ADULT SUPPORT FOR MEANINGFUL CHILD PARTICIPATION IN PREVENTING AND RESPONDING TO CHILD SEXUAL EXPLOITATION AND ABUSE

ecpat

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INTRODUCTION

ECPAT International's Child and Youth Participation Strategy 2024 – 2029 states the organization's "*commitment to work hard to create the conditions for [child] participation to be meaningful, empowering, influential, systematic and safe.*"[1] *Acknowledging that* "*the usual approaches have failed*", ECPAT recognizes the primary shortcoming as adults' "hesitation and reluctance to engage with children in general, including survivors, in building appropriate and fit-for-purpose prevention and response strategies, as [is] their right, but also as an imperative to ensure adequacy with their needs." The model GREATER Adult Support for Child Participation was developed to address this key obstacle and achieve more substantive adult support for meaningful child participation in addressing child sexual exploitation and abuse.

Models are meant to capture ways of working that will help operationalize an organization's strategy effectively, thus realizing identified organizational goals. A model can guide decision makers toward transformation, indicating the principles by which leaders guide their teams, how colleagues interact with each other, and how they collaborate with the communities with which they work. Bridgespan has noted that, "Many organizations find that their key challenges have more to do with the way people work together—or fail to do so—than with structures or management systems."[2] It is therefore necessary to align an organization's cultural norms with their decision-making style, to establish the context in which adults and children will work safely, equitably, and effectively together to achieve the desired impact.

To achieve this, it is important that ECPAT establish **adult buy-in and support** for their overall child and youth participation (CYP) strategy, hence the development of this model to help operationalize and guide subsequent deepening of child and youth participation in preventing and responding to child sexual exploitation as outlined in the ECPAT's strategy for 2024-2029.

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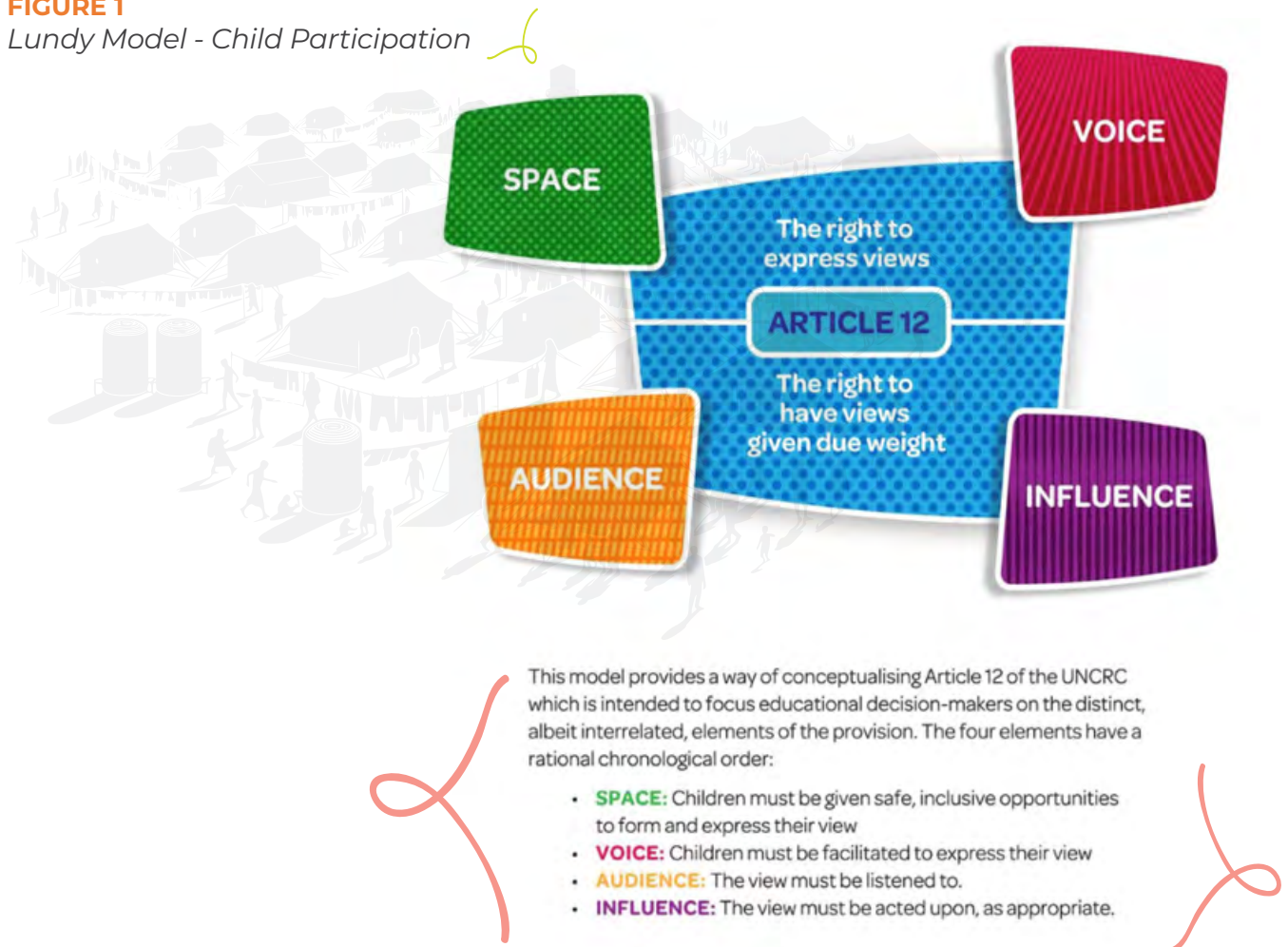
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BACKGROUND

WHAT IS THE MODEL BASED ON?

The Lundy Model

ECPAT has already adopted the Lundy model for children's participation (right) that posits four elements—space, voice, audience, and influence—as essential for child participation. ECPAT has noted that one of the key challenges when implementing a child's right to participate is indeed to find ways to ensure that adults go beyond simply listening to children; that they take children's views seriously and are open to being influenced by them; and that they integrate them when appropriate to inform practices and policies. Despite ECPAT members having widely adopted the Lundy model, there is limited evidence that the concepts of audience and influence have been successfully operationalized in practice.

FIGURE 1
Lundy Model - Child Participation

This model provides a way of conceptualising Article 12 of the UNCRC which is intended to focus educational decision-makers on the distinct, albeit interrelated, elements of the provision. The four elements have a rational chronological order:

- **SPACE:** Children must be given safe, inclusive opportunities to form and express their view
- **VOICE:** Children must be facilitated to express their view
- **AUDIENCE:** The view must be listened to.
- **INFLUENCE:** The view must be acted upon, as appropriate.

Moreover, the Lundy model appears to place space and voice first, when audience –and sometimes influence—must sometimes be enacted before an organization can meaningfully create the spaces for children's voices to be heard. This is where adults' openness to children's participation, and the value they place on it, is essential.

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We therefore conducted a literature review (see Resources at the end of the document) and developed the model based on common challenges for achieving meaningful CYP, and how others have tackled those challenges.

WHO THE GREATER MODEL IS FOR AND HOW IT SHOULD BE USED?

- ECPAT International Secretariat

- ECPAT members and partners

- Any civil society organizations (CSOs) seeking to support the creation of meaningful spaces for influence for children and youth

- Local or national government decision makers

This toolkit includes sessions with participatory activities for the above target audiences.

