



SETTING UP THE LINK FOR CHILD AND YOUTH PARTICIPATION:

A Methodological Toolbox* for establishing, supporting and developing Child & Youth Advisory Boards in the context of Linking Information for Adaptive and Accessible Child-Friendly Courts (LINK) project

** This is an enriched version for inclusive participation of children and youth with intellectual and/or psychosocial disabilities in decision making processes around the project implementation*



Sabine Lobnig
Consulting & Translations e.U.



**Co-funded by
the European Union**

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Justice Programme. Neither the European Union nor the granting authority can be held responsible for them.

Impressum

Published: 2025 in Budapest

Publisher: Terre des hommes foundation Lausanne, Regional Hub in Europe

Authors: Anastasiia Doroshenko (Tdh) and Aneta Teneva (independent consultant)

Contributors: Alketa Lasku (Tdh), Adi Sinani (Tdh), Dora Kiss (Tdh)

Proofreading: Sibina Golubovic

Special thanks: We would like to thank all partners of the LINK project who contributed to this enriched version of the toolbox by providing suggestions and comments, especially Aysegul Sukran Oz (Validity Foundation) and Victim Support Europe (VSE).

Table of Contents

TABLE OF CONTENTS

.....	2
.....	2
I – LINK PARTICIPATION JOURNEY TO THE CONTEXT	5
Introduction to the methodological toolbox	5
About LINK: what, why, how	6
Building a Culture of Inclusive Child & Youth Participation in LINK	6
Adopting the Lundy Model of Child Participation	8
Embracing the Social Model of Disability	8
CABs in the context of LINK	10
II – STARTING THE LINK JOURNEY WITH CABs.....	11
Eligibility criteria for CAB Membership	11
Announcing CAB Membership	12
During a friendly conversation the possible questions suggested to be explored are:	13
Skills Useful for Interviewing future CAB members.....	14
III - ALL THROUGHOUT THE LINK JOURNEY	16
Creating and Maintaining a Safe and Friendly Space.....	16
Ingredients for successful Child-Adult Partnership	17
Skills and values important for CABs facilitators	18
Thinking of Potential Challenges	20
Tips for Facilitation	21
Tips for Note Taking	23
Strengthening Competencies of CAB Facilitators	24
Self-reflection and reflective practice.....	25
IV – WALKING THE JOURNEY	26
Before, During, and After CAB Meetings.....	26
Structuring CAB meetings	28
Facilitating Child & Youth advice and expertise.....	29
V. SAFE LINK JOURNEY	34
Child Safeguarding	34
Trauma-Informed Practice	35
VI. KEEPING THE JOURNEY ON.....	37
LIST OF ANNEXES	39
Annex 1 - CAB Terms of Reference	39
Annex 2 - Call for CAB Membership	41
Annex 3 – Nomination Form	42
Annex 4 – List of resources for supporting children and young people in being safe online	43
Annex 5 – Parental and Child Consent Form	44

Annex 6 – CAB Attendance Facilitator’s Guide & CAB Attendance List.....	46
Annex 9 – Self-reflection Journal	50
Annex 11 – Energiser Toolbox: Online Modality	54
Annex 12 - Wrap UP Toolbox.....	55
Annex 13 - Some good practices for CAB facilitators to use or adapt.....	56
Annex 14 – CAB Meeting Sample Agenda.....	58

I – LINK PARTICIPATION JOURNEY TO THE CONTEXT

Introduction to the methodological toolbox

The initial methodological Toolbox was developed by Terre des hommes Regional Hub for Europe within the framework of the “JOURNEYS – Safe and Informed Journeys through Barnahus” Project¹. The Project was funded by the Justice Programme of the European Union and was implemented in the period of January 2023 - December 2024. Working in partnership with children, the focus of the project was on the rights of child victims and child witnesses to access child-friendly information and participation at Barnahus (Children’s houses).

The current Toolbox is adapted and represents a methodological guidance for facilitators of Child & Youth Advisory Boards (hereafter referred to as CAB) of the “LINK - Linking Information for Adaptive and Accessible Child-Friendly Courts” Project². **Being a practical and user-friendly tool, it offers facilitators a range of knowledge and practical activities on how to safely, ethically, and meaningfully engage children and youth in advisory and decision-making processes around the LINK project implementation.** It offers facilitators a know-how of creating safe meetings with child and youth³ advisors and organising inclusive activities for all CABs members. Being rooted in the concepts of children’s rights to participation and non-discrimination, this Toolbox pays particular attention to engaging children and youth with intellectual and/or psychosocial disabilities as active agents of positive social change rather than passive objects of assistance. As such, it is of paramount importance that the Tool approaches inclusive participation with attitudes and values of respect towards all children and youth, their voices and evolving capacities.

This Toolbox is a living document giving freedom to different countries and cultural contexts to adapt and create their own ways and practices to collaborate with children and youth with different abilities and experiences. There shall be an agreed understanding that there is no ‘one size fits all’ inclusive participation processes.

The essence of this Tool, from our point of view, is about implementation of a so-called “**Inclusive, Individual, Intergenerational Child and Youth Participation approach**” (3Is). The invaluable experience collected within the project timeframe needs to be documented properly, shared and used further for updating CABs methodology with evidence-based practices and observations. **We believe that participation and protection practitioners from all walks of professional lives can benefit from this methodological toolbox in their commitment to engage child and youth advisors in decision-making processes.** The activities in here can be facilitated in structured, semi-structured, and flexible manners. Ultimately, the selection of activities, its adaptation and delivery will first and foremost depend on the wishes and interests of children and youth we are working in partnership with.

Let the voices of children and youth lead their journeys!

¹ The JOURNEYS Project was coordinated by Save the Children Sweden, and was implemented in partnership with Terre des hommes Regional Hub in Hungary, Marie Cederschiöld University, The Council of the Baltic Sea States, Barnafriid (Linköping University), Tusla/Barnahus Galway (Child and Family Agency), and Bonigi. [JOURNEYS - Safe and Informed Journeys through Barnahus](#) | [ChildHub - Child Protection Hub](#)

² [Linking Information for Adaptive and Accessible Child-Friendly Courts \(LINK\)](#) | [ChildHub - Child Protection Hub](#)

³ In the context of this toolbox, a child means every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier, in line with the UN CRC definition. For LINK, young people aged 18-24, depending on the country contexts, could be invited for CABs, if it is deemed necessary. In this context we will talk about child and youth participation.

About LINK: what, why, how

The “**LINK - Linking Information for Adaptive and Accessible Child-Friendly Courts**” Project is implemented in the period from 1 June 2023 to 30 May 2025 and is funded by the European Commission Citizens, Equality, Rights and Values (CERV) Programme. The project aims to increase the accessibility and integration of child protection systems in criminal proceedings for children, particularly children with intellectual and/or psychosocial disabilities in 6 countries (Bulgaria, Czechia, Lithuania, Portugal, Slovenia and Italy) with project coordination led by Validity Foundation. This includes ensuring disability-, age- and gender-appropriate decision-making to protect, support and accommodate child victims. To achieve these goals, the project is implemented through a combination of four main activities, including the key one for which this Tool is purposed:

Organization of national children’s advisory boards, national roundtables and international conferences for the dissemination of project results and broader involvement of civil society, criminal justice professionals and children with disabilities.

This project provides a safe space for meaningful contribution of children and youth with/out disabilities in each country to share their views and recommendations on procedural accommodations and the effectiveness of existing multidisciplinary cooperation systems to ensure appropriate support, protection to all children, including those with intellectual or psychosocial disabilities.

As such, CABs are set up in the project countries. **The CABs collaborate with professionals to support with their first-hand expertise on two of the project deliverables, such as: (i) the Model of Multidisciplinary Cooperation System, (ii) National Trainings.** It is aimed for the Model to contain practice-oriented guidelines, standards for implementation and guidance for a proof of concept of a multidisciplinary cooperation system designed to enable children with and without intellectual and psychosocial disabilities to participate in criminal proceedings. The National Trainings is aimed to build the capacity of key stakeholders on how to ensure protection and participation of child victims with and without intellectual or psychosocial disabilities in criminal proceedings, in a multidisciplinary and cooperative approach in an age- and gender-sensitive manner.

Within the framework of the LINK project, the target group for CABs membership is child victims, aged 12-18 years old, and/or young people (19-24 years old) depending on each country context, including children with intellectual and/or psychosocial disabilities, children using an augmentative and alternative communication (AAC), paying particular attention to an active participation of girls. The LINK consortium is also mindful of the particular importance of the transitions faced by young people during adolescence. There is little known about challenges and appropriate interventions for children with intellectual and/or psychosocial disabilities, including age- and gender-appropriate procedural accommodations and how to make them work in criminal proceedings. Given its focus on accessibility and multidisciplinary cooperation in the provision of reasonable and procedural accommodations, project results have the potential to benefit **all**, not only child victims with intellectual and/or psychosocial disabilities.

Building a Culture of Inclusive Child & Youth Participation in LINK

The LINK project and children’s rights to participation, protection and provision of services for children who are victims or witnesses of crime is grounded in the **UN Convention on the Rights of the Child (UNCRC)**. Children’s right to express their views on all matters affecting them, and to have them given due weight, commonly described as child participation, is embodied in Article 12 of the UNCRC. In addition to being a right, child participation is one of the key principles of the UNCRC. As children’s rights are indivisible and interrelated, children’s right to participation is a guiding principle alongside other UNCRC principles concerning children’s right to non-discrimination (Article 2), the best interest of the child (Article 3) and the right to life, survival and development (Article 6). Drawing on the Article 2 on non-discrimination, children’s participation rights relate to ALL children irrespective of their gender, dis/ability, ethnicity, religion, sexuality, etc. Importantly, children’s participation *needs* to be considered in tandem with their evolving capacities and parental guidance (Article 5).

The Convention on the Rights of Persons with Disabilities (CRPD) is another international agreement between many countries. All the rights in this Convention belong to every person with disability, including children and young people. They are all equal and full members of society and must be respected. The Art. 7 of the Convention, which deals with children with disabilities, says:

“States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right”.

If participation of children and youth, including the ones with intellectual or psychosocial disabilities, is to be effective, ethical, meaningful and sustainable, it is essential that certain standards are met. If not, there is a danger that children will be manipulated,

placed at risk, or their involvement be tokenistic. As such, the UN Committee on the Rights of the Child, in its General Comment No. 12 on the Child's Right to be Heard, has identified **nine principles** of child rights-based participation (UN, 2009, para 134).

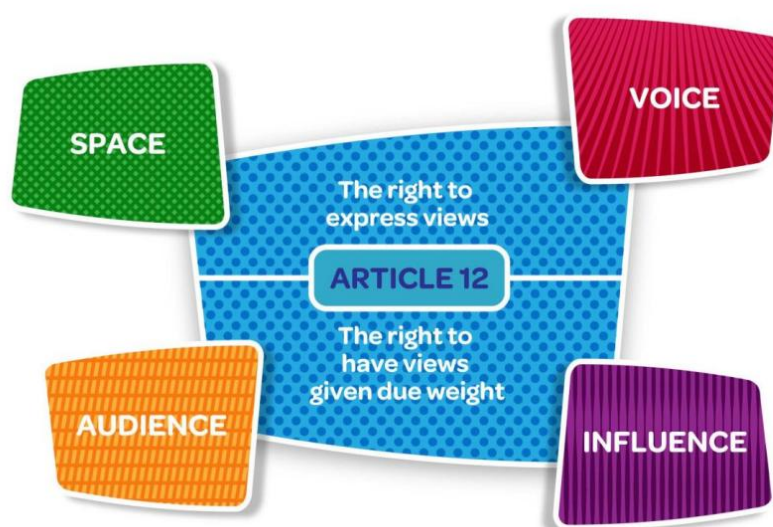
It states that participation must be *(nine principles here are explained in relation to LINK goals):*

- ✓ **Transparent and informative** - We must provide full, accessible, disability-sensitive and age-appropriate information to children and young people with/out disabilities.
- ✓ **Voluntary** - Children and youth with/out disability should be told that they can choose to cease their involvement at any stage. They have a free choice, and they have the right to say 'No' to anything (as long as it does not put others at risk of harm). Some children and young people with disability will need ongoing support to participate.
- ✓ **Respectful** - Children and youth with disabilities should always be afforded equal respect with other children. It is about mutual respect, and adults should provide opportunities for all children and youth, not only to co-work but also to initiate and lead their own projects.
- ✓ **Relevant** – Children and youth with/out disability engage with issues which are relevant to their lived realities; opportunities are provided for them to identify what is really important to them. They can build on their personal knowledge.
- ✓ **Child and youth-friendly** - When working with children and youth with disability, all approaches should be adapted to their capacities. Every child/young person will need a different level of support or form of involvement. What is needed for all, however, is the creation of friendly environment and adequate working methods, simple language and enough time, which always means in practice EXTRA time!
- ✓ **Inclusive** - Children and youth are not a homogeneous group, as such we need to provide equitable opportunities for all and avoid any kinds of discrimination.
- ✓ **Supported by Training** - Adults need preparation, skills to facilitate. Children and youth with/out disability can be co-facilitators. Active listening, communication skills, cross generational dialogue are very important.
- ✓ **Accountable** - A commitment to undertaking regular follow up and evaluation of participation activities is essential. Clear feedback how children and youth participation influenced our results. Children and youth with/out disabilities must be informed about how their views have been interpreted and used.
- ✓ **Safe and Sensitive to Risk** - Adults' knowledge and skills on Safeguarding are crucial here. Children must be aware of their right to be protected and where to go for that. A formal and accessible complaints procedure needs to be established to allow children and youth to make a complaint in confidence.

Adopting the Lundy Model of Child Participation

The Lundy model of conceptualising Article 12 is widely recognized and used in Europe⁴. This model was developed by academic Laura Lundy, Professor of international children's rights at the School of Education at the Queen's University of Belfast. Her model, detailed in a 2007 publication in the British Educational Journal, provides a way of conceptualising a child's right to participation, as laid down in Article 12 of the UNCRC. It is intended to focus decision-makers on the distinct, albeit interrelated, elements of the provision. The four elements have a rational chronological order, and are depicted via below diagram⁵:

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



The Lundy model of child participation provides a conceptual grounding for this methodological tool. **The four elements enabling children and youth meaningful rights-based participation cut across the activities suggested in here. What is crucial, however, is a practical application of all four elements when establishing, supporting and developing CABs.** Starting to think through the Lundy Checklist of Participation⁶ and referring to it all along the LINK is a useful foundation to begin with.

Embracing the Social Model of Disability

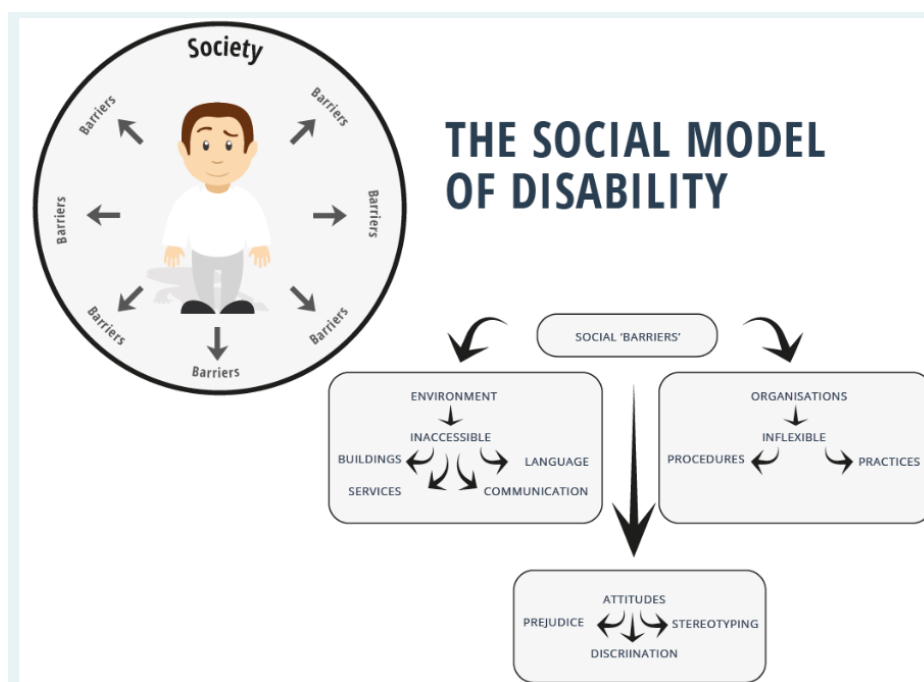
Despite the legal, conceptual and practical reasons of involving children and youth in decisions that affect their lives, there are numerous challenges implementing UNCRC Art. 12, whilst simultaneously keeping them safe and fully included. This methodological guide is based on the values of the social model of disability. The social model of disability understands that an individual's disability results from societal barriers to their inclusion, such as inaccessible buildings, non-supportive legislation or discriminatory attitudes. The social model differs from the medical model of disability, which considers an individual's impairment as the most important cause of an individual's inability to participate fully in society. In practice, the social model focuses on the removal of **barriers, experienced by each individual child/young person. It includes working with children and youth with disabilities to look for ways in which their social environment can be improved or modified to ensure full enjoyment of equal rights and freedoms.**

⁴ https://commission.europa.eu/document/download/31c5ad34-8ac4-4c11-a037-25cc5e10a96a_en?filename=lundy_model_of_participation_0.pdf

⁵ Ibid.

