



Feedback and Participation Adventure

Accountability Guidelines for Children in Humanitarian Aid

December 2024

Feedback and Participation Adventure: Accountability Guidelines for Children in Humanitarian Aid

was prepared to ensure children participate in humanitarian processes and their feedback is effectively collected, evaluated, and used. The guide that includes various tools and methods that consider children's opinions, care for their needs and rights is designed for professionals, non-governmental organizations, social service specialists, program managers, and decision makers that work with children.

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INTRODUCTION

About 'Tools For Change' Project

Children are perceived mostly as passive recipients of care and protection in societies and are not included in decision-making processes that directly affect their lives. Adults can take decisions on their behalf without consulting children or considering their opinions, needs or worries. This approach leads to some problems in non-governmental activities regarding accountability and transparency, decreasing impact of policy and programs affecting children.

As an organization that works with children and focus on child participation, Support to Life perceives importance of accountability towards children in humanitarian interventions as a priority value. Support to Life developed various tools and methods to strengthen accountability mechanisms for children based on its experiences in the field and focused on ensuring the active participation of children in these studies. This guide, prepared in partnership with Support to Life and World Vision, aims to bring together child-centered accountability mechanisms and encourage their implementation with children. This guide aims to contribute to the recognition of children as rights-bearing individuals in humanitarian aid processes.

The issue of accountability to children was selected as one of the strategic priorities for the next three years by the Global Alliance for Child Protection in Humanitarian Action (ACPHA). The strategy document clearly states that accountability to children is essential for their meaningful participation. Mechanisms and procedures that ensure that children are included in feedback and complaint processes and consulted through age-appropriate processes are very important. ACPHA states that there is an 'accountability deficit' in children's ability to hold humanitarian workers accountable and states that this is due to a lack of awareness, capacity and commitment. This deficit is more pronounced in humanitarian sectors that do not work directly with or for children. Although there are tools and guides that can support child participation, not all humanitarian actors may be aware of those or lack capacities to effectively implement them. Existing tools are mainly for supporting child participation in project design and implementation. However, they may not be appropriate to accountability procedures and humanitarian standards, including post-deployment monitoring, complaints, feedback and response mechanisms. More importantly, children need to be better supported to provide comprehensive feedback and opinions through a child-friendly mechanism. In the humanitarian sector working with fragile communities, a clear communication cycle between collecting feedback, analyzing information, receiving feedback/complaints and responding to children is often missing.

Through this project, cooperation was established with all humanitarian actors that target better coordination and providing support for accountability to children. Within the scope of the project, close cooperation was established with World Vision partners, utilizing their capacities and carrying out studies to increase the effectiveness of accountability mechanisms. By encouraging cooperation and information sharing, accessing well-coordinated intersectoral accountability processes in disaster-affected regions of Türkiye was facilitated for humanitarian actors, especially those operating at the local level. This process provided an important opportunity to learn and apply the principles of 'Accountability to Affected Populations' (AAP) towards children.

In addition, children assumed central roles in validation process and actively participated in the adaptation, monitoring, and implementation of relevant guide and toolsets. Participation of children in this process enables a suitable, effective, and sensitive development of tools for needs and perspectives of children affected from earthquake in Türkiye.

Project was structured using references such as monitoring and assessment (M&E) and toolset jointly developed by Working for Concerned Children, UNICEF, and Save the Children. To this end, a comprehensive toolkit providing clear and simple guidance for accountability for children in humanitarian interventions was prepared. The kit also includes monitoring and evaluation tools to ensure the integration and sustainability of accountability activities with children.

Booklets and guides on various humanitarian sectors including nutrition, and shelter water, sanitation, and hygiene (WASH), cash, education and health, discovered in the process of mapping were used in the project process. These resources provided important information for adapting or developing new tools and made it possible to implement accountability mechanisms more effectively

Project Outcomes

Project outcomes are summarized under six headings below.

INCREASING CHILD PARTICIPATION

Project enabled children to actively participate in accountability processes that directly impact their lives. This involvement made it possible to place the protection of children at the center of humanitarian interventions, increasing the transparency and effectiveness of programs. Throughout the project, children were not only audience, but also an active part of the processes, taking a leadership role in creating and implementing feedback mechanisms.

DEVELOPING COORDINATION AND SUPPORT

Support to Life assumed a leading role in increasing children's access to accountability mechanisms in earthquake-affected regions of Türkiye and cooperated with many local and international organizations in this process. Joint work with actors such as United Nations organizations and World Vision enabled accountability processes to be implemented in a more systematic and inclusive manner. Support to Life's strong ties with local communities and experience in the field, combined with the technical support and resources of international organizations, enabled children to be represented more effectively in humanitarian processes. This collaboration strengthened both accessibility and sustainability of accountability mechanisms towards children.

INCLUSIVE TOOLKIT ON CHILDREN'S ACCOUNTABILITY

Within the scope of the project, a toolkit structured according to needs of children and the context of humanitarian programs was developed. This package provided clear and simple guidance to encourage child participation and included monitoring and evaluation (M&E) tools. Dedicated sections on various sectors made it easier to include even actors who do not work directly with children in these processes.

STRENGTHENING LOCAL HUMANITARIAN ACTORS

Local CSOs and organizations were equipped with the necessary information, guidance and tools for child accountability. In this process, the promotion and dissemination workshops we organized both online and face-to-face enabled local actors to take a leading role in promoting child-centered decision-making and accountability mechanisms.

REINFORCING PERCEPTION OF CHILD

Local NGOs and organizations were equipped with the necessary information, guidance and tools for child accountability. In this process, our promotion and dissemination workshops, both online and in-person, have enabled local actors to take a leading role in promoting child-centered decision-making and accountability mechanisms.

INFORMATION SHARING AND LEARNING

Project encouraged cooperation, information sharing, and learning among humanitarian actors. Best practices and lessons learned enabled development and generalization of innovative approaches in the sector. Example practices in children's participation created model for other humanitarian projects.

Project Implementation Process

The Project was implemented under leadership of Support to Life and in this process, cooperation was established with relevant organizations such as UNICEF, UNOCHA, Save the Children, and World Vision. Support to Life examined existing tools and guides on children-specific accountability and mapped the capacity of humanitarian actors to use these tools. This analysis process enabled in which areas accountability mechanisms remain deficient and which points could be improved.

Evaluations focused on understanding deficiencies in accountability implementations of both local and international actors towards children and developing suggestions for solution. in this process, significant data for determination of tools that would be made tailored for different contexts and adoption of guides towards sectoral needs. These efforts contributed to making humanitarian programs more effective and sustainable with a child-centered approach.

ESTABLISHMENT OF CHILDREN'S COMMITTEES

Children's committees that are among building blocks of the project were composed of refugee and host country children in 9-15 age group. These committees leaded by children formed bridges between local communities and humanitarian actors. Support to Life teams established 2 children's committees in Hatay in addition to 1 in Mardin and 2 in Şanlıurfa total of 70 children. Committees conducted regular weekly and bi-weekly meetings, supported with hands-on trainings on effective use of feedback mechanisms. Children participated in interactive trainings to understand and advocate for their rights, leaded in feedback collection and sharing processes.

Children have been extensively trained on the concept of Accountability to Affected

Populations (AAP), including its basic principles and practical applications in humanitarian programs. The training focused on the definition and importance of participation, enabling children to understand their role in shaping and influencing humanitarian efforts. They learned how to actively and meaningfully participate in program planning, implementation and evaluation. It also equipped children with the skills to advocate for and promote meaningful child participation within their communities, fostering a culture of inclusion and accountability that amplifies children's voices in various initiatives.

TRAINING AND CAPACITY BUILDING

Project adopted an inclusive training approach to ensure meaningful participation of children in feedback mechanisms and make them an effective part of the process. Training modules were designed to suit children's age groups, learning capacities and special needs. These modules focused on helping children understand their rights, learn how to take part in feedback processes, and effectively express their feedback.

Trainings were implemented with interactive and child-friendly approaches. Among these methods that enable children to acquire both theoretical and practical knowledge, tools such as rights cards, sociodramas and game-based learning were used. In particular, activities that support children to express their ideas safely have increased their motivation to get involved in the process.

Another important dimension of trainings is to ensure children's committees work effectively on the field. After trainings, children's committees began to actively use the tools developed in the project in the field. This process allowed children to personally experience feedback mechanisms and encouraged them to take a leadership role in field practices.

Implementation process reinforced contributions of children to the project and strengthened their participation in feedback processes. Children not only became a part of the process, using the knowledge and skills they acquired during the training in the field, but also played an important role in shaping the project outcomes.

This inclusive training and capacity building approach ensured individual and collective reinforcement of children, contributing to effective and sustainable processing of feedback mechanisms. Therefore, children took part in the project not only as individuals giving feedback, but also as active actors in humanitarian processes.

VALIDATION AND CHANGE LEADED BY CHILDREN

Verification process that is an important stage of the project was implemented with active leadership of children's committees. In this process, existing tools were assessed in line with opinions and feedback of children, deficiencies were identified and improved. Tools were redesigned as child-friendly mechanisms and adapted to the local context.

Pilot applications were designed to test the effectiveness of the tools and make feedback processes more effective. Children's active role in this process both increased the applicability of the tools in the field and strengthened their participation.

During the verification process, children were ensured to play an active role in the feedback processes. Children contributed directly to tool development by sharing their experiences and needs. They also led the validation of feedback and its integration into processes.

Feedback was carefully evaluated by the project team and appropriate changes were made accordingly. This process increased children's confidence in the project and reinforced the importance of their participation. Thus, children become not only participants providing feedback, but also active actors in decision-making processes.

TESTING AND IMPLEMENTATION OF TOOLS

Tools completed in validation process were implemented in children's committees. In this implementation process World Vision and Support to Life experts cooperated. Tools were selected in line with general targets of the project and children's needs. The selection process started with an analysis towards strengthening children's participation and accountability mechanisms in humanitarian programs. Existing feedback and participation tools were scanned, their deficiencies were identified and adapted to local context considering difficulties children have in particularly regions affected from earthquake in Türkiye.

The following criteria were considered while selecting tools:

- Age-appropriate and interactive methods that would support children in understanding their rights were prioritized.
- Child-friendly approaches to feedback and complaint mechanisms were preferred.
- The local context, cultural differences and the special needs of refugee children were taken into account.
- Methods that make it easier to receive children's feedback directly and integrate these opinions into decision-making processes were adopted.

- During the validation process, effectiveness of tools was tested in the field by children's committees, and the tools were revised in line with the feedback from children during this process. Therefore, feasible and sustainable tools that address the real needs of children were developed.
- Implementations were made in designated areas for testing vehicles in Hatay, Mardin and Şanlıurfa. Children used the information they learned in the training during the application of the tools and collected feedback from the field. Feedback from children and other stakeholders was received, the effectiveness of the tools was evaluated and improvement efforts were made.

SUSTAINABLE IMPACT AND DISSEMINATION

A number of strategic steps were taken to ensure the project will have a long-term impact and facilitate its broad scale adoption. Such steps cover a broad spectrum from reinforcement of local capacities to international generalization of tools.

Local capacity building studies are one of the most important elements of the project. Local actors were given extensive training on the correct and effective use of the tools, and these actors were encouraged to manage accountability processes in their own communities. These trainings increased awareness about rights of the child and accountability and strengthened the applicability of the tools at the local level.

Information sharing and collaboration in order to disseminate the results and tools of the project to wider audiences were significantly emphasized. Project outcomes were shared through workshops, online resources and guidance services organized at regional and international levels. These activities promoted knowledge sharing among humanitarian actors, ensuring widespread adoption of project tools and results.

Sectoral dissemination and scaling studies increased the applicability of the tools in different contexts. Designed to be used in various sectors such as education, housing and health, the tools were adapted to local needs in the relevant sectors and applied effectively in these areas.

In the project, the deficiencies of the existing tools were identified and these deficiencies were resolved with the active participation of the child empowerment committees. Taking into account the special needs of children affected by the earthquake in Türkiye, new context-sensitive tools were developed, approved and prepared for implementation. This process increased the impact of the tools in the field and placed child participation on a stronger basis. Pilot implementations were conducted in communities, local NGOs, and international organizations selected to test effectiveness and employability of tools. Feedback from children and other stakeholders was collected during the launch processes, and this feedback was evaluated to further improve the tools. Children's Empowerment Committees, Support to Life and World Vision led the testing processes with technical experts, ensuring that the tools were used effectively in the field.

