

# Working in Partnership with Children and Young People on the Move: Strategies & Tools for Meaningful Participation

Vanessa Currie, Laura Lee and Laura Wright



**Destination Unknown is a global network of civil society organisations and individuals, including youth ambassadors, united to champion the rights of children and youth on the move.**

**Led by Terre des Hommes, it is an alliance of diverse organisations and people interested in joining forces to share expertise and experience to campaign for better policies and realities – with and for children and young people on the move.**

**We work together to campaign at global, regional and national levels, share knowledge about what works, communicate realities, influence a shift to a more positive narrative about children and youth on the move, and empower children and young people to campaign for change.**

[info@destination-unknown.org](mailto:info@destination-unknown.org)

[www.destination-unknown.org](http://www.destination-unknown.org)

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**Authors:** Vanessa Currie, Laura Lee and Laura Wright,  
International Institute for Child Rights and Development

**Design:** [www.emilysadler.com](http://www.emilysadler.com)

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# 1. Introduction

## About this guide

**Welcome to the guide “Working in Partnership with Children and Young People on the Move: Strategies and Tools for Meaningful Participation”. This guide was developed as a collaborative process between the International Institute for Child Rights and Development (IICRD) and the intergenerational and international Destination Unknown community.**

**A huge  to all the children, young people and adults** who took time to complete the online survey and participate in the in-person participatory consultations that took place in multiple countries. (See Appendix 3 for more information on the consultation process.)

  
Championing the rights of children on the move

**Destination Unknown** is a network of members, partners and young people united to campaign for children and young people on the move to be able to exercise their human rights, have perspectives for the future and thrive in inclusive societies where they are free from discrimination. Destination Unknown is led by Terre des Hommes International Federation.



**IICRD** is a unique hybrid organization: part academic institution, part non-governmental organization (NGO),

affiliated with Royal Roads University in Victoria, Canada, and focused on social innovation with and for children and youth. Our programmes and projects catalyse change, healing, and social transformation for children made vulnerable by structural inequalities in contexts such as war, poverty, colonization, and climate change. IICRD has a proven quality-driven track record in leading participatory and child/youth-centred approaches in working with young people - including those most affected by adversity, their communities, and adult allies.

This guide builds on the Terre des Hommes Germany [Manual and Practical Toolkit on Children's Participation](#), focussing specifically on children and young people on the move.

**IICRD and Destination Unknown have developed this guide to support Destination Unknown members and the wider community working with children and young people on the move to facilitate and support the meaningful participation of children on the move in issues that affect them in a sustainable way.**

This guide incorporates key learning from the Destination Unknown community and shares good practices and opportunities for growth around meaningfully engaging children and young people on the move. It includes a focus on children aged 8-18, with some adaptation for younger and older children, children with different abilities and for COVID-19.

## Important words and key concepts



**Adult Ally:** Any adult who works alongside children and young people, striving to support their meaningful engagement.

**Children's Rights:** The *United Nations Convention on the Rights of the Child (UNCRC)* lists the rights that children need to live, be safe and develop to their full potential. Children, aged 0-18, are human beings, each with his or her own rights.

**Children and Young People:** The United Nations defines children as anyone between the ages of 0 and 18 years old and youth as anyone between 15 and 24 years old. For the purposes of this Guide we refer to children and young people throughout, with tools and approaches aimed at ages 8-18.

**Children on the Move:** Children and young people leave their homes for many reasons including violence, war, poverty, lack of opportunities and climate change. The term 'children on the move' refers to children moving for a variety of reasons voluntary or involuntary within or between countries, with or without parents or their primary caregivers<sup>1</sup>.

According to UNICEF<sup>1</sup>, children on the move face many challenges during transit, upon arrival at their destination and upon their return home, primarily because they have very few options to follow safe pathways.

**Inclusive communities:** Communities that include people of different gender, race, ethnicity, religion, age and abilities; where living in harmony is encouraged and everyone can be an active member of the community.

**Well-being:** Well-being is when you feel well in mind, body, spirit, and heart. Everyone has different things that make them feel well. Examples of things that can contribute to well-being include: strong relationships with friends and family; a supportive community; activities you enjoy doing that make you feel happy; having access to cultural, health and social care; and having a role to play in your family or community. The 5 Pillars of Well-being include feeling: safe, connected, worthy, respected, and hopeful. This concept is at the heart of this Guide and we will briefly expand on it in the next activity.<sup>2</sup>

In 2020, an estimated **35.5 million children** were living outside their country of birth or citizenship

An estimated **13 million children** were refugees and asylum seekers<sup>3</sup>



At the end of 2019, an estimated **19 million children** were displaced within their own countries by conflict and violence

**Millions more** were displaced by disasters<sup>4</sup>

<sup>1</sup> <https://www.unicef.org/migrant-refugee-internally-displaced-children>

<sup>2</sup> Adapted from [The Quest](#): A Children's Guide for Child Support Workers to Better your Professional Practice.

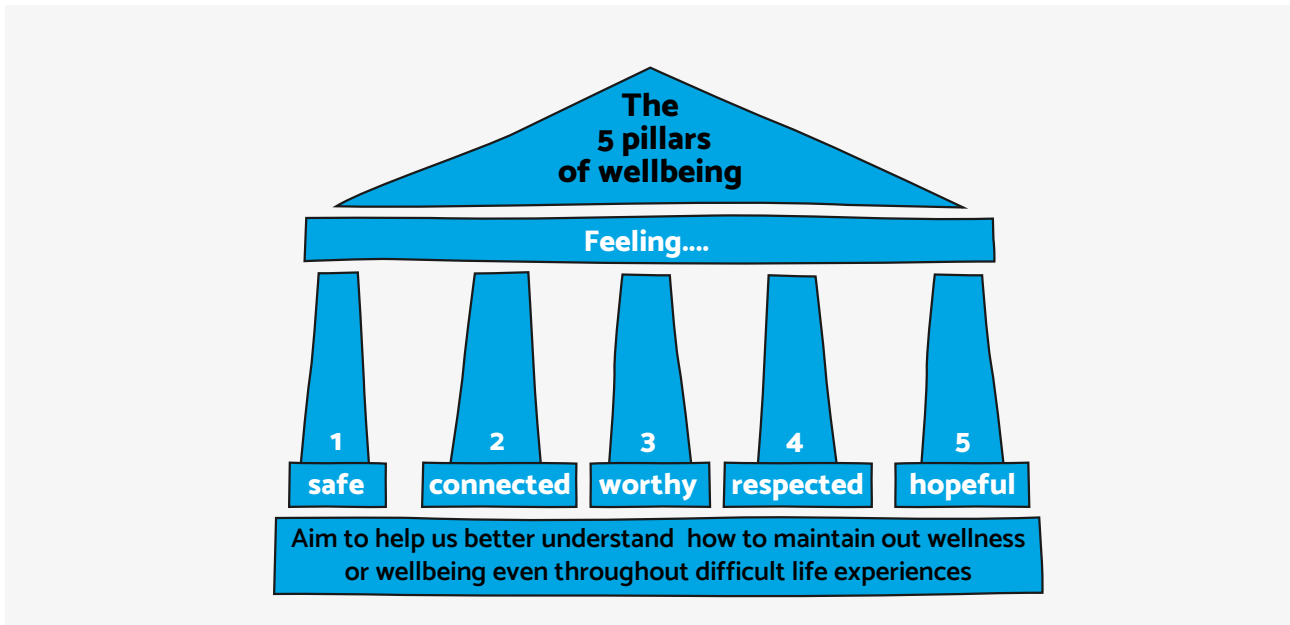
<sup>3</sup> [Uncertain Pathways: How gender shapes the experiences of children on the move](#) - UNICEF, 2021.

<sup>4</sup> [Lost at Home: The risks and challenges for internally displaced children and the urgent actions needed to protect them](#) - UNICEF, 2020.

## What is children's meaningful participation?<sup>5</sup>

The UN Convention on the Rights of the Child (UNCRC) states that children and young people, as individuals or groups, have the right to:

- ➔ Express their views freely in all matters that affect them.
- ➔ Seek and receive appropriate information.
- ➔ Have freedom of thought, conscience, and religion.
- ➔ Form and join associations.



Lundy's (2007) Children's Participation model highlights different forms of child participation (**consultative, collaborative, child-led**) and the key elements required for meaningful participation: **voice, space, audience, and influence**. At different points in time, each of the three types of participation have value. Research shows that children's meaningful participation can contribute to their well-being, development and thriving.

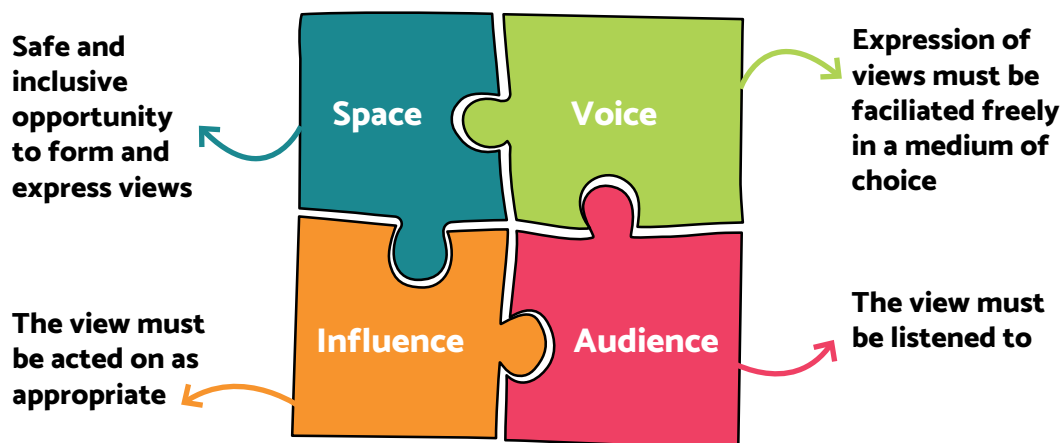


Diagram adapted from [Landsdown \(2018\)](#). P.8

<sup>5</sup> Adapted from Currie, V., Wright, L., Veitch, H., Mayevskaya, Y and Rogers, L. (2020). [Children as Partners in Child Protection in COVID-19 Guide: From Participation to Partnerships](#). IICRD, CPC Learning Network, Child Protection Global Cluster, UNICEF and IFRC.