⁶ Lundy's Voice Model Checklist for Participation as included in Ireland's National Strategy on Children and Young People's Participation in Decision-Making 2015-2020 [lundy_model_of_participation_0.pdf](https://commission.europa.eu/document/download/31c5ad34-8ac4-4c11-a037-25cc5e10a96a_en?filename=lundy_model_of_participation_0.pdf) (europa.eu)

Applying the social model of disability requires identification of the types of barriers people with disabilities face, how they experience them and how to remove them. **This guide will show some good ways and practices how to remove the barriers in front of children and young people with intellectual or psychosocial disabilities to participate. This could be done sometimes with limited resources but with creativity and right attitude.**



Source: retrieved from the “Supporting Children’s Participation” Tdh ChildHub online course



There are many online resources offering a more detailed consideration of the social model of disability. Here you can find some more information:

- You can access the resources [here](#) and [here](#).

From our perspective, **the Three core principles** for implementing disability-inclusive programming with a focus on children and youth with intellectual or psychosocial disabilities are:

- **Enable** children and young people with disabilities to express themselves, to describe barriers they experience because they are real Experts.
- **Empower** children and young people with disabilities to be part of ALL activities where they could contribute and/or benefit from.
- **Provide** different or additional support for children and young people with disabilities, so they have equal basis with the ones without disabilities.

Equality, Diversity, Inclusion (EDI)⁷: This methodology adds on to Equality, Diversity and Inclusion (EDI), and co-production with children and young people generally and for the purposes of the LINK project specifically. **Child Participation is a two-way road of mutual learning, trust building and collaboration for intergenerational communication. The CAB methodology shall implement EDI values in practice.**



In Annex 13 the facilitators can find an exercise 4 for Disability Myths/Facts and invite all CABs members to discuss and build a group respect to diversity and equality attitudes.

⁷ This concept commonly refers to organizational frameworks that seek to promote the fair treatment and full participation of all people, especially these groups who have historically been discriminated or underrepresented on the basis of their identities or disabilities.

CABs in the context of LINK

Why CABs?

The CAB members are invited to participate in and meaningfully contribute to CAB meetings and related activities throughout the LINK project implementation because:

- Children and young people with disabilities are the experts in their lives; we cannot improve their lives without their involvement.
- Listening and learning from CABs will make sure we challenge any assumptions and stereotypes about them and their needs.
- Better understand their lives and what might help improve things for them.
- Children and young people have a unique perspective on their own life and the lives of other children and young people.
- More effective policies and practices, better tailored to the needs of children and young people.
- Develop better communication and collaboration between service providers or policymakers and children and young people.
- Children become aware of their rights in society feeling satisfied about their participation. They become more confident and knowledgeable.
- Opportunities for mutual learning and development for both children and young people and adults.

Who shall be in CABs?

According to the project document, the LINK engages child victims, 12-17 years old, including with intellectual and/or psychosocial disabilities and girls. As part of the LINK Project's structure, a CAB8 composition will be flexible, enabling the participation of children with and without intellectual and psychosocial disabilities. At least 5 children with relevant experiences will participate in the CABs, in each country, in each meeting. Of which, at least 2 children will be girls. Across the 3 meetings at least 3 will be children with intellectual or psychosocial disabilities and one of them will be a child that uses augmentative and alternative communication.

How is CABs work organized?

Depending on the work modality of implementing partners, such meetings take place in-person, hybrid or online. We suggest, where it is possible, for these meetings to be organized in-person. Throughout the project implementation each partner prepares, facilitates, and documents at least 3-4 CAB meetings through collecting attendance lists and meeting records.

What are the expected outputs?

For CABs to advise, provide feedback and suggestions to the project partners on the development of the project deliverables, such as a Model of Multidisciplinary cooperation System and Trainings in each country.

 For the Terms of Reference for Child & Youth Advisory Boards within the LINK project, please refer to Annex 1.

⁸ In the context of this toolbox, a child means every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier, in line with the UN CRC definition. For LINK, young people aged 18-24, depending on the country contexts, could be invited for CABs, if it is deemed necessary. In this context we will talk about child and youth participation.

II – STARTING THE LINK JOURNEY WITH CABs

This section outlines the process of forming a new CAB group or re-forming an already existing one, depending on the contextual circumstances. The section will walk CAB facilitators through the key steps of this process. Taking such steps will positively contribute to ensuring that the selection and interviewing processes are participative and empowering for all children and youth, and facilitators are supported at that stage.

*To begin with, we encourage you to self-reflect on your previous experiences working with groups of children and youth on a concrete project or theme. **Your own memories, experiences and lessons learned will help you visualize your CAB group as if you were a group member.** Use these memories to also imagine your CAB group. Which vision does the group have? Which values are important for you and for the group? What group rituals and topics would you like to facilitate and support children and youth on? What is the trail the CAB will walk together? What is the overarching message or lesson you would want to share with your CAB group? Engaging your creativity, document this self-reflection in your notebook. Keep it somewhere you can easily revisit from time to time, it can be a valuable tool to motivate yourself and celebrate your successes. It could also be inspiring to share it with your fellow colleagues!*

*You treat all children and young people with respect, dignity, empathy and equality. Children and young people with disability do not need extra support or special attention and different attitude all the time. You may need to adapt your traditional approach to interviews, activities, programmes, etc. when involving children and young people with disabilities. This will make you better at interacting with ALL children and young people. When you prepare for the first meetings with advisors with disabilities ask what they are **ABLE** to do, not what they can't do. If you need help from a parent, carer or interpreter at some stages or all the time, it is absolutely fine. Always speak directly to the child, not to the adults, who help you. You try to find the best atmosphere for the child/young person to participate. When you believe and show that you value everyone's contribution regardless of their ability/disability, all children and young people will start trusting you and will be open to communicate. It takes time, if you wish to build positive and friendly relationships with the child.*

Eligibility criteria for CAB Membership

The first step in forming the CAB group is having fair and transparent eligibility criteria. The eligibility criteria should be as inclusive as possible and not make unequal power dynamics between children/youth and adults, or between different groups of children/youth, by only supporting the most “visible”, active and easy to engage. Instead, we seek to engage as diverse a group as possible and encourage their joint engagement in the activities.

A good place to start is by considering the specific groups of children/youth whose voices are seldom heard for a variety of reasons. Such reasons can range from residing in hard-to-reach areas or disadvantaged neighbourhoods, coming from lower economic or minority social/religious backgrounds, living with different abilities and disabilities, or simply enthusiastic children and youth interested to advocate for the rights of other children and their improved well-being. **The ideal CAB group has a gender-balanced membership of children/youth with intellectual or psychosocial disabilities and those who are more active in promoting children's rights and contributing to children's well-being in their communities.** A balanced membership is helpful in creating a conducive and inclusive space for peer-to-peer learning and mentorship opportunities.

Within the framework of the LINK project, each CAB is composed of at least 5 children who are with relevant experiences, in each country, in each meeting. Across the 3-4 meetings at least 3 will be children with intellectual or psychosocial disabilities, 2 girls and one will be a child that uses augmentative and alternative communication.

Your criteria:

- Children between 12-18 or young people up to 24.
- Live in the implementing countries, so that they can attend CAB meetings in-person or online depending on the work modality, and can relate to lived realities of local children.
- Are willing and motivated to participate in the project activities, contribute to the wellbeing of local children and youth and the promotion of children's rights, and enthusiastic about learning new experiences.
- Include various experiences and abilities, for example children and young people from vulnerable backgrounds or hard-to-reach areas; the ones with intellectual or psychosocial disabilities are in big focus for LINK CABs, the ones having less favourable opportunities, children, victims or witnesses of crime and other children and youth with experience with the justice system.
- Include various profiles, for example children and youth from ethnic or minority communities.
- Child and youth participation is voluntary, and they can withdraw at any moment they deem necessary.

Depending on each context, these criteria can be contextualized and specified further. It is a good practice to consult with children and youth themselves on how to make the membership more inclusive. For CAB membership it might be important and reasonable to include some young people age 18+ (up to 24), if necessary, depending on each country contexts. Once the eligibility criteria have been contextually defined, it is time to actually start engaging children and/or young people. That is where the attention turns to next.

Announcing CAB Membership

The exact process of engaging children and youth may vary depending on the context, and the work modality (online or offline). Nevertheless, some of the common factors we recommend considering are as follows:

- Ensure that the information about CAB membership is made available in a child-friendly and/or easy read format. It should include an easy-to-understand description of the tasks CAB members are invited to engage in, approximate amount of time commitment needed and frequency of the meetings, types of support they can expect throughout the process as well as what they should get out of their participation.
- With this spoken, visual, or written information, consider conducting a child-friendly presentation of the project and CAB membership in a group setting (various options are listed below). In this way, children and youth will have an opportunity to have a sufficient overview of this engagement and ask any questions they may have before nominating themselves.
- You need to ensure that the information about the CAB membership reaches as many individuals as possible, from as many backgrounds as possible. **Remember it is your role to reach out to the most vulnerable children and youth, and no other way around.**
- Some of the possible avenues for announcing CAB membership include, but are not limited to:
 - Schools, non-formal education facilities
 - Sports networks, including sport for individuals with disabilities
 - Children/youth clubs, networks and movements
 - Children and youth services for children with intellectual or psychosocial disabilities
 - Community-based organisations working with/for children with disabilities.
 - Children you worked with in the course of the previous projects/initiatives
 - Parents/caregivers of children with disabilities formal/informal networks
- **Peer-to-peer information sharing is one of the most powerful ways in raising children's & youth interest and motivation for participation.** Children and young people acting as messengers could spread the word within their peer networks and invite others for applying.
- The announcement process can be done through posting **The Call for Membership (Annex 2) & Nomination Form (Annex 3)** in the places children and youth are most likely to visit. These Forms can also be distributed to trustworthy adults who regularly engage with children and youth, for instance teachers, youth workers, social workers, school psychologists, coaches etc. Alternatively, the Call for Membership and Nomination Form can be posted on the websites and social platforms relevant to the content and context of the project. **For children and youth with intellectual or psychosocial disabilities, if needed, it is important to create alternative materials and it is fine to encourage a parent's/carer's support when they apply or during the interviewing stage.**



For example, facilitators can prepare simple invitation cards for every child with an opportunity for them to choose between two options and to put a tick: YES, I will participate or NO, I will not participate. It is like an agreement between a child/young person and an adult. It is a ritual of commitment to be engaged and respected as a participant.

When the Nomination Forms are collected, it is time to conduct the interviews, what could better be captured as **friendly conversations**. **The suggestion is to engage in friendly conversations with all children/youth who submitted their applications.** This will require preparation of alternative tools when communicating with individual applicants who need additional support. It is possible to replace even alternative visual materials with just a friendly talk or audio text, or drawings, symbols, body language, etc.



Interviewing Process

Remember that the process of building safe, trusting and supportive relationships with the future child & youth advisors begins with the interview. For this reason, the interview has to be more of a friendly conversation with the child/young person rather than just a sequence of questions and answers. The impact of the first meeting with a potential group member on subsequent group meetings is huge. You are going to invite the child/young person on an exciting journey which offers the opportunities to learn and socialize, and the responsibilities to contribute. **This is your first message to the future advisors: you are looking for children and youth who are willing to dedicate themselves to a short-term commitment (three-four or more meetings), while being actively supported by facilitators.**

Before starting a friendly discussion, provide the child/young person with a short and age-appropriate overview of the project. This can include what the project is all about, what the main goals are, what the CAB is, what concrete tasks and what learning opportunities CAB members will have, and what experiences and opportunities they will get from participating in the project.

This dialogue will be different every time as children/youth need different amounts of information, specific time to absorb new things, time to feel comfortable with the adult facilitator, time to react to what they hear and understand.

When you speak with a child/young person with intellectual or psychosocial disability, you might need to:

- Give more time than initially planned or as for other children.
- Split the questions one at a time.
- Explain simple terms, like 'project' for example.
- Rely on support of children's parent/carer.
- Prepare a simple material to support your talk.
- Be ready to accept non-participation of the child.
- Be ready to accept the child is less focused on what you have said.
- Speak slowly but with respect.
- Give children a choice to express themselves in a way that is easier for them.
- Give children immediate feedback about what and how well they share their thoughts in this conversation.

During a friendly conversation the possible questions suggested to be explored are:

- Would you like to tell me about yourself? What are some of the things you care about?
- What are some of the things you enjoy doing during your free time? Would you like to tell me about some of the things that make you joyful?
- Do you know what the word "project" means? Have you heard about the LINK project?
- What are some of your interests when you think about being member of CAB group?
- Which of your talents would you like to offer to the group?
- Will it be difficult for you to come regularly? (for CAB meetings and CAB events)
- How could we support you?
- Are there any skills you want to develop in yourself when being part of the group?
- Are there any specific activities that you would like to engage in?
- Is there anything else you would like to share with me?
- Do you have any questions for us? Would you like me to tell you about any aspect of the project or the CAB in more detail?

All these and other questions shall be adapted or split in shorter ones, depending on every child's needs and maturity.

Please note, if the child/young person does not feel comfortable answering any of these questions, their right should be respected. In such cases, the child/young person should be reassured that you understand his/her decision, and it will not have any impact on his/her CAB membership.

Finish the discussion by thanking the child/young person for their participation, time and interest. Give your contact details, so that the child/young person can reach out to you, if they need any more information. Inform the child/young person that if at any point they would like to withdraw the application, they should feel comfortable reaching out to you too. Wish the child/young person a nice day ahead, and say that you will be in touch for further steps.

Following the interviewing process, there might be a larger number of children and youth willing to participate than the CAB is able to accommodate. In such situations it is important for the prioritisation to be based on the principle of non-discrimination, and rather be guided by the diversity of profiles and experiences brought to the platform. Your goal is to create a heterogeneous group in terms of age, gender, abilities, and social backgrounds. Importantly, this diversity of profiles and experiences needs to have a common vision, in your case, to promote the rights of all children, including children with intellectual or psychosocial disabilities.

If a communication needs to be sent to the child/young person as to why they cannot join CAB this time, it is important for it to be done timely and in a child-friendly manner. The child/young person should be offered opportunities to join other meaningful engagements, social, cultural, recreational or educational activities, through other active projects or local initiatives appropriate and interesting for them.

Skills Useful for Interviewing future CAB members⁹

It is well known that in communication it is not only the verbal message that counts. In fact, non-verbal signs have an important role to play in the effectiveness of delivering and receiving the message. **We usually think that we hear with our ears, but we also listen with our eyes, our mind, and our body.** All these qualities of a good listener will help CAB members express their real thoughts and feelings. This, in turn, allows for a better relationship.

Adults often fear that they require specific expertise to listen to children/young people with disabilities. **It is not always necessary to be an expert to communicate with a child with disability. Body language, humming, laughing, hugging, blinking are just some of the ways in which we naturally express ourselves and communicate with others.** Your attitude and individual approach are very important. Parents, carers, siblings, friends of the child could give you much more information in advance about the way the child feels comfortable to communicate.

One crucial element during a friendly conversation is to be **an active listener**. Remember that any conversation is always a two-way process. The below thoughts and ideas will support your friendly conversations with children.

