



Ending Violence against Children

Children's Consultation Pack
February 2016





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INTRODUCTION

Dear Children,

The world's governments believe it is possible to **end violence against all children all over the world**. We have listened to girls and boys over the years and they have continued to tell us that they want violence against children to end. Children have always believed it is possible to prevent violence and to protect children against violence, including the fear of violence. Children also understand it will take time for change to happen and everyone, including parents, teachers, community leaders, faith leaders, health staff, local and national government leaders, private businesses, non-government organisations, and children themselves, will need to take action.

Together with children, we believe violence against children is unacceptable and something can be done to stop it from happening so that every girl and boy is safe and free from all violence. Some of you may have been involved in past consultations about violence, what it means to children, how they experience it and what, as children, you think can be done to help stop and protect children from violence.

TODAY, the world's governments want to hear from you about three key actions they think can make a BIG difference building on what we know already and what you have told leaders in the past. World's governments believe it is important to:

A) Change

the way people think about violence against children and focus on solutions.

B) Share

with each other information about violence and children, including what we know works and finding more ways to make families, communities, and societies safer for all children all over the world.

C) Act Now

to make sure every girl and boy, wherever they grow up, are safe and free from violence, receive world class services delivered by highly trained staff, live in families and communities where violence is unacceptable, and grow up in countries where governments demonstrate children are their investment. This could mean actions such as increasing funds for preventing violence against children, creating policies and plans to make their country a safer place for every girl and boy, making sure laws are acted upon to protect children and bring justice to every girl and boy so that all children are free from violence and are safe.

A Global Partnership to End Violence Against Children has been created to support the actions of all those seeking to prevent violence against children, protect childhoods and help make societies safer for children. This Global Partnership is building a plan that will help drive the change that is so urgently needed so that everyone - including communities, children and government leaders - work together to end violence against children.

The Global Partnership wants your help. It needs to know what you think about its focus and how you think children could be involved in making sure the Global Partnership does its job to support the world's leaders to end violence against children and make sure every girl and boy are free from violence and safe.

Dear Facilitator,

The Global Partnership to End Violence Against Children would like to thank you in advance for your support in what we see as a critical component of building the Global Partnership's strategy. One of our seven principles is to be Child Centred (Appendix 1: The Global Partnership and Principles) and this consultation provides us with an opportunity from the outset to ensure children's voices, experiences and recommendations inform our thinking, decision making and plans going forward.

We would like to emphasise this consultation is about hearing from children. There is a consultation pack where communities, governments, NGOs and other adult stakeholders can share their views – this can be found at www.end-violence.org.

In this pack we have provided information that will help run the consultations with children safely and meaningfully. Please ensure consent for the use of the children's contribution is obtained and safely sent to the Global Partnership to End Violence Against Children - Organisational Lead. A separate document titled **Global Partnership to End Violence Against Children – Consent Form, is provided.**

Please note, this consultation is not focussing on children's views about violence, however if you feel it is necessary to undertake an activity about children's view on violence, above and beyond what has been already suggested, as an introduction to this consultation, please do so. The focus of the consultation, as highlighted already, is to understand

- i) The actions (solutions) children believe are necessary to end violence against children in their community, country, and globally.
- ii) The actions children can take to support ending violence against children
- iii) Children's recommendations for strengthening the work of the Global Partnership to End Violence Against Children.

A set of activities has been created to guide your facilitation, however, please do not feel restricted to using these activities. We are happy for you to adapt them and or indeed use other activities you feel are more appropriate taking into account the children's capabilities, context and time. Nevertheless, it is important to focus on the key questions framing the consultation section to ensure the meaningful participation of the children. Also, refer to the documentation and reporting section to further support your preparations. In the Appendix, we have included additional activities to support the introductions, getting to know each other, forming groups, and generating feedback.

We have not specified the time or logistical preparations in this document and leave this with you as facilitators to make the necessary preparations, adhere to your organisational policies and procedures to ensure the safe, ethical and meaningful participation of children, and to plan sufficient time per activity depending on the size, age, context, and capabilities of the children involved. We are also mindful that you may prefer to run a series of workshops over a few days or one workshop covering each of the activities.

In addition, we have also provided the UN Basic Requirements for the Meaningful Participation of Children, a guidance note for effective facilitation, and a note on documentation and reporting. Please use the opening letter to children to support the overall introduction and facilitation.

We are very keen to hear from children, with a focus on the children left furthest behind, to understand their direct voices and would really encourage you to ensure any documentation and interpretation of the children's insights is captured as close to their original voice/ inputs as possible; please refrain, where possible, from using jargon, 'organisational language' and abbreviations. Ideally, insert the direct voices/quotes/dialogue of the children capturing their key points and messages in relation to the key questions. We have also ensured an open space where children are welcome to share any other key points they wish to, which do not necessarily fall within the core questions.

