



GETTING STARTED:

A TRAINING GUIDE FOR THE WALKING TOGETHER TOOLKIT¹



1. INTRODUCTION

1.1 PURPOSE OF THIS GUIDE

Welcome!

You are part of a team implementing the *Walking Together Toolkit—A toolkit to explore the digital safety of children on the move*.

The goal is to ensure that the voices, experiences, and ideas of young people help shape a safer, more supportive digital environment.

This facilitation guide supports **facilitators** in delivering the six-session toolkit. Each session explores a key theme: **trust, exploration, digital risks, paths for protection, advocacy, and reflection**.

1.2 WHO IS THIS GUIDE FOR?

This guide is for facilitators leading small group sessions (5-10 participants) with children aged 14-18 who have experienced displacement or migration. These young people will create fictional digital journeys, explore risks and opportunities, and co-develop advocacy messages based on their experiences.

1.3 FACILITATION TEAMS

It is recommended that each facilitation team includes **three to four members**:

- » **2 facilitators** (ideally)
- » 1 note-taker/documenter
- » **1 safeguarding focal point:** This individual will not be physically present at the sessions. However, participants will be directed to the designated safeguarding focal point, whose phone number and email will be shared. Alternatively, a QR Code with the information can be put on a wall during each session.

To support inclusivity and participant comfort, teams should aim for **gender balance**, with at least one male and one female facilitator.

The role of facilitators is essential. They are responsible for:

- » Creating a safe, inclusive, and engaging environment
- » Supporting children's agency in shaping discussions and activities
- » Using creative, digital, and participatory tools to encourage storytelling
- » Ensuring ethical, trauma-informed facilitation
- » Documenting research activities clearly and responsibly

¹ Please see the [Walking Together Toolkit](#).

Key Suggested Responsibilities of the Facilitation Team:

- » Attend training sessions and complete all required documentation, including participant lists and consent forms
- » Ensure diverse and inclusive participation (e.g., ethnic backgrounds, disability, gender identity, sexual orientation, family structure)
- » Explain the research process and secure informed consent from participants
- » Assign a referral person to each child for safeguarding support
- » Create a fun, creative and respectful space for exploration
- » Facilitate sessions using the Walking Together Toolkit and this guiding document

2. SESSION DESIGN AND METHODOLOGY

2.1 STRUCTURE OF THE SESSIONS

Each session follows a consistent format to help create a safe, predictable environment for participants:

- 1. Welcome, Review & Icebreaker –** Set the tone with a warm welcome, revisit the previous session, and use an icebreaker to build connection.
- 2. Main Activities –** Engage participants using 1–2 participatory tools to explore key digital themes.
- 3. Reflection & Next Steps –** Recap learning, gather feedback, and introduce what's coming next.

Sample checklist:

- » Printed facilitators guide
- » Printed tools and documentation forms
- » Tablet or laptops for the use of children
- » Notebook and pen

- » Materials (listed for each Toolkit session, i.e. flipcharts, papers, markers, etc.)

2.2 FACILITATOR PREPARATION

Create a Safe, Inclusive Space: Whether indoors or outside, ensure the setting is private, safe, and welcoming. Think about how the space supports comfort, creativity, and focus for all participants.

Plan for Inclusion and Fun: Workshops should be engaging, respectful, and enjoyable. As a team, reflect on how to ensure all children and young people feel seen and heard.

Safeguarding Readiness: Have safeguarding materials ready for each participant. Before starting, remind youth of their rights: voluntary participation, the right to withdraw, and access to support. Confirm who the designated support person is (usually the safeguarding focal point).

Get the Logistics Right: Good preparation makes a big difference. Organise materials, devices, and supplies (e.g. flipcharts, markers, refreshments) in advance.

Be Mentally Present: Approach the session with focus, openness, and readiness to listen.

Use a Checklist: List the tools, forms, and materials needed. Assign responsibilities within the team to make sure everything is ready on time.

3. ETHICAL CONSIDERATIONS & SAFEGUARDING

- » **Confidentiality & Anonymity:** Personal details should not be recorded or shared. Children should be asked to choose a pseudonym at the start of the sessions. This pseudonym should be used to document the information, avoiding the identification of personal details such as names.

- » **Trauma-Informed Approach:** Facilitators should be sensitive to past experiences of migration-related trauma.
- » **Informed Consent:** Children must understand their participation is voluntary and that they can withdraw at any time. All participants must be provided information about the study and given the opportunity to freely consent to participating in the activities. Consent must be sought

prior to the activity from caregivers or relevant authority for children less than 18 years, where applicable.

