TOOLS FOR PARTICIPATORY ADVOCACY

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This suite of tools for participatory advocacy accompanies the document Approaches to Youth Advocacy on Child Sexual Exploitation and Abuse and outlines tools, exercises and session plans for staff from facilitating organisations (facilitators) to use with young people who are engaging in participatory advocacy.

All the tools in this toolkit have been developed, and used, by different teams and organisations running participatory projects* (please see source sections which identifies and acknowledges the author/s of these tools).

All tools will need adapting to facilitating organisations' contexts.

The key source for this toolkit is:
*   Bovarnick, S., Peace, D., Veitch, H., Warrington, C. and Pearce, J. (2018) *Draft Toolkit for facilitators delivering the 'Our Voices Too' participatory advocacy programme*, Safer Young Lives Research Centre, University of Bedford-shire.

TOOL 1:
EXAMPLE SELECTION GUIDELINES

How to use this tool: This tool is an EXAMPLE from a project run by Family for Every Child - it has not been written for use by ECPAT members and will need adapting to facilitating organisations' specific contexts. Facilitating organisations can use these guidelines as a basis for developing their own selection guidelines for youth advocates.

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SET UP AND SELECTION OF YOUTH ADVOCATES

Please bear in mind that these guidelines were developed for selecting **youth researchers** rather than youth advocates.[1] The guidelines **use a traditional (European) 'recruitment' process to select young people** with lived experience of reintegration (i.e. they have been beneficiaries of a reintegration programme) to act as youth researchers. In this process facilitating organisations make the final decision based on young people's applications. Consequently, facilitating organisations may prefer to use a more participatory approach to selection than outlined in this example.

Context/background to this tool: These guidelines were developed to support the selection of five youth researchers to work alongside two adult researchers, who together with a project co-ordinator, formed a 'learning team' for the project. Youth researchers were paid/reimbursed for their time working on the project and were involved in co-facilitating data collection (focus group discussions), analysing data and dissemination of findings with adult researchers. A separate process was used to select adult researchers.

Suggested selection procedure for youth researchers

Set up a selection panel: set up a group of 3-5 staff/volunteers from Partner organisations (including young people if desired) to undertake the selection process. Selection panel members will be discussing confidential information about the potential youth researchers so will need to sign a confidentiality agreement before they start the selection process.

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1   Selection guidelines were developed by Helen Veitch as a consultant to Family For Every Child's RISE Learning Project, working in partnership with SathSath and Kumudini in Nepal.

Phase one: identify suitable candidates

Partners identify suitable candidates to answer the following essential criteria for the role:

1. Life experience: youth researchers must have:

» **Experience of child sexual exploitation**
This is likely to be documented in the Partner's records. We are looking for young people who have had a relatively similar experience to the research participants themselves, so it may depend on the criteria being used to identify the research participants.

2. Reintegration experience: youth researchers must:

» **Be 'successfully' reintegrated as part of the Partner's reintegration programme**
Success criteria will need to be developed by each of the Partners based on their own assessment criteria for their reintegration programme. It is important that an initial assessment is made of youth researchers' welfare in terms of their ability to withstand/cope with revisiting potentially traumatic personal events (their experience of reintegration and/or sexual exploitation) as part of the research process. Although they won't be expected to discuss or share personal details, they should be judged as able to cope with discussing these as general topics. A more detailed risk assessment on this issue will be made of short-listed candidates.

3. Age: [add any age restrictions or requirements for young people]

4. Gender: [add any gender considerations]

5. Equal opportunity: many groups of young people tend to get excluded from participatory activities. Young people from the following backgrounds are therefore encouraged to be considered: young people from rural areas, young people with disabilities, gay, lesbian and transgender youth people, young people from ethnic minority groups, working youth and young people from a variety of classes or castes.

6. Exclusions: to avoid bias, no candidate should be related to (i.e. a member of the same family) or living with any member of the selection panel.

Access to confidential information may be required for this first phase of selection (for example access to young people's records to answer criteria 1 and 2). In this case please follow data protection policy and procedure for this project as outlined in the ethical protocol.

Phase Two: written application

Candidates who fulfil the above criteria can then be encouraged to make a written application to the selection panel. Partners should develop a) a briefing paper outlining the project and tasks for youth researchers and b) an application form for potential candidates to complete. These should be translated into local languages.

Application forms will need to assess candidates' suitability in terms of the following criteria:

6. Literacy level: youth researchers will need to read and write in [add local language] at an intermediate level. Literacy levels can be assessed through the written application made by candidates. This could be supported by the need for candidates to have passed some kind of literacy exam or attained a general level of education.

7. Interest or experience in the work of the Partner: youth researchers must:

» Have taken on a voluntary/paid role for the Partner, for example as a leader, peer educator, or an advocate etc.

» Have an understanding or experience of participatory techniques

8. Availability: youth researchers need to be able to attend a 3 day training workshop [add date and location].

9. Interest/motivation for taking on the role of youth researcher: candidates can be asked to write a short personal statement outlining why they are interested in taking on the role of the youth researcher.

A scoresheet can be developed to help the selection panel assess how far each candidate meets the above criteria and develop a short-list of 7 to 10 candidates.

Please use the following table as a suggested format for scoresheets where a score out of 5 is used for each criterion (except availability where a YES or NO answer is recorded) and brief explanatory notes are made to explain each score. To make the assessment either each member of the selection panel makes their own assessment, and scores are added together at the end, or the selection panel can discuss each candidate as a group and jointly score each candidate. In both cases candidates should be discussed individually.

Please note this is just an example….please adapt as appropriate.