Please note this consultation pack is available in English, French, Spanish and Arabic. We are keen to ensure that language is not a barrier that excludes certain children, and so we would encourage you to translate the pack or instructions within the pack into local languages and ensure interpreters are fully briefed so that the voice of the child is captured. However, please note that we would ask you to submit the results of your consultations with children in English, French or Spanish, wherever possible. Should this be an issue, please liaise with your organisational lead as early as possible to discuss support to ensure that language is not a barrier.

Please use the UN Basic Requirements for the meaningful participation of children to guide all logistical arrangements and the running of the consultation/s. Please ensure organisational safeguarding and child protection policy and procedures are adhered to as detailed in the Basic Requirements. Your organisational lead will be happy to support and answer any additional questions or clarifications required and provide you with relevant organisational documentations, if needed. Please do not hesitate to contact your organisational lead with any questions.

Please send all the feedback from the children to feedback@end-violence.org by **15 March 2016**. See the section on Documentation and Reporting to support the collation of the children's feedback. The children's input will help the Global Partnership further develop and finalise its strategy with the view to launching it in July 2016. A Solutions Summit: To End Violence against Children is due to be held in 2017.

We would like to thank you once again for your support in facilitating such a critical dimension of our work, helping us to ensure the voices of children are heard and influential as we go forward together to make change happen to end all forms of violence against children, protect childhoods and create societies that are safe for every girl and every boy.

DOCUMENTATION AND REPORTING

Please send all documentation to:
feedback@end-violence.org
 by **15 March 2016**.

As mentioned earlier in the document, we are dependent on effective documentation and reporting to ensure we do justice to the voices and expertise of the children. Please do dedicate the time and resources to ensure we capture the children's insights and expertise. Please do share with us their direct voices, dialogues, and key messages in relation to the sessions. **The Global Partnership is committed to ensuring children have a genuine voice and role in the work of the partnership.**

Please use the Cover Summary Sheet and the Critical Questions Guide to support the final feedback. Do not feel limited to producing a formal report as we are open to other creative reporting processes too, for example, a children's key messages book or a collage story board conveying the children's feedback. We have also provided details on supporting documentation such as photos, quotes and podcasts below.

A) Summary Cover sheet

Organisational Focal Person	Name and contact details
Country	
Consultation Coordinator – in Country	Name and contact details
Facilitator/s	Name and contact details
No. of consultation/s held and areas	
Data and information in relation to Children's Profile Information per consultation: No of children per consultation including gender %, age, and additional profile information including rural, urban, street children, children with disabilities, children involved in hazardous labour, children in remand homes, children out of school, etc.	
Total number of children involved in the consultations	
Total number of girls	
Total number of boys	
3 key actions children believe are necessary to end violence against children	

3 actions children can take to end violence against children	
3 key messages from children to the worlds governments in relation to ending violence against children	
3 key messages to the global partnership: how children could have a genuine voice and role in the partnership.	
3 recommendations for strengthening the work of the Global Partnership	
3 quotes from children	

B) Critical Questions Guide

1.	Key messages from children to the world's governments in relation to ending violence against children
2.	Examples of solutions from children's perspectives - for example, how their family, community, school or district has prevented violence
3.	Key actions (solutions) children believe could support ending violence against children and creating safer societies
4.	Examples from children about how they influence decisions, leaders, groups and committees in their community,
5.	Information from children about what stops children from speaking out about violence or reporting violence
6.	Key actions children can take to support ending violence against children
7.	Key messages to the global partnership: how children could have a genuine voice and role in the partnership
8.	What might stop or prevent children from having a genuine voice in the work of the global partnership?
9.	Children's recommendations for strengthening the work of the Global Partnership
10.	Children's key messages: so that everyone makes it their business to end violence against children and create safer societies including parents, teachers, community leaders, faith leaders, health staff, local and national government leaders, private businesses, non-government organisations, and children themselves. [Here you could document specific messages for different stakeholders/ duty bearers as well as overall messages for adults in positions of influence/ power/ duty]
11.	Key points in relation to: Change the way people think about violence against children and focus on solutions.

12.	Key points in relation to: Share information about violence and children, what we know works and find more ways to make families, communities, and societies safer for all children all over the world.
13.	Key points in relation to: Actions to make sure every girl and boy, wherever they grow up, are safe and free from violence, receive world class services delivered by highly trained staff, live in families and communities where violence is unacceptable, and grow up in countries where governments demonstrate children are their investment, including increased funds for preventing violence against children, creating policies and plans to make their country a safe place for every girl and boy, creating or making sure existing laws are acted upon to protect children and bring justice to every girl and boy so that all children are free from violence and safe.
14.	Additional key points/ messages in relation to how children can Influence the global partnership
15.	Children's ideas for one change:
16.	Children's one minute key message:
17.	Open space for any additional feedback from children not included above
18.	Children's questions for the Global Partnership

In addition please do include images and, quotes and video/podcasts where feasible. Please also ensure you send key supporting notes from the facilitators/children taken during the session.

