Map

Engage

Create

Plan

Reflective Planning for Social Change

CHILD PROTECTION
PARTNERSHIP/CPP

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ACKNOWLEDGEMENTS

For more about CPP, visit our website:
www.childprotectionpartnership.org

CPP

Child Protection Partnership

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for Child Rights and
Development

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The International Institute for Child Rights and Development (IICRD) is a non-governmental organization (NGO) based in Victoria, British Columbia, Canada at the University of Victoria. IICRD has nearly 20 years of experience in national and international strength-based child rights and protection interventions, and has worked with a diverse network of partners including UNICEF, Save the Children, Plan International, the United Nations Committee on the Rights of the Child, the Canadian International Development Agency (CIDA), national and local governments around the world, other NGOs, private organizations and professionals from various disciplines and regions.

As a bridging organization, IICRD brings children's rights to life in the context of their lives using innovative "bottom-up, top-down" systems change research, education and capacity building that draws on the strengths of children, their families, communities and culture. IICRD helps to develop creative strategies to address the complex problems facing young people and their communities, and helps to shape a world where children's rights become a lived reality within the daily lives of children who need them most and the systems affecting them.

IICRD is the executing agency of the Child Protection Partnership (CPP), an inter-sectoral international program funded by CIDA in Brazil and Thailand. CPP's goal is to reduce, and where possible eliminate, the sexual exploitation of children enabled by information and communication technology (ICT). CPP does this by taking a child rights-based approach that:

• Strengthens the capacity of law enforcement and related public bodies to enact and enforce law and policy

• Works with children, families and communities to raise awareness and link them to services that protect them

• Encourages a coordinated, inter-sector systems approach to advance child protection and prevention against ICT enabled child sexual exploitation

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INTRODUCTION

GETTING STARTED

FACILITATOR'S GUIDE

WORKBOOK 1: MAP PHASE

This section will introduce you to:

- The International Institute for Child Rights and Development (IICRD) and its approach to child-centred systems change

- The Child Protection Partnership (CPP) and its work applying the Circle of Rights to address ICT enabled child sexual exploitation

- Child rights

- The Circle of Rights process

OVERVIEW

> The Circle of Rights workbook series offers a powerful tool for creating social change.

What is this workbook series?

The Circle of Rights workbook series offers a powerful tool for creating social change based on an innovative process developed by IICRD and implemented through CPP in Brazil and Thailand. The Circle of Rights works with children, youth and their communities to develop solutions to address the sexual exploitation of children enabled by information and communication technology (ICT).

Who is this workbook series for?

This workbook series is designed for organizations and facilitators who intend to use the Circle of Rights to work in partnership with children, youth and other actors in society to help address problems affecting children and youth. Other partners involved in the Circle of Rights process include law enforcement, governments, NGOs and ICT companies.

How can I use this workbook series?

The four workbooks in this series will help you work with community partners to implement the Circle of Rights process, with a particular focus on engaging children and youth. You will also engage families, communities, law enforcement, governments, public bodies and other organizations working with and for young people, such as ICT companies and service providers.

The result of the Circle of Rights process is child and youth-ledstrategies that address ICT enabled child sexual exploitation in your community. These strategies are supported by Inter-sectoral Action Plans that bring together key players in powerful partnerships.

The Circle of Rights process can be repeated to develop strategies to address other challenges facing children, youth and your community.

How is the workbook series organized?

Following this Introduction, the "Getting Started" section outlines roles, responsibilities and resources required to implement the Circle of Rights. The Facilitator's Guide provides step-by-step instructions and helpful tips for facilitators and note-takers.

There are four separate workbooks for each phase of the Circle of Rights: Map, Engage, Plan and Create. Each workbook contains an overview, the objectives and instructions for activities that will help generate shared understandings of the lived realities of young people and creative solutions. Each workbook builds on the previous, creating a cycle of reflective planning for social change that is led by young people and supported by broader adult and multi-sectoral partnerships.

The "Additional Resources" section at the end provides an explanation of Key Terms and Concepts used in the workbooks, a Consent Form information sheet, a sample Consent Form and additional activities.

UNDERSTANDING IICRD AND CPP

International institute for Child Rights and Development (IICRD)

The International Institute for Child Rights and Development (IICRD) is a non-governmental organization based in Victoria, British Columbia, Canada at the University of Victoria.

To help bring child rights to life in the daily lives of children, IICRD's work focuses on three pillars: research, education and training, and networking. As a bridging organization, IICRD brings children's rights to life using innovative "bottom-up, top-down" systems change research, education and capacity building that draws on the strengths of children and youth, their families, communities and culture. Working with partners, IICRD builds connections between children and youth and their communities and key decision makers, and creates space to develop creative strategies to address complex problems facing children and youth and their communities. IICRD helps shape a world where children's rights become a lived reality within the daily lives of young people who need them most and the systems affecting them.

IICRD

Our Dream: Changing the World through Children and Youth

IICRD wants to create a world where dignity, belonging and justice are realized for all, encouraging the world to respect and care for young people and preparing young people to respect and care for the world. Place by place, community by community, in Canada and abroad, experience has shown this dream can be realized. Because most people care about the future of their children, one of the most practical ways to achieve change is to help them realize how their children will benefit. Young people have a strong interest in the world they will grow into. Their participation in shaping this world helps each generation pass its best features to the next. IICRD is the implementing agency of the Child Protection Partnership (CPP).

For more information about IICRD, visit our website: www.iicrd.org.

The Child Protection Partnership (CPP)

The Child Protection Partnership (CPP) is an international inter-sectoral collaboration of organizations protecting children and youth from sexual exploitation enabled by the rapid expansion of ICT. CPP was launched in 2008 and is funded by the Canadian International Development Agency (CIDA).

Through knowledge, tools and training, CPP harnesses the benefits of technology to support solutions that meet the realities of young people in Brazil and Thailand.

ICT is providing amazing opportunities for global learning and connection. It allows people to learn about and connect with people, places and events happening around the world, and provides countless opportunities for creativity and innovation. Yet, at the same time, ICT can expose young people to risky situations or harm. To address the issue of ICT child protection, the strengths and risks must be considered. CPP acknowledges the positive side of ICT and its potential as a positive and protective force in the lives of children and youth.

One of the primary findings from CPP's participatory research is that young people are experts when it comes to identifying both the threats and protective mechanisms of ICT. Children and youth are integrating ICT into their lives at a rapid rate, enhancing their education, social improvement, mobility, entertainment and social networking. Children and youth are the "opportunity in crisis" in ICT enabled child sexual exploitation. To develop creative strategies and solutions, we must work in partnership with children and youth and other partners (e.g. families, communities, NGOs, governments, law enforcement and the private sector) and empower children and youth to be active citizens and agents of social change.

The goal of CPP is to reduce, and where possible eliminate, ICT enabled child sexual exploitation by building from good practices and technology across public and private sectors to:

- Equip law enforcement, government and other supporting bodies/organizations to better address ICT enabled child sexual exploitation

- Connect vulnerable children (male and female) to protective mechanisms and services that prevent and address ICT enabled child sexual exploitation

- Foster a coordinated systems approach amongst stakeholders to prevent and address ICT enabled child sexual exploitation that is supported by ICT innovation

CPP

As a bridging initiative, CPP supports the development of inter-sectoral strategies.

CPP's Global Reference Group is comprised of:

- CIDA

- Microsoft International

- The Royal Canadian Mounted Police's National Child Exploitation Coordination Centre (NCECC)

- The United Nations Children's Fund (UNICEF)

- Plan International

- IICRD

These Global Reference Group partners provide knowledge, tools and networks that complement those of CPP Implementing Partners in locations such as Brazil and Thailand.

CPP`s Approach

CPP works with partner organizations from different social sectors (e.g. children and their communities, government agencies, the private sector and non-profit organizations) who share a common commitment to reduce ICT enabled child sexual exploitation through a developmental, rights-based approach. CPP strives to:

- Ensure CPP work is relevant and meaningful to the lived experiences and views of vulnerable children

- Build on existing successes in addressing ICT enabled child sexual exploitation (i.e. does not reinvent the wheel)

- Integrate and link CPP work with existing ongoing child protection efforts in support of children's rights under the United Nations Convention on the Rights of the Child (CRC)

- Use the best of ICT to develop strong inter-sectoral strategies that can be shared widely and scaled up to support the rights and protection of children in the face of challenges posed by ICT

As a bridging initiative, CPP supports the development of inter-sectoral strategies that further strengthen "bottom-up, top-down" engagement to better support sustainable change for children and youth and their protection.

For more about CPP visit our website:
www.childprotectionpartnership.org

UNDERSTANDING CHILD RIGHTS

The UN Convention on the Rights of the Child provides a vision for children backed by legal standards.

The Circle of Rights process helps to create a better world for children and youth where their rights and well-being are supported and protected. The fundamental rights of the child are outlined in the United Nation's Convention on the Rights of the Child (CRC).[1] The CRC is the most widely ratified international human rights treaty in history with every state, except for two, as signatories. The CRC sets out the minimum legal and ethical standards as well as aspirations for all state parties with respect to the rights of children. In essence, the Convention is a vision for children with legal standards. This broad ranging treaty contains some 40 articles defining the rights and duties of children.

The Convention on the Rights of the Child

- Defines a child as a person below the age of 18 or below the age of legal majority if it occurs earlier than 18

- Applies to all children without discrimination on any grounds

- Identifies children as requiring measures of special protection and support

- Recognizes the importance of family, community and culture in the upbringing, protection and overall well-being of a child

- Outlines the duties and responsibilities of duty-bearers to children

- Promotes full healthy development and a developmental perspective that reflects the age, ability, and evolving capacities of each child to ensure the child's physical, psychological, social and spiritual rights are met according to the child's developmental level

- Promotes a philosophy of dignity and respect for children, challenging traditional views of children as passive recipients of care and protection

Guiding Principles

Underlying every child's right are the Convention's four guiding principles:

1. Non-discrimination
All rights apply to all children without exception.

2. Best Interests of the Child
The best interests of the child are the primary considerations in making decisions about a child.

3. Life, Survival and Development
Recognition and support are given to the holistic needs and rights of the child.

4. Participation
The child shall have a right to express his or her views and have them taken seriously when decisions are being made about a child, including in administrative and legal proceedings. The weight of his or her opinion will vary depending on age, and maturity or evolving capacity.

To protect and support children, all interventions must be guided by these principles of the CRC. These cross-cutting rights principles help to consider specific rights gaps and challenges for the child, and the roles and responsibilities of adults and children to support and protect the development and well-being of children. The Circle of Rights process helps define rights gaps for children and youth and identifies who is responsible (the duty-bearers) to take action to improve the situation for children and youth in the context of their community.

Who is Responsible for Implementing the CRC?

Governments have the primary responsibility for ensuring that child rights are realized; they must create the legislative and policy environment to support and implement child rights. However, many other actors also have responsibilities. Parents have the primary daily responsibility to uphold the rights of their own children. But communities, religious leaders, professionals (including health professionals, law enforcement and civil society organizations at local, national and international levels) also have a part to play. Ideally, these requirements are met by building on the inherent strengths of families, culture and community. These strengths are outlined in CPP's child-centred approach to systems change.

Child-centred Systems Change

Building from a traditional child rights-based approach to fill rights gaps, CPP adopts a child-centred approach to systems change for children and youth. When applying a child-centred approach to systems change, the following principles are important to help strengthen communities for children and youth:

- Rights-based and community-centred
- Non-discriminatory, inclusive and equitable
- Participatory
- Builds from wisdom and strengths (communities, contexts and cultures)
- Accountable and based on rule of law
- Partnership focused

Respecting the rights of young people requires an understanding of the child's broader context, giving due consideration to different factors including people, activities, places, cultures and religions that affect the well-being and protection of children and youth.

Repecting the rights of young people requires an understanding of the broader context.

IICRD's Child Rights Social Ecology

IICRD's Child Rights Social Ecology Model[2] helps to put children and youth at the centre and recognizes the systems, networks and supports that can exist for each child including:

- Children's inner worlds (cognitive, emotional and spiritual)
  How does the child feel?

- Children's outer world (physical, social, behavioural)
  How does the child act or respond?

- Peers
  Other children and youth

- Family

- Community, natural and built environments

- Civil society, government and non-governmental organizations

- Cultural, social, economic, civic and political factors

The Child Rights Social Ecology Model also identifies specific child rights risks and gaps and highlights opportunities to further strengthen systems to better protect and support children and youth. The Child Rights Social Ecology Model recognizes the following principles:

Children and Youth at the Centre

Using a Child Rights Social Ecology approach to enact systems change puts children and youth at the centre and brings to light:

- The child's inner strengths and coping mechanisms

- The risks and threats to the child

- The caring adults in the child's life

- The systems of support available the child

- The rights of the child that are being realized, and the corresponding child protection challenges and "rights gaps"

- The opportunities in the child's context that can help to develop strategies supporting the child and his/her best interests

- The possibilities to further strengthen and build unique systems of support for the child

Systems in Partnership

Ideally the systems interacting with young people work together to fully support and protect young people at the centre. However, when one system breaks down or is completely lost, the other systems have added pressure or responsibility. When the systems are connected, it helps the child establish more positive connections and positive relationships within their environments. This leads to greater resilience and improved and holistic child development. Yet, when there are situations or problems with these systems or the systems are eroded or damaged, a child's development will be negatively impacted.[3]

> The Child Rights Social Ecology Model helps to put children and youth at the centre.

Each Child is Unique:
The Child has an Active Role to Play

Each child is unique and each child's social ecology is also unique. A child's social ecology depends on the systems in that child's life and how these systems work together. It also relies on the factors in the child's environment (e.g. people, activities, places, culture, religion, circumstances, threats, and opportunities). The child's social ecology depends on how the child interacts with his or her inner and outer worlds.

Starting from Strengths

Using the Child Rights Social Ecology can help in thinking about the strengths that exist within the child and in the systems that support the child. Thinking in this way helps to identify the assets, capacities and opportunities for the child in their systems of support and social-cultural context that support and protect young people and help establish a sense of dignity, belonging and justice. The Child Rights Social Ecology framework considers the CRC and the strengths and gaps across the child protection system and helps us to inform the context of the child and identify the strengths and challenges within the child's life.

Child Rights Social Ecology Model

Creating Positive Change in Children's Lives

- Use the CRC as a framework

- Put children at the centre

- Consider the holistic development and well-being of children and youth

- Consider the context of children's lives and the valuable roles connectedness, achievement, participation, and strategic partnership can play in protecting and supporting children and youth[4]

- See the importance of capabilities and opportunities as foundations for people's rights and well-being

- Mobilize and build from the "assets" or "strengths" and protective mechanisms of children, family, communities and culture[5] to help fill child rights and protection gaps and create an enabling environment for children's survival, development, protection and participation[6]

- Build and further strengthen the bridges across systems to bring positive long-term change to young people's lives

Building on the CRC and Child Rights Social Ecology Model, IICRD developed the Circle of Rights methodology to give young people space to be involved in decisions that most affect them. For this reason, CPP has used the Circle of Rights process to understand the positive and negative roles of ICT in young people's lives and help them develop solutions to address ICT enabled child sexual exploitation and broader child protection concerns.

CIRCLE OF RIGHTS:
REFLECTIVE PLANNING FOR SOCIAL CHANGE

The Circle of Rights[7] is a child-centred intentional planning and action research process supporting social innovation and greater accountability for children and youth and their families. This reflective, action-oriented methodology, which begins with young people's lived perspectives, helps community stakeholders, agencies and policymakers to develop integrated child rights policy, programming and monitoring systems that build from local strengths in meeting challenges facing children and youth, their peers, families and communities. The Circle of Rights process uniquely starts from young people's lived realities in seeking sustainable systems change for the promotion of enhanced dignity, belonging and justice for young people and our world.[8]

The Circle of Rights uses the metaphor of a young plant growing strong to represent the strength based, iterative learning-action process at the heart of the Circle of Rights. It also underscores the natural principle that we all strive for certain outcomes as human beings, including the values of dignity, belonging and justice; the Circle of Rights seeks to build on these natural goals of human development.

The Circle of Rights Process

- Applies an innovative child rights approach to planning, implementing, monitoring and evaluation of children's rights

- Acknowledges and engages with the specific cultural context of the planned work

- Builds on strengths and empowers local communities to develop innovative, local solutions to self-identified challenges

- Supports children's survival, development, protection and participation within a community development and local planning context

- Puts the participation and agency of children and youth at the centre

- Supports social innovation leading to strengthened planning, monitoring, evaluation and budgeting for children's rights in government and civil society

- Creates positive sustainable change for and with children and youth by linking local actions with ongoing advocacy, policy and legislation reform

The Circle of Rights process is unique, starting from children's lived realities in seeking sustainable systems change.

THE FOUR PHASES OF THE CIRCLE OF RIGHTS: MAP, ENGAGE, PLAN, CREATE

Within each of the four phases of the Circle of Rights, activities are selected to meaningfully engage with target groups and foster active exchange and dialogue to systematically and progressively achieve these objectives.

PHASE 1: MAP

- Develop vision, metaphors, guiding question(s) and principles

- Map child rights and protection context at the level of mandate (laws and policies) and mechanism (programs, partners and services) from the national level to the community

- Map actors who are involved in the lives of the target populations and their partners

PHASE 2: ENGAGE

- Develop baseline understandings of children's lived experiences

- Develop in-depth understandings of child-focused strengths, challenges, risk factors and protective mechanisms to support and protect children from a child, family and community perspective

PHASE 4: CREATE

- Conduct an inter-sectoral review of Circle of Rights

- Create integrated inter-sectoral action plans focusing on child-centred strategies, partnerships, capacity building, programming, policy and legal reform

- Create monitoring and evaluation frameworks and sustainability and accountability strategies including organizational change, rights reform and community engagement

PHASE 3: PLAN

- Collectively analyze strengths, risks, gaps and opportunities

- Identify root causes and strategies to address challenges and gaps

- Create a collective vision for the future

- Develop child-centred, culturally grounded, rights focused, community and policy action plans

What Can You Expect from the Circle of Rights?

The Circle of Rights has been successfully applied in many different contexts around the globe. Participants, communities and young people all benefit from the focus on learning from the lived realities of children and youth. Specific outcomes include:

• An engaged and informed group of children, youth and community members actively work together for positive change.

• Risk factors and protective mechanisms are identified, supporting effective planning, budgeting and programming for young people's survival, development, protection and participation.

• The creation and implementation of local sustainable action plans; civil society and government working together to solve problems they have identified.

• Strategic partnerships are strengthened, with a focus on bridging the rights gaps.

• Service delivery systems are developed with built-in community-based accountability structures to ensure ongoing success and sustainability.

• Community and cultural realities are integrated into programming, services and policies for children.

• Collaborative multi-sectoral planning, monitoring and evaluation processes are developed.

• Groups from across many sectors collaborate to implement and monitor children's rights.

An evaluation of CPP's Circle of Rights process in Brazil and Thailand demonstrates that it:

• Empowers children and youth to protect and promote children's rights with respect to ICT enabled child sexual exploitation

• Strengthens the capacity and effectiveness of partner agencies to adopt child-centred practices and work collaboratively with other actors in the child protection sector

• Strengthens the child rights environment and child protection system country-wide with respect to ICT enabled child sexual exploitation

The Circle of Rights process can help your organization work with a variety of key partners, particularly children and youth, to build a better future for themselves and their communities.

Using the Circle of Rights to Explore ICT Enabled Child Sexual Exploitation

The Circle of Rights was applied through CPP with children and youth, government, law enforcement, communities and civil society at a national and community level in Brazil and Thailand to consider the following key questions:[9]

What do we know?

How are children engaging with ICT?

How is ICT affecting children and their communities?

What are the risk factors, challenges, protective mechanisms and opportunities?

What are we doing?

What are the current good practices?

Where are the gaps and where are the opportunities?

How is ICT being used to protect children?

What can be done?

How can various government and non-governmental sectors partner with each other to support positive change for children?

How can ICT be used to support the rights and protection of children?

The Circle of Rights process can help your organization work with key partners, particularly children and youth, to build a better future for themselves and their communities.

Phase One: Map

The first phase of the Circle of Rights process, Map, helps provide a greater understanding of the ICT child protection landscape. This includes understanding:

- National mandates: legislation, regulations and policies

- Inter-sectoral actors: duty-bearers and systems related to child rights and protection

- Mechanisms: strategies, interventions, good practices and gaps related to ICT enabled child sexual exploitation and child protection in general

The Map phase also includes a comprehensive understanding of the day-to-day realities of children and youth related to ICT child protection. It takes into account a variety of questions including:

- What do the lives of children look like in their communities?

- What are major child protection challenges?

- What ICT services are available for children?

- How are laws, legislation and policies being implemented?

- What strengths exist?

- How does culture help support children in the context of their communities?

The Map workbook is organized into three parts. Activities can be conducted in a two-day workshop with key partners including children and youth.

The Map phase creates a road map to support the implementation of the Circle of Rights process and bring about change in the lives of children and youth.

The Map phase creates a road map to support the implementation of the Circle of Rights process.

Phase Two: Engage

Engage, the second phase of the Circle of Rights, uses a variety of experiential, rights-based, child-centred tools to understand ICT and child protection from the perspectives of children, youth and other stakeholders including families, community leaders, law enforcement, governments and child protection organizations.

Rather than focusing specifically on ICT enabled child sexual exploitation, the activities explore ICT and child protection more broadly, identify broader protection concerns and consider the strengths, risks, protective mechanisms and opportunities of ICT and child protection (including self-protection).

Activities are organized in a layered, progressive manner with each activity building from the previous with added depth of inquiry on critical ICT-related risk and protection issues.

- They begin by building a safe place for sharing a common understanding with facilitators and children and youth and exploring young people's thoughts, feelings and perceptions about themselves and their interactions with others.

- Consideration is then given to young people's outer worlds. Activities explore children and youth's thoughts, feelings and perceptions about the world around them. They consider informal (family, friends, people in community, culture and traditions) and formal (schools, organizations and government) relationships within social and physical environments.

- This is followed by an exploration of young people's individual and collective interactions with diverse aspects of ICT including mobile phones, computers, video and the Internet.

- Further activities focus on deeper engagement, and provide space for children and youth to frame the dialogue and use their creativity and innovation to share their hopes and concerns with peers, communities and policy makers to advocate for positive change.

The Engage workbook focuses closely on children and youth. Activities also involve families and communities and other key partners such as law enforcement, governments and supporting public bodies and organizations working with and for young people, including ICT companies and service providers. It is important to engage with these stakeholders as they provide a support network to ensure cultural values and strengths are built upon, and that those who have the authority to make changes to policies and services are part of the process.

The Engage phase focuses on gaining an understanding of children and youth perspectives on ICT and child protection.

Phase Three: Plan

Plan, the third phase of the Circle of Rights, uses a variety of participatory tools to bring together children and youth, families, communities, and key partners (law enforcement, governments and supporting public bodies, and organizations working with and for young people such as ICT companies and service providers).

These tools are used to:

- Analyze strengths, challenges, gaps and opportunities
- Identify root causes and propose strategies
- Create a collective vision for young people in their community
- Develop child-centred, culturally grounded, rights-based ideas to address young people's issues of concern or opportunity in ICT protection

A central feature of the Plan phase is the creation of negotiated spaces or opportunities for critical reflection and dialogue on themes emerging from the Engage phase. A crucial aspect of the facilitation of these discussions is an in-depth reflection on the issues raised by children and youth. Identification of the responsible organizations and government departments is part of an examination of the roles of all stakeholders in creating a stronger child rights environment.

The Plan phase uses participatory tools to create a collective vision for young people in their community.

Phase Four: Create

Create, the fourth and final phase of the Circle of Rights process, supports the implementation of child and youth-led strategies through the creation of community circles and focuses on using child and youth identified priorities to create integrated, inter-sectoral action plans focused on partnership, capacity building, programming and policy and legal reform.

This involves bringing together partners from different sectors to host inter-sectoral roundtables to establish a shared commitment to address ICT enabled child sexual exploitation. The roundtables also develop inter-sectoral action plans that could be scaled up to higher levels of governance and out across other sectors of government to involve other partners, such as the private sector.

Inter-sectoral action plans are holistic and draw on the strengths and expertise of relevant sectors including government, law enforcement, child protection agencies, the private sector, communities and young people to affect positive changes related to ICT enabled child sexual exploitation from the level of the child to broader systems-level change (including policy, programming, legal reform and partnerships). The Create phase also involves the creation of monitoring and evaluation frameworks to support sustainable change and accountability for children and youth.

Innovative thinking is necessary to explore how new forms of partnership can be created. Innovation is also promoted in order to bridge gaps in current legislative and policy frameworks.

In Part One of the Create workbook, you will work with community circles, comprised of young people, families, community members, law enforcement, and other key partners to support the implementation of the child and youth-led strategies.
In Part Two, you will meet with relevant sectors to develop inter-sectoral action plans that support these child and youth-led strategies.