Children's participation and child protection can be mutually reinforcing with participation playing a vital role in protection responses. Engaging children and young people in their own protection can support self-esteem, reduce isolation, and play a part in addressing some of the negative impacts of being on the move.

Terre des Hommes Germany's [Manual on Children's Participation including practical Toolkit](#), is a helpful resource to consult.



## What did we learn about meaningful participation through the Destination Unknown Global Survey?

Children's meaningful participation implies that the children's voices are heard and inform our work. At the same time participation must be empowering and a means to challenge unbalanced power relations at every level. We also see participation as a right in itself and more than a means to make the right choices.

Active involvement of children, from project/activity design to implementation and evaluation. Listening to children's opinions and taking them into full account.

Child led and sometimes with adult support and consultations but there must be willingness, voluntary and free and considering their safety as well.

Children are engaged in designing proposed activities, consulted during the implementation, and involved in reflections after the implementation of activities. Also, children designed and led activities, mainly peer-to-peer once or awareness raising in the community. Children's views are collected, and their input is reflected in national and international policy frameworks.

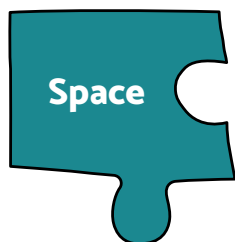
In accordance with the United Nations Convention on the Rights of the Child (1989) children and young people have the right to express their views and to be involved in all matters that affect them. Terre Des Hommes and its member organisations encourage the realisation of children's rights to participation for all children, with particular efforts to reach and involve the most marginalised children, including children with disabilities, stateless children and refugees, and children who face increased risks of abuse.

From a survey of Destination Unknown members working with children on the move (see Appendix 3 for more details), when asked which of the 4 areas from Lundy's Children's Participation model is the most difficult to achieve for organisations working with children on the move, 82% of participants said that **Influence (children's views are acted upon)** is the most difficult to carry out of the four categories. **Audience (children's views are listened to)** was the second most difficult to carry out. As adult allies, we need to be working to act on each of these areas, with particular attention to creating opportunities for children to be heard in the right places with the right people so that it is acted upon. While **Voice (children express their views)** and **Space (children are given safe, inclusive opportunities to form and express their views)** were thought to be less difficult to achieve, participants shared significant challenges and barriers to doing so with children on the move.

Participants shared their ideas about how to strengthen each area of participation with children on the move from Lundy's model (2007).

82% of participants said that **Influence (children's views are acted upon)** is the most difficult to carry out of the four categories.

## Examples of participants' recommendations on how to strengthen each area of participation



**How can children on the move feel safe to express their views, and be given enough time to share their views? What considerations are needed to ensure that all children and young people on the move involved in our work are heard?**

Safe spaces need to be provided for them so that they will **air out their views without any fear**. These should be fear-free, friendly

environments, safe - (both physically and emotionally). Basic needs should also be met so that they are not living with stress.

**Acceptance irrespective of their legal status in a country or region;** having access to safe space where they can stay, drop-in centres with **child friendly services that are unconditional**.

Children on the move may feel safe to express their views if we **ensure that their identity will remain anonymous** and that it won't have any negative effects on them.

It is important to allow for **non-verbal expression** (e.g. drawing/ comic/role play) and ensure that children on the move do not face any risks through their participation.

Adhere to **child safeguarding protocols**.

Provide safe shelters for the children to live in and to convene.

Create drop-in centres with **child-friendly services that are unconditional**. Ensure the space is accessible to children with disabilities to enable inclusive participation.

Children need adults to explain exactly **why** we are asking them to share their views, and how this data will be used.

When planning with children, take into consideration their school hours/ calendar for the ones attending school.

Set up the **infrastructure - technology and internet** - and create safe spaces for them to engage. Support children on the move with data and access to technology if giving their views remotely.



**How are children on the move able to have influence on decision-making? How is this ensured and assessed? How are children given feedback?**

Support them to lobby decision-makers by **participating in evidence collection** exercises so that their voices are captured. Civil Society Organisations can then use such information to engage policy makers.

**Consult** young people, asking them to highlight the things that aren't working for them.

Engage children in **decision-making structures**.

Children need to be considered as **key stakeholders**. In the spirit of true participation, children should be well-informed ahead of the activities of the nature of the consultations, how

their inputs will be captured and how those will be communicated to the interested parties.

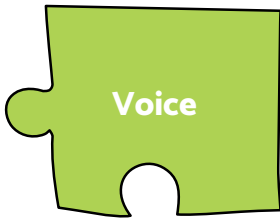
**Support children to form groups** and support them with training on how to influence decision-making for different actors.

Decision-makers or organisations that children on the move are affiliated with must **give them feedback** on their efforts and on how they were taken into account.

By **creating institutional guidelines** that include and ensure child participation.

Work with children to **develop monitoring mechanisms and accountability frameworks**.





How are children on the move provided with the support they need to give their views and be heard and raise the things that matter to them?

Need to have interpreters to **avoid language barriers.**

Engage the children in safe spaces to share their needs, views, and suggestions.

We listen to them through **assessing their needs and customizing our projects** and areas of intervention accordingly.

It is important to **identify those children whose voices are not heard** (e.g. because they are shy, cannot participate in activities, have a form of disability, language barriers etc.), and develop strategies to reach out to them.

**Voice can be expressed nonverbally too!**

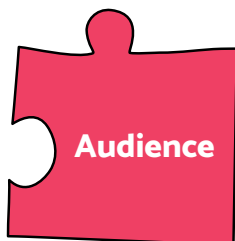
Use different tools to

communicate and express ourselves (and for the children to express themselves), including arts and crafts, peer-to-peer translation/interpretation, one on one engagement with shy kids.

Support young people to form **peer groups where they meet and discuss their issues.**

Ensure access to phone numbers where they can call in, not only to get assistance but to also give their views and be heard.

The **topic shouldn't be imposed** - children must be encouraged to raise the issues that are important to them.



How do you show that you are ready and willing to listen to children and young people's views? How do you make sure they understand what you can do with their views? Are there opportunities for children to share their ideas with other adults and children in the community?

Audience needs to be **open and respectful, listen to children's views** even if they contradict their own opinion, take children seriously, and treat them politely in the exchange.

Do not influence what children say but **identify opportunities to include their comments and suggestions in upcoming decisions.**

**Listening without age prejudice and by explaining in plain language how they can affect change.**

One can show that they are ready and willing to listen to children's and young people's views by putting at their disposal the **tools** that are necessary to collect their views and by including them in the design of the project that will gather their views.

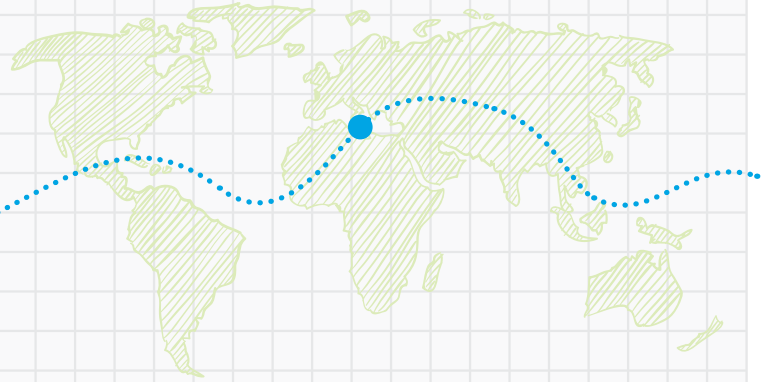
**Child-friendly language** must be used when explaining to them how their views may be used.

Provide children with opportunities to share their views through the various **social media platforms** that the organization has.

## Project highlight

### Kopin, Malta

<https://kopin.org>



**The voices of those children who live on the fringes of society should be amplified; either by speaking on their behalf (based on their perspectives and then sharing back with them what took place); or better still, by providing them with the support to raise their voices themselves. In the Maltese context, it is very challenging for children living in Open Centres (let alone detention facilities) to have their voices heard. Kopin therefore uses information gathered from working with these children to inform its advocacy, awareness-raising and educational activities. For example, the situation of asylum-seeking/refugee children and youth is featured in our training for teachers and educators working in the formal educational context.**

**Creating child-friendly spaces:** We learned that we need to try and create safe child-friendly spaces for children in any given context, even if this can be very challenging. For example, prior to the pandemic, Kopin provided recreational and educational activities for children and youth aged 0 to 17 at Malta's Open Centre for Refugee Families (HFO). The centre had poor infrastructure, was dirty and infested, and was located in an industrial area. Once trust was established, we asked for a more child-friendly space to hold activities and engage in informal and friendly discussions with the children.

#### **Engaging ALL children:**

It is important to identify those children whose voices are not heard (e.g. because they are shy, they cannot participate in activities, they have a form of disability, language barriers etc.) and develop strategies to reach out to them - through someone they trust (e.g. another child); or by providing them with the means to help them speak up (e.g. friendly one-on-one sessions or a cultural mediator to address language barriers). We've used different tools to communicate and express ourselves (and for the children to express themselves), including arts and crafts, peer-to-peer translation/interpretation, and one-to-one engagement with shy children.



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## 2. Recommendations for meaningful participation with children and young people on the move

### Recommendations

**The following recommendations for those working with children and young people emerged from the global survey of the Destination Unknown community and consultations with young people. This represents intergenerational voices on possible ways forward in the field. The hope is that those working with children and young people can start to work collaboratively across sectors and borders to support the meaningful engagement of children and young people with a view to supporting their wellbeing.**

1

**Ensure a safe space for children and young people to participate and to be young people:** Creating a safe space to promote and encourage participation is extremely important. Children and young people spoke of the need to feel secure and at peace. This might be through a child-friendly space, a children's club, or at a community centre. Build young people's feelings of safety in the space and create opportunities for them to share their voices. A safe space to play and have fun is also very important.

2

**Address barriers to participation for children and young people on the move.** For example:

- a. **Financial barriers:** Compensate young people for their time and/or invest in livelihood training for young people and their families, in order to help solve the massive economic pressure faced by families on the move and help open up time and space for their participation.
- b. **Access to communication technology:** Provide children and young people with access to communications technology including mobile phones, computers and the internet, to enable them to learn about different opportunities and communities that they could engage with.

