

**EXPERIENTIAL LAB: CHILD
RIGHTS PROGRAMMING
AND NONVIOLENT
COMMUNITY
DEVELOPMENT**
ERASMUS+ Mobility of youth
workers: Training course

PRISM - PROMOZIONE
INTERNAZIONALE SICILIA-MONDO



"Leaders who do not act dialogically, but insist on imposing their decisions, do not organize the people--they manipulate them. They do not liberate, nor are they liberated: they oppress."

— Paulo Freire, *Pedagogy of the Oppressed*

EXPERIENTIAL LAB: CHILD RIGHTS PROGRAMMING AND NONVIOLENT COMMUNITY DEVELOPMENT

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with the support of:

- Asociacion 217 Sur, Spain
- Eurocircle, France
- Inter Alia, Greece
- Association Timzday Morocco, Morocco
- Social Association for Media Profession, Egypt
- Save Youth Future Society, Palestine
- L'Association Euro-Méditerranéenne des Echanges, Volontariats, Evènements, Tunisia
- Youth Inclusion Association, Turkey
- Youth Spirit Center, Jordan



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FOREWORD

The booklet introduces samples of non-formal learning activities as experimented in the training course of the project “Experiential Lab: Child Rights Programming and Nonviolent Community Development” funded with the support of the Erasmus+ programme of the European Union. The project promotes the cooperation and exchange of experiences in the field of youth work and child protection in the Euro-Mediterranean region, involving 37 youth workers and 10 organizations from Italy, Spain, Morocco, Egypt, France, Greece, Palestine, Tunisia, Turkey, Jordan.

In November 1995, a Euro-Mediterranean Conference of Foreign Affairs Ministers was held in Barcelona. It marked the launch of the Euro-Mediterranean Partnership, also known as the Barcelona Process. It was the EU's first comprehensive policy for the region.

However, the 2017 confirms profound political imbalances and radical socio-economic transformations in both EU and Mediterranean countries, as the result of difficult political transitions, humanitarian emergencies, dramatic increases in cross border migratory flows and the tensions which derive from complex processes of socio-cultural integration, current economic crisis oppressing mainly young people in in both EU and Mediterranean. The current social transformation processes in both EU and Mediterranean countries and the whole Barcelona dream to foster stability and prosperity throughout the region, are facing massive challenges nowadays.

It is needed to support the human and professional development of individuals and communities to cooperate and build more just and equitable social structures in a world where interdependence and inequalities are growing. A new generation of youth workers, young people and children should be further encouraged to play a key role in the sustainable development of their community and to effect concrete social change in the Euro-Mediterranean societies in transition.

The learning activities also takes inspiration from the work developed within the project “Child Protection and Development: Youth Work Experiences across the World” co-funded with the support of the Erasmus+ programme of the European Union, promoting capacity building in the field of youth, and involving youth leaders and organizations from Italy, Senegal, Kenya, India, Peru, Spain and Greece.

Fausto Amico

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WHO IS THIS BOOKLET FOR

The booklet targets youth workers that are engaged in community work with disadvantaged children. It is intended as a learning resource for community leaders, educators, trainers, facilitators, young leaders, social workers, intercultural mediators to be put into practice in their daily work with and for children.

How to use the booklet

The booklet is intended as a learning resource to support child protection and development in the frame of youth work.

The *first chapter* briefly presents the project, its objectives, activities and the international partnership.

The *second chapter* include the training course “Child Rights Programming in Community Development”, consisting of a series of samples of non-formal learning activities, background texts, references and direct web-based links to useful sources of information to undertake a child rights analysis and co-design community based project that contribute to fulfillment of children’s rights to participation, protection, survival and development.

The *third chapter* include a case study on unaccompanied migrant children in the Euro-Mediterranean region.

The *fourth chapter* includes the conclusions about what we have learned during the project.

CHAPTER 1

THE PROJECT “EXPERIENTIAL LAB: CHILD RIGHTS PROGRAMMING AND NONVIOLENT COMMUNITY DEVELOPMENT”

Erasmus+ 2014-2020

Erasmus+ aims to strengthen the quality of youth work and non-formal learning for young people in Europe. It provides opportunities for young people to experience learning mobility in Europe and beyond and for youth workers to develop their interpersonal skills and improve their employment prospects through training and networking opportunities in Europe and beyond¹.