The Create phase supports the implementation of child and youth-led strategies.

To successfully implement the Circle of Rights, your organization needs to understand what is required in terms of time, resources and approach. This section includes:

OVERVIEW

- Some key considerations

- A checklist for organizations about to start the process

- An explanation of key roles, facilitation and documentation

Let's get started!
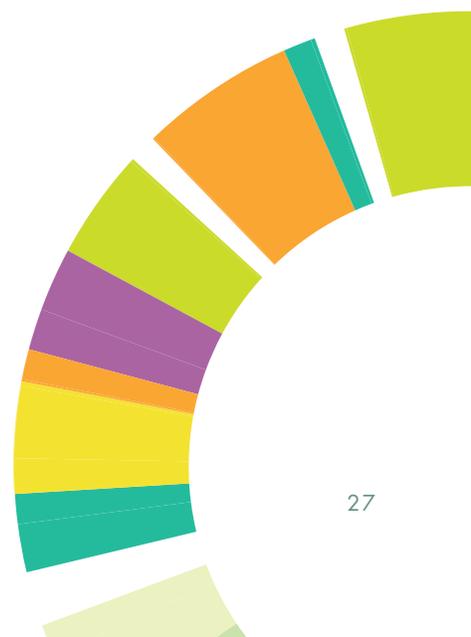
ORGANIZATIONAL READINESS

Time and Resources

Implementing the Circle of Rights in its full form can take from several months to over a year to complete, depending on the scale and resources allocated to the program. Make sure you and your team have the capacity to support the Circle of Rights, including a budget for staffing and other costs. Your organization must be able to follow through on its commitment to children, youth and other partners in your community.

Community Facilitators

Local development facilitators need to be hired, or seconded, and trained to implement the Circle of Rights process within the community. Facilitators require the support of a project supervisor to provide oversight and administrative support, as well as people who have experience with the Circle of Rights process.

Commitment to the Process

When you decide to implement the Circle of Rights, you are committing to implementing the entire process. You have a responsibility to support the Circle of Rights process, the children and youth who are involved, and any strategies and action plans that arise.

Readiness to Change

The Circle of Rights may identify areas where you and your organization need to change. Be open to this possibility. Recognize the Circle of Rights implementation as an opportunity to learn how you can better support children and youth through your programs and structures.

Willingness to Listen

Make sure those who are facilitating the Circle of Rights will listen to what people have to say and try to understand their perspectives and experiences. Leaders, participants and partners must be open to listening and learning and adapt the process based on that learning as the program is implemented.

Openness to Uncertainty

The Circle of Rights is a dynamic and fluid process. You will not know the end results of your Circle of Rights implementation until the final phase has been completed. As a Circle of Rights partner, you will need to trust the process and help others feel comfortable with uncertainty.

Build Bridges and Strengthen Networks

Make sure there are members within your team who have the ability to network, build relationships and connect people and institutions. This ability to encourage inter-generational and inter-sectoral dialogue and sharing is critical to the success of the Circle of Rights.

Commit to Creating Shared Understanding

With shared understanding comes empowerment and commitment to change. Your team must be prepared to be innovative and flexible in order to create space for sharing, dialogue and eventual understanding among participants and partners.

Have Realistic Expectations

Change takes time – often longer than expected. Make sure your team is realistic about how quickly and extensively change will occur and monitor the changes in partner behaviours along the way.

Monitor Results Along the Way

You and your partners should be watching for changes in the behaviour of the child, youth, parents, community members and other partners as you move through each phase of the Circle of Rights. Make sure your partners have an easy way to update you about new developments, progress or other changes they see so you can accurately measure the impact of your efforts.

COMMUNITY READINESS

Communities need to be open and ready to engage in the process. It is essential that young people are included. Engaging young people and community representatives in the early stages will help to galvanize support for your Circle of Rights implementation.

Circle of Rights Readiness Checklist

The form on the next page will help you prepare for your Circle of Rights implementation by outlining activities you should consider before you start Phase One.

While you might not have the time, resources or need to complete each item on the list, you may be able to delegate activities to partners. Advance preparation will pay off in a more cohesive, streamlined and effective Circle of Rights process.

Use the checklist on the next page to help your organization get ready!

Circle of Rights Readiness Checklist	RESPONSIBLE PARTY	STATUS
☐ Compile information gathered from previous community research, current policy, laws and legislation focusing on current ICT child protection situation, community profiles and daily lives of children and youth.		
☐ Collect photographs, logos and art to be included in printed materials.		
☐ Identify potential inter-sectoral partners.		
☐ Identify the number of communities or locations to be involved, considering a staged approach.		
☐ Develop key materials for distribution at the inter-sectoral and community level: • Background documents on the Circle of Rights • Preparation of community posters on the goals and objectives of the Circle of Rights		
☐ Identify gaps in existing information on situations of young people and the use of ICT (thereby identifying strategic areas of focus for the Circle of Rights).		
☐ Hold a roundtable for key stakeholders and community members. Gather support for next steps.		
☐ Identify the key "purpose" of the work, the "guiding question" of the Circle of Rights with community members and inter-sectoral partners.		
☐ Identify community-based facilitators to be trained in the Circle of Rights and who will implement the process in their communities.		
☐ Determine a method of mental health support for facilitators.		
☐ Meet with inter-sectoral partners, key community members and young people as required.		

The two key roles in leading the Circle of Rights are facilitator and note-taker. These roles are explained in this section. You may want to refer to the tips and instructions in this guide throughout the Circle of Rights process. Keep it close by. Different tips will be helpful in each of the four phases.

OVERVIEW
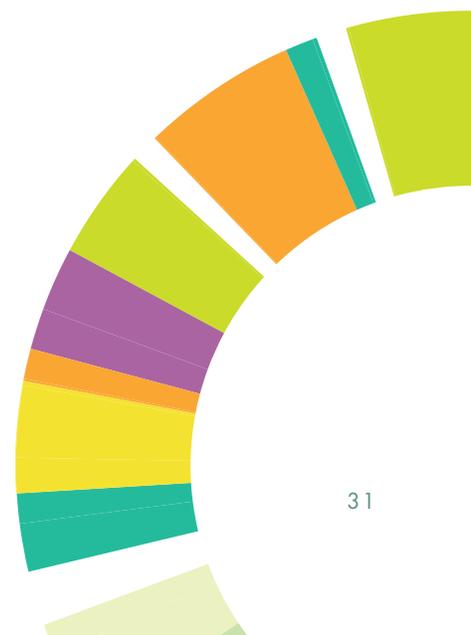
KEY ROLES AND RESPONSIBILITES

Effective facilitation and documentation are central to the success of the Circle of Rights process. As a community facilitator, your relationships with young people and their families provide the foundation for gathering important information and working in partnership to address the challenges they identify.

For activities in the Circle of Rights, there are two positions that must always be filled:

The Facilitator
This person plays the important roles of listener, guide, and support person.

The Note-taker
The role of the Note-taker is equally important because by collecting and recording all of the information, the contributions of participants are honoured and the information can be used to work with them to make positive change.

These roles do not have to be assigned to different people. Various members of your team may act as facilitator and note-taker at different times in the Circle of Rights process.

FACILITATION

When engaging children and youth, the way in which an activity is facilitated has a major impact on its outcome. The facilitator sets the tone, works with participants to establish the working parameters, creates a sense of group ownership, helps focus and structure the discussions and supports participants to reach their goals. Establishing trust is central to the process.

Supporting the meaningful participation of children, youth and adults is as much about the process as the end result. The following information focuses on how to facilitate activities and discussions with children and youth. The same basic principles apply when working with adults, although you will have to alter your approach slightly to meet the needs of the group (e.g. women's groups, Elders). The information in this section is applicable to each of the activities in the Circle of Rights workbooks.
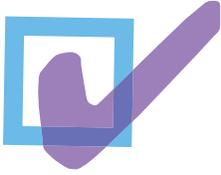
Encourage young people to express their opinions and feelings freely without judgment.

HELPFUL HINTS FOR FACILITATORS

To be a good facilitator you need to:

Build Relationships

- Use a positive approach: Stay positive, energetic and focus on strengths.

- Be a role model: Support and guide children and youth, but do not to direct them or take over their process.

- Build relationships: Help children and youth feel valued and respected. Be sensitive and sincere.

- Be patient and flexible: Things don't always go as planned! If an activity goes off track, gently try to bring it back – don't forget your sense of humour.
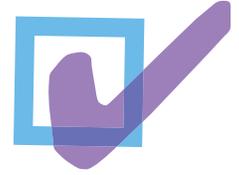
Listen and Speak with Children

- Listen carefully: Take time and listen carefully to young people and their stories. Listen as much to what children and youth say, as to what they do not say. There is much information in their silence.

- Talk to children and youth on their level: Sit with the children and youth while they are doing activities, ask them questions and try to understand how they see their lives and their community. Don't hover or crowd them, but show interest.

- Pay attention to body language: Watch body language (e.g. fidgeting, being noisy or aggressive or being very shy or quiet). Look for clues about how young people are feeling during activities.

Support the Group

- Be flexible: While the Circle of Rights should preferably be carried out with the same group of young people from start to finish, this is not always possible. As facilitator, you must be flexible and able to accommodate changes in the composition of the group. In addition, sometimes children need more time than adults to process the Circle of Rights and fully understand it. Allow for extended time margins if this occurs. In this process, facilitators must work with children as partners, not above them and not for them.

- Engage young people of all ages: Engage younger and older children, and adjust activities so they are appropriate for different participants. Young children may require more time and attention. If your group contains younger and older children, it may be helpful to divide your group into two so that you can provide separate sets of instructions and types of support.

- Be inclusive: Encourage all children and youth to participate including those with physical or mental challenges, those who are isolated or those who have emotional factors to be considered. Never force someone to participate if they are not ready.

Look for clues about how young people are feeling during activities.

- Let participants know there is no right or wrong answer: Encourage young people to express their opinions and feelings freely without judgment.

- Hold people accountable: Do not be afraid to hold people accountable for their behaviour. Be firm but respectful and create an opportunity outside the group to talk through any issues.

- Privacy is important: Make it clear that you believe young people's privacy is extremely important, but that although the group may agree not to share the views expressed during activities with outside people, you cannot guarantee this.

- Be comfortable with being uncomfortable: Change can often include feelings of discomfort and confusion. Recognize and pause during these moments. Resist returning to old behaviours.[10]

- Identify external support: Be sure to identify external support for people who may need help working through issues in more depth than you can provide in a group setting.

Move Towards Goals

- Encourage critical thinking: This is an opportunity for children and youth to think differently about their lives, raise questions and explore possibilities in a non-threatening way.

- Create connections: Encourage young people to connect with their peers, community members and others partners to share ideas and begin working together.

- Link projects and partners: When you see possible connections between children and youth's ideas (and eventually Strategies and Action Plans) and partners, create a link between the two.

- Be an advocate: You may need to intervene, speak for or support (especially vulnerable) young people who share their experiences.[11]

STEP-BY-STEP GUIDE FOR FACILITATORS

Getting Ready

- Build your team: You will need to work closely with a note-taker. Strategize beforehand about how you will support one another and split up roles and responsibilities.

- Create connections with partners: Contact the partner organizations and community leaders to explain the purpose of the activity: Keep them updated on developments in the project and the schedule. They are key resources.

- Invite a maximum number of children and youth to an activity: Have enough staff to provide attention and support. For every two staff people, there should be no more than 25 young people. If you need to reduce the numbers, select a clear group, such as a specific youth group. If this is not possible, hold more than one session so that everyone in the group can participate.

- Contact participants beforehand: Be sure to inform participants about the location, time and purpose of the activity well in advance so that they can prepare themselves and be available.

- Seek consent: Hold a meeting with the parents to seek their support and get consent for their children and youth to participate. No one should feel they must participate. (See the Consent Form in Additional Resources, page 156.)

- Select a suitable location: Hold the activity in a quiet, comfortable and safe area with enough space for movement and breakout groups.

- Arrange for food and drink if the session will last more than a couple of hours: Sharing food is an important part of coming together, supporting culture and facilitating the growth of strong relationships.

- Support for the children and youth: Identify a person to provide emotional support to children and youth should they become upset during a session. This person may be a counsellor at a school or a staff member at a centre, but they must not be directly involved in facilitating the activity.
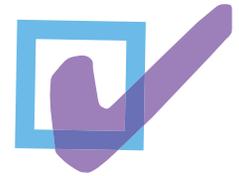
Support
for facilitators...
every step of
the way.

Before Activities

- Make a list: Make a checklist of the materials you will need to bring and the things you will need to do before the activity. Collect and prepare these beforehand.

- Meet with your team beforehand: Review the activity, discuss roles and responsibilities, decide on experiential activities to play and ensure that you have all the supplies you need.

- Mentally prepare yourself: Be emotionally present and available to engage with children and listen effectively.
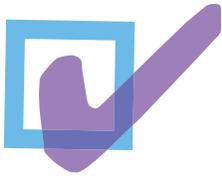
....And always take notes! Try to capture ideas and strategies that emerge in the words of the participants.

During Activities

- Arrive early: Arrive before the participants so that you can organize the space and complete any last minute details.

- Welcome everyone: Thank everyone for coming. Introduce yourself and explain that you are there to work with children and their community to identify important issues for young people and work together to create positive change. Explain the specific activity you will be facilitating on that day.

- Facilitate introductions: If participants are meeting as a group for the first time, take time for introductions. Ask participants to find a partner and after a brief discussion, introduce that partner to the group. Facilitators and staff should also participate.

- Don't assume the participants were all at the last activity: There may be some young people or community members in the group who were not at the last activity or are new. Make sure to explain everything as if the participants have not seen it before.

- Establish a Community Agreement: Work with partners to develop their own agreement, setting guidelines for their behaviour. You may need to prompt and guide them. Be sure to write it down where everyone can see it.

Sample Community Agreement

Guidelines for behaviour established by children:

- Listen to the person speaking
- Respect each other's opinions
- Do not distract the speaker by talking with others
- Get permission before going out for a break
- Keep the area clean
- No fighting
- Turn your phones on vibrate

The facilitator encouraged children to add:

- There is no right or wrong answer; everyone is allowed to have their own opinion
- Respect other people's privacy, and do not share their stories outside the group

- Diversity and creativity are welcome here: Working with people who have both similar and different views offers the opportunity to create more inclusive ideas and broader understanding.

- Use experiential activities: Experiential activities are fun and are important tools for reflection. Research shows that when you tell it, show it and do it, you remember better. These activities stimulate learning by doing, and help participants to reflect critically. They can also help build relationships among different partners across the social ecology, demonstrating how partners can work together. Experiential activities have three parts:

    • Experience: something you do or that happens to you

    • Reflection: thinking and discussing about experiences and lessons learned

    • Integration: applying these lessons to your daily life

    For some fun Experiental Activities, see Additional Resources, page159. It is also a good idea to have a number of traditional games you can turn to that go beyond those included in this workbook to energize the children and youth during long activities. But when a specific game is required in an activity, be sure to use it.

- Collect feedback: Find out what the children liked and what they thought did not work. Do this with other participants as well. Incorporate these suggestions into your next activity. This is your opportunity to learn from them!

- Discuss next steps: Inform participants of the next steps in the process, invite them to the next activity and thank them for coming.

After Activities

- Meet with your team to review the activity.

- Discuss the common themes and interesting stories that emerged and make a list documenting them.

- Discuss the strengths and challenges identified related to ICT and child protection and write them down.

- Discuss the day's activities, making notes about the challenges for the team and the lessons you have learned.

- Identify whether there were specific children and youth who had difficulty during this activity and come up with a plan to provide additional support for them.

- Remember to review this information prior to the next session and use it to strengthen the next activity.
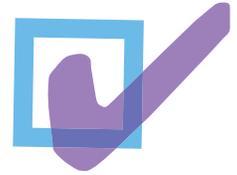
Incorporate suggestions from participants in your next activity.

DOCUMENTATION

The Circle of Rights process is documented to:

- Gain perspective and insight on the day-to-day lives of children, youth, their families and communities

- Record and share views and opinions

- Determine how to adjust programs, services, activities and strategies to better support and protect children's rights and enable them to fulfill their potential

- Document and share good practices and lessons learned

- Measure progress and capacity for change

- Learn as you go

- Facilitate discussion and dialogue for positive change in the systems that influence the lives of children and youth
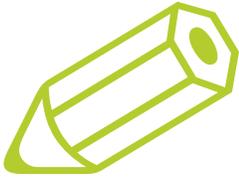
Detailed and accurate documentation will provide a good resource for you and the community to refer to throughout the process and see how far you have come. Documentation also helps to identify how other partners (children and youth, duty-bearers and others) can support and better protect children and youth. It provides empirical evidence to use when discussing the situation with governments and other people in positions of power. The information collected during the Circle of Rights process can encourage the creation or revision of new policies and programs to address ICT enabled child sexual exploitation and can promote greater accountability to children and youth and their communities.

Circle of Rights documentation requires a separate note-taker who can focus exclusively on this task throughout the activity. Although someone will be primarily responsible for documentation, everyone's thoughts and opinions are important. The forms are the responsibility of the note-takers, but they also need to reflect the experiences of the facilitator as well. Initial input can be gathered in team meetings that occur after each activity. Write down things that you feel are important and discuss it with the group at the end of the session.

Documentation Forms

To support the documentation of the Circle of Rights process, the workbook series contains Activity Documentation forms that should be used to capture the activities as they occur. Some activities, especially those contained in the Map phase, have specific Activity Documentation/Summary forms. Because the Engage and Plan phases requires a deeper level of documentation, these two workbooks contain special instructions related to documentation.

When we document the process, the contributions of participants are honoured and the information can be used to make positive change.

STEP-BY-STEP GUIDE FOR NOTE-TAKERS

Here are some tips for documenting before, during and after the activities:

Before Activities

- Review the day's schedule and objectives: Be prepared to tailor your notes to the objective of the day.

- Have the Activity Documentation Form or paper and pen ready to record the day's activities.

During Activities

- Take detailed and accurate notes: This does not mean writing everything down but rather, paying close attention to what is important to the group. You can use the Activity Documentation forms specified for each activity.

- Record memorable/outstanding quotes: Record quotes in the local language – translating quotes immediately can sometimes lose meaning.

- Gather stories: Stories are rich in cultural information and provide an insight into how children see their world.

- Listen for recurring themes.

- Capture key questions asked.

- Watch for concepts or ideas that are represented by specific terms in the language, particularly those related to supporting children. Language is an important part of cultural transmission and these terms and concepts can be used in your outreach materials and to explain the work to community members.

- It is not necessary to record the name of the children and youth. This will help ensure confidentiality and anonymity. Please note their gender and age. For all other participants, record names, organizations and titles. Noting gender is important but noting age is not for adults.

- Besides capturing discussions through note-taking, other forms of documentation include video, photos, voice recordings, drawings, etc. Ask permission first from children and youth before taking their pictures, filming them or recording their voices. See the Consent Form in Additional Resources, page 156. Explain to the children and youth why you are documenting them. For example:

"I would like to record what you say today, because I want to remember what you say in your own words. Your thoughts and feelings are important and I don't want to forget. What you say may be very helpful for other children and youth. I will ask you before I share this information."
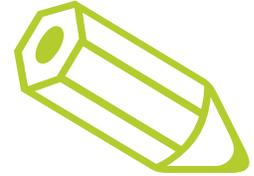
Ask permission first from children and youth before taking their pictures, filming them or recording their voices.

After Activities

- Organize the themes, ideas, strengths, challenges and differences on the Activity Documentation Form. Remember to consider the area of ICT – if an activity has a documentation form, it will found after the instructions for it.

- Try to identify the level of importance for each strength and/or challenge.

- Collect and analyze the documentation taken by each note-taker.

- Complete the documentation sheets and send them to the CPP Coordinator within 48 hours after the session. This will help to ensure effective follow-up support.

- Follow up with any children or youth who had difficulty during their mapping or presentations to get a deeper understanding of their experiences and provide additional support.

More information about the documentation process can be found in the Engage Workbook.

This concludes the introductory section of the Circle of Rights Workbook. You are now ready to move into the four phases of the Circle of Rights process. Remember, while the Circle of Rights is an intensive process, the results of engaging with children and youth are tremendous. If at any point you are unsure about the process, refer to your workbook series or consult with others who know the Circle of Rights methodology.

Above all, remember to have fun! It is a unique and special process to work with young people – savor the moments, capture the magic and always encourage young people to share their lived realities so adults and other children and youth can learn from their expertise.

Workbook One: Map

Where are you now?

Welcome to the Circle of Rights process! You and your organization have made a commitment to use the Circle of Rights to explore ICT enabled child protection with children and youth and other partners from the community to the national level. This process will help you implement better solutions to address ICT enabled sexual exploitation.

Where are you going?

The Map phase helps create a shared commitment to implement the Circle of Rights and involves gathering preliminary data about ICT enabled child sexual exploitation and protection.

This helps you to better understand the perspectives of children and youth, their daily experiences with ICT, and the risks and opportunities they face. Meeting with family, community members and key partners will allow organizations to deepen the conversation around creating supports for young people and addressing risks collectively.

Objectives and Overview

Child protection is a complex issue, and ICT further adds to the complexity. To develop appropriate strategies and solutions, you need a broad understanding of the issue and a well thought out, intentional, multi-pronged plan to learn more.

The objective of the Map phase is to bring partners together to better understand ICT child protection and create a Map of the ICT child protection landscape. Map activities also help create a road map to support the implementation of the Circle of Rights and bring about change in the lives of children and youth. To support you as a facilitator to gather this information, the Circle of Rights Map phase is divided into three complementary parts.

Part One: Understanding the ICT Child Protection System

The first part focuses on developing a greater understanding of the current ICT Child Protection system. This includes a mapping of:

• National child protection and ICT mandates (legislation, regulation and policies)

• Inter-sectoral stakeholders (duty-bearers and systems related to child rights and protection)

• Mechanisms (strategies, interventions, good practices and gaps) related to ICT and child protection

This helps you to understand the current context (e.g. what is happening and what has been done) and helps you to think strategically about what you want to do.

The Child Rights Social Ecology Model (see page 19) helps you to reflect on the issue of ICT child protection and factors that contribute to ICT child protection across the spectrum of children's lives, and consider both the strengths and challenges at each level and their connections. It can also help you identify how you can work to strengthen the connections within each system and across systems to support positive change for children and youth in the face of ICT enabled child sexual exploitation.

Part Two: Charting the Way Forward and Making Your Plan

The second part of the Map phase focuses on strategically identifying what you want to do and how you are going to do it. It helps you to answer what, why, with whom, how, where and when, and also helps you create a collective vision of success and a roadmap to get there. This roadmap supports you, helps keep you on course and lets you see how far you have come in the Circle of Rights process.

Part Three: Community Mapping

The third part of the Map phase focuses on mapping the child rights and protection situation at the community level. This includes gathering preliminary data about community demographics, community strengths and good practices, child protection challenges and opportunities for influence. It also helps you to identify the community group(s) with whom you would like to partner.

In the Map phase, you will be working with key partners including children and youth. This is best organized in a workshop format to help gain a snapshot of the ICT and child protection landscape, from the level of national policies to the day-to-day lives of children and youth.

The Map Phase will help build relationships and understanding, identify key points and create a roadmap for success.

Map activities can be conducted in a two-day workshop with key partners including children and youth.

Part One: Understanding the ICT Child Protection System

GOALS: Create a shared understanding of ICT child protection

           Identify laws, legislations, partners, good practices and gaps related to ICT child protection

           Learn about the work of partners related to ICT child protection and sexual exploitation

ACTIVITY 1: CREATING COMMON UNDERSTANDING
GROUP: Implementing Organization, key partners (including children and youth)

ACTIVITY 2: PARTNER MAPPING
GROUP: Implementing Organization, key partners (including children and youth)

ACTIVITY 3: ICT CHILD PROTECTION SYSTEM MAPPING
GROUP: Implementing Organization, key partners (including children and youth)

Part Two: Charting the Way Forward/Making our Plan

GOALS: Create a shared vision

           Identify desired changes, expected results, roles and responsibilities, and project timeframe

ACTIVITY 4: CREATING A COLLECTIVE VISION
GROUP: Implementing Organization, key partners (including children and youth)

ACTIVITY 5: IDENTIFYING PRIORITIES AND STRATEGIC ENTRY POINTS
GROUP: Implementing Organization, key partners (including children and youth)

ACTIVITY 6: IDENTIFYING INDICATORS OF CHANGE
GROUP: Implementing Organization, key partners (including children and youth)

ACTIVITY 7: MAKING IT HAPPEN
GROUP: Implementing Organization, key partners (including children and youth)

Part Three: Community Mapping

GOALS: Gather preliminary data about ICT child protection for each community

           Identify community target group

ACTIVITY 8: COMMUNITY PROFILE
GROUP: Implementing Organization and community partners

Are you ready?