3

**Consider social inclusion as an essential element of programme development.** Integration into the community (host, camp or other) is a barrier to children and young people's participation. Efforts need to be made to assess inclusion issues faced by children and young people through baseline studies or community assessments, and to collaboratively develop strategies to address social inclusion directly. This might include a focus on building relationships and addressing racism and discrimination. Fun and creative methods such as arts-based<sup>6</sup> and play-based methods are particularly helpful in fostering inclusion and social cohesion. This is a robust process that needs to be integrated across programming.

<sup>6</sup> See [You-Create Project Guide and Art Kit: Arts-Based Participatory Action Research Focused on Wellbeing for Children on the Move](#).

4

**Draw direct links between meaningful participation and tangible benefits for children and young people.** Due to the extremely challenging situation that many children and young people on the move find themselves in, participation needs to be tied to tangible benefits. These benefits need to be clearly explained to both the young person and their family to encourage their involvement.

- a. **Skills building:** Invest in children and young people's skills building to help better equip them with tangible skills (i.e. project management, advocacy, research, leadership, creating budgets, arts, writing proposals, etc.). Being meaningfully involved in programming can translate to tangible skills. If you have an opportunity to mentor or plan training, ask children and young people what they are interested in learning, explaining what specific skills children and young people will build.
- b. **Community connections:** Children and young people's meaningful involvement in programming can lead to them building strong connections in the community, which can help with their broader integration.
- c. **Education:** The importance of and challenge of access to education for children on the move cannot be denied. If possible, link participation with formal schooling, course accreditation or informal schooling.
- d. **Language training:** Tie participatory activities to language instruction and integration, building children and young people's skills in the local language while engaging them in creative and supportive activities.
- e. **Tech training:** Offer access to training on how to use communications technologies - this is beneficial to their long-term engagement.

5

**Ensure that mental health and psychosocial support is a cornerstone of all participatory programming:** Children and young people need support from a trusted and trained adult to help their mental health and wellbeing, and build their resilience. For children and young people, it is important to find a supportive adult with whom to build trust to talk through challenging issues and work through them together.

6

**Ensure access to basic needs to improve children and young people's opportunity to participate:** Offering clean drinking water, food, shelter, hygiene items, and basic medical care to young people while they are participating in any activity is crucial. This is particularly for young people on the move, who may not have access to their basic needs at home.

7

**"Play the role of motivator for the children so that they can speak and participate"** (*Young participant, India*): Children and young people sometimes need encouragement and motivation to participate. This often involves working with families to explain the benefits of participation and help address any barriers. Children and young people spoke of needing someone to listen to them, to respect them, show affection and help them address their challenges.

8

**Provide training for staff on how to meaningfully engage children and young people:** Provide training opportunities for staff and volunteers around meaningfully engaging children and young people. Support adults to build their skill sets, both hard and soft skills, so that they can effectively work in partnership with children and young people.

9

**Support young people to acquire proof of identity.** Children and young people's participation can be limited by not having access to proof of identity. Whether there is fear of leaving the home, or an inability to engage in programmes and services, children and young people need access to identity cards or safe migration cards. This may require working with governments and/or civil society to attain.

10

**Utilize technology tools to support continual engagement and support of young people on the move:** There is an opportunity for social media and online communications to play a larger role in supporting children and young people on the move to connect with services, resources and supports. Participation does not need to be limited to one session/activity, as online communities are able to move with children and young people, adapting to their emerging needs and interests.

11

**Move towards cross-border collaboration to support the participation of children and young people on the move:** Organizations across borders can collaborate to support the ongoing engagement of children and young people in their programming, by improving communication and partnering with other agencies along children and young people's route of travel.

12

**Offer training for police, border guards, teachers and others who come in to contact with children and young people on the move:** Offer child-friendly and child-centred training opportunities for professionals who come into contact with children and young people on the move, to improve communication with young people, teach about their rights, and explain the importance of their voices. Invite children and young people to co-design these trainings so that the ideas for how adults can best support meaningful engagement are rooted in children's perspectives.

13

**Advocate with governments to develop laws and policies to support children and young people on the move:** Without the broader framework in place to protect children and young people on the move, their meaningful participation along their transit route becomes more challenging. Advocacy for better laws and policies that impact children on the move is crucial to create a safe environment for their participation.



Project highlight

**MePower Project  
Switzerland:**

**Youth refugees are supported and empowered, and their needs are known to the public and relevant stakeholders. We organize two workshops per year where we all stay together in a house. We create a Safe Space for everyone. We stay in contact between the workshops through regular meetings. We build a solid group. We don't ask about the past but offer psychosocial support if necessary. We work with a solution-focused approach and use creative, participatory methods. Transparent communication of the results of the process is key. We plan the workshops together, but not everyone has to get involved if they don't want to or if the language barrier is too high. We use creative methods that are not only based on language so that everyone can participate. We also did a study on the situation of rejected asylum seekers in Switzerland. The youth engaged as participants in the survey and were invited to be part of the presentation to decision-makers.**

## Barriers to dismantle to support children and young people on the move's participation

The following barriers were identified by the Destination Unknown community and are important areas that require collective action to better support children and young people on the move.



When celebrating International Day of the African Child, we engaged children to seek their views on how they wanted such a day to be commemorated. Children expressed their views and challenges articulately. They understand their situation best and what should be done, however they may not have the power to influence change.

Adult, Uganda

## 3. Safety first

### Creating a safe space

**Creating a safe space to foster the participation of children and young people on the move is crucial to supporting their wellbeing. Many children and young people on the move have faced high levels of adversity and their safety concerns need to be paramount.**

**We all want to ensure that children and young people feel respected and protected in our work together. Of course we want to honour the mantra of doing no harm, but we should be going beyond this to consider how all of our interactions, within any process, are contributing to a young person's wellbeing. Creating a safe space where children and young people on the move feel that they belong, and that all of the parts of themselves can be accepted is hugely important for supporting their wellbeing and meaningful participation.**

**Here are a few tips to consider:**

1

**Physical safety:** Ensure that children and young people 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 and youth-friendly (a physical and emotional space that supports children and young people's wellbeing, opportunity to actively participate in decision-making, and holistic development), and young people can feel comfortable there. There should also be accessibility options for children and young people with disabilities to participate.

2

**Social safety:** Ensure that children and young people have a safe space to share their views and that their opinions will not be overheard by anyone who may pose a risk. Ensure that proper safeguarding and protection policies are in place. (See the section on Safeguarding and consent on pages 16-17 for more information.)

3

**Emotional safety:** Offering a space that is emotionally safe for children and young people on the move requires having individuals who have the time and capacity to actively listen to children and young people. Providing children and young people with a safe space to talk and share their experiences is important. Experienced facilitators can also build connections between peers. Whenever safe spaces are created, we also need to ensure that if a child or young person is really struggling, we can refer them to a counsellor, community elder or someone who has experience with grief and trauma for additional support.

4

**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 diverse groups of young people, but is very important. Creating ground rules and building collective value systems helps young people to understand guidelines for safe interaction. Ensuring that children and young people's belief systems are respected, even if not shared, is important. Engaging children and young people in creating shared value systems and safe ways of interaction is a great way to do this.

## Safeguarding and consent<sup>7</sup>

**When working with children, a child safeguarding policy and Code of Conduct needs to be in place (here is the Terre des Hommes Foundation [Child Safeguarding Policy](#) as an example).**

**Three things we can do to ensure children and young people's safety and well-being**

1

### **Build relational safety**

- Much of the focus on safety for children on the move is on the immediate goal of ensuring children and young people's physical safety. For participatory work, building relational safety is particularly important; providing a warm, trusting, positive and stable relationship for children and young people with a key adult who applies boundaries consistently, communicates sensitively to the child and expresses their care for and understanding of the child's perspective. While ensuring children and young people's physical safety, building relational safety for children and young people helps unlock positive long-term outcomes such as young people's engagement in education or in decision-making that affects their lives; increasing their self-esteem and their long-term psychological safety.
- Build relational safety by having regular 'safety' check-ins with children and young people at the beginning or end of sessions where a key worker listens carefully and responds sensitively to the children and young people.

2

### **Ensure provision of mental health and psychosocial support**

- Art<sup>8</sup> and play-based methods are helpful for children and young people to reflect on and enhance their psychosocial well-being during activities. Tools, such as those described in this guide, can be used to create space to reflect without words or to encourage children's sense of safety and support in a fun, relaxed atmosphere.



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<sup>7</sup> Adapted from Module 3 in Currie, V., Wright, L., Veitch, H., Mayevskaya, Y and Rogers, L. (2020). [Children as Partners in Child Protection in COVID-19 Guide](#): From Participation to Partnerships. IICRD, CPC Learning Network, Child Protection Global Cluster, UNICEF and IFRC.

<sup>8</sup> This toolkit, [You-Create Project Guide and Art Kit: Arts-Based Participatory Action Research Focused on Wellbeing for Children on the Move](#), is designed specifically for children on the move and outlines arts-based activities designed to address issues of significance to youth in their community.



- Establish a focal person that children and young people can speak to if they are experiencing difficulties and need support. This might be a community elder or counsellor, or someone on your staff who is trained to support young people's mental health needs.
- Ensure referral pathways are up-to-date, including the existence of any child helplines and taking account of the changes to service provision during emergencies or when the context changes (during political emergencies, periods of conflict, infectious disease outbreaks, etc.).
- Review referral pathways with children and young people to identify any additional sources of support that adult service providers may be unaware of.
- Work with referral sources to encourage them to follow up with children and young people who are making calls or visiting them for support.

**3**

### **Ensure accessible consent processes**

- Children on the move face challenges with consent processes when travelling alone or unaccompanied. Consent processes need to be accessible for children without guardians, enabling them to consent on their own accord. This also needs to be explained clearly and in a child-friendly way.
- Some children on the move and their families are cautious about the consent process due to fear of deportation. Children need to be provided verbal options for consent if written options cause distress and/or challenges for children and families' safety. Children need to be assured of their physical and social safety, their anonymity (not using their names and identity), and confidentiality (keeping all information about them private).