C) Photos:

Please follow your organisational photo/imagery guidelines, ensure Do No Harm/Child Safeguarding and Consent from child/children/parent/carer for the use of the photos. We do not need all the photos sent to the Global Partnership but of the four to five you do choose to send please ensure you:

- Do keep the photographs in their original format.
- Don't make them smaller or paste them into a Word document.
- Do keep caption information in the same folder as the photographs.

Please provide the following per photo:

Photo filename: (e.g. image no.)	Who is in the Photo	Details of where it was taken
What is happening in the photo	When was it taken	Why is this picture relevant for the Global Partnership
Quote from the Child (where relevant)	Photographer's Name	Consent for the use of the photo by the Global Partnership received.

D) A short video/ podcast (30 seconds – three minutes) of key messages to the global partnership focussing on either or all of the following headings:

- Children's participation in their communities to end violence against children
- Children's participation in the global partnership to end violence against children
- Children's key messages to the world's governments

E) Children's Quotes

Share 5 or more quotes from Children to support the overall documentation

No.	Name	Age	Gender	Country	Quote	Any additional information (context, profile...)
1.						
2.						
3.						
4.						
5.						

SESSIONS

SESSION 1

Children Free from Violence

[Guiding time estimate 45 minutes]

The Global Partnership believes it is everybody's business to end violence against children and has been set up to support actions that seek to prevent violence, protect childhoods and help make societies safe for children.

The Global Partnership aims to do this by focussing on three key areas:

Change

the way people think about violence against children and focus on solutions.

Share

with each other (everybody all over the world) information about violence and children, how children experience it, what we know works to prevent it or protect children from it, and find more ways to make families, communities, and societies safer for all children all over the world.

Act

to make sure every girl and boy, where ever they grow up, are safe and free from violence, Take actions so that every girl and boy receives world class services delivered by highly trained staff, live in families and communities where violence is unacceptable, and grow up in countries where governments demonstrate children are their investment, including investing money for preventing violence against children, creating policies and plans to make their country a safe place for every girl and boy, making sure existing laws and new laws are acted upon to protect children and bring justice to every girl and boy so that all children are free from violence, protected and safe.

SESSION 1

Children Free from Violence

[Guiding time estimate 45 minutes]

In our first activity, I will read out a statement, you might agree with this statement or you may disagree! In your groups have a discussion about the statement; there is no wrong or right answer throughout this consultation. It is about hearing what you think, why you think that and any examples you are happy to share to help us understand why you agree or disagree with the statement. Ok, are you ready for the statement?

All children all over the world are free from violence, the fear of violence and are safe at all times.

1 In small groups, discuss this statement

- What do you think about this statement?
- Do you agree with it or not?
- Why?
- Which children?
- How? (...are children free from violence or not free from violence...)
Any examples?

2 Children prepare a 3 minute feedback presentation on their key points.

3 Children present their feedback to the whole group.

4 Space for an open informal discussion once everyone has feedback and an opportunity for the children to share any further insights building on what they have heard already.



Adaptation Ideas

This activity can also be done in a large group using the Agree/Disagree technique. One end of the continuum is agree and the other disagree, children lie themselves up along the continuum depending on their viewpoint and how strongly they agree or disagree then present their opinions and examples. If you decide to do the whole group 'agree/disagree' adapted version then it is a great idea to split the children into groups to capture their key points and present as suggested above.

Also, you may prefer to replace the words 'all over the world' with 'in my community' or 'in my country' or start with in my community leading onto country and then the world.

Facilitator, please note during the discussion the children may decide to draw symbols or images to communicate their points. Where possible, especially if they use these during the presentation, please take a photo of the drawings and provide their analysis of the images/symbols. Please also ensure an effective note taking process throughout the children's participation in the consultation including direct quotes/key questions they raise, their examples and their key messages.

SESSION 2

Who is Responsible?

[Guiding time estimate 1.5 hours]

1

Whose responsibility is it to make sure all children are safe and protected from violence at all times?

- The facilitator draws concentric circles with the child at the centre.
- Children shout out their ideas starting with those in contact with the child on a daily basis to those who may not have direct contact with children but have the power to influence decisions that affect children's lives
- The facilitator writes the children's responses into the concentric circles inserting family members, village members in the inner circles and then district and national level to eventually wider institution, global level into the furthest circles.