The following checklist will help ensure that you are ready to begin the Map phase activities. As suggested, the Map activities should be done through a workshop format and many of these points relate to preparing for this workshop:

- [ ] Identify partners to attend the workshop and go through the Map activities.

- [ ] Send out invitations outlining the purpose of the workshop and what you wish to achieve.

- [ ] Select a suitable location and arrange for food and drink.

- [ ] Identify a strategy to open the event – are there any cultural or political protocols you should follow?

- [ ] Have a solid understanding of CPP and the Circle of Rights process, and be prepared to explain the purpose and potential outcomes to interested partners.

- [ ] Have all of your materials ready (e.g. experiential tools and photocopies).

- [ ] Gather some preliminary data on laws and legislation, partners and good practices in case you need to probe the group to spark discussion and extract ideas.

- [ ] Develop an agenda with which you are confident.

- [ ] Work out your team dynamics (facilitators, note-takers and coordinators) to support the Circle of Rights process.

- [ ] Identify a mental health person who can provide support with the partners after the workshop.

MAP ACTIVITY 1
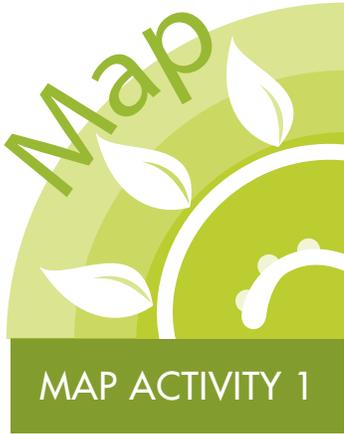
PART ONE: UNDERSTANDING THE ICT CHILD PROTECTION SYSTEM

CREATING COMMON UNDERSTANDING
UNDERSTANDING ICT CHILD PROTECTION AND CPP

What is Information and Communication Technology (ICT)?

ICT is an umbrella term that includes any communications device or application, such as radio, television, cellular phones, computer and network hardware and software, satellite systems, etc., as well as the various services and applications associated with them, such as videoconferencing, online chatting, distance learning, etc.

What is Child Protection?

UNICEF defines child protection as "strengthening of country environments, capacities and responses to prevent and protect children from violence, exploitation, abuse, neglect and the effects of conflict" (UNICEF, 2005). Adults are primarily responsible for protecting children, yet the role children can play in self-protection and in the protection of their peers must not be ignored. Child protection includes activities related to prevention, education, and early intervention; case management, investigation, and protection; prosecution, and rehabilitation.

What is Sexual Exploitation?

Sexual exploitation is the sexual abuse of children and youth through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basics of life, and/ or money. Sexual exploitation also includes involving children and youth in creating pornography and sexually explicit websites. The term "commercial sexual exploitation" is often used to acknowledge that the use of children and youth for sexual acts is abuse and is inherently exploitative.

What are Strengths and Challenges?

Strengths and challenges can refer to:

- Legislation, regulations and policies

- Behaviours and actions

- Interventions and activities

- Places, spaces and environments

- People and partnerships (individuals, organizations and working groups)

- Cultures and traditions

Part 1: Setting the Stage

1. Facilitate an introductory activity with the group (see "During Activities" on page 36 of the Facilitator's Guide).

2. Provide a brief overview of CPP and the Circle of Rights process, providing opportunities for participants to ask questions. This introduction should include an orientation to the workbooks.

3. If you are completing Part One and Part Two of the Map phase in a workshop format, provide participants with an overview of the two-day agenda.

4. Establish a Community Agreement to help create a supportive environment where participants can learn and share together (see the Facilitator's Guide, page 36).

Part 2: Understanding ICT Child Protection

5. Explain to participants that this activity is focused on creating a shared understanding about ICT child protection and understanding the objectives of CPP.

6. Split participants into small groups (e.g. law enforcement, government, etc.) and ask them to brainstorm the following terms:
   • Information and communication technology (ICT)
   • Child protection
   • Sexual exploitation

7. When finished, invite participants to present their ideas to the larger group and create some generic definitions (see page 48). You may want to contextualize the definitions so that they make sense for your community/country.

8. Ask participants to reconvene in their groups and consider the strengths/opportunities and risks/challenges related to ICT child protection. Provide participants flip chart paper to summarize.

9. Ask participants to identify their top three strengths and challenges.

10. Once participants are finished, invite them to present their strengths and challenges to the group and identify their group's three key strengths and challenges.

Part 3: What is CPP?

11. Explain to participants this part of the activity is focused on understanding the objectives of CPP.

12. Present an overview of the Child Protection Partnership (see Additional Resources, page 156).

13. If there are any questions regarding CPP's work, answer them in group format or stay after the meeting to answer individual questions. It is important that participants understand the CPP program, its main objectives and the power of leading with children.

14. If you are closing the meeting at this point, thank everyone for coming and establish a time for your next activity.

Reflection

What did you learn from this activity?

Is there anything you learned that was new or that you were unaware of?

Was there information presented that can help you in your work? How so?

Were there some partners you were unaware of? Which ones?

MAP ACTIVITY 1 DOCUMENTATION FORM

Information and Communication Technology (ICT)

Child Protection

Sexual Exploitation

ICT Child Protection Strengths/Opportunities and Challenges/Risks

PARTNER LEVEL	STRENGTHS & OPPORTUNITIES	CHALLENGES & RISKS
Children & Youth		
Families & Communities		
Law Enforcement		
Civil Society		
Government		
Private Sector		
Other		

What did we learn?

Where should we prioritize our efforts and why?

Rank by numbering the key strengths & opportunities and the challenges & risks identified by each participant group.

MAP ACTIVITY 2
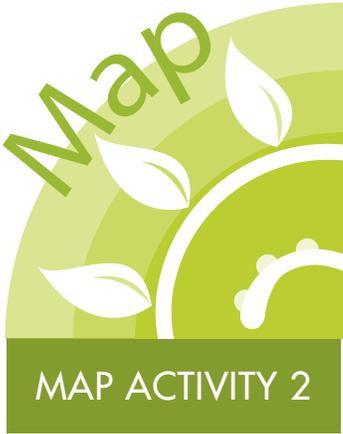
TIME
1.5 - 2 hours

PARTICIPANTS
People from across the child rights social ecology who play a role in ICT and child protection including children and young people

MATERIALS
Flip chart paper

Pens/markers

Sticky notes in three colours

Child Rights Social Ecology Model (page 17)

OBJECTIVE
Identify partners across the child rights ecology who play a role in ICT child protection

RESOURCES
Activity Documentation Form for Map Activity 2

PARTNER MAPPING

What does it mean to support or challenge child protection concerns?

A partner may be considered supportive when they are helpful and/or concerned about the prevention and protection of children from ICT sexual exploitation. For example, a community policing unit might be interested in working together with young people and community members to find ways to support young people's safety on and offline.

A partner may be considered to be a challenger when they are currently challenging or not helping in the prevention and protection of children from ICT sexual exploitation. For instance, a café/LAN house owner who might not be interested in participating in discussions on how to better support young people accessing the Internet at his café.

Part 1: Identifying Partners

1. Explain to participants that this activity is focused on identifying key partners (individuals, groups, government ministries, organizations, companies and networks) connected to ICT child protection.

2. Present a diagram of the Child Rights Social Ecology Model (see page 17) and explain that you would like participants to identify partners at these different levels.

3. Remind participants that other levels could be added to a child's social ecology. Ask participants if there is anything they would like to add.

4. Break participants into small groups.

   Groups can be homogenous (e.g. all representatives from government in one group or all children and youth in another) or inter-sectoral (e.g. representatives from family, law enforcement and children in a group together). With homogenous groups, you can extend the discussion to include reflection on what people learned from the other presentations that they did not know before. Inter-sectoral groups can help create a more holistic picture.

5. Provide each group with some flip chart paper and ask them to draw a diagram of the Child Rights Social Ecology Model agreed upon by their group.

6. Provide each group with sticky notes, and invite participants to write the names of key partners connected to ICT child protection (one partner per sticky note). You can also invite participants to write what these partners are doing related to ICT child protection.

7. Once the group has identified the relevant partners for that level of the social ecology, hand out three colours of sticky notes to each group. Ask groups to categorize each partner as:
   - Supportive
   - Challenging
   - Undecided

8. Ask each group to designate a colour for each type of partner and provide a brief explanation about why they have categorized partners in this way. If possible, ask groups to write this on the back of the sticky note. Why do you think partners are supportive or challenging? Where do children fit in their circle of care?

9. Invite participants to present their justifications to the group. Provide time for participants to discuss.

Part 2: Prioritizing Partners to Influence Change

1. Invite the small groups to reconvene.

2. Ask each group to identify and prioritize the top five partners they feel should be the focus partners in addressing ICT child protection (e.g. who should you work with?). They should explain why it is important to work with these partners.

3. Engage the entire group in a discussion about the five priority partners.

4. Document the findings from the session using the activity documentation form.

5. If you are closing the meeting at this point, thank everyone for coming and establish a time for your next activity.

✳ Reflection with the Group

- What did you learn from this activity?

- Is there information that can help you in your work?

- Were there some partners you were unaware of? Which ones?

- Were there any partners who appeared at different levels, or who work across levels? These partners are often referred to as bridge builders. You can use arrows or bridges to show the bridging role of these partners.

- Where are the opportunities to influence the issue of ICT child prevention and protection?

Remember...
To help develop solutions, children and young people must be active participants. They are ICT experts and are rapidly integrating ICT into their daily lives.

MAP ACTIVITY 2 DOCUMENTATION FORM

In each block indicate who the partner is and why they were categorized in this way.

Number and circle or bold the partners who the group considered important, e.g. bridge builders or influencers.

Partner Mapping

PARTNER LEVEL	SUPPORTERS	CHALLENGERS	UNDECIDED
Children & Youth			
Families & Communities			
Law Enforcement			
Civil Society			
Government			
Private Sector			
Other			

What did we learn?

Where should we prioritize our efforts and why?

ICT CHILD PROTECTION SYSTEM MAPPING

What are Mandates?

Key laws and legislation related to child protection and ICT.

What are Mechanisms?

Key institutions, organizations, inter-sectoral collaborations and good practices and innovations related to child protection and ICT.

Facilitating Map Activity 3

1. Ask participants to work in small groups, either homogenous or inter-sectoral (see Map Activity 2: Partner Mapping). Ask them to think about the mandates and mechanisms related to ICT child protection. You may want the group related to government and law enforcement to focus on mandates.

2. You could also ask young people to break up into a separate group and identify from their perspective:

   • Key organizations that support their protection and creative use of ICT

   • Key activities that support their protection and creative use of ICT

   • Innovative good practices or programs that they feel are important to support and protect children and youth and to encourage creative, safe use of ICT

   Compare this information to that generated from the mandate and mechanism mapping. It will be interesting to see the similarities and differences between these maps.

3. Provide blank charts to help each group organize the information (see the example on the next page).

4. Summarize the findings in an overarching chart and provide space for reflection and discussion.

5. Reflect on the chart and invite participants to identify where CPP should focus its energy.

6. It is important to note that these charts are only an example and can be simplified and adapted to suit your specific needs, audience and overall context.

7. If you are closing the meeting at this point, thank everyone for coming and establish a time for your next activity.

MAP ACTIVITY 3
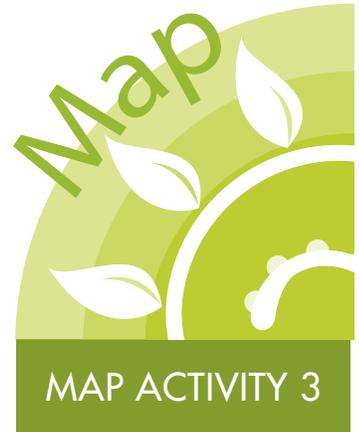
TIME
1.5 - 2 hours

PARTICIPANTS
People from across the child rights social ecology who play a role in ICT and child protection including children and young people

MATERIALS
Flip chart paper

Pens/markers

Sticky notes

Child Rights Social Ecology Model (page 17)

OBJECTIVE
Identify strengths, good practices, challenges and gaps within the ICT child protection system according to each sector

RESOURCES
Activity Documentation Form for Map Activity 3

MAP ACTIVITY 3

✳ Reflection with the Group

- What did you learn from this activity?

- Is there information that can help you in your work?

- Is there information you were unaware of? What?

- What are the good practices you can build on, and where do you see the opportunities to influence the issue of ICT child protection?

Remember…

While it may seem like there are many gaps in the ICT Child Protection System, it is important to remember that the connection between ICT and child protection is new. Change may be slow, yet a combined commitment can make change a reality.

EXAMPLE: ICT CHILD PROTECTION SYSTEM MAPPING IN THAILAND

The Child Protection Act B.E. 2546 (2003)

The Child Protection Act outlines State protection for any child from all forms of abuses, exploitation, violence and gross negligence.

Strengths and Opportunities

SECTION 26 (1) forbids any person to: "commit or omit acts which result in torturing a child's body or mind".

SECTION 26 (9) forbids any person to: "force, threaten, use, induce, instigate, encourage or allow a child to perform or act in a pornographic manner, regardless of whether the intention is to obtain remuneration or anything else".

SECTION 27 forbids anyone to: "advertise or disseminate by means of the media or any other kind of information technology any information on a child or the child's guardian, with the intention of causing damage to the mind, reputation, prestige or any other interests of the child or seeking benefit for oneself or others in an unlawful manner".

ESTABLISHES THE NATIONAL CHILD PROTECTION COMMITTEE (Section 7-16) with advisory and monitoring roles and provincial level child protection committees (Section 17) to monitor implementation.

ESTABLISHES AN INTER-MINISTERIAL PARTNERSHIP between the Ministry of Social Development and Human Security, Ministry of Education, Ministry of Justice, Ministry of Interior, Attorney General, RTP, civil society and the private sector (Section 7).

Gaps and Limitations

The Child Protection Act makes no direct linkage between ICT and child protection.

Law/Legislation:

Name and description

Strength & Opportunity

Gaps & Limitations

Law/Legislation:

Name and description

Strength & Opportunity

Gaps & Limitations

MAP ACTIVITY 3 DOCUMENTATION FORM

Rank by numbering the key strengths & opportunities and the challenges & risks identified by each participant group.

ICT Child Protection Strengths/Opportunities and Challenges/Risks

INSTITUTION/ ORGANIZATION SYSTEM	FOCUS RELATED TO ICT AND CHILD PROTECTION	EXAMPLES OF GOOD PRACTICES AND INNOVATIONS

PART 2: CHARTING THE WAY FORWARD AND MAKING YOUR PLAN

CREATING A COLLECTIVE VISION

Facilitating Map Activity 4

1. Briefly summarize and recap the activities "Partner Mapping" and "ICT Child Protection System Mapping."

2. Explain to participants that you would now like them to imagine what the future looks like – for themselves, their children, their families and their communities – related to ICT child protection. Ask participants to then imagine their vision for ICT child protection in their community. Give them these questions to consider:

   - What does it look like?

   - What is the same? What is different?

   - What challenges have been addressed?

   - What are people doing? What are they no longer doing?

   - How do people support one another?

   - What services exist?

   - How can you tell people are happy and safe?

3. After about 10 minutes (or when it feels they have had enough time), invite participants to move into small groups and share what their dreams for community ICT child protection. The groups should have representation from different sectors including children and youth. Hand out a large piece of paper to each group.

   Once they have had the opportunity to have an initial conversation, ask each group to bring their ideas together on the paper provided. They can draw images, use words, colours etc. Let them know they will have about 15 minutes to create their vision.

4. When they are mostly done, ask each group to put their vision pictures on the wall and ask for a volunteer from each group to share their group's vision.

   As the groups present their visions, take notes on a flip chart and write down key words, phrases, ideas or images that were used to describe or show something. Also, write down the similarities and differences across the pictures. Take photographs of each vision for documentation purposes.

Map

MAP ACTIVITY 4

TIME
1.5 hours

PARTICIPANTS
People from across the child rights social ecology who play a role in ICT and child protection including children and young people

MATERIALS
Markers

Large pieces of paper

Partner maps (Activity 2)

ICT Child Protection Maps Summary (Activity 3)

OBJECTIVE
Create a collective vision for CPP partners

RESOURCES
Activity Documentation Form for Map Activity 4

Remember…

It is important that children and youth participate in this exercise.
It helps to create a reflective space where partners can learn from one another.

5. Ask participants if they notice any common themes or images across the visions. Tell the group your observations about what is shared in the pictures and if any particular images stand out. Be sure to acknowledge all of the drawings in some way.

6. Thank the participants for sharing their visions. Remind them that the point of creating their vision for the future is to identify what you can do to support these dreams. Remind them that if you do not know where you want to end up, it is hard to figure out how you will get there.

✳ Reflection with the Group

• What were common themes across the group visions? What were the common themes in the small group discussions? What were the differences in the small group discussions?

• Were there new things others talked about that you hadn't thought of? In the small group discussions, were similar visions presented or were they different?

• If you are closing the meeting at this point, thank everyone for coming and establish a time for your next activity.

Summary Vision

Group 1:

Group 2:

Group 3:

Group 4:

Group 5:

Key Words, Phrases, Themes and Images

Similarities:

Differences:

Remember…

If you can dream it,
it is possible.
It is all about putting
plans into action.

Map
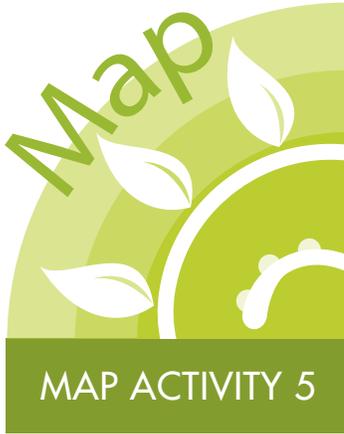
MAP ACTIVITY 5

ESTABLISHING PRIORITIES AND STRATEGIC ENTRY POINTS

Facilitating Map Activity 5

1. Reflecting on the objectives of CPP, the current ICT Child Protection Context and the ICT child protection Collective Visions from the last activity, engage participants in a discussion about the focus and scope of CPP (e.g. where should we focus our energy?). Be sure to take notes. Give them these questions to consider:

   - What do we want to change, and what is manageable?

   - What gaps and challenges are most important?

   - What strengths can we build from to address these gaps and challenges?

   - Where are the opportunities for greatest influence or making a difference?

   - Who do we need to work with and/or learn from to make it happen?

   - What resources do we need to bring this to reality?

2. When considering community engagement, engage participants in a discussion about identifying specific community members. Participants may want to consider the following questions:

   - How can we build from existing strengths and partnerships to apply the Circle of Rights methodology (e.g. what groups of children are already meeting, or what organizations are already meeting with children and communities)?

   - How can vulnerable populations be included in the Circle of Rights process?

   - How can law enforcement, government and other strategic partners be included in the process (e.g. Internet café owners)?

   - How can we ensure we have different perspectives and views?

   - How can we represent different geographic regions and contexts?

   - How can we ensure the voices of girls are included?

3. If you are closing the meeting at this point, thank everyone for coming and establish a time for your next activity.

Where Should We Focus Our Energy?

What gaps and challenges are most important?

What strengths can we build from to address these gaps?

What are the opportunities for greatest influence or making a difference? (Which ones are feasible?)

Who do we need to work with to make it happen?

What resources do we need to bring this to reality?

Remember...

To make your dreams a reality it is important to identify the strategic opportunities and priorities to make it happen. You also need to make sure your dreams are

SMART:

Specific

Measurable
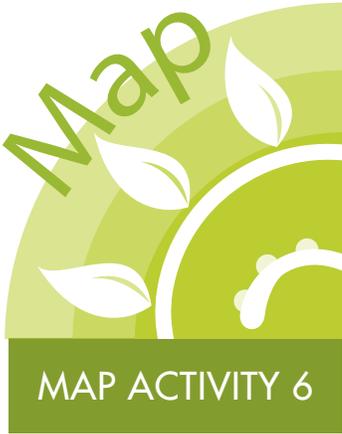
Achievable

Realistic

Time-bound

TIME
2 hours

PARTICIPANTS
People from across the child rights social ecology who play a role in ICT and child protection including children and young people

MATERIALS
Pens/markers

Placards

CPP Objectives (Activity 1)

Partner Maps (Activity 2)

ICT Child Protection Maps/ Summary (Activity 3)

ICT Child Protection Collective Visions (Activity 4)

OBJECTIVE
Identify the changes desired at the different levels of the child rights social ecology to address ICT child protection

RESOURCES
Activity Documentation Form for Map Activity 6

ESTABLISHING INDICATORS OF CHANGE

Progress Markers

- Describe a change in behaviour, relationship, activities or actions of people, groups or organizations.

- Are people-centred: To create a safer world for children, people are central and this involves changing behaviours, perceptions, actions, relationships and ideas about children and ICT.

- Recognize that change is: Complex, continuous, non-linear, two-way, beyond the control of the child protection system, incremental and cumulative.

- Are observable and measurable: When considered together, progress markers are a graduated set of statements describing a progression of changes in behaviour in one partner.

For this activity, the progress markers are organized according to what participants expect to see, like to see and love to see.

- If the partner was just beginning to move in the direction of contributing to the vision what could we 'Expect to See' in terms of changed behaviours – these are your 'Expect to See' progress markers.

- As the partner becomes more committed and knowledgeable and better able to contribute to the vision, what behaviours would you 'Like to See' – these are your like to see progress markers.

- Once contributing maximally to the vision, what would you 'Love to See' the partner doing – these are your love to see progress markers.

Facilitating Map Activity 6

1. Now that the group has identified their priorities and strategic entry points in the last Map Activity 5: Establishing Priorities and Strategic Entry Points, explain that this activity focuses on the development of progress markers. Provide the following information:

The Ladder of Change

Love to See:
Expanding influence, helping others, sharing expertise

Like to See:
Actively engaged, learning, commitment

Expect to See:
Early response, initial engagement
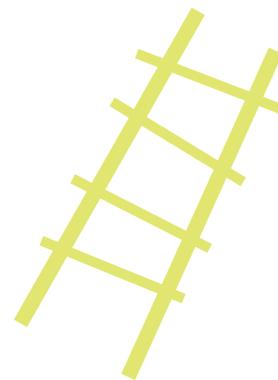
EXAMPLE OF PROGRESS MARKERS:
Vulnerable Urban Children

Expect to See

- Attending meetings on the risks and opportunities of using ICT
- Seeking information on child rights and protection
- Reporting threatening misuses of ICT

Like to See

- Sharing information on child rights exploitation with others
- Conducting research on abuse of children through ICT
- Joining community action to create safe ICT venues for children

Love to See

- Cooperating with law enforcement personnel working on ICT misuse
- Obtaining funding for children's initiatives promoting child rights
- Forming youth clubs for sports, educational or creative pursuits
- Assisting vulnerable youth groups elsewhere to combat child rights abuses

Remember...

If you can dream it,
it is possible.
It is all about putting
plans into action.

Developing Progress Markers

2. Split the group into small groups to develop draft progress markers for specific partners (other partners may also be considered, e.g. teachers). Assign each small group to develop the progress markers for one or two of the following partners:

   - Children
   - Families and Communities
   - Individuals/Organizations
   - Governments
   - Law Enforcement
   - Inter-sectoral Partnerships (for addressing ICT child sexual exploitation)

3. Ask each group to draft 8-15 progress markers on a placard for their specific partner.

4. Once each group has identified their progress markers, ask them to organize them according to what they expect to see, like to see and love to see.

5. Once complete, present the progress markers to everyone.

6. If you are closing the meeting at this point, thank everyone for coming and establish a time for your next activity.

MAP ACTIVITY 6 DOCUMENTATION FORM

	Markers of Change		
PARTNER LEVEL	EXPECT TO SEE	LIKE TO SEE	LOVE TO SEE
Children & Youth			
Families & Communities			
Law Enforcement			
Organizations			
Government			
Inter-sectoral Partnerships			
Other			

MAKING THE CHANGE HAPPEN – OPERATIONALIZING OUR VISION

Facilitating Map Activity 7

1. Using the ICT Child Protection Maps/Summary Charts developed in the previous activities, begin identifying what must be done to achieve the desired outcomes. Remember to consider what needs to be done, how, when and with whom.

   The note-taker should provide a snapshot of the summary chart here for reference so that facilitators can see the categories at the top of the chart.