- to lay the groundwork for child and youth participation by familiarizing them with the key concepts in the model

- encouraging adult interlocutors to reflect on their attitudes and behaviors about including children and youth in their work

- planning, designing, implementing, monitoring activities with children and youth from, mobilization to research to advocacy
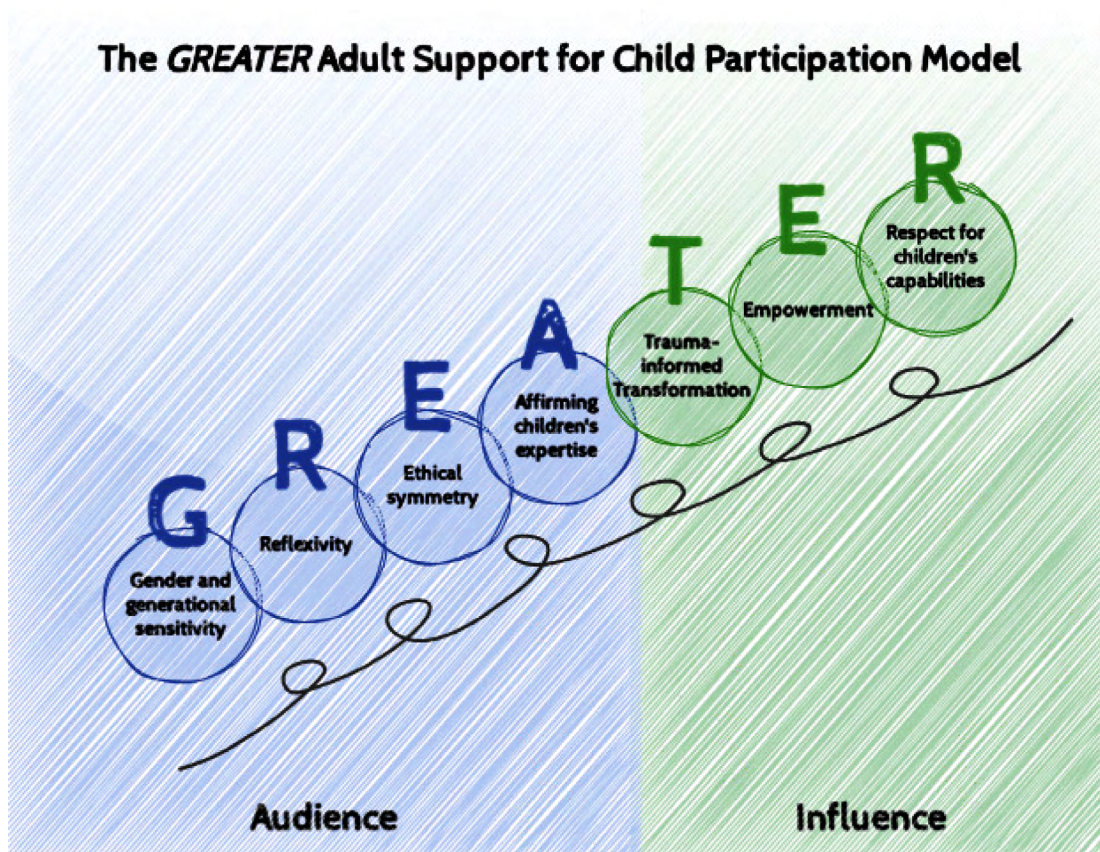
WHAT'S IN THE MODEL GUIDE?

- Introduction to and unpacking of the model and its components

- Activities to help explore and challenge adults' views on children's rights, agency, and capacities to participate in the prevention of CSEA, according to children's developing capacities. If any of the concepts are unclear in the explanation, try the activity to help unpack it.

- Tools that can be contextualized to challenge unconscious bias; social perceptions and norms about children; children's agency; children's roles in society; children's developing sexuality and rights—including the right to be protected, and to create safe spaces, avenues, and practices to more systematically consult children and more effectively take children's views into account.

- Activities to engage with adults in creating the spaces, the audience, and the capacity to take children's views into account to influence policies and practices.

- Contextualization guidance to be used with local actors.

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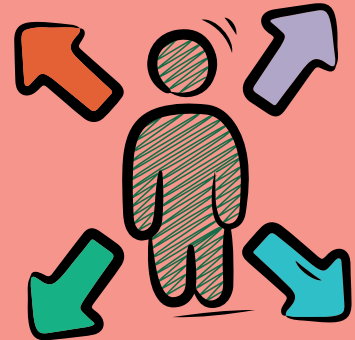# THE GREATER ADULT SUPPORT FOR MEANINGFUL CHILD PARTICIPATION MODEL

The model for GREATER Adult Support for Child Participation therefore speaks directly to the issues of audience and influence: in order for adults to be an adequate audience for children and be prepared to act upon their views such that it will lead to them having an influence in decision-making processes, adult interlocutors first need to overcome some of their own presumptions and un/conscious biases about children, and about adult/child working relationships. Adult interlocutors must first do the work of being open to children's participation.

The model is a progressive and interlinking set of principles that build upon each other to create a receptive adult audience for child participation and allow for children's influence at various levels of policy and practice. As such, it is useful for a range of adult interlocutors, from adult facilitators of activities with children to local and national policymakers. It is meant to assist organizations to implement meaningful child participation in both policy and practice by opening the organizational culture to the beneficial possibilities of child participation. This means not only creating avenues for children to voice their views but for adults to be open to absorbing and integrating them in order to strengthen the protection of children from sexual exploitation and abuse. Designing a participatory process that intentionally applies each principle in the model and recognizes their connectivity will ensure that it is meaningful and therefore much more likely to be successful.[3]

The GREATER Adult Support for Child Participation Model

- G — Gender and generational sensitivity
- R — Reflexivity
- E — Ethical symmetry
- A — Affirming children's expertise
- T — Trauma-informed Transformation
- E — Empowerment
- R — Respect for children's capabilities

Audience | Influence

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UNPACKING THE MODEL:

Each letter in the acronym

GREATER

stands for a principle that is essential for achieving meaningful participation of children. It is important to note that these principles focus primarily on challenging *adult* attitudes and beliefs about children, not on priming children for participation

AUDIENCE

G – Generation and gender sensitivity

Generation and gender sensitivity are important preconditions for adults to be able to work effectively with children. Recognizing and respecting these axes of difference (and similarity) can make for more productive intergenerational collaboration.

Generation sensitivity

'Generational sensitivity' means being aware of coming from different generations or being born during different eras. Being born in different era from others with whom you collaborate may mean that you have different world views, informed by the specific social and historical contexts in which you were born.

Generations can be understood as cultural phenomena. Through their shared experience, a 'generation' comes to develop a common consciousness, or 'generational' identity. It is important to be aware of how this generational identity has shaped us and our own views, as it has for others. The sociologist Karl Mannheim believed that generational consciousness made social change possible: "generations act as collective agents and (cultural) bearers of social transformation, based on the socialization of cohort members during their formative years."[4,5] Generations were traditionally thought of as local or national, but with advances in information and communication technology as well as economic interconnectedness over the late nineteenth and early twentieth centuries, generations are increasingly thought of as 'global' in nature.[6] Being aware of our own 'generational location' is therefore not always geographically or even metaphorically bound but is structural, in the same way we might think of 'class location'.[7]

Adultism and childism

Adults often make generation-based assumptions about children that can be either disparaging ("Kids these days...") or sympathetic ("Kids have a lot to deal with these days..."), but they may not always consult children on what they see as the factors that define their generation. Inability to consider generational differences can lead to *adultism*: adult prejudices against children. Adultism can therefore constitute age-based discrimination, or what some call *childism*, discrimination against children stemming from overlapping childist, racist, sexist, and ableist prejudice against children.[8] Some social theorists have tried to turn this negative framing of childism on its head by reconceptualizing

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ADULTISM
refers to oppressive forms of adults' power over children.

CHILDISM
(negative framing, like racism) refers to the discursive practices that uphold adult norms and supremacy in society. It consists of prejudice, discrimination, or antagonism directed against someone who is between 0-18 years old, based on the belief that adults are superior.

CHILDISM
(positive framing, like feminism) represents efforts to include children equally with adults; to respond to children's marginalized experiences by critiquing fundamental normative assumptions to critically restructure historically engrained norms of adultism.

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it in positive terms, more akin to feminism or environmentalism.[9] Whatever framing of the term we utilize, our goal with building generational sensitivity should be to deconstruct adultism and reconstruct more age-inclusive social spaces free of discrimination.

Intergenerational power relations

Aside from wanting to avoid age-based discrimination, it will be helpful for adults to be open to children's views if they have a better sense of what generational considerations inform those views. Moreover, generational sensitivity is key to understanding children's agency as embedded within social worlds which are largely organized and ordered by adults.[10]

These intergenerational relations and power differences will certainly factor into your work and can become an obstacle if one remains ignorant of them; they can result in resistance (conscious or unconscious) to children's participation, effectively silencing children's abilities to share their knowledge and express their opinions.[11,12]

It is important that adults working with children remember their implicit authority and are held accountable for their generational responsibilities to create empowering experiences for their young collaborators. To minimize these power differentials, it helps to think of these collaborations as reciprocal and intergenerational: children and adults need each other if they are to meet their organizational goals and effect positive social change.[13] To this end, we should employ approaches to children's participation that strive to reduce generational power differences, to transform the social norms that uphold them.[14]
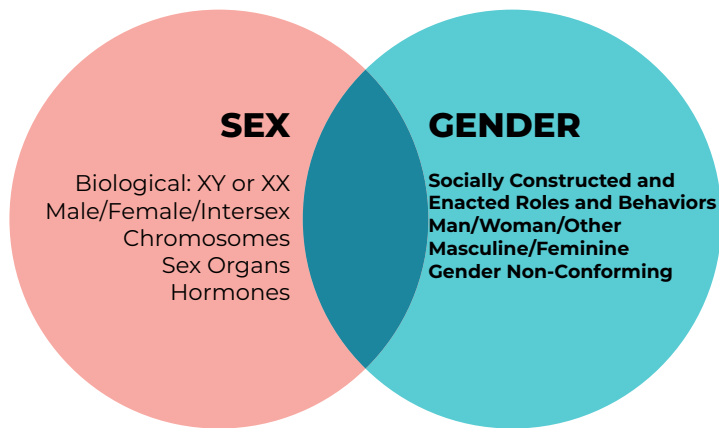
ACTIVITY 1:

The Generation Gap—which differences make a difference?