Youth workers' training and networking

This activity supports the professional development of youth workers, through the implementation of activities such as transnational/international seminars, training courses, contact-making events, study visits, job shadowing, observation periods abroad in an organization active in the youth field. The activity must take place in the country of one of the participating organizations.

Dates

01/11/2016–31/08/2017

Description

Through a non-formal, intercultural and creative learning process, the training course will equip participants with

¹ For more information:

http://ec.europa.eu/programmes/erasmus-plus/node_en

knowledge & practical tools to undertake a child rights situation analysis & design community-based projects through child rights-based approach, analytical steps & logical framework planning. In an initial part, participants will analyse rights violations for this target group, the root causes and obstacles preventing the fulfilment of children's rights. In a final part, participants will be engaged to work together by co-planning and designing projects that responds to children community's needs.

Venue

Italy, Caltanissetta

Countries involved

Italy, Spain, Morocco, Egypt, France, Greece, Palestine, Tunisia, Turkey, Jordan

General objective

To strengthen and support coherent approaches to unaccompanied migrant children in the frame of youth work and Euro-Mediterranean cooperation.

Specific objective

To foster capacity of youth workers to guarantee rights and protection of unaccompanied migrant children in the Euro-Mediterranean region.

Results achieved.

- Equipped youth workers from both EU and Mediterranean countries with knowledge, key competences and employable tools related to "Child rights programming.

- Developed cross-cultural understanding of different youth work experiences related to unaccompanied migrant children' protection and development from both EU and Mediterranean countries.
- Increased transnational cooperation and exchange of good practices between youth workers and different organizations from EU and Mediterranean countries.

Target groups

Community leaders, educators, trainers, facilitators, young leaders, social workers, intercultural mediators that work with different groups of disadvantaged young people and children in community-based activities.

Learning objectives

In this frame participants learn:

- about the UN Convention on the Rights of the Child;
- how to undertake a "child right based analysis";
- how to co-plan & design community-based projects through child rights-based approach, analytical steps & logical framework planning;
- about youth work and child protection in the Euro-Mediterranean region.

Methodologies

- Non-formal education, peer & cooperative learning
- Project Cycle Management (EU Commission)
- Pedagogy of the Oppressed (P. Freire)
- Forum theatre (A. Boal)
- The Reciprocal Maieutic Approach (D. Dolci)

- The UNESCO's Four Pillars of Education "Learning to live together, Learning to be, Learning to do, Learning to Know"

The international partnership

The project involves 10 non-governmental organisations from EU and South Mediterranean countries:

1_PRISM - Prism-Promozione Internazionale Sicilia-Mondo



City > Enna

Country > Italy

Website > www.associazioneprism.eu

PRISM supports the social, cultural and economic development of the territory in which it operates. It acts as a qualified development agency providing an innovative and creative laboratory where individuals and stakeholders can be brought together, exchange ideas and cooperate to develop projects and integrated approaches that combine social, economic, cultural and environmental interventions. PRISM acts both directly and in cooperation with public and private organizations to monitor and boost in the territory the development policies promoted by local and transnational bodies, in particular by the European Union. In 2015 PRISM has been recognized by the MIUR (Italian Ministry of Education, University and Research) as a research centre,

2_ASOCIACION 217 SUR



City > Aljaraque

Country > Spain

Website > www.facebook.com/217sur

The 217 SUR Association is a non-profit organization dealing with education of young people and children, inspired by the principles of Scouting, as conceived by the founder Lord Baden Powell, based in Huelva. New Scout Friendship Association has been founded in September 2012, it has 60 young associates, plus a team of 15 mentors. The pillars of our values are inclusion and equality; the association's activities combat all forms of discrimination. New Scout Friendship Association has a motivated team with sufficient qualification and with a very good presence in the town, which also works in parallel with Rhode's Scout group Lepe and the management team of the Catholic Scouting Huelva. All the educational activities seek to increase the participation of youth opening the possibilities of dialogue with other youth organizations all around Europe.