2. If you are closing the meeting at this point, thank everyone for coming and establish a time for your next activity.

MAP ACTIVITY 7

TIME
2 hours

PARTICIPANTS
People from across the child rights social ecology who play a role in ICT and child protection including children and young people

MATERIALS
Pens/markers

Circle of Rights Objectives

Partner Maps (Activity 2)

ICT Child Protection Maps/ Summary (Activity 3)

ICT Child Protection Collective Visions (Activity 4)

Progress Markers (Activity 5)

OBJECTIVE
Identify how the change is going to happen including steps, roles, responsibilities and time-frames

RESOURCES
Activity Documentation Form for Map Activity 7

MAP ACTIVITY 7 DOCUMENTATION FORM

Plan for success

WHAT: Action and deliverables

_____

HOW: Key tasks and process

_____

WHEN: Time target

_____

WHO: Partner responsible for support

Plan for success

WHAT: Action and deliverables

_____

HOW: Key tasks and process

_____

WHEN: Time target

_____

WHO: Partner responsible for support

_____

CPP CIRCLE OF RIGHTS: WORKBOOK ONE: MAP

PART THREE: COMMUNITY MAPPING
COMMUNITY PROFILE

Facilitating Map Activity 8

1. Now that you have identified the communities you will be working with, it is important that you engage with your partners in the process. This involves providing information and dialoguing with community members about the process and gathering their input and perspectives. It also involves establishing communication lines with community members and community leaders.

2. Explain CPP and the Circle of Rights Process to community members.

3. Engage with people in the community to complete a community overview.

LEARNING EXAMPLE:

Community Mapping / Community Profile

The neighbourhood of Jardim Rebouças, where CPP Partner Obra do Berço is operating, is in the south-western area of the city of São Paulo in the district of Campo Limpo, Brazil. The district of Campo Limpo has a population of approximately 990,000 individuals with approximately 39,511 children and adolescents between the ages of 7 and 17.

Jardim Rebouças faces serious problems in accessing services and resources including education, health and housing, posing challenges for children and families. The neighbourhood does not have a public school, forcing young people to commute to neighbouring communities for their education.

Favela Rebouças is located within Jardim Rebouças. This area has very few paved roads, few streetlights, an open sewage system and an open dump. Residents face regular flooding as well as multiple health concerns due to the open sewers and nearby dump, with negative impacts on young people's health. In addition to issues of scarce infrastructure and services, gambling houses and a drug culture have emerged, resulting in a violent environment.

Culture and leisure opportunities are limited. Community assets include a soccer field, parks, public squares, a theatre and a number of social programs. Jardim Rebouças has been improving residences and streets by opening shops and developing the local informal economy. According to local adolescents living in Jardim Rebouças, there is a lot of awareness raising and transformation work being done to address the issues of violence and the lack of social cohesion in the community.

Almost all children have a television in their homes and use mobile phones. They are able to access the Internet through local LAN houses, where they play violent games, such as Control Strike.

MAP ACTIVITY 8
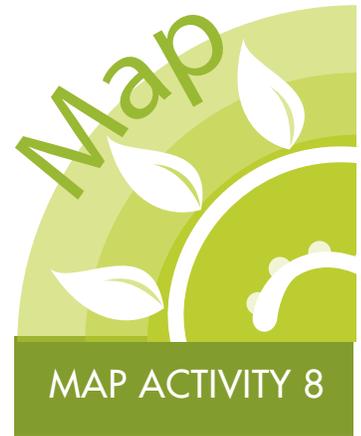
TIME
2.5 hours

PARTICIPANTS
Community members

MATERIALS
CPP Objectives Activity 1

OBJECTIVES
Explain the process to the communities involved

Connect with key individuals, groups and organizations that are working in support of children, youth and families and seek their support

Gather preliminary information about the communities you will be working with

RESOURCES
Activity Documentation Form for Map Activity 8

MAP ACTIVITY 8 DOCUMENTATION FORM

Strengths and challenges refer to behaviours, activities and actions:

Places

Spaces and Environments

People and Partnerships

Cultures and Traditions

General Information

Community Name:

Date and Time:

Name of Note-taker:

Name of Facilitator:

Community ICT Child Protection Strengths

Community ICT Child Protection Challenges

Community Overview

GEOGRAPHY

Where is the community located?

Distance to major city?

What is the landscape like?

POPULATION

What is the population of area?

How many families?

How many children and youth (disaggregate by different groups)?

SOCIOECONOMIC STATUS /POVERTY

What is the socioeconomic status of families (level of poverty)?

Do all families live the same way or are there differences?

LIVELIHOOD OPPORTUNITIES

What are the main jobs/occupations for families (consider both men and women)?

What are the main roles and responsibilities of children (working, school etc.)?

EDUCATION

How many children go to school (%)?

What is the literacy rate (%)?

Remember…

Undertaking the
Circle of Rights
process is intensive
both in time
and resources.

MAP ACTIVITY 8 DOCUMENTATION FORM

Community Overview

HEALTH CARE

Health coverage

Health challenges (childhood morbidity/mortality)

_____

CHILD PROTECTION AND VULNERABILITY

Child and youth risks and protective mechanisms

_____

VULNERABILITY

Are there some children who are more vulnerable or at greater risk?

Does it differ for boys and girls, different age groups?

_____

RELIGION/CULTURE

What are the main religions, ethnicities, hill tribes?

_____

✳

Congratulations! You have now completed Workbook One: Map

Congratulations! You have now completed the first phase of the Circle of Rights and are ready for Workbook Two: Engage.

In the Map phase, you helped create a shared commitment to implement the Circle of Rights and gathered preliminary data about the lived realities of children, laying the foundation for the rest of the process. You also helped foster relationships between the groups involved in the process including young people, their families, communities and other key partners.

Be proud of your accomplishments to date, and enjoy working through the second phase of the Circle of Rights, Engage.

Workbook Two: Engage

Where are you now?

You have now completed the first phase of the Circle of Rights and are entering Phase Two: Engage. Before looking at the Engage phase, you should reflect back on what was learned in the Map phase.

The Map phase focused on creating a shared commitment to implement the Circle of Rights and involved gathering preliminary data. Partners from across the Child Rights Social Ecology Model, including children and youth, were brought together to:

- Create a shared understanding about CPP and ICT enabled child protection and prevention

- Map the ICT child protection system including key laws and legislation, actors, programs and good practices

- Create a plan to implement the Circle of Rights to better understand ICT enabled child protection from the perspective of children and youth and other partners

- Gather preliminary data about the children and communities where you have decided to implement the Circle of Rights

Where are you going?

In the Engage phase, you will use a variety of experiential, rights-based and child-centred activities with children and youth to get a better understanding of the strengths and challenges they face in their daily lives. You will also organize the information/data gathered in preparation for the Plan phase of the Circle of Rights process.

Rather than focus only on ICT enabled child sexual exploitation, the activities in this phase looks at how children are engaging with ICT in their day-to-day lives, the risks they are facing or concerns they and their families have about their protection, and the strengths and opportunities of ICT in supporting and protecting children.

Objectives and Overview

The objective of this workbook is to equip you, as facilitators in the community, with the tools to meaningfully engage children and youth to understand their perspectives about ICT enabled child sexual exploitation and protection. You will also engage with families, communities and other key partners from different sectors (e.g. government, NGOs, law enforcement, civil society and the private sector) to understand their perspectives and establish an informed dialogue about how to better support children and youth.

Documentation and organization of the information gathered through engagement with children and youth and other actors is also an important part of the Engage phase. The Engage workbook is divided into two complementary parts:

Part One: Engaging with Children, Youth and other Key Actors

Part One presents a series of participatory and experiential activities to help to understand how children and youth view themselves and the world around them. Through these activities, you will work most closely children and youth,[12] yet some activities are also designed to engage with other actors and understand their views.

It is important to engage with families, community members and other key partners (including government and law enforcement) during this phase as they provide a support network to ensure cultural values and strengths are built upon, and that those who have the authority to make changes to policies and services are part of the process.

Part Two: Documentation and Coding

Part Two is focused on summarizing and coding all of the valuable information gathered in the Documentation Forms through the Engage activities. The Coding Chart and Summary Chart will help you identify trends, themes and issues, which you will use to report back to the community and develop action plans.

The Engage Phase will help develop understanding and dialogue that is focused on the lived experiences of children and youth.

Part One: Engaging Activities

GOAL   Understand ICT enabled child protection and prevention and other child protection concerns from the perspective of children and youth, and other important partners

ACTIVITY 1: GETTING TO KNOW EACH OTHER
GROUP: Children, youth and families

ACTIVITY 2: WHAT MAKES ME, ME?
GROUP: Children and Youth

ACTIVITY 3: SOCIAL MAPPING
GROUP: Children and Youth

ACTIVITY 4: PHOTO FRAMING
GROUP: Children and Youth

ACTIVITY 5: ICT SURVEY AND MAPPING
GROUP: Children and Youth

ACTIVITY 6: FOCUS GROUP
GROUP: Children and Youth

ACTIVITY 7: FOCUS GROUPS AND/OR INTERVIEWS
GROUP: Families, community members and key partners

Part Two: Documentation and Coding

GOAL   Code the information gathered through the seven activities in preparation for sharing with partners and the larger community to further dialogue and understanding.

Are you ready?

The following checklist will help you ensure that you are ready to begin the Engage phase activities:

☐ Receive approval from community leaders, organizations and/or key partners to begin work in their community.

☐ Gather all existing background information on the community/area so that you can build from work already done.

☐ Work out your team dynamics (facilitators, note-takers, coordinators etc.) to support the Circle of Rights process.

☐ Gain a solid understanding of the entire Circle of Rights process and are prepared to explain the purpose and potential outcomes to interested children, families and partners.

☐ Identify a support person who can work with children and youth requiring additional emotional support during and/or after the activities.

Note: If you are not able to check one of these boxes, go back to the Map Workbook and refer to the activity that will guide you through the appropriate steps.

BEFORE YOU START:
THE IMPORTANCE OF DOCUMENTATION

As mentioned in the Facilitator's Guide, documentation of the Circle of Rights Process is an important job. Through quality documentation you can:

- Gain perspective and insight on the day-to-day lives of children, youth, their families and communities

- Record and share views and opinions

- Determine how to adjust programs, services, activities and strategies to better support and protect children's rights and enable them to fulfill their potential

- Document and share good practices and lessons learned

- Measure our progress and our capacity for change

- Learn as we go

- Facilitate discussion and dialogue for positive change in the systems that influence the lives of children and youth

- Document the journey

Each of the activities in Part One of the Engage phase has Documentation Forms that help you track important information about participants, issues explored and lessons learned. The Activity Documentation Forms can be found in the Appendix on page103.

After you have completed the activities, you will compile this information in the Coding Chart and Summary Chart found in Part Two. Set yourself up for success by assigning the role of note-taker before each activity and setting aside time to complete the Coding Chart and Summary Chart while discussions from the activities are still fresh in your mind.

Documentation Forms help track important information about participants, issues explored and lessons learned.

Helpful Hints for Note-takers

- Take detailed and accurate notes. This doesn't mean writing everything down, but pay close attention to what is important to the group.

- Record memorable/outstanding quotes. Record quotes in the local language. Translation of quotes immediately can sometimes lose meaning.

- Gather stories! Stories are rich in cultural information and provide an insight into how children see their world.

- Listen for recurring themes.

- Watch for concepts or ideas that are represented by specific terms in the language, particularly those related to supporting children. Language is an important part of cultural transmission, and these terms and concepts can be used in your outreach materials and how you explain the work to community.

ENGAGE ACTIVITY 1

TIME
2 hours

PARTICIPANTS
Children and youth, their families, and the facilitators

MATERIALS
Small rock, stone or feather

Snacks and drinks

Partner Maps (Map Activity 2)

Consent Forms

OBJECTIVES
Engage in dialogue about CPP and expected outcomes

Provide space for children and their families to discuss and ask questions

Build relationships, trust and friendship, and secure ongoing support

Obtain informed consent for children to participate

RESOURCES
Engage Activity Documentation Form, Appendix, page 103.

PART ONE: ENGAGE ACTIVITIES

GETTING TO KNOW EACH OTHER

Facilitating Engage Activity 1

1. Invite parents and their children and youth to come together and meet. It is important to create a relaxed environment. Ensure you have the support of the location (i.e. the town hall), as there will be many people in attendance.

2. Invite everyone to sit together in a circle.

3. Thank everyone for coming and initiate a round of introductions.

4. Play "Pass the Rock" to connect the group (see Additional Resources, page 163).

5. Give a brief introduction of the CPP project and its objectives (see page 12). Be sure to use child and youth-friendly language.

6. Explain to the parents, that while you are having a deeper discussion with them, the children will play some games with another facilitator. Then ask the children and youth to go to the other side of the room with one of the facilitators.

7. Facilitate a discussion about the project to answer any questions parents may have.

8. Hand out the CPP Overview and Consent Form Information Sheet and Consent Form (see the Consent Form in Additional Resources, page 156). Collect the signed Consent Forms.

9. Share snacks and drinks together.

10. Complete the Activity Documentation Form, Appendix, page 103.

Remember…

You want to work together with children, youth and their families. This is about collaboration and giving space for young people to share their perspectives so that you can learn from them. You want to build a partnership so that everyone can work together to address some of the challenges young people are facing, so ask for openness, honesty and their participation.

WHAT MAKES ME, ME?

Facilitating Engage Activity 2

1. Invite the children and youth to sit together and share a game or song.

2. Explain to the group what the objectives of the activity are. Say you want to learn more about how children and youth see themselves, the things that make them unique and the things that are special in their lives. This information will help you work with them in developing ideas and ways to meet their needs and build on their strengths.

3. Explain that you want to provide a space for everyone to feel safe and comfortable and have fun over the next few meetings.

4. Establish a Community Agreement (see page 36). Ask the group to develop the rules. Prompt and guide them as they develop their rules. Be sure to write these down where everyone can see them. After you have written down the rules, ask each person to sign them.

5. Ask participants to find a quiet place on the floor.

6. Hand out paper and pens, and ask each participant to write their age and gender, but not their name, on the top corner.

7. Ask the participants to close their eyes and think about who they are.

   - What makes them special?

   - What is important in their life (activities, places, people and feelings)?

   - What are the things they are good at?

8. After two or three minutes, ask the children to open their eyes.

9. Explain that you would like them to make a picture that represents them and what makes them who they are. The children can be free to draw in any form they want. If they want to write or make a collage this is also okay.

10. In their drawing/representation, remind them to consider the questions from step 7.

11. Walk around while the children and youth are drawing. Remind participants what they could draw or think about and ask them to think about why these things are important.

TIME
2 hours

PARTICIPANTS
Children and youth

MATERIALS
Paper

Pens/markers, crayons or pastels

Glue or tape

Magazines

Consent Forms (for any new participants)

OBJECTIVES
Establish a sense of trust and belonging

Better understand young people you will be working with

Identify places, spaces, people and activities that are important to children and youth

Begin understanding some of the strengths and challenges in young people's lives

RESOURCES
Engage Activity Documentation Form, Appendix, page 103.

12. Once participants have finished, invite them to come back to the circle and share their creations. It is important to encourage the children and youth to tell stories about their creations. Ask questions to clarify what things mean and get children to go deeper into their explanations.

    With large groups, not everyone will have an opportunity to present. Let the children and youth know that you would like to give people the opportunity to share. You could invite children to share, select some people to present, ask the children to decide who should present or break up into smaller groups.

13. Once all of the groups have presented, engage in a supportive discussion around the activity:

    • What did you find out in this activity?

    • Did you like this activity? Why or why not?

14. Thank the children for coming and end the session with a Unity Circle. (See Additional Resources page160).

15. Complete the Engage Activity Documentation Form, Appendix, page 103.

LEARNING EXAMPLE:

What Makes Me, Me?

In Thailand, a boy drew a picture of himself surrounded by all of things he can do. In the picture, the boy was crying. The facilitator asked the boy why he was crying in the picture, and the boy responded that the tears were tears of joy. He was crying because he was so happy that he could do all of those things in his life. Had the facilitator not asked, the tears in the drawing may have been understood as representing something completely different, like sadness or frustration, for example.

SOCIAL MAPPING

What is a Social Map?

A social map is a collection of young people's thoughts about their community that includes the people that live there, the natural landscape etc. It provides children with an opportunity to identify and describe their relationships with their social and physical environments including places they go, people they see and activities they do. It also provides an entry point to explore the strengths and problems in their community from their perspective. Through mapping, you can begin to understand how children and youth see their community and the people in their lives while also engaging in meaningful dialogue with them.

Facilitating Engage Activity 3

1. Invite the participants to sit in a large circle and open the session with a prayer or song.

2. Explain the plan for the day and the purpose of the mapping activity. Participants need to understand why you are asking them to draw a picture or map of their community and what it will be used for. You want them to draw a picture of their community including the places they go, the people they see and the things they do. You want to learn more about their lives, helping adults to understand how children see their community ("through their eyes") so that you and other can begin to create a stronger system to support children and youth. Remind them that it is not important to draw an accurate map. This is a chance for them to share the story of their day-to-day lives.

3. Review the Community Agreement and also let the children and youth know that it is their choice to participate in the activity. If at any time they feel uncomfortable, they should feel that it is okay to let you know.

4. Divide the participants into small groups of five or six. You may want to divide the groups according to age or gender. Don't be afraid to ask the children and youth how they think the groups should be organized. Will younger children have different maps? Will boys and girls?

5. Hand out the paper and pens, and ask children and youth participants to write their age and gender on the top of the page but not their names.

6. Ask participants to close their eyes and imagine their community. Ask them to think about where they live, what they do every day, who they see etc. After a few minutes, ask the groups to draw an outline of their community.

TIME
2.5 hours

PARTICIPANTS
Children and youth

MATERIALS
Large sheets of paper for each child

Pens/markers, crayons or pastels

Camera

OBJECTIVES
Understand young people's lives and their engagement with people, places and activities

Identify community strengths and challenges from young people's perspectives

Identify places, spaces, people and activities of safety and risk

Understand where and how young people are using ICT

RESOURCES
Engage Activity Documentation Form, Appendix, page 103.

7. After a few minutes ask them to draw the answers to the following questions, allowing them enough time. As you ask the questions it may help to write them on flip chart paper for the children and youth to see:

    • Where are the important places in your community?

    • Where do you go every day/every week?

    • Where are the people that are important to you and to whom you are important? What do they do?

    • Where do you go to play? What do you do there?

    • Where are the places where you use computers? Mobile phones? How do you use them?

8. Play a fun game with children and youth to get them moving around. Ideally, link the game to safe and dangerous places.

9. After the participants sit back down at their maps and ask them prompting questions to encourage deeper engagement:

    • What do you like best about your community?

    • Where are the safe/dangerous places in your community?

    • What are the dangerous or risky behaviours or activities in your community?

    • Are there risky people?

    • Where can you access computers and the Internet?

    • Where are the children that are left out? Who are they?

    • Where do boys and girls do separate activities? What are they?

10. Ask the young people to circle the three places that they like to go the most. Give the group a few minutes to complete this activity.

LEARNING EXAMPLE:

Social Mapping

During a social mapping activity, children in Klong Toey, Thailand, were asked to identify people and places that were important to them. Children identified the local convenience store as an important place in their community. Rather than disregarding this information, we asked the children to tell us why this location was important to them. The children said:

"The 7-Eleven is open 24 hours a day and there is always someone there. If anything goes wrong in our community we know we can always go to 7-Eleven."

This information is helpful for community planning because it can help to inform the projects we fund. For example, in this instance, the community could create a safe space for children that is not a convenience store.

11. Next ask the young people to put an X beside the three places that are the most risky. Give them a few minutes to complete this.

12. Facilitators should walk around during this time and ask some of the groups to tell them stories about their maps.

13. Once everyone is done, invite the participants to sit back in the circle to present their maps. It is important to encourage children to tell their stories – this is where you will get the rich information. Be sure to ask the children for clarification when needed. Try to understand the "why's" that emerge, such as why something is important or why it is risky). In your documentation, collect information on the key strengths that children identify in their community as well as the risks or challenges and make a list of the types of people and places they identify in their maps and the common themes that emerge.

14. Facilitate a brief discussion with the full group of children and youth.

    • What did you find out in this activity? Were there any surprises?

    • Were there some places that many children drew pictures of?

    • Who were the special people and where were the special places? What made them special?

    • Were there some important places you did not draw? Why?

    • Did you like this activity? Why or why not?

15. Explain when you will be meeting next and close group with an experiential activity (See Additional Resources page 159).

16. Complete the Engage Activity Documentation Form, Appendix, page 103.

"This is the first time I thought about the risks and protective factors in my community (related to ICT). Now I will pay more attention."
— Boy, 18, Sao Luis

ENGAGE ACTIVITY 4
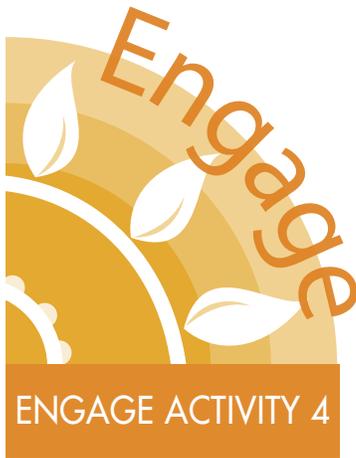
PHOTO FRAMING

What is Photo Framing?

Photo framing allows young people to visually report on their community by physically walking through it and taking photos. The frame that surrounds their pictures is a reminder that it is through their "lens" that the photo was taken. This is a fun way to view the community: how young people see it and gather information on young people's perceptions and attitudes towards their community. It can also be used as a powerful advocacy tool. Facilitators can walk with younger children and help them take the photos if necessary.

Facilitating Engage Activity 4

1. Explain the activity. Explain that it is a follow-up to the social mapping activity. The participants are community investigators gathering important information about their community (the places, spaces, activities and people). These photos can be uploaded to Google Earth or Google Maps and our social networking site: www.childrightsinpractice.org.

2. Offer a quick workshop on how to operate a camera: give participants a camera and very basic instructions on how to operate it. Show them how to use the frame. Do not give detailed instructions on photography as this will interfere with their creative process.

3. Explain the purpose and use of the frame as the "lens" through which children and young people view their community.

4. Ask them to consider the following questions:

   - Where are the favourite places in your community where you feel welcome and safe?

   - Where are the places where you are not welcome or do not feel safe?

   - Where are the places that you can use technology and feel safe?

   - Where are the places where you are afraid to use technology?

   - What are the activities that you like to do?

   - What are the different ways you communicate with people?

5. Ask participants to divide into groups (maximum six) and to take turns with the camera to ensure that each participant has an equal opportunity to take photos.

6. Ask the participants to fill out the Photo Frame Community Investigator Sheet for Activity 4 describing in their own words why they took the picture.

7. Set a time to meet together again to return the cameras.

8. Make sure you have an adult or youth facilitator with each group. Pay specific attention to the safety of younger children.

9. Ask participants to explain why they took a picture. Write it down in their own words. Also ask the young people questions about landmarks that you see, or places, activities or people they mentioned in the community mapping activity. Stop and talk with people as you walk through the community.

TIME
2-3 hours

PARTICIPANTS
Children and youth

MATERIALS
Digital cameras

11 X 17 cut out cardboard frames

Pens

Clipboards

OBJECTIVES
See how children and youth experience their community

Identify safe and risky places from young people's perspective

RESOURCES
Photo Frame Community Investigator Sheets

Engage Activity Documentation Form, Appendix, page 103.

Presentation

1. Develop the photographs. Ideally, use a same day or one-hour photo service, or display digital photos on a screen (Try to do this at lunch time. If it isn't possible, consider doing Engage Activity 3, ICT Survey and Mapping first and then presenting the photos back the following day).

2. Give each participant a note card and ask them to take five minutes to write down what was most remarkable in their photo session and why on one side of the card and their age and gender on the back of the note card (if they feel comfortable sharing this information).

3. Ask the participants to present their photos to the others and talk about what they contain and why they were taken.

4. Spread the photographs out on a big table and ask the young people to sort them by themes (for example, sports, friends, cultural activities) and to create linkages to the community maps with arrows etc.

5. Ask the young people to group the photographs how they see fit, link them to their maps and then have a conversation about what that says about their lives and their community.

6. To wrap-up, talk about what you would like to do with the photos. For example, young people may want to present them to their community at the next community lunch or to show Elders or spiritual leaders some of their experiences. Displaying the photos can allow adults in the community to see their community through the eyes of their young people. Make sure to involve the young people in organizing this. Finally, ask the youth what they have learned from the activity.

7. Complete the Engage Activity Documentation Form, Appendix, page 103.

LEARNING EXAMPLE:

Photo Framing

Violence was a common 'challenge' identified by young people in Brazil. Despite the prevalence of violence in their lives, young people expressed hope for the future and a belief in their own dreams. With the thought-provoking tools used throughout the Circle of Rights, young people began to be more critical about what was going on around them and also began to come up with solutions of their own.

"(As) the activities progressed, the children started paying more attention to the existing factors in the families and schools (e.g. sexual abuse, maltreatment, negligence) and to consider that these pose risks to the children. The children expressed that their communities are not as safe as they thought."
– ADULT, MARANHÃO

ENGAGE ACTIVITY 4

Photocopy this page as many times as you need to so that all children involved can fill one out.