Gender Sensitivity

Similarly, gender sensitivity is about raising awareness and understanding about how gender identity affects one's life. This awareness helps prevent gender stereotyping and misinformation. It is also fundamental to challenging gender biases and power dynamics that can affect child participation.

For starters, sex is different from gender. Sex refers to "the different biological and physiological characteristics of males and females, such as reproductive organs, chromosomes, hormones, etc." Gender refers to "the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men".[15] Gender is thus about the meanings and values attached to the biological designations of sex. Both are often viewed as binary (male/female), but numerous societies have long acknowledged three or more genders, and even more have historically recognized gender diversity from pre-colonial times to the present.[16,17] This makes gender more dynamic, as cultural gender roles and expectations change over time and across different social contexts.

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Health Is Affected by Both Sex and Gender – American Medical Women's Association

Children learn gendered social norms from a very young age—and adults often 'gender' children even before they are born, once they learn of the sex of a child *in utero*. As such, it is one of the most basic aspects of individual and collective identity. Gender identities intersect with generational identities (and other identity markers such as race, class, abilities, status, etc.) to produce certain social possibilities and constraints. How others view you as male, female, older, or younger may affect how you are able to move through society. For example, in a patriarchal society, older men are often granted authority and may therefore feel entitled to take up more space, talk more frequently (even if women are perceived to be speaking more frequently), and make decisions on behalf of the group with limited or no input from others. Younger women, by contrast, may feel that they cannot speak up, even internalizing others' views of them as having less to contribute. Such dynamics can adversely affect the ways we go about collecting knowledge about a topic like CSEA. In past studies, ECPAT has noted a gender asymmetry in the availability of evidence regarding CSEA, especially in relation to young male survivors, who are commonly overlooked or discouraged from reporting due to pervasive cultural assumptions about CSEA.

Gender sensitivity is as equally important as generational sensitivity for working with children. Understanding the contextual realities and gendered social norms can help us collaborate effectively with children.[19] Moreover, cultivating a critical awareness of generation and gendered power dynamics—as well as how these intersect with other social identities (i.e. *intersectionality*)—can help combat multiple forms of oppression, bring about more equitable behavior change, and instill empathy into both personal and commonly held view about genders —an important pre-condition for the CYP process.

It should be noted that today's younger generations, especially those born in the late 20th and early 21st centuries, have developed much more fluid notions of gender—against which older generations have pushed back. This can produce tensions in collaborative spaces if adults continue to reassert their more rigid notions of gender on younger, more gender-fluid participants. On the other hand, social media is also flooded with material reasserting rigid gender norms and attitudes. We do not necessarily have to subscribe to the same definitions of gender, but we must have respect for the differences if collaborations are to be productive.

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R – Reflexivity

A related principle to the above is reflexivity. **Reflexivity** refers to the practice of critically examining one's own biases and assumptions that can unconsciously impact our observations and interpretations of others' behaviors. Reflexivity starts with self-awareness and a sense of our own **positionality,** or acknowledging the subjective standpoint from which we observe and interpret the world. As with gender and generational sensitivity, we need to recognize how our subject position (age, gender, race, social position, dis/ability, etc.) impacts how we move through the world and relate to others. Our knowledge of the world therefore reflects the conditions in which it is produced and—at some level—reflects the social identities and social locations of the people who (re)produce that knowledge.

Reflexivity - critically examining one's own biases and assumptions

Positionality - the subjective standpoint from which an individual observes and interprets the world

Reflexivity plays a significant role in leadership and practice: promoting self-awareness and challenging preconceived notions in your organization can help break bad habits, fostering better performance and innovation., This is essential when trying to increase meaningful child participation in organizational structures. It is not enough to 'let kids in'; we must challenge adult biases and limiting beliefs about children if we are to create receptive spaces for children to give their inputs—and to have them incorporated into policy and practice.

Reflexivity is a process of learning—and unlearning—our **unconscious biases**. To be receptive to children's contributions, we need to acknowledge the power dynamics of knowledge production—not only what reasons children have for participating, but also what adults get out of child participation. Investigating these dynamics may offer a more comprehensive understanding of what we can accomplish together.[24]

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ACTIVITY 4: Expectation setting for CYP

Objections to child participation, especially around sensitive issues like CSEA, often arise not only out of the multiple and intersecting forms of oppression already mentioned but from lingering **colonial attitudes** about childhood and children, in that they may stem from Western conceptualizations of childhood.[25,26] This can be true both when pushing child participation and when operating from a position of **protectionism** that actually prevents meaningful participation. Western formulations of childhood tend to emphasize children's vulnerabilities over their capabilities (especially in regard to children in the Global South, and marginalized groups like girls or differently abled children), thus constructing them as lacking competence and requiring adults' protection from harm—which then becomes as excuse for constraining their full participation.[27,28] Similarly, objections can be based on patriarchal attitudes about children's abilities to contribute.

To be truly reflexive, then, we need to **decolonize** concepts of child participation and child protection by being aware of colonial bias and trying to overcome it—not just when it involves global North-South relations but when it has to do with patriarchal attitudes that inform our knowledge of children and childhood more broadly.[29] This involves taking children's views seriously when engaging in discussions about CSEA. Though CYP in matters concerning CSEA require particular safeguards, recognizing that what qualifies as 'too sensitive' for children is highly contextual and may be quite different for "children who experience enduring legacies of colonialism"[30] than for those who have not. It is also about recognizing that children have a right to participate in decision-making that affects them, and moreover that engagement can be protective by keeping children informed.[31]

ACTIVITY 5: Decolonizing CYP—Taboo!

E

E – Ethical symmetry –avoiding a priori assumptions

A means of achieving reflexive practice in organizational settings is to strive to treat children according to the principle of ethical symmetry. Ethical symmetry means "taking into account the social and cultural positioning of children in their particular circumstances."[32] This approach considers not only the above concerns about generation, gender, coloniality, and pervasive cultures of protectionism, but also codes of ethics (local and global, formal, and informal) and collective professional responsibilities necessary for meeting the ethical demands of meaningful child participation.

At its core, ethical symmetry is about pursuing our work with children similar to how we work with adults; that is, making no a priori assumptions before actually meeting them and getting to know their stated needs and experiences. It involves entering into dialogue that recognizes commonality as it also honors difference.[33] From this staring point, any differences between working with children and adults are allowed to arise according to the concrete situation of children with whom we engage. These differences may include such considerations as their ages

Ethical symmetry – taking into account the social and cultural positioning of children in their particular circumstances.

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(working with 8-year-olds will be different from working with 18-year-olds) and other factors (gender, social status, etc.), but it may also account for other contextual factors such as their historical marginalization—meaning that we would work with them as we would with any other underrepresented group. Once we establish what differences make a difference to the children with whom we work, we can adjust our practices accordingly.

ACTIVITY 6: Avoiding a priori assumptions about children—At What Age?

Deploying ethical symmetry in our work with children may involve developing a set of strategic values to which individuals and teams can anchor the tactics required in everyday practice in order to work both reflexively and ethically with children.

ACTIVITY 7: Developing a set of strategic values for CYP

A – Affirming children's expertise

Attending to the above 3 principles will open us to providing a more receptive audience for children's expertise on their own lives. Maintaining an attitude of receptivity to contributions from children involves constant maintenance of sensitivities, reflexiveness, and application of ethical symmetry.