Finally, impact of the project was measured through regular evaluation processes. Its success in increasing child participation and accountability mechanisms was analyzed, and the level of adoption of child-friendly accountability mechanisms by humanitarian actors was evaluated. These analyzes enabled the identification of lessons learned and the continuous improvement of the project.

These strategies enabled the project to reach a wide range of application both locally and internationally, ensuring its sustainable impact.

About 'Feedback And Participation Adventure' Guide

The Feedback and Participation Adventure is a tool to encourage children's active participation in the feedback process throughout the project cycle and across various sectors. It is a child-friendly mechanism designed to receive, assess and respond to children's views and feedback.

The tool facilitates children's participation with a colorful and fun format, includes simple feedback forms, participation games and activities that allow children to freely express their views, and encourages meaningful participation in humanitarian action.

This guide was prepared to ensure the participation of children in humanitarian processes and the effective collection, evaluation and use of their feedback. The guide, which aims to adopt an approach where children's opinions, their needs and rights are taken into account, includes various tools and methods.

Designed for professionals working with children, non-governmental organizations, social workers, program managers, and policy makers, this guide offers a practical resource for anyone looking to maximize child participation.

This guide offers solutions to increase engagement with children through step-by-step

instructions and practical suggestions. Users can enable child engagement by directly applying these tools in their existing projects and activities. However, before implementing the guide, factors such as the age group, needs, and social and cultural contexts of the children studied need to be carefully evaluated.

The guide is structured with key information sections, practical implementation tools and examples. Each section is organized to suit the needs of users and has an easy-to-understand and applicable format. It is enriched with entertaining content especially suitable for children's age groups. Additionally, this guide enables open and effective communication between children and adults by providing structured discussion methods and tools that support children's participation. Thus, children's feedback becomes more meaningful and directly contributes to decision-making processes.

ORIENTATION AND AWARENESS MATERIALS FOR CHILDREN AND CAREGIVERS

Raising awareness among children and their caregivers about children's rights and the importance of their participation is a critical step in ensuring meaningful engagement in humanitarian interventions. Awareness programs help children understand their right to be heard, express their views, and contribute to decisions that impact their lives. This empowers them to actively participate in accountability mechanisms, fostering a sense of ownership and responsibility in humanitarian processes. It also helps break down barriers, such as misconceptions about children's capabilities or cultural norms that may discourage child participation.

For caregivers, raising awareness is equally important as it builds support for children's involvement. Caregivers often act as gatekeepers to children's participation, and their understanding of how child engagement benefits humanitarian outcomes can significantly enhance children's involvement. Materials should be designed to inform caregivers about the rights of children, emphasizing the importance of their voices in shaping interventions. This also ensures children feel supported and encouraged to participate.

Awareness materials for children should be age-appropriate, engaging, and culturally sensitive. For younger children, visuals such as illustrated storybooks, posters, or animated videos can be effective, while older children might benefit from interactive workshops, discussions, and digital tools like apps or games. For caregivers, sessions on children's rights, participatory practices, and their role in supporting accountability can help foster a collaborative environment.

PART ONE **TRAININGS**

→ Treasure Hunt - Bingo (Rights of the Child)



45 minutes

@ AIM

Talking and thinking on rights of the child with children

RIGHTS CARDS from visuals and situation sentences in APPENDIX -1 (every situation sentence must be affixed behind its visual).

RIGHTS OF THE CHILD CHART written on flipchart paper in APPENDIX -2 or a similar large area in a child-friendly language

DESCRIPTION

Purpose of this session is to reinforce the concept of rights of the child with rights cards. The facilitator may begin the session by saying "Welcome" and hearing the participants' expectations for the session. Afterwards the facilitator tells the children that rights of the child would be discussed in today's session and asks, "Children have some rights. Do you know what they are?". According to the answers received from the children, the facilitator talks about United Nations Convention on the Rights of the Child as a healing convention for the physical and mental health of children and the articles in this convention focusing on the fair, equal and dignified treatment of every child while also mentions that no discrimination can be made for any child in the laws and that the laws should always be for

the benefit of the child. This session will provide us with the opportunity to think and talk about rights of the child in an interactive way. Purpose of the session is to reinforce the concept of rights of the child by using rights cards and to learn the fundamental rights included in the Convention on the Rights of the Child in an interactive way. Rights cards will be used to reinforce the concept of children's rights and to learn about the fundamental rights enshrined in the United Nations Convention on the Rights of the Child.

IMPLEMENTATION

Game in this session has two stages. In the first stage a treasure hunt game is played with children. Purpose of the game in the *first stage* is to move the children and draw their attention to the session by increasing their curiosity. For this game, the facilitator should hide the right cards prepared with the situation sentences on the front and back in different parts of the room before the children come to the session. The cards should be hidden in places that are not too difficult to find but difficult enough to allow children to play a little. When starting the session, the facilitator may start the session with a short story about treasure hunting that will increase children's interest and thus invite the children to play. There are 15 rights cards in total. In order to avoid creating inequality among children or situations such as some children finding many cards because they are faster and other children not being able to participate in the game, a limit on finding a certain number of cards could be set per person, depending on the number of children participating in the session. For example, if there are 7 children in the session, whomever that finds two cards can come forward to ensure that all children find the cards. After all the cards are found by the children, everyone gathers again and the second stage of the game begins.

In the second stage of the game, children are matched like in the bingo game. For matching, the Rights of the Child Chart is placed where everyone can see it. The explanations of the rights on the Rights of the Child Chart1 should be closed in advance, revealing only the names of the rights so that the bingo game can be played. After all children read the situation sentences on the back of the rights card in their hands2 they would try to find out which right this situation sentence is related to. If they find the correct right category, the paper on the description of that right is removed and the description of the relevant right is read together. After reading the explanation of each right, children can be asked: "What other examples can we give to this right?" or "Do you have any questions about this right?" or the discussion can be enriched with other questions. The session is terminated after all rights cards match the rights in the chart.

- 1 15 rights will be studied in the scope of the game. In case their Turkish and Arabic translations do not fit in one chart, two charts can be prepared
- 2 In case children have trouble with reading, facilitators can do readings for children.

NOTE FOR THE FACILITATOR

• Written rights for Rights of the Child Chart can be sticked after getting print outs at certain sizes or written by hand on large cardboards or prints outs can be sticked on the wall. How the study would be conducted can be de-

cided based on the area of study, however attention must be paid to leave a blank space next to explanations to place rights cards.
UNICEF Rights of the Child Child-Friendly version poster, must be kept at the area of study within reach of children. It can be copied if possible in first session and every child can be given a copy.



• In the session updated version of Rights of the Child video prepared by Bilgi University can be played. The video has Arabic, Kurdish, Turkish, and English versions. Convention on the Rights of the Child Animation Movie (2012 Production) (youtube.com)



THINKING AND QUESTIONING TOGETHER

Upon completion of the activity, information is collected on the session through questions below:

- How did today go for you?
- Was there anything new you learned today? What are those?
- Was there anything that surprised you among things you notices yourself or your friends said? Like what?
- · Was there anything you liked in the activities?
- Was there anything you did not like in the activities?
- If you had an empty bag when you arrived here, what would you have put in it while leaving?
- Is there anything you would like to add?

CLOSURE

At the end of the session the facilitator thanks all participants and concludes the session by saying: "We learned a lot of things together in today's session. We all realized once again how important children's rights are. Remember, each of you has rights and these rights must be protected. The United Nations Convention on the Rights of the Child provides an international framework to protect and promote children's rights. This convention emphasizes that every child has fundamental rights such as health, education, protection and participation. You also came together today, talking about children's rights and sharing what we learned. We can act together to better protect children's rights. You can be inspired and create change by explaining rights of the child to the adults and children around you. Thank you for your participation and contributions."

-> Child Participation: "Our Community, Our Voice"

СТІМЕ

45 minutes

ØPURPOSE

Encouraging children to understand and actively participate in decision-making processes affecting their communities, emphasizing the principles of inclusion, non-discrimination and child participation.

Large sheet of paper or whiteboard, sticky notes, crayons, colored pencils, markers, 'Ladder of Participation' poster

DESCRIPTION

Start with a brief discussion about the meaning of child participation. Explain that it is inclusion of children in decisions that affect their lives and ensuring their voices are heard and valued.

Discuss the importance of inclusion and non-discrimination, ensuring that every child feels valued, regardless of their background.

OPERATION

★ STORY SHARING (10 MINUTES)

Ask each child to think of something or a time when they were asked for their opinion that made them unique and draw a picture of that moment.

Once the drawings are complete, invite children to share their story with the group, explaining how it made them feel and what impact it had. Also discuss how these differences make the community stronger and ensure that everyone's voice is included.

★ UNDERSTANDING PARTICIPATION (15 MINUTES):

Explain 'Ladder of Participation' and its levels

1. Using as Decoration: Children are asked to participate but they have very small impact.

2. Assigned but Informed: Children are given roles and informed on how they are expected to behave.

3. Consulted and Informed: Children are consulted and their opinions are considered in decision-making process.

4. Adult Initiative, Shared Decisions with Children: Adults initiate actions but share decision-making process with children.

5. Initiated and Directed by Children: Children initiate and direct their actions.

6. Decisions Initiated by Children, Shared with Adults: Children initiate actions and share decision-making process with adults.

Show Ladder of Participation poster.

Give each child sticky notes and ask them to write different participation activities on the sticky notes. For example, giving feedback on a project, leading a group activity, contributing to household chores or matters related to them.

EXAMPLES OF PARTICIPATION TYPES

1. Using as Decoration

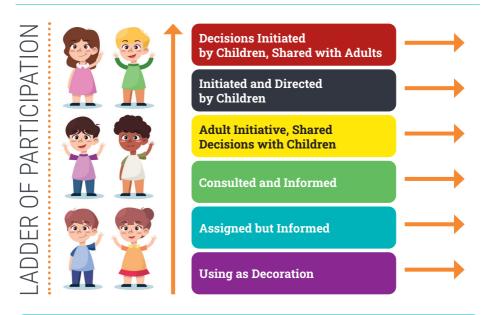
- · Child being present at the meeting at home but not speaking.
- Being included in the family photo but not included in any decision-making processes.
- Just greeting and stepping back when guests arrive.

2. Assigned but Informed

- The child is given the task of setting the table and explained how to do it.
- The child is asked to tidy their room and told what to put where.
- The child is asked to buy bread from supermarket and what they need to buy is explained in detail.

3. Consulted and Informed

- The child is consulted to prepare weekly menu at home, but the final decision is made by parents.
- The child's ideas about family weekend activity are heard but the planning is made by parents.



- The child is asked for ideas about the layout of their room but the final setting is prepared by parents.
- 4. Adult Initiative, Shared Decisions with Children
- Parents make the general plan on house cleaning, but how to perform which tasks is decided with the child.
- While planning family trip, main points are determined by parents but details are arranged with children.
- The main plan on rearranging the room is made by parents, but wishes of the child are also considered.
- 5. Initiated and Directed by Children
- The child tidy and clean their room on their own initiative.
- The child make their homework on their own and prepare study program.
- · They make small repair works at home voluntarily.
- 6. Decisions Initiated by Children, Shared with Adults
- The child wants to organize a weekly family game night and agrees on details with parents.
- The child assumes caring for plants in the house, but prepared a care schedule with parents.
- The child plans to go to the supermarket to buy required materials for a school project, but prepares shopping list with parents.

Ask them to place each activity where they think is most appropriate on the ladder.

Discuss why they placed each activity at that level and the importance of each level of participation.

★ WRAP-UP AND THINKING (20 MINUTES)

Encourage children to think about how they can apply what they learn in their own communities.

Conclude with a brief discussion about the importance of child participation and how it helps build a better society for everyone.

→ Who Must Decide? (Child Participation - II)

45 Minutes

ØPURPOSE

Discussing children's right to participate in situations that concern their lives. This session will help us understand more deeply how important listening to children and valuing their views is in their development and in ensuring their rights are respected. We will discuss how organizations can better support children and include them in conversations and decisions that affect them.

Colored cardboard cards (yellow, blue, green) cut in the size of playing cards, coloring pencils, Questions to Read in APPENDIX-3, WHAT ARE THE DEVELOPING SKILLS in AP-PENDIX-4? Explanation document.

OPERATION

The facilitator can start the session as follows: "Welcome all! It is so nice to see you all today. Before moving on to our new topic, let us reflect on what we learned last week about 'Child Participation'. Can anyone remind us what we discussed? Today, we will build on this topic and focus on a very important right known as the 'right to be heard'. This right means that children have the opportunity to express their views and opinions on matters affecting them and to have their views taken into account."

