated group, make sure you talk to all and are inclusive of everyone. Consider partnering up children with disabilities with other children to work in pairs.
- Be conscious of your own body position and level in relation to children and adolescents; for example, bend down if necessary to make eye contact. Make communication available in different ways so that all children and adolescents can understand e.g. sign language, interpreters, visual aids or images.
- Have enough staff / adults to support the participation of children and adolescents with different needs.
- Use activities and materials that involve and are accessible to all children including sound, touch, sight and smell to make them more varied.
- Adapt activities –space, pace, roles or rules - so they cater for a range of abilities and all can engage.
- Get frequent feedback from children and adolescents – are activities appropriate, accessible, enjoyable and safe for all involved?

2.5 Specific Considerations: Children and adolescents from socially excluded groups

All children and adolescents have a right to participate, whatever their age or ability, and make their views and opinions known in different ways. There might also be children and adolescents who are excluded from general social participation due to discrimination, for example members of national, ethnic, religious or linguistic minorities, indigenous groups or lesbian, gay, bisexual, transsexual or intersex (LGBTI) adolescents. Participation of children and adolescents needs to be based on age, gender and diversity considerations and include all members of different groups.

Key considerations include:

- Find out about children and adolescents who are discriminated against and actively seek their participation.
- Ensure that their participation is safe and they do not face increased discrimination afterwards, for example LGBTI adolescents.
- If possible, mix the children and adolescents with other children and adolescents, unless the specific focus of the session is on a specific group and their particular situation.
- Respect the principle of self-identification for minorities, indigenous groups and LGBTI adolescents.

3. An Ethical Approach

3.1 What is an ethical approach?

A participatory approach to the protection of displaced children and adolescents could be viewed as broadly ethical in itself:

- It respects children's right to participate under the UNCRC and adheres to international codes and standards promoting the participation of beneficiaries in humanitarian response.
- It empowers children to share their own views on and experiences of protection, rather than asking adults to speak for them.
- It can actively contribute to their protection – if children and adolescents can have a voice, and we can hear that voice, we can better protect them.

An ethical approach to children and adolescents' participation must:

- Involve a good quality, meaningful participatory process.
- Do no harm.
- Be sensitive to context and culture.
- Work towards positive change.

These four elements need to be consistently applied to support children and adolescents' participation. They are outlined in more detail below, along with examples of their practical application in relation to the delivery of participatory assessment workshops with children and adolescents of concern.

3.2 A quality participatory process

Ensuring that the participatory process⁴ is of a high quality is essential to making it a positive and meaningful experience for displaced girls and boys. It must involve:

INFORMATION: Children and adolescents must receive accessible, child-friendly information on the workshop and its aims beforehand, understand what the workshop is about and know why they are participating.



If possible, meet the children / adolescents before the workshop to explain to them face-to-face how the workshop will run, that they will be asked their views and opinions on the issues facing refugee children, and that you will aim to make it enjoyable.

Produce a child-friendly invitation on coloured paper which gives clear information about the workshop and shows that it will be creative and engaging.

⁴ Key elements of a quality participatory process are taken from Save the Children's Participation Unit's *Children and Young People's Participation Standards for Wales* as well as the Save the Children Alliance Global Participation Standards.

CHOICE: Children and adolescents must have made an informed choice to participate in the workshop – participation must be voluntary throughout.



Meeting children / adolescents before the workshop will help to identify those who are hesitant to take part as well as to provide them with accurate information and reassure them that their participation should be voluntary.

Choice is not just about joining the workshop but about participation throughout. Girls and boys should be able to choose what they contribute and when, and should also be able to withdraw safely and comfortably at any time.

NO DISCRIMINATION: Participation must be diverse and inclusive i.e. no one group of children or adolescents should be systematically excluded or discriminated against on any ground, including gender.



Think about how accessible the space and time of the workshop are for children and adolescents, how familiar the space is to them and what they associate it with.

Make links with partner organizations and outreach workers to draw in children / adolescents who are excluded or marginalized.

RESPECT: Children and adolescents need to experience the workshop as an enjoyable, safe and respectful process in which they feel comfortable.



Make translators available so children / adolescents can participate in the language of their choice. Amend activities if necessary so that they are inclusive / meet a range of learning needs.

Think about which adults will be around (e.g. teachers, parents, guardians, community leaders) and what impact they will have on children, how comfortable they feel and their ability to freely share their views and concerns.

RECOGNITION AND REWARD: Beyond giving their views and opinions to adults, children and adolescents should gain from their participation in the form of skills, confidence and information. It should be a positive and rewarding experience rather than a process of purely extracting information for an adult agenda.



Children and adolescents can benefit from sharing their views and feeling adults are listening to them. They can benefit from taking part in activities, from learning new information and skills (communication, team working, planning) and from getting feedback about how they have influenced decisions at some level. Small material rewards can include refreshments, pencils/ notebooks for participation in the workshop and certificates. See Annex 9.4.

FEEDBACK: Children and adolescents should receive feedback about what happens after the workshops, how their ideas are used by UNHCR and partners and what, if anything, may have changed as a result.



Explain the timescale of the consultation process and the end 'product' and agree on how and when feedback will be given. Options include sending a letter, giving verbal feedback face-to-face, putting up a child-friendly feedback poster which children / adolescents will have access to, or sending a brief child-friendly report on the impact of children's views and opinions on UNHCR and partners' work. See Annex 9.5.

IMPROVING HOW WE WORK: Girls and boys should be able to expect to see some change as a result of their participation, such as for organizations to work in more child-friendly, safer or more effective ways, or for new programmes to be developed. Their input should lead to improvements in the way in which UNHCR and its partners work. However, it is important to be clear up front with children and adolescents as to what they may actually be able to influence and change.

Children and adolescents' views should be listened to, taken seriously, treated with respect and learned from. In order to ensure this, it is important to work on the attitudes and assumptions of adults who listen and respond to them. Irrespective of whether adults agree or disagree with what they are told, or find aspects to be factually incorrect, the views of children and adolescents are valuable in their own right and should be respected.

3.3 Do no harm

The participation of children and adolescents (particularly those who are displaced) must be carefully managed in order to minimize risks or negative consequences for those concerned. It is critical to be aware of the following:

VISIBILITY AND VULNERABILITY: Bringing vulnerable children and adolescents together as a group can make them more susceptible to protection risks. Support mechanisms therefore need to be put in place. Consideration of safeguarding children throughout is essential.



Make sure you hold workshops in safe spaces and ensure safe access for children and adolescents. Ensure close and sufficient supervision of groups (adult: child ratio) and that adults who support and have access to children and adolescents are 'vetted' / trained / safe, available and approachable.

DISCLOSURE AND DISTRESS: Opening up discussion about protection concerns can be emotive and highly sensitive, and must be carefully managed and supported to ensure children and adolescents' well-being throughout. This is considered in more detail in Section 4.5 on *Mitigating risks*.

ADULT INFLUENCE: Children and adolescents are influenced by a range of adults in their lives, who can sometimes prevent or impair them freely expressing their ideas, for example in a group setting. Relationships with and the role of different adults must be managed to enable the meaningful participation of children and adolescents.



Relationships need to be built with key adults in the communities or partner organizations where the workshops will be run to ensure their support. Conversely, adult ‘champions’ of child participation can help workshops to be accepted by communities and be successful.

Apart from the adults running / supporting the workshop, the presence of other adults should be limited. If other adults need to be present, they should be given a specific role, be engaged and should not outnumber the children. Be aware that adults who are seen as ‘authorities’ by the children might negatively influence the participatory process, as children might feel inhibited from speaking freely.

The role of interpreters is crucial – they need to be fully briefed and in board in terms about children’s meaningful participation in the workshop. They need to be able to communicate effectively with children and adolescents and interpret fully what they are saying.

It is also important for facilitators to reflect on their position as adults delivering workshops to children and adolescents, and for them to maintain an awareness of their own power in this context. Facilitators need to make efforts to ensure that they are being as ‘true’ to the children’s views and opinions as possible.

MANAGE EXPECTATIONS: The limits to children and adolescents’ participation must be clearly defined – it is important not to build up expectations of change or of futures prospects that are not realistic or achievable (e.g. services provided, resettlement achieved). We do not want them to lose patience or faith in the participatory process, nor in their own ability to effect change. We must be transparent and honest about the boundaries of their participation and its potential impact for UNHCR, our partners and our work.



Try to let children and adolescents record their views and opinions in their own words or images rather than yours. Make a note of all views, not just the ones you agree with.

Enable children and adolescents to take on roles or to run / lead games and discussions as well as the adult facilitators. Provide opportunities for children and adolescents to give positive feedback to each other, for example through presenting each other with certificates.

Explain that UNHCR and partners are committed to improving our work on the protection of displaced children and adolescents; that we want to hear their views on how we can do this; that we will feed these views into our programme planning and share them with others in UNHCR and partner agencies.

We cannot say that UNHCR and partners will be able to meet all the needs and concerns raised by the children. We need to be clear that child protection also involves children, adolescents and communities themselves.

Specifically communicate to the community and adults the scope and limitations of the workshop. Inform them also of the skills and qualities that children and adolescents will use and possibly gain as part of their participation in the workshops. Formally recognize this with certificates and enable children to take anything they have made home.



3.4 Respect for culture and context

Attitudes to children, their rights and participation vary across countries, contexts and cultures – an awareness of and sensitivity to this is essential to ensure an ethical approach to workshop delivery in a range of locations:

CULTURAL NORMS: Participatory techniques and activities must take into account what is culturally appropriate in each particular context.



Think about where and in relation to which issues it is culturally appropriate for children and adolescents to voice their opinions, and make links with these spaces and institutions. Who is most supportive of child participation in the local context or community? Engage these adults in your work.

It is important to avoid using a one-off workshop to emphasize children's broad right to participate in all environments, in the absence of further support in place in the home, community and school. Focus participatory initiatives on issues and areas in which you can actually implement suggestions made by the children.

Take into consideration what are culturally accepted behaviours and activities and age appropriate methods, including in relation to the terms, symbols and images used. Be aware of what is appropriate in terms of combining boys and girls in the workshops and enabling physical contact between them. Consider whether it would be more suitable to hold some sessions – or the entire workshop – with boys and girls separately.

Gain input from and screening of workshop activities by local partners, community leaders and translators, to mitigate any inappropriate activity.

LOCAL GAMES AND MATERIALS: Where possible, participatory methods should draw on and incorporate local games and everyday objects / local resources so that they are in keeping with local culture and context and therefore more sustainable.



Where possible, resources for the workshops should be made or purchased in country / in the local area rather than brought in from elsewhere. Look for locally available substitutes for resources e.g. beans, buttons, stones for voting; scrap paper balls for throwing.