Photo Frame Community Investigator Sheet

Name: Age: Gender: M   F

Location of photo:

Provide one descriptive word for this picture:

_____

What makes this place safe or un-safe / youth-friendly or unfriendly?
How do you feel about this space?

_____

What do you like or dislike about this physical space or social scene?

_____

Photo Frame Community Investigator Sheet

Name: Age: Gender: M   F

Location of photo:

Provide one descriptive word for this picture:

_____

What makes this place safe or un-safe / youth-friendly or unfriendly?
How do you feel about this space?

_____

What do you like or dislike about this physical space or social scene?

_____

ICT SURVEY AND MAPPING

Facilitating Engage Activity 5

1. Invite the children and youth to sit together and share a game or song.

2. After the activity is complete explain to the group the outline and purpose for the session. The information gained from the activity is important because it will help you work together as a team to decide what can be done to address the challenges and how ICT can be used to support children.

3. Encourage a discussion about ICT with the following questions:

   • What comes to mind when you hear the word ICT? What does the term ICT mean?

   • What specific ICT tools do you use?

   • Record all of these on a flip chart (you will refer back to it later in the activity)

4. Explain you will be reading out a series of questions to them and they will identify the answer that best describes them by checking a box in the survey. For some questions it is okay to have more than one answer.

Reassure children that there are no wrong answers and it is okay if they don't know some things (e.g. if they do not know how to use a computer, it is okay to say this. It helps us understand the current situation and identify areas to focus on).

Filling in the Survey

5. Ask participants to find a place to sit where they will be able to fill out the survey without other children seeing their responses.

6. Hand out a pen and a copy of the survey to each child/youth.

7. Tell children that they have one or two minutes to answer each question. If they need more time, they should raise their hands. In total it will take about 15 minutes.

8. Ask children and youth to write their gender and age at the top of the survey. Explain that you do not want their names to ensure their information is private and protected.

9. Ask children to focus on their life right now when they are answering the questions.

10. When they have finished, collect the surveys. Explain that you will summarize all of the information and bring it back to show them the summary.

ENGAGE ACTIVITY 5

TIME
2.5 hours

PARTICIPANTS
Children and youth

MATERIALS
Pens and markers in different colours

Flip chart paper

Tape

Stickers

OBJECTIVES
Understand how children and youth are using ICT, their thoughts and perspectives about it

Find out more about the ICT tools children use and have access to

Identify the specific strengths/advantages of ICT and the risks/challenges of these tools

RESOURCES
ICT Survey for each participant

ICT Mapping Summary Chart

Engage Activity Documentation Form, Appendix, page 103.

ICT Mapping

1. Explain to the group that you would now like to find out more about how they are using ICT and identify the strengths/advantages and risks/challenges of ICT.

2. Refer back to the flip chart you created earlier and ask the children to identify the top three ICT devices they use (eg. TV, radio, cell phones and computers).

3. Once the children and youth have identified the top three ICT devices they use, split the group into smaller groups.

4. Hand each group three pieces of flip chart paper and on the centre of each piece of paper ask the group to draw one of the devices (so each flip chart will have a picture of a different device).

5. Now ask the groups to put aside two of the pieces of paper. Ask them to consider one device at a time. Once they finish mapping out the first device they will then consider the second and third devices.

6. Ask the group to think about all the different ways that they use the device and write these around the picture of it. For example, for a computer they may identify blogging, Facebook, gaming etc.

7. Once they have finished, ask them to identify all of the strengths or advantages of that device. What are the good things about using this device? What do you learn? What can you do? Are there specific ways that young people can help each other? What about when young people are in trouble or in danger – how can this device be used? Write these strengths in a specific colour.

8. Now ask the children and youth to consider the risks, threats or disadvantages of this device. What are the negative things about using this device? Are there any risks to children and youth? Does using this device put children and youth at danger? If so, how? Are there threats for children and youth who want to use ICT and don't have access? How do children and youth gain access? Write these in a specific colour.

9. Once the young people have completed mapping the first device, use a quick energizer to get the kids moving around (see Additional Resources: Birds Take Flight).

10. Now ask the young people to complete the same steps for the two remaining devices. It may be helpful to remind them of the steps.

    • How do you use this device?

    • What are the strengths/advantages?

    • What are the risks/disadvantages?

11. When finished, invite the groups to come back and share with the larger group. If there are many groups ask each small group to present only one device, and once the small group presents, ask the larger group if they have anything to add, omit or change etc.

12. Remember to probe for deeper answers and engage in discussion about the findings. For example, if children are gaming, what is their favourite game? Where do they go to game?

Remind participants to give their answers based on what is important to them and to try not to feel pressured by friends to answer a certain way.

13. Once all of the groups have presented, engage in a supportive discussion around the activity:

- What did you find out in this activity? Were there any surprises?

- Identify the greatest strength/advantage for each device and the greatest risk/threat/challenge for each device. What is the most important to you? You could use stickers to identify choices.

- Are there ways that you can build on the strengths of ICT to protect yourself and your friends? How?

- Did you like this activity? Why or why not?

14. Complete the Engage Activity Documentation Form, Appendix, page 103.

Recording findings in a Summary Chart will help you to organize all the information for analysis.

ICT Mapping Summary Chart			
Device/Tool	Uses	Strengths/ Advantages	Risks/Threats/ Challenges

ITC Survey

Name: _____   Age: _____   Gender: M   F

Where my family lives: _____

1. How do you use these ITC devices?
Colour in the circle for devices you use, identify the purpose and indicated how many hours a week you use them.

What ITC devices do you use?	To retrieve information or learn new things	To send or share information	To talk with friends
O TV			
O Radio			
O Computer			
O Public Phone			
O Mobile Phone			
O CD Player			
O DVD Player			
O MP 3			
O MP 4			
O Other (specify)			

2. Mobile phones:

O Yes, I have a mobile phone. Model: _____

O My service provider is: _____

O No, I do NOT have a mobile phone

O But I use a mobile by borrowing one from _____

I use my mobile phone to:

O Stay connected
O Plan activities
O Tell other people that I'm safe
O Contact people if I am in trouble
O Send SMS
O Send MMS
O Listen to music

O Take pictures
O Watch video clips/movies
O Make video clips
O Learn new information/read news
O Access Internet
O Play games
O Other: _____

ITC Survey

Who do I communicate with on my mobile phone? (rank by number)

- ○ Parents/ guardians
- ○ Older relatives
- ○ Younger relatives
- ○ Teachers
- ○ Other (specify) _____

- ○ Friends
- ○ Boyfriend/girlfriend
- ○ Strangers
- ○ Services (food delivery etc.)

3. Computers (check all that apply)

- ○ I know how to use a computer
- ○ I do NOT know how to use a computer

- ○ I have a computer
- ○ I do NOT have a computer

Where do I use computers?

- ○ At home
- ○ At school
- ○ At my friend's house

- ○ At an Internet café
- ○ At a children's organizations
- ○ Other: _____

Do I pay to use computers?   ○ Yes   ○ No

What do I use computers to do:

- ○ Type documents
- ○ Search for information
- ○ Listen to music
- ○ Watch videos
- ○ Use e-mail
- ○ Other (specify) _____

- ○ Use Hi5, Facebook, Orkut etc.
- ○ Go to Chat rooms
- ○ Use MSN
- ○ Play games/video games
- ○ Talk with people (Skype)

4. Internet Safety:

I think the Internet is a safe place: ○ Yes   ○ No

I know how to keep myself safe on the Internet: ○ Yes   ○ No

I have someone who monitors my computer use: (check all that apply)

- ○ Parents/ Guardians
- ○ Teachers
- ○ Organization staff
- ○ Others specify) _____

- ○ Shop Owner
- ○ Children
- ○ Friends

5. Helpline/Hotlines:

I know about hotline services: ○ Yes   ○ No

I have used hotline services: ○ Yes   ○ No

I know a friend who uses hotline services ○ Yes   ○ No

Engage

ENGAGE ACTIVITY 6

TIME
2.5 hours

PARTICIPANTS
Children and youth

MATERIALS
Notepaper or digital recorder

Camera

Pens/markers

Flip chart paper

OBJECTIVES
Explore information collected from the children and youth about how they see themselves and how they interact with and perceive their community and ICT

Learn more about how ICT affects young people's lives

Learn more about out how children and young people feel their challenges can be addressed

RESOURCES
Engage Activity Documentation Form, Appendix, page 103.

FOCUS GROUPS

What is a Focus Group?

A focus group is a discussion with a specific group of people around a particular topic or issue. Rather than a question and answer session or an interview with one person, a focus group is a space for participants to collectively speak to the facilitator and each other about a certain issue in their community. While it is important that individuals can share perspectives in a focus group, this format also allows the group to critically discuss issues. Focus groups help us understand community challenges, build on local strengths and engage children and key adults in promoting children's full and healthy development.

Facilitating Activity 6

1. Invite children and youth to sit in a large circle and open the session with a prayer or song.

2. Explain to the group that you would now like to talk more about some of the things you have already discussed. You want the group to get a deeper understanding of their lives. This will help them when you are working together to develop action plans to further strengthen their community.

3. Remind participants about the Community Agreement and emphasize that when having group discussions everyone should have the opportunity to talk and share. Let young people know that you want to hear everyone's opinions. It is also okay if everyone doesn't agree, but please respect other people's opinions and give them time to share.

4. If necessary, split the children into smaller groups (12 people maximum per group). You may also want to split them up by age or gender.

5. Pose questions to the group about their lives. You may want to ask other questions about things you are interested in learning more about, or ask these questions in a different way. Be flexible but keep participants focused. Here are some questions for guidance:

   • Who are the important people in your life? Why are they important to you?

   • Are there places for you to express yourself? Are any of these ICT related?

   • What do you like about ICT? What do you use ICT for?

   • Are there any challenges with using ICT?

   • How could some of these challenges/risks be addressed? What can children do? What can adults do? What can we do together?

- How do you think ICT can be used to support or protect children from challenges?

- Are there any children who are having trouble because of ICT? Where do they go for help?

- If you had a wish for how adults supported young people using ICT, what would it be?

6. Once the groups have finished discussing these questions, invite them to sit in a circle and play a game or perform a skit about something that emerged from the discussion.

7. Explain to the children that you will be speaking with their parents and other community members, that you will spend some time pulling together all of the information you have learned, and will come back to them soon to share that information, and to check if you have heard them correctly. Then you will work together to develop a project you can work on as a group to address one of the challenges or build on one of the strengths the young people talked about.

8. Thank children for sharing their thoughts and ideas. Ask them if they liked the session today? Why or why not? (Be sure to record their comments and make adjustments to the next sessions to accommodate their feedback.)

9. Close with the Unity Circle (see Additional Resources).

10. Complete the Engage Activity Documentation Form, Appendix, page 103.

How? Why?
Asking probing questions will help you go deeper in a discussion.

Engage

ENGAGE ACTIVITY 7

TIME
1.5 hours

PARTICIPANTS
Families and/or key partners

MATERIALS
Notepaper or digital recorder

Overview documents on CPP (see Additional Resources, page 156)

OBJECTIVES
Meet with families, community members or key partners (e.g. police, government, Internet café owners) to gain detailed information that provides further context and insight into the situation of children in the community

Build relationships with key individuals who influence children's lives and hopefully gain their support

RESOURCES
Engage Activity Documentation Form, Appendix, page 103.

INDIVIDUAL INTERVIEWS WITH FAMILIES AND/OR KEY PARTNERS

Community Champions

During the series of interviews you conduct in each community, you will hopefully meet informative and cooperative people who will be an asset. Be sure to keep in touch with these individuals, inform them about the process, consult them on important decisions and involve them in the committees to support children as they design, develop and implement child-focused community activities. Also make sure to engage them throughout the upcoming activities.

Facilitating Activity 7

1. Follow similar steps to those provided for Activity 7: Focus Groups.

2. The following questions are a guide:

   • How do you support today's children growing into good people?

   • How are children today using ICT? How do you think this is impacting their lives?

   • What are some of the challenges faced by children today? How do they differ from the past? What role does ICT play?

   • How do you address these challenges?

   • How can children play a role in helping to support the community?

   • Are there any differences in supporting boys and girls?

   • Would you be willing to get involved with children and our organization to create better and safer ways for young people to interact with ICT?

3. Explain some of the perspectives that you have gathered from children and youth in the preceding activities and get the parents' feedback.

4. Inform the group that you will now be processing all of the information you have heard from the young people and adults and will present this information back. You will then ask to meet again to strategize together on how to begin to address some of the challenges young people have identified.

5. Engage Activity Documentation Form, Appendix, page 103.

LEARNING EXAMPLE:

Individual Interviews

Young people in Sao Paulo, Brazil identified a LAN house (Internet café) where they feel safe. The owner blocks access to certain websites and games that young people should not have access to and telephones their schools to confirm when children and adolescents say there are no classes. This LAN house owner was invited to the focus group to discuss how adults could help improve children's safety while accessing the Internet in these public locations.

"At Eduardo's, it is safe because he cares to orient the visitors, he leaves no access to Internet sites with sex and he imposes rules so everyone gets along. The main thing is respect – if you violate some of the rules, you are prohibited from attending for some time."
– Child, São Paulo

Build relationships with key individuals who influence children's lives and hopefully gain their support.

PART TWO: DOCUMENTATION AND CODING

The Documentation Forms for each activity have helped you gather important information. Now it's time to organize and summarize that information using the Coding Chart and Summary Chart. This is an important step that will help you uncover issues, opinions and solutions that will inform your report back to the community and subsequent action plans.

You must complete the coding of the Engage phase information before you begin the Create phase.

What are Strengths, Challenges and Differences?

Strengths and challenges are behaviours, actions, activities, traditions, people, places, spaces or environments that a person sees as positive or negative in their life.

Sample strengths include:

• Mobile phones to connect with friends

• Teachers

• Internet cafés that are open before and after school

Sample challenges include:

• Internet cafés in dangerous areas

• Lack of opportunity for young people to voice opinions

• Adults don't understand ICT

When something is both a strength and a challenge, it is called a "difference". For example, in Thailand, children said mobile phones were a strength because they use them to talk to their family and friends, but they were also a challenge because they sometimes get graphic messages from strangers. This makes mobile phones a difference for this group.

✳ Helpful Tips

• Identify both the strengths and challenges related to emerging child protection and ICT themes.

• Some themes or factors may not be either positive or negative to young people and/or their protection. These differences are important to document.

• If a group does not agree about what is a strength and what is a challenge, or if they do not agree about how important something is to them, there is a section in the form for you to write about differences of opinion.

• Do not assume anything. If someone says the staff at the Internet café or LAN house are a "strength", ask why. Is it because the staff are caring and make children feel safe, or is it because they let them access all sites without supervision?

> Sometimes an issue can be perceived as both a strength and a challenge. This is called a "difference".

LEARNING EXAMPLE:

Documentation

The LAN House (Internet café) is an important fixture for young people with both positive and negative attributes associated with it. This would be categorized as a "difference".

The LAN house is positive and negative. A lot of kids skip classes to go to the LAN houses, but it is positive because it is a place where we research."

– Girl, 12 years old, Maranhão

What is the Importance column?

The importance of a topic to the group is very significant. Rank the importance by using a number between 1 and 5 to identify how important each strength or challenge is to the group.

1	2	3	4	5
Very important		Somewhat important		Not important at all

When trying to figure out how important something is to a group, ask yourself:

- Did the group say something was very important to them?
- How much time did the group spend discussing it?
- How many members of the group raised the issue (all of children or only half etc.)?
- Did you notice any change in the group when the topic was raised?
- Was there debate about the topic?

If possible, talk to the group about the ranking for each area to check that your understanding is right.

Sometimes people just do not agree. This can be due to their differences in sex, age, culture or community. For example, are all the girls saying one thing and the boys another?

Try to think about this as you facilitate the session and capture these observations.

THE CODING CHART

The Coding Chart on page 100 is used to develop an overview picture of the community using the information gathered in the Documentation Forms.

Before you begin to fill out the Coding Chart, read through the Activity Documentation Forms you completed for one group (e.g. children) in one community. Take note of the common themes emerging across the forms.

Next, take notes on the Strengths and Challenges, thinking about what themes (e.g. "family" or "school") each relates to. Remember that the topics identified can be both strengths and challenges.

Picking Themes

In order to develop a picture of the community, you need to identify broader themes. For example, while children may say that time with their parents and grandparents is a strength for them, the broader theme is "Family". While a group may say that not having access to the Internet at school is a challenge, this relates to the theme "Accessing the Internet."

Broader themes enable you and the community to see common ideas emerging. Pick your own themes that relate to the commonalities you see in the data. Sometimes you can generate themes with participants during activities or during the debriefing sessions.

Use the following list to help you find the right categories to use. Remember, you are free to pick your own themes.

Sample Themes

- Family (immediate and extended)
- Cross-generational relationships
- Culture, heritage and spirituality
- Nature
- Friends
- Sense of belonging
- Self-esteem, pride, honour, courage, generosity
- Independence, responsibility
- Skills and knowledge
- Physical and sexual health
- Safety
- Opportunity for play
- Community
- Government or other services
  (e.g. healthcare, education, children and families, employment supports, etc)
- Physical environment (location of community, etc.)
- Economy and employment
- Political participation (government consultations, etc.)
- Society (discrimination, racism, etc.)
- Policies, laws and declarations (United Nations Convention on the Rights of the Child; United Nations Declaration on the Rights of Indigenous Peoples, etc.)

Filling out the Coding Chart

The Coding Chart is broken up into sections:

Column 1: Importance
Allocate a number from 1-5 to the statement OR place a star by statements that were particularly important to participants.

Column 2: Group
Children, Youth, Families, Communities, Key Partners (e.g. law enforcement, government, Internet café owners). Name the group or groups that made the statement.

Column 3: Strength, Challenge, Difference
State whether the statement is a Strength, a Challenge or a Difference.

Column 4: Theme
Write the overarching theme in the grey row and include related statements or sub-themes below it.

Column 5: Description and Quotes
Provide a description of the theme and if possible, quotes from participants. Be sure to attribute age and gender to children and youth and position to adults.

Column 6: Strategies/Possible Solutions
If participants had ideas about how to address a challenge or expand on a strength during your discussions, record that here. It is up to you to decide what groups you want to identify when organizing the data. This should be the same for all of your communities.

For example, you may have worked with young people aged 10-12, so you do not need to differentiate between children and youth. If you did the activity with a group of children aged 8-12, and then also with youth aged 18-25, you may want to split these groups up and organize separately. Similarly, you may want to look separately at family, community members, law enforcement and government, and other key partners as groups.

Helpful Tips

- Listen for recurring themes
- Capture key questions asked
- Watch for concepts or ideas that are represented by specific terms in the language – particularly those related to supporting children. Language is an important part of cultural transmission and these terms and concepts can be used in your outreach materials and how you explain the work to community members.

Please review the example charts on page 99. Now you are ready to complete the Coding Chart on page 100.

Remember…

More than one thing can have the same number. For example, three themes can all be ranked #1 Very Important to a group.

SUMMARY CHARTS

Once you have completed Coding Charts for a community, you are ready to build a Summary Chart (see page 102). The Summary Chart summarizes the information collected from the community during the activities in the Engage phase in a clear format. You will use the Summary Chart to present information back to community members and verify if you understood the information correctly, and to make any necessary changes.

You will prepare three Summary Charts: one each to describe strengths, challenges and differences.

Summary Charts Tips

- Keep the summary charts as simple as possible while still reflecting the words and perspectives of the participants. You want to provide enough information for participants to understand the information you have collected, but not so much that you overwhelm them.

- As a starting point, look at the general themes you have developed. For example, "Access to Internet". If this accurately summarizes the information included in that section, write that under the theme.

- Under the heading for each group (children, youth, families, stakeholders), record their general opinion of this theme. If a certain group did not mention anything about it, leave it blank.

Remember…

Note anything specific about ICT and to summarize what you learned from participants.

* Good job! You have now finished the second phase of the Circle of Rights.

In the Engage phase you conducted a variety of experiential, rights-based, and child centred activities with children and youth to get a better understanding of the strengths and challenges they face in their lives. The data gathered in this phase will be organized and used to move the Circle of Rights process forward through the next phase, Plan.

EXAMPLE: CODING CHART

Importance 1 2 3 4 5	Theme	Group	Strength, Challenge or Difference	Description & Quotes	Strategies & Solutions
3	Access to Internet School has free Internet during the day	Children Partners	Strength	School Principal "We worked hard to get five computers at elementary school, but we need more."	Principal wants to work with your NGO to approach funders for more computers

EXAMPLE: SUMMARY CHART

Theme	Children	Youth	Families	Stakeholders
Access to Internet	No access nearby	Internet is expensive in the evening	Parents and children are spending too much money to access the Internet	Difficult to monitor cafés and LAN houses

ENGAGE: CODING CHART

Community Name: Date:

Names of Facilitators:

Importance 1 2 3 4 5	Theme	Group	Strength, Challenge or Difference

ENGAGE: CODING CHART (PAGE 2)

Description & Quotes	Strategies & Solutions

ENGAGE: SUMMARY CHART

Community Name: Date:

Names of Facilitators: Type (circle one): Strengths / Challenges / Differences

Theme	Children	Youth	Families	Stakeholders

General Information

Community Name:

Activity:

Date and Time:

Name of Note-taker:

Name of Facilitator:

Participants	Male	Female	Age Range
Children:			
Youth:			
Family Members:			
Community Members (who):			
Law Enforcement, Government Representatives:			
Other:			
Total number of participants:			

Reflections

Describe:

Highlights:

Priorities:

Hopes, Ideas and Strategies:

Lessons Learned:

Additional Comments or Follow-up:

Findings: What did we learn?

Importance 1 2 3 4 5	Strengths	Quotes & Stories

Importance 1 2 3 4 5	Challenges	Quotes & Stories

Importance 1 2 3 4 5	Difference	Quotes & Stories

Phase Three: Plan

Where are you now?

You are now ready to enter the Plan phase of the Circle of Rights. You will build on the information gathered and shared understandings developed during the Engage phase.

You have conducted a variety of experiential, rights-based and child centered activities with children and youth to get a better understanding of the strengths and challenges they face in their lives.

These Engage activities focused on:

- Understanding how young people are engaging ICT in their day-to-day lives
- Understanding the risks young people are facing and the concerns they have about their protection
- Identifying the strengths and opportunities of ICT to support and protect children
- Developing a deeper understanding of young people's lives and exploring ways to work together to support and protect young people by engaging families, communities, law enforcement, governments, organizations working with children and other key partners

Where are you going?

In the Plan phase, you will review the results and work together with young people to create a vision specifically related to ICT and child protection, prioritizing the issues of concern they would like to work on. At the same time, dialogue with families and communities and other key partners will continue, deepening their understanding of children's experiences before they begin some of their own planning in support of the priorities identified by children and youth.

A central feature of the Plan phase is the creation of negotiated spaces or opportunities for critical reflection and dialogue amongst children and adults on themes emerging from the Engage phase. A crucial aspect of the facilitation of these discussions is an in-depth reflection on the issues raised by children and youth and an identification of the responsible organizations and government departments as part of an examination of the roles of government, family and community members, other key partners and children and youth in creating a stronger child rights environment.

In the fourth and final phase, Create, young people develop strategies to address their priorities and key partners (at the community and national level) develop inter-sectoral action plans to implement some of the broader issues emerging from the Circle of Rights at the level of policy, legislation and programming.

Objectives and Overview

The objective of this workbook is to equip you, as facilitators, with the tools needed to analyze the information gathered in the Engage phase so that it can be presented back to children and the community for discussion. The activities will guide you through a process of developing a vision and prioritizing what challenges young people, communities and key partners want to work on. You will analyze the root causes of the challenges and begin exploring the strategies that can address these challenges and support the identified strengths.

Activities in the Plan Workbook are organized in a step-by-step format to conduct with children and youth, families and communities and key partners.

It is important to engage with families, community members, and other key partners as they provide a support network to ensure cultural values and strengths are built upon, and that those who have the authority to make changes to policies and services are part of the process.

The Plan phase helps to:

- Collectively analyze strengths, risks, gaps and opportunities

- Identify root causes and strategies to address challenges and gaps

- Create a collective vision for the future

- Identify child and youth strategies to address areas of concern or opportunity

- Develop child-centred, culturally grounded, and rights-focused community and policy ideas for positive social change

Plan Activities

GOAL: Understand ICT enabled child protection and prevention and other child protection concerns from the perspective of children and youth and other important partners

ACTIVITY 1: PRESENT AND FUTURE WITH CHILDREN AND YOUTH
GROUP: Children and Youth

ACTIVITY 2: CREATING PRIORITIES WITH CHILDREN AND YOUTH
GROUP: Children and Youth

ACTIVITY 3: CREATING PRIORITIES WITH CAREGIVERS, COMMUNITY MEMBERS AND KEY STAKEHOLDERS
GROUP: Key partners

ACTIVITY 4: PRESENTING YOUNG PEOPLE'S VISION TO THE COMMUNITY
GROUP: Children and Youth

ACTIVITY 5: BUILDING COMMUNITY STRATEGIES
GROUP: Key partners (including children and youth)

Are you ready?