2

What are your key messages to the people responsible?

- What actions can they take to make all children safe?
- What do they do already to prevent violence against children/to keep children safe?
- How do leaders in your school or community help to change the way people think about violence against children? Have you got any examples?
- How can leaders in your community or government help to end violence against children?
- What (more) can they do to protect children from violence?
- What do they need to stop doing?
- What do they need to start doing?
- What do they need to get better at doing?
- What are your key messages to leaders in your community/ government?

3

What actions can children take to help end violence against children?

- How can children help to create safer communities?
- How can children make sure their voices, concerns and ideas are heard by leaders, parents, teachers, police, and some of the other people mentioned in the above activity?
- Have you got examples on how children's voices already influence leaders and people responsible for protecting children?
- How is the child's voice heard in your family, community, school or district?
- What stops children from speaking out about issues they are concerned about?
- Have you got any examples on how children in your community speak out about violence?
- What would help children speak out about violence more?
- How do children help protect children from violence in your community?
- How do children keep children safe in your community?
- What are your key messages to children?

SESSION 2

Who is Responsible?

[Guiding time estimate 1.5 hours]

Feedback Presentation Preparation:

The children to prepare three letters, one for 'people responsible' in their community (children to choose whether to focus on a particular group such as leaders, teachers, police and so on), one for children, and one for their government, based on the above discussion/points.

Each group feeds back.

Facilitator Notes:

- Don't forget to ensure the children address each layer of the circles.
- As mentioned previously, please ensure effective documentation during the children's discussions and their feedback,

Adaptation Ideas

In relation to activity 2, you may decide each group should focus on a different layer of the circles and all of them think about the centre: children. If you do choose this approach, please ensure sufficient time during feedback for the children to input, following each of the groups' feedback. Alternatively, you may decide to have feedback before the letter writing activity and then different groups focus on different letters taking into account all the presentations.

SESSION 3

The Global Partnership

[Guiding time estimate 1 hour]

Introduce this session by referring to the opening introductions addressed to the children and to the facilitator. Use the logo of the partnership to introduce this section and how it is about bringing together people and children all over the world to work together, to join together, and to stand up together against violence; to make sure it is unacceptable in their community and country; to make sure everyone shares key information, expertise and investments; and to support all those wanting to take action to protect children from violence, create safer societies and end violence against all children, every girl and every boy.



You may wish to introduce this session through **‘telling a story approach’** or **‘through playing a quiz about the global partnership approach’**. Remind the children that the global partnership is still something that is very new and that during its early stages of setting up; that the members of the Global Partnership want to find out what children think about it, what it should focus on, how it should work, and how can we make sure it is a success.

The questions below have been developed as a guide to support the facilitation of this session. There are a number of ways you could facilitate this session. For example, you may wish to split the children up into small groups and each group focuses on a separate set of questions before presenting to the wider group for their input; alternatively you may prefer that all the groups focus on all the questions, in which case you may set a timer for focussing on a set of questions before moving on to the next set, or feed in a new set of questions as and when each group finishes working on the first. Ensure time for feedback, discussion and refinement of the children’s inputs.

Highlight to the children again that there are no right or wrong answers; this is about their voice, their expertise, their ideas and insights to help the Global Partnership think about its focus, how it operates and how to help make sure it is successful.

If using the story approach, an introductory example is:

This activity is about creating a story for the Global Partnership that tells them what children think about the Global Partnership, children’s role in the Global Partnership, and ending violence against children together. I am going to share a set of questions with you, have a think about the questions, discuss them in your groups and use them to help build your story for the Global Partnership.

In your groups, we will make sure someone is taking notes but if someone in your group is happy to write the key points then that is fine too. You may also want to use drawings or symbols and don’t forget to include the key points you discussed already in the first two activities.

So are you ready?

Here is the first question to begin your story....

SESSION 3

The Global Partnership

[Guiding time estimate 1 hour]

Guiding questions:

Global Partnership

- How can the Global Partnership help people change the way they **think** about violence against children, so that one day, all children are free from violence and are safe?
- What information/ evidence do you think people need to help end violence against children? Who needs the information? Why? What can be done to make **information sharing better**?
- How can the Global Partnership help people, including governments, all over the world **take action** to end violence against children?
- How can the Global Partnership work **together with children** to make sure all children are free from violence and safe?
- The Global Partnership may host a Solutions Summit in 2017 (an event that brings key people together to think about solutions to end violence against children), what could children's contribution to this summit be? How could they be involved? How could they engage with the world's governments to end violence against children?
- What are your three key messages to the Global Partnership?
- What are your key questions for the Global Partnership?

Feedback:

Story Approach adopted:

Different groups could focus on different sections of the story which means together they would create their story for the Global Partnership to End Violence Against Children.