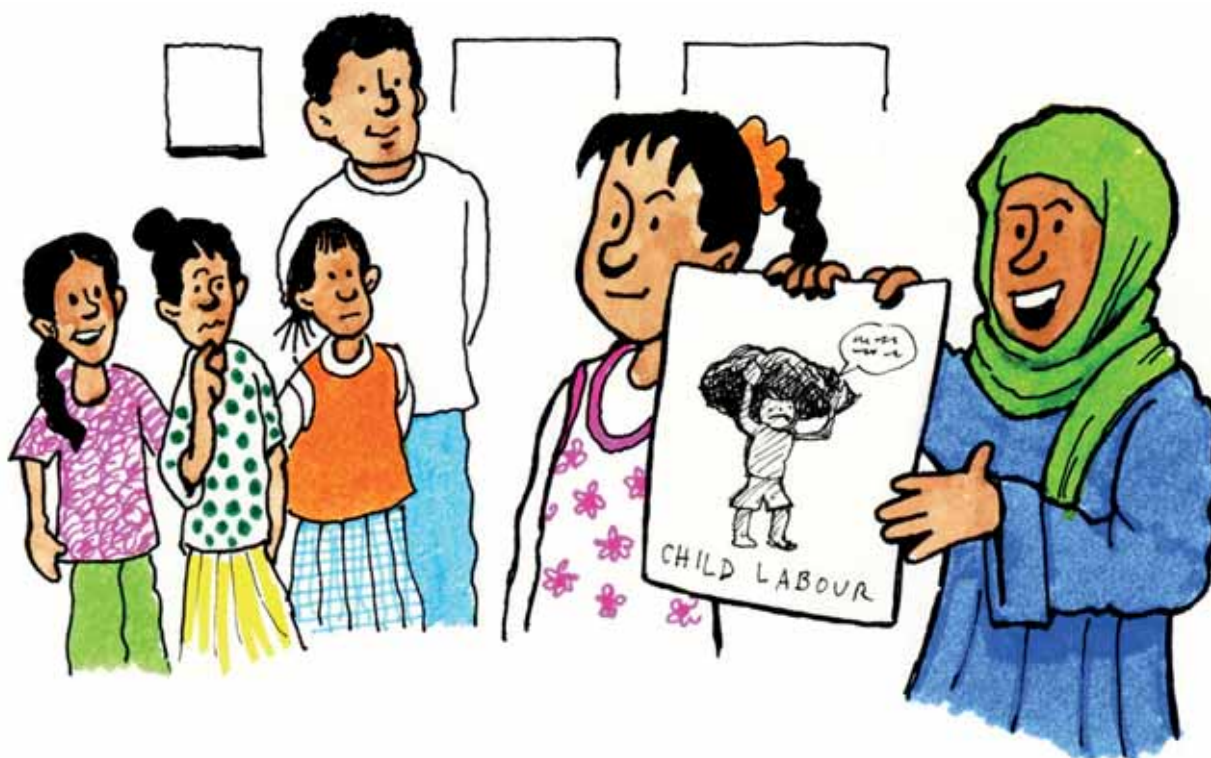
Find out what games children and adolescents normally play and encourage them to introduce them as part of the workshop or adapt them yourself.

LITERACY AND DRAWING: Participatory techniques need to be consistent with local levels of literacy – use visual and verbal methods rather than relying on written activities in the workshops. In some areas, children will be less used to expressing themselves through drawing and may take longer to do this. This can be due to feeling they have to produce a perfect drawing; it is important to reassure them and emphasize that this is not the case. Drawings provide an added dimension to children and adolescents' expression of their protection concerns and should be encouraged and supported – anything the child produces is good enough.



Try to record what children and adolescents say using images or symbols rather than just words. Encourage drawing, role play, modelling, movement and actions to show views and opinions rather than writing. Help children and adolescents who are more literate to support others in small groups.

Make sure supporting adults and interpreters know that the process of drawing and the protection messages are the focus, not the quality of the drawings themselves. Give positive feedback and encouragement to children who are not used to expressing themselves in this way.



COST: There must be no costs to children participating in the workshops. The specific barriers and limitations to children's participation in different contexts must be considered when choosing the target groups and venues for workshop delivery.



Try to provide children with some form of refreshment during the workshop. To the extent possible, also support access costs or provide transportation. Be aware of any hidden costs that might prevent children from participating and try to address these (for example, if they arrive but are caring for a younger sibling, can they both participate?).

3.5 Mitigating risks

As with any interaction with children and adolescents, it is important that every participatory assessment is made as safe as possible and does no harm.

Girls and boys may face specific protection risks if they disclose sensitive information (e.g. in relation to specific perpetrators in the community) during a workshop session. The facilitator(s) need to be alert and divert such disclosure from a group setting to an individual setting, where the child can – if he or she wishes - continue the discussion with a UNHCR or partner staff on an individual basis.

Children and adolescents of concern to UNHCR are in many respects more vulnerable than other children, given their past experiences and current situation. However, whilst many children are (or have been) subject to distressing circumstances, this does not mean that they cannot participate meaningfully in their own protection.

If a participatory assessment is conducted in a careful, sensitive and managed way, children and adolescents are able to safely share their protection concerns and to benefit from the participatory process as a whole. Preparation, delivery and support must also be considered from this perspective.

A detailed *Protection Checklist* in *Annex 9.2* outlines the key actions that need to be taken to mitigate any negative psychosocial impacts of a participatory assessment on children and adolescents. An additional guidance sheet is provided in *Annex 9.3* on how to appropriately communicate with and support a child in distress.

If a child is exhibiting distress during a participatory workshop session, the following is suggested:

- Assign one trained, adult facilitator to gently lead the distressed child away from the group to a quiet, private room or, if this is not possible, to a quiet corner away from the other children.
- Sit the child down and place yourself next to her/him either on a chair, placed at an angle, or kneeling (depending on the age/ height of the child) so that you are on the same level as her/him.
- Offer them tissues, a blanket, refreshments such as water etc.
- Reassure the child that she/he is in a safe and private place, and that you are here to support her/him if she/he would like this. Explain that anything she/he tells you will be confidential.
- Do not force the child to speak, let her/him set the pace. If culturally appropriate, gently place your hand on the child's shoulder or back to offer some physical comfort. Wait until the child has stopped crying or has calmed down enough to talk.
- Reassure the child that you are here for her/him and will listen if she/he wishes to talk about what caused distress.
- Tell the child that adults too can be confused and upset about what happened and that their feelings are entirely natural and understandable.
- Actively listen to what the child says by maintaining eye contact, giving your whole attention and showing interest in what is being said (using phrases/ words such as: 'yes', 'that must have been difficult for you' and/ or 'I understand').

- Be content to sit in silence with the child. Do not rush the pauses.
- Do not promise anything that you cannot deliver.
- When the child has stopped explaining the reasons behind the distress, ask them if they wish to rejoin the group or to return to their parents/ caregivers. In both situations, walk with the child back to the group or to their parents/caregivers to ensure they arrive safely.

Make a confidential note on the reasons behind the child's distress, as this may have implications on how you conduct future workshops

If a distressed child is uncommunicative, it is important to identify the reason for this, for example:

- Is the adult expecting the child to confide in her/him before establishing mutual trust?
- Has the child been given an explanation of the adult role and the purpose of the interview?
- Is the language being used one the child does not fully understand?
- Is the adult uncomfortable or embarrassed by silence or by the child's emotions?
- Is the adult talking too much or responding in a way which is perceived by the child as critical?
- Do the child's experiences bring back painful memories for the adult from her/his own experiences that he/ she is struggling to deal with?

If the reason for a lack of communication is from within the child rather than the approach used by the adult, the following might help to unblock the communication:

- Be patient and allow time to sit and talk with the child. Give positive messages of warmth and acceptance.
- Convince the child that it is normal to think about the traumatic event.
- Be sure to use child-friendly language and explanations.
- Tell the child that adults too can be confused and upset about what has happened.
- Share some of your thoughts and feelings about the event.
- Check for signs of any abuse, inappropriate behaviour or feelings of guilt that can cause distress and block communication.
- Be honest, open and clear - try to understand things from the child's viewpoint.
- Bend down or sit down at the child's level when talking with them.

3.6 Working towards change

An ethical approach to participation is also about promoting positive change. A careful approach, bearing in mind the key points outlined above, can help to support the growth of a broader 'culture' of children and adolescents' participation. If the experience of participation is positive for children, adolescents and communities, if change or results are fed back and become visible as a result, however small, there can be a shift in overall attitudes towards the contributions that children and adolescents can make.

4. Getting Started



4.1 Preparation, delivery and support

Participatory assessment with children and adolescents is not just about changing the methods and approach used but also about the practicalities – the preparation, arrangements and support that create a conducive and enabling environment for children and adolescents' effective participation. Some broad guidance is provided below:

- **Number of children / adolescents:** A group of 10-15 children / adolescents works well. If you have less than ten, it can be harder to energize and carry the group along with the activities; if you have more than 15, it can be more about group management rather than learning about their protection concerns.
- **Composition of groups:** In some contexts, it will work better to run separate workshops for girls and boys to enable their full and equal participation. Depending on the cultural context, girls might be hesitant to discuss issues around e.g. sexual and gender based violence in a group which also includes boys. Likewise, there might be other issues boys are hesitant to discuss in the presence of girls. It is also important to consider the ethnic composition of groups and how this might impact on group dynamics in the workshops. Generally, it is better to run workshops with children and adolescents who speak the same language. While not impossible, it is clearly more difficult and time consuming to manage a multilingual group and multiple interpreters. However, there are also some benefits in having joint workshops for refugee children from different population groups. It can also be productive to run workshops with children / adolescents who are facing the same issues, for example those who are not attending school or who live with disabilities.
- **Adult support:** An adult to child / adolescent ratio of 1:5 works well. In other words, 3 adults for each workshop of 15 children. It is good to have a change of facilitation during the workshop so that children / adolescents experience different styles and approaches and do not get bored. It is also important to have enough adults to support children when they are split into smaller groups, or to support distressed children. Adults can also provide support by documenting the discussion or taking notes or photographs when the lead adult is facilitating a session. Younger children or children with disabilities (depending on their needs) may need a greater ratio of adults to children. Ideally, there should be no parents in the children's workshops as they may direct and/or speak for the children. If parents need or want to remain at the venue, parallel activities or adult focus groups should be considered to engage with them, with appropriate support staff available to manage this.
- **Enabling effective communication:** Providing sufficient adult support requires more than just having a certain number of adults present – it also requires an ability on the part of those adults to effectively communicate with children and adolescents and put them at ease. This involves using open and unthreatening body language; carefully framing questions (i.e. not using leading or closed questions); and seeking clarification and an accurate interpretation of views and responses by following up (but not interrogating) what children and adolescents have said.

- **Time:** Workshops should be held at a time that is safe for children to access the venue and that does not conflict with their education or household priorities. To the extent possible, the timing should be dictated by the children's realities rather than what suits the organizers. Workshops need to include breaks and be shorter in length for younger age groups. It takes time to mobilize, follow up and support the attendance of children and adolescents at workshops. It also takes time to prepare workshop materials and resources, for example certificates.
- **Location:** Venues should be accessible, safe, known to the children and/or their families. The room used should have enough space to easily move around and work independently in small groups and/or have an easily accessible and safe outdoor space for activities. Avoid spaces where there is a lot of diversion for children / adolescents or where they have to go through rooms where parents, other children or adults, might distract them.
- **Information:** Make sure that girls, boys and the appropriate adults are clear about the workshop and what it is for, and have given informed consent. If adults (partner organizations, community leaders, refugee incentive workers) are giving information to children and parents on your behalf, provide clear written information to guide this process. Provide an additional briefing to children at the beginning of each workshop to ensure informed consent. Provide feedback in a child / adolescent friendly format after the workshop. Provide clear information on how children have been selected to avoid misunderstanding.
- **Interpretation:** It is important that interpreters are properly briefed about the workshop, the participatory approach and children and adolescents' right to participation. Interpreters must be 'on board' in terms of making the workshop a respectful and positive experience for all children and adolescents taking part. They need to enjoy and have experience in communicating effectively with children and adolescents. It works well if the interpreter is not the only one fluent in the children's language of choice, particularly if they are to work in small groups and each group will need adult support.
- **Recording:** Adults need to ask permission from the children at the beginning of the workshop to be able to take notes and photos, and should explain why they need to do this. The adult leading the session should not be engaged with note-taking so that they are fully present and involved with the children. Children's drawing and posters are part of the recording process, and children and adults can agree to write together on the drawings to further explain their meaning, or adults can attach children's explanations to the back of drawings. Drawings and posters produced should be numbered and identified by number in any notes. In compiling the information from the workshop, children and adolescents' own words should be used as much as possible. Notes can include a brief overview of the workshop, organized according to the workshop session (for example 'protection concerns identified' or 'solutions suggested'), and then grouped into key themes supported by quotations from children / adolescents and examples of materials produced. A more detailed Workshop Checklist containing key actions for before, during and after the workshop is provided as Annex 9.1.