### **Responding to disclosures, suspicions, and allegations of child abuse during COVID-19**

- If a case of abuse is reported, suspected, or disclosed, cases must be referred to trained case workers, who will follow up on the processes below. Those engaged in child participation activities should follow established child protection and gender-based violence referral mechanisms and protocols (see example) to safely and carefully refer to children and young people who report an incident/ problem. The most likely and preferred focal point for referrals would be a child protection case worker.
- Seek the views of the child victim/survivor (where it is possible to establish safe, direct contact) on their situation that will inform a risk assessment for responding to the report of violence or abuse. It may be useful to connect to child helplines to identify services that can support the child victim/survivor.
- Refer to the following resources for more information on Handling Disclosures:
  - > [Technical Note: Adaptation of Child Protection Case Management to the COVID-19 Pandemic - Version 2](#): provides considerations for adapting child protection case management interventions to the COVID-19 pandemic, building on existing response action from several countries and case management task force agencies.
  - > [How to support survivors of gender-based violence when a GBV actor is not available in your area](#): A step-by-step pocket guide for humanitarian practitioners with a section on supporting children and young people under 18 years.

Please see [Tool 1](#) and [Tool 2](#) in the **Toolbox** for suggested activities.

# 4. Working alongside children and young people on the move

## Skills and values important for adult allies

**An Adult Ally is an adult who works alongside a child or young person, listening, offering support and guidance as requested or required by children and young people.**

Adults sometimes act in ways that are not fully respectful or supportive of a young person's expertise. This is called 'adultism.' Supporting a young person means ensuring that they are offered the same respect as any other person, regardless of age. Pay attention to the tone of voice you use when speaking with young people, pay attention to your active listening, and how responsible you feel to act on their advice.

**Here are some skills and values that are important for adult allies<sup>9</sup>:**

- Respect
- Active Listening
- Adaptability
- Ability to let go of control
- Appreciation for children and young people's creativity and ideas
- Encouraging nature
- Acknowledge and put aside our own biases of children and young people
- Support children and young people to have ownership and do not impose judgement or ideas



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<sup>9</sup> 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.

## Checklist of good practices in supporting meaningful participation<sup>10</sup>

**This is a check-list of “good practices” that you can use as you work alongside children and young people on the move:**

1

**Start from Strengths:** Always start with exploring strengths of the children and young people. 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 young people build from their strengths? Thinking in this way helps to identify the assets, capacities and opportunities for the young person in their systems of support and social-cultural context that support and protect children and young people and help establish a sense of dignity, belonging and justice.

2

**Use the power of children and young people’s ideas for positive change:** We know from our own experience, but also from the 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 young people have many ideas for positive change in our communities and societies. Providing a space for children and young people of all different backgrounds and experiences to think through their ideas, and grow them, is an important component of supporting them. Remember that children and young people will learn and participate differently from one another, and you must reflect on this and how you will create spaces for them to think through their ideas! For example, if there are children and 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 children and young people participating have religious prayer times, structure your schedule so that it does not disrupt their prayers. If girls are not speaking when together with boys, divide 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 and young people’s ideas to make improvements in our communities.

3

**Build partnerships:** Building partnerships with children and young people across different systems or sectors is important. This will look different depending on your context. Think about how you might be able to engage children and young people or your children and young people Advisory Committee with other groups in the community and what would be most inclusive.

4

**Challenge oppressive ideas, if it is safe to do so:** Be prepared to push back respectfully when people reflect oppressive ideas that do not reflect children and young people’s best interest. Even children and young people might reflect ideas they have learned in their homes and communities, such as boys are smarter than girls 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 children and young people in the group to share their ideas. If you know of a “champion of change” in the room, consider asking them as it is best when the ideas for change come from the participants themselves. Consider including this in your community agreement at the start of your time together.

<sup>10</sup> 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.

# Ingredients for successful intergenerational partnerships<sup>11</sup>

## Time

**Make sure you have scheduled enough time for yourself and your team to support each young person.**



Children and young people need your time and energy to support their development. Children and young people may need time to talk through things with you, to explore and develop their own ideas and to understand your expectations.

## Curiosity

**Maintain your curiosity throughout the process, if you face a challenge, get curious: Why is this happening? What can we do to address the challenge together?**



Curiosity is a great place to start from. If something becomes challenging, rather than reacting, get curious about why it happened by asking children and young people questions and exploring answers together.

## Relationships

**Fostering strong relationships between adults and children and young people, and amongst children and young people is key to running a strong project.**

Relationships are the cornerstone of how we work together as humans. We know from research that meaningful relationships are key to supporting children and young people's development. Who in your community is a strong support person for children and young people? Are there elders, religious leaders or grandparents that are particularly good at talking and listening to children and young people? How do they build healthy, supportive and safe relationships?

## Empathy

**Put yourself in the shoes of the young person.**

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.

<sup>11</sup> 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.

### Recognize children and young people's commitments

**Remember that children and young people are busy, and play key roles in their families, as well as at school and work. Try to schedule activities at times that work well for them.**

Children and young people have roles and responsibilities that are important not only for their own lives, but also the lives of their family and community. As Adult Allies, it is important to honour and validate these roles and ensure the work we are doing with children and young people supports their other roles and responsibilities and does not create additional pressure. This is easier said than done, so it is great to involve children and young people in planning project objectives and timelines.

### Honour children and young people's time

**Offer food, transportation costs and honorariums for children and young people's time whenever possible.**

It's important to recognize children and young people's commitment to the project or initiative, particularly for those who are making large contributions of time. Honorariums, food or transportation costs may work well, whatever is appropriate in the context you are working in. Ask children how they would like to benefit from being involved too. Consider providing certificates, reference letters, or other forms of support.

### Recognize children and young people's family status

**Remember that children and young people on the move have varying situations. Some have families and carry many familial responsibilities. Other children may be unaccompanied.**

Be careful not to make assumptions without making an effort to get to know a child. Find out about their background, who they trust and what their situation is.

### Flexibility

**Be willing to change or compromise.**

It's important to understand that life is often unpredictable for children on the move. Be prepared to adjust, change and adapt your plans. Recognize the many responsibilities of the children and exercise understanding.



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# 5. Supporting children and young people, a holistic approach

## Meaningful participation and the social ecology model<sup>12</sup>

**It is important to think about meaningfully engaging children and young people on the move, within their current context, and while thinking about their strengths and needs on the various levels of the social ecology model: individual, family, community, society.**

Children and young people know their own lived realities the best. By meaningfully engaging them in programming and initiatives we can learn their experiences and perspectives and improve the quality of what is delivered. Engaging young people also has tangible and intangible benefits for them. The below are some recommendations for supporting meaningful participation at the various levels of the social ecology model.

### Individual

- **Build confidence, agency and ability to participate.** Children and young people are all starting from different places. Some young people may be ready and eager to participate while others may be more shy and reserved. Working with children and young people where they are at to help them feel safe to participate and build the confidence and agency to get involved is important. Recognizing and building agency in children - their ability to navigate their own environment - is important to partnering with children and to strengthening their psychosocial wellbeing.
- **Foster a sense of belonging.** Participation in meaningful initiatives with peers and adults has the power to build a sense of belonging for young people. This is critical for children on the move who have experienced displacement from families, groups, and communities of which they have felt a part. Social connection is critical to young people's psychosocial wellbeing and provides a sense of meaning and purpose.
- **Foster hope and set realistic expectations.** It is important to meet children where they are at. If they are struggling to survive and meet daily needs, projects and dialogues with them need to focus on engaging them in tangible processes that work toward income generation, food and nutrition, accessing services, etc., (see short term tools). If they are in a place where planning for the future is possible, then it is appropriate to engage them in participating in personal and collective visioning and policy initiatives (see tools for medium to long term). It is important that mutual expectations and goals are discussed at the outset of any activities in partnership with children.
- **Build on current routines.** In collaboration with children, develop activities that are grounded in their daily lives, such as activities that build on their current routines. For example: peer-networking through social media, weekly activities at a local centre, or after school programming.
- **Engage with child-led initiatives, big and small.** Building on the work that children and young people are already doing is a great way to show that you respect them and are keen to support them. Raise the profile of these initiatives, and invite young people to partner.

<sup>12</sup> Adapted from Currie, V., Wright, L., Veitch, H., Mayevskaya, Y and Rogers, L. (2020). [Children as Partners in Child Protection in COVID-19 Guide](#): From Participation to Partnerships. IICRD, CPC Learning Network, Child Protection Global Cluster, UNICEF and IFRC.

## Family

- **Education on children's rights and rights to participation.** The culture of participation begins with families. Provide opportunities and encouragement for families to participate.
- **Work with children in the context of their families.** Support and engage children through the family unit, strengthening protective relationships and supporting families to engage children to take leadership. This builds protective factors which ultimately strengthen children's psychosocial wellbeing. Where possible, lead training for parents/guardians on how to create space for their children to engage in decision-making in their communities.
- **Provide support and services for families on the move:** When families thrive, so do their children. Ensuring that families have support and services for their needs, supports their young. For example: Create parenting care support network for families on the move, build awareness of local laws and policies.

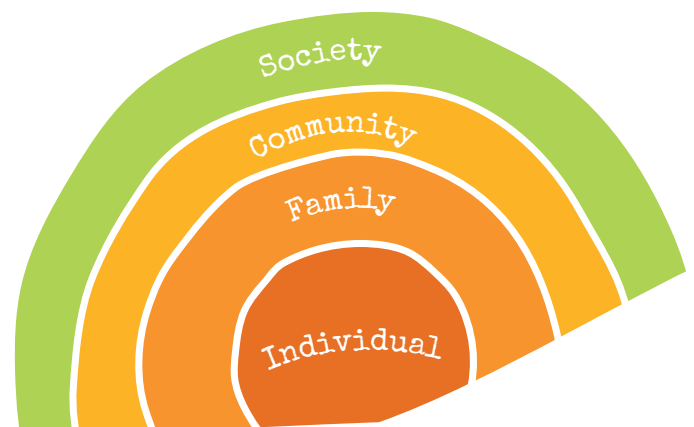
## Community

- **Recognize the inherent barriers that children and young people on the move, especially the most marginalized, face to equal participation.** Find ways to support their urgent needs such as food, shelter and housing, that can help alleviate barriers to participation. Partner with the most marginalized children and communities to listen and learn from them, and to provide resources/support where requested.
- **Support child-led initiatives and organizations** with financial and in-kind resources and training - based on their expressed needs - who are working with broader networks of children and are connected to core issues and responses designed by them. Help link child-led initiatives together to learn from and work with one another by introducing groups of young people to one another from across local or international spaces.
- **Build broader community awareness and sensitization on children and young people on the move, their strengths and needs.** For example, offer training for teachers, social workers, police and others.
- **Increase the protection** of children and young people on the move, including offering safe spaces.