Candidate Name	Literacy level	Interest / experience of Partner	Availability YES or NO (rather than a score)	Motivation	Notes (invite for Interview)
Mary	Easy to read and understand application form	Has been a volunteer youth leader for 6 months	NO – has holiday in October	Wants to work in NGO sector	Discuss if holiday can be changed and if so, invite for interview. A very suitable candidate.
Score	4	4	NO	5	
				Total Score out of 15	13/15
John	Hard to understand some parts of the application form.	A volunteer for us who runs workshops with children using participatory techniques	YES	Wants to become a legal advocate for reintegrated children.	Check on literacy levels but seems a very suitable candidate. Invite for interview.
Score	3	5	YES	5	
				Total Score out of 15	13/15

Phase Three: Interview by selection panel

Using relevant criteria from above and the description of the role a set of 5-10 questions for interview should be developed and a scoring system set up similar to the phase two scoring system (above).

A risk assessment should be made of all short-listed candidates.

TOOL 2:
GUIDE FOR FACILITATORS DISCUSSING CSEA WITH YOUNG PEOPLE[2]

How to use this tool: this guide is for staff from facilitating organisations who are working directly with young people / youth advocates (facilitators). Facilitators should read this guide before discussing the 'topic' of Child Sexual Exploitation and Abuse with young people to help them prepare for this discussion (see Tool 3 and Tool 4 for examples of how facilitators can discuss the topic of CSEA).

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ADVOCACY PLANNING AND DESIGN AWARENESS RAISING AND MOBILISATION

Discussions about CSEA can provoke some very strong responses. It is important to acknowledge differences in opinion and to note that we will all hold potentially different views as to what constitutes 'sexual exploitation' or 'sexual abuse' and what constitutes 'choice'. Using a clear definition of sexual exploitation and sexual abuse can help interrogate these examples and support young people to think about these terms in potentially new ways. It is also important to recognise that young people may be considering these concepts in detail for the first time.

The social norms that exist in young people's social spheres and cultures will influence their opinion on what constitutes sexual exploitation and abuse. Social norms may normalise some of the sexual acts identified in this activity – in particular, norms on the sexualisation of children and young people and their exposure to pornography.

A facilitator's role in group discussions with young people on sexual violence is not to insist that young people adopt their own views on the issue of CSEA (which can be polarising and political). It is to encourage young people to think more critically about the issue, verbally challenge potentially harmful attitudes or beliefs, and ask the group to consider alternative perspectives, to recognise that there are many complexities and factors involved and also to raise their own awareness and knowledge on the subject.

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2   Tool 2 is adapted from Abi Billinghurst's (2017) Lifeskills, Leadership and Limitless Potential Manual, that formed part of the 'LEAP Against Violence' project, co-ordinated by the University of Bedfordshire (2015-2017)

Key messages for facilitators to use in group discussions:

» Even though young people will have differing views about what constitutes sexual abuse or exploitation it is important that facilitators themselves are clear about key concepts and are ready to challenge any views that may be discriminatory or harmful in other ways.

» Also try to be vigilant for 'victim blaming'. Young people (and adults) will often blame the victim for an experience of sexual exploitation and abuse - perhaps based on what they were wearing; the 'type' of person they are; that they appeared to want it (or were wanting to be paid for sex).

Please see new guidance produced by ECPAT:Shifting the narrative on Child Sexual Exploitation and Abuse. Guiding Principles on Preventing Victim-Blaming Language, Communication and Behaviours

» It is important that these opinions are challenged and that this is done publicly in the group setting. You should do this sensitively and diplomatically, and in no way should a young people feel condemned for holding these opinions. They are simply reflecting common views, myths and misconceptions in general society and media. BUT, if these views are not challenged, we are sending a message to young people in the group (who may have had some of these experiences of sexual abuse and exploitation) that the myths are acceptable. We should be stating our position very clearly and explicitly: that sexual abuse and exploitation is the fault and responsibility of the perpetrator and not the person who has experienced it.

TOOL 3:
GROUP DISCUSSION: WHAT IS SEXUAL VIOLENCE?

Source: Adapted from LEAP by Peace, D. (2018) Part 2: Exploring sexual violence: Toolkit for facilitators delivering the Our Voices Too participatory advocacy programme. Safer Young Lives Research Centre, University of Bedfordshire (Unpublished)

How to use this tool: this tool is for staff from facilitating organisations who are working directly with young people / youth advocates (facilitators). It gives an example of how to discuss the issue of 'sexual violence' with young people / youth advocates. As it explores 'sexual violence' in general (i.e. all forms of sexual abuse/exploitation against adults and/or children), facilitating organisations may want to adapt this tool to look specifically at sexual violence in childhood, sexual exploitation or sexual abuse (of adults and children). See Tool 4 for another option to discuss sexual violence with young people.

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ADVOCACY PLANNING AND DESIGN AND SECTION AWARENESS RAISING AND MOBILISATION

Facilitators can read Tool 2 before using this tool to prepare themselves for this sensitive topic of discussion.

Aims of discussion:

» For young people to reflect and think critically about what sexual violence is
» For facilitators to see how familiar young people are with the issue of CSEA

Duration: 40 minutes

Material: Flipchart paper and pens, post-it notes

Activity

Step 1: Discuss as a group or in pairs:

» 'What is an act of sexual violence'?

» Can you think of examples of sexual violence?

Write answers on post-it notes or on flipchart. In plenary, capture discussion points on the flipchart and stick the post-it notes with examples of sexual violence on a separate flipchart sheet with the heading 'Examples of sexual violence'.

Step 2: For each example of sexual violence listed, ask prompting questions, such as:

» Who perpetrates violence and who is the 'victim'?

» Can someone be both a victim and a perpetrator?

» Do people always know they are a perpetrator or a 'victim'?

» Who holds power, how do they get power, and what does the power look like? (e.g. drugs, gifts, threats to family)

» Does sexual violence have to be physical?