The following checklist will help you ensure that you are ready to begin the Plan phase activities:

☐ Discussed the next steps of the process with community leaders, organizations and/or key stakeholders in their community and area.

☐ Conducted the Engage phase activities with children and youth to gather their perspectives of protective and risks factors in their daily lives.

☐ Analyzed all the information collected in the Engage phase, and created a Coding Chart and three Summary Charts for Strengths, Challenges and Differences.

☐ Gained a solid understanding of the entire Circle of Rights process, and are prepared to explain the purpose and potential outcomes to interested children and youth, families, communities and key partners.

☐ Continued to have contact with a support person who can work with children requiring additional emotional support during and/or after the activities.

Note: If you are not able to check one of these boxes, go back to the Engage Workbook and refer to the activity that will guide you through the appropriate steps.

PLAN ACTIVITY 1

TIME
2 hours

PARTICIPANTS
Children and youth

MATERIALS
Pens/Markers

Notepaper

Flip chart paper

Strengths, Challenges, and Differences Summary Charts

OBJECTIVES
Check if recorded perspectives are correct – add, delete or change any items

Help ground them in a "shared vision" or "collective dream" for the future

RESOURCES
Plan Activity Documentation Form, Appendix, page 126.

PRESENT AND FUTURE WITH CHILDREN AND YOUTH

Part One: Present Strengths, Challenges and Differences

1. Present the Strengths, Challenges and Differences Summary Charts that you completed at the end of the Engage phase to the children and youth. Explain that you have tried to capture their ideas about the strengths and challenges in their lives. Asking them to check that you have understood them correctly and if there is anything they would like to add, remove or change. Make the changes directly to the Summary Charts or on a flip chart paper.

2. Briefly summarize the discussion and review with them what will stay the same on the chart and what will be changed.

3. Thank the young people for once again sharing their thoughts. Ask them to join you in a visioning exercise in which they will imagine and talk about what they want their lives and future to look like – for themselves, their families and their communities.

If there are any topics that you expected to hear, but did not, feel free to raise it if there is a pause in the discussion. Be open about it – say that you expected to hear them talk about this topic and wondered why they didn't. Explain that you want to check that it is not an issue for them. This gives them an opportunity to think about additional issues that they may not have considered.

Part Two: Building our Future – Visualization Exercise

1. Provide participants with a piece of paper and ask them to use their imagination to answer the question with words or pictures. Invite them to draw or write whatever comes to them with the phrase "My dream for a community to raise my grandchildren in is...":

   • What does it have? What doesn't it have?

   • Who is there? What kinds of activities are they doing?

   • How can you tell that people are happy?

   • How are people using ICT?

2. After about 10 minutes, gather the group in a circle and ask them to share their dreams by placing their dreams on the floor in front of them. Invite them to walk around and view one another's dreams.

3. Invite participants to move into small groups and ask them to tell each other what their dream community looks like. Hand out a large piece of paper (flip chart paper) for each group. Once they have had the opportunity to have an initial conversation, ask each group to bring their ideas together, and draw what they imagine their grandchild's community to look like. They can draw images, use words, colour, etc. Let them know they'll have about 15 minutes to draw.

4. When they are done, ask each group to put their pictures on the wall, and ask for a volunteer from each group to present their drawing to the others.

5. Ask participants if they notice any common themes or images across the visions. Reflect back to the group your observations about what is shared across the pictures, and any particular images that stand out. Be sure to acknowledge all of the drawings in some way. Ask young people to talk about any differences in the pictures.

6. As the young people are presenting their "vision", take notes, writing down key words, phrases, ideas or images they describe or show in their picture. Write down where you observe similarities and differences across the pictures.

7. Thank the participants for sharing their dreams with you and the group. Remind them that the point of creating their vision for the future is so they can figure out some things they can do to help them get closer to their dreams. Remind them that if you don't know where you want to end up, it is hard to figure out which direction to go in. Tell them to keep these pictures in their mind at all times.

8. Ask participants if they are willing to share their "vision pictures" with their families and communities. Tell them they will have the opportunity to present these pictures to their community later on.

9. Ask the group what was the most valuable or important thing to them about today's activity? If there was something that you felt was important for them, but they do not mention this, bring it up and ask them if this was important to them.

10. After the activity closes, be sure to complete the Activity Documentation Form, capturing key ideas and stories emerging out of the activity.

Remember…

The visioning pictures are great tools to post in a central place for other community members to see if young people agree to having their work shared.

This is an opportunity to think about which challenges, strengths and differences are most important to them, and what they want to work on together in the next activity.

PLAN ACTIVITY 2

TIME
2 hours

PARTICIPANTS
Children and youth

MATERIALS
Pens/Markers

Notepaper, sticky notes, star stickers

Flip chart paper

Strengths, Challenges, and Differences Summary Charts

List of challenges from Activity 1 on flip chart paper

List of strategies and ideas identified in Engage Phase

OBJECTIVES
Reflect on the causes of challenges and some possible solutions

Look at strengths and resources in an action-oriented way – how can they use these strengths to design solutions?

Identify priorities that will form the basis of the strategies and the Inter-sectoral Action Plans

RESOURCES
Plan Activity Documentation Form, Appendix, page 126.

CREATING PRIORITIES WITH CHILDREN AND YOUTH

Part One: Present Strengths, Challenges and Differences

1. Have the young people look at the vision pictures. Talk about the key elements you see within the pictures and common features. Capture any particular words or stories that were told by the young people when drawing these pictures.

2. Put up the list of the challenges and differences from Plan Activity 1: Present and Future with Children and Youth, and read the list.

3. Ask participants to think about which of these challenges and differences most stand in the way of their shared vision for their future. Pass out sticky notes and then ask participants to write down the challenge(s) or difference(s) that are most important to them. Ask them to pick one or two challenges if possible. Let them know they can write down as many as they feel they need to – but only one idea per sticky note.

4. Ask everyone to exchange sticky notes with each other. After everyone has passed the notes around for a minute or two, ask participants to post their sticky notes on a flip chart paper.

5. Ask a volunteer to read the sticky notes aloud to the group and for the rest of the group to close their eyes and get ready to vote. Tell them they can only vote by raising their hand once, so pick carefully. As the sticky notes are read out participants raise their hands to place their vote.

6. Place a star next to the challenge or difference on the flip chart paper for each vote it receives.

7. There will likely be agreement in the group about a few key challenges/differences that are the most important to them. Engage the group in a discussion about these challenges/differences and, if appropriate, explore how these are linked.

   Be careful to note if there are some participants who do not share the rest of the group's opinions on which challenges are the most important – or if different challenges are more important to them than the rest of the group. Try to find a way to acknowledge these (e.g. include more challenges if needed; or discuss potential linkages between this issue and other issues identified), so that everyone feels heard.

8. Mention that the reason they are identifying which challenges and differences are most important is so that they – their caregivers, their community and key stake-holders – can develop strategies to address these challenges.

9. Try to support the group to reach consensus around the challenge/difference they would like to focus on first. Remind them that other issues may be addressed in the future, by organizations or by the larger community, but that they need to pick one challenge/difference that they think they could take on and try to address. Explain that the selected challenge or difference will be the focus for the next exercise.

Part Two: Strategy Trees

1. Draw an image of a large tree with roots, a trunk, leaves and fruit on a large flip chart paper. Show this to the young people, explain that it is a "Strategy Tree" and what each part represents.

   TRUNK (CHALLENGES): symbolize the key challenge/difference the group has chosen to work on

   ROOTS (ROOT CAUSES): symbolize the causes of the key challenge

   LEAVES (STRENGTHS): represent the strengths and assets they have identified in previous activities

   FRUIT (SOLUTIONS): represent possible solutions or strategies to address the root causes

2. Help the children/youth form small groups of three to five participants each. Hand out a big sheet of paper and coloured markers to each group.

3. Ask the groups to draw a similar tree on their paper. Young people can then write the challenge/difference they have selected on the trunk of their tree. All groups should focus on the same challenge/difference – one of their most important challenges identified earlier in this activity. This will stimulate discussion when they share their strategy trees with each other, as they can build on one another's ideas.)

4. Now encourage the young people to have a discussion within their small groups about what are the root causes (the tree's roots) of the challenge. Prompt them with the question "why" to encourage them to look deeper into the issues. You may need to sit with the groups to get them to think critically about the challenge.

5. When young people have identified some of the root causes of the challenge, they can write these down on the roots of the Strategy Tree.

6. Spend time with young people to talk about how they can work together. What are some solutions they can think of to address their challenge? Ask them what solutions or strategies will help them get closer to their vision or dream for the future. (Refer to vision pictures on the wall.) Then ask them how these visions give them hope and strength for the path ahead.

7. Refer to their Strengths chart hung on the wall. Write the strengths that could help in addressing the challenge they have selected on the leaves of the tree.

8. Ask them to write possible solutions down on the fruit. Also ask them to write down next to the solutions, who the people are that would be involved in each of the solutions or activities.

9. Afterwards, each group should have the opportunity to present their findings to the larger group. Have a discussion about the similarities and differences between the Strategy Trees. Thank the participants for their hard work. Emphasize that it is possible to address this challenge, and that the next step will be to meet with the rest of the community to present their ideas and enlist support!

Remember…
Rather than focus on where the ideas differ, notice where they are the same. It's important that their ideas are inclusive and reach a consensus.

Participants may feel very strongly about a priority that isn't chosen by the group, and it's important to let them know that this is the first of many opportunities that they will have to create priorities and bring them forward to community members.

10. Set up a time for your next meeting. Suggest to the young people that they form a committee and meet on their own before the next activity, asking them to discuss what they would like to present to their caregivers and rest of their community. Possible suggestions include combining their Strategy Trees into one large Strategy Tree that captures all of their reflections and ideas.

11. After the activity closes, capture key ideas and stories and complete the Plan Activity Documentation Form, Appendix, page 126.

LEARNING EXAMPLE:

Root Causes

Young people in Thailand suggested that one of the causes for the lack of safety on the Internet was that they didn't know what to watch out for until something bad happened to them or one of their friends. When prompted as to "why" they didn't know where the dangers were, the children talked about their parents not knowing anything about the Internet so they couldn't help them, the staff at the Internet cafés didn't update them about any new security issues or threats, and there was no way to check with their friends every time they thought something might be a concern.

LEARNING EXAMPLE:

Fruits and Solutions

At the Obra do Berço Association in São Paulo, young people analyzed the main risks and opportunities they had explored and decided to focus their Action Plan on online safety for children and adolescents. Young people started by holding Focus Groups to share information, provide a space for dialogue and debate and gather support for the Action Plan. Young people are making their Action Plan engaging by using various forms of media including film, music, cameras and computers.

LEARNING EXAMPLE:

Strategy Tree

In Baan Nato, Thailand, children identified their most important challenge to be their lack of knowledge about ICT use, particularly computers and the Internet. After carefully considering the root causes of this challenge, the children identified specific actions or strategies they could take to address the challenge. From all of the strategies, the children decided to conduct a workshop on ICT use and safety. The implementing organization worked together with the children to develop an action plan to support this vision.

CREATING PRIORITIES WITH KEY PARTNERS

Facilitating Plan Activity 3

1. Present the Strengths and Challenges Summary Charts developed in the Map phase to the group for discussion. Present the caregivers' list and the stakeholders' list separately, verifying each list with the group. Following discussions, probe any other issues that were not addressed or raised to enable participants to think about issues they may not have previously considered.

2. Present the Summary Charts developed by the children and youth, noting similarities and differences with the caregivers' list. Encourage a discussion about these similarities and differences. Make sure to highlight the importance of the young people's perspective. Some highly sensitive issues can arise, and the group context may not always be the best forum in which to address all of these issues.

3. Following this discussion, ask the families, community members and key partners to identify the priority areas for action. These "challenges" will form the basis of their long-term strategies and action plan. If time permits, encourage a discussion about the order of priority of these challenges – as well as the connections between each of them.

4. Summarize the discussion and present to the group what you as facilitators thought were the most significant or important to the families, community members and key partners verifying your opinion on the discussion.

5. Thank everyone for coming. Set up a time and place for your next meeting. Explain that the next meeting will be the opportunity for young people to present their vision for their community and some of the strategies they see as helping them to achieve this vision. Get their input on where would be best to hold the next meeting. It is important to create a welcoming environment.

6. After the activity closes, capture key ideas and stories and complete the Plan Activity Documentation Form, Appendix, page 126.

Remember…

Participants are thinking about which challenges
and strengths are most important to them as a group.
Ask them to keep in mind the topics that
were most important for their young people.

PLAN ACTIVITY 3

TIME
2 hours

PARTICIPANTS
Families, law enforcement, government, ICT café owners etc. You may want to hold this session separately with key partners)

MATERIALS
Pens/Markers

Flip chart paper

Strengths, Challenges and Differences Summary Charts

List of key values and hopes for the future

OBJECTIVES
Verify with key partners what they view as the strengths and challenges around supporting and protecting young people using ICT

Present strengths, challenges, and differences identified by young people

Prioritize the challenges most important to the children and youth

RESOURCES
Plan Activity Documentation Form, Appendix, page 126.

PLAN ACTIVITY 4

TIME
2 hours

PARTICIPANTS
People from across the child rights social ecology who play a role in ITC and child protection. Itt will be important to have additional senior staff available

MATERIALS
Pens/Markers

Flip chart paper

Vision pictures

Strengths, Challenges and Differences Summary Charts

List of key values and hopes for the future

List of strategies and ideas

OBJECTIVES
Create space where young people can voice their dreams for the future to care-givers, community members and key stakeholders

Seek support for young people's priorities and ideas

Support the community to begin thinking about strategies and a Inter-sectoral Action Plan

RESOURCES
Plan Activity Documentation Form, Appendix, page 126.

PRESENTING YOUNG PEOPLE'S VISION TO THEIR COMMUNITY

Facilitating Plan Activity 4

1. Invite everyone to sit together in a circle. Ask a respected individual to begin with an opening prayer or a song, and ask the local leadership to welcome the group.

2. Ask everyone to introduce themselves and share with the group one thing they loved to do when they were a child.

3. Give an update on the Circle of Rights so far. Thank the young people and the community members for all of their contributions.

4. Explain that you have gathered the ideas and experiences of children, youth, caregivers and key stakeholders. Talk about the work you have done with the children and youth to elaborate their vision and priorities for the future. Explain that this is an opportunity for community members to build a vision together and make positive change in the way they would like to. Encourage everyone to rally around young people's voices.

5. Ask the young people to present their vision to the community. If young people are comfortable to take the lead, allow them to do so – offering support only when needed.

6. Ask the group if they would like to add to the vision presented by the young people. What contributions would the community like to make to the vision? Do they see things in a different way? What is their vision?

7. Explain that the young people have identified key priorities to be addressed in order to reach their vision. Have the young people post their Strategy Tree(s) on the wall to facilitate this discussion. Engage the group in a discussion asking how the community could support the young people to address this important challenge and to identify other strategies that could address this issue.

8. Remind the group of other priorities, strengths and challenges identified by the other members of the community. Explain that the next step will be to work together to develop child and youth-led strategies to address their priorities. Let them know that while they may not be able to work on all of their priorities right away, these can be addressed over time. Project partners have agreed to support some strategies by developing an Inter-sectoral Action Plan and will work to ensure it is accountable to community needs and priorities.

9. Explain that these strategies and action plans will need to be led by the community – their success depends on community involvement. Explain that you would like to continue to meet with the children, youth, caregivers and the community at each stage of the strategy cdevelopment and delivery, including the ongoing monitoring of the activities to make sure they are meeting community expectations.

10. Explain that you will look to the community to establish a Community Circle – a group including young people, caregivers and respected Elders who are interested in working together to support change for children and families within their communities. Ask interested people to please identify themselves. Record their names and contact information (to use later in the Create phase).

11. Ask participants what was most important to them about today's activity. Ask them what they liked, what they did not like, and what they learned.

12. Thank everyone for coming. Share snacks and drinks together.

13. After the activity closes, capture key ideas and stories and complete the Plan Activity Documentation Form, Appendix, page 126.

Remember…

Some highly sensitive or political issues can arise.
The group context may not always be the best forum in which to address all of these issues.

Reminding participants that this activity is about hearing the young people's perspective and providing support for them in creating their dreams for their future.

PLAN ACTIVITY 5

TIME
2 hours

PARTICIPANTS
People from across the child rights social ecology who play a role in ITC and child protection

MATERIALS
Pens/Markers

Flip chart paper

Vision Pictures

Strategy Trees

Strengths, Challenges and Differences Summary Charts

OBJECTIVE
Build child- and youth-led strategies, including identifying objectives, timelines, and roles and responsibilities

RESOURCES
Strategy Implementation Form for organizations and for children and youth for Plan Activity 5

Plan Activity Documentation Form, Appendix, page 126.

BUILDING COMMUNITY STRATEGIES

What is a Strategy led by Children and Youth?

A strategy led by children and youth is a project or initiative developed by young people and the community using their available strengths and resources to address a challenge. Children and youth may develop more than one strategy to address more than one challenge. All of the strategies identified by the community can feed into the planning for the Inter-sectoral Action Plan. Facilitators need to support young people to build their strategies, and partner organizations will support the development of multiple strategies into an Action Plan.

What is an Inter-sectoral Action Plan?

An Inter-sectoral Action Plan is the agreed actions and activities of CPP Partner organizations working collaboratively, and with inputs from children and youth, that will build on and help make the actions and activities identified in the children and youth's strategies a reality.

Facilitating Plan Activity 5

1. Begin by welcoming everyone. Thank them for coming and recognize their commitment to help their community work towards achieving its collective dream.

2. Remind the group of the priority they have chosen to focus on, and write this topic on the flip chart.

3. If a Strategy Tree was developed for the challenge/difference, post it on the wall and review the strategies and solutions. Encourage a lively brainstorming activity with them on what they feel they can do to address their priority. Ensure that the discussion stays on topic, but allow the group to brainstorm freely. Ensure that the area for strategy stays focused on supporting children, youth and families. Remember, no idea is a bad idea. Be sure you are writing the group's ideas on a flip chart for everyone to see.

4. Be sure to highlight shared ideas that emerge as the group is brainstorming. As a facilitator, it is your role to guide and support the discussion, but not to control it.

5. In developing strategies, keep reminding the group of their strengths, resources and possible partners they could enlist to support their efforts.

    More than one strategy can be developed to address a single challenge. For example, if the priority is to address Internet safety, three different strategies could include:

    • A training program for young people

    • Monthly parent and youth meetings about ICT security

    • Partner organization to develop curriculum on ICT for teachers

6. Once the group has developed a few possible strategies, facilitate a discussion about each strategy using the following key steps. Capture discussions on flipchart paper:

   • Strategy: write down what it is.

   • Why do you want to do this? State the purpose or main objective of the strategy.

   • Expect to See, Like to See and Love to See: Explain what is meant by each of these categories, referring if needed to the definitions found in the introduction workbook. Start with "Expect to See." Ask the group, "What do you expect to happen because of this strategy?" You can ask probing questions, such as "Who is this strategy intended to benefit, and how will it benefit them?" Move on to "Like to See" and "Love to See."

   • Who would this strategy involve? Ask them to list all of the people that would be involved either in implementing, receiving or partnering in an activity. These can be categories of people (e.g. mothers) or organizations. Encourage groups to also think of groups or people they haven't worked with before.

   • What resources will you need? What are you going to need to do this activity (human, financial, other)?

   • Where and when would the strategy be implemented?

   • What are the different steps involved in this strategy? What kind of timeline would it follow?

   • Are there any obstacles you will face in unrolling this strategy? For example, internal obstacles such as a lack of community time to engage in activity or external obstacles such as funding.

7. Once they have gone through this process with each of the proposed strategies, ask them to decide which strategies they will take on.

8. Let the group know that you put this information down in the Strategy Implementation Form (see the next pages), and bring this back to them at the next meeting. Set up a time to meet with young people to review the strategy, confirm activities and start to oversee and implement activities. Confirm the next time you will all meet.

9. Thank everyone for attending.

10. Following the meeting, incorporate all points into the Strategy Implementation Form as well as the Activity Documentation Form.

Remember…

The strategies should focus on making use of existing strengths rather than relying solely on external support or funding.

Is the strategy…

SMART?

Specific

Measurable

Achievable

Realistic

Timebound

PLAN ACTIVITY 5 STRATEGY IMPLEMENTATION FORM FOR ORGANIZATIONS

Tell us about your group.

Who are the young people who have agreed to held lead the strategy?

What are your goals and who will this strategy support?

What challenges and differences will be addressed?

What are the community strengths you can build on?

General Information

Community Name:

Names & Contact Information (phone, email address etc.)

Strategy

Strategy Title:

Start Date: End Date:

Goals & Objectives:

Challenges / Differences:

Strengths to Build On:

Strategy Steps

Step 1:

_____

Step 2:

_____

Step 3:

_____

Step 4:

_____

Step 5:

_____

Additional Comments:

_____

Describe the steps you need to take to complete a successful strategy.

Name each step and fill in the detailed activities for each.

Be as specific as possible.

PLAN ACTIVITY 5 STRATEGY IMPLEMENTATION FORM FOR ORGANIZATIONS

Measuring the Success of the Strategy

Expect to See:

Like to See:

Love to See:

Budget

Budget:

Additional Funding:

PLAN ACTIVITY 5
STRATEGY
IMPLEMENTATION
FORM FOR
CHILDREN AND
YOUTH

Our Strategy

Name of our Strategy:

_____

When will we start? When will we finish?

_____

What do we want to do?

_____

How are we going to do this?

_____

Who do we need to talk to for support?

_____

How will we know we did a good job?

_____

APPENDIX: PLAN ACTIVITY DOCUMENTATION FORM

General Information

Community Name:

Activity:

Date and Time:

Name of Note-taker:

Name of Facilitator:

Participants	Male	Female	Age Range
Children:			
Youth:			
Family Members:			
Community Members (who):			
Law Enforcement, Government Representatives:			
Other:			
Total number of participants:			

Reflections:

Describe:

Highlights:

Priorities:

Hopes, Ideas and Strategies:

Lessons Learned:

Additional Comments or Follow-up:

＊ Congratulations! You have reached the end of the Plan phase.

Once you have one or more strategies in place with members of the community actively involved, you can work with the community to combine the strategies together into an overarching Inter-sectoral Action Plan. Then you have completed your job as a facilitator in the Plan phase!

Next steps will include supporting young people to implement their strategies, working with partner organizations to meet the remainder of their priorities, and monitoring the success of the strategies and the work taking place in the community!

Circle of Rights Workbook Four: Create

Phase Four: Create

Where are you now?

You have now developed strong relationships with young people, their families and communities as well as with your inter-sectoral partners through a deep exploration of the strengths and challenges that exist in young people's day-to-day lives, particularly around ICT.

You have reviewed and prioritized key issues for young people and are now ready to move ahead to develop an overarching strategy led by children and youth to begin to address these issues.

Where are you going?

Create is the fourth and final phase of the Circle of Rights. You will now be conducting key activities to support children and youth to implement and monitor their strategies with community support. These build from activities in previous phases. They support the completion of the Circle of Rights process with children and youth and their communities by developing innovative, inter-sectoral plans to better address ICT and child protection challenges.

At the same time, you will be working with Circle of Rights partners to develop Inter-sectoral Action Plans. These Plans will directly support child and youth-led strategies, whose goal is to support changes in national policy, legislation and programming. The Create Phase also supports the monitoring of Inter-sectoral Action Plans.

Objectives and Overview

The objectives of the Create phase are to support Circle of Rights partners, children, youth, families and communities to:

- Develop and implement child and youth-led strategies that create positive changes, and target the needs and challenges they identified that are related to ICT child protection

- Work with a range of partners on coordinated Inter-sectoral Action Plans that support the child and youth-led strategies

- Equip Circle of Rights partner organizations with specific strategies and approaches, such as working groups, to connect children, youth and communities with inter-sectoral partners to address broader system-level changes that need to occur in policy, programming, legal reform, etc.

- Provide Monitoring and Evaluation (M&E) tools that will support children, youth, families, communities and Circle of Rights partner organizations to track the effectiveness and success of their Action Plans as defined against their intended goals and objectives, and to adjust these plans as needed

It is important to note that children and youth are important actors in the development of the Inter-sectoral Actions Plans with multiple strategies. As experts of ICT, the engagement of children and youth is central. Their innovation and commitment can help shape a social culture of child-engaged change.

The Create workbook draws on the strengths of adults and professionals (e.g. families, communities, NGOs, governments, law enforcement and the private sector) to explore how you can approach challenges presented by ICT enabled child exploitation.