- **Active listening:** children and youth want to be truly and genuinely understood for what they are actually saying and feeling. One way that we can work to genuinely understand them – and to show them that genuine understanding is a priority to us – is through active listening. Active listening is listening in a way that allows the child/young person the space to develop and communicate a full thought. It is a way of listening that helps them know we are listening and involves them in confirming and clarifying what we hear them saying. There are several components of active listening, including body language, clarification, and confirmation. **Listening to a child with complex disabilities effectively may require learning new techniques but not always. You should rely on your intuition, sensitivity and creativity. Show your interest to everything the child/young person wants to say but not judge immediately what was said. Do not feel uncomfortable if there are big pauses in your conversation with the child/young person.**
- **Body language** should convey to the child/young person that you are genuinely interested and attentive. Leaning slightly toward the child/young person is sometimes effective, sometimes – not. **It depends on everyone's personality and how close people should be, so that the child with a specific disability will feel calm and comfortable with.** Maintaining eye contact/being at the same eye level with the child and refraining from distractions (phone, side talks) conveys attention in most cultures. Body language that communicates undivided attention is more important than we might think. Examples include nodding, or saying simple things, like “I see”, “okay”.
- **Clarification:** try to really hear what the child/young person is trying to say to you. Do not interpret what you think they are saying – listen to what they are saying to you. Pay close attention, and if you have any questions about what they are trying to say, or are confused about something, tell them so and ask for clarification. **It is important to not speak for the child/young person, if they are slow and you try to finish their sentence. This could mislead them or lead to tokenistic results.**

⁹ Adapted based on the Facilitators Manual: Guidelines to enhance child participation and work with youth on Child Advisory Boards, AWAY Project, Terre des hommes

- **Confirmation** is one of the most powerful tools of active listening. Confirmation means checking with the child/young person periodically to make sure that what you understand from the conversation is what they are trying to say. At appropriate times throughout the conversation, pause to confirm that everything you have heard is correct. Start at the beginning and summarize everything you have heard. You may say something as simple as, *"I just want to make sure that I understand everything you have told me so far. Let me repeat it back to you and you tell me if I got anything wrong, or missed anything, okay?"*. You might be surprised how much additional important information you can get from the child/young person using this simple technique. Particularly when children and youth are excited or emotional, they often forget to mention important information they would like to share in their rush to communicate. Also, it is really important to use the child's own words or symbols, drawings, pictures in your summary.
- **The use of visual cues:** Children/young people with intellectual disabilities are provided with the 'Feeling Dice' (faces with 'Happy', 'Sad', and 'Angry' expressions) and asked about what activities, places, sounds, concrete people made them feel those emotions. This is a good start for you, as a facilitator, to clarify before and during the interviews. For some CAB members, try to combine visual and verbal element for better understanding. For more information, please refer to:

As simple as it may sound, **your friendly attitude, the tone and pace of your voice, and your smiling face** will all contribute to children feeling emotionally safe and comfortable in your presence.



Guidelines for consulting with children and young people with disabilities:

- You can access the guideline [here](#).

III - ALL THROUGHOUT THE LINK JOURNEY

This section explores the key considerations that need to be respected regardless of which stage of the journey child & youth advisors are walking through. Being underpinned by the rights of children to both participation and protection, these key considerations are a golden thread that runs through the processes of establishing, supporting and developing CABs.

Ingredients for successful Intergenerational Partnership:

- **Build Safe and Friendly Spaces**
- **Give enough Time**
- **Deliver Enough and Relevant Information**
- **Provide Free Choices**
- **Create Mutual Trust and Respect**
- **Benefits for Children from Participation**

Creating and Maintaining a Safe and Friendly Space¹⁰

Creating a safe space is crucial to fostering child & youth participation and supporting their sense of wellbeing. We all want to ensure that CAB members feel respected and are kept safe in our joint working. Needless to say, we want to honour the mantra of Do No Harm, but we should be going beyond this to consider how all our interactions, within any processes, are contributing to the wellbeing of children and youth and empowerment. Creating a safe space where they feel that they belong and are accepted is hugely important for supporting their wellbeing and meaningful participation.

- ➞ **Physical safety:** ensure that child & youth advisors have a safe space to gather and share their views. This means that ideally there is a location that is in a safe space, that the setting itself is child/youth-friendly, children and youth can feel comfortable there, and it is accessible for these in wheelchairs or who have intellectual disabilities. It is also recommended to consider whether the journey from their homes to/from the venue is safe, whether accompaniment and/or accessible transport/bus is needed, and whether the travel hours are safe (not too late that it gets dark or in rush hour). Some considerations for supporting children's and youth basic needs during the meetings would mean that they have access to clean water, snacks, and access to gender-disaggregated personal hygiene and sanitation facilities. It is important to prepare in advance simple signs, symbols or arrows on the doors and/or corridors to help children and youth with intellectual or other disabilities to easily find the venue, an accessible toilet, exit and not to be lost if they go out alone from the venue and need to come back. The setting should be easy for all to physically access, be step-free or have ramps and have disability-friendly toilets. The level of noises around should not be a barrier for children and youth with psychosocial disabilities to join the discussions. In case CAB meetings are facilitated online, check with children whether they have a quiet and private space to connect to the meetings, and explore whether there are any arrangements you can support them with.
- ➞ **Social safety:** ensure that child & youth advisors have a safe space to share their views and that their opinions will not be overheard by anyone who may pose risk. This consideration is of special importance for the meetings held online. Ask the child/young person if and who the child would like to join as a support person during the meetings. Ensure that proper safeguarding policies are in place, understood, respected, and safe reporting mechanisms are functional (see the "Child Safeguarding" chapter for more detail).
- ➞ **Emotional safety:** offering a space that is emotionally safe for child & youth advisors requires facilitators who have time and capacity to actively listen to them, meaningfully engage, and act on their voices, if it is safe to do so. Experienced facilitators can also support building connections between peers. If any child/young person is struggling, consider referring them to other services providing more specialized support for overcoming traumatic experiences and/or stabilizing their mental health and psychosocial wellbeing (with parental consent obtained). In what follows in this section, there are plenty of tips for CAB facilitators of how to support emotional safety of CAB members. Always provide a quiet corner or another place for a child/young person to calm down or relax if they need during the meeting, and come back to the meeting at any moment. Provide an adult support and opportunity for a child/young person to come back to the meeting at any moment. If the meeting is online, ensure there is an adult to support the child during and/or after the meeting.
- ➞ **Spiritual safety:** a safe space is somewhere where there is acceptance of all aspects of who we are, a place where we truly belong. Creating such a space can be challenging with children and youth from diverse backgrounds and life paths, but it is very important.

¹⁰ Informed by Currie, V., Lee, L., and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation

Co-create a few, 3-4 Ground Rules and build collective value systems which will help children understand guidelines for safe interactions. Ensuring that children's belief systems are respected, even if not shared, is important. Engaging children in creating shared value systems and safe ways of interaction is a great way to do this.

- **Referral pathways:** these are significant enablers in supporting children's safety for aspects outside of our immediate influence. For that, it is important to ensure that referral pathways are up-to-date, including the existence of any child helplines. Add this information in Risk assessment tool (see in Safeguarding chapter) before you start developing CAB sessions. It would be advisable to review referral pathways with children/young people to identify any additional sources of support that adult service providers may not be aware of. Moreover, you are encouraged to work with referral sources to encourage them to follow up with children who are making calls or visiting them for support.
- **Online safety¹¹:** if the CAB meetings are facilitated online, it is important to select a platform that is both safe and easy for the use by children and youth. Consider conducting a Staying Safe Online session at the initial stages of CAB meetings. Such a session would introduce CAB members to the very concept of online safety, discuss potential scenarios where their online safety might be threatened, educate them on safe ways of protecting themselves from such online dangers, thus empowering them to be safer and more comfortable online. For some children with intellectual or psychosocial disabilities online communication could be a better option, especially if they have communication difficulties or confidence issues to participate in person with other children. It depends on each child personality, and the facilitators have to observe and decide on the best way to include every child. You might also consider inviting children and youth to visit some child/youth-friendly resources specifically developed for supporting them in being safe online. A compilation of such resources can be found in Annex 4.

Additionally, it is also important to consider how the information will be safely stored. If meetings take place on Zoom platform, you could consider using Zoom cloud storage that would enable you to record, store and re-visit recordings of CAB meetings with password protection in place.

Ingredients for successful Child-Adult Partnership¹²

- ✓ **TIME & TIMING:** make sure you have scheduled enough time for the group and yourself to work through the activities scheduled for the meeting. Children and youth need your time and energy to support their participation and development. They may need time to reflect, to talk through things with you and among themselves, to explore and develop their own ideas. Pay attention for scheduling CAB meetings at hours not overlapping with other engagements children and youth might have, e.g. schooling, time usually spent with their families, public holidays, etc. The duration of the meetings should not be too long and tiring for children and youth, nor too short to be in rush and engage superficially.

While the group needs sufficient time to make the process collaborative, effective and productive, it is also important to have enough time to dedicate sufficient attention to each individual child/young person in the group and listening to individual voices. You could consider having a meeting of around 90 – 120 minutes with a 15-minute break in between and several 5-minute breaks. Children with intellectual or psychosocial disabilities may need more breaks and short time they could stay focused on the tasks. Sometimes it is the case for children without disabilities. Do have regular check-ins with children on how they feel and whether more breaks are needed.

The time for fun should be considered too - as it is about the final products and inputs of the group, it is equally about making CAB experience for children fun, playful and joyful! Having chats and making new friendships over refreshment breaks with healthy snacks would be liked by everyone!

- ✓ **PROVIDE ENOUGH INFORMATION:** To respect children's rights includes to provide them with enough and accessible information. This is the only way for them to be meaningfully engaged and to have opportunity to make decisions. Adults' role is to ensure children and youth have access to relevant information. Adults' ethical responsibility is to deliver transparent and adequate information for children and youth without trying to manipulate it. Children with disabilities could be great helpers when you adapt or prepare some materials for them. If you involve them even at the start, they will co-work with you to be ready with easy-to-understand texts for all children in CABs. If you are ready with accessible written materials for all children, you could reduce the need of other inclusive formats. **Keep information simple. Write in plain language. Make it as concise as possible. Use a minimum 14- point text size. This is a cost and time-efficient way of making your information instantly accessible to a larger number of your audience.**

¹¹ Informed by experiences of #CovidUnder19 coalition [#CovidUnder19](#) | [Terre des hommes \(tdh.org\)](#)

¹² Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des hommes

However, some children with intellectual or psychosocial disabilities are likely to have difficulty accessing information in written text – even in the largest font size. You need to consider other alternative formats. How to select what works for your CAB group? Analyse the needs of all CAB members, and group these needs to find out what strategy to choose when preparing materials. It is not cost and time effective to produce every communication product in every suggested format and language. **Easy Read format is very helpful for children with intellectual and learning disabilities. This format works for all children with/out disabilities because it presents the key concepts by pictures and simple words without a lot of background information. Adults like this format too.**

- ✓ **FREE CHOICES:** It is easy to say that we, adults, give choices to children and youth. **However, children need to learn how to make choices before they are able to make choices.** Many children in care or with disabilities are not able to make even simple choices for their lives. You shall start teaching those children how to make very simple choices, firstly between two things from everyday life and gradually, when they gain better self-confidence, they will be ready to give opinions on bigger life choices. One of the best ways to support children in making choices is through play (activity 3 in Annex 13). It takes time when a child is inexperienced, but this time is important because of long-term benefits for the child's personal development. **When you assign roles to CAB members, it is important to consider that one child may only be ready to choose images, colours and technicalities of a group project, whereas another may be ready to contribute to the content and make more complex choices.**
- ✓ **MUTUAL TRUST AND RESPECT IN RELATIONS:** nurturing strong relationships between children/youth and adults, and amongst children and youth is key to supporting and developing CAB groups. **We know from research that meaningful relationships are key to supporting children's participation and development.**
- ✓ **RECOGNIZE CHILDREN'S COMMITMENTS:** remember that children and young people are busy. They have roles and responsibilities that are important for not only their own lives, but the lives of their family, school, peer groups, and community. This, it is important for us to honour these roles, and ensure that CAB membership supports other roles and responsibilities they have rather than creates additional pressure. This is easier said than done, so it is great to consult them, and jointly agree on the timing for CAB meetings most conducive for them.
- ✓ **HONOUR TIME & COMMITMENT:** It's important to recognize children's & youth commitment to the project and CAB membership, particularly for those who are making large contributions of their time. Consider offering small remunerations, symbolic gifts, vouchers for books, school stuff, food, refreshments, covering transportation costs whenever possible, whatever is appropriate and feasible in the context you are working in.
- ✓ **CURIOSITY** is a great place to start from and a great attitude to maintain throughout the journey! If you face any challenge, rather than reacting, get curious, ask the child/young person, explore together! Why is this happening? What might be beneath the surface? What is the child trying to communicate? Is there any unfulfilled need that I do not know about? What can we do to address this challenge together?
- ✓ **EMPATHY:** put yourself in the shoes of the child/young person. What can you do for them to feel comfortable? Try to actively listen to and understand one another, building understanding for the other person's experiences. This means trying to relate to what they are feeling.

Skills and values important for CABs facilitators¹³

Supporting children and youth throughout their CAB journey means ensuring that they are offered the same respect as any other person, regardless of age. As such, some of the skills and values that are important to nurture in ourselves and apply throughout the inclusive journey are as follows:

- ✓ **Respect:** are the content of my messages, the tone of my voice and my non-verbal communication conveying the message to the child/young person of being valued and respected?
- ✓ **Active listening:** do I support creating a safe and supportive space for children/young people to express their voices?
- ✓ **Adaptability:** do I adapt my communication and way of working to their age and maturity? Is there any risk that they need to adapt to my needs and capacities instead?
- ✓ **Ability to let go of control:** do I feel comfortable to trust the process of children and youth taking the lead? Am I comfortable to balance children and youth being in charge of the process, while safeguarding their best interests at the same time?

¹³ Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des hommes

- ✓ **Appreciation for children's creativity and ideas:** do I regularly express appreciation of children's & youth's skills, capacities and contributions? Do I seek ways of showcasing their achievements to wider community members?
- ✓ **Acknowledge and put aside our own biases of children & youth, if any:** do I have any personal biases that prevent me from seeing children and youth as active agents of positive change? Where are such biases coming from? Do they prevent me from meaningfully engaging them? How can I challenge such biases?
- ✓ **Do not impose judgement or ideas:** am I judgemental towards their ideas? How can I gently suggest alternative ways of doing things without being and sounding judgemental?
- ✓ **Support children & youth to have ownership over the process and final outcomes:** can children and youth I work with proudly say that it is them who did it?

It might happen that adults act in ways that are not fully respectful or supportive of children's and youth's expertise. This is referred to as "adulthoodism" **There is no ideal facilitator, but you shall try to be good enough and avoid tokenism and adulthoodism.** Here you could find some **recommendations** when you work in partnership with children and youth throughout their inclusive CAB journey.

Start from Strengths: Always start with exploring children's strengths. What strengths do they have personally and collectively? What are the strengths that exist among their peers, families, local community, governments, and society? How can children and youth build upon their strengths? How can CAB membership help them to grow and thrive? Thinking this way helps identify the assets, capacities and opportunities for children and youth in their systems of support and their socio-cultural contexts.



For example, ask every child with/out disability to write, say or draw their super power! 'I am good at...', 'My Super power is to sing, to make friends, to play basketball, etc'.

Use the power of children's and youth's ideas for positive change: We know from our own experience, but also from research, that childhood and adolescence is a time of great openness and imagination. When encouraged to think critically and creatively about the world around them, children and youth have many ideas for positive change in our communities and societies. Providing a space for children and youth of different abilities, backgrounds and experiences to think through their ideas, and grow them, is an important component of supporting and developing them. Remember that different children learn and participate differently. You should reflect on this and how you will create spaces for them to think through their ideas!



For example, if there are children/young people who are visually impaired, you may have a dialogue circle and record participants' ideas instead of asking everyone to write sticky notes and read each other's thoughts. If participants have religious prayer times, structure your schedule, so that it does not disrupt their prayers. If girls are not speaking about certain issues when together with boys, gather participants into separate boys' and girls' groups to support conversation. Ensure you provide options for children of all genders (outside of self-identifying as boys and girls) to join groups. **When we work together across generations, we can build on children's ideas to make improvements in different walks of children's lives.**

Build partnerships: This will look different depending on each context. Think about how you might link CAB members with other groups in their community (and beyond!) and what would be most inclusive and sustainable after the project. Linking child advisors with other formal or informal child protection and child participation systems, networks and external events will also support sustainability of CAB membership beyond the project timeline. This will be explored in more detail in the final "Keeping the Journey ON" section of this toolbox.