★ DISCUSSION QUESTIONS

Can children easily express their views and opinions on issues that concern them at any age? Consider how easy or difficult it might be for children to share their thoughts at different ages. What might be the factors that make this easier or more difficult?

- Is there a relationship between the increase or decrease in the child's participation and the development process?
- Consider how participation and having a say can affect a child's growth and development. How might participating in decisions and sharing their opinions influence them?
- After listening to your thoughts, we will explore these questions further and discuss why it is so important for humanitarian organizations and adults to listen to and prioritize children's voices.

Each child is given a set of cards (yellow, blue and green). They are explained that they will be asked some questions about some situations that concern them. If children think that the parent/caregiver should make the decision on the matter conveyed, they will show the blue card. If they thinks the decision should be made by the child, a yellow card will be shown. If they think that they should make the decision together with parent/ caregiver, a green card will be shown.

In order for children to remember the meaning of the cards, they may be asked to draw child on the yellow card, parent/caregiver on the blue card, and child+parent/caregiver on the green card. It is important to read the sentences slowly and clearly. They can be repeated several times if necessary. Even if all the children hold up the green card, it is important to have brief discussions with the children about that situation at the end of each sentence.

NOTE FOR THE FACILITATOR

In this activity, it is important that the discussion progresses among the children. Children can be tried to get involved by asking the facilitator's opinion. However, it is important that the facilitator does not participate in the discussion at this stage and conveys that all of them will talk together in the *Thinking and Questioning Together* section of the activity.

It can be explained to children that the color green is a mixture of yellow and blue and that this color is preferred as the joint decision card of child + parent / caregiver.

THINKING AND QUESTIONING TOGETHER

After the activity is completed, information is collected on the activity through the following questions:

- Did you like this activity?
- · Was it difficult to respond to some questions? Why?
- Which questions had easy answers and which ones had difficult answers? Why?
- What do you think can be the reason to give different answers?
- Do you think there were correct or false answers?
- Is age of children is important to determine roles and responsibilities they would assume in decisions that concern them? Why?

'Developing Skills' are explained and Articles 5, 12, and 14 of Child-Friendly Version of Convention on the Rights of the Child are read together and children are asked to give their opinions on the articles.

CLOSURE

At the end of the session the facilitator thanks all participants and concludes the session by saying: "We learned a lot of things together in our session today. We talked in more detail about the right to participation, which we learned in the last session, and questioned its relationship with our development process. Remember, each of you has rights and these rights must be protected. The United Nations Convention on the Rights of the Child provides an international framework to protect and promote children's rights. This convention emphasizes that every child has fundamental rights such as health, education, protection and participation. It is very important for adults to hear your opinions, hear your needs and allow you to express your feelings on all situations that concern you, taking into account your age and development. Additionally, it is their responsibility to protect you against possible harm. You can be inspired and create change by explaining your right to participation to the adults and children around you. Thank you for your participation and contributions."

→ Happy School, Rabbit, and Merciful Society (Right Violations Towards Children I)

ØPURPOSE

This story aims to explain to children the importance of protecting children's rights and how the principle of 'accountability to affected communities' is supportive. It also teaches children the importance of creating an environment where everyone's needs are met and treated fairly.

MATERIALS

Crayons and paper, a large piece of paper or clipboard (for group drawings)

STORY

Once upon a time, in a cheerful town, there was a school where all children could go and learn. Classrooms were full of colorful books, fun teachers and lots of friends. Everyone played together during breaks and enjoyed learning new things every day.

The school had a special guest: a fluffy bunny named Benny. Benny lived in a cozy corner of the classroom. Here he had his own little house, clean water, and crunchy vegetables to eat. The children loved Benny very much and took turns feeding him and playing with him. Benny's happiness was important to everyone, so they took care to meet his special needs.

One day something strange happened. Some children were told they can no longer come to school just because they look different or speak a different language. The other children were very sorry and said, "This is not right! Everyone should be able to learn and play together!"

While they were talking about it, one of the boys remembered Benny. They said: "Just as we make sure Benny has everything he needs to be happy—like food, water, and a safe place to live—every child should have what they need to be happy."

The children understood that:

Right to Education: Just as Benny needs a comfortable home and good food to be healthy, every child needs to go to school to learn and grow. This is a special rule that helps everyone to be happy and smart.

Non-Discrimination: Benny does not care what kind of toy he gets. He just wants to play and be loved. Similarly, every child should be treated the same, no matter what they look like or where they come from. Every child deserves to be included and treated with kindness.

Developmental Needs: Benny needs exercise and playtime to stay strong and healthy. Children also need to learn and play to grow up happy and competent. Without these opportunities, they may miss out on important avenues for growth.

Emotional Needs: Benny feels loved and happy when his belly is rubbed or included in playtime. Benny becomes upset if left alone or not cared for. Just like Benny, children need to feel valued and included. When they are excluded, it can hurt their feelings and make them feel unimportant.

The children knew that it was important for everyone to be responsible and care about each other to make sure special rules were followed. They talked about how the school could be held accountable, just like they did with Benny. They realized that accountability means checking in to make sure everyone is treated fairly and has what they need.

The children suggested having regular meetings where they could share how they were feeling and what they needed. They wanted to be sure that if any child was excluded or had a problem, the school would listen and resolve it quickly. This way everyone would be treated fairly and have the chance to learn and play together.

The principal accepted the idea. The school began holding regular meetings with children and their families to hear everyone's ideas and concerns. They made sure to act on feedback and make changes where necessary. In this way, they were able to solve any problem and ensure that everyone's rights were respected.

The children were very excited. They continued to enjoy their time at school, learning, playing and helping Benny stay happy. They took pride in knowing that they had a part in making sure everyone's needs were met and everyone was treated with care.

Thus, school became a place where every child's right to learn, play and be treated well is respected. Accountability meant everyone worked together to make sure special rules were always followed, just as Benny's needs were always met. Everyone, including Benny, lived happily ever after." Talk about Benny's Needs and Rights. "What were Benny's needs? How did children meet these needs?" (For example clean water, food, a safe environment)

NOTE FOR THE IMPLEMENTER

After creating the story, make sure you focus on the topics mentioned below. After reading the story, you can also practice creative art forms such as painting or theater.

★ CHILDREN'S RIGHTS

What kind of problems did the children encounter at school? What did they do to solve these problems? How can we protect the rights of every child?

★ ACCOUNTABILITY TO AFFECTED COMMUNITIES

What is accountability? How does it work? How do we ensure that everyone is treated fairly at school? How can we practice accountability?

★ REAL LIFE APPLICATIONS

How can children promote fair and responsible behavior in their own environment? How can they take care of everyone's needs and rights at school or at home?

During the discussion, you can use a large sheet of paper or clipboard to write down children's ideas and solutions. Create an interactive environment by asking children questions and encouraging them to share their opinions.

Upon completion of the activity, information is collected on the session through questions below:

- How did today go for you?
- Was there anything new you learned today? What are those?
- Was there anything that surprised you among things you notices yourself or your friends said? Like what?
- Was there anything you liked in the activities?
- Was there anything you did not like in the activities?
- If you had an empty bag when you arrived here, what would you have put in it while leaving?
- Is there anything you would like to add?

CLOSURE

At the end of the session the facilitator thanks all participants and concludes the session by saying:

"In today's session, we talked about situations where our rights are violated. We saw in which cases our rights were violated. For example, every child has the right to education, but some children may not be able to go to school or may have to work. In this case, children's right to education would be violated. There may also be children who have to do work instead of spending time together. This violates children's right to play and rest. It is important to know and protect our rights. A child who wants to assert his or her rights can tell a trusted adult and ask for support. You can be inspired and create change by telling what you learned in this session to the adults and children around you. Thank you for participating, and continue to learn and protect your rights. Every child has rights and these rights should always be protected."

∝ RESULT AND SHARING

At the end of the discussion, summarize the importance of protecting children's rights and needs at school and at home. Provide practical suggestions on how accountability and fair dealing can be implemented.

→ What Would Have Happened? (Rights Violations Towards Children - II)

45 minutes

ØPURPOSE

Discussing the impact and mutual relationship of rights, understanding the equivalents of rights in daily life

MATERIALS

CASE CARDS in APPENDIX - 5, Rights Flower Visuals in Appendix-6

DESCRIPTION

The facilitator can start the session by saying "Welcome" and hearing expectations of participants regarding the session. The facilitator reminds children of 'Rights Violations' session that was organized the previous week and ask them what they remember. Afterwards, the facilitator tells children they would continue the topic of 'Rights Violations' in today's session. The session can be started by asking this question to children: *"In the previous* session, we talked about situations where we could not use the rights we had and were prevented from accessing our rights. In these cases, which we briefly define as rights violations, things that should have happened are not done or things that should not have been done are done so that we can benefit from the rights we have. So, do you think any loss of rights will cause another loss of rights? For example; Can a children's lack of access to the right to health cause them to not have access to the right to education? How are the rights related to each other?" This session will enable us to see that rights are integrated with each other and to have the opportunity to think and talk more deeply about the loss of right.

NOTE FOR THE IMPLEMENTER

This description of the session is given as an example. Facilitators can use their own sentences here. At the beginning of the session, the facilitator can start by explaining the violation of rights, and then pass it on to the peer tutor to continue the practice.

DESCRIPTION

"We hear you. When we work on projects that help communities, we listen to everyone, especially children. It is very important to us that you feel safe and confident to share your thoughts and ideas. If there is something bothering you or you have a suggestion, you can tell us in different ways, such as talking to us, writing a note or even using a special website. And privacy is our priority, we will keep your thoughts private so you will not have any problems for speaking up.

Your opinions matter to us. Therefore we are looking for fun, easy ways for you to share your thoughts through games, stories, and drawings. We also know the importance of working together so that you can attend meetings where your ideas can help us make better decisions. Everyone, regardless of age or ability, should have the opportunity to share their ideas. And remember, it is always your choice to join and you can leave whenever you want.

Together We Make a Difference. When you share your ideas, we listen and make changes that help everyone. There are friendly adults who can help you when you need it, and after you share your thoughts, we'll let you know what we do with your ideas. Together, we can make sure our projects are better and everyone's voice is heard, including yours. Thank you for your participation and contributions."

IMPLEMENTATION

Rights Flower is introduced and children are explained using examples how existence or non-existence of a right is effective on other rights. A simple example is used to ensure children understand the activity. For example, "What would have happened if children were not allowed to go to school," question is written at the center of a flower. Various results of this situation of added on each leaf: Not learning how to read and write, not forming new friendships, not reading bus names, not using a computer, having difficulty while calculating change at the supermarket, etc.

Before starting this session, each situation sentence on the Situation Cards is prepared in advance by cutting them into strips. Images of the rights flower are reproduced according to the number of participants. Children are divided into groups of two. Depending on the number of groups, each group of two is given a positive and a negative situation card. Facilitators can select cards according to the topics they wants to discuss, depending on the number of participants. Children are given 15 minutes and asked to read what is in the sentences written on the cards in their hands, discuss which rights are not realized in those sentences, and find these rights. They are asked to write the effects of having or not having the relevant right on the Rights Flower. After the group work is completed, the groups take the floor one by one and read the sentences on the cards in their hands. They share with the large group which right they think is relevant and the effects they write on the Rights Flower.

NOTE FOR THE FACILITATOR

Children should be reminded that they can benefit from the Child-Friendly version of the UNICEF Convention on the Rights of the Child during group work. It is important that the Child-Friendly version of the Rights of the Child is kept in the activity room within reach and view of children at each session.

THINKING AND QUESTIONING TOGETHER

It will be important to have a discussion with the children after the activity, where they will share what they think about the situations they read about and the violation of rights. After the activity is completed, information about the session is obtained with the help of the following questions:

- · How did you feel about this activity?
- Was it difficult to complete the Rights Flower?
- When one right is violated, how does this affect other rights? Can you think of any other examples?
- · When a right is protected and developed, how does this affect other rights? Can

you think of any other examples?

• Why do we need all the rights?

Children should be informed about the people and places they can apply at in cases where they are subjected to violations of their rights.

Children can apply to the following places in case of violations of their rights:

- A trustworthy adult,
- School authorities,
- 183 Social Support Line,
- The Bar Association, (for the difficulties and violations we experience while accessing our rights)
- The Ombudsman Institution, www.kdkcocuk.gov.tr (we can write here if we have a problem with institutions such as the governor's office, municipality, etc.)
- Non-governmental organizations that defend children's rights (for the difficulties and violations we experience while enjoy our rights.)