» Do people always know if they have experienced sexual violence?

» Do young people generally have a good understanding of sexual violence?

» How are boys commonly represented – as victims or perpetrators?

TOOL 4:
SCENARIO CARDS ON SEXUAL VIOLENCE

Source: Adapted from LEAP and Abianda Practitioner Training by Peace, D. (2018) Part 2 Exploring sexual violence: Toolkit for facilitators delivering the Our Voices Too participatory advocacy programme. Safer Young Lives Research Centre, University of Bedfordshire (Unpublished)

How to use this tool: this tool is for staff from facilitating organisations who are working directly with young people / youth advocates (facilitators). It gives an example of how to discuss the issue of 'sexual violence' with young people / youth advocates – although it focuses on the sexual abuse of boys. As it explores 'sexual violence' against boys and young men, facilitating organisations may want to adapt this tool to look specifically at sexual violence in childhood, sexual exploitation or sexual abuse (of adults and children). See Tool 4 for another option to discuss sexual violence with young people.

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ADVOCACY PLANNING AND DESIGN AWARENESS RAISING AND MOBILISATION

Facilitators can read Tool 2 before using this tool to prepare themselves for this sensitive topic of discussion.

Type of Activity: group discussion of scenarios

Aims:

» To increase young people's understanding of the different kinds of sexual violence (that are relevant to boys), including some that may seem less obvious

» To help young people reflect on key components of sexual violence (against boys)

Duration: 60 minutes

Materials: sexual violence scenario cards (see annex 1), poster with the diagram 1 on of sexual violence (see annex 2), flipchart and pens.

Activity

Step 1:
Provide young people with the sexual violence scenario cards and ask them whether they think that these represent an act of sexual violence. They can lay out the cards under the following categories: 'yes', 'no' and 'maybe' as a group. Ask them to explain why they believe certain acts represent sexual violence and others don't. Where there any divergent views within the group? Why?

Step 2:
Present the group with some key points to think about when defining sexual violence. Some of these may have already been discussed during the group discussion on sexual violence (Tool 3), depending on how familiar young people are with the topic. If they have already been discussed, this activity can be used to reiterate important elements of CSEA or introduce types of CSEA that have not yet been discussed.

Prompt further discussion by asking the following questions:

» Can you think of some factors that may make some children particularly vulnerable to sexual violence? E.g. a history of previous sexual abuse; a disability; a disrupted home life; experienced other forms of abuse (e.g. neglect); spending a lot of time alone on chatrooms, belonging to an ethnic minority

» Why do you think that sexual violence is underreported?

» Why do you think there are less reports of sexual violence against boys?

» Do you think that there additional barriers for children from particular ethnic minorities that prevent them from reporting sexual violence?

Key points to think about when discussing sexual violence[3]:

» Sexual violence is any unwanted sexual act or activity.

» Sexual violence against children can take many forms: Some forms of sexual violence are listed in diagram 1.

» Sexual violence can happen anywhere: in homes, institutions, schools, workplaces, on the internet or in public places like parks or in public transports. It is a global reality across all countries and all social groups.

» Sexual violence can affect all children and young people: although some young people may be more vulnerable than others. Although girls and women are more frequently identified as victims of sexual violence, boys and men also report experience of sexual violence, but to a lesser extent.

» Both adults and young people can commit sexual violence: Adults can commit sexual violence against other adults or to children. Young people can also commit sexual violence against one another.

» Sexual violence against children is recognised as a serious violation of children's human rights

» Sexual violence is underreported

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3. Source: Know Violence in Childhood, UNICEF (2017)

Step 3:
Ask the group whether, based on the discussions you just had, they would want to re-categorise any of the sexual violence cards. Encourage discussions about why they may want to make some changes. What is it about the card that now makes them see it as sexual violence, or not?

Explain at the end of the exercise that all the cards represent sexual violence

Ask young people if they can think of examples of other forms of sexual violence that are not listed on the diagrams (that may relate specifically to boys and young men or be more common for boys and young men).

Reflection session

Ask the group why you have asked them to do this exercise. You may suggest that:

» Many people might not have a clear understanding of what sexual violence is.

» This exercise has hopefully enhanced our own understanding and thinking on the issue.

» It is important to think critically about the issue and challenge our own views on what can be a very taboo and sensitive subject where people often feel blamed for their experiences.

Annex 1 Sexual Violence Scenario Cards

To be used with Tool 4 (above). Please adapt these scenarios to your context as the following scenarios are based on the UK context and legal system and use colloquial language for young people in the UK.[4] Once adapted, please cut out each scenario card so that there are 10-16 cards for young people to consider.

Rape	**Being made to take part in sexual activities you are not comfortable with**
Bullying someone about their sexual reputation or sexual activity	**Being forced into sex**
Threatening someone, or someone's family member, with rape	**Watching or looking at pornography**
Having contraception withheld or made to have sex without contraception	**Bullying someone based on their sexuality**
Using degrading sexual language towards you	**Being 'wolf-whistled' at on the street**
Touching your bum or breasts without your permission	**Sending pictures of friend/partner who is naked or involved in sexual activity**
Female genital mutilation	**Having sex in exchange for drugs or somewhere to stay**
Having sex in order to get protection from someone	**Encouraged to have sex with your partner's friends**
Being kept pregnant	**Revenge porn**

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4   Source: Sexual Violence Scenario Cards are adapted from Abianda Practitioner Training

Note for facilitators: although trafficking and stalking are listed on this diagram, these do not always take the form of sexual violence.