It should be noted that adult interlocutors tend to either under- or over-invest in child participatory projects. While **under-investment** (i.e. resistance, skepticism) in child participation is more common, **over-investment** can also pose problems for child participation: adult facilitators can be so enthusiastic about participation that they inadvertently encroach on the participatory space and forget to let children lead. Either type can inadvertently reimpose the '**adult gaze**' in collaborations meant to privilege children's perspectives. Overcoming this tendency requires regular reflection by the *adults involved* so that they back off and keep the children's concerns front and center. It is a continual process of checking one's adultist tendencies to want to intervene.

THE ADULT GAZE'S IMPACTS ON PARTICIPATION:
UNDER- VERSUS OVER-INVESTMENT

The adult gaze can often limit youth participation in research, typically through under-investment in participation. Involving adolescents and youth, not only as peer researchers but as co-creators of knowledge (Cheney, 2019), can be a hard sell. Stakeholders can hold varying ideas about what level of participation should be afforded to young people in a project, especially when the threshold for what constitutes youth participation is relatively low. I have worked on projects where stakeholders assumed that soliciting young people's views as informants was sufficiently 'participatory' and were sceptical about young people's abilities to conduct research.

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To increase adult buy-in and confidence in meaningful youth participation, my team needed to address such assumptions about young people's capabilities as well as concerns about data and research quality. But we also had to assure young people who had internalized the adult gaze that they did indeed have knowledge to contribute and were capable of carrying out research.

The adult gaze can also impede research through over-investment in youth participation, as in research I coordinated for Oak Foundation on Adolescents' Perceptions of Healthy Relationships (APHR). Since previous research had indicated that adolescence is a crucial time for the development of gender equitable behaviours and attitudes (Kågesten et al., 2016), Oak commissioned a participatory study 'to explore and better understand adolescents' perceptions, views and practices regarding healthy relationships' in their programmes in Eastern Europe and East Africa.

Oak and our organisational partners in Bulgaria and Tanzania were already sold on the idea of youth participatory research, but we still felt that we needed to discuss and agree upon the parameters of that participation. We found that our local partners tended to be so enthusiastic about youth participation that they would sometimes step in and 'over-supervise' youth peer researchers. We had to keep reminding each other to step back and not take over from the youth peer researchers as they were finding their feet.

— Overcoming the Adult Gaze
in Participatory Research with Young People
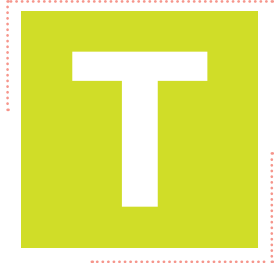*Kristen Cheney, 2023*

ACTIVITY 8: **Overcoming the Adult Gaze**

One way of doing this is to adopt a stance of **methodological immaturity.**[35] This means admitting adult vulnerability and fallibility: rather than assuming that adults are the experts, methodological immaturity acknowledges that adults are in fact employing child participation in order to seek types of knowledge that they don't currently possess. This positioning suggests that adults are the ones in "a position of incompleteness and immaturity".[36] Realizing this interdependency makes it easier to recognize that children, especially survivors of CSEA, are the experts on their own lives; they have experiences that adults do not—from which we can learn if we listen carefully.

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INFLUENCE

T

T – Trauma-informed Transformation

If child participation is to have a transformational influence on our work, we must be sure that it is not at the expense of children's safety and well-being. In other words, we need to ensure that we conduct our child participatory activities in trauma-informed ways that avoid harm and re-traumatization.

There has been a persistent historical reluctance to involve children in CSEA prevention efforts because of the belief that it may cause them stress or harm.[37] What we often overlook is that surviving trauma is itself a legitimate form of expertise. "Children with lived experience of trauma, can uniquely inform our theoretical understanding,"[38] which is why their perspectives can be insightful for organizational programming and lead to transformational approaches to preventing CSEA. Moreover, young survivors of CSEA have reported that participating in group activities has led them to develop new understandings of their abuse that have helped them to cope, heal, and recover.[39] In this respect, engaging in trauma-informed activities is also transformative for young survivors.

INTERGENERATIONAL TRAUMA: family members are likely to have experienced their own trauma. Like their children, caregivers' challenging behaviors may be most productively viewed as maladaptive responses to their own trauma.

Historical trauma affects populations that have experienced cumulative and collective trauma over multiple generations...

Children within these families may exhibit signs and symptoms of trauma—such as depression, grief, guilt, and anxiety—even if they have not personally experienced traumatic events.

Despite the potential payoffs of trauma-informed child participatory practice, the pitfalls are many, and the challenges must be acknowledged. It is essential to maintain high safeguarding standards (See ECPAT *International Child Safeguarding resources:* Child Safeguarding - ECPAT) and to engage children in age- and developmentally appropriate ways so as to mitigate the risks.[40]

Facilitators of child participatory activities are therefore instrumental in mediating young survivors' experiences of participation and their potential outcomes. It is thus vital to equip facilitators with adequate knowledge, skills, and experience to yield positive results.[41] They should be trained in age-appropriate methods of participation while also being mindful not just of individual trauma but of intergenerational and historical trauma and how these may also affect certain children, depending on their family and community's traumatic experiences. Participation is most successful when their age, developmental capacities, and life circumstances are considered.[42]

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Effective training cannot be achieved in a single workshop or session; it often requires ongoing engagement with facilitators, children, service providers, and decision-makers. Since trauma-informed practice requires awareness of trauma's effects on everyone involved, their engagement is necessary in order to work toward systems change. "Adult learners also need to hear messages many times, and in a variety of ways, before they are likely to change their behavior."[43] Experiential learning is also important. Regular practice, input, and dialogue are therefore critical for buy-in and successful implementation. In the end, successfully incorporating children's expertise can also improve an organization's child safeguarding measures.[44] For example, it is important to learn when it is best to refer others to trauma counselling and have those resources available.

ACTIVITY 10:	Learn about the types of trauma

E – Empowerment

E Following the above principles can open more doors to child participation's influence on policy and practice through the genuine empowerment of children. Psychologist Rita Olson has written, "… children need to be adequately empowered to liberate the child's autonomous voice and activate their powers of action. This involves an understanding of children as opinion-forming and social individuals, who play an active part in social relationships."[45] She lists four key factors that promote a sense of empowerment as a prerequisite for being an active participant in interaction with adults: information, autonomy, recognition, and alliance.

Information	Autonomy
Sense of Empowerment	
Recognition	Alliance

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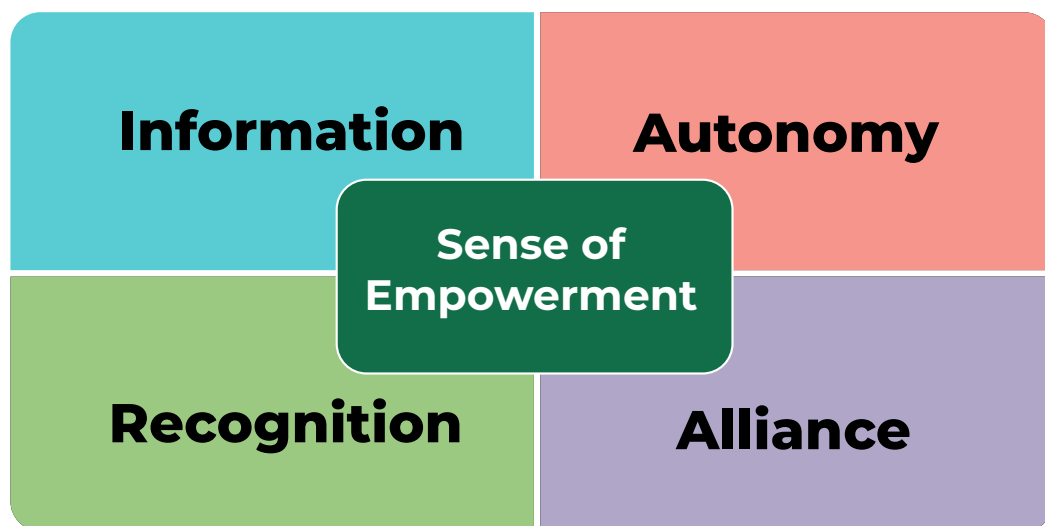
Information – *experience of coherence*

Children, as with adults, need to be well informed of the purpose and objectives of their participation if they are to give consent. Information is also necessary to set the groundwork for participation by allowing children to reflect on the tasks and objectives of an activity, share their views, and make informed choices—but perhaps most importantly, it allows children to assess for themselves whether they are competent to meet adults' expectations of them.