4.2 Workshop structure

The workshop can be broken down into six main sections, each with its own objectives and rationale. The main sections are:

No.	Sections	Objectives
1	Introductions and ice breakers	<ul style="list-style-type: none"> • Get to know each other • Reduce anxieties and fears • Build trust
2	Ground rules and working together	<ul style="list-style-type: none"> • Create a common ground for working together
3	What is UNHCR?	<ul style="list-style-type: none"> • Clarify the role of UNHCR
4	Mapping protection risks	<ul style="list-style-type: none"> • Map protection risks • Identify gaps in protection response • Rank protection concerns
5	Identifying solutions	<ul style="list-style-type: none"> • Identify solutions • Identify what communities, children, UNHCR etc. can do to address protection risks
6	Feedback, recognition and review	<ul style="list-style-type: none"> • Receive feedback from children on how they experienced the session. • Recognize the common achievement

Chapter 7 takes each of these six sections in turn, provides a more detailed rationale for each and lists a number of methods and activities that can be used⁵. Each method / activity sheet contains the following information: summary of the activity and its objective (*What is it? What is it for?*), the target group (*Who is it for? How many?*) and the time needed (*How long?*). They also provide detailed information on how to run the activity (*How does it work?*), its benefits (*What does it achieve?*) and flexibility (*How could we adapt it?*). Finally, they describe the resources needed (*What do we need?*) and provide some back-up information in case things do not go to plan (*What happens if...?*).

⁵ Methods and activities come from a range of sources and from personal practice. The main text used is by Dynamix and Save the Children - *Participation - Spice it up! Practical tools for engaging children and young people in planning and consultations*.

5. Participatory Workshop Methods



5.1 Introductions and ice breakers

Introductory games and ice-breakers are an essential part of engaging effectively with groups of children and adolescents. They create a fun and relaxed atmosphere, reduce anxieties and fears, build trust and relationships within the groups and with adults and lay the foundations for children and adolescents to feel able to communicate about their protection concerns. It is important to spend some time on these at the beginning of any workshop and for everyone – including supporting staff, translators – to join in.

An effective way of starting the workshop is to begin with a Name Game and a game that gets the group interacting with each other (see *Picture Bingo* below). Once they have got to know each other a little and are a bit more relaxed, the key introductory information on the workshop can then be provided to the group.

Other similar energizers and games can also be used strategically at different points and in different ways throughout the workshop. These are outlined at the end of this chapter.

Picture Bingo

An introductory game involving moving and talking and matching up pictures with different people

What is it for?

To get children and adolescents mixing with each other outside of their friendship groups and finding out about each other's likes and dislikes

Who is it for?

11-18 years

How many?

At least 9 people

How long?

15 minutes



How does it work? Each child/adolescent is given a 'Bingo' card and a pen. The 'Bingo' card shows 9 images representing 9 things children and adolescents may like / dislike: *Animals, Dancing, Studying, Reading, Juice/Soda, Running, Music/Radio, Football, Playing/Friends*. When the Facilitator says 'Go!' they must talk to the other children/adolescents in the group and find out which of the activities they like. They mark the name of the child/adolescent against the activity that they like on the card. They need a different name against each activity image on the card. The first child/adolescent to complete their Bingo card with a different name against all the 9 images shouts 'Bingo!' and wins. The others can carry on until they get 'Bingo!'

What does it achieve? Face-to-face interaction between everyone in the group. Adolescents have to speak individually to each other.

How could we adapt it? The pictures can change on the Bingo card depending on the age / ability of the children and adolescents, the context, what they are familiar with and what we want to find out. The children/adolescents can cross or circle the images instead of write down names if literacy is a problem. The game can be simplified for younger children (6-10 years) by producing a set of individual activity cards (one activity per card, several cards of each activity) and letting children pick one they like and then try to be the first to find another child who has picked the same one and shout 'Bingo!'

What do we need?

- Printed 'Bingo' card and pen for each child/adolescent and adult in the group. See *Annex 9.6* for example of *Bingo Card*.

What happens if...? Some children may be confused or more isolated in the game. Engage them yourself as a Bingo player and encourage other children or adolescents who have finished to help them to complete their Bingo cards.

Picture this – Explaining the workshop

A guessing game with pictures and images

What is it for?

To explain to the participants how the discussions and outcomes will be documented and other messages regarding practicalities of the workshop

How many?

Any number

How long?

5-10 minutes

Who is it for?

All ages (6-18)

How does it work? The Facilitator uses symbols or images to explain that staff will be taking notes (**symbol:** pen & note pad); taking pictures (**symbol:** camera) etc. Children / adolescents have to guess / comment on what they think each image means and then the Facilitator can introduce that key message to them.

What does it achieve? The group can be reassured by the Facilitator being the first person to draw in the workshop, and this can emphasize that drawings can give a message and do not have to be perfect to be understood. It helps some children / adolescents to remember the messages if they involve more interaction rather than presentation, and if they can associate the information with different images.

How could we adapt it? To make this game more engaging, images could be drawn at the time in front of the group so they guess as the drawing progresses. If the drawings do not work, actions could be used instead – miming taking photographs or notes. Photographs could also be used. For children who are visually impaired, the objects themselves could be handed around – a camera, a notebook – for them to guess what they are and what they represent. Younger children or some disabled children may benefit from using pictures and symbols to represent ideas throughout the workshop or to convey their own messages.

What do we need?

- A large piece of paper and a pen.

What happens if...? If children or adolescents cannot guess what the pictures represent, the Facilitator can ask if someone wants to help him / her draw, can try the other approaches above or can go through the messages verbally.

5.2 Ground Rules and Working Together

With any group of children and adolescents, particularly those who do not know each other beforehand, it is important to think about group dynamics and how they can work well together in the workshop. A participatory approach can begin with children / adolescents setting their own 'ground rules' and it can be effective to put these into practice using a couple of games. The focus of this session is to set the atmosphere for the workshop ahead and to ease children / adolescents into the protection-focused sessions.

Making It Work...

An activity to generate ideas and develop workshop 'rules'

What is it for?

To give children / adolescents some control over the workshop from the beginning

Who is it for?

6-18 years

How many?

5+ people

How long?

15-20 minutes

How does it work? Each child / adolescent is given a pen and two post-its and asked to think of two things that are needed to make the workshop a success. They stick their post-its onto a large sheet of paper on the wall and the Facilitator groups them and feeds back the key messages to the group. They can then sign up to their own 'rules'. The 'rules' can be revisited throughout the workshop if they need to be.

What does it achieve? Children and adolescents are often in a position where rules are set for them without their involvement. Giving them the responsibility to do this can be empowering and increase their sense of self-worth. Rules that children and adolescents make themselves and sign up to are less likely to be broken.

How could we adapt it? If children are not able to read because they are too young or their level of literacy is too low, they can call out ideas and the Facilitator can record these as images. Children could also contribute ideas in other ways than writing them down – they could each throw a button or stone into a circle and give their views or step forwards one pace each, saying their ideas (see *Footsteps* activity below).

What do we need?

- 2 post-its and a pen for each child
- Large piece of paper to stick them on / draw images on

What happens if...? If children / adolescents are contributing ideas that are not feasible or positive for the workshop, adults can also complete post-it notes and then discuss how to get a consensus on how to work together so all benefit. If children cannot come up with ideas, the Facilitator could suggest some to start them off or introduce an activity (see *Counting 1 to 10 below*) which will help them to think about what makes good teamwork.

Counting 1 to 10

A quick and easy group counting game

What is it?

A quick and easy group counting game

What is it for?

To learn how to solve a problem as a group and to understand the concept of a strategy (getting from A to B)

Who is it for?

11-18 years

How many?

At least 10 people

How long?

10 minutes

How does it work? Children / adolescents stand in a circle facing inwards. The Facilitator explains that they need to count from 1 to 10 as a group without two or more children / adolescents speaking at the same time. They cannot count around the circle one by one nor can one person say more than one number at a time (e.g. count from 1 to 10 on their own). The group have to find and try out different strategies together to achieve the task.

What does it achieve? Responsibility and control for children and adolescents who have to solve the problem as a group without adult support; increased communication and teamwork amongst all group members; a sense of shared achievement when they get it to work.

How could we adapt it? Children / adolescents could hold up 1 to 10 fingers instead of saying numbers if some are hearing impaired. The same rule would still apply that they must take turns one at a time. If children are of mixed ability, it is important to encourage ways to communicate with each other that suit everyone in the group.

What do we need?

Nothing!

What happens if...? If the group have tried a few times and have not achieved the task, you can help them by suggesting some different ways they can do it, for example by pointing at each other or by counting across the circle. If they do it straight away, you can get them to all close their eyes and find another way to communicate to get from 1 to 10.

Spider's Web

A tape or string web is made, connecting everyone and their ideas

What is it for?

A visual way to show that all are involved in making the workshop a success

Who is it for?

All ages (6-18 years)

How many?

10+ people

How long?

15-20 minutes



How does it work? Everyone stands in a circle. The Facilitator starts off with a roll of tape and says something that she/he can do to make the workshop run well. She/he then chooses someone else in the circle and unrolls the tape towards them, sticking it on the floor. This person then says something they can do and then chooses someone else in the circle. The Facilitator unrolls the tape to that person. Each person contributes and all are connected by a 'web' of tape and a set of ideas to make things work.

What does it achieve? It helps to connect up the members of the group and encourages each person to take responsibility and think about what they can contribute. By each person saying out loud what they can do, a form of 'contract' is built between everyone in the group. This is important for supporting each other in the workshop, and also for building networks and friendships in the longer-term.

How could we adapt it? For younger children, it can be more active with all the children as 'spiders' spinning the web together. The Facilitator can let them unroll the tape ('spin the web') to the next child with some help. For children who are visually impaired, a ball of string can connect the group instead with each person holding a piece of the string. All will be able to feel the pull on the string from different people in the group and the sense of connection as a whole.

What do we need?

- A large roll of tape, string, wool or you can draw lines on ground with chalk.

What happens if...? If you are running out of tape or string, connect up children who are closer to each other so less tape is used. Alternatively, get the remaining children to stand on the tape web or hold a part of the string web and say what they would contribute. If children cannot think of anything, they could go and stand behind someone who has said something they agree with instead.

5.3 Mapping Protection Risks

The Introductions, Ice Breakers and the Ground Rules sessions should have created an atmosphere where children and adolescents are ready to begin to open up and give their views. The purpose of this session is to map children / adolescents' protection concerns.

Before mapping children and adolescents' particular protection risks in context, it might be important to establish what they know about UNHCR as an organization and what their perceptions are of its work. See *Annex 9.7* for ideas on how to do this.