3_ASSOCIATION TIMZDAY MOROCCO



City > Biougra

Country > Morocco

Website > www.timzday.blogspot.com

Association Timzday Morocco (ATM) is a Non-governmental organisation founded in 2011 and based Morocco. ATM seeks to develop an open mind and tolerant attitude while promoting dialogue, active, participation and critical thinking among young people facing social and socio-political matters. Our projects deal with environment and cultural heritage, knowledge development through educational projects and networking processes of communication between groups of young people. The association believes in the value of youth mobility, participation in EU life and sustainable development. The general objective of the organisation is to facilitate the development of the local community. The Association is involved in the organization and management of a broad range of projects and activities, mostly organized within the city of Biougra; it works with different (multi-cultural) social groups of all ages, including children, youth and the elderly.

4_Social Association for Media Profession



City > Alexandria

Country > Egypt

Website > <https://www.facebook.com/groups/medialex/>

SAMP is an Egyptian non-governmental organization based in

Alexandria, founded and run by active young people with the aim of developing the skills and techniques of young people in all fields to be able to face the changing environment in our community and in elsewhere communities. Members of SAMP meet regularly to put their ideas into practice and develop new projects and activities. SAMP works with young people and young workers in order to develop youth skills through training courses, seminars and workshops with the co-operation with Alexandria University and other local stakeholders.

5_EUROCIRCLE



City > Marseille

Country > France

Website > www.eurocircle.info

Founded in Berlin in 1993, the EUROCIRCLE network is a European grouping of project managers in the social sectors of education and employment. In 1995, the network became a non-profit-making organization under French law, and settled in Marseille. Ever since, EUROCIRCLE has been endeavoring to

support project managers in their implementation of a European approach by initiating European partnerships in order to set up transnational projects. The youngsters with fewer opportunities are one of our priorities, including people from rural areas, unemployed youngsters, early school leavers, refugees and migrants.

6_INTER ALIA



City > Athens

Country > Greece

Website > www.interaliaproject.com

Inter Alia (IA) is a not-for-profit private organization and think-tank, established in March 2013 in Athens, Greece. Inter Alia's central aim is raising awareness of the EU citizens on available channels for acting, participating and shaping Europe. For achieving these, we use 4 main tools of action:

- Analysis: Publishing original analyses that touch upon contemporary developments and concepts.
- Research: Publishing multidisciplinary research related to cultural, political and social issues of Europe.
- Debate: Promoting interaction between experts and the public.
- Networking - Supporting and promoting views and activities of organizations that share our vision for an

active and assertive European demos.

7_SAVE YOUTH FUTURE SOCIETY



City > Gaza

Country > Palestine

Website > www.syfpal.org

Save Youth Future Society (SYFS) was established in 2001 in the Gaza Strip aiming at developing youth capacities and participation, and at enhancing their economic and educational conditions. Ever since its creation, SYFS involves a group of passionate youth workers to develop a better future for their peers and their communities. Over 15 years of passion, hard work and creativity, SYFS has become one of the core organizations working with Palestinian youth in terms of promoting their capacities and enhancing their participation, this with the aim of creating a better future for the whole Palestinian society. Recently, SYFS started the creation of the first Youth Organizations' Network in Palestine gathering CSOs and NGOs involved in youth work and willing to work together to strengthen youth voice within Palestinian society.

8_L'ASSOCIATION EURO-MEDITERRANEENNE DES ECHANGES, VOLONTARIATS, EVENEMENTS



City > Nabeul

Country > Tunisia

Website > www.facebook.com/asso.euromed.eve

Association Euro-Méditerranéenne des Echanges, Volontariats, Evénements (AEMEVE) is a non-governmental organization whose objectives are:

- to increase the knowledge of youth and children, and develop their cultural level so that they can get involved in the re-building of the country;
- to strengthen the relationships between Tunisian and Euro-Mediterranean youth through the establishment of youth exchange programmes and cultural youth events on the national and international level;
- to contribute to the spreading of principles and values of democracy;

9_Youth Inclusion Association



City > Istanbul

Country > Turkey

Website > www.youinclusion.com

Youth Inclusion is a non-profit and non-governmental organization with aim to improve the situation of young people, women and marginal groups of the society in all areas of parts of Turkey. This is achieved by the promotion of gender equality, democracy, human rights, social development, volunteerism, integration (LGBT, Migrations, Minorities,

Disabled People etc.) mostly through art and culture projects.