It is therefore vital that adult interlocutors recognize their duty to provide adequate information for children to make informed choices about their own participation. Children, in turn, have the right to *decline* invitations to participate once they receive and assess the information for themselves. Children may choose not to engage if expectations are unclear, they doubt their ability to meet expectations, establish ownership, and/or they are uncertain that their contributions will be respected or have impact—and that is their right. On the other hand, clarity about a participatory activity's purpose and process can engender a sense of competence and excitement about the possibilities, stimulating children's sense of agency and control over the circumstances of their participation.[46]

Autonomy – *space to form your views and express yourself*

To participate effectively, a child must maintain a sense of self-determination. Article 5 of the UN Convention on the Rights of the Child (CRC) tasks adults with creating the space for children to exercise their rights—but to have an influence, it is not enough to just create the space for free and safe expression, though providing the structures and frameworks is also important. "In practice, this means meeting the child with a belief in his competence and self-worth, and by conveying a genuine interest and need for the child's contribution, giving the child an independent role in the collaboration."[47] This psychological form of empowerment embraces the child's inner strengths and self-confidence, thus strengthening the child's ability to assert themselves.

Recognition – *the need to feel heard and be taken seriously*

It is important that children feel 'seen' in participatory processes, as this also leads to increased self-confidence and self-respect. Though Lundy places recognition in the category of audience, "Recognition as an empowerment element to promote active and real participation will [also] concern the experience of dignity and respect in meeting the adult in the authoritative role and an experience of having a significant value."[48]

Recognition strengthens children's sense of self as well as a sense of equality with adults, thus breaking down the power differentials: "Without an attitude of recognition, there is a risk that the child will have challenges in breaking away from the adults' expectations and views, thereby reducing the child's autonomous voice. Recognition therefore becomes important to convey confidence, respect, and equality, which invites the child to promote their own thoughts, reflections, and views on a matter."[49]

Alliance – *the power of collaboration*

That sense of self-worth is an important factor in establishing the collaborative relationship. "A collaborative dimension of child participation emphasizes that both the child and the adult have meaningful roles that can contribute in their own way to the collaboration process. Such an understanding of collaboration implies not only an acceptance of, but also a necessity for, different points of view and perspectives... In this manner, the participants depend on each other, and the effect of the collaboration would have been difficult to generate alone... Such a process involves mutual orientation, inspiration, understanding and influence."[50]

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This kind of empowerment yields transformative participation, recognizing children's assets, capabilities and abilities, thus unlocking the potential knowledge with children (rather than about or for them) and to facilitate their engagement in service and policy development.[51]

ACTIVITY 11: **How can we share our power with children?**

R

R – Respect for children's capabilities
The above steps will ideally lead to renewed respect not only for children's capabilities and potential contributions to programming and policy goals, but for children's rights to participation. 'Respectful participation 'is listed as one of the 9 requirements for meaningful child participation listed in the 2009 UN Committee on the Rights of the Child's General Comment No.12, 'The Right of the Child to be Heard'.[52] ECPAT's survey conducted in 2023 for the development of the child and youth participation strategy, also identified respect as a 'key ingredient' for establishing safe and meaningful child and youth participation. This included respect for boundaries and perspectives, and 'not degrading or humiliating children and youth who may not behave conventionally or express a questionable opinion.'

In recent research with young survivors of CSEA, for example, 'respect' took on several dimensions: respecting children's time and expertise; considering how professionals respond and intervene in group discussions; and recognising the importance of respecting the wider family and community.[53] Respect must be mutual among children and adults, including leaders, staff, parents, and community members.

A collaborative approach enabled the YPRs [youth peer researchers] to acknowledge their worth that could have remained unknown because of intersecting vulnerabilities, societal disapproval, and marginalizing discourses. [YPR] Hari narrated her story of this assumed inadequacy, her inability to write or contribute in any way to the research. She later acknowledged how transformed she was by her participation, described how her friends now believe in her and consult her, and spoke of the respect she now has from her family.

—*Young Mothers as Peer Researchers in a Collaborative Study Annah Kamusiime, 2023*

ACTIVITY 12: **Reflecting on the GREATER CYP journey**

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CONCLUSION

Following these progressively interlinking principles and exercises, we can build a culture of inclusiveness that respects children's views and recognizes and integrates their contributions to the work we do on their behalf. Remember, child participation can be meaningfully incorporated in various activities, including:

1. **Organizational / Operational**

2. **Programmatic / Grant-making**

3. **Influencing (advocacy, strategic partnerships, communications)**

4. **Monitoring, Evaluating, Learning, and Researching**

See Booth & Johnson (2022) in the Resources section for more information on how to integrate child participation at each of these levels.[54] Please also consult this GREATER model and training guide for how to incorporate these principles into everyday practices. Because achieving meaningful child participation is a process, feel free to repeat various exercises—individually or as a group—whenever you feel you need a refresher.

Together with children, we will make our impact **GREATER!**

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ACTIVITIES

Like the model, the activities below are progressive and interlinking exercises to help adult interlocutors internalize the principle, so as to create a receptive adult audience for child participation and open space for children's influence at various levels of policy and practice. They will thus assist in implementing meaningful child participation in both policy and practice by internalizing each of the principles in GREATER model, opening organizational culture to the beneficial possibilities of child participation.

However, they are also designed flexibly, in such a way that you can do them individually or as a group, as a complete training or as select stand-alone activities, depending on organizations' or individuals' prior knowledge and needs. Each activity lists the approximate time it takes to complete it. Taken all together, these activities should take no more than 11 hours to complete. However, if you decide to do them as a training module, you should allow ample time in between sessions for adequate absorption and reflection. It is therefore recommended that you take 2 full days to complete the training.

You may also repeat most activities as refresher exercises to help maintain adult openness to meaningful child participation.

In sum, these activities comprise a participatory process that intentionally applies each principle in the model and recognizes their connectivity in order to will ensure that child participation is done meaningfully, and is therefore more likely to succeed.

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GENERATION/GENDER SENSITIVITY

Name of the activity	**1. The Generation Gap: which differences make a difference?**
Type of exercise	Individual/group
Objectives	To gain a greater understanding and appreciation of what shapes each generation;
	To consider ways in which that shapes our ideas of members of that generation;
	To identify gaps and similarities, and how each of these open ways to work together.
Timing	45'-1 hr
Resources needed	Flipcharts and markers
Instructions	5' - Identify the different generations represented in your group (e.g. Baby Boomers, Gen X, Millennials, Gen Z, or whatever terms are used in your context).
	15' - Divide up according to those groups. Each chooses a representative who leads the discussion and a secretary who writes on a flipchart sheet what characterizes your group, e.g. what historical events, cultural markers (styles, fashions, music, etc.), technological advances, etc. have shaped you as a generation? If time remains, discuss How have these things made you what you are as a generation? Jot down all answers, and debates those where people in the group may disagree.
	5'/group - Each group representative presents their generation to the entire group what their group discussed.
	20' - Once all generations have presented, the moderator asks all participants to observe similarities and differences, e.g. one group may have experienced national tragedy, whereas the others have not. However, some groups may also have had similar experiences or cultural markers that are similar. The moderator leads a discussion that points to any generation gaps.
Debrief	Given the above discussion, how does the group view their generational differences and similarities? How can a better understanding of what has shaped each generation lead to more cooperation and collaboration to overcome any generation gaps?

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GENERATION/GENDER SENSITIVITY

Resources/ Tip sheet	In generation group discussions, encourage groups not to overthink it; group members should shout out ideas as fast as the secretary can write them down. Once the pace slows and people stop coming up with new ideas, they can discuss and reflect on the items they've written on the flipchart.
	The moderator should try to maintain the group's focus on mutual understanding as well as where both gaps and similarities that open possibilities for collaboration.
	Individuals and single generations can also reflect on these questions personally.
Elements to consider / to highlight	

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GENERATION/GENDER SENSITIVITY

Name of the activity	2. Labels
Type of exercise	Group
Objective	To get a better understanding of how we label ourselves and others—and of the assumptions and values we attach to those labels.
Timing	~1 hr
Resources needed	Flipchart paper/posterboard, markers, sticky notes
Instructions	5' -Each participant is given a piece of flipchart paper/posterboard/ sticky notes. They write down their own gender/generation identity (and other pertinent) labels on the paper/posterboard (e.g. young man, millennial, etc.). 10' - Each member flips their sheet down/toward them. On the other side, let half the group go around and write how they label the other half on their own sheets—without the owner of the sheet looking at what others write. 5' each – When all have had a turn, the owner of each chart reveals the labels they gave themselves, then turns over the sheet to see what others wrote about them. Moderator asks participants, how do they differ? How does that make you feel? What values, behaviors, and stereotypes do they attach to the label(s)? Do these differ from how you see yourself? How do they influence your social behaviour and your view of yourself?
Debrief	What do we learn from this exercise about how labels help or hinder our understandings of others and how to work well with them? How do you think your labels of children might affect them?
Resources/ Tip sheet	• You might make a list of labels for people to choose from, or you can leave it open to allow people to explore labels more broadly, beyond the conventional gender and generation labels. • If they deem it a safe space and topic, the moderator may ask the group about gender/generation/sexuality labels that are meant to be hurtful and their impact. Discuss how certain groups have attempted to reclaim labels used to hurt them as empowering ones that build solidarity.
Elements to consider / to highlight	