NOTE FOR THE FACILITATOR "Where can I apply?" Video of IChild can be screened.



CLOSURE

At the end of the session the facilitator thanks all participants and concludes the session by saying: "In today's session, we talked about how our rights are related to each other. We saw that the violation of any of our rights prevents and/or makes it difficult to access another of our rights. For example, every child has the right to health. However, a child who cannot go to an ophthalmologist because there is no hospital near his home/ village may fail his classes because he cannot see the blackboard well. And maybe that child will want to drop out of school. In this case, the right to education will also be denied. It is important to know and protect our rights. Children who want to assert their rights can tell a trusted adult and ask for support. You can be inspired and create change by telling what you learned in this session to the adults and children around you. Thank you for participating, and continue to learn and protect your rights. Every child has rights and these rights should always be protected."

PART TWO ORIENTATION AND AWARENESS MATERIALS FOR CHILDREN AND CAREGIVERS

This part presents a selection of child-friendly activities that can be implemented with children and young people to learn their opinions, collect their feedback and recommendations for humanitarian intervention. Child-friendly feedback activities below are included in this part. Aim is to ensure committee members that participate in activities would develop child-friendly feedback mechanisms for themselves at the end of this part.

In the second part of the workshops, children who take part in committees and participate in the work will learn the importance of accountability and the tools and practices through which they can convey their opinions, suggestions and complaints in line with their needs regarding the work they are involved in. Purpose of this part is to ensure they decide on the most useful, easy and comfortable ways and methods to convey their opinions. They will be encouraged to make choices about methods or submit new suggestions. Thus, they will realize that they have a say in the accountability tools used by institutions in the studies they are involved in.

The activities in the second part are designed in a structure that can be selected in line with the dynamics, cultural characteristics, needs and main purpose of the activity of the group worked with. This flexible approach allowed users to determine the activities that best suit the group structure, the age range of the participants, their interests and their social context. Participants had the freedom to select and implement activities that

would best serve their context and goals. This freedom not only enabled the activities to achieve their goals, but also increased children's interest and motivation in the process. Thus, a meaningful and effective participation environment was created for each group.

ACTIVATING THE ACCOUNTABILITY SYSTEM /

STAKEHOLDER MAPPING AND ENGAGEMENT

To ensure all children's voices are included in establishing an accountability system, it is essential to adopt an inclusive approach to stakeholder mapping. Begin by identifying and categorizing key child groups within the targeted community, ensuring representation from diverse cultural, linguistic, and socioeconomic backgrounds. For example, in the Türkiye context, both Syrian refugee children and Turkish children should be actively involved. Special attention should be given to the most vulnerable groups, including children with disabilities, unaccompanied minors, and those from marginalized communities. Additionally, representation across age groups—early childhood, pre-teens, and adolescents—should be ensured to capture varied perspectives and developmental needs. Engaging local community actors, such as schools, child protection committees, and community-based organizations, can help identify and reach children.

Setting Up The Accountability System

→ Our Own Feedback Mechanism?

40 minutes

Ø PURPOSE

Developing feedback and complaint mechanisms by children where they can express themselves safely and comfortably.

Various stationery items that children may want to use (pencils, colored papers, Flip charts, post its, etc.); puppet (ready-made or paper samples can be included), balls, etc.

DEFINITION

In the beginning of the session the facilitator summarizes feedback mechanisms that Support to Life and other institutions use. *"Feedback mechanisms are ways through which people can submit their thoughts, suggestions and complaints. In this session, we* aim to help you, as children, develop your own feedback mechanisms. For example, in some places it is possible to leave written feedback in the boxes. In other places, giving feedback by calling or meeting face to face can be used. Each mechanism has different methods. We want you to think about how you can create your own feedback mechanism. We will ask you to imagine how you might share your thoughts and complaints in the way you feel most safe and comfortable. Finally, you can come up with a name for the mechanism you created."

Children are expected to prepare to form suggestions for mechanisms where they can express themselves safely and comfortably to send their feedback and complaints and get involved in decision-making processes.

The facilitator announces children that they can work in groups or individually. Preparation time is decided by group. Following all group or individual presentations, the developed mechanisms are presented to the large group. After the children's presentations, the facilitators evaluate the children's suggestions as a group. Which methods can be used within the developed mechanisms can be decided by popular vote.

THINKING AND QUESTIONING TOGETHER

After the activity is completed, information is collected on the activity through the following questions:

- How did today go for you?
- Was there anything new you learned today? What are those?
- Was there anything that surprised you among things you notices yourself or your friends said? Like what?
- Was there anything you liked in the activities?
- Was there anything you did not like in the activities?
- If you had an empty bag when you arrived here, what would you have put in it while leaving?
- Is there anything you would like to add?

CLOSURE

Children can be requested to support to implement the feedback and complaint method selected from among their suggestions. Methods can be prepared all together. While closing the session, it would be important to share the information that in case there are new tools and methods that are decided upon together based on the children's suggestions, these will be designed together, broached to them and application trials will be

carried out. It may be advisable to hold one or two workshops to verify the tools. It is also reminded that in case the methods currently used are found to be suitable for use, there is a responsibility to put them into practice and use them effectively.

Engaging Children in Program Design, Participatory Needs Assessment, Context, And Mapping Tools

→ Spider Tool

C TIME 30 minutes

Ø PURPOSE

At the end of this exercise, participants can have a better understanding of the spider tool prepared with and by children's institutions to self-evaluation and planning.

Sufficient number of copies, flipchart paper and pen for spider diagram sample

OPERATION

Spider tool is adapted to assist children's institutions and initiatives to evaluate their strong and weak sides, thus plan what they need to strengthen their institutions. Using the spider tools require participants work together to evaluate strength of the institution on a number of key dimensions or based on key quality elements. Evaluation results are transferred to a spider web diagram that show how participants see the institution. This helps participants to focus on areas that must be covered.

Ask participants to brainstorm on the qualities they would look for when they want to buy a quality bicycle, such as a strong frame, a comfortable seat, 10 speeds and durable wheels. Divide participants into two groups and ask each group to spend 15 minutes brainstorming a list of key quality elements they would look for in an organization with children.

Give each group a list of key quality elements and ask them to compare their list with the given list to observe which key features are similar and whether any of their key features are represented in the list of key quality elements. Key Quality Elements: Let us describe the bicycle verbally and then make it accessible for organizational evaluation, safeguard-ing, participation, accountability, equality, activity quality, privacy, communication.

At the general group, ask each group to share key points in their comparison of key quality elements.

Explain that a similar process can be followed directly with children and young people. Children and young people determine their key quality elements and match these with key quality elements described in this spider tool. In case there is a general match, the KQE and indicators can be used as the basis to guide self-evaluation and planning of children. This enables children and young people to think on some existing indicators for each KQE and bring them in a broader analysis and action planning framework. In addition, they can add some of their own KQEs and indicators.

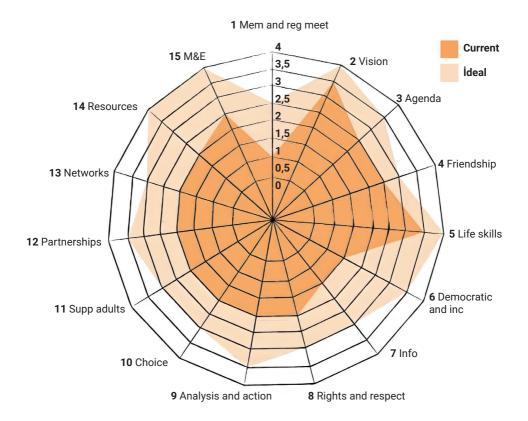
Spider tool enables children and young people to create two visual spider webs:

- Existing spider web that evaluates where they are in the scale of each key quality elements scale
- The ideal spider web in the future that shows where they want to be in a realistic timeframe (for example in six months or one year).

Every one of the key quality elements explained in the tool have a series of indicators measured on a scale from one to four. Children can use these scales as basis to rate their current reality and where they want to be (ideally). This rating must be based on reality of their own contexts and reality, capacity, resources, motivations, etc. of their institutions or initiatives. Reaching four on the scale is not necessary; instead, they must do as how they feel comfortable achieving what. When these ratings for every key quality elements are combines, spider webs are created. Assisting children and adult stakeholders to form existing and ideal spider webs through a process of discussion and evaluation, could be a significant step to raise awareness, strengthen joint ownership and ensure dedication to quality development. The analysis forms a basis for activity planning towards reinforcing the institution by covering the determined weaknesses.

★ EVALUATION WITH SPIDER TOOL: FACILITATING PROCESS WITH THE METAPHOR OF BICYCLE

Spider Tool helps children evaluate strong and weak sides of an institution while the metaphor of bicycle can be used to make this evaluation process more concrete and understandable for children. This process ensures children become aware of both physical and other qualifications of instructions while also reflecting these qualifications to evaluation of institution.



'What would you consider when buying a bicycle?' question is used to ensure children grasp the key quality elements. Children consider the following elements when buying bicycles:

- **Physical Qualifications**: The bicycle must have a strong frame, solid wheels, a comfortable seat and a safe braking system. These elements can be considered as an organization's **physical resources**, **infrastructure**, and **security**.
- Functionality and Performance: Functional features such as how many gears the bike has, maneuverability and speed capacity are important. In terms of the organization, this refers to elements such as service delivery capacity, effectiveness, and performance
- **Durability and Long-Term Use:** The durability and longevity of the bike determines its quality. This represents areas such as **sustainability, creating lasting impact**, and **future planning** for the organization.

★ CHILDREN DISCOVERING THEIR OWN COMPETENCIES

Using the bicycle example, children have the opportunity to better evaluate both organizations and themselves. In this process, children:

- Become aware of their physical abilities; such as strength and endurance.
- Other skills: They recognize social and mental skills such as cooperation and problem solving.

★ TWO VISUALS SPIDER WEB

This evaluation process helps children create two visual spider webs in which they can show both their **current situation** and the **ideal situation they want to achieve**:

- **Current Spider Web**: It shows where they currently stand on a scale of each key quality element.
- **Future Ideal Spider Web**: It shows where they want to reach within a specified period of time (for example, six months or a year).

By using these webs, children can ensure their own development and raise awareness of the institution. Additionally, this process provides the basis for creating an **action plan** to strengthen institutions.

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→ Discrimination and Exclusion Experience: A Walk on Social Inequalities

45 minutes

ØPURPOSE

Participants will be able to identify children who are discriminated against or excluded in society and understand which children are using resources in their communities. The event will focus on both experiencing the emotional effects of discrimination and exploring the causes of social inequalities.

MATERIALS

Stickers in 3 different colors (equal number for each color), flipchart paper and pens, notepad and pen, imaginary community/camp scenario

***** PREPARATION (5 MINUTES)

Explain to participants that this activity will consist of two parts: In the first part, they

will experience discrimination and exclusion, and in the second part, they will make a community analysis.

Explain the rules of the greeting game to be played in the first part. Everyone will be given a sticker, but no one will be able to see which color they have. Participants will enthusiastically greet those with green stickers, greet those with yellow stickers normally, and ignore those with red stickers.

While participants close their eyes, place a random color sticker on their foreheads.

★ GREETING GAME (3 MINUTES)

Ask them to open their eyes and greet each other in the room by sticker color for 3 minutes. Observe the game and pay attention to behavior of participants.

GROUP DISCUSSIONS AND FEEDBACK

★ SEPARATION BY COLOR GROUPS (2 MINUTES)

Ask participants to gather with people they think have the same color sticker as them.

★ DISCUSSION ON FEELINGS (5 MINUTES)

Participants of all colors will share their experiences: how greens feel welcomed, reds feeling excluded, and yellows in between.

★ GENERAL CULTURAL SITUATION (5 MINUTES)

Ask participants to discuss whether a similar status difference exists in their community and which children might be green, red, or yellow in this situation. List on the flipchart groups of children who are excluded or disadvantaged in their communities.

→ Discrimination and Accessibility Role Playing Game

Стіме

30 minutes

Ø PURPOSE

Participants will discover how factors such as gender and social status affect access of children to social resources and understand different ways of exclusion in society.

MATERIALS

Flipchart paper and pens, character cards (every character's characteristics will be written)

IMPLEMENTATION

★ PREPARATION (5 MINUTES)

Introduce Activity to Participants. Explain participants that this game was designed to draw attention to gender based discrimination in society and differences among accessing social resources by children.