- **Raise awareness of child participation at the community level,** involving community leaders, religious leaders, cultural leaders, and other important stakeholders. Engaging children and young people in committees and other community support structures.
- **Fundraise and address financial barriers related to participation.** Meaningful participation requires effective budgeting for staff time and resources. Providing financial incentives for children and young people is often appropriate as well.

## Society

- **Address structural barriers to the participation of children and young people on the move.** Recognize systemic barriers to equal participation for example for girls, children with disabilities or children with existing health issues such as HIV, and provide opportunities for collaboration and meaningful engagement.
- **Create awareness-raising campaigns to change views** about participation of children and young people on the move. For example: maximize network capacity with organizations and brands to promote child participation.
- **Build child protection projects taking into consideration the specificities of children and young people on the move,** including their specific strengths, needs and issues. For example, consider merging migration and child protection policies/strategies.
- **Advocate for legal changes that protect the rights of children on the move.** Engage children on the move in this process in safe ways, encouraging anonymity and confidentiality.



## Participation in the short, medium, and long term

**What meaningful participation of children and young people on the move looks like will vary significantly depending on how long you have contact with them. For example, if a young person is in transit and visits a centre for one week, the nature of participation will be different than for a young person living in a refugee camp for many months, or a child who is settling into a new school and new community for the long term.**



Left to right: ©Tdh/Enri Canaj | ©Tdh/Ionut Raita | ©Tdh/Samar Abu Elouf

In the **short term**, or for those children who will be moving through a centre, a camp or a community quite quickly, it is important to find ways to have a positive impact in a shorter space of time. Tools that support the wellbeing of the young person, as well as gather important information for improving programming and projects for similar children and young people who may be moving through in the future are recommended.

Please see [Tool 3](#) and [Tool 4](#) in the Toolbox for suggested activities.

In the **medium and longer term**, tools that support children and young people on the move who might be in a location for a longer period of time, from months to years, are recommended. Tools can support the wellbeing and meaningful engagement of children and young people and enable children and young people to play a key role in programming and projects for the foreseeable future.

Please see [Tool 5](#) and [Tool 6](#) in the Toolbox for suggested activities.



## Project highlight

### Terre des hommes Albania: Engaging children in policy initiatives



Children are engaged in designing proposed activities, consulted during the implementation, and involved in reflections after the implementation of activities. Children also design and lead activities, mainly peer-to-peer activities or awareness-raising in the community. Children's views are collected, and their input is reflected in national and international policy frameworks as well. We are engaging children in policy initiatives at the national and regional level. The Government of Albania is drafting the "Children's National Agenda" (National Action Plan on Child Rights). The document will be consulted with children in the six municipalities where Tdh is active through focus groups discussions with children affected by migration. We also engaged children to collect their inputs to the European Union Strategy on Child Rights 2021-2025. The final document was translated into Albanian and shared with children involved in the consultation process. Children will participate in the official launch of the Strategy together with the EU Ambassador to Albania.

We encouraged children on the move to write a letter to the President of the country. She invited them to a meeting and had a discussion with them on the challenges they face.



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## 6. Self-Reflection and a reflective practice

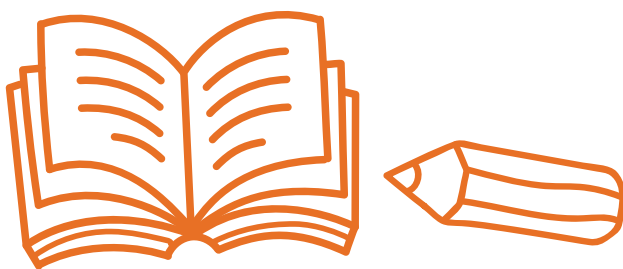
The importance of reflective practice

**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 discrimination and how this effects the way we engage with children and young people.**

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 young people 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 of each and every child and young person. 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 inviting each other to regularly critically reflect on your personal experiences and ways you engage with children and young people.

Please see [Tool 7](#) and [Tool 8](#) in the Toolbox for suggested activities.



## 7. Toolbox

The following Toolbox contains tools to support the meaningful participation of children and young people on the move. Tools should always be adapted to ensure they meet the needs of the specific group of children and young people you are working with. Please also refer to Appendix 2: Remote Adaptations for Tools, for instructions on how to adapt tools to online or remote formats, should this be required during COVID-19.



Clockwise from top left: ©Tdh/Atthe Mulla | ©Tdh/Bintou Camara | ©Tdh/Vincent Haiges | ©Tdh/Abayomi Akande

## Tool 1: Community Agreement & Sharing Wellbeing Objects



**Purpose:** The objective of this activity is to build trust as a group. This is a helpful activity to incorporate at the start of the programme with a new group of children and young people.



**Materials:** Play and nature objects, audio recorder, camera (for pictures of objects not people), flipchart, markers



**COVID-19 Materials:** Personal protective gear, including masks, hand sanitizer/hand washing stations, as per local recommendations.



**Gender:** All genders can participate; where there are gender-specific issues to explore, gender-based risks, or it is socially required, consider inviting young people to break into gender groups.



**Disability:** All young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. through drawing, verbally, through music, etc.).



**Time required:** 1 hour

### Steps (In person respecting physical distancing)

#### Part 1

1. Welcome all participants to the session and explain to them that they will engage in an activity to get them moving and to use their creativity.
2. Invite participants to go on a walk in their surrounding area (if it is safe to do so), find an object that represents something that supports them to feel well. Participants could also pick images from a magazine or draw an object. Encourage participants to be creative!
3. Invite all participants to come back together in a circle (sitting at physical distance).
4. Invite each participant to briefly share the story of the object or image they chose with the whole group. They can take a picture of the object to submit too.
5. After participants have shared, lead a circle using the following questions as a guide:
  - a. How did it feel to find a play/nature object that connected with your well-being?
  - b. Was it easy? Difficult? Why?
  - c. What were some of the themes that came out from our individual and collective stories?
  - d. What are some ideas that we have to support each other's well-being during our time together?

#### Part 2

1. Invite participants to come together in a large circle, at an appropriate physical distance.
2. Invite participants to share important agreements for their group to feel safe, supported, and able to engage and share their ideas during their time together.
3. If young people are struggling for ideas, share a few examples (e.g. we all have valuable ideas to share, active listening, respect each other's time and ideas, have fun!)
4. Write down their ideas on a flipchart pager with coloured markers.
5. If all participants agree, invite participants to take turns signing the agreement (each using their own sanitised marker).

## Tool 2: Puffy Cloud: Establishing A Sense of Safety



**Purpose:** Children and young people on the move face a lot of adversity. Creating an environment that feels safe for them is very important, including a safe space, safe people and safety for personal and collective thought and action. This short activity, helps to establish a sense of emotional, social, physical, and spiritual safety



**Materials:** Small blank cards, flip chart paper, pens, markers



**COVID-19 safety materials:** Personal protective gear, including masks, hand sanitizer/ hand washing stations, as per local recommendations.



**Participants:** This tool is best used with a group of children who have already worked together or know each other. It is also preferable to use the tool with children of a similar age, community etc. to build on common experiences.



**Considerations for Age, Gender and Disability:** This tool works best with groups of children who are the same age (i.e. within five years of each other) and have similar abilities/disabilities so that adaptations work for all children in the group. When the tool is being used for a project that covers sensitive issues such as sexuality, it is best to work with same gender groups of children and for the assessment to be facilitated by someone of the same gender as the children.



**Time:** 45 minutes.

### Steps (In person respecting physical distancing)

1. Ask children and young people to close their eyes (if they feel comfortable) or rest their gaze on the floor. Explain that you want to come together to explore what makes them feel safe, and what we can do together to create a feeling of safety.
2. Ask children to imagine a puffy white cloud, floating through a blue sky. The cloud is gently blown by the wind and wanders happily through the warm sky. The cloud feels safe. (If there is space for physical distance, you can even ask children to lie on the floor and imagine watching the cloud float through the air.)
3. Now ask the children and young people to imagine what that little white cloud needs to feel safe in the sky. You can prompt for sunshine, a calm ocean breeze, there is no right or wrong answer here.
4. Invite the young people to sit up and think of themselves and their family and peers as a little white cloud. What do children, young people and families in their community need to feel safe and supported? invite someone to draw a cloud on a flip chart paper and write these on a flip-chart paper for everyone to see.
5. Encourage young people to brainstorm ideas. if this activity is part of a programme or project or a centre activity, you might want to prompt for specific ideas of what can happen to make children and young people feel safe. You can ask:
  - a. What would make you feel safe in this space we are meeting in? Is there anything that can be improved?
  - b. What do you think would help younger children feel safe in this space?
  - c. What do you think adults can do to help younger children feel safe?
  - d. What do you think older children can do to help younger children feel safe?
6. Are there any of the children and young people's ideas that can be acted on or implemented right away? Are there any that can be done with some collaboration? Discuss the possibilities and draw out a plan that everyone can agree on.
7. Thank the young people for coming. Inform them of when you will be able to meet again.

## Tool 3: Treasure Box: Creatively Grounding in Wellbeing



**Purpose:** To explore what elements help build children and young people's sense of wellbeing through art.



**Materials:** Art supplies (such as crayons, paints and brushes and 1 medium size and many small pieces of paper).



**COVID-19 safety materials:** Personal protective gear, including masks, hand sanitizer/ hand washing stations, as per local recommendations.



**Gender:** All genders can participate; where there are gender specific issues to explore, gender-based risks, or it is socially required, consider inviting young people to break into gender groups.



**Disability:** All children and young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. drawing, verbally, through music, etc.). As with previous tools, you can use different creative forms that are accessible to diverse abilities e.g. visual (braille, texture, song/poem instead of an object) audio (sign language, written text).