Source: http://www.breakthesilencens.ca/what-is-sexual-violence

TOOL 5:
DOS AND DON'TS OF USING SOCIAL MEDIA FOR CAMPAIGNING

How to use this tool: these 'tips' are for youth advocates and those supporting/facilitating youth advocates when they are planning or delivering social media campaigns.[5]

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ADVOCACY ACTION, THESE TIPS MAY ALSO BE USEFUL FOR ADVOCACY PLANNING AND DESIGN TO SHARE WITH YOUNG PEOPLE IF THEY ARE DESIGNING A SOCIAL MEDIA CAMPAIGN.

DO...

» Make a risk assessment of your online activity and develop clear rules for campaigning online, sexual violence is a sensitive subject.

» Plan your online action – just like you would any other action.

» Know your target audience and think about where they are and what they are doing online.

» Get to know how to make the most of all the major platforms (Instagram, Facebook, YouTube, etc.) and explore platforms that are new to you.

» Talk about your support online (how many 'likes' etc.) in your offline conversations with targets and in the materials you produce offline (such as a position paper).

» Analyse the effectiveness of the social media platforms you're using and alter your approach to make it more effective.

» Connect with influential people online. Ask them to retweet something or give you a quote. It can be easier than you think.

» Join online education advocacy groups and campaign networks.

» Create new and useful content.

» Promote your social media channels where you can – including on other social media channels.

» Monitor who is viewing your social media, who's opening your links and who is forwarding things on (e.g. Google).

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5   See Gosling, L. and Cohen, D. (2007a) Advocacy Matters: Helping children change their world, an International Save the Children Alliance guide to advocacy, Facilitators Manual. International Save the Children Alliance.

DON'T...

» Overload your message with too many issues that might take away from your core advocacy messages.

» Exhaust yourself. Try to choose one or two main platforms for your advocacy and use other social media to support or direct attention there.

» Forget about the risks of online campaigning. Regularly re-assess the risks, particularly if you come across new risks and develop new strategies to address them.

» Be aggressive in your social media posts. Things can misinterpreted online. Re-read what you write before you post it to make sure you come across as you would hope.

» Use professional jargon or slang. It can complicate or weaken your message.

» Expect to build an online community too quickly.

» Use social media to advertise or fundraise.

» Let untrue or negative stories take root. Don't ignore them. News travels super fast online, so step in quickly and make sure your side of the story is heard.

TOOL 6: ORGANISATIONAL SELF-ASSESSMENT ON PARTICIPATORY PRACTICE

How to use this tool: the organisational self-assessment of participatory practice can be used as part of facilitating organisation's Monitoring, Evaluation and Learning on participatory practice.[6]

LEARNING AND REVIEW

Aims of tool

» to assess organisational knowledge, attitudes, skills and understanding of participatory approaches to working with children and young people.

» to identify and review specific areas of practice that your organization wants to change in relation to their work on sexual violence (you may want to focus on advocacy activities).

How and when to conduct the assessment:

» This tool should be completed at an organisational level, with a facilitated discussion amongst key staff members. Ideally staff are drawn from different teams within your organisation and include those at a management level through to those who are front-line workers.

» Complete this assessment during the set-up phase of advocacy activities (Baseline) and at the end of the project (Endline).

» The final column in the assessment tool is to allow for capturing key issues in the discussion which helped the group to arrive at the final score. It might include areas where they disagree on a specific issue and/or more detail of the discussion of the different dimensions. These rich discussion points can then be reviewed again at the Endline and any change explored.

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6   Tool 6 is adapted from Lansdown G, O'Kane C. (2014) Toolkit for monitoring and evaluating children's participation and a MEL toolkit developed by DMZ Partners in Sustainable Development for the Our Voices Too initiative run by the Safer Young Lives Research Centre at the University of Bedfordshire. Please also see Bond: Impact Builder Advocacy for more evaluation tools.

Who is this tool for?

This is intended for use with staff from the facilitating organisation running the advocacy project. However, you may also want to share the assessment with a wider umbrella of organisations with whom you collaborate for this project.

Name: --

Role: --

Organisation/s: --

Participants
(staff titles/role /
positions within
the organisation)

Email: --

Defining Children's Participation:

Children's participation is generally defined in line with Article 12 of the UNCRC as the right of all children and young people to be involved and influential in decision-making about issues which affect their lives and those of their communities, in accordance with their evolving capacity. Others extend this definition and highlight a need to also focus on evidence of children's influence and change resulting from children's involvement in decision-making (Gallagher, 2008). Similarly Save the Children define the core purpose of children's participation as *'[empowering] children as individuals and members of civil society, thus giving them the opportunity to influence their own lives'* (Save the Children, 2006).

Is participation happening in your organisation?

Please tick the types of activities which involve children and young people in your organisation [and add additional activities if necessary]:

- [ ] A board, committee or group of young people that advises the organisation on key decisions about the organisation (strategic plan, policies etc.)
- [ ] Young people acting as representatives on the organisational board of trustees/ governing board etc.
- [ ] Young people working as co-facilitators/trainers with staff
- [ ] One- to-one/individual work that involves listening to young people and giving them choices and decision-making power over their futures (for example, young people making decisions about their own care plan)
- [ ] Creative activities using the arts (photography, art, poetry, music, theatre etc) that enable young people to express themselves
- [ ] Actions or activities that are designed and led by children and young people (i.e. child or youth-led)

- [ ] Young people's involvement in policy discussions/reviews/consultations
- [ ] Young people's involvement in research activities - as research participants
- [ ] Young people's involvement in research activities – as researchers (i.e. undertake data collection and data analysis)
- [ ] Staff recruitment process – young people interviewing new staff
- [ ] Advocacy activities – such as young people speaking publicly (campaigning) for a change in policy or practice
- [ ] Awareness raising activities – such as young people speaking in schools or in the media about issues that are important to them
- [ ] Peer support activities – such as young people acting as peer mentors, peer educators or young people supporting their peers through other activities

Out of these activities, please note which ones specifically involved young people who have experienced sexual violence

Self-Assessment

Your self-assessment of the quality of the participation in your organisation?