Our activities are aimed at:

- promoting democratic participation of young people in the decision making process in the civil society;
- encouraging the construction of a tolerant, democratic and non-violent society;
- creating a learning environment that increases the mobility of young people and supports learning from other young people and youth organizations.

10_ Youth Spirit Center



City > Amman

Country > Jordan

Website > www.youthspirit.net

Youth Spirit Center (YSC) is a Jordanian non-profit, non-governmental organization, which believes in dialogue and social work and whose mission is to promote the culture of Peace and non-violence as language for dialogue and understanding. YSC helps in building bridges of understanding among young people with different cultural, economical, educational and religious background, breaking stereotypes and promoting the Jordanian example of coexistence and diversity. YSC implements local programs focusing on young Syrian refugees and youth from Jordan as hosting community,

including sports, recreational, artistic, educational, cultural and social activities.

CHAPTER 2

THE LEARNING ACTIVITIES


The course is built up with morning and afternoon blocks of 4 hours in different settings. Most of the TC is spent on full group work, pair work, peer group work. Ice breaking games are proposed at the beginning of each learning session, including team building activities in order to foster team spirit. Reflection groups are proposed at the end of each day. Each of the activities in this learning module leads on from the previous one in a logical progression.

The training course focuses on two stages:

1. The "Analysis phase", during which the community context is screened and analysed in order to identify and address the violation of rights faced by target groups and final beneficiaries. At this phase the key elements and the intervention strategy of a project idea are developed in line with the identified violation of children's rights in the targeted local community.
2. At the "Formulation phase" the intervention strategy is further developed into a logframe matrix that outlines the key features that lead to a project achieving its goal. All findings and insights obtained during the analysis stage are integrated in the logframe matrix. Overall goal, specific objective/s, expected results, activities are defined and structured.

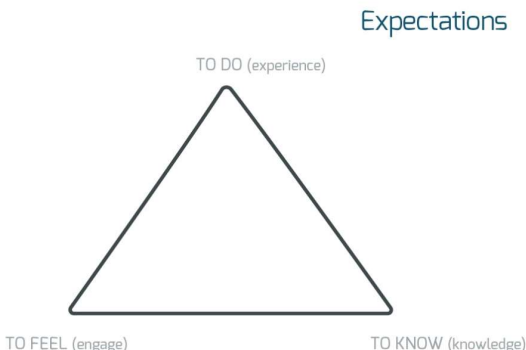
Learning activities include:

- Activity 1: Get to know each other
- Activity 2: Expectations
- Activity 3: Learning to learn
- Activity 4: A plunge in childhood
- Activity 5: The Project Cycle
- Activity 6: Are you a midwife?
- Activity 7: Children rights
- Activity 8: A child rights based analysis
- Activity 9: Duty bearers' analysis
- Activity 10: The problem tree: analysis on the violation of children's rights
- Activity 11: Internalized oppression and violation of rights
- Activity 12: The objective tree
- Activity 13: Forum theatre: from problem analysis to the creation of solutions
- Activity 14: Strategy analysis
- Activity 15: The Logical Framework Approach: the Intervention Logic (first column)
- Activity 16: The Logical Framework Approach: Indicators and Sources of Verification (second and third column)
- Activity 17: The Logical Framework Approach: The external conditions (fourth column)
- Activity 18: The GANTT Chart
- Activity 19: Relevance, feasibility, sustainability and coherence with the CRC's 4 pillars
- Activity 20: Your concept note
- Activity 21: The spiral
- Activity 22: Final evaluation


Get to know each other	
Type of Activity	Team building
Objectives	To get to know each other
Focus	Participants' names
Description	<p>Participants are in circle.</p> <p>The one's from the background are separated</p> <p>The one's who know one other are split</p> <p>A volunteer starts by saying his name and it goes clockwise or anticlockwise</p> <p>Starting from him, at each one's turn, you say your neighbour's name, and it goes on until the circle is completed. Each one has to say all the name said before, pointing at the right people.</p>
Duration	20-30 min
Materials	<i>No specific material needed</i>
Tips and Tricks	People have to be in circle in order to see another
Variations	After the first and the second round, of participants to share one of their favourite plays.
Resources	-
Photo	