There are many ways for children and adolescents to communicate their protection concerns and the particular risks they face, and where they feel safe / unsafe in their everyday lives. Methods that work well are flexible – enabling them to work with others or on their own – and use a range of media. It is also important to use methods that provide some 'distance' between the child or adolescent and what they are saying. This means that children and adolescents are not made to feel that they have to disclose their personal histories or distress, but that they can talk more generally about children as a whole or about a fictional 'other' child who is like them but is not them. Puppets are a good way of presenting protection concerns as though they belong to someone else. Older children may feel comfortable to work more independently and to directly present their views; younger children may require more immersion in an activity through which they indirectly reveal their concerns.

A general 'opinion finders' exercise works well, followed by some more detailed mapping of protection concerns. Mapping works well in smaller groups and attention needs to be paid when splitting children into these groups, depending on the make-up of the group as a whole and any mixing or separation that needs to be facilitated. Fun ways can be used to split children up in groups, e.g. giving them names of different fruits, shapes, animals and then asking all those who are the same fruit/shape/animal to form a group together.

Agree / Disagree?

An activity where you move and vote with your feet

What is it for?

To get a picture of where children / adolescents stand in relation to different statements or issues

Who is it for?

11-18 years

How many?

8+

How long?

20-25 minutes



How does it work? Three cards are placed on the ground along a line. At one end of the line is the 'Agree' card (a tick symbol) and at the other end is the 'Disagree' card (a cross symbol) and in the middle is the 'Don't Know' card (a question mark symbol). The Facilitator reads out different statements in relation to children/adolescents' protection and children/adolescents' go and stand at the card which matches their response to the statement. The Facilitator then asks children in each group to feedback why they are standing where they are i.e. why do they agree, disagree or are unsure about the statement.

What does it achieve? It gives children/adolescents an opportunity to share their opinions and views in relation to different issues. It gets discussion going between the children/adolescents standing in different places and lets each person explain why they feel / think how they do. Children can choose to speak or not, but where they stand brings out issues that can be further explored later.

How could we adapt it? Depending on the mood of the group, it is possible to read out more or less statements and to speed up (give a time limit) or slow down (more time for discussion) the activity. If the mood is low due to the nature of discussion and a message has been clearly given of how they feel, it is important to reduce the number of children asked to provide feedback.

What do we need?

- 'Agree' (tick), 'Disagree' (cross) and 'Don't Know' (question mark) A4 cards.
- Space to move around along a line.
- List of statements (see example in *Annex 9.8*).

What happens if....? If no-one wants to speak about why they are standing where they are, the activity can be just a visual indication of their views. If they all just follow each other around to the same cards, try another way of getting their opinions e.g. close their eyes and on the count of 3 do 'thumbs up' for 'agree' and 'thumbs down' for 'disagree' so they cannot influence each other.

Puppet Walk

Making and using basic hand puppets to walk and talk through a day in the life of the child

What is it for?

To find out about protection issues in a safe way

Who is it for?

6-10 years

How many?

Any number

How long?

1 hour (+)



How does it work? Children are split into small groups with one adult supporting each group. Each child is given a large envelope and materials to decorate it with. Children make a puppet each and give their puppet a name. The puppet is the same age as them and lives in the same place as them. The Facilitator then says we are going to take the puppets on a walk through their day and starts with the puppets waking up in the morning. The story takes the puppets from their home, into their community, to school and back home and the Facilitator asks questions about what the puppets do, see and think in each of these spaces and times in the day and whether they feel safe, happy or sad.

What does it achieve? Children enjoy the process of making and animating the puppets and by naming them, they can identify with them. Children are more able to talk about the puppets rather than themselves but will draw on their own experiences. This reveals protection issues but is safer for children and less upsetting. There is a sense of achievement from making something, showing it to others and taking it home.

How could we adapt it? Some visually impaired children may need to have materials that are of different textures and be encouraged to make puppets by touch or to make a model rather than decorate an envelope.

What do we need?

- Envelopes (or can use other things – see Annex 9.9)
- Coloured pens and crayons
- Scrap materials – textiles, paper, card, plastic
- Glue, tape and scissors (kept with adults)

What happens if....? If children find it hard to decorate their puppets, make your own puppet and get the children to ask your puppet questions about his/her day and to say why they think your puppet might be sad or feel unsafe.

Draw Me

Drawing pictures about children's lives and problems faced

What is it for?

To allow safe and creative expression of concerns

Who is it for?

6-10 years

How many?

Any number

How long?

1 hour (+)



How does it work? Children are given a small piece of paper each to do an individual drawing. They have coloured pens, pencils or crayons. Children then show and talk about their drawings in small groups. The Facilitator asks questions to find out about the different aspects of the drawings and what is going on in the picture and notes this down.

What does it achieve? Younger children tend to enjoy drawing, are used to it as a way to express themselves and get lost in the activity. Children are free to draw what they want to in their own way and in their own time. This may feel less pressurized than having to talk about things that are difficult for them. Children's drawings tell us a lot about what is important to them, what they notice in their day-to-day environment and their general well-being.

How could we adapt it? Children may not want to talk about their drawings. We can use a story-telling method instead where the Facilitator starts the story about a fictional child (get the children to name him/her) who is the same age as them and lives in the same place. The Facilitator starts the story, says a few things about the child and his/her life, stopping in the middle of the sentence to hand over to one of the children to pick up the story. The children build on the story and the Facilitator feeds in questions to keep it going.

What do we need?

- Light coloured paper (individual sheets or flipchart or rolls of paper)
- Coloured pens / pencils / crayons

What happens if...? Children may take time to start on their drawings. Reassure them that is not about creating a perfect drawing, or let them work on a drawing with a friend or in a small group on a large piece of paper. Themes will often come out of the drawings. Do not judge if a child is distressed based on your own interpretation of their drawing. However, if the content of a drawing causes concern for the child, make sure there is support available to talk through or disclose information safely. See Appendix 9.3 on how to support children in distress.

Problem Poster

Making a poster to show adolescents' lives and problems to others

What is it for?

A creative and safe way to express concerns

How many?

Any number

Who is it for?

11-18 years

How long?

1 hour (+)

How does it work? Adolescents are split into small groups and choose their own team name. They are given a large piece of paper to draw on together reflecting the problems and concerns they face in their everyday lives. They have coloured pens, pencils or crayons. The posters are put up on the wall and they present their posters as a group to the others. The Facilitator asks questions to find out about the different aspects of the posters and what is going on in the pictures. This is noted down.

What does it achieve? Older children also enjoy drawing – although they may be less used to it - and can write key words and important messages on their posters. This can enable them to express their views and feelings in a different way to just talking in a group.

How could we adapt it? Adolescents may do a role play rather than a poster with a similar focus on the problems they face. However, this can be harder to interpret or record.

What do we need?

- Light coloured paper, large pieces (flip chart, rolls of paper)
- Coloured pens / pencils / crayons

What happens if...? If adolescents are reluctant to draw, reassure that it is not about a perfect drawing but giving their message. If they don't want to talk about their posters, the key themes can be captured on a piece of paper and the adolescents all given a sticky dot to vote the one which is the most important / biggest problem for them. Dot voting can be a good, quick way of seeing what their priorities are.

5.4 Identifying Solutions

These activities follow on from and refer back to the Mapping Protection Risks activities above. The purpose is to explore what children and adolescents think that they, their community and UNHCR / partners can practically do to protect displaced children and address their concerns.

There is a range of ways to encourage children and adolescents to think about solutions. Younger children may find it harder to think into the future, however, and may need more support or a different approach. It is crucial that these sessions are managed in terms of unrealistic expectations.

Footsteps

Drawing around feet on paper and writing on them

What is it for?

A creative and visual method to think about steps we can take to address protection concerns

Who is it for?

11-18 years

How many?

Any number

How long?

30 minutes (+)



How does it work? Children/adolescents are split into pairs and given a large piece of paper and a pen each. They draw around each other's feet so that they have a right and left footprint on each of their pieces of paper. On one footprint, they write what they think children/adolescents can do to address the problems they have raised in the mapping activity. On the other footprint, they put what the community and/or UNHCR and partners can do. The footprints are laid out as a journey or pathway along the floor and the Facilitator talks the group through them as steps we can all take to improve things for displaced children/adolescents.

What does it achieve? The action of getting into pairs and drawing around feet gets people moving about and engaged. Children and adolescents are involved in thinking about solutions as well as about the problems that they face. This is important for their well-being and the mood of the workshop towards the end.

How might we adapt it? Visually impaired children can still draw around each other's feet and supporting adults can write down their ideas. If there is limited time, a more active version of *Footprints* can be done: a line is drawn or taped on the ground and the group have to walk together towards this line. They can only step forward as a group when someone comes up with a solution. For each solution, they can take one step towards the line. The aim is to get enough solutions to get to the finish line.

What do we need?

- Sheets (A3) of light coloured paper and coloured pen, one per child
- Roll of tape or line

What happens if...? If children /adolescents find it hard to come up with solutions individually or to write them, they can work in small groups and adults can write their suggestions on shared footprints instead.



Helping Hands

This is run along the same lines as the *Footsteps* activity but uses drawing around hands instead of feet and using the image of hands that will help and support displaced children – other children, community, UNHCR and partners – to solve their problems. *Helping Hands* works better for younger children and also where drawing around feet might be a problem.

5.5 Feedback, Recognition and Review

Children need to be able to provide feedback on their experience of the workshop as part of a participatory approach, and we need to learn from them what worked and what we can do better next time. They can also give positive feedback to each other to build further confidence and friendships within the group. We also need to be clear about when and how they will receive feedback from us, and what will happen with the information they have given during the workshop as a whole. Finally, there needs to be recognition of their achievement – of participation in the workshop, of the skills and qualities they have shown and the time and effort they have given. This is part of an ethical and meaningful approach to participation and can also help to build self-esteem.

The following are some review and feedback activities. We have suggested in *Section 4.2* some ideas for recognition and reward. *Annex 9.5* provides examples of feedback sheets for children and adolescents from UNHCR, following up a mapping workshop.

Sit, kneel or stand

A game where children sit, kneel or stand to show their views

What is it for?

An active way of evaluating the workshop

How many?

3+

Who is it for?

6-10 years

How long?

10 minutes

How does it work? The Facilitator reads out some statements about the workshop e.g. *I had fun, I made new friends, I know who to go to if I have a problem* and children sit if they do not agree, kneel half-way if they partly agree and stand up if they agree totally.

What does it achieve? It gets children moving and is an enjoyable way to end the workshop. It shows children that their views on the workshop are important and valued.

How could we adapt it? If children are not so mobile, you can also use clapping – loudly, quietly, not at all – to measure feedback on different statements.

Resources needed?

None!

What happens if....? Younger children may copy each other so get them to close their eyes and respond to the statements without looking at each other.

Stones in a pond...

Throwing 'stones' into a circle and giving feedback

What is it for?

To give everyone a chance to give their view

Who is it for?