How would you yourself rate the current quality of your organisation's participatory work with children and young people?

- [ ] **Level 1** = Not considered

- [ ] **Level 2** = Aware of this but not done in practice

- [ ] **Level 3** = Sometimes, but no systematic way of doing this

- [ ] **Level 4** = Understood and systematically implemented by staff

Write up any key discussion points in the final column.

Date: ....

Lead facilitator (Initials): ....

Pre or post intervention: ....

Quality measures	Dimensions	Score	Key discussion points/ unresolved issues/ examples to illustrate the point
Children and young people have enough, clear information to make an informed decision	» children's participation has a clear purpose » children understand how much say they will have in decision-making » roles and responsibilities of those involved are clear and well understood » children agree with the goals and targets of the activity.		
Participation is voluntary	» children have time to consider their involvement and provide consent » children are aware of their right to withdraw and can do so at any time » children's other commitments (e.g., work and school) are respected and accommodated.		
Participation is respectful	» children can freely express their views and are treated with respect » ways of working build children's self-esteem and confidence » children feel that they have valid and useful experiences and views to contribute » all adults involved in the programme are respectful towards children at all times.		
Participation is relevant	» activities are of real relevance to the experiences, knowledge, and abilities of the children involved » Clear selection criteria are developed for all children involved in activities » children are involved in ways that are appropriate to their capacities and interests		

Quality measures	Dimensions	Score	Key discussion points/ unresolved issues/ examples to illustrate the point
Participation is child-friendly	» enough/extra time and resources are made available for children's involvement in activities » children are properly supported to prepare for their involvement in activities » adults have the capacity to support and deliver child-friendly approaches » meeting places and activity locations are easily accessible and make children feel comfortable » children are given information in child-friendly formats (i.e. in simple language if children's literacy level is low)		
Participation is inclusive	» children are not discriminated against because of age, race, colour, sex, language, religion, political or other opinion, national, ethnic, or social origin, disability » efforts are made to reduce potential barriers (e.g. in relation to disability, single parenting, language skills, etc) to enable access to such opportunities for all children		
Participation is supported by training for adults	» all staff and managers are sensitised to children's participation, understand its importance, and understand your organisation's commitment to it » staff are provided with appropriate training, tools, time out of their 'normal workload' and other opportunities to learn how to work in a participatory way » staff can express any views or anxieties about involving children, in the expectation that these will be addressed in a constructive way » participatory activities are supported by sufficient time and resources		

Quality measures	Dimensions	Score	Key discussion points/ unresolved issues/ examples to illustrate the point
Participation is safe and sensitive	» the protection of children's rights is a priority in the way children's involvement is planned and organised » children involved in participatory activities are aware of their right to be safe from abuse and know where to go for help if needed » skilled, knowledgeable staff are delegated to address and coordinate child protection issues during all activities involving children		
Participation is accountable	» adults (staff) are accountable to children for any commitments they make during the course of activities » children are supported to take part in follow-up and evaluation processes » feedback reaches all the children who were involved in activities » children are asked about their satisfaction with activities and their views on how their involvement could be improved; » children's feedback is sought in an anonymous and safe way so children can express criticism without fear of repercussions » mistakes identified through evaluations are acknowledged and used to improve participatory processes		
Any additional comments on the quality of the participatory activities in your organisation			
On repeat assessment at endline, where your score has changed/ not changed – reflect on what has changed and the reasons why. You may want to re-visit some of the more detailed discussions and key points			

What are the specific values and benefits of children's participation:

(1) for your organisation?

(2) for the children involved?

Key changes – ACTION PLAN

» Can you identify up to five key changes that you like to see in how your organization works with children affected by violence, and a brief description of how you plan to achieve this.

» You will be asked to review these plans on completion of the project to assess progress.

» Changes can be (1) general, such as around organizational culture towards participation, and (2) specifically in relation to the project and your work on advocacy with young people.

Priority	Change achieved (review at endline)	Satisfaction with change (review at endline)	Key discussion points e.g. key areas of agreement, any unresolved issues, areas where staff disagree
Example: You want to develop an organizational policy which includes a commitment to participation	1 = no change 2 = some small improvement 3 = good improvement 4 = excellent improvement	1 = not satisfied 2 = fairly satisfied 3 = satisfied 4 = very satisfied	
1.			
2.			
3.			
4.			
5.			

TOOL 7:
SEXUAL VIOLENCE LEARNING SCALE

How to use this tool: This tool is a questionnaire/form for youth advocates to complete (individually or in a group) in a session that is led by facilitators.[7] It aims to monitor youth advocates understanding of sexual violence, advocacy and leadership as well as their skills development (such as confidence) as advocates and/or leaders. It can be used before advocacy training/planning with youth advocates, on completion of the advocacy planning phase and/or delivery of the advocacy actions.

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LEARNING AND REVIEW

How to use

» Please note that the form is not asking young people to share any details of their personal experiences.

» This form can be printed and completed by individuals

» As an alternative to completing this form, young people can be asked to stand across a line in a room, with statements ranging from 'Strongly Agree' to 'Strongly Disagree' placed on the floor to indicate the 'scale' or 'a line of agreement'. Young people move to the statement they agree with. For each statement one or two young people can be asked to state why they have put themselves at this level. The scores **can be recorded for the whole group by the facilitator** and additional comments recorded.

» Repeat the exercise at the end of the project

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7 MEL toolkit developed by DMZ Partners in Sustainable Development (2018) for the Our Voices Too initiative run by the Safer Young Lives Research Centre at the University of Bedfordshire.