Debriefing & Reflection	Naturally, on the first day of a training most of the participants, chiefly the introverts are still in their cloud, not feeling too confident to open up and embrace the new group. Offering them the opportunity to share their plays get them out of their bubble. This makes integration faster.
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Expectations	
Type of Activity	Discussion
Objectives	To stimulate participants in reflecting on their expectations during the TC and support trainers in adapting elements / activities of the TC in order to better meet participants' expectations.
Focus	Learning expectations
Description	<p>Participants are divided in multicultural groups. Within their group participants are asked to reflect on their learning expectations in relation to the TC, based on three levels:</p> <ul style="list-style-type: none"> - What I would like to DO - What I would like to FEEL - What I would like to KNOW <p>Ask them to write their expectations on small post-its and to stick these post-its in a triangle. Expectations that fall into the 'to do' category refer to what we want to experience. Expectations that fall into the 'to feel' category refer to how we want to get engaged in the learning process. Expectations that fall into the</p>


	'to know' category refer to concrete and explicit knowledge and tools we want to gain.
Duration	15 min
Materials	Flipchart,post-its, pencils
Tips and Tricks	It is important to analyze participants' expectations, opinions and feedback in order to incorporate them in the learning activities, to take into account what can be either improved or developed.
Photo	 <p>The diagram shows an equilateral triangle. At the top vertex, the text 'TO DO (experience)' is written. At the bottom-left vertex, the text 'TO FEEL (engage)' is written. At the bottom-right vertex, the text 'TO KNOW (knowledge)' is written. Above the triangle, the word 'Expectations' is written in blue text.</p>
Debriefing & Reflection	Do not comment, just keep the papers hanging on the wall till the very last day of TC, and only at the end ask them to comment and to evaluate if their initial expectations have been met.

Learning to learn	
Type of Activity	Team building
Objectives	To get to know each other
Focus	Learning to learn as key competence in life and professional development
Description	<p>1. Split participants into smaller groups of max 3 or 4 people.</p> <p>2. Ask each participant within her/his own group to think individually to a learning experience that has been crucial in her/his human pathway and development. Give 10 minutes to think about.</p> <p>3. Ask each participant to answer to the following questions individually in relation to their selected learning experience as in the previous point.</p> <ul style="list-style-type: none"> - How did you feel during that event? What were the main emotions? - What was the color/s of your emotions? - What was the source of inspiration for you? - What was your reaction? - What did you learn in that event? - What were the consequences in your life (both on a personal and professional level)? <p>4. Invite all participants to share and comment the answers within her/his own group. Participants within the group are invited to raise questions and answer spontaneously.</p>

Duration	30 min
Materials	Flipcharts, papers, pens
Tips and Tricks	Do not comment, just let participants expressing freely within their groups.
Variations	Participants could be split into smaller groups of 2 people.
Resources	SALTO Training & Cooperation, The Youthpass process and Learning to Learn, https://www.youthpass.eu/downloads/13-62-54/TheYouthpassProcess_100923_S.pdf
Photo	
Debriefing & Reflection	<p>Resume the plenary and ask participants to share what they discovered. Than ask the following question: What does "learning to learn" mean? Collect and summarize their feedback.</p> <p>"Learning to learn"</p> <p>According to the European Commission and SALTO "learning to learn" is 'the ability to organise our own learning' and includes elements such as effective management of time</p>

	and information. raising awareness of our learning needs, and how to achieve them. Learning to learn engages other competences as we can see and for that reason it is often referred to as a 'meta competence' – another way of showing that it has an importance and we need to be paying more attention to it!
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A plunge in Childhood	
Type of Activity	Video
Objectives	Understand Children's growth
Focus	How do children learn and develop
Description	<ol style="list-style-type: none"> 1. Participants close their eyes and are invited to rediscover their childhood, through soft music and the presenter guiding them. Their asked to go back and remember positive or negative souvenirs that they won't ever forget (10 min). 2. After the quick detour in each person's childhood take people back softly. 3. Then give instructions for a group exercise: By a one-a-one, each participants someone they go outside for a stroll and share on their experience and how it affected them. They both share one after the other (15 min). 4. When they are back in the room, each group of two share one story. (20 min)

	<ol style="list-style-type: none"> 5. It's important to listen and support people because they may bring out deep feelings during the one-to-one discussion and the public sharing. 6. Take a pause and then come back for the next step (10 min). 7. Present the video on children learning and needs and discuss (30 min)
Duration	120 min
Materials	Video projector, computer, small sound system, chairs.
Tips and Tricks	<i>While sharing personal stories, participants are encouraged to go out of the room for a stroll in open space.</i>
Variations	-
Resources	The Pritzker Children's Initiative, http://pritzkerchildrensinitiative.org/
Photo	
Debriefing & Reflection	This exercise is very intense and ties each participant to the other and all with the reality and children's need.