The Create phase focuses on identifying how you can leverage the best of ICT to better protect children and youth while simultaneously empowering them to be active citizens. As agents of change, they can strengthen partnerships within communities and at the national level to create a safer world for children and youth.

To create a stronger and more interconnected system and network of partners, including children and youth, who are committed to ICT enabled child protection, the Circle of Rights Create workbook is divided into two complementary parts.

Creativity is central to the Create phase.

Part One: Supporting Children and Youth to Implement and Monitor their Strategies

The first part of the Create workbook focuses on connecting vulnerable children to protective services and mechanisms that can address ICT enabled child sexual exploitation. The views, perspectives, and proposed actions of children and youth serve as a galvanizing force to further strengthen community partnerships and create shared understanding and commitment to develop broader inter-sectoral strategies at a municipal, state and national level. Child and youth-led strategies focus on activities around which communities can focus their actions to prevent the abuse of children.

Part Two: Supporting the Development of Inter-sectoral Action Plans

The second part of the Create workbook focuses on strengthening the capacity of law enforcement, government and other supporting bodies/organizations to better address ICT enabled child sexual exploitation and adopting a coordinated systems approach so multi-sector stakeholders can work together to address ICT enabled child sexual exploitation. The intent is that these broader inter-sectoral strategies are both longer-term and sustainable, contributing to social change at an individual, organizational and broader policy and practice level.

Part One: Supporting Implementation & Monitoring Strategies

GOAL: Galvanize the community to support children and youth in the
             implementation of their strategies

ACTIVITY 1: ESTABLISH COMMUNITY CIRCLES
GROUP: Community partners (including children and youth)

ACTIVITY 2: MONITORING OUR SUCCESS
GROUP: Community partners (including children and youth)

ACTIVITY 3: CELEBRATING THE LAUNCH OF THE CHILD AND
             YOUTH-LED STRATEGIES
GROUP: Community partners (including children and youth)

Part Two: Supporting the Development of Action Plans

GOAL: Support Circle of Rights partners to create working groups and develop
             Inter-sectoral Action Plans

ACTIVITY 4: HOLDING A ROUNDTABLE
GROUP: Inter-sectoral partners

ACTIVITY 5: SUPPORTING DEVELOPMENT OF INTER-SECTORAL ACTION PLANS
GROUP: Inter-sectoral partners

Are you ready?

The following checklist will help you ensure that you are ready to begin the Create phase activities:

☐ Selected the challenges or differences that children and youth want to work on.

☐ Explored the "root causes" of the challenge/difference using the "Strategy Tree" activity.

☐ Identified possible partners to help with the solution in a "Partner Analysis".

☐ Developed "Progress Markers" to help measure the success of the strategy, including what children would "Expect to See", "Like to See" and "Love to See".

☐ Developed the strategy with children and youth.

☐ Completed the "Strategy Implementation Forms" for organizations and for young people.

☐ Spent the necessary time working with children, youth, community members and partners to strengthen the strategies.

Note: If you are not able to check one of these boxes, go back to the Plan workbook and refer to the activity that will guide you through the appropriate steps.

Create

CREATE ACTIVITY 1

TIME
2 hours

PARTICIPANTS
People from across the child rights social ecology who play a role in ICT and child protection, including children and young people

MATERIALS
Pens/Markers

Flip chart paper

Copies of the Strategy Implementation Form and Child and Youth-led version

OBJECTIVES
Confirm Strategy Implementation Form – making changes where needed and starting the implementation process

Establish Community Circle with roles and responsibilities tied to implementing the strategy

RESOURCES
Create Activity Documentation Form, Appendix, page 150.

PART ONE: SUPPORTING CHILDREN AND YOUTH TO IMPLEMENT AND MONITOR THEIR STRATEGIES

ESTABLISH COMMUNITY CIRCLES

What is a Community Circle?

A Community Circle is a group of children and youth and interested community members working together to implement the strategies and action plans to protect children from ICT enabled child sexual exploitation. This group will oversee all aspects of the activities a community has planned.

Everyone can attend meetings of the committees, but it is helpful to determine roles and responsibilities of several key individuals including:

- A chair or co-chairs elected by the group, who will convene meetings, facilitate activities, ensure note-taking and liaise with the partner organization

- A secretary who will take notes at each activity and make these available to the other committee members

Establishing strong Community Circles is an important part of ensuring that local people have a strong voice and a meaningful role in what services for children and families look and feel like. You are working with communities to ensure you take direction from their needs and draw on and support their strengths. This means drawing on strengths and resources at the local level. You are working in partnership to build a better future for children and families.

Facilitating Create Activity 1

1. Encourage the group to identify some roles and responsibilities for the Community Circle that will help their group be successful (e.g. Chair, co-chairs, secretary). It is important that children and youth have a voice within the group!

2. Be respectful of the decisions of the Chair and help him/her feel empowered in this role. Ask if it is okay with the group for you to participate in the discussion and ask questions. Let them know you will continue to update the strategy with them to support their work.

3. Review the Strategy Implementation Forms for both organizations and for children and youth from the Plan phase. Encourage the Chair to facilitate the discussion about the plan and what they still need to address before beginning the implementation process.

4. Continue to develop the strategy with them to support their work, and continue to act as a resource to the group, providing support in any given area.

5. As a support person for the Community Circle, you should note these important points about supporting the implementation of the strategies:

   • Provide whatever time or steps are needed to support children and youth to carry out their strategies. Work with your organization to coordinate a realistic schedule for yourself, so that you can be sure to attend meetings with Community Circles to support the implementation of the plan and participate in the actual implementation of the strategies.

   • Strategies may take anywhere from one week to one year to implement so it is important to schedule your time appropriately.

   • Ideally, strategies will not be one-time events and once a strategy is complete children and youth, with their Circle, will determine another challenge/difference they want to develop a strategy around. The idea is to continue to engage children and youth in identifying issues and strategies to improve their lives.

6. Encourage the group to set a regular time and place that they will meet to continue the discussion and coordinate implementation.

7. Attend future meetings to keep up-to-date on what they are doing and to make sure to communicate these updates to the partner organization. This will help ensure that the partner organization's work will be as accountable and responsive to their community as possible.

Establishing a Community Circle gives local people a strong voice and a meaningful role.

Create

CREATE ACTIVITY 2

TIME
2 hours

PARTICIPANTS
Community Circle

MATERIALS
Pens/Markers

Flip chart paper

Expect to See, Like to See, Love to See from Map Activity 6: Establishing Indicators of Change

List of possible methodologies

OBJECTIVE
Support children, youth and/or Community Circles to develop a clear plan for how they will monitor and measure the success of their Strategies

RESOURCES
Copies of the M&E framework for each participant

Create Activity Documentation Form, Appendix, page 150.

MONITORING OUR SUCCESS

Data Collection Methodologies

The following data collection methodologies could be used by Community Circles to measure and monitor their success:

- One-on-one interviews

- Focus group discussions

- Documentation review (e.g. police incidence reports)

- Survey questionnaires
  Informal questionaire or formal survey involving a random sampling of particular target groups, delivered via the Internet, in person or as a hand-out survey

- Recording community information
  Attendance at meetings, topics discussed at meetings, use of services, etc.

Facilitating Create Activity 2

1. Begin by welcoming the group and reminding them of the objective of this activity.

2. Start by reviewing the Expect to See, Like to See and Love to See list created by the children and youth in Map Activity 6: Establishing Indicators of Change. Explain that this session will be building on this work.

3. Return to the priority challenge and strategies identified by the Community Circle. If there is more than one challenge, discuss only one challenge at a time. With each challenge, ask participants three key questions, noting their responses on a flipchart:

   - What changes do you expect to see within the groups you work with, once you have implemented this strategy?

   - What changes would you like to see happen within each of the groups you work with as a result of this strategy?

   - What change would you love to see happen within each of the groups you work with because of this strategy?

When facilitating this session, encourage participants to think in terms of changes specific to each group of people with whom they work. Ask participants to be as realistic as possible – checking that things they would expect to see are realistic expectations, as opposed to something that they would like or love to see.

4. Once they've identified what they would expect, like and love to see happen as a result of their strategies, ask them to take a look at the M&E framework. Let them know that they will now work to input all of their lists in here, and develop a framework that will work for them.

5. Then walk through each item on the expect, like and love lists again, asking the following questions, showing them how they will fit in the framework:

   Indicators: How will you know this has happened?

   Data Methodologies: How will you find this out and how will you measure this?

   Data Collection: When and how often will you collect this information?

   Responsibilities: Who will collect this information?

6. Once completed, tell the group that you will be writing up all this information and putting it into the framework electronically for them, and bringing it back to them to use.

Remember…

Monitoring and measuring success will help you to adjust strategies as needed.

LEARNING EXAMPLE:

Taking health and cleanliness into their own hands

Young people in Santo André, Brazil, motivated community members to work together to clean the street and the sidewalk in front of the community centre, which were covered in trash. The garbage attracted animals and carried diseases, and the children were bothered by it. City Hall tried to get the area cleaned up by imposing fines and penalties, but nothing was successful. Young people made signs and mobilized local traders to help solicit volunteers, and now the site is clean.

"The government could not remove this garbage, but the kids did it, and they saw they're important. Kids could see how important they are in this process." — Staff

CREATE ACTIVITY 2
M&E FRAMEWORK

	Indicator	Methodology	Data Collection	Responsibility
EXPECT TO SEE				
LIKE TO SEE				
LOVE TO SEE				

CPP CIRCLE OF RIGHTS: WORKBOOK 4: CREATE

CELEBRATING THE LAUNCH OF THE STRATEGY!

Facilitating Create Activity 3

1. Celebrate in whatever manner suits the community. For example, you may hold an event at the Internet café/LAN house, the local community centre or in a park. Allow time for the Community Circle to present their strategy for conversation and discussion, and to celebrate.

2. Begin by welcoming everyone. Thank them for coming and recognize their commitment to help children and youth achieve their vision.

3. Invite everyone to sit together in a circle.

4. The children and youth, with the support of the Community Circle, can give an update on the process so far.

5. Thank everyone for contributions made so far. Explain that there are more opportunities for their involvement throughout the implementation of the strategy.

6. Ongoing support and follow-up: It is up to you and your organization to determine the best way to support the Community Circle in implementing the strategy. Work out a plan and be clear on your roles and responsibilities. Be available for ongoing support and dialogue with them.

7. Set the time needed for the ongoing implementation of the strategy with the young people and the Community Circle.

It is important to schedule follow-up activities with young people to implement the strategy – as many as required. Once the strategy is complete, these activities can continue as you work with young people to design a new strategy to address another challenge or difference.

The Circle of Rights process is circular, the goal being to continually engage young people. This process will hopefully become part of your regular programming.

Remember…

This is the chance to celebrate how far they have come and what they want to do next. It is also a chance to involve new people in the strategy.

CREATE ACTIVITY 3

TIME
1.5 hours

PARTICIPANTS
Community Circle

MATERIALS
Event supplies such as snacks and decorations

Copies of the Strategy and any other materieals to hand out

OBJECTIVES
Honour the children and youth, families and Community Circles for all their hard work

Have a fun event where people learn about the Strategy and have a chance to get involved

RESOURCES
Create Activity Documentation Form, Appendix, page 150.

PART TWO: SUPPORTING PARTNERS TO DEVELOP AND MONITOR INTER-SECTORAL ACTION PLANS

The focus in Part Two of the Create workbook is on providing a framework and suggesting steps on how Circle of Rights partners can support a range of actors and stakeholders to take collective action supporting child and youth-led strategies.

The goal is to bring a range of actors together in an organized and creative way and build from their strengths and expertise to develop inter-sectoral strategies that directly support these strategies, and are committed to support sustainable change. This work also involves children and youth, who are experts on their ICT use.

The Inter-sectoral Action Plan Framework is the main tool for this part of the Create phase. It supports the development of complementary and sector-specific strategies of those developed by children and youth in Part One of the Create phase. The Inter-sectoral Action Plan should be grounded in the strategies of children and youth, and should focus on partners working collaboratively. All Inter-sectoral Action Plans should also focus on the goals and core objectives of CPP.

If completing the Inter-sectoral Action Plan is outside the scope of partners' capacity in terms of available resources and time within this timeframe, please discuss this within the Inter-sectoral Working Group and determine when such a plan could be completed. Establishing an Inter-sectoral Action Plan will be a critically important step in supporting the long-term adoption of a systems approach.

The suggested activities and processes presented in this workbook are complementary to existing partner processes and should not replace them. They highlight how children and youth can be central to broader inter-sectoral change. By working from the core principles and objectives of CPP you can adapt these activities and processes to fit the particular context in which you are working.

Preparing to Establish the Inter-sectoral Working Group

The Inter-sectoral Working Group is a group of stakeholders from different sectors who have a shared understanding of how ICT is affecting the community from the perspective of children. They are committed to creating and implementing an Inter-sectoral Action Plan to support positive change related to ICT enabled child sexual exploitation and child protection.

The Inter-sectoral Working Group may develop a list of key priorities and strategies on how they will work together – as individual organizations and collectively as the Inter-sectoral Working Group – to add value to the actions and activities identified in the child and youth-led strategies. They will build from the strengths of their respective organizations and help address some of the gaps.

Remember…

Suggested activities are complementary to existing partner processes and should not replace them.

They can be adapted to fit the context in which you are working.

The following examples provide basic ideas for the types of actions that might be undertaken by the Inter-sectoral Working Group:

Learning
Children want to learn a new skill or teach their peers something they know well – how might partners help to develop this?

Partnership
Children want to strengthen their partnership with organizations that have ICT knowledge and expertise – inter-sectoral partners could find ways to achieve this from within their existing resources.

Projects and Programs
Partners and organizations could provide ideas on how children and youth can set up a program to make changes within the community with the goal of achieving better results for protection from abuse on and offline.

Advocacy
Partners and organizations could find ways to support children and youth to speak out for children's rights.

Monitoring
Partners/organizations could work with children and youth to gain input on how programming can or is benefitting their day-to-day lives.

It is expected that the Roundtable and the first Working Group meeting be facilitated by the Circle of Rights partner (or a CPP staff person) who facilitated the activities in Part One, before handing over to a Chairperson. It is also expected that Circle of Rights partners (or a CPP staff person) will provide ongoing support to the Inter-sectoral Working Group and any sub-groups.

The Inter-sectoral Working Group will require increased levels of communication and facilitation between CPP partners, and in particular between the CPP staff team and the Circle of Rights partners. For instance, some key stakeholders may already be active in the community (e.g. Internet café/LAN house owners). Some may already be present but want to continue building relationships with the Community Circles (e.g. Military Police). Others may be present at the provincial or national levels, but have support and resources to offer at the community level (e.g. private sector companies). It is up to the Circle of Rights partners to make the links and facilitate collaboration.

The Inter-sectoral Working Group should represent the key organizations and people in the community, and at provincial and national levels, along with members of the child rights and protection system who have the potential to provide services which could support children and youth (e.g. health, education, government, families, communities, children, youth, child protection, police, the private sector, etc.)

Remember…

Be creative in the development of your action plan. Think outside the box!

Consider how children and youth can be supported and involved, and how different sectors can work together.

Participation in the Inter-sectoral Working Group

Participation in the Inter-sectoral Working Group should consider:

- Existing relationships between Circle of Rights partners and other relevant sectors and organizations that operate in that location

- Individuals or groups identified through the Map and Engage phases of the Circle of Rights

- Partnerships developed at local, municipal and national levels by CPP

- Commitment to ensuring representation by children and youth, and by members from Community Circles

Principles for Inter-sectoral Collaboration

The Inter-sectoral Working Group should base its operation and actions on the two sets of principles which guide the work of the Child Protection Partnership in its engagement with partners.

- Review national and local laws and conventions that serve to support the aims of CPP and the Circle of Rights process that can provide an effective and complementary framework to achieve cooperation

- The core principles of the Circle of Rights indicate that any activity undertaken as part of CPP needs to be:

  - Child rights-based and community-centred
  - Non-discriminatory, inclusive and equitable
  - Participatory
  - Built from wisdom and strengths (communities, contexts and cultures)
  - Accountable and based on rule of law
  - Partnership focused

Key Tasks and Responsibilities

Key tasks and responsibilites of Working Group participants may include:

- Attending the presentations of strategies developed in Plan Activity 5, and at the end of the meeting, arranging a date and time for the roundtable which will lead to the first inter-sectoral meeting

- Attending the first meeting to formally establish the Inter-sectoral Working Group and discuss the reactions to the vision, gaps and challenges identified in the child and youth-led strategies. Each partner or organization should discuss their organizational response and come to a second meeting to share, discuss and provide a strategy for support

- Holding additional meetings to develop, finalize, implement and monitor an Inter-sectoral Action Plan

- When ready, presenting the Inter-sectoral Action Plan to Community Circle participants and integrating feedback as appropriate

- Documenting and sharing evidence on lessons learned and supporting others in establishing Inter-sectoral Working Groups focused on this issue

LEARNING EXAMPLE:

Inter-sectoral Action Plan from the CPP Program in Thailand

This is an example from a national high level Inter-sectoral Working Group in Thailand. The Action Plan was created in response to child and youth-led strategies and the presentation of their main challenges.

Children and youth identified their main challenge as Internet safety. To address the challenge, they proposed three activities: a peer-to-peer training program, an ICT expo to educate the community about the risks and advantages of ICT, and the establishment of a safe LAN house operated in collaboration with the school, local government and police.

This National Inter-sectoral Action Plan shows how high level stakeholders responded and the types of actions appropriate at the national level. The actions may not necessarily directly support the strategies of children and youth, yet are highly influenced by them.

The holistic Inter-sectoral Action Plan of the CPP Program in Thailand seeks to help better protect children from ICT enabled child sexual exploitation, and directly targets sectors that can help influence and better protect children, including children themselves. The strategy is comprised of the following activities:

Piloting ICT and Child Protection School Curriculum
This curriculum will focus on the safe use of ICT such as the Internet, online games, mobile phones and digital cameras, and will emphasize the use of ICT for self-development and social engagement of children and youth. The curriculum will be piloted in schools in Pattaya, Chiang Rai and Ranong provinces with the intention of scaling up and out at the end of the pilot phase.

Promoting Community Online Safety and Creative Use of ICT
This activity will focus on involving parents and communities in enhancing online safety for children, and will also involve local administration bodies, women groups, village committees, and youth groups in non-formal education to participate in community activities promoting the safe and creative use of ICT.

Enhance Monitoring and Reporting Capacity of Local Police and Civil Society
This activity will involve working with a wide range of partners to enhance the capacity of communities to play active roles in promoting the safe use of ICT. Specifically it will involve monitoring legal cases on technology crime against children and ICT enabled child sexual exploitation, and promoting surveillance on the use of ICT in communities.

Establishing a Children and ICT Policy Working Group
The Inter-sectoral Working Group will provide recommendations on laws and policies related to child protection and ICT. Participants in the Working Group will include representatives from government (e.g. Ministry of Culture and ICT), law enforcement (e.g. Royal Thai Police, Office of the Attorney General), academia (e.g. Mahidol University, Rajanukul Institute), the private sector (e.g.

Siam Commercial Foundation), NGOs (e.g. Plan International, FACE, Thai Health Promotion, Child Development Foundation, Child Media Program), young people (e.g. Child and Youth Council) and others who can influence ICT Child Protection Policies (e.g. NECTEC, National Committee on Safe and Creative Media, and the National Committee on Child Protection).

Developing an Online Safety Curriculum
In collaboration with Certiport Inc., CPP will support the development of an ICT and online safety curriculum to supplement Certiport's IC3 (Internet Core Computer and Certification) curriculum.

Launching Youth Life Skills Development and Media Training
In collaboration with CPP Thailand, Plan Thailand will launch activities that promote life skills for vulnerable and disadvantaged youth groups and provide media training for youth and children with an emphasis on child and youth participation on ICT Child Protection.

Sharing Knowledge and Building Capacity between Thailand and Canada
CPP will organize child rights-based exchange forums between the Metropolitan Police in Bangkok, Pattaya, and the Royal Canadian Mounted Police's National Child Exploitation Coordinating Centre (RCMP-NCECC), and will support a study tour to Canada for the members of the Children and ICT Working Group to exchange expertise on law enforcement, legislation, policies and good practices.

Remember…

It is likely that the Inter-sectoral Action Plan will never fully support the strategies of all children and fully address the issue of ICT enabled child sexual exploitation. There will always be gaps and challenges along the way.

The key is to continue to reflect on how the inter-sectoral team is supporting children and youth, and to consider how the plan can be strengthened to support all children and youth more holistically.

HOLDING A ROUNDTABLE

Facilitating Create Activity 4: Possible Agenda

- Welcome from CPP or implementing partner facilitator.

- Statement on the purpose for the Inter-Sectoral Working Group being established and what is expected to happen during the meeting – on flipchart.

- Begin the Web of Support warm-up exercise (see Experiential Activities in Additional Resources, page 159).

- Presentation and discussion of child and youth-led strategies, as well as gaps and opportunities.

- Discussion on how the partners might establish a working group to identify individual and collective actions in support of the strategies.

- Introduction of the Inter-sectoral Action Plan and Monitoring Work Plan to stimulate thinking by each partner on potential actions and contributions. This would become the basis for the next meeting, the first full meeting of the Inter-sectoral Working Group.

- Identification of other potential partners who could be invited to the first meeting of the Inter-sectoral Working Group.

- Arrange for the first meeting of the Inter-sectoral Working Group.

Key Questions

- What was our reaction to what we heard from the children and youth when they presented their action plan?

- How might we, in taking collective action, support and add to the actions identified by children and youth?

- What structure/resources are needed to support the coming together of an Inter-sectoral Working Group to develop an Action Plan?

- How do we ensure the full participation of partners, community representatives, and children and youth as we move forward?

Remember…

Each challenge and strategy is unique. The two forms on pages 148-149 can be used as a guide for setting up an Action Plan and a Monitoring Work Plan. They can be copied for additional strategies and the catagories adjusted as required.

CREATE ACTIVITY 4

TIME
3 hours

PARTICIPANTS
Community Circle

MATERIALS
Web of Support materials (see Experiential Activities, page 165.)

Child and youth-led strategies

Draft Terms of Reference

OBJECTIVES
Establish an Inter-sectoral Working Group with representation from all key stakeholders

Establish agreements to share priorities and Terms of Reference

Establish meeting schedule

RESOURCES
Inter-sectoral Work Plan and Monitoring Work Plan forms from Create Activity 5

Create Activity Documentation Form, Appendix, page 150.

CREATE ACTIVITY 5

TIME
1.5 - 3 hours

PARTICIPANTS
Inter-sectoral Working Group

MATERIALS
A long piece of rope for Unity Circle activity

Minutes from previous Working Group meetings

Child and youth-led strategies

OBJECTIVES
Reflect on each partner's possible role in supporting the Inter-sectoral Action Plan

Map out an Inter-sectoral Action Plan

Develop a Monitoring Work Plan

Develop a shared understanding of each stakeholder's role, commitment and an agreed upon timeline for the Inter-sectoral Action Plan

Set meetings to discuss and monitor the implementation of the Inter-sectoral Action Plan

CREATING INTER-SECTORAL ACTION PLANS

Facilitating Create Activity 5: Possible Agenda

- Welcome from CPP or implementing partner facilitator.

- Start with the Unity Circle exercise as a means to unite the group, building trust and working as a team (see Experiential Activities in Additional Resources, page 160).

- Present a summary of the outcome and key points from the previous activity on flipchart – review of minutes and formal adopting of minutes

- Discussion on reactions and reflections from the previous meeting and thinking since this meeting (e.g. who is still not here who should be?)

- Agreement on final draft of Working Group's Terms of Reference (TORs)

- Re-introduction of the Inter-sectoral Action Plan and Monitoring Work Plan, and begin the process of developing an action plan

- Establish a Chairperson for future meetings.

- Discuss dates for future meetings.

- Discuss next steps.

Supporting Development of the Inter-sectoral Action Plans

The following steps should be taken to help the working group to develop the Inter-sectoral Action Plan. Depending on the group and the issues being addressed, some steps may take more than one session or several steps can be covered in a single meeting. The amount of time required by the group to complete each step is to be determined by the working group, as facilitated by the Chair.

1. Clarify and confirm with the group the key challenges or priorities they would like to address through the Working Group (those identified by children and youth or additional items identified by the group).

2. Walk through each of the priority challenges, clarifying and confirming with the group. The questions below correspond to the Inter-sectoral Action Plan Form on page 148. Responses should be transferred over to this chart as soon as possible following the meeting.

   - What are the key strategies to be implemented to address the challenge?

   - Who will be involved in each strategy and what their role will be?

   - What steps are needed to implement each strategy?

   - When these steps will happen?

   - What resources are required to support the strategy?

   - Who is intended to benefit from each strategy?

- What results are anticipated for these beneficiaries (Expect to See, Like to See, Love to See)?