Each participant will be given a character and through this character they will discover how much they can access social resources or excluded.

Character Distribution: Give a character card to each participant. Age, gender, social status, and personal characteristics of the character will be written on cards.

★ SAMPLE CHARACTERS

- Ahmet (10 year-old boy): Child that takes care of is young siblings and spends remaining time from school at home. He likes to exercise.
- Elif (12 year-old girl): Her family is having economic hardships, she has to deal with chores and finds it difficult to go to school.
- Ali (14 year-old boy): He plays at the soccer team of the community. He is a popular figure in the neighborhood.
- **Ayşe (9 year-old girl)**: Her family does not allow girls to spend much time outside. She has to help at home.
- Hüseyin (11 year-old boy): Uses the play are at neighborhood often, but her little sister does not go to that area.
- Zehra (13 year-old girl): Successful at school but cannot participate in social activities for being disabled.
- **Basim (15 year-old boy)**: Child of a refugee family, has to work due to financial problems. Has problems attending school.
- Fatma (8 year-old girl): Excluded by other children at game area for not speaking Turkish.
- Ceyda (12 year-old girl): Joins other girls at the neighborhood frequently to play but feels excluded at different social spaces.
- **Mustafa (10 year-old boy)**: Finds it difficult to intermingle with boys at the neighborhood because he is subjected to peer bullying for wearing glasses.

★ROLE PLAYING AND STAGE (15 MINUTES)

Stage Setup: Ask participants to imagine they are in their communities or camps and try to access resources of the community (school, game area, social activities, etc.). All participants will take turns to describe how their characters access social resources.

ROLE PLAYING

- a. Ahmet (10 year-old boy): "I am mostly at home because I have to take care of my young siblings. I like playing soccer but I cannot always go out."
- **b.** Elif (12 year-old girl): "It is difficult to go to school because I have to help my mother at home. I do not have the same opportunities as my brother."
- **c.** Ali (14 year-old boy): "I am at soccer team and everybody in the neighborhood knows me. I can spend as much time as I want on the field."
- **d.** Ayşe (9 year-old girl): "I am not allowed to go out, because they think I am not safe outside for being a girl. So, I mostly stay at home."
- e. Hüseyin (11 year-old boy): "I go to game area frequently, however, my little sister cannot go there. I noticed that girls do not feel comfortable there."
- f. Zehra (13 year-old girl): "I am very good at school but because there are no accessible spaces or games, I only come and go between school and home."
- g. Basim (15 year-old boy): "Even if I want to go to school, I cannot some days because I have to work. When I come home I am too tired to see my friends."
- **h. Fatma (8 year-old girl)**: "I do not speak Turkish and when I go to the game area children do not take me to their games. They exclude me."
- i. Ceyda (12 year-old girl): "I play with the other girls in the neighborhood but I do not feel comfortable with boys. They do not give us much space at game area."
- j. Mustafa (10 year-old boy): "My friends make fun of me because I wear glasses, I am having a hard time playing with them and shy away from communicating."

DISCUSSION AND FEEDBACK (10 MINUTES)

★ CHARACTER ANALYSIS AND FEEDBACK

Analyze the place in society of every character role played by participants. Who are more excluded? Who can access social resources more easily? Write on flipchart paper names of excluded characters and in which areas they are disadvantaged.

★DISCUSSION ON ACCESS AND EXCLUSION

Determine differences between access of girls and boys to social resources.

★ SAMPLE OUESTIONS

- Which characters are able to take advantage of the opportunities society offers?
- Which characters are excluded or left behind?
- What role does gender play in these access gaps? .
- How can opportunities in the society towards girls and boys be made fairer?

RESULT AND CLOSURE

This roleplaying game enables participants to become aware of gender and other factors based inequalities regarding accessing social resources. Participants understand inequalities of opportunity children in their society are faced with and suggest solutions.

Implementation Of Accountability System

→ I Have a Problem (Feedback and Complaint Mechanism)



Ø PURPOSE

Informing children on what they can do if they have a problem in Support to Life

MATERIALS

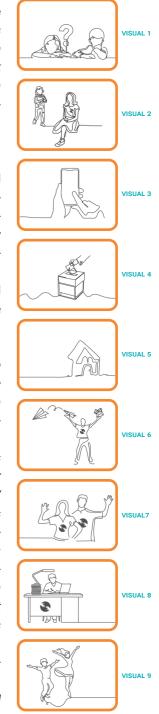
Support to Life Child-Friendly Feedback and Complaint Mechanism Poster (Turkish and Arabic), Visuals in Annex 7

DESCRIPTION

The facilitator should link this activity to the previous child safeguarding activity. It is stated by the facilitator that institutions working with children have Child Safeguarding Policies and a Code of Conduct signed by the institution's employees. The facilitator can say the following in the explanation section: "We talked about the need for institutions to take precautions to protect the children they work with from all kinds of harm and to ensure their safety. Now we will talk about what children can do when they encounter situations in which they do not feel safe or do not like in Support to Life Community Centers."

In this session, the images on the Child-Friendly Feedback and Complaint Mechanism Poster are used one by one and explanations are made, thus attracting children's attention and increasing their familiarity with the images on the poster and what they do. The following text can be used as an example when explaining the Feedback and Complaint Mechanism within the session. At the end of the sentences, it is stated which visual will be used with the relevant sentence. After each visual is stuck on the board, it is supported with explanations.

"There are rules that Support to Life employees must follow to ensure we are fine. What if they do not follow? (Visual 1) There are such places where we can express ourself in case when we do not feel safe in Support to Life, if someone or something frighten, worry, disturb us, or if we remember something, if we have recommendations: (Visual 2) For example, there is the Focal Point, we can go talk to that person6. (Visual 3) Or we can phone, access through computer. (Visual 4) Or write/ draw as we want and put in complaint box. So, what happens after we do that? (Visual 5) All go to the central Office of Support to Life in Istanbul. (Visual 6) There, everything from us are collected by Feedback and Complaint Mechanism employee and shared with the relevant people. (Visual 7) There is an Ethics Committee, they go to there. There are two persons that read what we say and try to find solutions and respond to us as soon as possible. (Visual 8) Or it is shared with managers, for example it can be shared with here who similarly works to find a solution and respond to us in 2 days sharp. (Visual 9) Employees here take what we say seriously and



read them. Try to find solutions and respond back. While doing this they consider our safety and comfort first. Therefore if we give our names while using these methods, they can respond to us.

If we do not give our names, we cannot know what they did because they cannot find us. But just because we give our name, they do not share it with everyone. Only these people we mentioned can see it."

Both Turkish and Arabic of **Child-Friendly Feedback and Complaint Mechanism Poster** are presented at the end of the session.

THINKING AND QUESTIONING TOGETHER

After the activity is completed, information is collected on the activity through the following questions:

- How did today go for you?
- Was there anything new you learned today? What are those?
- Was there anything that surprised you among things you notices yourself or your friends said? Like what?
- Was there anything you liked in the activities?
- Was there anything you did not like in the activities?
- If you had an empty bag when you arrived here, what would you have put in it while leaving?
- Is there anything you would like to add?

CLOSURE

At the end of the session the facilitator thanks all participants and concludes the session by saying:

The Importance of Being Accountable:

"We hear you. When we work on projects that help communities, we listen to everyone, especially children. It is very important to us that you feel safe and confident to share your thoughts and ideas. If there is something bothering you or you have a suggestion, you can tell us in different ways, such as talking to us, writing a note or even using a special website. And privacy is our priority, we will keep your thoughts private so you will not have any problems for speaking up.

Your opinions matter to us. Therefore we are looking for fun, easy ways for you to share your thoughts through games, stories, and drawings. We also know the importance of working to-

gether so that you can attend meetings where your ideas can help us make better decisions. Everyone, regardless of age or ability, should have the opportunity to share their ideas. And remember, it is always your choice to join and you can leave whenever you want.

Together We Make a Difference. When you share your ideas, we listen and make changes that help everyone. There are friendly adults who can help you when you need it, and after you share your thoughts, we'll let you know what we do with your ideas. Together, we can make sure our projects are better and everyone's voice is heard, including yours. Thank you for your participation and contributions."

Real-Time Feedback Collection Tools

In this session, the feedback and complaint mechanisms of the institution will be evaluated by the children who are members of the committee. The session consists of two activities.

→ Happy – Sad Face

In this session, the feedback and complaint mechanisms of the Support to Life Association will be evaluated by the committee member children.

60 minutes

Ø PURPOSE

Reviewing all feedback mechanisms of Support to Life Association, giving feedback on strengths/weaknesses, presenting and discussing suggestions.

Felt tip pens, stickers or crayons, cards or post its, APPENDIX-7 Happy/Sad Faces.

DEFINITION

The facilitator may begin the session by saying "Welcome" and hearing the participants' expectations for the session. The facilitator reminds children about the 'Child Safeguarding and Feedback Mechanisms' activities carried out the previous week and asks what they remember. Afterwards, the facilitator says that in today's session, the Feedback and Complaint mechanisms of the Support to Life Association will be evaluated by the children. This session will enable us to have the opportunity to think and talk about Support to Life Association's Feedback and Complaint Mechanisms with children in an interactive way, and to have the mechanisms tested and evaluated by children. The "Happy/Sad Face" to be used in the activity helps determine what participants like and dislike about an activity, project or program. The activity also helps identify improvement suggestions.

IMPLEMENTATION

"Which mechanisms are there to use to express your opinions and complaints at Support to Life?" question is asked to receive opinions of children. Afterwards, the facilitator introduces feedback mechanisms of association participants would give feedback to.

- Opinion and Complaint Hotline Phone: +90 850 441 0043
- Opinion and Complaint E-mail Line: fikir@hayatadestek.org
- Opinion and Complaint Hotline for Children (Fairytale Hotline)
 Phone: +90 850 441 70 81
- Complaint Boxes in Offices / Mobile Boxes Outside Offices
- Child Safeguarding Focal Points

After the mechanisms are introduced, participants are divided into small groups. Each group is given a large three-column piece of paper with a happy face, a sad face, and a light bulb for new ideas. Participants of each group are allowed to try the feedback mechanisms. (E.g.: calling the hotline, showing the complaint box, etc.) Under the happy face in the left column, participants list all the things they liked about the selected feedback mechanisms. Participants are asked to evaluate the feedback mechanisms they tried. In addition to their comments, they are asked to evaluate the happy face as the highest (5 points) and the sad face as the lowest (1 point). Under the sad face in the right column, participants list everything they do not like. Under the light bulb in the right column, participants list their ideas on how it could be improved. For example: what changes do they propose to existing mechanisms? (There may be suggestions to change the name, method, accessibility, etc. of the current mechanism.) After the groups complete their evaluations, each group is asked to appoint a spokesperson. All

participants come together again in the large group and each group is asked to share their feedback and ideas with the whole group. If there are more than three groups, each group can stick its papers on the wall and all groups can walk around the area to check each other's diagrams/papers.

NOTE FOR THE FACILITATOR

For participants who are illiterate or visually impaired, use images and visual aids rather than written text to collect and display feedback. Make sure these participants can follow the entire conversation. If you are working with participants from different social backgrounds, consider grouping them together so they can set their own priorities.

THINKING AND QUESTIONING TOGETHER

After the activity is completed, information is collected on the activity through the following questions:

- How did today go for you?
- Was there anything new you learned today? What are those?
- Was there anything that surprised you among things you notices yourself or your friends said? Like what?
- Was there anything you liked in the activities?
- Was there anything you did not like in the activities?
- If you had an empty bag when you arrived here, what would you have put in it while leaving?
- Is there anything you would like to add?

CLOSURE

At the end of the session the facilitator thanks all participants and concludes the session by saying: "Today, we tried Support to Life Association's Feedback and Complaint Mechanisms with you. Your ideas and suggestions regarding the mechanisms are very valuable to us. We emphasize the fact that every child who participates in the activities of this association feels safe and can express their opinions easily. We will try to shape our mechanisms according to your suggestions. You can always share your ideas with us. Thank you all very much for your participation and contributions."