- » **Safeguarding:** Ensure all members of the local research team are familiar with the safeguarding procedures set for your research, which should include an indication on whether the facilitators have a duty to legally report any disclosure of sexual exploitation, abuse or physical/emotional harm.

4. SESSION SUMMARIES

Session 1: TRUST – Taking the First Steps Together

This session focuses on building trust and establishing a safe, respectful space for participants.

Key Activities	Notes for the facilitators
» Cross the Line icebreaker » Welcome and research ethics discussion » Setting Our Compass (group agreement) » Create a Digital Explorer (avatar creation)	» Print consent icons and session overview diagram » Prepare rope/tape for icebreaker » Provide flipchart, markers, avatar templates (or an online graphic design platform such as Canva) » Review ethics language and safeguarding points » Ensure safeguarding focal point is introduced » Ask participants to choose a pseudonym and make a note of them, as these will be used throughout the sessions » Explain the baseline and endline survey process, and administer the baseline survey » Collect participants' feedback on the session.

Session 2: EXPLORE – Stepping into the Digital World

Participants use their avatars to map how they interact with technology across their migration journey.

Key Activities	Notes for the facilitators
» High Hopes balloon icebreaker » Journey Path Game » Safe Haven Map » Vision Mural creation	» Balloons, markers, rope/chalk for journey path » Emoji cards, stickers, flipchart paper » Magazines for collage, digital mural tools (optional) » Bring avatars from Session 1 » Collect participants' feedback on the session.

Session 3: UNCOVER – Navigating Digital Risks

This session helps participants explore digital risks like misinformation, exploitation, and cyberbullying.

Key Activities	Notes for the facilitators
» Emoji Stories icebreaker » Avatar's Journey Through Online Challenges » Storytelling of coping strategies	» Return to Digital Journey Maps from Session 2 » Provide red sticky notes for risks, emoji printouts » Prepare digital storytelling tools or paper supplies » Ensure safeguarding supports are available » Collect participants' feedback on the session.

Session 4: CREATE – The Safe Web Ahead

Participants envision a safer, more inclusive internet for children on the move. They revisit previous risks and use creative tools to build solutions.

Key Activities	Notes for the facilitators
» Digital Identity Snapshots icebreaker » Plotting Our Path: Digital Stepping Stones » Storytelling: Navigating to a Safer Digital World	» Bring risks from Session 3 » Flipcharts, icons, markers, digital tools » Pre-load storyboard templates » Provide tech for digital formats if available » Collect participants' feedback on the session.

Session 5: INFLUENCE – Shaping Digital Advocacy

This session supports participants in transforming insights into advocacy.

Key Activities	Notes for the facilitators
» Our Voices on the Move icebreaker » Building Bridges: Advocacy Maps » Charting the Course: Posters or Videos	» Print summaries of risks/ideas » Devices with online design tools such as Canva or poster tools » Access to audio/video tools if available » Review consent and anonymity guidelines » Collect participants' feedback on the session

Session 6: REFLECT – Our Shared Path and Our Next Steps

The final session centres on celebrating achievements and planning for impact.

Key Activities	Notes for the facilitators
» Mapping Our Journey icebreaker » Sharing Key Messages » River Journey Mural or Rose, Bud, Thorn » Certificate ceremony	» Prepare certificates » Flipchart for mural or Rose/Bud/Thorn » Sticky notes in 3 colours, drawing supplies » Return to Safe Haven Maps and digital outputs » Remind participants about the baseline and endline survey process, and administer the endline survey

5. FACILITATION GUIDANCE

5.1 FACILITATION CONSIDERATIONS

Reminders for Participants:

- » It's okay to speak about general experiences of children. If anyone shares something personal, remind the group to keep it confidential and respectful.
- » The safeguarding focal point is always available during and after activities, although not physically present during the sessions.
- » Artistic tools like maps or trees don't need to be exact—they help us understand children's experiences.

- » There are no right or wrong answers. We are exploring ideas, feelings, and viewpoints.

Key Things to Remember as a Facilitator:

- » **Build Trust Early:** Use warm welcomes, icebreakers, and group agreements (like "Our Compass") to create an open and respectful space.
- » **Be Trauma-Informed:** Some stories may relate to difficult past experiences. Let participants choose what they want to share and do not encourage the sharing of 'personal' stories. Refer to the psychosocial support that is available in case anyone wants.