Quiz Approach adopted:

The facilitator asks each group to feedback on each question by sharing one key point per question (without repeating something that has already been shared). Repeat the process until all the key points have been shared.

Or the children prepare a presentation focussing on their key points and respond to questions from each other.

SESSION 3

The Global Partnership

[Guiding time estimate 1 hour]

Facilitator Notes:

During this final feedback, it is critical to take effective notes as children may elaborate further than what they have included in their own notes.

It may be helpful to focus the feedback on the following points per group:

- How the Global Partnership can help **CHANGE** the way people think about violence against children and focus on solutions.
- How the Global Partnership can help people **SHARE** key information about violence and children, including what we know works and finding more ways to make families, communities, and societies safer for all children all over the world.
- How the Global Partnership can help people take **ACTION** to make sure every girl and boy, where ever they grow up, are safe and free from violence, including the fear of violence.
- How the Global Partnership makes sure it continues to be **INFLUENCED** by children from all over the world.

Please also ensure effective note taking during the small group work either by having staff present (sitting slightly outside of the children's circle so as to ensure they do not facilitate at this point) but leave it very much to the children to organise themselves, explore, discuss and raise any questions for clarification via the facilitator.



Adaptation Ideas

- You may want to write each question on a strip of paper for the groups to refer to
- You may ask different groups to focus on different questions and then during feedback as they share they create the story together by bringing their different strands together.
- If all children/all groups focussing on all the questions, you may wish to introduce 3 minute feedback slots per group during each set of question to bring the group together and ensure momentum/focus; also - each group shares three key points and does not repeat what another group has already shared.
- You may wish to facilitate it as an actual quiz, where different children ask the different questions to the wider group and give them a few moments to discuss, come up with their answers, and document those before moving onto the next question. You may want to have a countdown from 10 or 5 when time is nearly up per question.

Closing and Next Steps

Please use the following as a guide to close the consultation and to thank each of the children for their contributions, time and expertise:

Thank you so much for all your input. We are going to type up the feedback you have provided and share it with the Global Partnership. We will also share some of the photos (and video messages). The Global Partnership will also be listening to what other children from different parts of the world think. They will use all this amazing expertise to help develop their plans and build the Global Partnership to its next level. Thank you so much for all your input, ideas, time and for being so open.

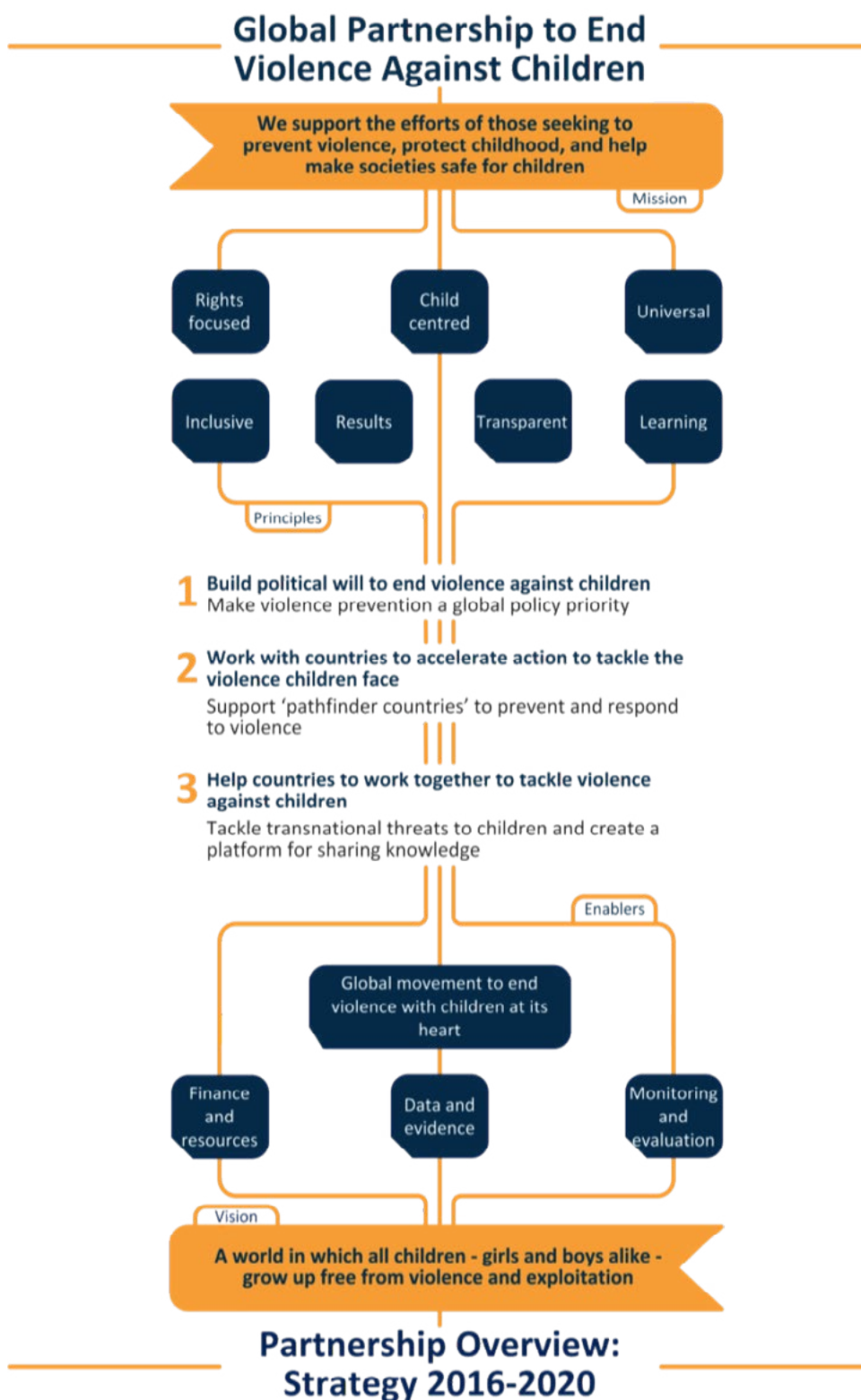
We have covered so much today and if any of you want to talk further or want some time out with one of the staff members do let me/us know (facilitator to name individuals who will be around or work with the children regularly). We hope you have got as much out of the session as we have and we look forward to sharing feedback from the Global Partnership in response to the children's input. We hope to hear from the Global Partnership around May, once they have had a chance to read and review everything!