**Time:** 1.5 hours

### Steps (In person respecting physical distancing)

1. Explain to children and young people that today you will be working on your personal Treasure Box. A treasure box is a box of any shape, size or colour that contains treasures. For this activity, we are going to be thinking of the kind of treasure that helps us feel safe and well. This kind of treasure is not necessarily diamonds and jewels, it is even more precious, like the hug of a loved one or someone we trust.
2. Hand out the art supplies you selected, ensuring that there is safe space for everyone to work independently.
3. Once everyone is settled, ask them to begin by drawing their treasure box on the large piece of paper. Give young people 7-10 minutes to design their Treasure Box, reminding them that this is their special box, and it can look however they like, there is no right or wrong way to design it.
4. Now hand out 5 to 7 smaller sheets of paper to each young person. Ask them to now draw or write on the pieces of paper what the Treasures in their own Treasure Box are. Remind them that these can be things they cannot touch and feel. For example, it might be a happy memory of playing on the beach with their brother. It might be the smell of lemons from the lemon tree in the yard they once had. They can think about love from special people.
5. Give children and young people 10-15 minutes to think about and draw/write the Treasures in their own box.
6. Now invite young people to find a partner, and to take turns explaining their Treasure Box. No one is forced to share anything they do not feel comfortable sharing. Each young person should have about 5 minutes to share.
7. Afterwards invite children and young people to sit in a circle, and begin a discussion about the activity:
  - a. How did it feel to design your Treasure Box? Was it easy, difficult, why?
  - b. What are some ways we can add more things to your Treasure Box here at this centre/in this programme?
  - c. When you think about things that support you to feel safe and well, what else needs to happen in the centre, community, school?
8. Thank young people for their participation and invite them to take their Treasure Boxes. Inform them of when you will meet next and what you will be doing with the information you have gathered.

## Tool 4: Guiding Star Collage<sup>13</sup>



**Purpose:** To support young people to create their own “guiding star” to help them on their journey.



**Materials:** Thick paper for each young person, as well as scissors and glue; a stack of magazines, old books, pictures, or images that are inspiring but can be cut up).



**COVID-19 safety materials:** Personal protective gear, including masks, hand sanitizer/ hand washing stations, as per local recommendations.



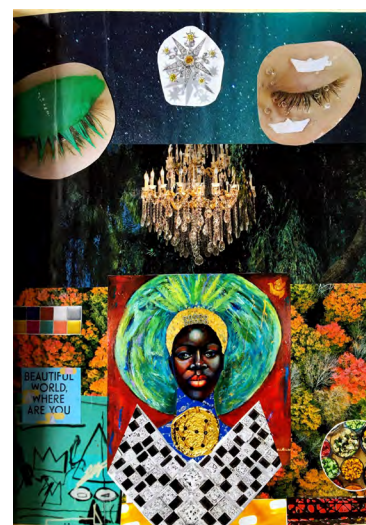
**Disability:** All children can actively engage. As with previous tools, you can use different creative forms that are accessible to diverse abilities (e.g. visual -braille, texture, song/ poem instead of an object, audio - sign language, written text).



**Time:** 1.5 hours

### Steps (In person respecting physical distancing)

1. Welcome children and young people to the space. Explain that since everyone is on a journey, it can be helpful to have a guiding star along the way. Some of us have guiding stars in our lives, a loved one who helps us through difficult situations, or a trusted friend we can talk to. Some of us may have lost some of our guiding stars, or our stars have changed. What we want to think about today is the guiding light we find inside ourselves, and all around us that supports us on our journey.
2. Invite young people to day dream while they sift through the magazines and books, thinking about elements they imagine their guiding star has. What does it look like? Sound like? Feel like? Think of things from the natural world, like trees, rivers and animals that lend support as well as from the human world. Explain that their collage can be practical or imaginative, it is up to them.
3. Give children and young people 10-15 minutes to start flipping through the magazines and cutting out any images that speak to them. Explain that things don't always make “sense” right away, but if they are drawn to an image or colour, they can cut it out and decide what to do with it later.
4. Now ask children and young people to start to work on their Guiding Star. Remind them that they are creating their own guiding star, and it has everything they need to guide them on their journey. It can be magic or real, it is up to them.
5. Once young people have finished their collages, invite them to share in small groups of 3-4. Then, after 10-15 minutes, invite the group back together in a circle.
6. Ask young people the following questions, reminding them they do not need to share, it is only if they feel comfortable.
  - a. What did it feel like to create your guiding star? What did you like about it? What did you find challenging?
  - b. Ask young people if they saw any common ideas emerging from their small groups? What were some things that were similar?
7. Thank the young people for coming. Invite young people to take their guiding stars with them. They can keep them in a special place and look at them when they feel in need of support or guidance.



<sup>13</sup> Adapted from Devine. M. (2021). How to carry what can't be fixed: A journal for grief. Boluder, Colorado: Sounds True.

## Tool 5: Map to Wellbeing<sup>14</sup>



**Purpose:** To explore the group’s daily lives, with a focus on people and places that support young people to feel safe, connected, respected, worthy, and hopeful, as well as challenges they want to overcome in their host or current community.



**Materials:** Coloured markers/paints/materials and paper.



**COVID-19 safety materials:** Personal protective gear, including masks, hand sanitizer/ hand washing stations, as per local recommendations.



**Gender:** All genders can participate; where there are gender specific issues to explore, gender-based risks, or it is socially required, consider inviting young people to break into gender groups.



**Disability:** All children and young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. drawing, verbally, through music, sign language, etc.).



**Time:** 1.5 hours

### Steps (In person respecting physical distancing)

1. Invite young people to stand together in a circle a safe distance apart from one another.
2. Say to the young people “Let’s explore together the community you are currently looking at to see what is going on to help children and young people to feel safe, connected, respected, worthy, and hopeful.”
3. Invite participants to close their eyes (if they feel comfortable doing so) and to imagine they are on a flying carpet above their community. Looking down they can see their streets, where they stay, community centre, mosque or church, and other buildings where they may go. They see people working away.... Ask the young people: “What do you see?”, “What do you hear?”, “What are children and young people doing?”, “What does it feel like?”
4. Invite participants to open their eyes.
5. Ask them to sit down, with appropriate physical distance, in groups of 2 to 4 to talk about what they see as the most important parts of the community they have seen in their visions.
6. Give each group a piece of flipchart paper with coloured markers/paints for each individual for health and safety reasons.
7. Explain that each group will have twenty minutes to create a map of a community they envision where young people feel safe, connected, respected, worthy, and hopeful. Groups can add text around their map to explain what is going on if they wish.

<sup>14</sup> Adapted from Quest Guide (2020). International Institute for Child Rights and Development, Films for All and Child Hub.



8. Write the following on a flipchart page and post or ask the questions out loud:
  - a. What does the community look like? How does it feel to be there?
  - b. What are children and young people doing?
  - c. Who is supporting children (peers, families, community members, government)? What are they doing? How do they treat young people? How do they support young people? Is this different for different genders, ages, abilities, and diversity? What services are in place at the local level? What are societal perceptions?
  - d. Where are children participating actively in the community? What does this look like at different rings of the social ecological model?
  - e. Where do children and young people have opportunities to take leadership?
9. After twenty minutes, ask groups to draw hearts beside the areas where they think the children in the community are already participating meaningfully, stars (\*) beside the spots where they feel this could improve, and crosses where they feel this is not happening yet.
10. Invite a person from each group to post their map on the wall and explain their vision in one minute.
11. Invite all groups to add any additional ideas and/or ask questions.
12. Ask the group to arrange the flip chart papers on the wall in a way that makes sense to them and connects their vision.
13. Using paints or markers, take 5 minutes to “connect” the maps together.
14. Lead a discussion using the questions below as a guide.
  - a. What are the common elements in our maps?
  - b. What are the differences?
  - c. How does children’s participation vary at the different rings of the social ecological model? How are children supported/realising their participation in these areas?
  - d. What is already happening that is positive in the community?
  - e. What is not happening that you would like to see?



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## Tool 6: Vision Mapping



**Purpose:** To explore children on the move's visions for meaningful child participation, including child-adult partnerships. To provide recommendations for programming for adults and children on the move to work together to strengthen meaningful partnership.



**Materials required:** Thick paper, glue, scissors, collage materials: e.g. magazines, newspapers, coloured paper, small leaves, flowers or other natural materials, markers (enough for each child).



**COVID-19 safety materials:** Personal protective gear, including masks, hand sanitizer/ hand washing stations, as per local recommendations.



**Gender:** All genders can participate; where there are gender specific issues to explore, gender-based risks, or it is socially required, consider inviting young people to break into gender groups.



**Disability:** All children and young people can participate. You can modify types of questions for diverse forms of learning and ways that ideas can be expressed (e.g. drawing, verbally, through music, sign language, etc.).



**Time:** 1.5 hours

### Steps (In person respecting physical distancing)

#### Part A: Exploring 'what is meaningful participation?'


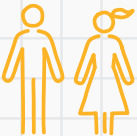
1. Invite participants to stand together in a circle, respecting physical distance.
2. Invite children to reflect on a time when they felt they had a safe space to share their ideas, were listened to, and worked in partnership with other children and/or adults to make their ideas a reality.
3. Next, ask children to form pairs. Invite them to share an example of a time when they felt listened to and that their ideas mattered and a time when they felt ignored or disregarded by adults. What occurred that made them feel listened to? Not listened to?
4. Invite pairs to come back to the circle and share back some of the experiences and key ideas emerging.
5. We want to work with adults to help them to support children and youth better to have meaningful participation and to be able to work in partnership to strengthen wellbeing and rights for children on the move.



## Part B: Our vision for meaningful participation

- ☉ Say to the children, “Now that we have explored what meaningful participation is, let’s explore your vision - what you hope to see, the ‘ideal’. Let’s think about our ‘vision’ for children on the move’s meaningful participation in programmes, policies, and decisions about their lives.”
  - ☉ What would people (children, peers, family, community, government, society) say or do?
  - ☉ Who would be there?
  - ☉ What would children’s role be to contribute to this vision?”
1. Invite participants to close their eyes (if they feel comfortable doing so) and invite them to imagine five years from now. When you arrive at this new ideal world, you are so excited by all you see and hear about. You take time to wander through the community.
  2. What do you see? What do you hear? What are children saying and doing? What are adults saying and doing? What does it feel like? Invite participants to open their eyes.
  3. Ask them to sit down, with appropriate physical distance, in groups of 2-4 and talk about what they see as the most important parts of the world they saw in their visions.
  4. Invite small groups to find a quiet place to sit and hand out materials: magazines, coloured markers, paper, scissors, glue, and other natural materials.
  5. Explain that they will have twenty minutes to create a map of their imaginary world where children on the move have the opportunity to meaningfully participate. They can make a collage, draw, or paint their ideas.
  6. Children can add text around their images to explain what is going on if they wish.
  7. Write and draw symbols of the following on a flipchart page and post and/or ask the questions out loud to support inclusion:
    - a. What does your world look like? How does it feel to be there?
    - b. What are children and young people doing?
    - c. What are adults doing? How do they support children? Is this different for different genders, ages, abilities, and diversity?
    - d. What type of resources are there for children on the move?
    - e. Where do children on the move have opportunities to take leadership (child level, peers, family, community, government, services)?
  8. Invite groups to put their maps on the ground in a circle. Invite groups to walk around at a safe distance and see their peers’ collages.
  9. After a few minutes, invite each group to explain their vision map in one minute.
  10. Bring the group back together to a large group. Ask children to talk about recommendations they have to make parts of their vision a reality. What roles can children and youth take? Adults? How? Prepare a flipchart (as below) and record their ideas.