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GENERATION/GENDER SENSITIVITY

Name of the activity	3. **The Johari Window** https://www.mindtools.com/au7v71d/the-johari-window
Type of exercise	Individual/Group
Objective	To develop better self-awareness of your conscious and unconscious biases. It can also be used as a personal development tool, and to build better working relationships.
Timing	~1 hr
Resources needed	Paper, pen / flipchart, markers
Instructions	See https://www.mindtools.com/au7v71d/the-johari-window or https://www.storyboardthat.com/articles/b/johari-window# for full instructions.
Debrief	Tailor the debrief discussion to the exercise's implications for working well with children. For example, which adjectives led themselves to working with children and how might participants move more of those traits from the Blind or Hidden Areas to the Open Area?
Resources/ Tip sheet	• The results will differ depending on who is involved. For example, if someone works with multiple teams, one group might see them as dynamic, but another might think they are distant. • Feedback and disclosure can only flourish, and enable people to expand their Open Areas, in an environment with high levels of trust and a culture of honest, constructive communication. Some individuals, organizations and cultures have an open and accepting approach to feedback, but others do not. If using the Johari Window as a group activity, make sure that people give feedback constructively and sensitively. • It is also important to make sure that no one feels pressured to share confidential information, or to disclose anything that makes them feel uncomfortable. It may be wiser to facilitate feedback and disclosure on a safe, one-on-one basis, rather than in a group setting.
Elements to consider / to highlight	• You can use this exercise to compare what you consider to be your own strengths and weaknesses to others' perceptions of them. • You can use the Johari Window in your organization to build trust, develop self-awareness, and improve understanding and interpersonal relationships with your colleagues.

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REFLEXIVITY

Name of the activity	4. Expectation Setting for CYP
Type of exercise	Group Discussion
Objective	To set realistic expectations for what the organization will get out of CYP, as well as what the children participating should get out of it.
Timing	30-45 min.
Resources needed	Flipchart/whiteboard, pens/markers
Instructions	Prepare one flipchart sheet/whiteboard for your organization (place the title at the top), and one for 'Child participants'. Place 3 columns under each title. Label them GOALS, BARRIERS, and ACTIONS

ORGANIZATION/CHILD PARTICIPANTS		
GOALS	**BARRIERS**	**ACTIONS**

10' - Give people 5 minutes to consider the following questions, then 5 minutes to write down their answers in the correct column.

- **ORG:** What organizational goals do you hope to achieve through CYP? Identify any barriers to that goal.

- **CHILDREN** [if already working with children, ask them! If not, try to answer based on experience]: What do they expect to get out of it? What are barriers to fulfilling their expectations?

15'- Discuss the organizational objectives and try to come to a consensus on how they rank the objectives in order of importance. If children have filled out the 'Children' side, they can also rank their side. If adults fill it out, it can be set aside to compare against what child participants say when the organization engages them.

20' – Discuss the obstacles to those objectives. How can the organization overcome them? Write these suggestions in the Action column.

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REFLEXIVITY

	Keep in mind that sometimes **conflicts of interest** may arise between organizational values and children's expectations. It may not always be possible to reconcile them, in which case it is important to communicate *why*, to set healthy boundaries. For example, if children's expressed interests go against the organization's values—e.g. their wishes compromise the organisation's duty to protect—it is important to establish those boundaries from the outset... But part of the challenge is also to allow for reflection on those boundaries, and revision of them if doing so allows for a solution that doesn't compromise core values.
Debrief	The 'overcome' column becomes a kind of action list that you can post to remind members of the work they need to do to achieve meaningful child participation. You can even assign each action to an appropriate team member(s). *This list will become the basis for Activity 7: Developing a set of strategic values for CYP.*
Resources/ Tip sheet	You can tick off items on the action list as they are achieved, especially practical items—but keep in mind that some action items might involve a process needing constant attention, such as attitude adjustment or overcoming biases against children. Keeping it posted still acts as a reminder that it is something to work on every day.
Elements to consider / to highlight	We don't want CYP just for the sake of it, or it risks not be meaningful—or worse, tokenist. This is why it is important for the organization to be clear and explicit about their objectives for child participation.

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REFLEXIVITY

Name of the activity	5. Decolonizing Child and Youth Participation: Taboo!
Type of exercise	Individual/group
Objective	To highlight the importance of language in shaping our perceptions and relationships with partner communities.
Timing	~1 hr
Resources needed	Paper/flipchart/whiteboard, pen/markers
Instructions	Brainstorm and list at least 10 words or phrases that come to mind when thinking of the communities and/or target groups your organization supports, e.g. child survivors of CSEA. Words you cannot use (Taboo!): • *Empowered* • *Victim(s)* • *Minority/special groups* • *Grassroots* • *Beneficiaries* • *Underserved* • *Marginalized* • *Resilient* Reflect on the words you have chosen: • Are the words you are using predominantly positive or negative in nature? • Do the words imply a power dynamic between you and the community/target group? • What do these words reveal about your perception of the community/target group? • What do these words indicate about your perception of your relationship with those communities? • Reflect on why you hold these perceptions. Are they based on assumptions about the community/target group rather than truth or personal experience?

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REFLEXIVITY

	• Are there different words you would like to associate with the community to describe an equitable and respectful relationship? How would you like them to change? • Reflect on the necessary changes in your own behavior and organizational practices to align with these desired words.
Debrief	Certain words have been designated as "taboo" to encourage you to think beyond commonly used terms and explore different perspectives and descriptions. The activity promotes self-awareness and critical examination of language used to characterize communities, which can lead to a deeper understanding of power dynamics and potential biases. By consciously choosing words that foster respect, equity, and empowerment, and by aligning our behaviors with these words, you can strive for more meaningful and transformative engagements that address the priorities and concerns of your partner communities.
Resources/ Tip sheet	Adapted from DA Global. (2023). *Framework to Decolonize Child and Youth Philanthropy*. Elevate Children Funders Group (ECFG). https://elevatechildren.org/publications-decolonizing, p. 116. See also Terminology Guidelines for the Protection of Children from Sexual Exploitation and Sexual Abuse: https://ecpat.org/wp-content/uploads/2021/05/Terminology-guidelines-396922-EN-1.pdf
Elements to consider / to highlight	This exercise can yield different lists of words when thinking of different communities and/or target groups, e.g. children vs. adults. Doing this exercise for multiple communities/target groups and then comparing them can also be telling for how you work with them, and how you can decolonize that work.

ETHICAL SYMMETRY

Name of the activity	6. **Avoiding a priori assumptions about children: At What Age?**
Type of exercise	Group
Objective	Christensen & Prout have written, "…ethical practice is tied to the active construction of…relationships and cannot be based in presupposed ideas or stereotypes about children and childhood" (p. 484). The object of this exercise is therefore to explore where those presupposed ideas come from, and to try to 'unpack' the assumptions behind them.
Timing	~1 hr
Resources needed	Survey software
Instructions	✓ Answer the questions in the At What Age? Quiz (feel free to pick amongst those on the list): ✓ At what age is it appropriate to leave a child alone without adult supervision? ✓ At what age is it appropriate for a child to be given responsibility for care of other children? ✓ At what age is it safe to allow a child to use a sharp knife (e.g. kitchen knife) without supervision? ✓ At what age should children be allowed to leave school? ✓ At what age should children be allowed to take a paid job? ✓ At what age should children be offered sexual education? ✓ At what age should children be allowed to access and use the internet? ✓ At what age should boys/girls be allowed to engage in sexual activity? (this can be asked as two separate questions, which often also reveals some interesting assumptions about gender and sexuality) ✓ At what age should girls be allowed to engage in sexual activity? ✓ At what age should people first be held responsible for criminal acts (liable to be taken to court and risk imprisonment)? ✓ At what age should children be informed of their rights? ✓ Answer the questions in the At What Age? Quiz (feel free to pick ✓ At what age should children be consulted about something concerning them?