★ HAPPY/SAD FACES

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Fairytale Complaint Hotline Phone: +90 850 441 70 81	\odot	4	3	2	;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;	-ݣ
Opinion and Complaint E-Mail Line fikir@hayata destek.org	\odot	4	3	2	(\dot{c})	-;\ <u>\</u> -
Complaint Boxes in Offices	\bigcirc	4	3	2	::	-;Ċ
Child Safeguarding Focal Points	\odot	4	3	2		-` <u>`</u> _`-

→ Evaluation of Feedback Mechanism

50 minutes

PURPOSE

In this activity, children and young people will evaluate the complaint and feedback methods and tools used by other institutions. Each children's committee will be able to propose one new feedback mechanism. Children will have the opportunity to both evaluate existing mechanisms and design feedback mechanisms they choose or develop themselves.

MATERIALS

Markers, stickers or crayons, cards or post its, Happy/Sad Face Visuals

DESCRIPTION

The facilitator may begin the session by saying "Welcome" and hearing the participants' expectations for the session. The facilitator reminds the children of the activity they carried out the previous week in which they evaluated the 'Notification Mechanisms of the Support to Life Association' and asks them what they remember. Afterwards, the facilitator tells the children that there will be an activity in today's session where they will evaluate the Feedback and Complaint mechanisms of different institutions. This session will enable us to have the opportunity to think and talk about Feedback Mechanisms of different institutions in an interactive way with children, and to have the mechanisms tested and evaluated by children. The "Happy/ Sad Face" to be used in the activity helps determine what participants like and dislike about an activity, project or program. The activity also helps identify improvement suggestions.

Children are asked: "What other mechanisms can there be to express your opinions and complaints other than the mechanisms we discussed last week?" to collect their opinions. Afterwards the facilitator introduces feedback mechanisms of various institutions.

* STORYTELLING

Ask participants to think of an experience or interaction that might exemplify their experience during the activity or service provided and to think about the situation before, during and after it. Ask participants to form pairs and work together for 20 minutes to develop their stories. Couples take turns taking on the roles of 'storyteller' and 'listener'. The storyteller tells the basic story and the listener asks questions to uncover relevant details and emotions. The listener can take notes about the story's structure, main points, and characters for the storyteller to use in his presentation. The two then switch roles and repeat the process.

At this point, the group comes together again and shares their stories. Participants take turns being storytellers, while listeners provide feedback and ask questions for clarification if appropriate.

Depending on the size of the group, it may be helpful to form small groups of two or three pairs to share stories and then allow each group to choose one story to report to the plenary.

After listening to the stories or after each set of stories, a group discussion can help identify common issues, good practices, and key learnings. This can be conducted through a facilitated discussion. A general free discussion can be made and then flip-charts and cards or post its can be used to get people to categorize their reactions and learning.

You can choose one of the following methods:

- Distribute cards or post its and a marker or pen and ask the audience (individually or in pairs) to write down their most important themes, learnings, and insights from the stories and discussions.
- Place three flipcharts on the wall under the headings common problems, good practices and key learning and ask participants to stick each note on the corresponding flipchart.

★ CREATIVE ARTS

Ask participants to think about their feedback (what they liked, what they did not like, their suggestions for change or improvement). Let children to discuss in groups of two or in small groups.

Ask participants to think about the method they preferred to express this: singing, dancing, drawing, role playing, etc. Participants work together in groups of two or small groups to prepare their art forms.

Let participants to prepare their performances or art works in 10 minutes.

Participants perform or exhibit their artworks.

Facilitate a group discussion on the feedback provided. Ask questions to understand what participants liked, what they did not like and what they wanted to develop. Try to synthesize the common/main points of feedback and check if participants agree. Discuss what steps to take after collecting feedback.

After the mechanisms are introduced, participants are divided into small groups. Each group is given a large three-column piece of paper with a happy face, a sad face, and a light bulb for new ideas. Participants of each group are allowed to try the feedback mechanisms. (E.g.: calling the hotline, showing the complaint box, etc.) Under the happy face in the left column, participants list all the things they liked about the selected feedback mechanisms. Participants are asked to evaluate the feedback mechanisms they tried. In addition to their comments, they are asked to evaluate the happy face as the highest (5 points) and the sad face as the lowest (1 point). Under the sad face in the middle column, participants list everything they do not like. Under the light bulb in the right column, participants list their ideas on how it could be improved. For example: what changes do they propose to existing mechanisms? (There may be suggestions to change the name, method, accessibility, etc. of the current mechanism.) After the groups complete their evaluations, each group is asked to appoint a spokesperson. All participants come together again in the large group and each group is asked to share their feedback and ideas with the whole group. If there are more than three groups, each group can stick its papers on the wall and all groups can walk around the area to check each other's diagrams/papers.

→ Diamond Evaluation Activity

ØPURPOSE

The purpose of this session is to evaluate and improve Support to Life's existing feedback and complaint mechanisms from the children's perspective. In this process, purpose is to encourage children's participation, increase the effectiveness of feedback, and strengthen transparency and accountability. The diamond evaluation method will be used in the process of prioritizing which mechanism is most effective for children.

PREPARATION (10 MINUTES)

Each participant is given 6 cards (or post its). On each one of these cards existing feed-

back and complaint mechanisms of Support to Life is written:

- · Support to Life Feedback and Complaint Hotline
- Support to Life Feedback and Complaint Email
- Support to Life Fairytale Complaint Hotline
- Support to Life Feedback and Complaint Boxes (Fixed in Offices)
- Support to Life Feedback and Complaint Boxes (Mobile)
- Child Safeguarding Focal Persons

ERANKING PROCESS (15 MINUTES)

On a flipchart or table, children are given space for how to prioritize each mechanism. Children list the mechanism they find most effective at the top, and the least effective at the bottom. Each child performs this sequence independently.

PROCESS OF EXPLAINING REASONS (15 MINUTES)

After the rankings are completed, each child has the opportunity to explain why they made their rankings the way they did. Children share in the group which mechanisms they find more effective or less effective and why.

For example:

- Support to Life Feedback and Complaint Hotline: Can be at the top due to receipt of fast response.
- Support to Life Feedback and Complaint Boxes (Mobile): Can be found effective because they are portable and more accessible.
- Child Safeguarding Focal Points: Can be safe communication means for children.

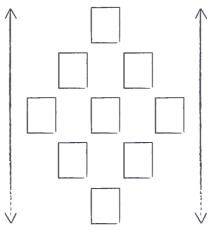
GROUP DISCUSSION AND FINAL RANKING (20 MINUTES)

As a group, children discuss the strengths and weaknesses of each mechanism. This process provides an opportunity for everyone to share their ideas and determine what children find priority. At the end of the discussion, a final ranking of the mechanisms is made as a group in order of priority.

(6) IMPROVEMENT AND CHANGE DECISIONS (15 MINUTES)

During the discussion, the focus is on what mechanisms need to be improved. Decisions are made about what steps can be taken to make STL's feedback and complaint mechanisms more effective, taking into account the deficiencies or suggestions stated by the children. Strategies to improve these mechanisms are determined in line with the opinions of the children.

Most Important



Least Important

SAMPLE SCENARIO

The mechanism that children care most about may be 'mobile feedback boxes', because their portability and easy accessibility are seen as a great advantage by children. In contrast, 'feedback and complaint email' may be less of a priority because not every child has the opportunity to use email. Such information emerges during discussion and strategies are developed on how the mechanisms can be made more effective.

Project/ Program Monitoring And Evaluation Tools

→ Detectives at Work (Child Safeguarding at Physical Spaces)

C TIME 30 minutes

ØPURPOSE

Developing children's perspectives on safeguarding of physical spaces they use

MATERIALS

Pen and paper

DESCRIPTION

The purpose of this session is to provide space for children to evaluate for themselves whether community centers or physical spaces they use are safe for them. The facilitator may begin the session by saying *"Welcome"* and hearing the participants' expectations for the session.

The facilitator reminds the children about the 'Rights of the Child, Participation, Rights Violations' activities in the first session and asks what they remember. Afterwards, the facilitator tells the children that child safeguarding will be discussed in today's session and asks the following questions:

"Do you know what child safeguarding means?", "What comes to your mind when you say child safeguarding for this place where we carry out our activities together with you?"

After the answers received from the children, the facilitator can explain child safeguarding as follows: "creating areas where children feel safe in institutions working with children; keeping children away from the risk of all kinds of sexual, physical and emotional abuse and to prevent them from being harmed."

At the beginning of the session, after children are briefly explained what detective work is, they are told that they are all detectives in this game, and their tasks are explained in a fun manner: to determine whether there are risks that could pose a danger to them while wandering around the place, playing games or moving around. As part of their duties, children will visit the entire place and identify risks and, if any, measures taken to reduce the risk. Children are given paper and pencils and told that they can write or draw what they find if they want. After completing the tour of the entire existing place, session area is returned to and the risks identified by the children and what can be done to eliminate them are discussed.

NOTE FOR THE IMPLEMENTER

It is important for the whole group to act together in this session in order to avoid creating risks for children. For example, first everyone goes to the garden together and evaluates. Then they move on to another part.

When starting the game within the session, if the children do not fully understand the task, the facilitator can clarify the situation by giving a risk and a good example. Similarly, if there is a risk in the area examined that the facilitator sees but the children do not, it can be shown to the children as an example.

During the session, children can monitor their own risks by taking responsibility. In this context, for example, an identified risk is monitored by a small group of two or three children. As part of their duties, children may be asked to monitor whether this risk has been eliminated and to check again by giving a time interval (for example, after a week) and to share the latest situation with the child safeguarding Focal Point. Even if no risk is found during the session, a measure taken to prevent the risk can still be monitored by small groups and whether the relevant precaution implementation continues can be observed with the children.

If risks are detected by children during this session, these should be shared with the relevant administrators by the child Focal Points.

→ Body Map

30-40 minutes.

PURPOSE

At the end of this activity, children will be able to notice the changes they experienced before and after joining the committee and will be able to visualize these changes concretely on the body map. Children are targeted to discover the emotional, intellectual and behavioral changes they notice in themselves.

Flipchart paper (or large paper), crayons, human body sketch (drawn on flipchart paper), note cards or small post it notes for post-event sharing

PREPARATION

Drawing Body Map: Draw a large human figure on flipchart paper. The left side represents the situation before joining the committee, and the right side represents the situation after joining.

Crayons Be Ready: Let children mark the changes they notice in themselves on the drawing with different colors.

IMPLEMENTATION

Invite children to the activity and introduce the concept of body map. Explain that the left side is before they joined the committee, and the right side is after they joined.

When explaining the parts of the body map, relate the organs to children's thoughts, feelings and behaviors. Guide children with the following explanations:

- **Head:** Are there any changes in what they thought before and after joining the committee?
- **Eyes and Ears:** Is there a difference in the way they see the world, their family, and themselves? Has there been a change in what they heard or in the way adults listened to them?
- **Mouth:** Has the way they express themselves changed? Is there a difference in the way they talk to adults?
 - Heart: Is there a difference in the emotions they feel? Has there been a change in feelings such as love, happiness, trust or anxiety?
 - Hands and Feet: Are there differences in the physical activities they do or the activities they participate in? Is there any change in the places they want to go or where they go?

PROCESS OF DRAWING AND THINKING

On the left side of the body map, children draw how they felt or thought before joining the committee. They draw the changes they think about in different organs such as the head, heart, hands and feet with crayons. On the right side, they draw what they felt or thought after joining the committee.

SHARING AND DISCUSSION

Organize a general meeting after the children completed their drawings. Children who volunteer can share with the group what they notice on their body maps. Encourage children to discuss with questions such as "Which organ did you notice the most changes in?"

Emphasize that this activity is a great opportunity for children to recognize their personal

development and understand the impact of their committee participation on their lives.

Ask participants to write short notes about changes they noticed during the event and place them on a collective feedback board.

NOTE FOR THE FACILITATOR

You can play music or give children the freedom to use any additional symbols or colors they want to make the activity more fun and creative. This activity also encourages cooperation between children.

→ Overcome Obstacles, Break Chains

OPURPOSE

At the end of this game the participants achieve the following:

- They will learn and reflect on core values of teamwork, communication, collaboration, and inclusion of team members.
- They will realize how they cope with disability-related challenges.
- They will accept that disability is not an inability.
- They will be able to apply lessons learned to strengthen the development of inclusive children's initiatives.

Flipchart paper and pencils, old newspapers (about 7 newspapers for each group), glue or tape (2-3 for each group), cloth to blindfold (1 for each group), soft rope or cloth for tying hands

IMPLEMENTATION

★ OPENING

Explain participants that they will play a game on teamwork and coping with obstacles.

★ DIVIDING TO GROUPS

Divide participants to groups of 5-7 people. Every group will select an observer. Tell observers that they will monitor how the group works and then will give feedback.