- » **Arrive Early:** Set up the space and get organized before participants arrive.
- » **Support Inclusion:** Use visuals, emojis, translated materials, and allow different forms of expression—drawing, symbols, storytelling.
- » **Watch the Mood:** Some topics may feel heavy. Pause to check in, play a game, or remind participants of their strengths.
- » **Manage Time Flexibly:** Allow extra time for creativity, translation, or deeper discussion. Build in buffer time.
- » **Adapt to Your Setting:** Adjust activities for different group sizes, ages, cultures, or environments (e.g., outdoor spaces, low tech).
- » **Celebrate Diversity:** Encourage different perspectives. When creating things like maps or trees, remember these reflect individual views, not everyone's.
- » **Be Transparent:** Always explain what's coming next and answer any questions clearly.
- » **Facilitate, Don't Judge:** Use each activity as a way to listen and learn. The discussion is just as important as the product.

5.2 USING DIGITAL TOOLS IN THE TOOLKIT

Digital tools enhance each session by supporting storytelling, avatar creation, advocacy, and collaborative activities. Facilitators should ensure their use is inclusive, accessible, and age-appropriate.

CHOOSING THE RIGHT TOOLS

Select tools based on participants' comfort levels and device access. Introduce only one tool at a time with clear, step-by-step guidance.

Common Tools in the Toolkit:

- » Canva or another online design platform – For avatars, posters, and storytelling visuals (Sessions 1, 3, 5)
- » Storyboard That – For comic-style storytelling (Sessions 3 & 4)
- » Google Slides / Miro – For visioning and collaborative design
- » Padlet – For murals or displaying group ideas
- » Kahoot / Mentimeter – For feedback or reflection using smartphones
- » QR Codes – To link to digital galleries or anonymous feedback forms

PREPARATION & SETUP

Not all children will have strong digital skills. Plan for hands-on and assign a peer or facilitator to support learners one-on-one where possible.

Tips for Setup:

- » Test tools in advance on phones, tablets, or laptops
- » Pre-load templates (e.g., avatar frames, storyboards)
- » Prepare printed guides or screenshots as backups
- » Ensure charging access and internet (or prepare offline options)

Always offer offline alternatives such as drawing, collage, or handwritten stories to ensure no one is excluded.

SAFE & ETHICAL USE

- » Use **fictional avatars** and avoid sharing real photos or personal info.
- » Clearly explain how and where advocacy content (e.g. posters, videos) might be shared.

- » Obtain consent before any sharing or recording.
- » Emphasise **positive, empowering narratives** over fear-based messaging.

INTEGRATION ACROSS SESSIONS

Here's how digital tools are used across sessions:

Session	Digital Tools
1	Canva or paper tools for avatar creation
2	Symbols/stickers for journey maps, optional use of Miro or Padlet
3	Canva or Storyboard That for visualising online risks
4	Google Slides, Miro, or Canva for vision stories and solutions
5	Canva or other tools for advocacy posters/videos
6	QR codes for feedback, digital or physical mural reflections

6. DOCUMENTATION AND FOLLOW-UP

6.1 DATA COLLECTION AND MANAGEMENT

Facilitators should:

- » Use anonymised **documentation forms** and **participant feedback**.
- » Collect creative outputs (e.g., digital posters, storytelling projects) with consent.
- » Ensure ethical storage of information.

You will be gathering a lot of information that tells us about young people's experiences and perceptions about their experiences with the digital world. This information is called **data**. Data can be in verbal forms (i.e., what people say in a focus group or interview), written forms and creative forms (like artistic outputs, songs and photographs).

Data sources are the locations where the data is stored. This can be written (in your notes and the activity documentation forms) or in other visual forms like flipcharts, art or in video form. It is important to find safe ways to store and share this information and to make sure that participants' personal information is kept private.

Activity documentation forms

It is recommended to transfer notes into activity documentation forms or similar documentation tools. Using structured formats can help capture not only the activities conducted, but also reflections on what worked well, what challenges emerged, and any lessons learned. Print these and bring them with you to the activity to ensure you capture all essential information. You can also take notes separately and transfer the notes to the form when you return to your home or community-based office at the end of the day's activities.

Participants list and anonymising data

It is important that your data is anonymised before putting it in the shared folder. This means that the participants name should not be associated with any data – written, verbal or artistic. To make something “anonymous,” you will use children's pseudonyms (these are fake names chosen by the children) instead of children's names and remove any identifying details (e.g., where they live).

6.2 TIPS FOR DOCUMENTATION²

BEFORE THE ACTIVITY

- » **Review the day's schedule and activity objectives** with the team involved in the project.
- » Discuss any changes needed based on group dynamics or context.
- » Tailor your notetaking to align with the objectives.
- » Bring printed copies of the relevant documentation forms.