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ETHICAL SYMMETRY

Instructions	✓ At what age should children be allowed to make specific decisions on their own, e.g. where they want to study or what work they would like to do?
	✓ At what age should children be involved in policy development on:
	• the care they receive at school?
	• the way services like health or justice other are delivered to them
	• the strategies that concern them – particularly on protecting them from violence?
	✓ At what age should people first be allowed to vote (in local or national elections)?
	Share survey results. Ask people to share why they answered how they did.
	GUIDING QUESTIONS:
	What are the ideas and stereotypes we hold about children?
	On what did you base your answers?
	✓ Ideas about what is best for the child/youth?
	✓ Ideas about what is best for society'?
	✓ Ideas about child/youth development?
	• A child's developing competencies / dexterity?
	• A child's developing sense of responsibility?
	• A child's developing understanding of right and wrong?
	• Which child?? When you close your eyes to picture a child, what do they look like?
	✓ Ideas about what is formally permitted (e.g. in national laws/ international conventions)?
	✓ Other criteria?
	How does it inform the way we engage with children?
Debrief	In closing, be sure to summarize with the following points:
	• Every society may have different norms regarding childhood and youth (and so may different people within a society)
	• Different social groups within societies may give different answers, and
	• These perspectives may change over time
	• Informed by history, ideology

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ETHICAL SYMMETRY

Debrief	**KEY POINTS:**
	• Children and youth are defined by their places in social/political systems
	• The idea of 'childhood' and 'youth' as specific life stages, separated from adulthood, are not universal
	• 'Child' and 'youth' are relational terms as well as descriptions of a person in a particular life stage
	• Childhood and youth are socially constructed; biological immaturity is assigned social meaning
Resources/ Tip sheet	Christensen, P., & Prout, A. (2002). Working with Ethical Symmetry in Social Research with Children. Childhood, 9(4), 477-497. https://doi.org/10.1177/0907568202009004007
	Participants can take the quiz before the session, so that the session is just used to unpack the results. Stress that they should answer without discussing it with others, and without thinking too much; just put in the first number that comes into their heads.
	The discussion moderator should probe people's answers to why they answered how they did to try to get at the underlying assumptions, e.g. if a question deals with a policy area, why and how was a certain age decided? Were children involved in creating that policy?? If the question is social in nature, what ideas about children informed it? Tradition, culture, economics? Does the answer differ if we think of a girl vs a boy (e.g. age of consent)? Poor vs wealthy child? A child of an earlier generation vs a child of this generation?
Elements to consider / to highlight	This exercise works best in a diverse group, as it demonstrates how contextual the answers given are. In a homogenous group, it is important to try to unpack the assumptions that underlie things like policy (e.g. the 'Straight-18' position often used in inter/national law and policy) in order to denaturalize it and get participants to consider how it was constructed over time.

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ETHICAL SYMMETRY

Name of the activity	7. Developing a set of strategic values for CYP
Type of exercise	Group
Objective	To align your organization's values and culture with meaningful CYP.
Timing	~1 hr
Resources needed	Any existing strategic plan and/or values
Instructions	Have a look at your organization's vision and mission. Where does CYP fit in? *Look at the action list from Activity 4: are there any that you can translate into strategic values?* Discuss: What are the values that will move your CYP strategy forward and help you achieve your goals? If your organization already has a set of strategic values, which ones lend themselves well to achieving greater CYP? Are there any you would have to add? *See also the activity on organisational capacity assessment*
Debrief	
Resources/ Tip sheet	This exercise can be done in conjunction with your organization's strategic planning. Values are important for strategic planning because if everyone demonstrates the same values, passion and purpose when they come to work, then they are going to be working toward the same goal, regardless of what the strategic plan is. The hardest part of strategic planning is not figuring out what to do; it is aligning your team with them and then doing what is needed to achieve your goals. If you have values alignment early, your strategic plan will be implemented much easier. **Christensen & Prout, who coined the phrase in ethical symmetry, suggest:** • consider ways to enable children to protect their own interests through [participation] (p. 489). • ...the rights, feelings and interests of children should be given as much consideration as those of adults (p. 493). • The aim should be to develop a set of strategic ethical values that can give organizations the flexibility to meet the very varied circumstances that they may encounter while also providing an anchor for their practice. Dialogue with child participants would not only help to sharpen organizations' knowledge and internal professional discussions but also treat the increasing involvement of children in their activities with the respect that it deserves (p. 495).

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ETHICAL SYMMETRY

Elements to consider / to highlight	Maintaining ethical symmetry is a continuous process. We need to renegotiate ethical relations among all participants anew all the time. Let differences in experiencing the world emerge throughout the process and keep updating your organizational strategies for working with children.

AFFIRMING CHILDREN'S EXPERTISE

Name of the activity	8. Overcoming the Adult Gaze
Type of exercise	A game employing the visual of encroaching on Circles of Support ('out of bounds' when overstepping their roles)
Objective	To recognize when we are likely to encroach on children's participation by reasserting adult authority, 'help', or protection.
Timing	~1 hr
Resources needed	Outdoor space; chalk (where this is lacking, you can also do it 'virtually' by drawing the circles on a board/flipchart and placing sticky notes as proxies for people).
Instructions	Draw a series of concentric circles for each level of adult involvement (decision makers, adult supervisors, etc.) The middle circle is for child participants. These are the Circles of Support. Choose a moderator and representatives for each level of support, including a volunteer to play the role of child participant in the middle. Moderator reads out an example scenario, e.g.: • a situation where children's opinions may conflict with the organization's values • spaces / contexts / situations in which adults think children cannot be involved, e.g. to prevent harm? • when adults need to give appropriate info? • when child participants need privacy in order to successfully perform a given task Whenever participants are tempted to intercede in the scenario, they should step forward into the appropriate circle. Ask those in the circle into which another has just stepped: • How does it feel when the adults come into your circle? • Is it helpful? Harmful? Necessary? • What are the consequences of that intervention? Have group discuss the responses. Where the child and adult may disagree or be at odds, can a middle way be established that does not override the child's perspective?

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AFFIRMING CHILDREN'S EXPERTISE

	Ask adult/child how the adult should back up/step out to return to their place. **OTHER DISCUSSION QUESTIONS:** When did adults choose not to step in? Why?
Debrief	Even where stepping in may be considered 'appropriate'—for safety reasons, for example, we need to realize how it feels for children and be able to back up, to maintain a position as an affirming audience for children's expertise.
Resources/ Tip sheet	Adapted from Cheney, K. E. (2023). Overcoming the Adult Gaze in Participatory Research with Young People. In B. Percy-Smith, N. P. Thomas, C. O'Kane, & A. Twum-Danso Imoh (Eds.), A New Handbook of Children and Young People's Participation: Conversations for Transformational Change (pp. 44-52). Taylor & Francis. https://www.routledge.com/A-Handbook-of-Children-and-Young-Peoples-Participation-Conversations/Percy-Smith-Thomas-OKane-Imoh/p/book/9781032007397 **TIPS:** The scenarios are written for a general audience, but you may replace them with scenarios particular to your group; scenarios that have happened, or are likely to happen, as you engage in child participatory activities. You will also then learn how to use this technique to carefully consider when it is appropriate or necessary to step in, and/or how to re-establish the levels of support necessary for maintaining and affirming children's expertise.
Elements to consider / to highlight	There is likely to be disagreement during this exercise. The trick is to work through it to (re)prioritize children's expertise and maintain an adult position as an affirming audience for children's participation—even where circumstances challenge adults to assert their expertise and authority, they must think critically about when and how they should do that.

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AFFIRMING CHILDREN'S EXPERTISE

Name of the activity	9. Who's an "expert" anyway!?
Type of exercise	Individual/group
Objective	To help critically examine who you consider experts on the issues you work on and whose knowledge is prioritized.
Timing	~1hr
Resources needed	Paper/flipchart/whiteboard, pen/marker
Instructions	1. Take a moment to reflect on the notion of expertise within your work and how it may be influenced by colonial or patriarchal thinking.
	2. Write down the areas or issues your organization focuses on. These can be specific topics, sectors, or themes related to your work.
	3. Reflect on the following questions and write down your responses:
	• Who do you typically consider as experts in the areas you work on? Identify specific individuals, organizations, or institutions that come to mind.
	• What criteria or qualifications do you use to determine expertise? Consider the factors that contribute to someone being recognized as an expert in your field. Reflect on whether these criteria are influenced by colonial or hierarchical thinking.
	• Whose knowledge and perspectives do you trust and prioritize? Reflect on whose voices and experiences you value the most in shaping your organizational strategies and decision-making processes. Do children come to mind? Why/not?
	• Are there any voices or knowledge systems that have been historically marginalized or excluded within your philanthropic work? Consider whether certain perspectives or sources of knowledge have been undervalued or overlooked due to power dynamics and colonial/adultist thinking.
	• How might colonial/adultist thinking impact the recognition and inclusion of children's knowledge and expertise? Reflect on how colonial legacies and power imbalances may shape your understanding of expertise and influence your decision-making processes.