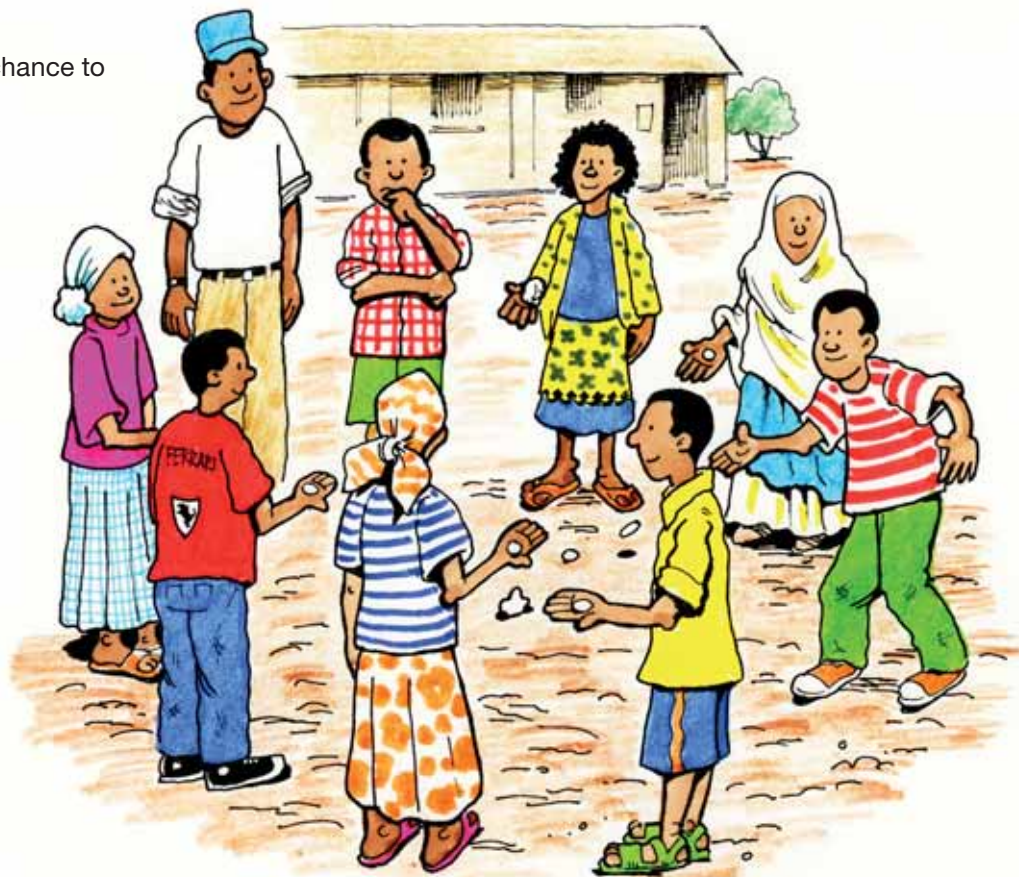
11-18 years

How many?

Any number

How long?

15 minutes



How does it work? Children/adolescents stand in a circle facing inwards. Each child is given a 'stone' (ball of paper, button, bean, stone). Each child throws their 'stone' into the circle of the 'pond' in the middle of the group and says one thing they enjoyed and one thing they would change about the workshop.

What does it achieve? It ensures everyone gets a chance to give their feedback, one by one and without being spoken over. Adolescents feel their views are valued and listened to.

How could we adapt it? It can be used for disabled children and adolescents who have limited mobility instead of Agree/Disagree. They can throw different coloured 'stones' into the circle in response to statements and their views. Children / adolescents who feel less confident can throw a stone but choose not to speak.

What do we need?

- Stones, buttons, balls of paper – one per person

What happens if...? If adolescents cannot think of anything to say when it is their turn, do not stay with them for too long – reassure them and come back to them or let them pass.

Feedback Web

A string web connecting everyone

What is it for?

A visual and interactive way to evaluate the workshop or give positive feedback to each other

Who is it for?

11-18 yrs

How many?

5+ people

How long?

15 minutes

How does it work? The children stand in a circle facing inwards. The Facilitator starts with a ball of string and holds one end of the string. She/he then says one thing (about the workshop or positive feedback / to thank another person for something they have contributed) and throws / passes the ball of string to them, still holding onto the end. This person then holds onto the string so that it is taught between the first person and them and passes the ball of string onto another person, giving them positive feedback and so on until everyone is connected by the string and there is a web of string (and thanks, feedback etc) among all.

What does it achieve? Adolescents feel connected to each other, hear each other's views and gain positive feedback and praise from their peers. This is very important for feelings of self-worth and confidence. Adolescents feel valued and involved in the workshop if they are asked their views on what worked and what could be changed.

How could we adapt it? For visually impaired adolescents, you can talk more about and use the string web - what happens if one person pulls too hard or if someone lets their end go? This makes it a more tactile than visual activity.

What do we need?

- Ball of string, wool

What happens if....? People cannot tie the string tightly on their fingers or wrap it around – just get them to hold it between two fingers. Weave the string carefully so it does not get knotted or pull on fingers.

5.6 Other games & energizers

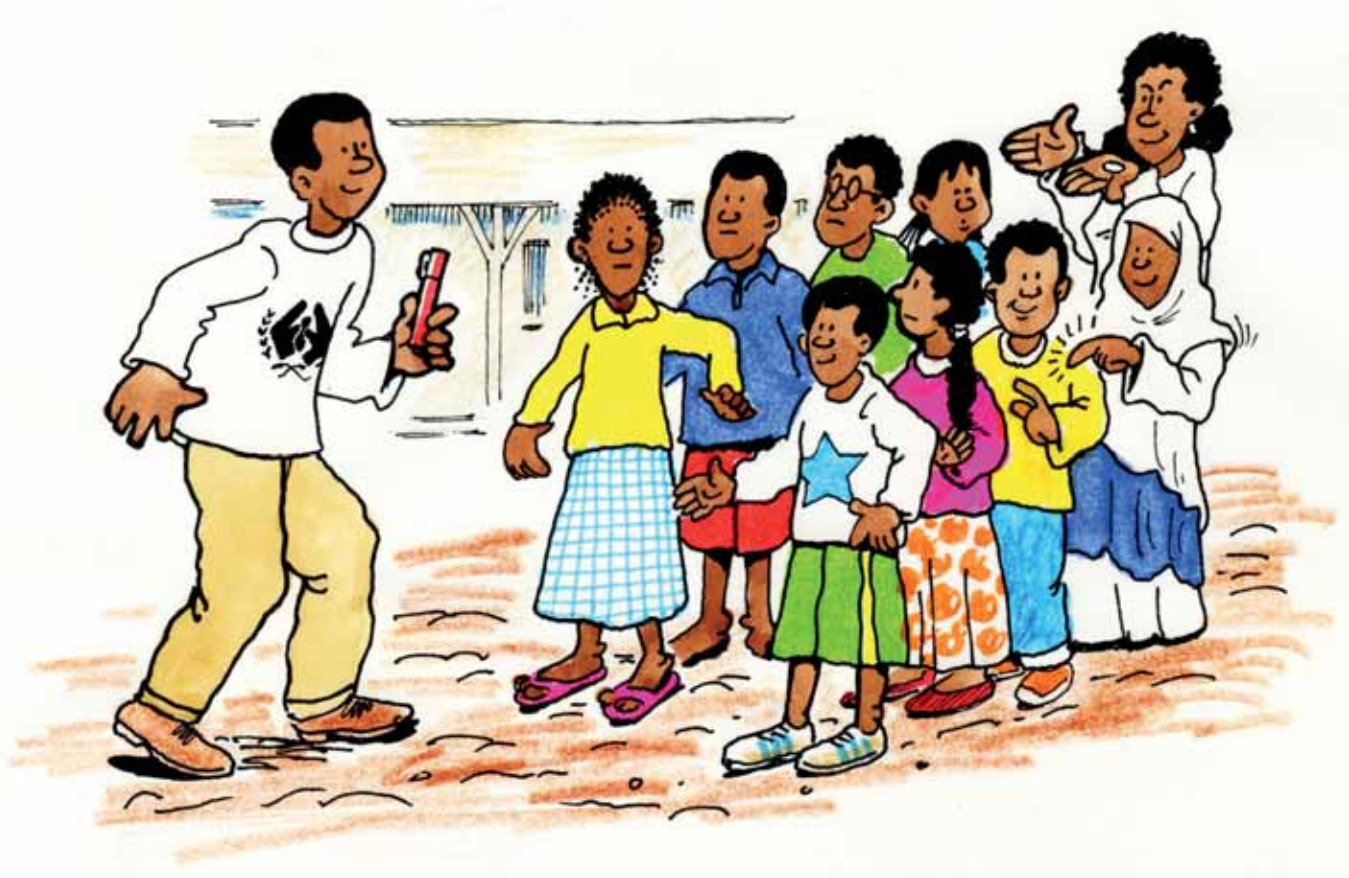
These are a few games that can be used to raise the energy levels or lift the mood in a workshop. They work well after children / adolescents have had a break, to get them back together and engaged, or after a long session where they have had to talk or concentrate a lot and need a bit of fun. They tend to take around 10-15 minutes to explain and to play.

It is important to explain these games clearly, and to give children / adolescents a practice run so they understand what they need to do and to keep things light rather than overly competitive. If the game is played often, you can see if any of the children / adolescents would want to take on the Facilitator's role.

In the river, on the bank



For 6-18 years. A straight line is marked out on the ground and the children/adolescents line up in a row on one side of the line. This side of the line is the 'bank'. The other side of the line is the 'river'. When the Facilitator shouts 'in the river', the children/adolescents jump across the line to the other side; when the Facilitator shouts 'on the bank', they jump back across the line. The Facilitator shouts 'in the river' and 'on the bank' in different orders and faster and faster. Children/adolescents who jump the wrong way or are the wrong side of the line are 'out'. The last child/adolescent left in the game wins.



The pen game

For 11-18 years. Children/adolescents form two lines of equal numbers parallel to each other. At the front, someone holds a pen and stands between the front two children / adolescents. At the back, someone throws a coin and stands between the back two children/adolescents. If the coin shows one side ('heads'), the two back children/adolescents tap the next person in front of them on the shoulder.

These children/adolescents then tap the child/adolescent in front of them and so on until the children/adolescents at the front of each line are tapped on the shoulder. The two lines are racing against each other to pass the 'tap' from the back to the front of their lines. When the 'tap' reaches the child/adolescent at the front, they try to beat the other child/adolescent at the front of the other line and grab the pen. If they get the pen, they win the point. The race can be run 5 times when 'heads' are thrown to see who wins.



Parachute games

These can work for all children/adolescents 6-18 years. Children/adolescents stand around the parachute, holding the edges. One game is to put a rubber ball onto the top of the parachute and the children/adolescents have to work together to roll the ball around the edge of the parachute, without letting it fall off the edge or through the hole in the middle. More rubber balls are introduced to make it harder and harder.

Another game is for the children/adolescents to lift up the parachute and for certain children/adolescents to swap positions underneath. The Facilitator will call out a characteristic e.g. *anyone wearing red* and those children/adolescents will have to swap when the parachute is lifted and before it falls back down. This game can be played without a parachute with children/adolescents sitting on

chairs in a circle with one child/adolescent in the middle. The characteristic is called out by the child in the middle and the children/adolescents it applies to have to swap chairs. The person in the middle tries to sit in one of the empty chairs, leaving someone else in the middle to make another call.

What's the time Mr Wolf?

For younger children aged 6-10 years. Children form a horizontal line with the Facilitator standing in front with his/her back to them. The Facilitator is the 'wolf'. The children call out in unison '*What's the time Mr Wolf?*' The 'wolf' replies with a time (e.g. 1 o'clock, 2 o'clock) and the children have to step forward as many steps (e.g. for 2 o'clock, they will take 2 steps). If the wolf says 'dinner time!', he/she will turn around and chase the children back to the starting line. If the wolf catches a child before they reach the line, they become the wolf.