Before we go we would like to do one more activity!

Facilitator to select an appropriate closing activity [see Appendix 4] or one they have used in the past or chosen by the children that builds on a sense of togetherness, solutions and fun!

APPENDIX

Appendix 1: The Global Partnership and Principles



Appendix 2: Nine Basic Requirements for Effective and Ethical Participation of Children

In order for children's participation to be effective, ethical, and safe, it is essential that certain principles and standards are complied with. Without adherence to these standards, there is a danger that children will be manipulated, placed at risk, or denied any real opportunity to articulate their own views. The considerable body of experience that has been built up since the UNCRC was adopted in 1989 has led to a broad consensus on the basic requirements which have to be reached for effective, ethical and meaningful implementation of Article 12. These requirements need to be incorporated into policy and practice at all levels and, wherever possible, to be reflected in any legislative framework. The basic standards for the implementation of Article 12 must be interpreted within the context of the following general principles derived from the UNCRC:

- Measures should be put in place to encourage and facilitate children's participation in accordance with their age and maturity.
- Participation should promote the best interest of the child and enhance the personal development of each child.
- All children have equal rights to participation without discrimination.
- All children have the right to be protected from manipulation, violence, abuse and exploitation.

In practice this means that child participation must meet the following nine basic requirements.

- 1. Transparent and informative** Children must be provided with full, accessible, diversity-sensitive and age-appropriate information about their right to express their views freely and for their views to be given due weight, and about how this participation will take place, its scope, purpose and potential impact.
- 2. Voluntary** Children should never be coerced into expressing views against their wishes and they should be informed that they can cease involvement at any stage.
- 3. Respectful** Children's views have to be treated with respect and children should be provided with opportunities to initiate ideas and activities. Adults working with children should acknowledge, respect and build on good examples of children's participation, for instance, in their contributions to the family, school, culture and the work environment. They also need an understanding of the socio-economic, environmental and cultural context of children's lives. Persons and organisations working for and with children should also respect children's views with regard to participation in public events.
- 4. Relevant** Opportunities must be available for children to express their views on issues of real relevance to their lives and enable them to draw on their knowledge, skills and abilities. Children's participation should build on their personal knowledge – the information and insights that children have about their own lives, their communities and the issues that affect them.