DURING THE ACTIVITY

- » **Capture key points:** When participants speak, write down the main ideas shared.
- » **Record quotes:** Note any memorable words or phrases that reflect the session's goals or youth perspectives.
- » **Document stories and examples:** These provide valuable insight into participants' experiences and views.
- » **Look for themes:** If ideas are repeated, note how often they come up and any variations.
- » **Watch for repetition and questions:** Repeated words or frequent questions may signal important areas to explore.
- » **Observe body language:** Facial expressions, posture, or silence may indicate discomfort—interpret these cues within your cultural context.
- » **Take notes in real time:** Write clearly and consistently. Prioritise what matters to the participants.
- » **Write up notes promptly:** It's much easier to recall details shortly after the activity rather than days later.

AFTER THE ACTIVITY

- » **Secure your data:** Once notes, photos, or audio are uploaded, delete them from personal devices to protect participant privacy.

Description of the note-taking process

To ensure consistent and structured documentation, you can use note-taking forms. Each form can be divided into three main sections:

Part 1: Basic information

This section captures general details of the session, including the session number and title, date, location, names of facilitators and note-taker, and a brief description of the participants (e.g., number, age range, gender composition, backgrounds).

Part 2: Activity documentation

Each activity is designed to produce a creative output, either individually or in groups. This section should document:

- » The process followed during each activity.
- » The outputs produced.
- » The discussion and themes emerged per each group.

Part 3: Emerging common themes and facilitators

This section is to be completed after the session, based on a brief discussion between the note-taker and the facilitators. It includes key themes that emerged during the activities and group reflections, as well as any insights gained by facilitators.

The note-taker is responsible for capturing both verbal and non-verbal elements throughout the session, as well as describing the creative outputs developed (both online and offline). After each session,

² Adapted from: Vanessa Currie, Laura M. Lee, Laura Wright (IICRD) 2019. [YouCreate Art-kit: Participatory Action Research for young change makers](#). Terre des hommes.

the note-taker and facilitators should review the notes together, paying special attention to completing the notes, particularly Part 3.

Overview of key aspects to consider when documenting each session

The toolkit was developed in the context of a research project which sought to understand how different factors – such as gender, age, or the life context of each child or adolescent on the move – influence their use of technology and how they perceive the risks related to technology-facilitated sexual exploitation and abuse of children.

That is why, should you applying to a similar project, when taking notes, it is important to record whether there are differences in the responses or discussions depending on whether the situation being discussed **involves girls or boys**, or depending on the child's age, place of origin, religion, or any other factor highlighted by the children themselves.

Only by understanding these differences can we help ensure that digital services are safer, more inclusive, respectful of children's rights, and truly effective in preventing harms such as sexual exploitation of children.

Each of the proposed activities aims to gather different types of information. During each activity, we should remain attentive and observant of these differences.

Below you can see an overview of key aspects to consider for each session:

- » **Session 1:** In this session, the goal of the research will be introduced to participants. A key activity is **Creating**

a Digital Explorer, which begins the process of gathering information about how children on the move use technology. It is important to document which platforms participants use, how they access information, and for what purposes. Please also note whether gender, age, or other background factors influence how children engage with technology.

- » **Session 2:** This session continues the exploration of how children on the move use technology and aims to identify usage patterns. In the activity **The Journey Path Game: Your Avatar's Story**, focus on how digital technology is used at different stages of the migration journey. Take note of differences in usage between stages and whether gender, age, or other backgrounds shape these patterns.
- » In the **Digital Pathways Vision Murals** activity, participants will reflect on what healthy digital pathways look like for children on the move and their communities. Pay close attention to how children describe and visualise positive relationships with technology, the reasons they consider specific people or networks to be supportive, and whether they perceive healthy digital pathways for children on the move to be different from those of other children.
- » **Session 3:** This session explores risks and harms associated with technology use. While a range of risks will be discussed, special attention should be given to technology-facilitated sexual exploitation. In the activity **Online Adventures: My Avatar's Journey Through Online Challenges**, document whether risks vary across different stages of the migration journey and whether gender, age, or background affect how risks are

experienced or expressed. In the activity **Navigating the Digital World Together**, observe whether girls and boys respond differently to risks, and whether age or other identity factors shape their coping strategies.

- » **Session 4:** This session invites participants to reflect on how to create a safer digital world for children on the move. In the activity **Plotting Our Path: Digital Stepping Stones**, note how participants understand protective factors—what they consider to be protective, and whether their views differ by gender, age, or background. Record who they identify as helpers or protectors and how these

individuals or groups provide support. In **Navigating to a Safer Digital World**, take detailed notes on the stories produced by participants. These narratives may offer valuable insights into how children imagine a future digital environment that supports and protects them.

- » **Session 5:** This session focuses on developing advocacy messages. Document these messages clearly and in detail. It is important to note who or what group each message is directed at, what specific actions participants are calling for, and any differences in advocacy priorities based on gender, age, or other characteristics.

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