Bean bag chase

For all ages 6-18 years. Children / adolescents stand in a circle, facing inwards. The Facilitator walks around the outside of the circle, holding a bean bag. They choose a child / adolescent to drop the bean bag behind. This child / adolescent must run in one direction around the circle and the Facilitator in the other direction around the circle, both trying to get back to the empty space in the circle where the bean bag was dropped. The first one back stays in the circle and the other person walks around the outside, looking for someone else to drop the bean bag behind.

Dice throw challenge

This works well with older children/adolescents, especially boys 11-18 years. The children/adolescents are split into teams of 3 or 4. Each team has a dice and a bean bag, ball or something similar. Each team has an adult (or child/adolescent if they want to take on this role) who will act as a judge. The Facilitator acts as the time-keeper and gives the game a set time e.g. 5 minutes. When the Facilitator says '*Go!*' the groups throw their dice and try to get a six. As soon as they get a six, they try to keep the bean bag or ball up in the air passing it between them, using hands / head / feet. The judge in each team counts how many times they pass it between them before it drops. As soon as it drops, they have to try to throw another six before they can try again. Again, the judge will count how many passes. The team who has the most passes between them overall in the 5 minutes of the game wins.

Simon says

Good for younger children 6-10 years. The children stand around the Facilitator so that they can see him / her. The Facilitator asks the children to do an action. If he/she says '*Simon says...*' first, then the children have to do the action. If he/ she does not say '*Simon says..*' then they should not do the action. The Facilitator mixes up actions and speeds the game up. If a child does the action without the Facilitator saying '*Simon says..*', they are out of the game.

6. Workshop Module

A core workshop module was produced as part of the field testing process, drawing on the activities and methods outlined previously. The module includes notes on recording information, staff support and delivery. Other versions of the module, for example for younger children (under 5) or disabled children (mixed ability, aged 11-18) can be found in *Annexes 9.10* and *9.11*.



Module: Children and Adolescents – Participatory Assessment Workshop

Topic	Purpose of Activity	Activities (Children 6-10)	Activities (Children 11-18)	Recording	Resources / Staff
SESSION ONE: INTRODUCTIONS AND ICE BREAKERS					
Introductions and learning names 10 minutes	Enjoyable way to introduce each other and learn names, without placing anyone too much 'on the spot'.	BEAN BAG THROW	BEAN BAG THROW	Name labels. Notes on other information e.g. age, where from.	Resources: Bean bags, balls. Staff: All join in.
SESSION TWO: GROUND RULES AND WORKING TOGETHER					
This session enables the Facilitator to let the children/adolescents know any procedures for their safety and well-being during the workshop as well as to support them to come up with their own 'rules' for how they are going to behave, interact and support each other.					
Rules on how to work well together 10-15 minutes	Children / adolescents can set their own rules and voice any concerns or needs they have at the beginning. Facilitator can also introduce any procedures like confidentiality, child protection, health and safety	PICTURE THIS MAKING IT WORK or SPIDER'S WEB	PICTURE THIS COUNTING 1 TO 10 or MAKING IT WORK	Note down their rules so you can return to them later if needed.	Resources: Drawings for Picture This. Post-its, pens. Staff: Facilitator and Translator deliver. Other staff take notes and photos.
SESSION THREE: WHAT IS UNHCR?					
Perceptions of UNHCR 10-20 minutes Can be longer if older group gets into discussion	It is important to make the link early with UNHCR and establish what children/adolescents know or have experienced of UNHCR and its work on protection. NB! This activity is not relevant in all contexts.	UNHCR LOGO ACTIVITY ENERGISER OR GAME BEFORE NEXT SESSION	UNHCR AGREE/ DISAGREE ENERGISER OR GAME BEFORE NEXT SESSION	Note what children say about logo. Numbers of adolescents standing at agree, disagree, don't know and their comments can be noted down.	Resources: UNHCR logo. Agree/ Disagree cards. Statements. Staff: Facilitator and Interpreter read out statements and lead discussion. Other staff notes and photos.

Topic	Purpose of Activity	Activities (Children 6-10)	Activities (Children 11-18)	Recording	Resources / Staff
SESSION FOUR: MAPPING PROTECTION RISKS					
Mapping protection concerns 1 hour + 10 minutes	This gets children and adolescents mapping the local experience in terms of protection for children/ adolescents as they know it. It is important to emphasise they are building a picture of the concerns for children in general.	PUPPET WALK Or DRAW ME ENERGISER OR GAME BEFORE NEXT SESSION	AGREE/DISAGREE PROBLEM POSTER ENERGISER OR GAME BEFORE NEXT SESSION	Explanations of drawings on post-its and fixed to back of drawings. Number the posters and notes with explanations of posters.	Resources: Paper, pens, agree/disagree cards, puppet making materials. Staff: Facilitator and Interpreter lead session. A staff member supports each small group.
SESSION FIVE: IDENTIFYING SOLUTIONS					
Identifying what children, UNHCR and community can do 20-30 minutes	This gets children and adolescents to focus on practical steps to improve their protection situation. Care needs to be taken to not create unrealistic future expectations in this exercise.	HELPING HANDS or FOOTSTEPS	FOOTSTEPS	Staff can support children to draw around their feet. Notes can be taken if the active Footsteps activity is used.	Resources: Large pieces or rolls of paper, coloured pens. Staff: Facilitator and Translator explain the activity. Staff support children.
SESSION SIX: FEEDBACK, RECOGNITION, REVIEW					
This session explores what children/adolescents know of UNHCR as an organization and its activities and what they associate it with.					
10 minutes 10-20 minutes	Allows children to provide feedback on their experience of the workshop, what it achieved and how it could be improved.	FINAL GAME? SIT, KNEEL OR STAND	FINAL GAME? STONES IN A POND FEEDBACK WEB	Notes can be taken on children's feedback / comments.	Resources: 'Stones', buttons. String for web. Staff: All join in
SESSION END: CERTIFICATE PRESENTATION, FORMAL THANK YOU AND OUTLINE OF WHAT HAPPENS NEXT.					

7. A Resource Toolkit



7.1 Workshop resources

Table 7.1 Core resources

Item:	What for?	Ideal?	Alternatives?
Large box of coloured pens / markers.	Name labels, <i>Bingo</i> cards, drawings, posters, puppet-making, <i>dot voting</i> ...	Dark coloured, variety of thick and thin pens.	Can use chalk, coloured pencils or crayons but don't show up as clearly.
Large stack of multi-coloured and multi-sized paper (A3, A4 and larger)	Drawings, posters, <i>Footprints</i> , <i>Helping Hands</i> , paper balls.....	Coloured as more fun but light colour so show contrast with pens. Large pieces / rolls for group work.	Flip chart or white A4 paper. Scrap paper. Wallpaper. Chalk onto concrete.
3-4 balls or bean bags	Name game, <i>Bean Bag Chase</i> , parachute games....	3 or 4 different coloured bean bags – easier for younger children to catch than balls.	Soft balls. Rubber band balls. Screwed up paper balls. Soft toys.
Ball of string	Web games, for marking out an area.....	Large ball of thin string.	Ball of wool, rope, lines marked on ground.
Roll of tape	In the river on the bank, web games, active <i>Footprints</i> ...	Large roll of adhesive coloured tape.	String, wool, lines on ground, rope.
Envelopes	Puppet heads / bodies	Large plain envelopes – one per child and some spare.	Can use spoons, socks, gloves to make puppet bodies and heads – see <i>Annex 9.9</i> .
Decoration and 3D materials	To decorate puppets. To engage with visually impaired children / use touch.	A range of materials – coloured paper, tissue, buttons, foam etc.	Can just use pens to draw puppets. Scrap materials – old bits of paper and fabric.
Sticky stuff	To stick up posters and drawings and to stick decoration on puppets.	Blue tack and masking tape.	Pins, sticky tape, put drawings on floor / edge of room, tie /draw things onto puppets.
Camera	Photo drawings etc.		



Table 7.2 Useful extra resources

Item:	What for?	Ideal?	Alternatives?
Post-its	<i>Making it work</i> – ground rules ideas. Feedback to each other at end.	Multi-coloured post-its.	Cut up paper and tape / blue tack.
Sticky dots	Dot voting.	Multi-coloured adhesive dots.	Draw dots with coloured pens
Name labels	Names	Adhesive name labels	
Dice	Dice Throw Challenge.	Large foam dice.	Any dice.
Parachute ⁶	Lot of parachute games and fun, colourful.	Bought / made multi-coloured parachute of rip-proof material with handles.	Make a version from a sheet / large piece of fabric?

Table 7.3 Printed materials for workshops

Item	Annex
Certificates	Annex 9.5
Picture Bingo cards	Annex 9.6
Statement sheets for <i>Agree / Disagree</i>	Annex 9.8
Puppet making sheet	Annex 9.9

⁶ Parachute can be purchased online, for example from: http://parachuteshop.com/Play_parachutes.htm

7.2 Further reading

Handicap International (2004)

Fun inclusive! Sports and games as means of rehabilitation, interaction and integration for children and young people with disabilities

(online) available at: <http://www.handicap-international.org.uk/resources/library#inclusion>

Participation Works inter-agency website

(online) available at: <http://www.participationworks.org.uk/home>

Percy-Smith, B and Thomas, N (eds.) (2009)

A handbook of children and young people's participation: perspectives from theory and practice, London: Routledge.

Plan International participation publications,

available online at: <http://plan-international.org/about-plan/resources/publications/participation>

Plan USA

See *Our World* publications on children in Plan communities talking about the issues that affect their lives (online) available at: <http://www.planusa.org/content806472>

Save the Children, UNHCR, IRC, Terre des Hommes and UNICEF (2009)

ARC Resource Pack, Foundation Module 4: Participation and Inclusion (online) – PDF documents of all games and activities used for Module

available at: <http://www.savethechildren.net/arc/foundation/participationinclusion.html>

Save the Children (2008)

Adult's war and young generation's peace: global report - children's participation in armed conflict, post conflict and peace building

(online) available at: <http://www.alape.org/docs/desastres/participation.pdf>

Save the Children and Dynamix Ltd (2003)

Participation - Spice it up! Practical tools for engaging children and young people in planning and consultations, London: Save the Children.

Terre des Hommes (2007)

Laugh, run and move to develop together: games with a psychosocial aim

(online) available at: <http://www.tdh.ch/en/documents/laugh-run-and-move-to-develop-together-games-with-a-psychosocial-aim>

Terre des Hommes (2008)

Child protection psychosocial training manual: toolkit

(online) available at: <http://tdh.ch/en/documents/psychosocial-training-manual-toolkit>

UNHCR (2006)

The UNHCR tool for participatory assessment in operations, Geneva: UNHCR.

In particular, pages 34 and 56-57 – Communicating with children.

UNHCR (2011)

Field Handbook for the Implementation of UNHCR BID Guidelines, Geneva: UNHCR.

In particular, Chapter 6 Communicating with children.