## Eg. Roles adults and children can take to strengthen meaningful participation

Children	Adults
 <ul style="list-style-type: none"> <li>Organize with peers to discuss important issues</li> </ul>	 <ul style="list-style-type: none"> <li>Listen to children and use their advice</li> <li>Invite children to co-lead meetings</li> </ul>

- Invite everyone to add any additional ideas and/or ask questions.
- Lead a discussion using the questions below as a guide.

### Our visions:

- What is similar or the same in our visions?
- What are the differences in our visions?
- Is there anything like this already happening where you live or stay? (Invite groups to draw hearts beside where it is already happening). If so, could we build on it?
- What is not happening yet? (Invite groups to put crosses beside what is not occurring). If there is nothing like this happening, what recommendations do you have for it to occur?
- What resources already exist to make these things happen?
- What resources and type of support are needed?

### Tips/Advice:

- What tips / advice do you have for adults to help children in your situation to meaningfully participate in decisions that affect them?

Tips/Advice for Adults working with children on the move	What adult or service should do this?	How?	Resources we can use (e.g. guides, games, examples of success)
E.g. ask us what we want for our mental health			

### Recommendations:

- What recommendations do you have to support programming for children, young people, and adults on the move to work together to strengthen meaningful partnership?
- Write down the children's recommendations (or invite a child to volunteer to do so) on a flipchart.
- Thank participants for their involvement and plan your next session together.

## Tool 7: My journey to meaningfully engaging children and young people<sup>15</sup>

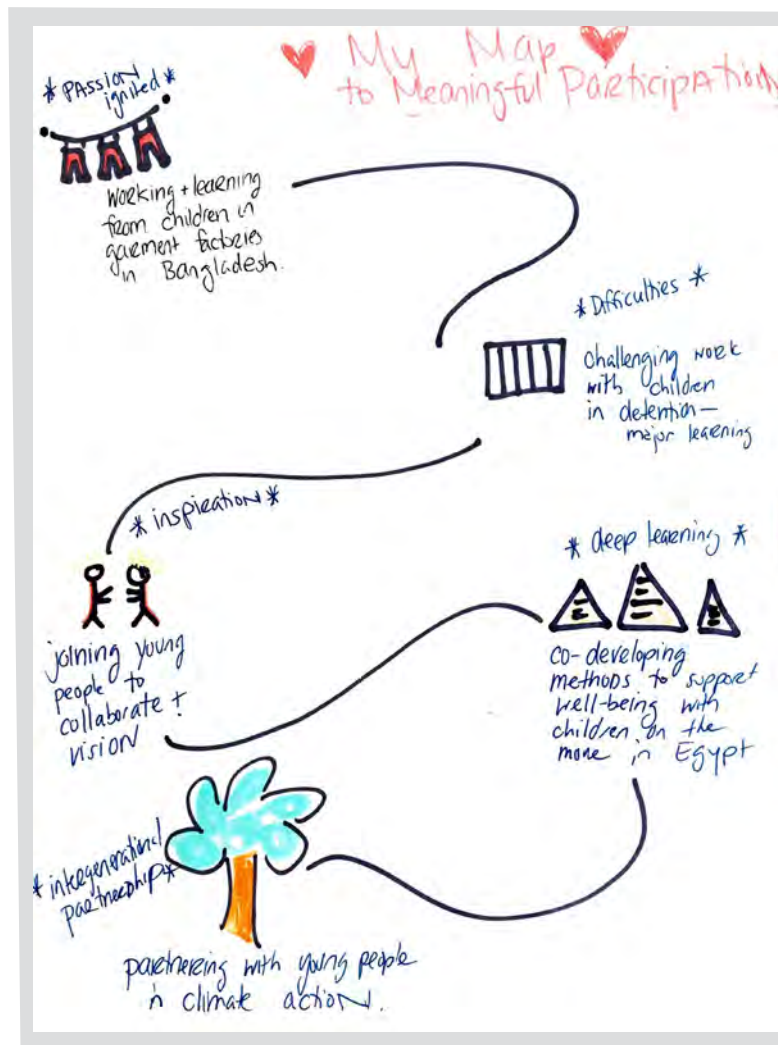
Working alongside children and young people is a learning journey with highs and lows. What does the map of your journey look like?

Take a moment to map your own journey towards working in meaningful partnership with children and young people. 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 or young person, draw an image or phrase to represent this.
- Think about a time you struggled while working alongside a child or a young person, draw an image or phrase to represent this.
- Draw other markers to signify stages of learning along your journey of working with children and young people. If the journey is just beginning for you, these can be visions of how you want to work and learn alongside young people in the future.
- As you make your map, think about the key lessons you have learned along the way.

Here is an example:



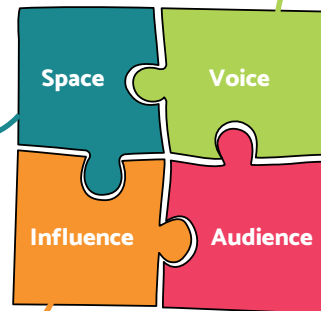
<sup>15</sup> Adapted from Devine, M. (2021). How to carry what can't be fixed: A journal for grief. Boulder, Colorado: Sounds True.

## Tool 8: Self-reflection journal<sup>16</sup>

**Building on the Lundy model of participation that was presented at the beginning of the Guide, here is a refresher on what children and young people need to meaningfully participate:**

Children and young people must have a safe space to express their views

Children and young people's views must be acted on as appropriate



Children and young people must be enabled to express their views

Children and young people must be listened to

Now take a few 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.

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.

<sup>16</sup> 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.

## 8. Suggested Resources

The following are helpful resources, many suggested by the Destination Unknown Community:



### **Practical Toolkit on Children's Participation, Terre des hommes Germany**

The manual deals with common understandings of children's participation, provides operational guidance for implementing children's participation, provides guidance for monitoring and evaluating children's participation, and suggestions for institutional anchoring of children's participation.

<https://www.tdh.de/was-wir-tun/arbeitsfelder/kinderrechte/meldungen/manual-on-childrens-participation/>



### **Three2Six Sample Advocacy Activities, Refugee Children's Education Project**

The online space provides engaging video activities about refugees and refugee children.

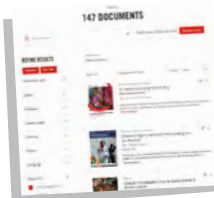
<https://three2six.co.za/advocacy-activities/>



### **Three2Six Talking and Thinking about Refugees: A Guide for Teachers**

The guide "has been designed to inspire lesson ideas" that revolve around refugees and refugee issues.

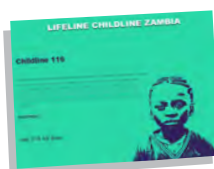
<https://three2six.co.za/talking-and-thinking-about-refugees/>



### **Save the Children Guidebooks and Tools on Child Participation**

The online space houses dozens of written resources by Save the Children and other organisations.

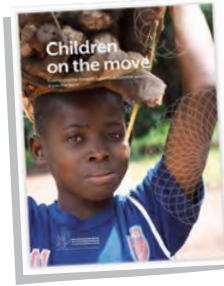
<https://resourcecentre.savethechildren.net/keyword/child-participation>



### **Lifeline Childline Zambia**

Childline provides free phone, text, and web-based counselling to children in Zambia.

[www.clzambia.org](http://www.clzambia.org)



### **International Social Service Guide: Children on the Move: From Protection Towards a Quality Sustainable Solution**

The guide is a roadmap for policy makers and a daily guide for professionals with children on the move to escape poverty, conflict, abuse, environmental hardship.

[https://www.iss-ssi.org/images/Childrenonthemove\\_Guide.pdf](https://www.iss-ssi.org/images/Childrenonthemove_Guide.pdf)



### **You-Crete Project Guide and Art Kit: Arts-Based Participatory Action Research Focused on Wellbeing for Children on the Move**

The tool kit is designed to train youth leaders to lead their peers in implementing participatory art-based research projects and 'Art Actions', which are arts-based activities designed to address issues of significance to youth in their community.

<https://childhub.org/en/child-protection-online-library/youcreate-toolkit-participatory-arts-based-action-research-well>



### **Moving from Participation to Partnership during COVID-19**

The guide contains quick tips for engaging with children immediately, with possible COVID-19 restrictions in mind.

<http://www.cpcnetwork.org/resource/moving-towards-children-as-partners-in-child-protection-in-covid-19-guide-from-participation-to-partnerships/>



### **Boxes of Wonder, Save the Children**

The manual is written for practitioners and organisations, and aims at merging practical and theoretical insights about children on the move in different contexts.

[https://resourcecentre.savethechildren.net/node/13265/pdf/boxes\\_of\\_wonder\\_creation\\_of\\_the\\_program\\_with\\_children\\_on\\_the\\_move.pdf](https://resourcecentre.savethechildren.net/node/13265/pdf/boxes_of_wonder_creation_of_the_program_with_children_on_the_move.pdf)



### **Research Watch for Children on the Move, UNICEF Innocenti**

The online space contains expert interviews, research commentaries, and research links relating to children on the move.