Challenge oppressive ideas, if it is the case, and if it is safe to do so: Be prepared to push back respectfully if/when child & youth advisors reflect oppressive or discriminatory ideas that do not reflect their best interests. Even children and youth might reflect unhelpful ideas they have learned in their homes and communities, such as boys are smarter than girls, or otherwise, or certain ethnicities are better than others. When these things come up, **take a chance to pause the conversation. Get curious, ask the individual why they think this is so (if it is safe for everyone in the group to explore this). Encourage other participants to share their ideas by asking if there are other thoughts in the group around this, or whether there are alternative angles to look at this. If you know of a "champion of change" in the group, consider asking them as it is best when the ideas for change come from the participants themselves. Consider including this consideration in your Group Respect Agreement at the start of your time together.**

Thinking of Potential Challenges¹⁴

It should not be assumed that, upon being selected, all child & youth advisors have equitable access to meeting spaces, or are equitably placed to meaningfully contribute to CAB activities. Potential barriers to participate and contribute will vary for each individual CAB member, and it is important to start understanding such barriers early on in the process. For that reason, one of the questions suggested for exploring during a friendly conversation is related to the individual's potential obstacles participating, and how we, collectively, can dismantle them.



Some psychosocial or intellectual disabilities can be invisible. Protection and safeguarding measures shall be in place for every individual child/young person. It is very important for the facilitator to know in advance about specific challenges the child/young person could have.

The below questions invite you to reflect on some of the barriers that might stand on the way for child & youth participation in CAB meetings. Bear in mind that the barriers presented are not exhaustive and would vary depending on the context and lived realities of individual child and youth advisors.

- **Physical barriers**
 - Would the child/young person be able to safely commute from his/her neighbourhood to the CAB venue? Would they need to be accompanied on their way to/from the venue? Will they be able to cover travel expenses?
 - Is the venue disability-friendly? Would individuals with limited mobility be able to get to the venue and move through it?
- **Material barriers**
 - If CAB meetings are facilitated online, are we sure that every participant has access to technology (computer/phone)? Do they have headphones to connect to CAB meetings? Do they have a quiet and safe place to connect online?
 - Is there any support needed with internet data? To ensure that virtual meetings are as accessible as possible, and also to contribute to addressing digital divide, consider allocating budget to make sure that child & youth advisors have access to mobile data when needed. In practical terms, they could be invited to submit simple data request forms indicating their phone number that they would like the data to be sent to with you topping up their data using mobile apps¹⁵.
 - Are children and youth and their families able to have their basic needs met (food, healthcare, access to education, accommodation etc)? Can we link them with respective services so that it does not stand in a way to their interests and abilities to participate?
- **Cultural and spiritual barriers**
 - Do all children and youth feel comfortable sharing experiences and ideas specific to their culture or spiritual identification? Do all participants have a sense of belonging to the group, regardless of their socio-cultural background?
- **Mental health and psychosocial needs**
 - Do children and youth have psychosocial capacity to fully participate? Do they feel physically and emotionally safe in their families, peer networks and/or neighbourhoods? Do they have emotional resources to participate, thrive and grow in the process? Is there a need to safely link them with community-based or specialized support?
- **Language barriers**
 - Do all participants speak the same language? Do you need an interpreter? (it is about budget planning for interpretation services as well!)
 - Are all participants able to speak or some have speech impairments?

¹⁴ Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Project Guide: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des hommes

¹⁵ <https://www.ding.com/> is one of such options



Tips for Facilitation¹⁶

Supporting meaningful inclusive participation of child & youth advisors is as much about the process as the final results and deliverables of the project. Below presents some tips how to build and nurture safe, supportive, and respectful relationships with CAB members.

Building and Nurturing Relationships

- **Use a positive approach:** Stay positive and energetic.
- **Be a role model:** Act in positive ways. Share healthy values that child and youth advisors can learn from. Supportively guide them, but do not direct them or assert your opinion.
- **Build relationships:** Help CAB members feel valued and respected. Be sensitive and sincere. Create spaces of trust during the initial meeting and maintain it all throughout the journey.
- **Be patient and flexible:** Things do not always go as planned, and it is okay!
- **Be prepared with back up ideas and activities:** *"Plans means nothing, planning means everything"*. Be ready for things not to go as perfectly as you planned. If an activity goes off track, gently try to bring it back – do not forget your sense of humour and that it is important to listen to what child advisors are telling you!

Listening to and Speaking with Children and Youth

- **Actively Listen:** Take time and listen carefully to children and youth, their stories and anything they feel like sharing with you. Make sure you are fully listening and not just waiting to speak. Listen as much to what they say, as to what they do not say. There is much information in their silence and body language.
- **Treat children and youth with respect:** Supportively accompany CAB members while they are doing activities, demonstrate your genuine interest by asking questions and learning how they see the world around them and their place and their roles within it.
- **Pay attention to body language:** Watch body language (e.g. fidgeting, being noisy or aggressive or being very shy or quiet). Look for clues about how CAB members are feeling during activities, and whether any additional support is needed, either collectively or individually.
- **Reflect on your own attitudes:** We all have ideas of how things are and why they are like that based on our own life experiences and culture. Remember that your own experience will affect your understanding of children's and youth's stories.

Asking "Good" Questions

- **Ask open-ended questions:** Open-ended questions do not have 'yes' or 'no' answers. An example of a close-ended question is *'Would girls have different experiences of being child advisors than boys?'* An open-ended question would be *'In which ways may girls' experiences of being child advisors differ from the ones of boys? Why do you think it might be the case?'*
- **Avoid leading questions:** Leading questions contain the answer in the question, and do not give a choice in their answer. An example of a leading question would be *'When preparing an awareness raising event, would a drama performance be more engaging for children and youth than a radio talk?'* A non-leading question would be, *'In your opinion, what type of awareness raising events would be more engaging for children and youth in your community?'*
- **Reinforce that there is no right or wrong answer:** Encourage child and youth advisors to express their opinions and feelings freely without judgment.
- **Use Probing:** Probing is when you gently ask questions to learn more detail based upon your first question. This is useful when you want to find out more about what a participant is thinking. Helpful probes are *'Can you tell me more about that?'* *'Why do you feel*

¹⁶ Adapted from Currie, V., Lee, L., and Wright L. (2019) You Create Project Guide: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des hommes

that is?’ ‘You mentioned you are interested in making drawings for awareness raising booklets, what kind of drawings would you imagine?’

- **Use Prompts:** Prompts are expressions or words that encourage children and youth in their story. Sounds such as ‘uh huh’ show that you are interested and actively listening and encourage them to keep going. Make sure not to use words/phrases, such as, ‘right’ or ‘correct’ that suggest you have an opinion about their answer. Your role is to facilitate the process for them to share without your judgement.
- **Use Repetition:** By repeating a participant’s last word or phrase you can reinforce that you are listening and encourage them to say more.
- **Ask basic questions:** Basic questions can help you explore a subject more deeply. They help you put aside any ideas or judgments of your own and learn from children and youth. In this sense you are seeing the participant as the ‘expert’ on the subject matter. For example: *“What do you think about that? How does that make you feel? Would you like to say more about that?”*

Supporting Diverse Behaviours

- **Be patient:** Show patience and empathy with children and youth.
- **Show respect:** Show respect for their perspectives, even if your opinion is different.
- **Provide children and youth with special opportunities:** If participants are restless, or are acting out, give them a special task such as writing on the flipchart, so that they feel recognized and valued. Always be curious about what that behaviour might be all about. What is there that the child/young person is trying to communicate with their behaviour?
- **Explore their concerns:** Give room for CAB members to voice their concerns, including about the project and its final products, as you could gain valuable information.
- **If participants are resistant or unresponsive:** Allow them to sit in their own space and reflect. Create a comfortable space for them to feel that they can re-join the activity anytime. If it feels comfortable, ask them a couple of questions about their lives or another topic to help them relax, then return to the activity. As everyone has the right to participate, they equally have the right to withdraw from participation at any point they feel so.

Supporting CAB Group

- **Actively and meaningfully engage children and young people:** Depending on the age-range in your CAB group, you may need to make little changes to activities so that they meet everyone’s needs and capacities. For example, you may use different words and ideas to explain something to a 14-year-old than to an 18-year-old. Be sure you are engaging everyone.
- **Be inclusive:** Find ways to adjust your facilitation, so that all CAB members can participate. Pay specific attention to participants with diverse physical or mental abilities. Never force someone to participate. Inclusivity starts by making sure the space is accessible for everyone, and everyone can participate in the activities.
- **Nurture a culture of responsibility:** Do not be afraid to hold CAB members accountable (responsible) for their behaviour. Set shared grounds rules in a Group Respect Agreement at the very beginning of your CAB journey, so that you can keep referring back to this joint commitment, when and if needed, as you move forward. Be firm but respectful, and create opportunities outside the group to talk through any issues.
- **Privacy is fundamental:** Remind participants that all children have a right to have their privacy protected, in line with the UNCRC Art. 16. It is important that the CAB group respect each other’s privacy and they do not share what they have heard with others outside of the group. Tell CAB members that although most things are confidential, if they tell you something or you suspect something is happening to them that puts them or others at risk, then you will work with them to find someone who can provide support. Please refer to the “Child Safeguarding” section and your organisational Child Safeguarding Policy for more information.
- **Encourage critical and creative thinking:** This is an opportunity for child and youth advisors to think differently about their lives and the lives of others in their community, raise questions and explore possibilities in a non-threatening way.

- **Be comfortable with being uncomfortable:** Change can often include feelings of discomfort and confusion. Recognize and pause during these moments.
- **Learn from mistakes:** We all make mistakes. Try to think of mistakes as opportunities to learn and areas for improvements. You can be honest with CAB members when you make mistakes, as a way to role-model how we learn from what doesn't go well or could have been done differently next time.
- **Be aware of and take steps to address power dynamics:** Be aware that by age, position, class, culture, religion or gender, you may be in a position of power, and this can impact how participants respond or not respond.
- **Pre-identify community support networks:** Find out potential support people and/or organisations that children and youth might be willing to reach out to for collaboration in the course of their activities.



For more practical advice on how to support inclusive CABs, please refer to:

You can access the good practices [here](#) and [here](#).

Working through potentially sensitive subjects

Whenever we are exploring, it helps us feel well. At the same time, the process of exploration may also open up conversations about what does not feel well. We never want a child/young person to feel that we are asking direct questions about their lives or asking them to share something they are not comfortable with.

- Ask questions that use pretend situations and explore their understandings of common experiences in their communities. *For example, what types of things make children feel well / not so well in your community?*
- Watch participants' non-verbal cues and stop the discussion, if they become upset. Do remember to follow up at a more convenient opportunity.
- Sit with someone who is upset and provide compassionate listening.
- Work with your co-facilitator to follow up with a participant who shows signs of distress during activity.
- Remember to connect participants to the additional support people, depending on their individual needs. You may want to put the support workers' names on a flip chart paper in case they want to self-refer, or you may need to contact this person yourself and help connect them with a child and their family.
- Remember not to expose participants to any physical or emotional harm and to keep them safe in the course of CAB activities. Respecting your organisation's Code of Conduct and Child Safeguarding Policy is everyone's responsibility.

Tips for Note Taking¹⁷

Note taking is a skill, and as with any other skill, it requires some practice to be comfortable with. While the importance of note taking should not be underestimated, it should not overshadow an actual engagement with child and youth advisors, building and nurturing person-to-person communication, facilitating their voices and paying attention to both overall group dynamics and each individual in the group.

The preparation for note taking starts before an actual CAB meeting. Before CAB meetings, it is recommended for CAB facilitators to review the schedule of the upcoming meeting and its objectives. Discuss any modifications you might need to integrate making sure that suggestions of child and youth advisors are reflected in the schedule. You will need to tailor your notes to the objectives of each CAB meeting. Depending on the number of CAB facilitators, the role of a note taker should be agreed among themselves ahead of the meeting.

¹⁷ Adapted from Currie, V., Lee, L., and Wright L. (2019) You Create Project Guide: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des hommes



Note Taking during CAB meetings

Begin the meeting with welcoming child and youth advisors and filling-in the CAB Attendance List with the use of CAB Attendance Facilitator's Guide (Annex 6).

Take detailed and accurate notes in your notebook. **Pay attention to what is important to the group.** Otherwise, how would you know what is important?

- ✓ **Record main points:** when CAB member responds to a question, record the key points.
- ✓ **Record memorable words, phrases or quotes:** record phrases and quotes used by advisors.
- ✓ **Gather stories or examples:** stories and examples provide insights into how advisors see themselves, others, and the world around them.
- ✓ **Listen for recurring themes:** If more than one participant says the same thing, be sure to note down how many times you heard it, and be sure to include any minor differences you heard.
- ✓ **Repetition:** Note key words or phrases that are repeated.
- ✓ **Capture key questions asked,** and be sure to answer these questions. If you do not have immediate answers to participants' questions, say that you will find out and will get back to them during the next meeting, or in the meantime.
- ✓ **Note body-language or non-verbal cues:** these non-verbal cues may tell you something about what the participant is thinking and feeling. For example, if the child/young person constantly avoids eye contact with you, they may be feeling uncomfortable. It is important to be aware what cues exist in your own cultural setting, especially if the CAB group includes a variety of cultural backgrounds. Because observing non-verbal cues is more challenging when facilitating CAB meetings online, caution needs to be exercised not to misinterpret them.

There are three types of notes taking that you can use in your notebook to help speed up the process:

- **Running notes:** a close to word-for-word record of what is said.
- **Jotting:** notes of key words and phrases that will jot your memory when you write out the meeting minutes in full later.
- **Categories:** include main points, related points, and examples.

The sooner you write your notes, the easier it will be to remember the details. It may feel hard to do it at the end of CAB meeting, but it will be much easier than trying to do it in a few days. Remember that whatever type of notes you take in your notebook you are advised to write them in the CAB Meeting Documentation Form (Annex 7), so use the method that works best for you. Last but not least, remember to keep your notebook, CAB Attendance Lists and Meetings Documentation Forms in a safe place in respect of CAB members' privacy.

It is not easy to take notes and facilitate the CAB process at the same time.



One good practice we recommend is for you to prepare in advance some simple posters, charts to collect children's feedback during the meetings. It could be like a ritual for the child/youth advisor to put their key word, sign, agree/disagree or to share their feelings with happy/sad faces, etc.

Strengthening Competencies of CAB Facilitators

There are no ideal facilitators, but you have to be good enough. This means constant learning and capacity development. Child & youth participation trainings and strengthening competencies of CAB facilitators are part of the whole process. **Rather than being a one-off event, capacity strengthening of CAB facilitators is an ongoing process that mirrors evolving needs and capacities of child and youth advisors as well as contextual changes.** It cannot be assumed that CAB facilitators naturally possess the levels of knowledge, skills and attitudes needed to be able to meaningfully and safely engage children and youth. As such, an onboarding training needs to be complemented with refreshers and supportive supervision, coaching and mentoring throughout the journey. Some of the key themes we recommend for CAB facilitators to be progressively trained on are as follows:

- Child Safeguarding
- Fundamental concepts of Child Protection necessary when working with children: childhood and adolescence, child and youth development, child rights, child abuse, etc.

- Child rights principles and their application with CABs: Best interest of the child, Child participation, Non-discrimination, Life, Survival & development
- Key concepts of meaningful child & youth participation, types and models of child participation
- Communication with children and youth
- Key concepts of mental health and psychosocial wellbeing and trauma-informed care
- Safe identification and referral of children and youth to other services providing basic needs and/or more specialized support
- Psychological/Physical First Aid
- Practical tools, games, resources to adjust to the needs of children and youth.



Please see online training modules on the following topics:

- [Supporting children's participation in the decisions affecting them](#)
- [The Quest: Children's Guide for child support workers to better your professional practice](#)
- [You Create: Youth-led Arts-based Participatory Action Research for Well-being and Social Change](#)
- [Planning a Collective Participation Process with Children](#)

Please note that these suggested themes are not exhaustive, nor exclusive, and will depend on capacity strengthening needs of individual CAB facilitators. Also, capacity strengthening activities on these themes do not necessarily need to be delivered within the framework of formal trainings. They can be integrated within the practice of supportive supervision that could combine provision of theoretical information, role playing, and reflective practice.

Self-reflection and reflective practice¹⁸

Self-reflection is a valuable tool to support our own personal and professional growth. It is valuable to always be reflecting on our own lived experiences (what has occurred in our lives that makes us who we are) and positions in relation to privilege and power and how this effects the way we engage with children and youth.