- 5. Facilitated with child-friendly environments and working methods** The approaches to working with children should be adapted to their capacities. Adequate time and resources should be made available to ensure that children are adequately prepared and have the confidence and opportunity to contribute their views. Consideration needs to be given to the fact that children will need differing levels of support and forms of involvement according to their age and evolving capacities.
- 6. Inclusive** Participation must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for marginalised children, including both girls and boys, to be involved. Children are not a homogeneous group and participation needs to provide for equality of opportunity for all, without discrimination on any grounds. Programmes also need to ensure that they are culturally sensitive to children from all communities.
- 7. Supported by training** Adults need preparation, skills and support to facilitate children's participation effectively, to provide them, for example, with skills in listening, working jointly with children and engaging children effectively in accordance with their evolving capacities. Children themselves can be involved as trainers and facilitators on how to promote effective participation; they require capacity-building to strengthen their skills in, for example, effective awareness of their rights, and training in organising meetings, raising funds, dealing with the media, public speaking and advocacy.
- 8. Safe and sensitive to risk** In certain situations, expression of views may involve risks. Adults have a responsibility towards the children with whom they work and must take every precaution to minimise the risk to children of violence, exploitation or any other negative consequence of their participation. Action necessary to provide appropriate protection will include the development of a clear child protection strategy which recognises the particular risks faced by some groups of children, and the extra barriers they face in obtaining help. Children must be aware of their right to be protected from harm and know where to go for help if needed. Investment in working with families and communities is important in order to build understanding of the value and implications of participation, and to minimise the risks to which children may otherwise be exposed.
- 9. Accountable** A commitment to follow-up and evaluation is essential. For example, in any research or consultative process, children must be informed as to how their views have been interpreted and used and, where necessary, they must be provided with the opportunity to challenge and influence the analysis of the findings. Children are also entitled to be provided with clear feedback on how their participation has influenced any outcomes. Wherever appropriate, children should be given the opportunity to participate in follow-up processes or activities. Monitoring and evaluation of children's participation needs to be undertaken, where possible, with children themselves.

Source: Every Child's Right to be Heard: A resource guide on the UN Committee on the Rights of the Child General Comment No.12 (2011) Save the Children and UNICEF.

Appendix 3: Effective Facilitation Note²

There is so much that can be said about facilitation! For now, we will keep it to a few words to help set the scene for the purpose of children's participation in this consultation.

- Facilitation is an art that requires excellent interpersonal skills, communication skills, problem solving techniques and effective management, to name a few.
- Effective facilitation enables inquiry, stimulates debate and discussion, involves, engages, provides a catalyst for ideas, themes, and priorities, encourages openness, conversations, variety of perspectives, supports individuals to work together, respects each other's insights, experiences and views, without stereotype, judgement or discrimination.
- Effective facilitation ensures a supportive environment to speak out, share and contribute, inspires thought, creativity, problem solving, motivates all participants whatever their capabilities to contribute, take part, be heard, and probes questions to investigate further, discover new levels of thinking, increases awareness, promotes learning, discovery and knowledge.
- It is important to plan ahead, ensure child safeguarding policy and procedures have been considered and implemented, as well as other key organisational policies and procedures, appropriate information has been communicated to children and their parents/ carers and consent to participate has been received in a timely manner, effective translation/ interpretation arrangements have been planned for, and activities have been designed to support children's meaningful participation. Please see the section on the 9 basic requirements for the ethical and meaningful participation of children to support your plans and preparations.
- It is important as a facilitator to be flexible and adaptive. You will need to be observant and responsive to the children's needs, capabilities, the environment, the materials available, and time, for example. You may need to adapt the activities and relate them to specific projects or programmes of work the children have already been involved in or are aware of to help them understand the purpose of the consultation, and contextualise the questions accordingly.
- An effective facilitator is not only output focussed but process focussed too. It is important to know and clearly communicate why this workshop/ event is taking place, what the purpose is, what you hope to achieve, how the children's insights will inform the strategy development process/ work of the Global Partnership and clearly communicate throughout the session why we are here? What we hope to achieve? What will happen with their contributions? And how their insights and recommendations will help the work of the Global Partnership.
- An effective facilitator knows when to lead, when to step back, and to communicate at the child's eye level. S/he is not afraid of silence, and gives time to the children to take in the task/ activity instructions, ask questions and internalise the task before undertaking it.
- An effective facilitator creates space, stimulates dialogue, orchestrates moments that bring together everybody's thoughts, views and perspectives, and helps the participants reach a decision, consensus, agreement of key messages, priorities, and/or decisions.
- An effective facilitator ensures appropriate provision for documenting the children's insights, capturing their direct insights, quotes, key messages and evidence of discussions.
- An effective facilitator never stops smiling!!!

Appendix 4

Additional Activities: To support introductions, forming groups, reporting back, review and closing the session

Name/ Introductory games

Ball game

Stand in a circle

Pass a small ball around and say your name each participant repeats the process and passes the ball to the next person.

Once the ball is back with the facilitator, provide the following instructions.

I am going to throw the ball to someone and shout out their name, they will then throw it to someone else and shout out their name. You must remember who you threw the ball to and from whom you caught the ball. You cannot throw the ball to someone that has already received it.

Any questions?

Start the process (start again if the same person receives the ball twice)

The facilitator will need to be the first person to throw the ball and the last person to catch the ball. Once you have gone all the way round, repeat the process throwing and catching from the exact same persons.