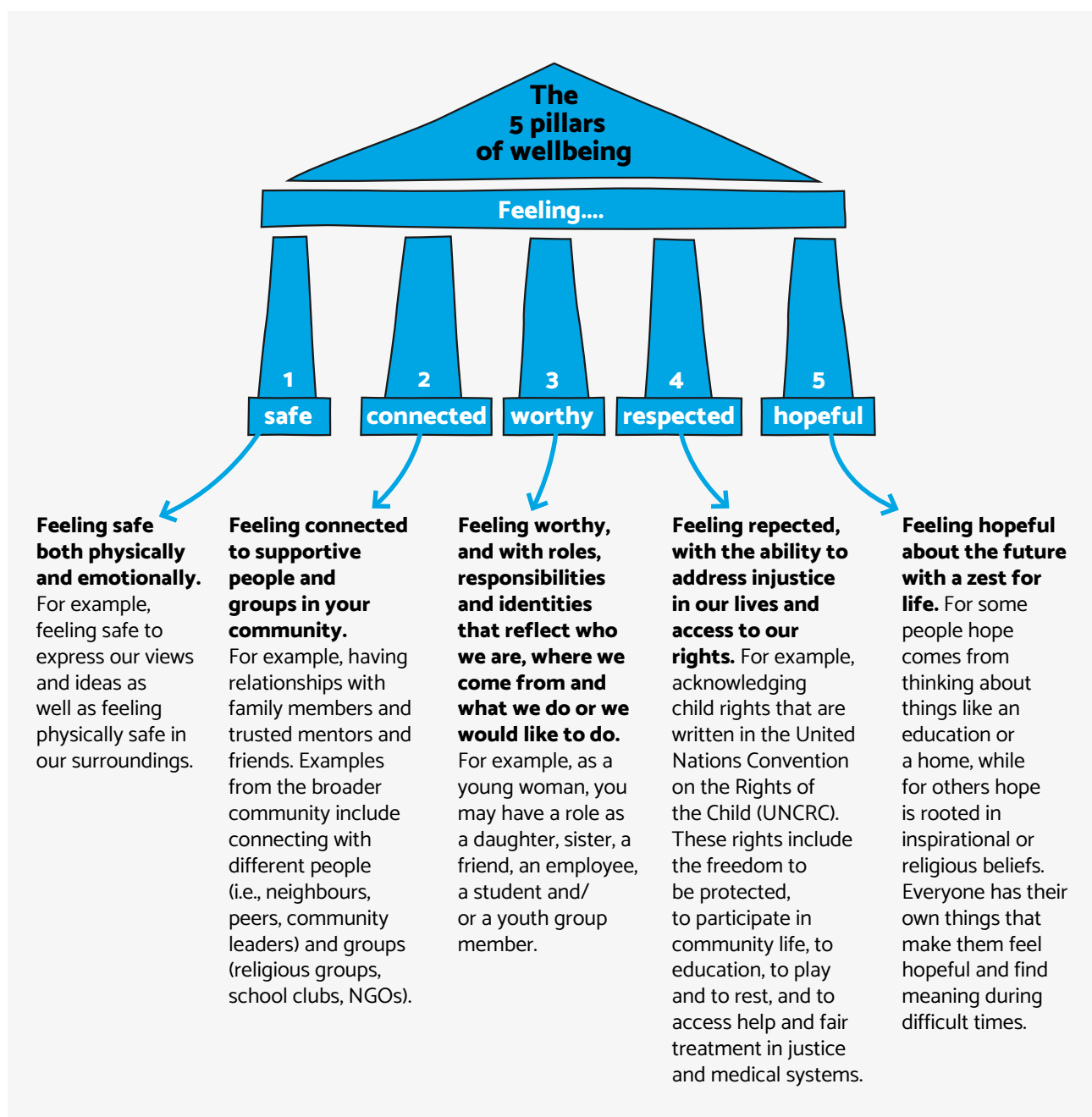
<https://www.unicef-irc.org/research-watch/Children-on-the-move/>



# 9. Appendices

## Appendix 1: The Wellbeing Pillars

The Well-being Pillars were developed to better understand how humans maintain their well-being even throughout difficult life experiences. Researchers decided on 5 well-being pillars:



## Appendix 2: Remote Adaptations for Tools

**If you cannot bring a small group of children and young people together safely while physically distancing during COVID-19, consider the following options:**

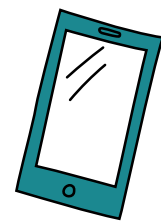
**Online Video-Conferencing:** Activities can be facilitated via group video-conferencing. The facilitator can work with a co-facilitator who supports technology issues (e.g. young people getting online, comments in the chat box, speakers and volume, and recording if consent given). Follow the in-person instructions for the online process.



**Online via [JamBoard](#), [Miro](#), [Padlet](#) or other visual collaboration software:** Visual Collaboration software allows groups to collectively create a visual board with text, drawings, images and sticky notes. Using this software, children and young people can be asked to share their ideas through sticky notes, drawings, or written notes. Multiple stages of questions and reflections can be developed.

**Online circles:** If you are facilitating online, create a virtual circle to recreate a physical space in a virtual meet-up and to foster and give rhythm to participation. Share a document with all participants on your shared screen that has an image of a circle with each participant's name on it to see who each person is "sitting" next to. Facilitate opening circles or other circle-based activities using the visual.

**WhatsApp/Phone Calls:** If children and young people do not have access to online video, consider WhatsApp or voice group calls and/or individual calls. You can chat through experiences and stories. Make sure you understand the software before you host the activity. Children and young people can be asked to take a picture of what they are working on and send it via whatsapp.



**At home without internet:** If children and young people do not have access to consistent internet, invite them to draw or write their responses. They can then take a picture of it to send to you (or that can be picked up safely). Lead a discussion over the phone.

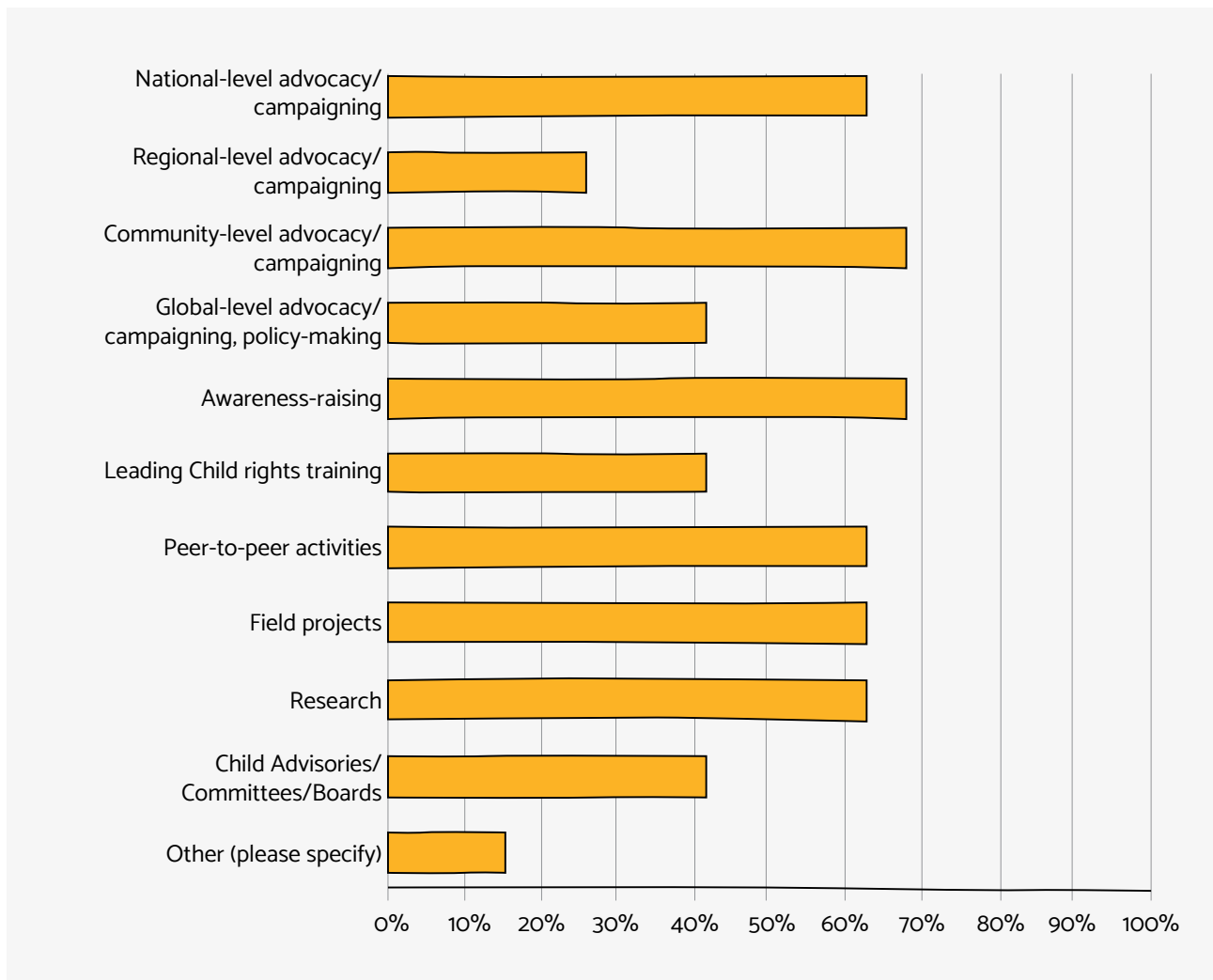
**Remote Drop Off:** Mail or Drop off papers and markers to each child or young person's home/place they live. Include instructions on how to complete the activity. Ask them to draw and/or write notes about it that they can share back. Coordinate a time where you can come pick it up from them.

## Appendix 3: Global survey and children's consultation with the Destination Unknown community

**Overview of Methods.** With the goal of working with Destination Unknown members and children to develop a user-friendly guidance to support the participation of children on the move, a global survey was completed by a total of 31 participants from 17 countries. Half of the organizations shared that they have a national or local level reach in their work, while a third of respondents shared that they have a global or regional level reach. Destination Unknown members were also invited to a group discussion to explore survey findings, further develop their thoughts and ideas, and document their experiences.

In-depth consultations were also carried out with groups of children in two countries - India and Lebanon - to explore their views on meaningful participation. The consultation process included participatory art and play-based research activities to garner reflections on what children on the move want and need for meaningful participation.

### Organizations who currently engage children in:





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**DestinAtion**  
**UNKNOWN**  
Championing the rights of children on the move

a network led by  
**Terre des Hommes**  
International Federation



**IICRD**  
International Institute For  
Child Rights And Development