This is helpful in terms of understanding how we perceive, for example, age, gender, position in society, and relative privilege, and how this impacts how children and youth see us and interact with us. By understanding our own value systems, how our own personal and professional life experiences influence how we show up in the world, and our own biases, we can learn how to better navigate interactions, and ensure everything we do works towards supporting the wellbeing and participation of each and every child we engage with. Sometimes this can cause unsettling feelings of surprise, guilt, embarrassment, frustration with oneself and/or systems when doing deep reflection. **Remember that reflecting on and deconstructing our understanding of the world is hard work and it is okay to feel unsettled!** Take time to ask questions, be open minded, and seek out support if you need to.

To carry out reflective practice you can keep a regular journal where you take notes of your experiences and/or record reflections on an audio recorder that you have. You can also take time to have conversations with your colleagues and/or your supervisor/mentor to regularly critically reflect on your experiences and ways you engage with children and youth. You can find some tools that are helpful in supporting your reflective practice in **Annex 8 "My journey to meaningfully engaging children"** and **Annex 9 "Self-reflection journal"**. Do not wait to try them out!

¹⁸ Based on Currie, V., Lee, L., and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation



IV – WALKING THE JOURNEY

The CAB facilitators have an important role to play in creating and facilitating a safe and conducive space for children and youth to express their voices, listen to them, and act upon their voices, if it is safe to do so. Here are some handy tips to support you to feel comfortable and confident to plan, facilitate, and follow up on CAB meetings.

Before, During, and After CAB Meetings¹⁹

BEFORE CAB MEETINGS: PLAN AND PREPARE

1. When planning CAB meetings ensure that the agenda is informed and led by the views and interests expressed by child and youth advisors themselves. **The agenda shall be a simple and child/youth-friendly one-page informative piece of paper. It may include images, photos and symbols, if this is more familiar for an individual child/youth with disabilities.** In Annex 14 you can find a sample agenda to refer to and adjust according to your real CAB situation. This is an example for you to support and inspire you when preparing your own plans. **We recommend to co-work the agenda with children and youth as partners.** If you involve them at that stage, you will contribute to their self-esteem and ownership on CAB process.
2. **In consultation with child & youth advisors select time, date, and location for the meeting.** Send a reminder about the upcoming meeting to all child & youth advisors using pre-selected accessible communication channels, e.g. emails, WhatsApp chat, setting recurring calendar invites or just call them.
3. **Develop the agenda of the meeting using activities from this toolbox and any other pieces you and CAB members might want to add.** Every child/young person has a different ability to understand their role in CABs. For the child/young person with an intellectual disability, based on their needs, it will be good if you interact with them directly, do not ignore them. **Break down information into small easy-to-understand sections. If necessary, involve a family member to better understand child's likes/dislikes and the agenda. Provide information in writing and with pictures.** Decide on energizers to keep the energy up, the main activity of the meeting, the wrap up activity as well as online polls in case of online meetings. Ensure that you have supplies needed.
4. **Prepare the venue:** Make the room/space feel fun, safe, quiet, and supportive. **You may want to put up a welcome sign, print pictures, or add any pieces that support child advisors to feel welcome. As practice shows, a mood meter is a common and accessible tool for children and youth of all ages to share their mood at the beginning and at the end of the meeting (a happy face, sad face, etc.)** See if it is possible to have refreshments. In case of online meetings, refreshments, e.g. candies, biscuits, could be sent to children by post prior to the meeting.
5. **Make a Checklist of the materials you will need** to bring and the things you will need to do before the meeting. Consider preparing PowerPoint/Prezi presentation (or any other similar digital tools), especially in case of meetings online, to provide CAB members with all the information they might need in an accessible way.
6. **Identify a support person who will be available to support CAB members, should anyone need extra physical or emotional support.** This person may be a counsellor or psychosocial support person, sometimes a parent/carer but they must not be directly involved in facilitating the activity. Consider displaying the contact information of this person during every meeting, in a format and at the height children can easily read.
7. **Mentally prepare yourself:** Be emotionally present and available to engage with child advisors and listen well.

¹⁹ Adapted from Currie, V., Lee, L., and Wright L. (2019) You Create Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des hommes

-  For children with psychosocial disabilities who fear new places/meeting new people for the first time, propose a meeting with a family member / friend present.
-  If they have space issues (claustrophobia), show them the nearest exit, make sure not to stand/sit too close to them if this is uncomfortable.
-  If they feel upset, find productive ways to accommodate these feelings in a way that is comfortable for them.
-  They could have a fear of getting lost: meet them in a location they know and then accompany them to the venue. Rely on adults' support for these children to feel calm and confident in the venue.

DURING CAB MEETINGS:

1. **Arrive early:** arrive before the child & youth advisors, so that you can organize the space and complete any lastminute details. Join online meetings a few minutes in advance and ask advisors to do the same. This will provide a leeway in case of any technical issue.
2. **Welcome everyone:** thank advisors for coming and conduct an energizer/warm up activity drawing ideas from the Energizer Toolboxes (Annex 10 & Annex 11). As they feel more comfortable with each other, encourage them to propose and/or co-lead the conduct of energizers on their own.
3. **Facilitate introductions:** if you are meeting as a group for the first time, take time for introductions and ice-breaking activities. You can use any fun creative way to support introductions and/or get suggestions from the Energizer Toolboxes.
4. **Establish a Group Respect Agreement during the first CAB meeting:** work with child & youth advisors to develop their own agreement to set guidelines for how everyone wants to work together. You may need to prompt and guide with additional ideas, and the "Establishing a Group Respect Agreement" activity (Annex 10) provides insights for it. Be sure to write it down where everyone can see it and ask all CAB member to symbolically sign it.
5. **Explain the specific objective of the meeting on that day, and what the main activity will be.** The main activity may relate to facilitating the voices of children and youth on a specific project deliverable, co-producing tools or services and/or any other decision-making processes around the project implementation.
6. **Be aware of the mood in the room:** discussing challenges or becoming more aware of challenges children and youth are facing in their daily lives can feel frustrating and overwhelming. You may need to remind CAB members about the good things in their families and communities and/or pause to play a game to unwind. Practice relaxation methods with the whole group.
7. **Close the session** with the conduct of one of the activities from a Wrap UP Toolbox (Annex 12).
8. **Discuss next steps:** always be ready to inform child and youth advisors of the next steps of their engagements with CAB, and answer any questions they might have. Agree with them on where and when the next meeting will take place and who will be reaching out to them with reminders and information sharing. If needed, signpost children and youth to additional information resources, they are interested in.

-  If CAB meetings take place online, consider using different options for making participation more engaging:
- Online whiteboard options (e.g. Google Jamboard, Miro, Mural)
 - Team apps (e.g. Basecamp, Trello)
 - Online polls (e.g. Inbuild poll function in zoom, Mentimeter, Sli.do)

AFTER CAB MEETINGS:

1. **Follow up with any child & youth advisor who might need additional support** with regard to their individual needs and circumstances.
2. **Document the results of the meeting** using the CAB Meeting Documentation Form (Annex 7).
3. If CAB members engaged in online polls and/or shared their ideas on a whiteboard, consider generating them into PDF documents, and sharing with them. **If online meetings were recorded, signpost CAB members to where they can access recordings**, so that they can catch up in case they missed out on the meeting. Again, ensure that such recordings are password protected.

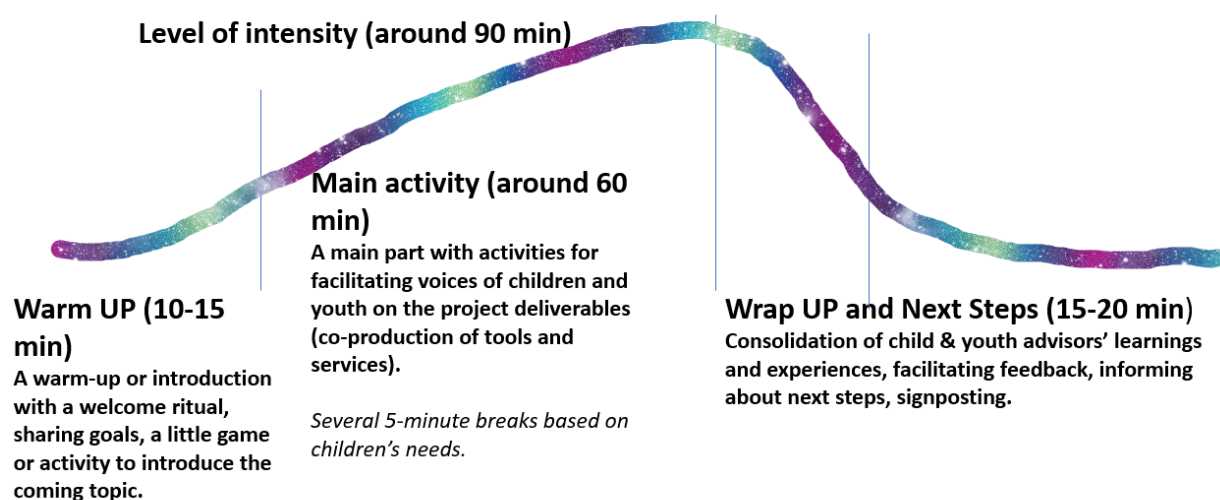
Structuring CAB meetings

The way you structure CAB meetings will be influenced by the task child & youth advisors are invited to engage in.

Within the LINK project, children and youth advise, provide feedback and suggestions to the Project partners on the development of the project deliverables, such as *a) Co-creation of LINK Model of Multidisciplinary cooperation system and b) Co-designing National Trainings for criminal justice professionals and relevant stakeholders involved in the participation and protection of child victims with and without intellectual or psychosocial disabilities*. At the same time, depending on the availability of resources and children's and youth interests, this scope of tasks could be complemented further.

It is recommended for the structure and content of CAB meetings to follow a below-depicted intensity curve²⁰. This intensity curve will support your reflection along the different phases of the meeting: how are you going to get started, how are you going to accompany CAB members to provide their expertise and learn new things, and how you are going to end the session so that it is "understood" and that everyone wants to come back and continue together. **We recommend for CAB meetings to be conceived in three stages as follows:**

The intensity curve



1. Warm Up, Introduction, Getting started (around 10-15 minutes)

This is the beginning. Children and youth are often excited when they arrive. Give them time to look around, agree on the agenda of the session, choose how to participate. Allow them first to introduce themselves and get to know each other as a small team (Today I chose to be here Chart in Annex 13 and Annex 10). **Facilitate the process of creating group ground rules** as the first team task (Annex 10). Getting started helps focus the group and prepare their minds for the activity. **Introduce children and youth to the main objective of the meeting, so that they know what to expect.** If we want CAB members to participate, set the tone in the first 5-10 minutes to get them involved right from the beginning. Consider drawing ideas from the Energizer Toolboxes that offer ideas for both in-person and online modalities (Annex 10 & Annex

²⁰ Adapted based on the Working with children and their environment: Manual of Psychosocial Skills, Terre des hommes

11). In case CAB meetings are facilitated online, you might also want to include right from the beginning group brainstorming exercises using online whiteboard options (e.g. Google Jamboard, Miro, Mural) or online polls (e.g. Inbuilt poll function in zoom, Mentimeter, Sli.do). **It is important to include from the start all children no matter what kind of activity and working ways you will suggest.**

2. Main part (around 60 minutes)

The main part is made up of the activities aimed at facilitating children's and youth advice and expertise on the LINK project deliverables, so co-producing tools and services.

Importantly, depending on the context and time frame, advisors' needs, capacities and particular tasks they are willing to engage in, **consider including a range of activities aimed at strengthening their knowledge and skills** (e.g. trust building, cooperation/collaboration, communication, self-awareness and management of emotions, problem solving and creative thinking, and responsibility). A great variety of options might be considered here, ranging from legal literacy to IT skills, from drafting CVs to directing short movies, from storytelling to simple budgeting to public speaking and advocacy, and so forth! This will support their full and meaningful participation and leadership.

For the purpose of LINK project context and time frame, **it is very necessary that CAB facilitators prepare in advance and use various materials, verbal, visual, drawings, audio or video pieces which to be discussed, further developed or consulted with children to the extent relevant to CAB expertise and interest.**



For knowledge and skills strengthening activities, please refer to:

[MOVE ON & ENGAGE Youth Curriculum](#)

[Training module for children on self-care, risk and disappointment management](#)

[Training module for children on communication and self-expression for child and youth-led advocacy](#)

3. Wrap up and Next steps (around 15-20 minutes)

It is the end of the session where we want children and youth to consolidate what they have learnt and experienced during the sessions. It is also the place to get their feedback on the structure and the content of the session overall, their likes and dislikes, suggestions for improvements, and the way forward. The Wrap UP Toolbox (Annex 12) offers ideas to draw from. Do not forget to inform children and youth of the next steps of the CAB, and signpost them to relevant resources they are interested in. **Express your appreciation for their active participation and contributions!**



It is a good time for children and youth to relax, have more fun and refreshments, and for informal communication. Different rituals could be created at the end – group dancing time, singing, or outside playing before saying goodbye. All adults could support the facilitator at the end of the meetings with some extra activities. This time is extra time, and it is important because children and youth can become closer, teambuilding for all, and they will be more confident and committed to come next time. CAB facilitators have to decide how much time to prolong the meetings when children and youth express interest not to go home immediately after the 'formal' session.

Facilitating Child & Youth advice and expertise

When accompanying children and youth on their advisory journey, they consult, advise, provide feedback and suggestions to the Project partners on the development of the project deliverables, that's is to say **they are engaging in co-producing tools and services.**

This process follows a logical sequence of:

1. Presenting the concept of the tool/service and its features to child & youth advisors. Providing child/youth-friendly and easy-to-understand information on the rationale behind its development and any other background information they might need. Addressing any questions child & youth advisors might have in relation to the tool/service.

2. Providing child & youth advisors with opportunities to experience the tool/service, experiment with its different features.
3. Providing opportunities and child/youth-friendly modalities to provide their advice and expertise on the tool/service and suggestions for its improvements.
4. Returning to child and youth advisors with feedback on how their advice was taken into consideration when producing a final version of the tool/service. If/when it was not possible to fully integrate their inputs, the reasons behind should clearly be explained to and discussed with them to avoid frustrations.



Several techniques are proposed below that help create favourable opportunities for CAB members to provide their advice and expertise:

- The Six Thinking Hats Technique
- The Carrousel Technique
- The Defining Areas for Improvements Technique
- Questions to Facilitate children's feedback

The Six Thinking Hats Technique

The Six Thinking Hats²¹ is a technique developed by Edward de Bono that supports the processes of exploring, developing and implementing creative ideas. The technique is for the use of individuals and groups that enables them to think constructively together in exploring and implementing changes they want to see. When using this technique, children and youth can learn how to separate thinking into six functions and roles. Each thinking role is identified with a coloured symbolic "thinking hat". **By mentally wearing and switching "hats", children and youth can focus or redirect thoughts or discussions.** Make this activity more fun and enjoyable by invited CAB members to bring to the meeting or create their own different-coloured hats, so that they are actually switching hats when engaging in different thinking functions!

How does it work?

Form groups with at least 6 CAB members in each sub-group, so that each member can have their unique colour hat. Invite sub-groups to provide their feedback on the tool/service presented by looking at it through six different angles, depending on the colour of the hat the child is wearing. If the time permits, encourage children/youth to switch their hats, so that everyone has a change to engage in various thinking functions.

Colour of the Hat	What is being explored?
 White Hat Information	"The facts, just the facts"! What information do we know? Is it accurate? Is it relevant? Is there any additional information we need to know? How are we going to get that information?
 Black Hat Risks, Difficulties and Problems	Where can things go wrong? What are the reasons for this way of thinking? Why may something not work? What are some of the risks? Does it fit facts and experiences? Is it in line with our values? Why not? How could such risks and difficulties be overcome?

21 | [Six Thinking Hats – De Bono Group](#), (70) [Thinking with hats intro - YouTube](#)

 Red Hat Feelings, Intuition, Gut Instinct	How does it make me feel right now? What feeling do I feel like expressing and sharing? What are some of my fears, likes, and dislikes?
 Yellow Hat Benefits and Feasibility	What are some of the positive aspects? What are the reasons for this optimistic way of thinking? What are the benefits of it? What are the benefits of it both short- and longer-term? How valuable is it?
 Green Hat New Ideas, Possibilities	Is it possible to imagine it differently? Are there new ideas that could be explored? What if...?
 Blue Hat Managing the Thinking	How the group work will be managed? Are the Six Thinking Hats guidelines observed? Are we asking ourselves questions according to our hats? How can we summarize and present our group discussion? What are the key conclusions our group made?