UNICEF (2006)

Child and youth participation resource guide

(online) available at: http://www.unicef.org/ceecis/Child_Youth_Resource_Guide.pdf

UNICEF resources on participation in protection from abuse, violence and exploitation

(online) available at: http://www.unicef.org/adolescence/cypguide/resourceguide_protection.htm

War Child

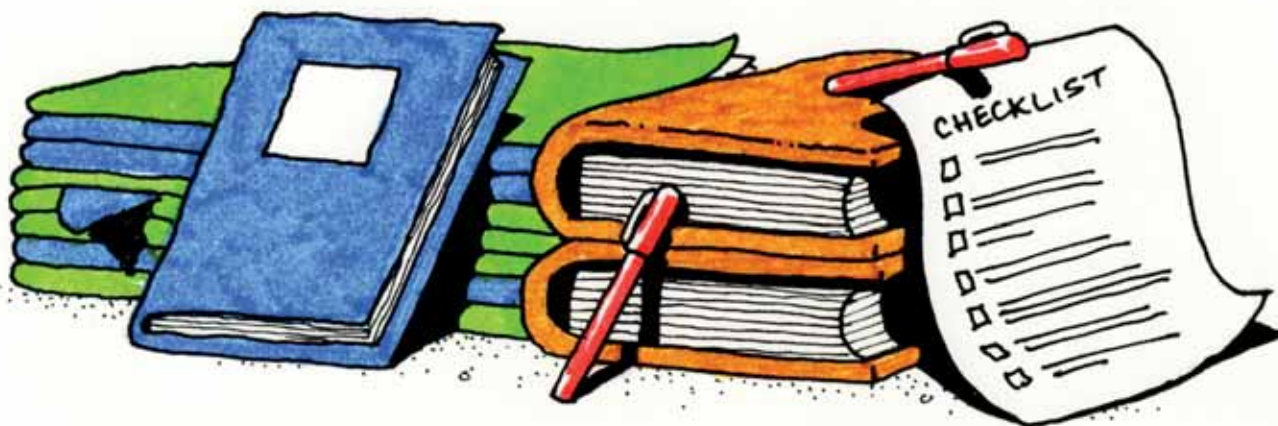
Who knows best? Children do! A child-friendly monitoring and evaluation toolkit

(online) available at: <http://www.warchildholland.org/resources/publications/>

World Health Organization

War Trauma Foundation and World Vision International (2011) *Psychological first aid: guide for field workers* (online) available at: http://whqlibdoc.who.int/publications/2011/9789241548205_eng.pdf

8. ANNEXES



Annex 9.1: Workshop checklist

Before workshop:

Have you....?

- Identified and informed your group(s) – have they given informed consent; do you know your group's make-up and their needs?
- Printed activity materials and certificates ready for the session?
- Purchased or ordered food and refreshments?
- Got your resource kit ready – paper, pens etc.
- Checked the venue – space available, safe and direct access, security – and liaised with the staff there about support, break times etc?
- Briefed supporting adults and translator on the methods, approach and purpose of the workshop?
- Have support on standby e.g. other translators or counsellors should children need their assistance?
- Arranged safe transport / access for children / adolescents to / from the venue?
- Familiarised yourself with the agenda and agreed on roles e.g. session lead, recorder, photographer?
- Checked session content with others to ensure appropriate for location, culture and context?
- Tried some of the activities with your peers or others so you are comfortable running them?
- Prepared in advance so you are ready to focus on the children / adolescents when they arrive?

During workshop:

Have you....?

- Given the group another briefing on the workshop, what it is about, what you are going to be doing and got their consent, including for note-taking and photographs?
- Emphasized choice throughout and explained the support available to them?
- Been aware of any limitations of any child or adolescent in terms of the games and amended them or put them in a different / appropriate role?
- Gauged the level of emotion, tiredness or concentration in the group on an ongoing basis and amended activities and supported accordingly?
- Provided time out, games, breaks, quieter times?
- Helped children and adolescents to record their thoughts and views and captured additional information yourself?
- Helped to build relationships with and between children and adolescents and tried to build their self-confidence as you have gone along?
- Kept thanking and encouraging them for their participation and achievements in the activities – said ‘well done’?
- Participated yourself throughout, shown by example and been enthusiastic about what you want to be done?
- Been aware of any limitations of any child or adolescent in terms of the games and amended them or put the child/adolescent in a different / appropriate role?

After workshop:

Have you....?

- Asked children and adults for feedback – how was it, how could you do better?
- Labelled materials so you know which children and group they are from?
- Followed up any individual cases of concern and provided the option for them to speak to or see someone for support?
- Compiled results and drawn out key themes / messages re: protection?
- Thanked supporting staff and venue?
- Prepared and circulated feedback and thanks to children?
- Fed information from children into the planning and decision-making process and to partners and other decision-makers where appropriate?
- De-briefed as a team on what worked and what you could change or do differently?

Annex 9.2: Participation and protection checklist

Before Workshop:

- Ensure a meaningful participatory process has been planned in keeping with the ethical approach outlined in this Tool. A positive participatory experience can have a range of benefits for children and adolescents. See Section 4 of this Tool for the elements of an ethical approach.
- Request sufficient staff for the workshop so that a member of staff can leave to support an individual child if necessary and the remaining group can remain supervised and engaged.
- Check that there is an accessible, private space available at the venue where you are conducting the assessment, should you need to use it for a one-to-one session.
- Monitor the mobilization of children and adolescents for the workshop, to ensure that mobilization is 'friendly' and un-intimidating to ensure children participate voluntarily.
- Ensure staff have the knowledge and skills to provide initial support for any child or adolescent who becomes distressed and to refer on to specialist support, where available (see Psychological First Aid Guide in Section 8.2 Further Reading above).

During Workshop:

- Give clear information to children and adolescents about the level of protection information to be discussed – i.e. they are not expected to disclose their personal protection histories or anything they do not want to.
- Reinforce that participation in any activity is optional.
- Choose and amend the activities carefully taking into account the mood, emotions and well-being of the group and be aware if any child needs to stand back or take on a different role or level of activity. Be aware of your own body position and level and communication.
- Make sure the lead facilitator is skilled in controlling and steering discussion away from personal protection histories.
- Be aware of and alert to signs of upset and distress from any child or adolescent participating and follow up immediately.

After Workshop:

- Ensure there is time and space available before leaving the venue to follow up and support children or adolescents who might have been distressed.
- Where possible, maintain contact and follow up participants and/or their care-givers concerning their well-being, to ensure that there have not been any harmful delayed impacts that need to be addressed.
- Make a referral to appropriate organizations and support services for children or adolescents in need of psychosocial support or specialist mental health care – be very clear about the support available and how the child / adolescent can access it.

Annex 9.3: Communicating with a child in distress

Seven key steps for communicating with children in distress⁷:

1. **Let the child set the pace.** Children should not be forced to discuss or reveal experiences and the lead should always come from the child. Take note of non-verbal signals which indicate that the child does not wish to continue. It may be necessary to stop the discussion, or, if it is critical to find out the information, to have a break and come back.
2. **Give adequate time to the child.** Do not expect the whole story to be revealed in one session. Very often it is best for the child to reveal a little of her/ his painful memories at a time. Do not rush to fill silences; these may provide important spaces for quiet reflection.
3. **Provide emotional support and encouragement.** Give this to the child in whatever ways are appropriate to the child's culture and stage of development.
4. **Accept the child's emotions.** Accept all emotions, for example guilt or anger - even if they seem to you to be illogical reactions to the event. Talking through painful experiences may enable the child to view them in a different light and to let go of a sense of responsibility for what has happened. It is often helpful to convey to the child that the feelings she/he is experiencing are quite normal and understandable.
5. **Never give false reassurances.** For example, telling a separated child that "we will soon find your parents" raises expectations, which if not met, may increase the child's loneliness and lack of trust towards adults. Helping the child to face the reality of her/his situation is almost always preferable to avoiding it, provided this is done in an atmosphere of trust and support.
6. **Talking may provide solutions.** Talking about difficult situations may enable children to work out their own solution, especially in the case of older children and adolescents. Simply listening in an attentive and supportive way can be extremely helpful. If young people can arrive at their own decisions (this applies to adults as well), this is more often satisfactory than being provided with advice from an adult.
7. **Some regression may be necessary.** Regression is a return to behavior typical of younger children. For example, children or adolescents may need personal care, affection and physical contact more characteristic of younger children, in order to overcome the emotional problems they are facing.

⁷ From ARC (Action for the Rights of the Child)

Annex 9.4: Child friendly feedback sheet (sample)

A very big thank you...

Thank you for coming to our workshop. It was really good to meet you and spend time with you. You have so many skills, ideas and talents among you.

Thank you for telling us what you think about:

- The problems refugee children face
- How UNHCR, children and the community can better protect refugee children

Your views are very important to us and are helping us to understand more about how we can make refugee children safer.

What We Did:

We have shared what you told us and your drawings, posters and messages with:

- The Head of the UNHCR Office in.....
- UNHCR workers from.....

What is next?

We will be running workshops with other groups of children in two other countries later this year.

Your ideas will then help us to write our plan to make refugee children safer and we will provide feedback to you.

Thank you again.

(Add in photos from the group session to the feedback sheet and sign from UNHCR and partners)

Annex 9.5: Picture bingo card





Annex 9.6: Ideas for talking about UNHCR

Before mapping children and adolescents' particular protection risks in context, it might be important to establish what they know about UNHCR as an organization and what their perceptions are of its work.

For adolescents, one way to do this is by using the Agree/Disagree activity, where you can read out a series of statements about UNHCR and see where they choose to stand in relation to these.

For example:

- UNHCR only works in refugee camps.
- UNHCR does not work with children.
- UNHCR only works in this country.
- UNHCR works with local partners.
- UNHCR only works with children who are on their own or separated from their parents and families.
- UNHCR is part of the government in this country.

For younger children, it works well to hold up the UNHCR logo and ask them questions about it and the different images that are part of the logo. From this you will get a sense of their understanding of UNHCR and its work on protection:

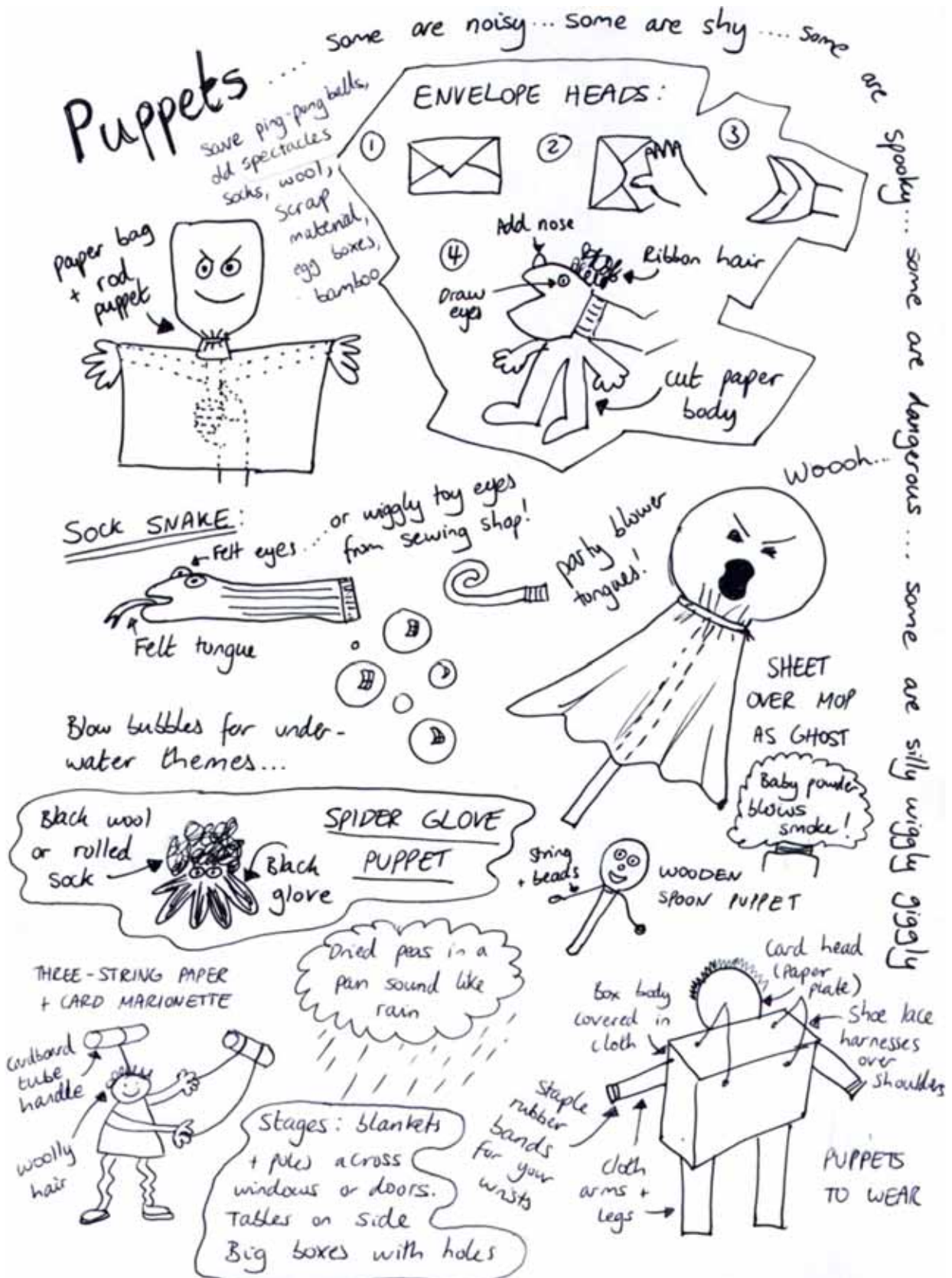
- Have you seen this picture? Where have you seen it? What does it mean?
- Who are the people in the picture?
- Whose hands are these?
- Do these people help children?
- Would you go to them if you had a big problem?
- How could you find them?