- What indicators will be used to measure these results?

- What methodologies (e.g. interviews, focus groups, surveys, community statistics, etc) will be used to collect data about these indicators?

- Who will collect this data and how frequently?

If there is a long list of challenges, it should be prioritized, starting by looking at the priorities set by the young people. Numerous challenges could take a long time.

* Congratulations!

As facilitator, you have guided your chosen community through the Circle of Rights process to create solutions that reflect the lived realities of children and youth.

The community's young people are now better equipped to deal with the challenges they face, in particular ICT enabled child sexual exploitation. You have also involved other stakeholders, including families, communities, governments, law enforcement, and other key partners, broadening their understanding of the lived realities of young people and leaving them better prepared to respond to the challenges and opportunities present in the lives of children and youth.

Remember…

Discussion about importance of unity, working together, and being attentive to one's neighbour, is important for Inter-sectoral Working Group success.

CREATE ACTIVITY 5 INTER-SECTORAL ACTION PLAN

Community Name: Date and Time:

Revised by:

CHALLENGE

STRATEGY

STAKEHOLDERS
Who will be involved and what are their roles?

NEXT STEPS

TIMELINE
When will this activity happen?

RESOURCES
What is required to implement the strategy? (e.g. finances, time, committment etc.)

General Information

Community Name:

Date and Time:

Revised by:

	STRATEGY
	BENEFITS Who are the individuals and organizations intended to benefit from this strategy?
	RESULTS What do you Expect to See/Like to See/Love to See?
	INDICATORS How will you know when this change has happened?
	DATA COLLECTION How, when and who will collect information?
	RISKS & MITIGATION What are possible threats to your strategy and how can you minimize these risks?

APPENDIX: CREATE ACTIVITY DOCUMENTATION FORM

General Information

Community Name:

Date and Time:

Name of Note-taker:

Name of Facilitator:

Participants	Male	Female	Age Range
Children:			
Youth:			
Family Members:			
Community Members (who):			
Law Enforcement, Government Representatives:			
Other:			
Total number of participants:			

## Reflections:

Describe:

Highlights:

Priorities:

Hopes, Ideas and Strategies:

Lessons Learned:

Additional Comments or Follow-up:

KEY CONCEPTS & TERMS

Actors across the Child Rights Social Ecology
Key people and organizations across the social ecology who play a role in ICT and child protection including children and youth, families, communities, civil society, government and non-governmental organizations, law enforcement, and other key partners such as Internet access providers. In some instances, actors can support and/or challenge the child rights and protection context.

Child and Youth
According to Article 1 of the United Nations Convention on the Rights of the Child (CRC), a child is defined as any person below the age of 18, unless the age of majority is attained earlier under the national laws that apply to the child. In Brazil, the term used is children and adolescents.

The United Nations defines youth, as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States.

Child and Youth-led Strategies
A project or initiative developed by young people and the community using their available strengths and resources to address a challenge.

Child Protection
UNICEF defines child protection as "strengthening of country environments, capacities and responses to prevent and protect children from violence, exploitation, abuse, neglect and the effects of conflict" (UNICEF, 2005). Adults are primarily responsible for protecting children, yet the role children can play in self-protection and in the protection of their peers must not be ignored. Child Protection also refers to the responsibility and duty of care that an organization has to protect children with whom they come into contact (Keeping Children Safe, 2006).

Child Protection Partnership
An international collaboration of organizations from different but complementary social sectors committed to working in partnership to reduce, and where possible, eliminate ICT enabled child sexual exploitation by building from good practices and technology across public and private sectors.

Child Protection System
Web of interconnected elements that create layers of safety nets to prevent violence, exploitation and abuse of girls and boys as well as appropriate care for children who have already experienced violence, exploitation or abuse. All child protection systems have a means to identify children whose rights have been violated. Instead of being focused on a single child protection issue, a systems approach to child protection promotes a holistic response that requires coordination and cooperation among the many actors involved in protecting children from violence, exploitation and abuse to help reduce overall vulnerability and promote strengths. Actors within an integrated child protection system include the child, peers, family, community, state and multinational bodies.[13]

The Circle of Rights

A child-centred intentional planning and action research process supporting social innovation and greater accountability for children and their families. This reflective methodology begins with children's own perspectives and helps community stakeholders, agencies and policymakers to develop integrated child rights policy, programming and monitoring systems that build from local strengths in meeting challenges facing children, their peers, families and communities. The Circle of Rights has four phases: Map, Engage, Plan and Create.

Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child (CRC) is the most widely ratified international human rights instrument in history. It sets out minimum legal and ethical standards as well as aspirations for all state parties with respect to the rights of children. In essence, the Convention is a vision with legal standards to create a better world for children.

Circle of Rights Partner

A partner supporting the delivery and implementation of Circle of Rights with children and communities.

Experiential Activities

Activities that stimulate learning by doing, and help participants to reflect critically.

Information and Communication Technology

An umbrella term that includes any communications device or application, encompassing radio, television, mobile phones, computer and network hardware and software and satellite systems as well as the various services and applications associated with them, such as videoconferencing, online chatting, distance learning, etc.[14]

Inter-sectoral

The coming together of people and institutions from different sectors (e.g. private sector, law enforcement, civil society organizations and government) around a shared vision for children and adolescents, to contribute their respective strengths and expertise to solve complex problems.

Mandate

Laws, legislation and policy related to child protection and ICT.

Mechanism

Institutions, organizations, inter-sectoral collaborations, good practices, gaps and innovations related to child protection and ICT.

Strength-based Approach

Focusing on the strengths of young people and their communities when addressing their needs. A strength-based approach asks: what are children, families and communities doing right, and how can this be supported? It recognizes the inherent strengths of children and communities, and the value of children as contributors and partners in affecting social change.

Strengths and Challenges

Behaviours, actions, activities, traditions, people, places, spaces or environments that a person sees as positive or negative in their life.

ACRONYMS

CPP
Child Protection Partnership (Program)

CRC
United Nations Convention on the Rights of the Child

ICT
Information and Communication Technology

IICRD
International Institute for Child Rights and Development

NGO
Non-governmental Organization

CPP CONSENT FORM

Overview of CPP

The Child Protection Partnership (CPP) is a unique, multi-sectoral collaboration of organizations from various sectors (government, non-governmental, civil society, private sector, and community) working together to protect children and their rights from information and communication technology (ICT) enabled child sexual exploitation.

The goal of CPP is to reduce, and where possible eliminate, ICT enabled child sexual exploitation by building from good practices and technology across public and private sectors to:

• Equip law enforcement, government and other supporting bodies/organizations to better address ICT enabled child sexual exploitation

• Connect vulnerable children (male and female) to protective mechanisms and services that prevent and address ICT enabled child sexual exploitation

• Foster a coordinated systems approach amongst stakeholders to prevent and address ICT enabled child sexual exploitation that is supported by ICT innovation

Research Purpose and Benefits

To better understand ICT and how it affects child protection, CPP wants to understand the issue from the perspective of children and communities. Using experiential activities and tools, CPP wants to learn how ICT child protection impacts the lives of children and their communities so we can create sustainable solutions to further protect and support children and realize their rights.

Over the next several months we would like to meet with you several times. We would like to learn more about your lives (the challenges and strengths) and the ways you use ICT. We want to work with you and your community to develop action plans to make small improvements for you and your community. We think this is important because we want to know the reality of children's lives, not to make assumptions about what their lives are like. This will help to improve child protection and will give young people a chance to be involved in building positive opportunities for themselves, their peers and their families.

The first set of visits will be a time for learning and discovering with children and will include many activities and group discussions to learn more about their lives. We would also like to meet people in the community. We want to learn together. We would like to meet with parents again after this session to discuss and share.

After these visits an assessment report will be produced. It will showcase how ICT is impacting children positively and negatively in your community. It will also explore the child rights and protection strengths and gaps that exist for children and the community.

In the second set of visits, we wish to engage with children, their families and the broader community to share the information collected and critically reflect upon it together. We also wish to build from the community strengths to create Child and Youth-led Strategies to address the concerns and needs of the children, their families and their communities.

After these visits a report will be written combining the stories and perspectives of the children, their families and the community, highlighting the strengths of children and their communities, and identifying the action plans or solutions derived by the children and their communities to effect positive change. We will visit the community a third time to share this report and to make sure you agree with what we have written. We will not use you or your children's names (only age and gender) in our report. We would like to take photos, but only if you agree that this is okay.

Throughout our time together, we will be creating together. We would like to share your creations, photographs and videos in our reports and within the community. We will only do so if you agree. Sometimes we may also want to use a voice recorder. This is because we think that what you have to say is very important. We want to make sure we hear what you say so we can capture your words exactly. If you agree, we would like to share some of your quotes and stories.

All personal data will be kept confidential, except in the unlikely instance that information is received indicating that you are in danger of abuse. We have a responsibility to report to proper legal authorities any knowledge of illegal activity, such as child abuse.

It is important for you to know you do not have to participate if you choose not to or if you do not feel comfortable. Participation is completely voluntary and you are free to say that you do not want to take part. Even if you decide to take part you can change your mind for whatever reason at any time and we will stop. You should not feel bad about asking to stop because everyone has the right to change their mind and make their own decisions.

Some of the activities might talk about things that some people find personal, or may be difficult to answer. If any of the activities make you feel uncomfortable or you don't want to participate, you do not have to.

If you wish to talk with someone after the session, we have arranged that

_____ is available.

You can also talk to _____ at any time.

We cannot provide money to your children for taking part in this activity. However, the activity will help to identify the strengths of children, families and communities to build stronger and safer communities that promote human rights, and will help support small projects to create stronger and safer communities. This will benefit the entire community.

Consent Form

I, _____ want to participate in the

Child Protection Partnership (CPP) Circle of Rights activities organized by:

_____

Through my participation I am helping CPP to understand more about ICT and child protection so that they can share important lessons with others.

CONFIDENTIALITY
I know that all information will be kept private (confidential) within the CPP team unless there is a reason for what I say to be shared. Before the information is shared, the team will talk with me first.

CONDITIONS OF PARTICIPATION
I know that I can decide to not participate at any time. I do not have to continue to participate if I don't want to. Making this decision is okay and it will not affect me negatively. I also know that any information I provide belongs to the researchers unless I prefer to keep it private. If I want to leave the project, I just need to tell someone from the CPP project.

I GIVE PERMISSION FOR CPP TO COLLECT INFORMATION BY: (please circle):

Audio recorded interviews	YES	NO
Photographs	YES	NO
Video recordings	YES	NO
Creative Materials (drawings, stories etc.)	YES	NO

I GIVE PERMISSION FOR CPP TO USE THE FOLLOWING MATERIAL IN ACADEMIC, COMMUNITY PUBLICATIONS OR CONFERENCES (please circle)

Video recorded observations	YES	NO
Audio recorded interviews	YES	NO
Photographs	YES	NO
Creative Materials (drawings, stories etc.)	YES	NO

IN THE PUBLICATIONS, WHEN APPROPRIATE, I AGREE TO BE IDENTIFIED BY:

My name, age, gender and community	YES	NO
Only my age, gender and community	YES	NO

I HAVE CAREFULLY STUDIED THE ABOVE AND UNDERSTAND THIS AGREEMENT.
I FREELY CONSENT AND VOLUNTARILY AGREE TO PARTICIPATE IN THIS INITIATIVE.

NAME (please print) _____

SIGNATURE _____ DATE _____

If you are under 16 years of age, please have your parent or guardian sign below.

PARENT/GUARDIAN _____ DATE _____

EXPERIENTIAL ACTIVITIES

Experiential activities are games or activities that engage and involve people (children, youth and adults alike) physically, emotionally, spiritually or developmentally. They are activities that help people learn through action!

Experiential Activities:

- Stimulate learning through doing
- Are powerful learning tools
- Use the mind, the body, the heart and the spirit
- Provide long term lessons and insights
- Build relationships
- Support agency
- Are therapeutic in and of themselves
- Help people to reflect critically

Experiential Education

1. Experience – something that we do or that happens to us

2. Reflection – thinking and discussing our experience and the lessons learned

3. Integration - applying those lessons to our daily lives

Why are experiential activities important?

Games and activities are a great way to engage participants both young and old. When used with children they specifically help to:

- Promote child development and learning
- Build on children's creativity and experience
- Enable children to learn skills and make better decisions
- Support the most vulnerable children
- Increase children's cooperation
- Channel children's energy and decrease poor behavior and acting out
- Reconnect children to their environment and culture through play

Remember…

speak as a group at the end of each activity to discuss what lessons have been learned through the activity! This is the most important part of facilitating learning.

Unity Circle

TIME
5-20 minutes

NUMBER OF PEOPLE
5-20

TOOLS
A large rope tied together
to make a circle

Purpose

The Unity Circle is a good activity to unite the group, to build trust and to encourage working as a team.

Instructions

A large rope is tied to make a strong circle; participants stand in a circle with arms stretched out holding onto the rope at the centre of the group (connecting the group together).

- Participants lean left and right testing strength of the rope

- Facilitator can pull on one part of the rope to test the strength of the group and to show how one person can disrupt the circle

- Participants try to sit down together and then stand up together, can make a noise such as "oooiiooh" to signify stand up and "ayyyaahhh" to sit down

- The group can build trust by trying the same activities with eyes open or closed

Key points

- Unity Circle can be used when children are being disruptive or at the beginning of the day to ground the groups' energy

- Discussion about importance of unity and working together, about how being attentive to one's neighbour is important for group/community success

- Discussion about how one person, who may be feeling sad or upset, can upset the circle, and how everyone needs to work together to balance this. This is related to the classroom environment as well as to principles of non-violence and strong communities

- If the group is having trouble working together, ask for suggestions from the group, for example, counting together and sitting down on three

Laughing Stick

Purpose

The Laughing Stick is a fun game that helps to connect the group together through a common rhythm and activity.

Instructions

Participants are separated into two teams and organized facing one another. One team has a stick. The team with the stick calls a person from the other team over to their side. That person has to walk across to the other team, take stick and then walk backwards to their team without smiling. If they are not able to succeed they must join the opposing team.

Key points

- Fun and strategic, the team must work together to make the participant laugh

- Can be used when people are feeling down and to help with the emotional character and well-being of participants

- Encourages laughter after a serious conversation

TIME
20-30 minutes

NUMBER OF PEOPLE
8-50

TOOLS
A stick or other item that can be passed easily

Magic Carpet

TIME
15-20 minutes

NUMBER OF PEOPLE
As many people as can fit safely on your carpet – usually 8-10 people per carpet

TOOLS
A carpet, tarp or blanket

Purpose

The Magic Carpet encourages participants to work together as a team in a new and different way.

Instructions

Step 1:
Ask everyone to stand on the carpet. Explain that we are about to take off on a magic carpet ride across the desert.

Step 2:
Ask everyone to close their eyes and imagine that they are taking off, flying high in the air…they see camels and trees, etc. Paint a picture of some of the things they may see as they soar through the air. You can add in different elements to teach different lessons.

Step 3:
It is now time to come in to land. But now, because of all the wonderful things you have seen and learned on your journey you need to make some changes. As a group you will need to try to flip the carpet to the other side, without loosing anyone.

Step 4:
As children are trying to flip the carpet over, walk around and remind them to watch out for their friends, so that no one falls off. Draw parallels to other things that are going on. For example, don't let the youngest child fall off, she is special.

Step 5:
Once the carpet has been safely flipped over and everyone is on the other side discuss some of the themes from the journey as a group.

Key points

• The magic carpet is a good way to look at old challenges in a new light

• It is about being creative, innovative and supporting everyone as we find new ways of working or living

• There are many different ways to work out problems, and if you have more than one team, then you may see different strategies used – there is no right and wrong

• We need to make sure that no one is left out when we make changes, and we need to work together to find ways to do this

Pass the Rock

Purpose

Pass the Rock works to connect the group together through a common rhythm and activity.

Instructions

Step 1:
Ask the participants to stand shoulder to shoulder in a tight circle.

Step 2:
Now ask everyone to cross their arms in front of themselves. Their palms should be touching that of their neighbours.

Step 3:
Ask everyone to release their hands, clap, cross their arms and hold hands, clap, cross their arms and hold hands and so on. Continue this until everyone has the rhythm and is feeling comfortable.

Step 4:
Now introduce a rock into the rhythm. Explain to the participants that the rock is a child from their community that they are all looking after. Have everyone watch as the rock is passed around the circle as people clap and release their hands.

Step 5:
After the rock has gone around the circle one full time without being dropped or the rhythm being interrupted, stop the game by holding onto the rock.

Step 6:
Discuss the activity with the group. Emphasize how they all worked together to support the rock. Ask them if there was anything they did to make it easier. If they counted or sang a song to help them keep the rhythm, relate this to communicating; that if we all know what each other is doing, then we are better able to work together to support children.

Note: It is important that participants do not feel bad about dropping the rock or mixing up the rhythm. Be sure to be patient and supportive. Laugh with the group, especially when you yourself mix things up.

Key points

- Sometimes it takes time and practice to work well together, but when we listen, watch and support one another we can achieve great things

TIME
20-30 minutes

NUMBER OF PEOPLE
8-50

TOOLS
A small rock

Birds Take Flight

Purpose

Birds Take Flight is a simple way for getting to know fellow participants and learning more about what everyone has in common.

Instructions

Step 1:
Ask the children to make a circle with their chairs. The chairs should be close together.

Step 2:
As a facilitator, stand in the centre of the circle of chairs and call out "my name is… and I like to …" Explain to the group that everyone in the circle that likes to do the named activity must then change places with someone else who likes this activity. Remind them that they cannot just move to the space right beside them. The person who is left in the centre (without a chair to sit on) then calls out their name and an activity that they like to do and the game continues.

Adaptations

You can start this activity off with basic concepts, for example 'I like the colour green' or 'I like to wear jeans' and then move on to subjects related to your theme, for example 'I like to text my friends' or 'I like to play online games', providing opportunity to explore your theme in a playful setting.

Key points

- Remind participants not to state anything too personal or anything that will make others feel uncomfortable. This is intended to be an ice-breaker, so should stay light.

Big Fish. Little Fish.

Purpose

This game helps to connect the group together through a common rhythm and activity.

Instructions

When you say "big fish" have the participants put their hands close together. When you say "small fish" have them put their hands far apart. If you do the wrong action you are out. Last one left is the big fish!

Key points

- This game illustrates the difficulty we have in changing our behaviour, when we have learned something a certain way. For example, small fish makes us think of putting our hands close together). There will be a tendency to go back to what is familiar. We need to learn new and supportive ways to interact with children.

Web of Support

Purpose

This activity is to demonstrate the importance of the inter-sectoral team – different stakeholders across the social ecology – and how they can work together to support the action plans of children and youth and create an inter-sectoral plan to strengthen the web of support and protection related to ICT child protection.

Instructions

Step 1:
Arrange participants in a big circle.

Step 2:
Explain that this group of people (the circle) represents the inter-sectoral team or working group.

Step 3:
Hand the end of the ball of yarn/string to one of the participants and ask them to hold on to the end and throw the ball across the circle to another person. As they throw the ball of string, ask the participants to name one thing that they think young people need to be protected from, or supported with, in their communities and/or in the implementation of their action plans.

Step 4:
The participant who catches the ball holds onto the string (which is connected to the first participant) and throws the ball across the circle to the next participant – naming another thing that young people need to be safe and supported.

Step 5:
Continue this until everyone has thrown the yarn or the group has run out of ideas – the result should look like a spider web.

Step 6:
Get everyone to hold on tight to his or her pieces of yarn. Explain that this web represents the inter-sectoral connections that can help support children and youth.

Step 7:
Pass out balloons to participants and ask them to blow up the balloon. Explain that the balloons represent children and youth and their action plans. Invite participants to place their balloons on the web. Some may fall through the gaps or roll off the edges of the web. Explain that this is similar to children and youth and their action plans. Ask the group to identify some examples of gaps where children are not being protected and supported related to ICT and child protection.

Step 8:
Remove the balloons from the web and explain to the participants that they have time to strengthen their web of support – they can continue to build their web. As it is strengthened, ask participants to identify what they do to strengthen the web? What can they contribute to better support and protect children and youth from ICT enabled child sexual exploitation?

TIME
30-45 minutes

NUMBER OF PEOPLE
8-50

TOOLS
Ball of yarn or string
Balloons
Scissors

Step 9:
After the web is strengthened, ask everyone to hold on tight to his or her pieces of yarn. Again invite participants to place their balloons on the web. What happened? How have things changed? Why? How does this relate to the role of the inter-sectoral team? What lessons can we draw from this?

Step 10:
Explain that while more children and youth are supported now, things are always changing. Put some pressure on web or shake it a bit. For instance, members of the inter-sectoral team may have many other jobs to do and may not implement their plan.

Step 11:
Take a pair of scissors and begin to identify how the context could change. For example, funding could be cut; a new on-line social networking program encourages adult to child connections; a new video game is developed; a pedophile doesn't get charged, etc. As you name these things, cut one or two of the strings in the web of support.

Step 12:
After you have made several cuts to the web, discuss how this relates to the reality. Remind the group that it is important to continue to monitor and evaluate the situation and their inter-sectoral plans to make sure they are positively supporting the protection of children and youth. The context can change and it is important to consider how the plans can be adapted to support the changing needs.

Step 13:
Give the group two minutes to fix their plan. Remind them to be innovative and think outside the box!

Step 14:
After the group has fixed or strengthened their plan, provide some summary comments. Relate the activity to the inter-sectoral planning process and the importance of planning, implementation, monitoring and evaluation. Remind participants that everyone on the inter-sectoral team has a role to play, including children and youth.

END NOTES

1   www.unicef.org/crc

2   The Child Rights Ecology builds on Urie Bronfenbrenner's (1979) social ecology of childhood developed by adding a child rights, "strength based" and culturally grounded developmental lens.

3   Jessor, 1993; Shonkoff and Phillips, 2000; Werner and Smith, 1982.

4   Rajani, 2001.

5   Research demonstrates that assets or strength based models of community development (Kertzman and McKnight, 1993) and child and youth development (Dryfoos, 1990) are better at protecting and supporting children, and emphasize the inner resources of young people as more effective starting places to address risk than purely risk focused interventions.

6   See: Blanchet-Cohen, 2008; Cook, Blanchet-Cohen, Hart, 2004.

7   Circle of Rights is an IICRD creation that began in 1994 in Malawi where UNICEF's Triple "A" Rapid Assessment, Analysis and Action tool was adapted to incorporate a stronger focus on "bottom-up" rights-based systems change linking children, communities and government. Since then, Circle of Rights has been applied around the world to help tackle complex child rights challenges including children affected by HIV/AIDS, natural disasters, extreme poverty, discrimination, violence and conflict. Circle of Rights has evolved into a robust process to help communities and governments develop contextualized systems of governance and accountability to support and protect children.

8   The notion of working from an understanding of children's realities and engaging young people as change agents in this process leads to more innovative and sustainable solutions than uninformed, mechanistic "top-down" strategies. Circle of Rights draws from a variety of rights-based theories and practical research, planning, and monitoring and evaluation tools. These include IICRD's Developmental Child Rights Approach, Outcome Mapping, Results-Based Management and many other child-centred approaches including Social Mapping, the Most Significant Change Technique, Guided Imagination, Narrative Techniques, Problem Tree Analysis and Focus Group Discussions.

9   Read more about the outcomes of the CPP Circle of Rights process in Thailand: www.childprotectionpartnership.org/resources/recommended/child-led-solutions/exploring-ict-enabled-child-sexual-exploitation-through-l-0

Brazil: www.childprotectionpartnership.org/resources/recommended/child-led-solutions/exploring-ict-enabled-child-sexual-exploitation-through-li

10 From Blanchet-Cohen, N., Mack, E. and Cook, M., Changing the Landscape: Involving Youth in Social Change: A Guidebook, Victoria, 2010.

11 Adapted from Jareg, E., 'Guidelines on Listening and Talking With Children Who are Psychologically Distressed," Redd Barna, Oslo, 1988.

12 Note: the activities in this workbook have been created to work with children ages 10-18, yet they can be adapted to work with younger children and older youth.

13 Many of these ideas are reflected in the UNICEF commissioned paper, "Adapting a Systems Approach to Child Protection: Key Concepts and Considerations." Fred Wulczyn, Deborah Daro, John Fluke, Sara Feldman, Christine Glodek, Kate Lifanda, UNICEF, New York, January, 2010 and UNICEF East Asia and the Pacific Regional Office new child protection strategy paper.

14 http://searchcio-midmarket.techtarget.com/sDefinition/0,,sid183_gci928405,00.html

The Child Protection Partnership (CPP) is an international, inter-sectoral collaboration of organizations protecting children from sexual exploitation enabled by the rapid, global expansion of information and communication technology (ICT).

Through knowledge, tools and training, CPP harnesses the benefits of technology to support solutions that meet the realities of children in Thailand, Brazil and other CPP locations.

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