Following the group discussion, invite CAB members to present their feedback along six thinking hats to the whole group.

This technique might be adapted, or some elements of it might be used, according to each specific group, number of participants and concrete goals.

The Carrousel Technique

This technique presents a participatory and engaging process for the groups of children/youth to jointly discover and discuss about the different elements of the tool/service presented. It allows for discussions in small groups, being followed by whole-group reflection.

How does it work?

Step 1: Depending on the tool/service presented, choose several of its major elements/functions where child & youth advice is needed. Write each element/function at the top of a piece of flipchart paper, and tape the paper to the wall. Alternatively, you can place the paper on different tables situated in different parts of the room.

Step 2: Gather children/youth in several small groups of 3-5 participants each and assign each group a different coloured marker with which they will write their ideas, reflections, and suggestions on the flipchart paper. Assign each group to a particular “station” that will be their starting point.

Step 3: Give teams around 3 minutes to discuss the element/function of the tool (as indicated on the top of the paper) among their team members and then write down or draw everything they would like to express using their assigned coloured marker.

Step 4: After the given 3 minutes, each team should rotate to the next “station” where they have another element/function, and also what the previous team has already written about it. Children discuss it within their team and add their own reflections using the coloured marker of their team. They are also encouraged to comment on the ideas of the previous group, and perhaps to note down their questions.

Step 5: Continue this process until each team is back to the “station” they started from. Invite each group to present final versions of the flipcharts and facilitate a large group discussion for each of the flipcharts. Then, all the flipcharts can be placed onto the wall for advisors to do a gallery walk and see a full picture of what CAB brainstorming has achieved.

Defining Areas for Improvement²²

For a desirable improvement to happen, a specific and intentional area of where this improvement is needed, and which shape it might take, need to be identified. **An area for improvement should be approachable, understandable and actionable, and it should be clearly scoped – not too big or too small, not too vague or too simple.**

How does it work?

Step 1: List possible areas for improvement

Finding opportunities for improvement often comes from noticing problems. We want children to maintain a mindset which instinctively reframes problems into opportunities. Invite children to make a list of all the problems they have noticed in the tool presented to them or things they have wished for in relation to the tool.

Step 2: Frame the problem

Invite children to rewrite the problem statements into “how might we” questions in order to frame the problem as a possibility. For ex., ask children to think about ‘how might this ‘tool’ be used by their peers, friends with some difficulties reading, understanding, etc. How might they imagine this tool differently?

Step 3: Keep it simple

Encourage children to describe an area for improvement simply and optimistically. Make it broad enough to allow them to discover area of unexpected value, and narrow enough to make the improvement manageable.

Step 4: Support children’s work on “how might we” questions

Facilitate children’s work on “how might we” questions by exploring their general impressions and initial thoughts about the tool. Invite children for constructive feedback by asking:

- *Can you describe what excites you the most about this tool, and why?*
- *What did you value the most about this tool, and why?*
- *If you could change one thing about this tool, what would it be?*
- *What would you like to improve about this tool?*

Step 5: Define measures of success

Invite children to brainstorm on how success of the tool will look like by asking:

- *What will make this tool successful? How will we know it is successful?*
- *What will make this tool easy to use for children? Will all children be able to use it? Are there some groups of children that might find using this tool challenging?*
- *How will this tool support children’s well-being?*

Step 6: Writing a Brief

Invite children to write up a short “brief” that clarifies areas for improvement they would like for the tool developer/service provider to address. Encourage them to capture their thoughts on why they think it needs improvements, and what suggestions for the design or re-design they are suggesting.

²² Adapted based on the Design Thinking for Educators Toolkit, 2012 IDEO LLC, [IDEO's Design Thinking for Educators Toolkit](#)

Questions to Facilitate child & youth feedback

Finally, the above techniques could be enriched by jointly exploring the following questions:

- ✓ How did you feel using this tool? What was easy for you? What was difficult for you? Why?
- ✓ Was this experience easy/boring/fun etc for you? Why?
- ✓ Tell me about your experience when using this tool. What are the best/worst parts about it...?
- ✓ Which part of the tool did you prefer? Why?
- ✓ Did certain aspects of the tool complicate it? Which ones and why?
- ✓ What other variations of the tool can you think of?
- ✓ Do you think this tool can easily be understood by other children? Which children might find it difficult to use it? How would you make it better/different?
- ✓ Have you learnt anything new? If yes, what was that?
- ✓ Can you see any links between the tool and your daily life/daily lives of other children?

If children's voices are facilitated using an online modality, consider employing different options for making their participation more engaging:

- Online whiteboard options (Google Jamboard, Miro, Mural)
- Team apps (Basecamp, Trello)
- Online polls (Inbuild poll function in zoom, Mentimeter, Sli.do)

Definition of Child Safeguarding:

"Child Safeguarding is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organization has about children's safety within the communities in which they work, are reported to the appropriate authorities" (Keeping Children Safe Coalition 3 – www.keepingchildrensafe.org.uk)

This includes both **preventative** actions to minimize the chances of harm occurring, and **responsive** actions to ensure that incidents which may happen are appropriately handled. **Safeguarding** implies a wider duty of care towards children rather than just upholding their right to protection.

V. SAFE LINK JOURNEY

Child Safeguarding

The Consortium of the LINK project recognizes the risk of harm to children in the context of implementing the project and is fully committed to preventing, addressing and reporting child safeguarding concerns.

The overall aim of this is **to ensure that your actions while implementing the LINK project and its activities, including the CAB membership, DO NO HARM to children, and that appropriate measures are taken to prevent, address and report potential incidents as per every consortium partner's safeguarding policies and procedures.** Implementing partners must assess any potential risks to every individual child involved in their CAB, to see whether their participation is safe and that they can give informed consent/assent to not only take part in the project but also consent to its data collection elements. For example, **the risk assessment form can, as a minimum, include concrete adults' responsibilities for children's safety, identification of potential risks and harms, mitigation measures, what actions are required, timeframe, adults leading on those actions etc.**

If individuals are under the age of 18 years old, parental consent will also be required (parental consent is recommended regardless of the child's age and can be found in Annex 5).

We suggest 3 safeguarding tools to be in place before CABs start their work:

- ✓ **Disability-inclusive risk assessment** tool to identify potential safeguarding risks and mitigation measures to ensure that all activities are safe and inclusive. It is an important first step for facilitators to do before planning all ways of children's involvement (in CABs sessions, in LINK events, adults' meetings, conferences, round tables, trainings, publications, social media, etc.).
- ✓ Ensuring **safeguarding reporting mechanisms** are functional and accessible for all children with/out disabilities. It is necessary to create a child-friendly version and/ or easy read one-page for children to be aware of how to report their concerns during their CABs participation.
- ✓ **Disability-inclusive Code of Conduct** is a tool every partner organization could develop not only for the aim of the LINK project but as a long-term instrument. It would be included in any standard code of conduct to ensure it is disability inclusive and underpinned by the United Nations Convention on the Rights of People with Disabilities' (UNCRPD) general principles.

We recommend annual Safeguarding trainings for the organizations and, in particular, for professionals/volunteers/associates in contact with children to refresh their knowledge, update their Safeguarding policies and practical instruments, for example:

- Barriers to report, for example, a child with intellectual or psychosocial disability is unable to understand or retain information related to their experience. How to adjust and support the child? Use a simple jargon-free language that is appropriate for the child. Use a trusted adult or friend whom the child feels comfortable with or can best communicate with. Use drawing, play or drama/role play to collect information about the incident.
- If a child with intellectual or psychosocial disability finds the reporting process frightening or distressing, encourage a trusted friend or sibling whom the child feels comfortable with to help report an incident. Use drawing, play or drama to collect information about the incident. Use community-based formats in available spaces that the child feels safe and comfortable in.



See more helpful ways to support children with disabilities here:

You can access the guidelines [here](#) and [here](#).

Here are some recommendations on how to design safeguarding reporting mechanism which is safely accessible for all child advisors with(out) disabilities:

- Identify barriers for children with disabilities to reporting safeguarding concerns (for ex., it could be a fear that nobody will believe the child reporting abuse, or the child is not able to fill in the reporting form, etc.)



- Design the complaint forms together with children with disabilities (ask them about what is, according to them, the best way to share suspected concerns, who is the person they trust more, etc.)
- Reporting forms must correspond to the type of barriers children with different disabilities experience. No one form suits all children with disabilities. Practitioners will need to ensure several reporting channels (written, verbal, visual) based on children's individual needs.

Our Commitment to Child Safeguarding and the principles underpinning it:

1. All children have equal rights to protection and to have their well-being and participation promoted.
2. Child safeguarding is an obligation for all LINK consortium members. All actions regarding child safeguarding will be taken in the best interest of the child. This includes an understanding that in all activities we must ensure that we uphold children's rights and do not cause harm.
3. Everybody has a responsibility for safeguarding.
4. Confidentiality will be always maintained and the personal details of those involved will not be disclosed outside of the project.
5. We raise awareness and influence others on the importance of safeguarding children.
6. The consortium members will rely on the framework of international and national laws, and policies in the field of safeguarding.

Trauma-Informed Practice

Being a child victim or witness of crime is a traumatic experience in and of itself. Having experienced such highly distressing events, children require that their participation is facilitated in a trauma-informed manner. Oftentimes, they feel powerless, disempowered, helpless and hopeless. **Therefore, a trauma-informed practice recognizes that children's meaningful participation can significantly support their sense of safety and their empowerment as a response to previously unsafe and disempowering experiences.** As such, when working with child advisors, some of whom have had experienced such traumatic events, keep in mind that²³:

- **Children respond differently to different events.** Their reactions and responses may change and evolve over time. You may notice for children with intellectual disability that they struggle to communicate about their fears, show increased anger, aggression, or lack of impulse control. It is possible that they lose interest in CAB activities. It is possible they have recurrence of challenging behaviours from the past regression from previously mastered skills such as communication or other daily skills at home as a result of traumatic memories.
- **Trauma informed dialogue is inclusive.** It reflects awareness and sensitivity to age, gender, race, culture, but also physical, psychological and intellectual ability.
- **Traumatic experiences require children to go through significant social, emotional, neurobiological, psychological or behavioural adaptation.**
- **Children make these adaptations in an attempt to:** survive in their immediate environment, find ways of mitigating or tolerating the distress they are facing by using the resources available to them, establish a sense of safety and control, or make sense of the experiences they have had.
- Children affected by traumatic experiences may find it difficult to seek or receive support due to **issues of trust in relationships.**
- Activities with children should not inadvertently re-traumatize them, and the Do No Harm principle shall be respected at all times. **It is absolutely not necessary to ask children, especially those with disabilities, to share their personal stories and traumatic experience during the CAB meetings. Sometimes even to propose for children to simulate similar experience as a game could bring back their personal traumatic memory.**
- **Relationships really do matter, and every contact with someone who has experienced adversity and trauma can be an opportunity for healing and growth.** Safe and supportive relationships can be used to re-build trust and safety destabilized by previous experiences. To build trust and relationships with children is when you show them first that you understand them and what

²³ Adapted from Brennan, R. et al. (2019). Adversity and trauma-informed practice: a short guide for professionals working on the frontline, Young Minds, Anna Freud National Centre for Children and Families, [Adversity and trauma-informed practice: a short guide for professionals working on the frontline - Social Care Online \(scie-socialcareonline.org.uk\)](https://www.scie-socialcareonline.org.uk)

they share with you. **Try to spend more time on showing children you understand them. Do not necessarily respond immediately with advice or suggestions. This sometimes ruins the communication because children need empathy more than fast adults' solutions.** It is a delicate line of communication for the facilitators to use their intuition.

- **Think what has led to the child's behaviour rather than what is wrong with the child.** Focus on the emotions causing the behaviour rather than the behaviour itself. Understand children's behaviour as a way of communication, **use professional curiosity as to what lies beneath the presenting behaviour.**
- **The language matters.** Changing the language from "problematic behaviour" to "distressed behaviour" has the potential of changing the way we perceive and treat children and their behaviours, giving way to empathy and professional curiosity. You shall show with your voice tone, body language and words that you are focused fully on what the child no matter with/out disability has to say or show you and peers in CABs.
- **Language that is vague, for example saying "might", "could," can create confusion and ambiguity for children with intellectual or psychosocial disabilities.** Even humour can be understood wrongly. Using complex, technical language and jargon or child-like language by facilitators will create distance in the communication. Body language is a visual way that we detect safety and it includes posture, hand gestures, eye contact, facial expressions, touch, physical space.

VI. KEEPING THE JOURNEY ON

As the CAB has moved closer to achieving its goals, **the Journey is not over!** It is up to children and youth to decide walking this journey as many times as they wish. Remember, however, that it is the responsibility of adults to create this supportive space for them that would enable them to continue their journey. When we have a capacity and budget to support long-term CABs initiatives, children could address their own ideas and agendas. For that, child and youth advisors should be encouraged and supported to translate their ideas into reality moving forward! To keep the journey interesting and joyful, children and youth might be invited to use a great variety of creative modalities to express themselves! This includes visual and performing arts, crafts, dance, film, music, digital media, culinary (food) arts, traditional arts forms and other forms of creative actions such as live performance art and graffiti. **The next steps of children's and youth journeys depend on their interests and motivations, as well as the support they have from you and other supporting adults in their communities.**

Sustaining children's interests and motivations over a period of time will require efforts on behalf of CAB facilitators and their organisational structures. It should not be taken for granted that all children and youth will stay interested in being advisors through the project lifetime considering a great variety of other engagements and commitments they have. While children have the right to participate, they also have the right not to participate. Should CAB facilitators observe that some advisors start having lower levels of interest and motivation, consider:

- ✓ Organising one-to-one discussions with individual children to understand what else is going on in their lives
- ✓ Checking with their supporting adults
- ✓ Referring them to basic needs services and/or the ones providing more specialized support
- ✓ Asking if they would be willing to benefit from peer-to-peer support/a buddy system.

Nevertheless, **there might be cases when children and youth are unable to continue their participation for various reasons**, for instance when they change their place of residence, or unable to continue their membership due to conflicting priorities, or other individual reasons. In order to manage children's exit from the CAB in a supportive manner, consider:

- ✓ Reassuring children that there is no judgement if they need to step out of the CAB before its activities have been completed;
- ✓ Ensuring that their supportive adults are informed and available to support them through whatever they are experiencing that is leading them to leave the CAB;
- ✓ Sign-posting towards self-help resources or relevant channels of support (for example, if they are dealing with academic-related stress, there may be online resources that they can access in their native language to help them manage their stress; or if they are coping with loss, grief or illness in their family/peer group, there may be other relevant online resources or specialist services to make children aware of);
- ✓ Asking them if they would like to follow activities of the CAB from a far (for example, through social media);
- ✓ Informing them that they are entitled to recognition for their role in the CAB, such as through a certificate of participation or a letter of recommendation.

When re-advertising CAB membership, the announcing nominations and interviewing processes you did in the beginning of the LINK when the CAB was established might not be the best approach. The situation of re-advertising nominations would provide only a handful opportunities for joining, perhaps only one place. Thus, care must be taken for the selection processes not to become disappointing and frustrating experiences for potentially large numbers of applying children. As such, consider spreading the word through active child and youth advisors themselves by inviting them to share this opportunity within their peer networks. Moreover, when a new person joins it is important for the group to introduce them to the Group Respect Agreement and conduct a couple of Getting to Know Each Other activities together. For a newly joint child to feel comfortable with the process and to be able to meaningfully participate and contribute, invite advisors to brief the child on what has already been done so far and how this experience was for them.

Last but not least, **by no means should children's meaningful participation be confined to project timelines**. Being their intrinsic right, children's participation should go beyond the project confines, and extend into the other spheres of their private and public lives. It is the hope of this project that the positive changes created for children's participation are progressively mirrored by a community and society at large. **A gradual cultural shift, supported by this project, in how children and youth are socially seen, what value is placed on them and their opinions, and how their capacities are perceived by adults has yet a long way to go for children's right to participation to be fully respected.** While the LINK project is drawing to its end, here are just a few suggestions for making child and youth participation more sustainable moving forward:

- Staying in touch with child and youth advisors and convening annual meetings of the group will convey a message that their contribution to LINK and to the state of children's rights was and remains appreciated.