Continue and then introduce a second ball, then a third and then a fourth....gets a bit tricky but lots of fun! Please note, by the time you introduce the 2nd and third ball folks will stop shouting out the names and concentrate on the rhythm of catching and throwing which is perfectly fine!!

Web of Names

Sit or stand in a circle

Start by softly unfolding a ball of wool or thick string and wrapping it gently round your finger then walk over to someone in the circle, say their name and pass the ball onto them before walking back to your original position.

That person unfolds the wool/ string and wraps it gently round their finger before walking across to another person in the circle, says their name, passes the ball onto them and gently walks back to their original position.

everyone in the circle has had the ball of wool/ string.

A web begins to emerge as each person keeps hold of part of the string before passing on the ball to another.

Once complete, the group now needs to unravel itself – repeating the entire process in reverse order!! Carefully- and with lots of laughs!!- They start by the last person unwrapping the string from their finger and throwing it to the person they received it from.

That person repeats the process and throws it to the person they received the string from and so on!!

Silent Interviews

Divide the group into pairs - try to make mix the group into pairs of folks who don't know each other well.

Ask the participants to introduce themselves to their partner.

Instruct the group that from this point forward, speaking is not allowed. This includes whispering, mouthing words, and making sounds, too!

Inform the group that they must tell their partner 3 things about themselves without speaking, similar to a charades game. These things cannot be physical characteristics.

Once all of the partners have finished miming to each other, call everyone back into a circle. Ask for each pair to verbally introduce their partner to the group, as well as the three things that they learned (or think they learned).

Making sure the session is a success

Children work in small groups or share ideas in one big group of the key things they think are important for the session to be a success.

Forming groups

Numbers game

Everyone stands together in a crowd

The facilitator shouts a number

The 'crowd' form a group according to the number, for example if the facilitator shouts out 5 everyone forms a group of 5 members, 3 everyone quickly forms a group of 3, 8 then groups of 8 members are created and so on.

It's fast paced and anyone caught out is not caught out too long! Energetic and fun!

End with the number of members per group you need for the next activity, i.e. pairs or small group of three's for example.

Hint: don't forget to symbolise the numbers high up with your fingers.

Reporting back activities

Gallery feedback

3 minute feedback per group and Input/Q&A

Wrapping up activities

0-10 continuum feedback on key points about the session plus why

Draw lines across a flipchart or use masking tape on the following with 0 one end and 10 the other end.

Develop a range of keywords or statements you would like the children's review/ feedback on, for example: a) venue, B) food, C) activity 1, D) Activity 2, E) Today was interesting, F) Today was boring, etc.

Children position themselves in relation to the statement (or mark an x on the flipchart)

Children share why they are standing there or why they have placed an X on that part of the scale.

Hint: be sure to explain 10 = great, really positive, totally agree and 0 is the other end of the scale. Maybe have a trial run i.e. it rained today.

Happy face, sad face, straight face

On a flipchart or cards create a happy face, a sad face and a straight face (neither happy nor sad)

Children share what they really liked, didn't really like and not sure

Children also share suggestions for to learn from what worked well and did not work so well.

Hint: this could be done individually, in pairs, in groups or as an open group too for those children that are happy to share their views openly.

Couple of fun activities for the end of the session

Archipelagos...

Briefly explain to the group what an archipelago is or create a story about archipelagos as part of the introduction to this activity

One group, or two or three or four depending on the original size

Provide a sheet of paper for them to all stand on per group

Build the story to the point that the archipelago has now split

Tear a piece of the paper so it is smaller and the group now needs to fit onto the smaller sheet

Build the story further that you have now received a report that the archipelago has separated further and shrink the paper again per group

Repeat the process

Lots of fun, creative ways to stay together on the paper (archipelago) even as it shrinks!!

Human Knot

Have the group make a large circle or create two circles (if a very large group)

Have everyone put their left hand in the middle, and hold hands with someone in the circle, not directly next to them. Repeat with the right hand, and be sure to hold hands with a different person, who is not directly next to them.

Then the group must use teamwork to unravel themselves into a circle again without coming disconnected.

Helpful Hint: To ensure that everyone is in the same circle, send a “pulse.” One person begins by gently squeezing their right hand. The person who is squeezed gently squeezes their opposite hand, which passes the pulse to the next person. Continue until the first person has their second hand squeezed.

Team task to unravel themselves!!

1: Article 12 of the UNCRC states that children have the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard – within the family, the school or the community. Participation is incorporated in a number of other articles, along with basic principles such as non-discrimination, honouring the best interests of the child and dedication to realising all of the UNCRC provisions.

2: Save the Children Strategy Consultation 2014