Example Form/Questionnaire: sexual violence, advocacy, and leadership learning scale for youth advocates *(please adapt to contexts)*

This is not a test! There are no right or wrong answers! Just be as open and honest as possible in your responses.

Your initials: **Month you were born:**   **Today's date:**

Please circle the number that best describes your current knowledge and experience	Strongly disagree	Mostly disagree	I don't know	Mostly agree	Strongly agree	Comments/examples provided
I have a good understanding of what sexual violence is.	1	2	3	4	5	
I can confidently talk about sexual violence with other people.	1	2	3	4	5	
I know about the impact/ consequences of sexual violence on those affected.	1	2	3	4	5	
I can talk about different issues that would help young people who are affected by sexual violence.	1	2	3	4	5	
I understand and can talk about young people's right to participate	1	2	3	4	5	
I have a good understanding of what 'advocacy' is?	1	2	3	4	5	
I have good skills in, presentation, communication, and team work	1	2	3	4	5	
I understand the reasons why young people should be involved in advocating on behalf of other young people affected by sexual violence	1	2	3	4	5	
I am confident to work with others to design & develop advocacy plans	1	2	3	4	5	
I understand how to raise an issue of concern with service providers (state name of the service in your local context)	1	2	3	4	5	

Please circle the number that best describes your current knowledge and experience	Strongly disagree	Mostly disagree	I don't know	Mostly agree	Strongly agree	Comments/examples provided
I have the skills to work with others to design and develop advocacy plans						
At Endline also ask:						
I feel more self-confident as a result of my involvement in this advocacy project	1	2	3	4	5	
Working with other young people has been a positive experience						

At Baseline

Please ask all the baseline questions plus the additional endline questions. These questions can be asked by facilitators individually or discussed in a group and documented:

» What are your expectations about the [name] project?

» Any key issues which arose in the discussions from conducting this activity?

At Endline

Please ask all the baseline questions plus the additional endline questions.

These questions can be asked by facilitators individually or discussed in a group and documented:

» What do you think are the best things about participating in the [name] project?

» What could have been done differently?

» Any other comments about taking part in the activities?

**THANK YOU SO MUCH FOR COMPLETING THIS QUESTIONNAIRE.
WE REALLY APPRECIATE YOUR FEEDBACK**

TOOL 8:
PARTICIPATORY MINI-MEL WORKSHOP

How to use this tool: this is a mini-MEL session (workshop) consisting of 4 MEL activities that can be implemented with youth advocates.[8] Activities should be facilitated by staff from facilitating organisations.

. . . .

LEARNING AND REVIEW

Aims of workshop:

> » To assess the scope and quality of the children's participation from their perspective on (1) themselves and (2) on the advocacy activities/programme

> » To explore the pathways of their engagement in advocacy

> » To understand the outcomes of children's participation

Materials needed for the Mini-MEL session:

> » flipchart paper

> » pens

> » tape

> » large, printed sheets & card for making dice

Activity 1: A timeline

> » Along a timeline for the campaign, youth advocates can highlight key milestones and successful initiatives that have taken place over time. At each point, highlight the date (month/year), as well as key words to indicate the milestone or success. Youth advocates can write issues or illustrate them in any way which is meaningful to them.

> » Highlight any challenges faced at different points or periods in time.

> » Discussion can be facilitated on:

> • Different phases or changes in the way youth advocates have been involved or have collaborated with adults over time.

> • The extent to which the advocacy programme objectives have been met or not met.

> • Concrete results that have been achieved through the advocacy programme and discussion.

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8   MEL toolkit developed by DMZ Partners in Sustainable Development (2018) for the Our Voices Too initiative run by the Safer Young Lives Research Centre at the University of Bedfordshire.

- Strengths and benefits of youth advocate's participation processes and initiatives
- Weaknesses and challenges of youth advocate's participation processes and initiatives
- Youth advocates ideas for the future – what ideas do they have to strengthen the quality and outcomes of their participation?

Activity 2: The Feeling Dice

This tool has been used previously to capture stories about inclusion and exclusion[9], and/or as a simple tool to gather information on how well a workshop or an advocacy activity is running. The feedback from the discussion needs to be documented.

A large dice is made from cardboard (on a sheet of A4 paper that is folded to shape) and on different sides of the dice there are pictures for:

- » Happiness/joy (x2): things which you like about the workshop/advocacy activity (prompt for individual reasons as well as organisation-wide reasons)
- » Sadness (x2): things that you don't like/challenges with the workshop/advocacy activity
- » Surprise: Anything you have found surprising about your involvement in the workshop / delivering the advocacy activity
- » Anger/frustration: Anything you find frustrating about the project (prompt for discussion about how it can be improved).

Youth advocates take it in turn to throw the dice. They can have as many turns as they want; keep playing until 'data saturation' – i.e. you have gathered most of the issues they want to raise about the experience
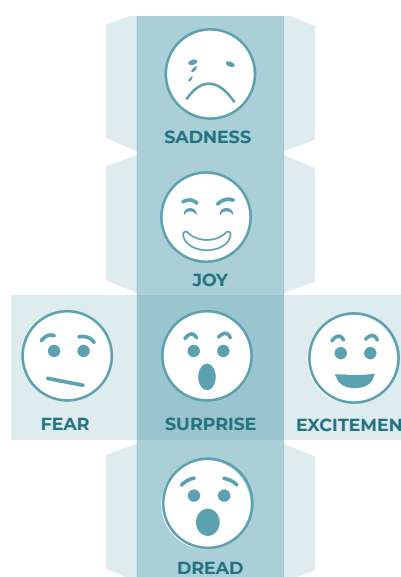
Fig A: Emotion Dice

Fig B: Modified Emotion Dice

Emotion Dice can be modified as seen above

Activity 3: Circles of Influence

This tool uses a visual diagram of children and young people in the context of their families/ caregivers, employers, communities, sub-national, national, contexts to help identify outcomes associated with youth advocacy. This tool can be useful to gather information on both behavioural or attitudinal and wider external outcomes.