★ DUTY DESCRIPTION

Give all groups newspapers, glues or bant. Groups will use the given materials to make the longest paper chain.

★ PLANNING TIME

Before starting the game ask groups to plan for 5 minutes: They should pick a group name. They should guess how long a chain they will make in 7 minutes and write this guess on flipchart paper.

★ STARTING THE GAME

Each group must start making paper chains in 7 minutes of time. Observers must watch how their groups cooperate.

★ FIRST OBSTACLE (MINUTE 3)

After three minutes, tell observers that an accident occurred. Observers blindfold the fastest member in the group and have him/her continue making the paper chain.

★ SECOND OBSTACLE (MINUTE 5)

After two minutes say another accident happened. This time, observers have another participant tie their arms behind their backs to continue the activity.

★ CHAIN COMPLETION (MINUTE 7)

When seven minutes are up, ask all groups to stop and count the number of paper chain links they made. Have them write the amount they have on the flipchart below the number they guessed at the beginning.

*** SHARING EXPERIENCES**

Gather all participants together. Team members who could not use their arms or eyes must share their experiences:

- · How did they feel during this experience?
- · How did they cope with their disabilities?
- · How did their teammates include or exclude them from activity?
- · What kind of support or encouragement did they or did they not receive?

★ TAKING NOTES OF LESSONS

Give each group another flipchart and ask them to discuss:

They must evaluate whether they achieved their goals and why they did not.

They must take note of the lessons learned from this game that will help strengthen inclusive children's initiatives.

★ GENERAL FEEDBACK

Ask each group to share what lessons they learned from the game and how it can be applied to inclusive initiatives.

POST-GAME DISCUSSION

Moving on from feedback of all groups discuss how disability is coped with and teamwork could be improved. Deduce lessons that emphasize disability is not an inadequacy.

This game will present participants a fun and interactive experience and raise awareness on cooperation and inclusiveness!

→ Reasons and Benefits of Including Children to Monitoring and Evaluation (WHY)

ØPURPOSE

Participants will achieve the following at the end of this activity:

- They will understand the different reasons and benefits of involving children in monitoring and evaluation.
- They will identify factors that enable or obstruct children's participation and discuss how to strengthen these and address limitations.
- They will develop strategies to increase the sustainability, scaling and institutionalization of child participation.

Two large flipchart sheets glued side by side, crayons

IMPLEMENTATION

★INTRODUCTION (5 MINUTES)

Explain the purpose of the activity: Explain why it is important to include children in monitoring and evaluation processes. Tell participants that we will discuss the impact of these processes on children, families, communities, programs and policies.

★ QUESTION AND DISCUSSION (15-20 MINUTES)

Write the question in capital letters on the left side of the flipchart. Give participants time to answer this question. Ensure a few minutes of silence to encourage them to think.

"Why? Why should we include children in monitoring and assessment?"

Registering Responses with Arrows

After receiving initial responses, register each response on flipchart paper with arrows. Draw a few arrows from all main responses and ask the following question for every response:

"Why is this reason important?"

Continue registering responses of participants with arrows that come side by side.

Consolidating the Process:

Explore each response and ask again:

"Why is this important?"

Make sure to explore thoroughly by repeating this question 2-3 times.

★LEARNING POINTS AND SHARING IMPLEMENTATION EXAMPLES (10 MINUTES)

Reviewing Study Material

Discuss the following subjects through this material:

- Impact of monitoring and evaluation of children's participation processes on programs and policies.
- What are the factors that support or obstruct children's participation.
- What must be done to reinforce and make children's participation sustainable.

★ STRATEGY DEVELOPMENT AND CLASSES (5-10 MINUTES)

Strategy Development in Groups: Divide participants into small groups and ask them to develop strategies on the following subjects:

- Determine which support and capacity development needs they have to strengthen children's participation.
- Discuss what kind of an action plan could be prepared based on these needs.
- Share thoughts on which classes could be generalized for scaling and institutionalization of children's participation.
- Give groups time to present their strategies to general board.

CLOSURE AND SUMMARY (5 MINUTES)

Emphasize to participants importance of including children in monitoring and evaluation processes for both children and projects. Review main points they learned and discuss how they can use this information on the field.

NOTE FOR THE FACILITATOR

Encourage participants to actively join in discussion and create a setting that facilitates participation.

→ Planning Activities to Realize Children's Right to Participate (HOW)

Ø PURPOSE

Participants will achieve the following at the end of this activity:

- They can discover the question "How?" to improve action planning.
- They will determine the steps to take to further encourage and support realization of children's right to participate.

MATERIALS

Two large flipchart sheets glued side by side, crayons

★ INTRODUCTION AND THE QUESTION OF "HOW?" (5 MINUTES)

Explain purpose of the activity: Developing action plans to realize children's right to participate. Mention to participants that the question "How?" is an exploratory tool.

★ WRITING QUESTION OF "HOW?" (5 MINUTES)

Write a "How?" question on the left side of flipchart. Examples:

- "How can we encourage all children to go to school?"
- "How can we strengthen all girls and boys to raise their voices and defend their rights?"

★ COLLECTING INITIAL RESPONSES (10 MINUTES)

Draw four or five arrows from the "How?" question you wrote. Ask participants (on girl

and boy roles) to make suggestions regarding how they can approach this subject.

Register different suggestions with arrows. For example:

- "Ensuring children are aware of their rights."
- "Parents encouraging their daughters and sons to talk."

★ CONSOLIDATING SUGGESTIONS (10 MINUTES)

Draw a few more arrows for each suggestion and ask how these suggestions can be realized.

Examples:

- "We can include school curriculum information on rights of the child."
- "We can broadcast radio programs on rights of the child in society."

Encourage participants to register main opinions with arrows and make different suggestions on how they can develop action ideas.

★ DEVELOPING ACTION PLAN (10 MINUTES)

Continue repeating the process above to cover all stages of action plans. Consolidate and detail suggestions until concrete plans materialize.

★DISCUSSION AND DISTRIBUTION OF TASKS AT GENERAL BOARD (10 MINUTES)

Start a discussion on the action plan that come up. Distribute tasks and responsibilities to participants to realize this plan. Clarify role of all every participant in the action plan to increase feasibility of plan.

NOTE FOR THE FACILITATOR

Encourage participants to bravely share their suggestions and emphasize that every idea is valuable. Ensuring your action plan is concrete and feasible, you can motivate your participants.

This activity will encourage thinking, discussion, and cooperation to ensure taking concrete steps for realizing children's rights to participate.

→ Ball Exercise

15 minutes

Ø PURPOSE

At the end of this exercise, participants can describe different reasons to encourage and support children's participation in emergencies.

MATERIALS

Flipchart paper and pencils, large sticky notes or cards and a ball

OPERATION

Ask all participants to stand forming a circle. Explain that every participant must throw the ball to someone new. When they throw the ball they must give an opinion or reason for why should children's participation must be encouraged and supported before, during or after emergencies. Every participant must try to share a new opinion or example. All of such opinions and reasons must be recorded on sticky notes or papers.

Ask participants to stand forming a circle. Then make the following explanation:

"Emergencies are events that come up unexpectedly in our lives. These events can be natural disasters (such as earthquake, flood), wars, diseases or other difficulties. In emergencies we all take steps to be safe and help others. In this activity we will talk about importance of children sharing their opinions and participate in help before, during or after emergencies, that is at every stage of these difficult processes."

Afterwards describe the following step to participants:

"Now I have a ball and I will throw it to one of you randomly. The person that holds the ball will share an opinion or reason why children's participation is important before, during or after emergencies. For example understanding what children need or make them feel safer. Afterwards you will throw the ball to somebody else and each time we will tell a new opinion. We will write every opinion on sticky notes or cards."

After collecting opinions of all participants, encourage participants to bring similar ones together and give a heading to all sticky note or card group.

CONCLUSION

Tools for Change' project was a significant step towards ensuring active participation of children in humanitarian processes. In this process, children became not just recipients, but became active stakeholders contributing to design and implementation of humanitarian programs. Participation of children in decision-making processes that directly affect their lives ensured their rights would be protected and humanitarian programs would be more sensitive, effective, and sustainable. This participation ensured not just safety of children but also gender, culture and age-based needs are better met.

Thanks to the project accountability mechanisms towards children are strengthens and awareness was raised on advocacy of children's rights. Child participation played a critical role in realizing accountability and transparency principles. This participation demonstrated necessity of including children in decision-making processes in local communities, presenting an example for other humanitarian actors. Tools and guides used in the project are adapted to increase children's participation and implementation processes of such tools were made simpler and more effective.

Including children in the process made major contributions in not only project design but also monitoring and evaluation stages. Children described their experiences, needs, and worries, increasing accuracy and effectiveness of projects. Child-friendly feedback mechanisms were created, children's opinions were correctly collected and these feedback are included in project implementations. This process ensured children are located at the center of humanitarian programs, allowing their voices to be heard.

Cooperations in the project process raised capacities of local and international humanitarian actors, creating a stronger awareness on accountability towards children. Regarding implementation of accountability mechanisms on children, Support to Life, World Vision, UN agencies and other aid organizations contributed to ensure a more effective coordination. This cooperation facilitated integration of child-friendly accountability mechanisms between different sectors and allowed local actors are included in these processes. Protecting children's rights enabled all humanitarian processes are managed in a transparent and effective manner.

Project was successful in strengthening children's participation and presented local humanitarian actors required tools and guidance on this matter. Non-governmental organizations and other organizations accessed required information and resources to effectively facilitate children's accountability, therefore ensuring children can assume effective roles in decision-making processes. This enables local actors support child-friendly accountability implementations and support child-centered decision-making processes. Local communities adopted a more effective approach towards child protection and this helped increase sustainable impact of the project.

Lastly, 'Tools for Change' project and 'Feedback and Participation Adventure' guide that is an outcome of this project clearly demonstrated how child participation and accountability can be integrated in humanitarian intervention systems. Children's active inclusion in the process and not just their protection raised effectiveness of humanitarian programs, creating a more sustainable impact. Hearing children's voices ensured their needs and rights are met more effectively, contributing to humanitarian interventions becoming more responsive for children. Project emphasized the importance of children's playing a central role in humanitarian processes and became a significant basis for extending this approach to a broader area.

APPENDICES

Appendix 1 • Rights Cards

WHO IS A CHILD? I am 16 years old. I am all grown up.

NON-DISCRIMINATION

I am 9 years old. They do not want to send girls to school at where I live but my parents want me to study.

RIGHT TO LIVE AND PROSPER

There is a place called Support to Life at my neighborhood. There are many activities. I can play games, read books, draw pictures. There are people that I can ask if I have any questions.

RIGHT TO BE A CITIZEN

We came to Türkiye from Syrian 3 years ago. I could not go to school the first year for not having an identity. Once I got very sick. We had a hard time at the hospital. Now I have an identity and everything is fine.

NON-SEPARATION FROM PARENTS AND RIGHT TO CARE

My father went to Germany two years ago. My mother remained in Syria for she was sick. I came to Türkiye 1 year ago on my own. Then I was 14 years old. Because I was alone, they places me at an official dorm. Then they brought my mother here. Now I am with my mother. We are preparing with my mother to go near my father.

RIGHT TO GIVE OPINONS AND BE RESPECTED

I have been going to the Support to Life for 2 years, there is a thing called the children's committee there. We decide what to do in the community center and how it should be. We express our decisions and then we do it together. Last week, for example, we held an event at a school of our choice. Last year, we decided to have a library, and we prepared our library together.

THE RIGHT TO RESPECT FOR OUR PRIVATE LIFE

In our first house, my 4 siblings, me, my parents and my grandfather all slept in the same room. Luckily now I stay in one room with only my little brother, I have my own bed and closet.

RIGHT TO ACCESS INFORMATION AND TECHNOLOGY

Our school is very beautiful, it has a huge library. There are books in the library and we can look up things we are curious about on the computer.

BEING PROTECTED FROM ALL KINDS OF VIOLENCE, ABUSE, AND NEGLECT

My father was very nervous because he was unemployed. He was always yelling at us and slapped us a few times. We have a neighbor, she loves me very much. Once she saw me crying, she got very upset and said this should not happen. Then she called somewhere, a lady came and talked to both my father and my mother. After that, my father never yelled at us or slapped us again.

RIGHT OF DISABLED CHILDREN TO PROSPER

I have a friend whom I love very much and we live on the same street, but he cannot walk. Therefore he could not go out or go to school. I was always going to him. Now he has a wheelchair and we can play together on the street.