Annex 9.7: Agree/disagree statements (example)

Referring to the activity on page 32, statements can be used to suit the composition of the group and the context. Here are some examples:

- I go to school
- I think school is a safe place
- I like my teacher
- I feel safe walking around my community / camp
- I know who to go to if I have a problem
- Some children get beaten
- I can play outside
- I had enough to eat yesterday
- I live close to my friends
- Adults in my community listen to me
- I feel uncertain about my future
- There is support for me here

Annex 9.8: Making and using puppets⁸



⁸ Taken from Dynamix (2010) *Participation Young Spice* p119.

Annex 9.9: Workshop module ideas: children under 5⁹

Topic / Time	Purpose of Activity	Activities (Children Under 5)	Resources
Name Games (10-15 mins each)	Introduce Facilitators Creative and fun ways to get to know the children's names.	<p><i>Name Chain</i> – the Facilitator starts the 'chain' and walks up to a child, asking them their name. When the child says their name, the Facilitator repeats it 3 times and the child joins the 'chain'. Together they walk up to another child, who says their name, they all repeat it three times and the second child joins the 'chain' and so on until all children are walking around in a 'chain' together. Children can stand one behind each other to avoid making contact if not appropriate.</p> <p><i>'I am' Game</i> – the children sit in a circle, one next to each other. The Facilitator starts and says 'I am..' and their name and then something they like to do and does an action to go with this. All the children copy this action. The child next to them then says 'I am' and their name and something they like to do and all the children copy their action. And so on, around the circle.</p> <p><i>Puppets</i> – if they are going to be used in the session (see below) it is good for puppets to be introduced right at the beginning and the children encouraged to interact with them. The puppets can be used to make the introductions to the Facilitator and to find out the children's names.</p>	Puppets Camera
Warming up games 10-15 mins each	Fun and active games that get children interacting with each other	<p><i>Musical pairs</i> – the adults play or sing or clap a tune and the children move around. When the music /singing/clapping stops, they have to find a partner quickly!</p> <p><i>Picture pairs</i> – children are given a picture and they have to find the other child with the same picture and stand together in a pair.</p> <p><i>Parachute games</i> – there are a lot of fun warm-up games with parachutes e.g. children crossing over underneath the parachute; children standing on different colours on the parachute etc. There may be a substitute for a parachute that could be made / used.</p>	Picture pairs Parachute or substitute

⁹ A lot of these activities have been taken from Dynamix Ltd publications: *Participation Young Spice and Happy Suns, Sad Sheep* available online at: <http://www.dynamix.ltd.uk/vmchk/free-downloads/happy-suns-sad-sheep/detailed-product-flyer.html>

Topic / Time	Purpose of Activity	Activities (Children Under 5)	Resources
Ground Rules (10 mins)	Needs to be done at a simple level but still important for young children to show what they think is right and wrong in terms of behaviour. It is important to show children that they do not have to say what they think will please adults and that they can speak up if they don't understand.	<i>Yes/No spots</i> – there are two spots on the ground, one for 'yes' and one for 'no'. The Facilitator reads out some simple statements and the children choose which spot to sit on. 'Today in this session: <i>People should be kind to me</i> <i>I should feel happy and safe</i> <i>I can be laughed at or ignored</i> <i>No-one can kick me, push me or pinch me</i> <i>I can tell people things and they will listen to me</i> <i>I can have fun</i>	Yes/No spots Statements
Feeling Safe (15 mins + each)	It is important to get as much information up front as possible about how the children are feeling, even if they can't express this in words. The activity can get the children acting out different emotions and then introduce the idea of feeling safe.	<i>Feelings mirror</i> – the Facilitator explains to the children that when they look at her, she will be showing a feeling and they need to copy her, like they are standing in front of a mirror (a cardboard frame can be used by the Facilitator to frame her face). The Facilitator shows a range of expressions: happy, sad, worried and the children copy them. She then asks the children what feeling safe looks like. <i>Story and freeze</i> – the Facilitator tells a story about walking around where the children live. The children march around and when the Facilitator says freeze they stand still. If they are feeling safe at this point in the story, they shout 'safe!'; if they are not, they stay silent. The story begins again and they carry on marching...and so on. The Facilitator notes down the number of children that feel safe at different points in the story.	Cardboard picture frame. Storyline.
Safe Child Safe Places (20 mins slot)	Depending on the time available, a range of different techniques can be used to gather material from children about being safe. Children can do one activity as a whole group or can split into smaller groups and rotate around activities like a 'carousel'. It is useful to have more staff to support these activities so that they can ask the children questions, listen to them and understand the meanings the children are giving to what they produce.	<i>Drawings</i> – children are asked to draw a safe place or a picture of a child who feels safe and talk about their drawings. <i>Objects</i> – children are given a box full of objects (or photos/ images of objects) from their everyday environment and asked to pick one that makes them think of a safe place or feeling safe. <i>Card sort</i> – children are given large cards with images on them and they have to sort them into two piles: 'safe' and 'not safe' <i>Puppets</i> – children can make their own basic puppets and then put them in the 'hot seat' where the Facilitator will ask the children what the puppet is feeling in different situations, or the Facilitator can tell a story about the puppet and the kind of day she has had and ask the children questions about this.	Paper and coloured pens Objects Image cards Puppet making materials A chair or other seat

Annex 9.10: Workshop module ideas: adolescents with disabilities

Topic / Time **Getting to know you (10-20 mins)**

- Purpose**
- **Introduce Facilitators**
 - **Getting to know children's names and finding out how they like to communicate and ways they can do this.**

Activities *BEAN BAG THROW*

Visual Ball / bean bag is rolled or passed from child to child instead of thrown. Children say out loud their name and what they like. Facilitator and interpreters provide verbal commentary.

Hearing

- Facilitator demonstrates activity. Children act out their likes as well as say them out loud. Interpreter for signing.
- Name stickers.

Mobility Children in circle and do not need to move around for these activities. Neighbour can help to pass / roll the ball / beanbag if necessary. Can choose a 'like' that they can act out according to mobility.

Development Activities suitable for range of developmental 'ages' and different ways to show 'likes'.

Resources Bean bags, Balls, Stickers, Picture cards

Activities *THIS IS HOW I...* Children and adults form a circle. Facilitator explains the session and the need to know what children need to make it a success. Go round the circle and children show how they agree/disagree / are happy/unhappy with the session and share one thing they really need from others.

Visual Visual 'timetable' for session shown. Sign interpreter support. Thumbs up / thumbs down signs for views on ground rules.

Hearing

- Verbal discussion. Address child by name so know it is their turn.
- Address other children by name so can start to link names with voices.

Mobility Do not have to move around for this session as above. Spaces for support / time out will be accessible.

Development Children able to communicate where they are in terms of support needs. Clear visual images about session.

Resources Visual timetable / images to support discussion.

Topic / Time **Ground rules (10-15 mins)**

Activities	<i>AGREE / DISAGREE</i> Children are given a pile of scrunched-up paper balls. Facilitator reads out a series of statements and the children throw a ball into the middle of the circle if they agree with the statement.
Visual	Show agree / disagree by thumbs up / down.
Hearing	Sign interpreter support for statements.

Topic / Time **Mapping concerns (45 min)**

Purpose **Children are able to ‘map’ safety concerns in a range of different ways according to their ability and preferred communication methods.**

Activities	<i>SAFETY MAP</i> Large pieces of paper set out on the floor. Symbols on the paper representing home, school and other locations as well as UNHCR logo. Children can draw around hands or feet and place them near these symbols representing locations they feel unsafe in or have concerns about. Can write or draw on hands/feet as well.
Visual	Buddy/pair up with other child. Can draw around each other’s feet / hands by touch. Talk through what they want the other child to write onto hands / feet and help to place on large map.
Hearing	Visual activity where ‘map’ and child’s contribution is visual. Can see contribution of others and does not rely on speech or hearing. Sign interpreter can support in any discussion.
Mobility	Contribution can be done where child feels comfortable and placed on map after. In pairs to help draw around hands and feet. Around one main location.
Development	Activity lends itself to range of developmental stages and involves drawing and symbols as well as writing. Clear communication of end result.
Resources	Large sheets of paper, Marker pens, Coloured paper for feet and hands, Glue, tape, Images of home, school, UNHCR logo.

Topic / Time **Identifying Solutions (45 min)**

Purpose It is important to use a range of materials and methods to get views from the children on what makes or would make them feel safe in their current environment.

Activities *SAFETY BOX*
3-4 different activity 'stations' are set up which children can choose to go to and make/draw/talk about/ look at/act out/imagine something that makes them / makes them feel safe (depending on adult support available). Activities can be set at the level of the child and children can work alone or with others depending on what they are comfortable with. Everything produced gets put in the 'safety box'.

Visual Pair up or small groups. Textured and shaped materials, modelling clay can use hands and touch. Discuss as go along and facilitator describe what is put in safety box.

Hearing Creative, arts activity – can communicate through visual methods rather than speech. Sign interpreter to help with discussion of others' work and can visually see what others have produced.

Mobility Does not involve significant mobility. Can pair up and work jointly. Can work as feel comfortable.

Development Range of materials lending themselves to developmental stage of child.

Resources Large paper, Coloured paper, Textured paper – tissue paper, crepe etc, Glue, tape, Coloured pens, Scrap materials, Modelling clay, Box.



Certificate of Appreciation

This certificate is awarded to:

Thank you for your participation in our workshop.



Office of the High Commissioner for Refugees
Division of International Protection
Case Postale 2500
1211 Geneva, Switzerland