Who is this tool for:

» Facilitators as part of their evaluation of advocacy activities with youth advocates

Preparation: 1) It is important to review the advocacy objectives. This is about focusing on the advocacy action – who were children trying to influence and how? Write these objectives on sticky notes or index cards beforehand. 2) Produce a diagram as below (fig 1) illustrating the different circles of influence that youth advocates had planned to work with.

Resources: flipchart paper, pens, tape, a large version of fig 1 (circles of influence) and fig 2 (changes scale)

Activities

Introduce the 'circles of influence' diagram below by explaining that children and young people exist in a wider context. They are influenced by, and can influence, their families or caregivers, their employers, their communities, schools, or other local institutions. They are also influenced by, and can influence, political commitments, public decisions, or policy reforms through local, sub-national or national governance processes.
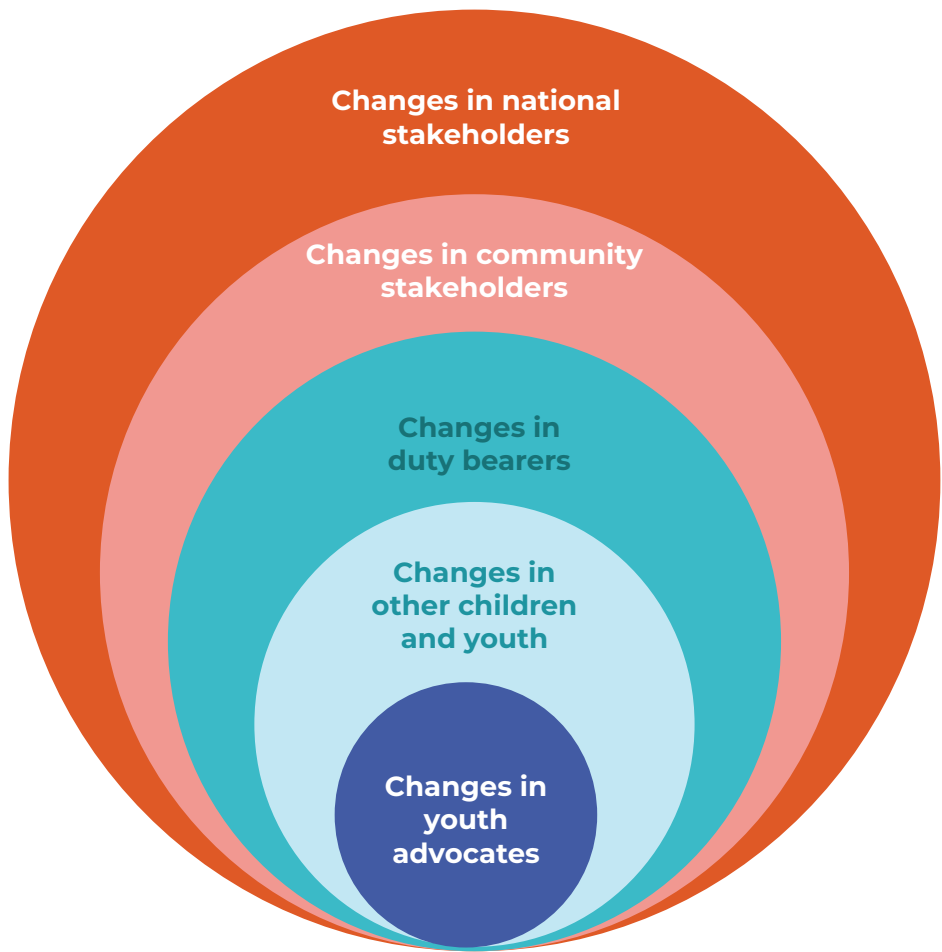
Explain that in this activity we want to identify what kind of changes or outcomes youth advocacy has achieved at different levels:

» on youth advocates – changes may be about an increase/decrease in confidence, knowledge, skills.

» on other children and young people (peers – through mobilisation activities)

» on duty bearers (decision-makers in children/young people's lives such as parents/ carers, social care workers, teachers – this group may also include allies) – changes may be about respect for children's rights

» on children and young people's community or local institutions (such as community/ school leaders or local politicians) – changes may include policy or practice changes at a local level.

» on national governance processes (such as national politicians or policy-makers) – changes may include political commitment to children's rights, budget allocations, practice or policy reforms.

Place the prepared sticky notes outlining the advocacy objectives in the relevant part of the circles of influence diagram.
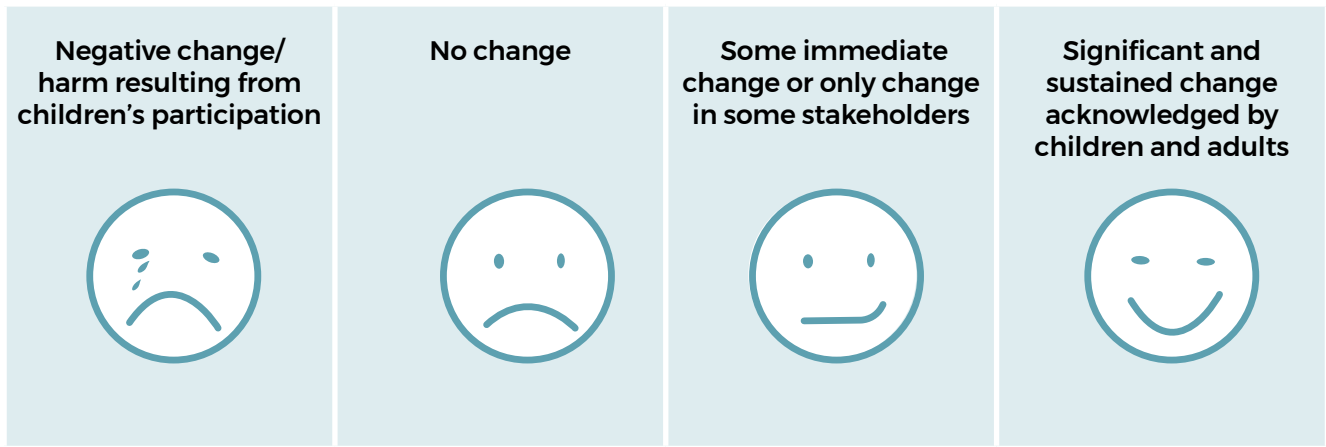
For example, if one objective of the advocacy project is to raise parents' awareness of children's rights in order to prevent beating of children, then write this on a sticky note and put it on the 'family' circle.