RIGHT TO HEALTHCARE AND SERVICE

When we first came to Türkiye, neither my mother nor my father were working, so we ate very bad food and sometimes we did not even eat. I got very sick once because I did not eat. When we went to the hospital, they took very good care of me and I recovered immediately. Then my parents learned that we could apply for aid. Now both my father works and we receive government aid. Now I can eat three meals a day.

RIGHT TO EDUCATION

When we first came to Türkiye, we did not have an identity and I could not go to school. I was so sad because I loved going to school. Then a lady and a gentleman from a place called Support to Life came and told me that I could go to school even if I did not have an identity. When I went to school, the principal immediately enrolled me and I started classes. I am very happy now.

RIGHT TO FREE TIME, PLAY and CULTURE

There was no place to play in our neighborhood, we were playing on the street, but we were very afraid because cars were passing by. Then we applied to the municipality altogether. Now we have a very beautiful, large park. We always play there.

RIGHT TO BE PROTECTED FROM WORKING

I set out to go to another city with my family to work in the fields. Before we set off, my guidance counselor informed the school at where I was going. When I went, the guidance counselor there found me and talked to my family. Now I am attending the summer school organized by the school here.

RIGHT TO BE PROTECTED FROM SEXUAL ABUSE

There was a man on our street whom I always saw but whose name I did not know. One day he called me and I went. Then he tried to touch me, I did not like it at all, I felt uncomfortable, I ran away and told my mother. Then the police came and took that man away. I never saw him on our street again.

Appendix 2 • **Rights Of The Child Chart**

ARTICLE 1 / WHO IS A CHILD?

I ama child. I have inalienable rights as a child until turning eighteen (18).

ARTICLE 2 / NON-DISCRIMINATION

The rights we have are for all children. White child, black child, girl or boy, do not matter. Where we are born or which language we speak also do not matter. Our families might have different beliefs, opinions but children cannot be discriminated against for this reason. Being a child is sufficient to have these rights.

ARTICLE 6 / RIGHT TO LIVE AND PROSPER

It is a basic duty of all to protect lives of children, ensuring we grow up in a well and healthy way and live our lives.

ARTICLE 7 / RIGHT TO BE CITIZENS

As children when we are born, we are given names. We all must have names. The state registers this name and issues identity. Therefore we become citizens of a state as children.

ARTICLE 9 AND ARTICLE 20 / RIGHT TO NOT BE SEPARATED FROM OUR PARENTS AND TO RECEIVE CARE

They cannot just detach us from our families. We first want to live with our families and this must be guaranteed. But our parents may be unable to care for us and we may be vulnerable to damages. Then other adults or the state can take care of us. At this point we have the right to see our parents if possible.

ARTICLE 12 AND ARTICLE 13 / RIGHT TO GIVE OPINIONS AND BE RESPECTED

Our opinions are takes on issues that concern us as children. Adults listen to us and care about learning our opinion. If we are very young and cannot express ourself, an adult can speak on our behalf. We can disclose our wishes and thoughts in any way we choose, we can draw or write. But sometimes we may have to express ourself by following some rules to not harm others.

ARTICLE 16 / RIGHT TO RESPECT FOR OUR PRIVATE LIFE

As children we should be treated with dignity and respect and our privacy should be considered. No one should go through our books, notebooks, wardrobe, bags or our other belongings.

ARTICLE 17 / RIGHT TO ACCESS INFORMATION AND TECHNOLOGY

I can benefit from things like newspapers, journals, television, and Internet just like adults. I can access information that would not harm me.

ARTICLE 19 / BEING PROTECTED FROM ALL KINDS OF VIOLENCE, ABUSE, AND NEGLECT

Adults and the state must do everything to ensure that we children do not get harmed, upset or suffer in any way, and they should not harm us.

ARTICLE 23 / RIGHT OF DISABLED CHILDREN TO PROSPER

Some children might not be able to see, walk, hear or do some other things. However, adults and the state must take every action to ensure these children lead good lives, go to school, play with their friends. They must help their families.

ARTICLE 24 / RIGHT TO HEALTHCARE AND SERVICE

Adults and the state must take all measures to ensure I am healthy and do not get sick. Everyone must care for my nourishment, vaccinations, and cleaning the environment for my health. If I get sick, doctors at the hospital must treat me.

ARTICLE 28 / RIGHT TO EDUCATION

Adults and the state must take all steps so I can get a complete education. It should not matter whether I am a boy or a girl or my family has money or not to go to school.

ARTICLE 31 / RIGHT TO FREE TIME, PLAY, AND CULTURE

I can participate in sports and cultural activities to spend my free time and prosper. Children's clubs, playgrounds, libraries and sports schools should be opened to play and have fun, and all children should be able to benefit from them.

ARTICLE 32 / RIGHT TO BE PROTECTED FROM WORK

I am a child and I cannot work like adults. I need to go to school and play. After a certain age, I can only work in a job that will not hinder my education, harm my health or me, or give me harmful habits.

ARTICLE 34 / RIGHT TO BE PROTECTED FROM SEXUAL ABUSE

My body belongs to me. Any behavior that will harm my body or my emotions or cause me pain is not allowed, and the adults and the state take every measure to prevent this.

Appendix 3 • Questions To Read

1. Who should decide whether you can stay home by yourself when your family goes out shopping?

- 5 years old?
- 10 years old?
- 15 years old?

2. Who should decide whether you should wear a raincoat when it is raining outside? Or who should decide whether you wear your coat when you go out in cold weather?

- · 3 years old?
- 9 years old?
- 14 years old?

3. Who should decide whether you should be vegetarian (or pet owner)?

- 4 years old?
- 8 years old?
- 13 years old?

4. Who should decide whether you can stay up late at night? Or Who should decide your sleep time?

- 5 years old?
- 9 years old?
- 14 years old?

5. Who should decide whether you can use the internet without anyone monitoring?

- 6 years old?
- 10 years old?
- 16 years old?

6. Who should decide the programs (cartoons, series, sports programs, etc.) you will watch on TV and their times?

- 5 years old?
- 9 years old?
- 15 years old?

7. Who should decide whether you can stop going to school?

- 6 years old?
- 10 years old?
- 15 years old?

8. Who should decide whether you can join a choir in your area? Or who should decide whether you can attend art-dance-music-sports courses in your area?

- 5 years old?
- 9 years old?
- 17 years old?

9. Who should decide whether you should have a mobile phone?

- 4 years old?
- 8 years old?
- 14 years old?

10. Who should decide what clothes you wear when going out??

- 4 years old?
- 10 years old?
- 16 years old?

11. Who should decide whether you can travel alone?

- 4 years old?
- 10 years old?
- 16 years old?

12. Who should decide on your participation in children's committees organized by Support to Life?

- 6 years old?
- 12 years old?
- 16 years old?

13. Who should decide on your participation in psychosocial support activities carried out by Support to Life?

- 7 years old?
- 9 years old?
- 14 years old?

14. Who should decide when I want to use feedback boxes regarding an event carried out by Support to Life?

- 5 years old?
- 10 years old?
- 15 years old?

Appendix 4 • What Are Developing Skills?

- As we grow and mature, we will find more opportunities and take responsibility when making decisions on personal issues that concern us.
- The Convention on the Rights of the Child imposes parents and caregivers the responsibility of guiding so that we do not suffer harm when making decisions on personal issues that concern us in our development. In addition, states have the responsibility to protect us from all kinds of harm.

Articles 5, 12, and 14 are read from Child-Friendly Version of The Convention on the Rights of the Child:

ARTICLE 5, PARENT'S GUIDANCE AND DEVELOPING SKILLS OF THE CHILD

Your family has a core responsibility of guising you and to the extent that you develop and your understanding of your abilities and the consequences of your actions increases, you directly exercise and realize your rights yourself. States must respect this right.

ARTICLE 12, RESPECTING THE CHILD'S OPINION

When adults make decisions that affect you, you have the right to say what you think freely and to have your views taken into account in the decision.

ARTICLE 14, FREEDOM OF THOUGHT, CONSCIENCE AND RELIGION

You have the right to think whatever you want, believe what you want, and worship according to your religion, without preventing others from exercising their rights. Your parents should guide you on these issues.

Appendix 5 • Situation Cards

NEGATIVE SITUATIONS

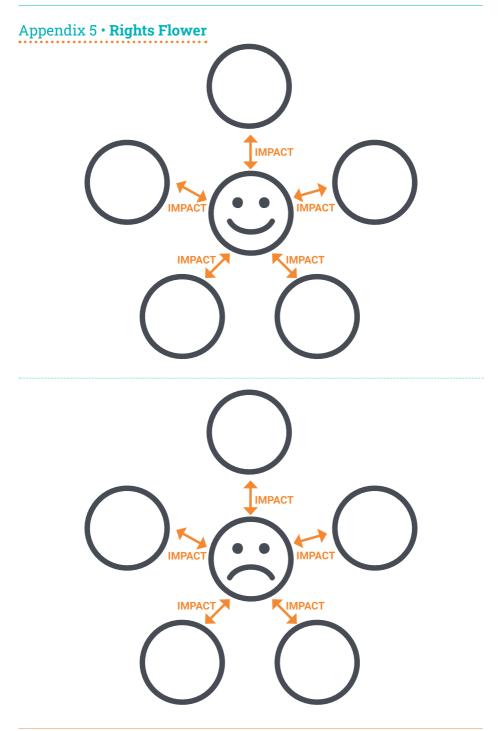
- Starting tomorrow, only girls will be able to attend mathematics classes in all schools.
- Starting tomorrow, schools will be closed and children will not go to school. They
 will do whatever they want.
- Starting tomorrow, hospitals and health centers will be closed. There will be no more doctors and pharmacists. Sick people will provide their own treatment.
- Starting tomorrow, no one will be allowed to play in parks and on the streets.
- Starting tomorrow, all bookstores will be closed and books in homes will be collected. No one will be able to read books anymore.
- Children born from tomorrow onwards will not be named. Children will be called by numbers given by hospitals instead of names.
- Starting tomorrow, only girls will go to school. The boys will go to work in the field/factory./ The boys will look after their younger siblings at home and do housework.
- Starting tomorrow, only boys will go to school. Girls will take care of their younger siblings at home and do housework./ Girls will go to work in the fields/factories.
- Starting tomorrow, yellow stripes in cities will be removed; wheelchairs, hearing aids, glasses, etc. that people have will be collected.
- Starting tomorrow, no individual under the age of 18 will be able to access the internet. These people's computers, tablets and smartphones will be collected.

POSITIVE SITUATIONS

- Starting tomorrow computer classes will be opened in all schools. Each child will be able to use them 2 hours per day.
- Starting tomorrow, children under the age of 18 will be able to buy any book they

want from bookstores free of charge, and after reading, they will be able to replace with a new one.

- Starting tomorrow, there will be a Children's Council in municipalities in every province. 2 children elected from each neighborhood/village and school will represent their neighborhood/village and school in these Councils.
- Starting tomorrow, every child over the age of 13 will be able to go to a different country in order to see different cultures.
- Starting tomorrow, wheelchairs, glasses, hearing aids, books written in Braille alphabet and computers will be distributed to children in need to make it easier for disabled children to go to school. All children will definitely go to school.
- Starting tomorrow, municipalities will build parks in all neighborhoods and villages in cities. Each child will participate in the construction of the park in their neighborhood/village and express their ideas and wishes.
- Starting tomorrow, all children who do not go to school will be identified and free shuttle service will be provided so that all children can go to school. In addition, children going to school will be able to eat one free meal at school.
- Starting tomorrow, a board will be established in every province, including judges, prosecutors, doctors and psychologists, in order to identify people who disturb children and behave in ways they do not approve of. Emergency help buttons will be placed all over the city so that children can access this board whenever they want.
- Starting tomorrow, health teams will visit all cities and villages regularly every month and carry out health checks. All babies who are not vaccinated will be vaccinated.
- Starting tomorrow, a TV channel will be established where children can convey their demands. Children from every city will be able to speak in their native language and be guests of this channel and convey their wishes and thoughts to adults.



Appendix 7 • I Have a Problem (Feedback and Complaint Mechanism) Activity Visuals

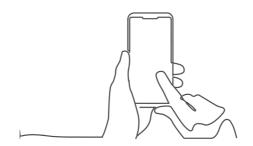
VISUAL 1



VISUAL 2



VISUAL 3



VISUAL 4



VISUAL 5



VISUAL 6



VISUAL 7



VISUAL 8



VISUAL 9





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