- Inviting child and youth advisors to act as mentors for the CABs of new projects or initiatives will support them feeling empowered and the work jointly done being more peer-to-peer, thus less top down.
- Linking child advisors with Child and Youth Participation Platforms at the national and/or EU²⁴ levels for them to have their say on the laws and policies which affect their lives.
- Continuing organizing webinars and podcasts that allow children and youth to own and celebrate their achievements.
- Suggesting online resources linked to child and youth participation and children's rights (mailing lists, social media channels) that they can follow to keep up-to-date with campaigns and activities globally, regionally and nationally, alongside a reminder of available resources for staying safe online.
- Supporting children and youth to act as spokespersons for their needs and their human rights at internal and external events.
- Finally, having a joint discussion with child and youth advisors on how they would like to stay engaged and how they can best be supported will provide numerous ideas for the continuation of their journeys.

²⁴ [EU Children's Participation Platform | European Union \(europa.eu\)](https://european-council.europa.eu/media/1000000/attachment/data/00000000/16100000/16100000.pdf)



LIST OF ANNEXES

Annex 1 - CAB Terms of Reference

Child & Youth Advisory Board Terms of Reference LINK PROJECT

Background

Introducing briefly the purpose of the LINK Project.

The specific objectives of the LINK project are to:

- Raise awareness of the key relative professionals on how to overcome participation barriers experienced by child victims, including girls, with intellectual and/or psychosocial disabilities in the criminal justice system.
- Build capacity of at least 100 criminal justice and child protection professionals to ensure multidisciplinary individual assessments that provide procedural accommodations in the criminal justice system in accordance with EU and international human rights law.
- Optimise cooperation and coordination between civil society, child protection system and criminal justice professionals to better support and protect child through the establishment of model multidisciplinary cooperation practices.

Aims of the Child Advisory Board

As part of the Project's Governance structure, a Child²⁵ & Youth Advisory Board (CAB), comprised of at least 5 children with/out disabilities, to ensure the views and participation of children throughout project implementation, including major deliverables (Multidisciplinary cooperation System and Trainings) in the countries they are based. The main role of CABs is to provide input and advice on the project deliverables. Specifically, it entails:

1. Consult the design and mechanism of the multidisciplinary cooperation system, including the involvement of a child liaison who ensures child victims are heard, feel comfortable and safe to participate effectively.
2. Contribute to the development of a tailor-made training for engaged practitioners in (transnational) mutual learning activities to achieve the LINK outcomes.

Membership of the Child Advisory Board

Within the framework of the LINK project, the CABs are composed of 5 children who are:

- Children victims or witnesses of crime and other children with experience with the justice system
- Children between 12-18 years of age, girls and 3 of children are with intellectual or psychosocial disabilities. The age range might include young people 18+ (up to 24) depending on the country contexts.
- Live in the implementing countries, so that they can attend CAB meetings in-person or online, depending on the work modality.

²⁵ In the context of this toolbox, a child means every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier, in line with the UN CRC definition. For LINK, young people aged 18-24, depending on the country contexts, could be invited for CABs, if it is deemed necessary. In this context we will talk about child and youth participation.

- Willing and motivated to participate in the project activities, contribute to the wellbeing of local children and the promotion of children's rights, including children with intellectual and psychosocial disabilities, and enthusiastic about learning new experiences.
- Include various experiences and abilities, for example children from vulnerable backgrounds or hard-to-reach areas, children with intellectual and/or psychosocial disabilities, children who have less favourable opportunities.
- Include various profiles, for example, children from ethnic or minority communities and children with different abilities and disabilities.
- Children's participation is voluntary, and they can withdraw at any moment they deem necessary.

The CABs representation is inclusive, diverse, age and gender-balanced. The principles of non-discrimination and Do No Harm are respected at all the stages of establishing, supporting and developing CABs.

Ethical considerations

In establishing, supporting and developing CABs and facilitating CAB meetings, implementing partners should refer to and abide by their organisational inclusive child safeguarding policies and procedures.

Implementing partners must assess potential risks of harm to every individual child involved in the CAB, to see whether their participation is safe and that they can give informed consent/informed assent to not only take part in the project but also consent to data collection elements of the project. If individuals are under the age of 18 years old, parental consent will also be required (parental consent is recommended regardless of the child's age).

Meetings of CABs

The CAB members will be invited to participate in and meaningfully contribute to at least 3-4 CAB meetings and related activities and initiatives throughout the project implementation, as listed in the Aims of CABs section of this document. The CAB meetings are to be planned according to the progress of the project and the progress in developing specific project deliverables.

Depending on the work modality of implementing partners, such meetings will take place either in-person, hybrid or online. Throughout the project implementation each partner will prepare, facilitate, and document at least 3-4 CAB meetings through collecting attendance lists and meeting records.

Annex 2 - Call for CAB Membership

Here you will find an example to adapt for your context:

Hello! If you are 12-18 years old, or a young person 19-24, have time and interest to contribute to making a difference for children and youth in your community alongside other children, this chance is for you! We invite you to join the Child Advisory Board of the LINK project!

The project is an exciting opportunity for you to make services and opportunities for children and youth more friendly, useful and interesting! By coming together, exchanging ideas and designing activities with other children, your collective voices on the issues important to you and other children will be heard!

If it is about you:

- You are between 12-18 years or a young person 18+ (up to 24)
- You have the time to participate in 3-4 meetings of the Child Advisory Board in the course of the year.
- You are eager to collaborate with other children, learn from and get inspired by each other.
- You are enthusiastic about communicating the issues of importance to you and other children within your community.
- You are open to offer your ideas, knowledge and skills to the wellbeing of children and promoting children's rights, including the rights of children with intellectual or psychosocial disabilities.

If you are willing to:

- ✓ Learn about the concept of children's rights
- ✓ Engage in co-designing child-friendly innovative tools and services
- ✓ Make new friendships and have a joyful time with other children all throughout!

Then we are looking forward to hearing from you and receiving your Application Form!

If you would like to have more information before applying, we will be happy to answer any of your questions! We can be reached out by _____

When you prepare an invitation for children with intellectual or psychosocial disabilities, it is important to further adjust the same information above in easy-to-understand format following at least some general recommendations.

Some general tips when you decide to prepare a child-friendly easy to understand invitation are:

- *Children should get information in a way that is easy for them to understand. Every child is different and has different ways they like to get their information.*
- *Use big writing. At least font 14. Use short sentences. Avoid difficult words.*
- *Think about the main ideas children need to know. Say things simply.*
- *If you have how to check that your information is easy, it will be very helpful to consult in advance with some children with disability. You would have first critical readers by experience to advise you on the information you'd like to share with children and young people with disabilities.*
- *Send the invitation at least two weeks before a meeting.*
- *Ask someone or even pay the professional with a lot of experience to write the easy-to-read invitation and other materials you will need for CABs.*
- *You should publish the easy-to-read document at the same time as a regular version to give the same chances to all children to participate.*
- *You can use pictures, sound, talking to describe the words for the invitation.*

Annex 3 – Nomination Form

Your name and surname _____

Your age _____

Gender: Male ____ Female ____ Other ____

Your phone number: _____

Your Hometown/neighbourhood: _____

Name of one of your parents _____

Phone of one of your parents _____

Why is the CAB membership interesting for you?

Do you need any support from us in participating in the interview?

This form, depending on the needs of children with intellectual or psychosocial disabilities, could further be adapted. For that, you can use simple visual pictures on the left side for each question, and suggested response options to be on the right side of a 1-page document. Children can put a tick or other familiar sign they prefer. For the last question it is recommended to list different choices (visual or verbal), so the child expresses their needs. For ex., the child shares: "I need symbols to help understand the words, I need symbols that I understand and are familiar to me, I need symbols placed above the text to link the meaning of the words with the images."

This needs assessment will help you to communicate with the child not just during the interview phase but to build a system of familiar and always the same symbols during the whole process of engagement with children in CABs.

Annex 4 – List of resources for supporting children and young people in being safe online²⁶

Host Website	Document title	Theme	Age group	Link
LSE	My Privacy	Safety; Privacy	12+	https://www.lse.ac.uk/my-privacy-uk
Child Rights Coalition Asia	#SafeWeb4Kids	Safety	12+	https://www.crcasia.org/campaigns/safeweb4kids/
Google	Be internet Awesome	Safety; Privacy; Digital Literacy	10+	https://beinternetawesome.withgoogle.com/en_us/interland
Think U Know	Play - Like - Share (game)	Safety; Privacy; Digital Literacy	8-10	https://www.thinkuknow.co.uk/parents/playlikeshare/
Safer Internet	Talk it over – new resource to support discussions around online hate	Online violence	13+	https://www.saferinternet.org.uk/blog/talk-it-over-%E2%80%93-new-resource-support-discussions-around-online-hate
Think U Know	Band Runner (game)	Safety; Privacy; Digital Literacy	8-10	https://www.thinkuknow.co.uk/parents/articles/band-runner/
ChildNet	Children's online activity zone	Safety; Privacy; Digital Literacy	6-11	https://www.childnet.com/young-people/primary
ChildNet	Teenager's online activity zone	Safety; Privacy; Digital Literacy	12 - 18	https://www.childnet.com/young-people/secondary
Save the Children Resource Center	Children's Guide to Online Safety	Online safety	10+	https://resourcecentre.savethechildren.net/node/10219/pdf/safeweb4kids.pdf

²⁶ Based on the resources of #CovidUnder19 coalition [#CovidUnder19](#) | [Terre des hommes \(tdh.org\)](#)

Annex 5 – Parental and Child Consent Form

Parental Consent Form

XXXX is an organization that exists to support children, their families and communities in emergency relief and development contexts. We are proposing different activities involving your child. Before starting this collaboration, we need your consent, and some important information from you to ensure that your child can participate safely, and their welfare will be ensured. All information will be kept confidential and only shared with adults who need to know to make sure that your child is properly cared for.

For the purposes of all trip and events **a child is defined as anyone who is under 18 years old**. Our guiding principle is that in all situations **the best interests of the child are of the utmost importance**. This means that in all actions and decisions we must consider the needs and rights of the child as the critical issue.

Activity Consent *(Please tick as appropriate):*

☒ we give my/our consent for my/our child (name of child) to travel to and participate in **xxxx** activities.

☒ we authorize xxx to be responsible for my/our child during these activities and authorize them to make decisions concerning any emergency medical treatment for my/our child which may be required during this trip.

☒ we affirm that I/we have full authority to give the consent provided for in this document.

Media and Information Consent *(Please tick as appropriate):*

☒ I/we give my/our consent for my/our child to take part in media activities which may include photographs, films, videotapes audiotapes, or other forms of recording and which may appear in print (such as newspapers) or online.

☒ I/we give consent for the information and/or opinions that my/our child shares during the event to be documented and used for reporting and/or research purposes. In doing so, we acknowledge that personal identifiable data will not be released for any use without my/our prior consent.

Health Conditions to be supported

☒ I/we inform the organisation for every health, emergency and dietary requirements for our child's support and needs during his/her participation in the CAB.

I/we confirm that I/we have read and understood the Parental Consent Form and agree to abide by its contents.

Name of the child

Date at

Name and Signature *(names of parent(s)/*

carer(s))

Child Consent Form – some requirements and guidelines

(for images, photos, video and audio interviews)

Children, members of CABs, shall be given an opportunity to sign a consent form, not only parents and caregivers. If you want to include all children and create just one comprehensive form for consent, it is good to make it as simple as possible and easy-to-understand by all children. When it is necessary, the adults could support a child with intellectual or psychosocial disability to fill in the form. The design of the consent shall be simple and one-page.

One example for a one-page consent we recommend is:

- To inform a child put words **on the left side** of the document about: a) What you'd like to use child's photo, words, images, voice for; b) Where you'd like to share this information; c) How often this information will be shared – once or multiple times;
- Explain to the child what you both agree on with this consent (one sentence);
- **On the right side:** put a space for the child to write the name or initials and to sign, if possible. Ask the child how they prefer to be named for the shared information (with real or not real name, or just initials, or nothing);
- **Finish the document with the key note that the child can change their mind at any moment and withdraw this consent at any time;**
- Be clear and informative for the child to know that sometimes, especially for information already shared online, not always you can delete it afterwards.

Here you can see a sample consent form as an example to adapt for your purposes: <https://supporteddecisionmaking.com.au/resource/easy-read-photo-consent-form/>

Annex 6 – CAB Attendance Facilitator's Guide & CAB Attendance List

CAB Attendance Facilitator's guide

Facilitator Protocol for Seeking Children's Participation Consent

This template is a guide only. CAB activities are composing a very broad area; the template should be adapted to suit the particular activity's purpose and topic. Below is an example of the discussion of how consent and related concepts can be explained to children. The text can be adapted to your context, the important aspect is that every concept is explained in an open discussion where children's inputs and questions are welcomed and attended to.

Introduction:

Hello! My name is [Your Name], and I'm here to talk to you about the activity we're having today. The purpose of this activity is [brief description of the activity's purpose and topic]. It's expected to take about [XXX] minutes. We're really interested in having you participating and hearing your thoughts and ideas.

Procedures Involved:

During this activity, I'll be asking some questions and I (or a co-facilitator) will be taking some pictures. Photographs might be used for example, as illustrations in website summaries, research reports, summary leaflets, newspapers articles and/or conference presentations. They will not be used in any way that would show you in a bad light. In the attendance sheet you can tell us if you're okay with us taking pictures of you. If not, simply put a 'No' under media consent.

Ability to say no:

Some questions might be personal or a bit challenging. You don't have to participate or talk about anything you don't want to. This won't affect your ability to be involved in other activities now or in the future. However, your honest and open answers will be valuable to us. Do you have any questions about what we've discussed so far?

What Will Happen with the Information and photos taken during this meeting:

We'll keep this information safe, and you can find out about the results from us and our colleagues.

Confidentiality:

If you agree to participate, what you say will be confidential. It means that the pictures and information we gather from this activity will be combined with what other children are sharing in different places. If you're okay with that, you can make a mark here (point to the 'agree to participate' column in the attendance list). Alternatively, I can mark it now to confirm that I have witnessed your agreement.

Consent for Reporting/Documentation:

We would also like your permission to use what you share during this activity for reporting and other documentation purposes. Your consent will help us share important information and improve our work. Any personal info will only be shared with donors, auditors, or partners directly involved in the project, and only if they really need to know. Your data will be safe and sound, and we'll say goodbye to it when it's no longer needed. Do you have any questions about anything that I said so far?

CHILD ADVISORY BOARD ATTENDANCE LIST							
Date of CAB meeting:			Venue/Platform of CAB meeting:				
Facilitator(s):			Theme of the meeting:				
	Name	Date of birth	Gender	Disability (Y/N)	AAC use (Y/N)	Media consent (Y/N)	Agree to participate (Y/N)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Annex 7 – CAB Meeting Documentation Form²⁷

CAB Meeting Documentation Form	
Country & Town/village:	
Date, Time & Modality (online, in-person, hybrid):	
Names of CAB facilitators:	
Child advisors present (age, gender, disability disaggregated, AAC users)	
Reflection on the meeting <i>Please be sure to capture the quotes or words used by participants wherever possible.</i>	
Name and objectives of the main activity	
Describe the main activity: what happened	
Highlights <i>What was the most important thing that happened today for the group? For facilitators?</i> <i>What ideas, strategies, hopes, areas for improvement did the group share? How will they be acted upon?</i>	
Lessons Learnt <i>What are some of your key take aways from this meeting with regard to working with the child advisors moving forward?</i> <i>Would you do anything differently?</i>	
Moving Forward <i>What are the next steps, as informed by children's inputs?</i>	
Additional comments or Areas for Follow-up?	

²⁷ Adapted from Currie, V., Lee, L., and Wright L. (2019) YouCreate Art-kit: Participatory Action Research for Young Change-makers. International Institute for Child Rights and Development and Terre des Hommes.

Annex 8 – My journey to meaningfully engaging children²⁸

Working alongside children is a learning journey with highs and lows. What does the map of your journey look like?

Take a moment to map your own journey towards working in meaningful partnership with children. This is a personal map and there is no right or wrong way to do it.

Think about creating images or words that represent events that have led to where you are today or if this is new for you, imagine where you want to go. As a prompt:

- ❖ Think about the first time you were inspired by a child, draw an image or phrase to represent this.
- ❖ Think about a time you struggled while working alongside a child, draw an image or phrase to represent this.
- ❖ Draw other markers to signify stages of learning along your journey of working with children. If the journey is just beginning for you, these can be visions of how you want to work and learn alongside children in the course of the LINK project, and beyond!
- ❖ As you make your map, think about the key lessons you have learned along the way. How do you wish you build upon these lessons?