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AFFIRMING CHILDREN'S EXPERTISE

Instructions	• Do your participatory approaches prioritize the inclusion of a diverse range of local organizations in your knowledge generation processes? • Do you proactively and consistently seek out engagements with children to build your capacity and knowledge on the issues you work on? If so, do you see them as 'experts'? Why/not? Do you compensate them equally with adults for their skills, knowledge and time? • To what extent do you support South-to-South learning and capacity exchanges between children as partners (on a scale of 0-5)? 4. Take a step back and critically analyze your responses. Consider any patterns or biases that emerge from your reflections. Reflect on how colonial/patriarchal thinking may have influenced your perception of expertise and knowledge. 5. Identify specific actions or changes that can be made to challenge and decolonize the notion of child expertise within your work. Consider ways to amplify the most marginalized voices, recognize local knowledge systems, and create more inclusive decision-making processes. 6. Reflect on the potential impact of recognizing diverse forms of expertise, including that of children. Consider how broadening your understanding of expertise can lead to more equitable and effective philanthropic practices.
Debrief	Write a summary of your reflections, highlighting the key insights gained and the actionable steps you plan to take to challenge and decolonize your thinking around child expertise within your work.
Resources/ Tip sheet	Adapted from DA Global. (2023). *Framework to Decolonize Child and Youth Philanthropy.* Elevate Children Funders Group (ECFG). https://elevatechildren.org/publications-decolonizing, p. 120.
Elements to consider / to highlight	Individuals can reflect on these questions personally, or in relation to the organization. This can also be done as a group exercise with a moderator and a notetaker to record responses.

TRAUMA-INFORMED TRANSFORMATION

Name of the activity	10. Learn about the types of trauma
Type of exercise	Individual/group
Objective	To help the organization achieve their CYP goals in a trauma-informed way
Timing	15-30 min.
Resources needed	Index cards and writing utensils
Instructions	Make flashcards with definitions and trauma types: https://www.nctsn.org/what-is-child-trauma/trauma-types Have team members quiz themselves using the flashcards. Discuss: Which types affect our community/target group? How can we work with children in a trauma-informed way? (prevent re-traumatization, secondary trauma/compassion fatigue)
Debrief	Be aware that any of the forms of trauma explored in this exercise can overlap with each other and affect the children you work with, not just CSEA.
Resources/ Tip sheet	https://www.nctsn.org/what-is-child-trauma/trauma-types **RESOURCES FOR TRAUMA-INFORMED PRACTICE:** *Recognizing the signs of trauma:* https://safesupportivelearning.ed.gov/sites/default/files/Trauma_101_Activity_Packet.pdf https://soulshoppe.org/blog/2022/09/19/trauma-informed-activities-for-students/ https://blog.govnet.co.uk/justice/how-to-use-trauma-informed-practice https://www.thecenterofhope.org/wp-content/uploads/2019/10/Trauma-Informed-Care-Resources-Guide-CPI.pdf (lots of great resources) *Additional resources:* https://visibleproject.org.uk/wp-content/uploads/2023/08/Visible-Childhood-Sexual-Abuse-and-Trauma-Informed-Practice-v2.pdf

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TRAUMA-INFORMED TRANSFORMATION

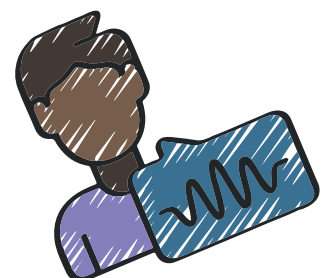|	
Resources/ Tip sheet	*Additional resources:* https://www.childandfamily.org/docs/One-Minute%20 Interventions%20for%20Traumatized%20Children%20&%20 Adolescents.pdf (exercises to do with children, by age group. P. 121+ for 13-18 yo's) **TIPS:** After initial training, follow-up training and technical assistance can be provided in some or all of the following formats: • Supervision, including case review, fidelity monitoring, and accountability • Coaching and mentoring In-house "trauma consultants" or "trauma champions" • Learning collaboratives • Periodic "booster" trainings (face to face or via webinars) • Newsletter tips and reminders about trauma symptoms, behaviors, and impact
Elements to consider / to highlight	Team members may be familiar with CSEA-related trauma but not with other forms that may affect the children in your target community.

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EMPOWERMENT

Name of the activity	11. How can we share our power with children?
Type of exercise	Individual/group
Objective	To define some practical means of establishing an atmosphere of child empowerment, and to set the stage for collaborative co-production with children.
Timing	30-45 min.
Resources needed	Flipchart paper/whiteboard, pens/markers
Instructions	Review the information in the Empowerment section of the GREATER model, as well as the strategic CYP values you came up with in Activity 7.

Using Olson's 4 key factors, chart out what 'information, autonomy, recognition, and alliance' (Olson) will practically look like in your organization's CYP practice.

INFORMATION – *EXPERIENCE OF COHERENCE. HOW WILL YOU...*
- provide adequate information for children to make informed choices about their own participation?
- stimulate children's sense of agency and control over the circumstances of their participation?

AUTONOMY – *SPACE TO FORM YOUR VIEWS AND EXPRESS YOURSELF. HOW WILL YOU...?*
- meet children with a belief in their competence and self-worth?
- conveying a genuine interest and need for their contributions?
- give the child an independent role in the collaboration?

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EMPOWERMENT

Instructions	**RECOGNITION** – *THE NEED TO FEEL HEARD AND BE TAKEN SERIOUSLY. HOW WILL YOU…?*
	• Recognize the value of children's contributions?
	• Diminish the adult authoritative role?
	ALLIANCE – *THE POWER OF COLLABORATION. HOW WILL YOU…?*
	• Establish a process of mutual orientation, inspiration, understanding and influence for children?
	• Ensure that this is done safely and ethically?
	Try to answer these questions as specifically as possible.
Debrief	Keep the chart handy and refer to it when planning CYP activities.
Resources/ Tip sheet	This exercise can be done to provide practical guidance in general, but it can also be performed before each CYP activity as a refresher and to generate specifics for the CYP task at hand.
Elements to consider / to highlight	Olson: "Children usually contribute to matters that are initiated and defined by adults and therefore have a role that is not initially characterized by equality. Invitations to participate should therefore consider this skewed distribution of power and facilitate children's sense of empowerment and the opportunity to influence the situation" (p.8).

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RESPECT FOR CHILDREN'S CAPABILITIES

Name of the activity	12. Reflecting on the GREATER CYP journey
Type of exercise	Individual/group
Objective	To reflect on each organization and individual's journey into opening up to CYP, assessing how far they've come
Timing	~1 hr
Resources needed	Paper and writing utensils
Instructions	15' - Draw a visual representation of your journey through the GREATER model. You can depict that journey in any way you see fit. For example, it could be a map or a landscape, or through the model itself. Mark the journey with significant discoveries and obstacles. Have you arrived at your destination, or is there still a long way to go?? 20' - Have each team member share and explain their drawing (can do this within smaller groups if the group is large). 25' - Discuss: What have you learned about your own attitudes about children's capabilities throughout this journey? How do you now envision working with children in a manner that honors their potential contributions? How do you feel about your progress on this journey? What points on your journey do you suspect you may need to revisit?
Debrief	
Resources/ Tip sheet	You may encourage people to post their pictures in a 'gallery' to share with others. You may also decide to do one group drawing for your organization, with input from team members, to show common progress.
Elements to consider / to highlight	Keep in mind that opening adults to child participation may take some time, and it's okay if some people aren't 'there' yet. The goal for now is create an audience and the possibility for children to influence your organization. For many, they often aren't convinced of children's capabilities until they see them in action—and even then, they may need reminders to keep their unconscious biases, protectionist impulses, etc. in check. That's okay. That is why many of the above exercises are designed as both group and individual exercises that team members can return to whenever needed.

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