Identify who the key advocacy targets are for each objective – which groups of people do they want to change (i.e. community leaders, national policy-makers etc.)

Now explore what outcomes have been achieved in relation to these objectives. Place a large chart on the wall with columns for four possible broad outcomes as below:

Fig C: changes scale

Explain that it is important for youth advocates and other stakeholders to discuss any unexpected outcomes and changes, both positive and negative, as well as any expected outcomes arising from young people's involvement in advocacy activities. For example, have there been any expected or unexpected outcomes at any of the levels stated:

- » on children and young people
- » on parents and staff
- » on the local community's awareness of children's rights
- » on institutions and respect for children's rights – for example, in schools, NGOs, children's institutions, local development committees, child clubs, etc.
- » on political commitment to respect children's rights

For each objective,

1. Encourage discussions among youth advocates about the responses they received from their advocacy targets both in terms of their behaviour (did they seem encouraging, supportive of youth advocates' demands?), or any statements, commitments or promises they made in response to the changes youth advocates' were asking for.

2. encourage discussions among youth advocates about whether they have or have not achieved the planned outcomes or changes. Decide which column best represents the status of the outcomes.

Discuss and share evidence to explain why the group chose the column they did for each objective. A summary of the evidence shared can be recorded on sticky notes on the chart. More detailed notes of the evidence can be recorded by another facilitator/documenter.

For each of these changes, again identify whether it is a change experienced just by some stakeholders, or a significant and sustained change for many. Use the sad or happy face depending on whether the change is positive or negative.

Activity 4: An 'H' assessment of the advocacy activity

Who to use this with?
This 'H' tool could be used by the youth advocates themselves to capture their views of the strengths and weaknesses of mobilisation activities (with peers or allies) and advocacy actions (with advocacy targets). It could also be used with groups of peers and allies to capture their views on mobilisation activities.

How to use?
Draw an 'H' on a sheet of A4 paper and ask individuals to provide feedback in the different areas.

Strengths and successes

Name of project:

Date:

Suggesting on how to improve

Weaknesses, challenges and threats

TOOL 9:
FEEDBACK TOOLS

How to use these tools: facilitators can use these three activities to gain feedback from young people during all stages of the advocacy cycle – they are particularly useful for workshops/group discussions with young people.

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LEARNING AND REVIEW

Activity 1:   Mood Meter

Time: 5-15 minutes

Materials: Flip chart paper, pens, post-it notes

» Draw symbols on a flip chart that represent: happy, unhappy and OK.

» Ask participants to reflect on how they feel – happy, unhappy, or OK.

» Ask them to note down why they feel as they do on a post-it and stick it next to the corresponding symbol.

» Explain that the facilitators will read and consider all the contributions before the next session.

Activity 2: Evaluation Person

Time: 10-20 minutes

Materials: Flip chart paper, pens, post-it notes

» Prepare a flipchart with a drawing of a person on it. In the picture, the person's heart should be drawn; they should have a thought bubble near their head, a handbag in one hand, and a rubbish bin to the side of them.

» Hand out four post-its to each young person and ask them to write the answer to the 4 questions below – one answer per post-it:

a)   Post-it on the Heart: Place what did you like about the day?

b)   Post-it in the Handbag: Place what you would take away and use?

c)   Post-it on the Thought bubbles: Place what made you think or reflect?

d)   Post-it in the rubbish bin: Place what would you throw away?

» Ask them to place the post-it in the relevant part of the evaluation person.

» Facilitate a discussion in the whole group in response (you will need to allocate an additional 10 mins for this discussion).

Activity 3: Graffiti Wall and Suggestion Box

Time: Continuous. Participants contribute as and when they wish during breaks/lunch/before or after a workshop/event

Materials: Box or flipchart paper and post-its/cards or A5 paper and pens

Activities

» Place a box or flipchart paper outside the workshop/session room with pens and post-its/cards.

» Explain to participants that they are free to put any comments that they like on the graffiti wall or in the suggestions box and they can remain anonymous if they like.

» Check for comments at least once a day and respond accordingly to them (usually at the end of the day).

SOURCES

All the tools in this toolkit have been used previously by the authors of this toolkit with children and young people who have lived experience of sexual violence. Please see the following sources/references for the tools:

- Billinghurst, A. (2017) Life-skills, *Leadership and Limitless Potential (LLLP) Manual*, LEAP Against Sexual Violence Project (2015-2017), Safer Young Lives Research Centre, University of Bedfordshire.

- Bovarnick, S., Peace, D., Veitch, H., Warrington, C. and Pearce, J. (2018) *Draft Toolkit for facilitators delivering the* Our Voices Too *participatory advocacy programme*, Safer Young Lives Research Centre, University of Bedfordshire.

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- Veitch, H. (2018) *Selection Guidelines for Youth Researchers,* RISE Learning Project, Family for Every Child.

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