²⁸ Based on Currie, V., Lee, L., and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation

Annex 9 – Self-reflection Journal²⁹

Drawing on the Lundy model of participation that was presented at the beginning of this toolbox, here is a refresher on what children need to meaningfully participate:



Now take some minutes to reflect on your own practice by thinking through the following questions. Feel free to write them here or to write your answers in a journal. These are for you alone. Please feel free to discuss your reflections with your colleagues and/or your supervisor, if you feel comfortable doing so.

Do you feel comfortable listening to children and young people and supporting them to meaningfully participate? What does this look like in your work and what are the benefits you see?

Is there anything you feel passionate and excited about? How can you bring your enthusiasm and experience to the centre of your work?

Where do you feel tension to support children and young people to play a meaningful role? What can you do to address your concerns?

Open space, please write any thoughts or ideas you have here about moving towards meaningfully engaging children and young people.

²⁹ Adapted from Currie, V., Lee, L., and Wright L. (2022) Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation. International Institute for Child Rights and Development and Destination Unknown led by Terre des Hommes International Federation

Annex 10 - Energiser Toolbox: In-person Modality³⁰

The following energisers can be used in the beginning of CAB meetings to warm up participants or get to know each other and/or at any point during the sessions to help them re-focus or give them time to assimilate difficult emotions that might potentially arise. It depends on the group dynamics and time you have as a facilitator to suggest the best exercises and games.

A + B

Material: none

Time: 5-10 minutes

How to play: Everybody chooses a person who is going to be their A, and one who will be their B. You want to get as close to A as possible, and as far from B as possible. On the count of 3 everybody starts running after their A and escaping their B. The game finishes after some time of running around, or you can do the opposite – getting as close to B and as far away from A as possible.

Counting game

Material: none

Time: 5 minutes

How to play: The whole group has to count to 10 (depending on how many participants there are) without talking to each other. They have to communicate nonverbally. When two people say the same number at the same time the game starts from the beginning again. They stand in a circle and they are not allowed to count in line. Everyone has to say a number until the game is finished.

Variation: The whole group has to say the entire alphabet without talking to each other. When two people say the same letter at the same time the game must start from the beginning.

Ski race

Material: none

Time: 5 minutes

How to play:

The participants form a circle. The facilitator explains that this is a ski race and explains the different moves. First everyone has to put their ski gear on: suit, shoes and a helmet. The skiers have to stand in a downhill ski position, and when the facilitator says “large/small jump” everyone has to jump, when the facilitator says “left/right turn” the participants have to lean to either side. The race goes faster and faster with jumps and turns coming closer and closer and ends with a photo finish.

Choose and share (about what you like/dislike)

Material: print out of the below table

Time: 10 minutes

How to play:

Children have to choose and share as much as they wish from the proposed options. The other way to play is to invite all children to ask each other what they like/dislike and put a name or initials under the choices. Children walk around, meet new peers/adults in the venue, ask them to choose from the list, and communicate in an informal way.

I like music	I like ice-cream	I like my room	I like watching TV
I like my school	I enjoy playing sports	I have friends	I like walking my pets
I like the colour “red”	I have pictures of my closest people and friends	I like meeting new people	I don’t like getting up early in the morning
All children are precious	I like how doctors are looking after me	I like singing	I like dancing

³⁰ Some of the activities in here are based on the Move on & Engage: Youth Curriculum, Terre des Hommes, as extracted from: www.ruralyoutheurope.com/wp-content/uploads/2018/03/Learning_Platform_ENERGIZERS.pdf. You can find other ideas on the following link: careerintern.ydinstitute.org/cin/resources/cin/2010-04-13-file:en-us.pdf

Establishing a Group Respect Agreement³¹

Purpose: To understand the importance of group rules and to establish them from the outset

Materials needed: flip chart papers, pens, markers

Preparation: Make a list of helpful and unhelpful qualities of groups (e.g. people shouting at each other; everyone taking turns; people turning up late; people listening to each other; people leaving the venue without cleaning the room; people rejecting the ideas of others; people constantly on their phones etc). Make sure you include children's examples from the previous activity so that they feel their voices are heard and taken into account seriously. In this way, they will also feel continuity and connection between different engagements, and that their contributions and efforts build upon each other. This list will then be used at Step 2 of this activity.

Time: 45-50 minutes

STEPS TO WALK

1. **Brainstorming (10-15 min):** Introduce the activity by asking CAB members about groups they have enjoyed being part of in the past. What did they like about these groups? Focus on the way people treated each other, and highlight what makes a group feel welcoming, happy and safe to be part of.
2. **Game (10-15 min):** Identify two spaces in the room that symbolise two different groups. Using a pre-prepared list of different qualities, start by allocating helpful quality to one imaginary group and an unhelpful quality to the other one. Ask the participants to run to join the group they would like to be part of. Keep allocating the qualities, mixing them up so that the participants run between two spaces.

Each time reflect on the helpful qualities they have chosen.

At the end, review all the positive qualities that children chose and use them to have a discussion with the participants.
3. **Establishing group rules (30 min):** Ask CAB members to agree on a set of norms that every group member agrees to follow when participating in CAB meetings. Write these on a flipchart sheet and post the rules up on the wall in the space where the group meets.

Examples of possible group-generated rules include:

- ✓ Honour your engagement by participating regularly
- ✓ Arrive on time and stay until the end
- ✓ CAB meetings should begin and end on time
- ✓ Listen carefully to whoever is speaking
- ✓ When speaking, stick to the point and do not speak for too long
- ✓ Do not talk or hold side conversations whilst others are talking
- ✓ Be kind to each other
- ✓ Be polite and courteous
- ✓ Respect the other members of the group and their ideas
- ✓ Work to achieve the goals and objectives of the group
- ✓ Enjoy yourself and the time spent as a group!

If CAB meetings take place online, additional rules can be articulated along the following lines:

- ✓ A range of communication methods will be used for internal coordination of the group, for instance Emails and WhatsApp.
- ✓ Participants in the WhatsApp group can 'opt in' or 'opt out' depending on their wishes.
- ✓ Be careful sharing personal identifiable information, such as the city you live in or your phone number. Furthermore, do not share any sensitive information - this might be information about yourself or other people that you would consider private.
- ✓ Participants should not take screenshots, photos, audio or videos during the live training.
- ✓ If you want to network with other participants, we do suggest to only share your public profiles (such as LinkedIn profile or social media accounts).

³¹ Adapted from Move on & Engage: Youth Curriculum, Terre des Hommes

- ✓ Participants must not send personal communication of any discriminatory, sexist nature or make sexualised comments. All communication must be respectful of others' views and opinions.

If you receive a private communication from a participant (via your personal or public profiles) that is unwanted or that you do not wish to engage in, you can ignore it or block it. If the communication makes you uncomfortable or it contains abusive or disrespectful language, please report it via our safeguarding person.

Elements to highlight: through this activity, CAB group establishes ground rules they agree to follow throughout their CAB journey. It is important to help participants understand that the rules are important to build safe, trustful and respectful relationships to be able to work together effectively and have a joyful time as a group.

One more example for ground rules:

Setting Ground GROUP Rules

1. Listening to each other while we are talking.
2. Use accessible language.
3. Being friendly to everyone.
4. Taking breaks.
5. Speak loud and clear.
6. Have fun.
7. Respect each other.
8. Be patient, work calmly and don't worry about the time.
9. Turn off the mobile or the sound.

Annex 11 – Energiser Toolbox: Online Modality³²

The following energisers can be used in the beginning of CAB meetings to warm up participants and/or at any point during the sessions to help them re-focus or give them time to assimilate difficult emotions that might potentially arise.

‘Where in the World’

Allows participants to know each other in a fun way.

Instructions

1. Ask participants to pick a place in the world where they would like to go or that suits their personality.
2. Ask them to post three clues for that place.
3. Explain that the other participants have to guess which place the other participants have chosen.

‘Accomplished Goals’

This is a good activity to focus on positive things (i.e. people’s achievements). It is also a networking tool, as participants could be interested in achieving the same goal that another person in the group has achieved and whom they might ask for advice from.

Instructions:

1. Ask participants to say what goal they have achieved in the last year (it does not matter how small)
2. Discuss. You could facilitate the discussion by asking a question such as how they felt when they achieved the goal or what skills they think were important in achieving the goal.
3. You could post a list of achievements on a chat or virtual board.

One Random Object

This icebreaker is a fun game, aimed at making participants feel relaxed and creating a sense of community. You could also use it as an energizer, if needed, when you sense that your participants are losing focus.

Instructions

1. Ask a participant to pick one random object that is in their room and not tell anyone what it is.
2. Explain that the other participants will have to guess what it is, by asking questions that require a yes or no answer.
You can also, if you wish to, make it a competition, whereby the participant who correctly guesses the most objects win.

‘Asking Questions’ Icebreaker

This is a good way for participants to get to know each other in a relaxed manner.

Remember to ask questions that are light-hearted though, as you want to start on a positive note.

Instructions

1. Ask your participants a list of questions. For example, what is your favourite meal, your favourite place to travel, where were you born etc.?
2. They could just write an answer on the chat board or post a picture or a link.
3. Share the answers with all the participants and get them to guess who gave each answer.

‘Two Truths and a Lie’ Icebreaker

This is a classic icebreaker, which can be adapted to an online session.

Instructions

1. Ask one participant to write three statements about themselves: 2 true and 1 false.
2. Ask the other participants to vote on which statements are true and which is false.
3. After the first person has shared their statement and the group has decided which statement is false, the first person will reveal which statements were true and which one was false.
4. Move on until each person in the group has shared their statements.
5. The person who manages to correctly guess the most lies wins. Alternatively, you can play this game in a non-competitive way just for participants to get to know each other.

³² Extracted from [21 Free fun Icebreakers for Online Teaching and virtual remote teams \(symondsresearch.com\)](https://www.symondsresearch.com/) where many more energizers for an online use can be found.

Annex 12 - Wrap UP Toolbox³³

Snowstorm

Participants write down what they learned on a piece of paper and bunch it up.

At a given Signal, they throw their paper snowballs in the air. Then each participant picks up a nearby snowball and reads it aloud.

Gallery Walk

On chart paper, small groups of participants write and draw what they have learned.

After the completed papers are attached to the walls, other participants affix sticky notes to the posters to further extend the ideas, add questions, or offer praise.

Cover It

Have children sketch a book cover. The title is the topic of the CAB meeting. The author is the CAB member. A short celebrity endorsement or blurb should summarise and articulate the benefits of the CAB meeting.

Person I Learned From the Most

Participants write notes to peers describing what they learned from them during discussions.

³³ Based on the Move on & Engage: Youth Curriculum, Terre des Hommes as extracted from www.edutopia.org/blog/22-powerful-closure-activities-todd-finley

Annex 13 - Some good practices for CAB facilitators to use or adapt

1. ***"Today I chose to be here Chart"***: the ritual of writing your own (the child's) name or initials before the group works as a sign of child's free will to come today and participate.



2. ***"Our first meeting"***: a board with the daily plan of activities and free space for more ideas coming from children. It is a visual informative tool for children to contribute to and/or to refer to during the meeting. They could follow the agreed agenda and put a tick when the concrete task is complete. It gives children also a sense of satisfaction from what they accomplish as a group.



3. "Make Choices" – Ideas for how to stimulate children to make choices

1. Making simple choices every day for our lives.	Interactive games, situations, drawings, posters, magazines, life stories.
2. Making important choices for our happy lives!	Start introducing step by step concrete LINK tasks for children to work on.
3. Let's choose our next theme together!	Create a bank/jar of ideas to choose as a group our favourite next theme based on LINK deliverables. Discussion, debates, arguments.

4. Discussion with the group about diversity, disability and prejudice

Ask children to place the statements below in two groups: if it is a Myth or it is a Fact. Build a discussion around some statements when children hesitate, argue or simply are not sure about the statement. It is not necessary to use all information below. Sometimes one myth/fact to start your further work with the group would be enough.

MYTHS	FACTS
Myth 1 Children with disabilities are feeling better only with children like them!	Fact 1 This is incorrect, this happened because of the life of these children at the institutions and special schools. The place of these children is exactly where we are now – together and different.

Myth 2 The life of children with disabilities is totally different from the life of children without disabilities.	Fact 2 This is untrue. Children with disabilities go to school, have friends, get angry about stupid things, dream and love.
Myth 3 Children with disabilities always need help.	Fact 3 This is untrue. Many children with disabilities are independent and can even help other children. All children sometimes need help.
Myth 4 Children with intellectual disabilities don't have emotions and feelings!	Fact 4 This is untrue. All children have emotions and feelings and what strong feelings these are!
Myth 5 You should not ask openly about the disability!	Fact 5 It is important how you ask, but it is good to ask, this way you are making the disability less scary and important.
Myth 6 Children with special educational needs are delayed in their progress!	Fact 6 Children with disabilities can have genius skills. Sometimes there are no adults who can meet their needs.
Myth 7 Children from the family-type centres should receive support mostly there!	Fact 7 The children from the centres need to go to the dentist, to the doctors, for horse riding, basketball training, football, to other clubs, just like all other children in town.
Myth 8 Children with disabilities can't develop as specialists and have a job.	Fact 8 If there is an appropriate environment and support, every child can work when they grow up.

5. Some suggestions for engaging children in adult-led events:

1. Children need to receive information about when and where the event will be, who will attend, what format this will be (whether it will be a discussion, questions and answers, presentation, or the like).
2. Children are asked whether they have something to say on the subject, whether they have personal experience to share, whether there is anything else to share on behalf of other children in the group.
3. When it is time for preparation, the child starts writing/sharing first thoughts on the subject when prepared to participate.
4. The facilitator asks additional questions which are helping the child to express more information.
5. The child expresses additional thoughts and words.
6. The facilitator and the child gather to discuss the most important key messages which they will communicate/incorporate into communication piece.
7. The facilitator makes final changes based on the final words of the child.
8. When finalizing the communication piece, the child is supported to prepare their own way of presenting. The child practices speaking or reading the text with the help of parents/carers/facilitators.
9. The facilitator supports the child during their presentation and participation.
10. After the presentation, they do a debrief on what was good and what they could improve next time with regard to the presentation skills the child would like to develop.

Annex 14 – CAB Meeting Sample Agenda

Child Participation is based on children's knowledge, information and experience they already have or don't have. They will participate as long as they feel comfortable and enthusiastic about it. They will receive enough information and support from adults in order to express themselves and to have fun. It is a voluntary involvement, and everybody is free to leave when they want to do that. The ways of working with children and young people, methodology shall include local traditions, practices, skills that will support the development of new skills and experiences for children.

Agenda (sample) for the first CAB session

Time	Theme	Methods	Materials
20 min	My new friends and journey Create together a safe, friendly, free for choices atmosphere for all Let's meet and introduce each other! (when everybody is ready for that) Let's agree on our rules as a group! Value of Communication - Understanding each other is important; find out different ways, rules to communicate in a positive way in the group; express openly your emotions, opinions, wishes, and dreams.	Prepare different posters for routines, agreed group rules, personal space with photos, drawings, rest area, parents' corner, games, drawings; I am...; My family is..., what I like/dislike; my house, school, town, etc. Agreed group rules visible for all.	Flipchart paper, old magazines, markers, color paper, tape, personal photos, pictures for 'my corner' in the room.
10 min	Introduce the LINK project and the role of CAB in it.	Informative posters, pictures, drawings, Q/A time; interactive games, situations, drawings, posters, magazines, life stories	Some materials are prepared in advance by CAB facilitators
10 min	Break time	Snack and drinks	
30 min	Introduce the LINK deliverables for consultation with children	Group discussions, decision-making chart/tools, vote	Materials prepared in advance to share with CAB
5 min	Break time	Snack and drinks	
10 min	Let's choose our next work together!	Create a bank/ jar of ideas to choose as a group the next themes/tasks based on LINK deliverables; Discussion, debates, arguments.	A jar or paper box, markers, flipchart paper.
5 min	How did you feel at the meeting?	Ask the group or individuals; invite everyone to choose the way to share his/her feelings and emotions; group discussion.	Mood meter, poster to stick happy/sad faces by everyone



Siège | Hauptsitz | Sede | Headquarters
Route des Plaines-du-Loup 55, CH-1018 Lausanne
T + 41 58 611 06 66, info@tdh.org
CH41 0900 0000 1001 1504 8

www.tdh.org,



www.tdh.org
www.facebook.com/www.tdh.org
www.x.com/tdh_org
www.linkedin.com/company/tdh-org



Terre des hommes
Helping children worldwide.

©Tdh 2024