The Project Cycle	
Type of Activity	Discussion
Objectives	To introduce participants to the key phases of the project cycle
Focus	To explore diversity and key competences inside a team
Description	<p>1. Introduce the project cycle and the key concepts related to its six phases:</p> <ul style="list-style-type: none"> - Programming - Identification - Formulation - Financing - Implementation - Evaluation <p>2. Put the six phases of the project cycle on the floor as a scheme. Ask participants to place themselves according to what function they identify with the most. Possibly people identify with more than one, which is normal. Just try and select one that suits better than the rest, is the tip.</p> <p>3. After this: have 5 x 5 discussions within the quarter why you chose this quarter. 10 min Then in mixed groups: build groups with people from different quarters. 5 min Share why you chose yours. 10 min Address the benefits of having a diverse team.</p> <p>Notes:</p>

This project's cycle highlights three main principles:

1. Decision making criteria and procedures are defined at each phase (including key information requirements and quality assessment criteria);
2. The phases in the cycle are progressive – each phase should be completed for the next to be tackled with success;
3. New programming and project identification draws on the results of monitoring and evaluation as part of a structured process of feedback and institutional learning.

What is a project?

A project is an independent operation with:

- Well defined and planned operational objectives, results, target groups and final beneficiaries.
- A series of coherent activities.
- Limited duration.

Why develop a project?

- To solve a problem.
- To meet a need.
- To overcome a constraint.
- To take advantage of an opportunity.

A note on terminology:

- Stakeholders: are individuals or institutions that may – directly or indirectly, positively or negatively – affect

	<p>or be affected by a project or programme.</p> <ul style="list-style-type: none"> - Project partners: Those who implement the projects in-country (who are also stakeholders, and may be a 'target group'). - Target group(s): The group/entity who will be directly positively affected by the project at the Project Purpose level. This may include the staff from partner organizations. - Final beneficiaries: Those who benefit from the project in the long term at the level of the society or sector at large, e.g. "children" due to increased spending on health and education, "consumers" due to improved agricultural production and marketing.
Duration	30 min
Materials	Flipcharts, papers, pens
Tips and Tricks	It is important to introduce and clarify briefly the key concepts related to six phases: programming, identification, formulation, financing, implementation, evaluation. Remind participants that the training course is focusing only on the "identification" and "formulation" phase.
Variations	Feel free to use different case studies showing projects which had to face failure.
Resources	Project Cycle Management Guidelines, European Commission EuropeAid Cooperation

	Office https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf
Photo	<p style="text-align: center;">The Project Cycle</p> <pre> graph TD PROGRAMMING --> IDENTIFICATION IDENTIFICATION --> FORMULATION FORMULATION --> FINANCING FINANCING --> IMPLEMENTATION IMPLEMENTATION --> EVALUATION EVALUATION --> PROGRAMMING </pre>
Debriefing & Reflection	<p>The trainer asks participants the following questions:</p> <ul style="list-style-type: none"> - Was it easy to place yourself? - Can you see parallels between your placement and your daily work/experience? - Why the project cycle is supposed to be never ending? <p>Close the activity by summarizing the main feedback.</p>

Are you a midwife?	
Type of Activity	Discussion
Objectives	To engage participants in a common reflection

	on critical elements of a project.
Focus	Analysis of social, cultural, economic reasons leading to failure.
Description	<p>INTRODUCE KEY CONCEPTS</p> <p>The Reciprocal Maieutic Approach (RMA) is a dialectic method of inquiry and "popular self-analysis" for empowerment of communities and individuals. It can be defined as a "process of collective exploration that takes, as a departure point, the experience and the intuition of individuals" (Dolci, 1996). The RMA was developed by Danilo Dolci from the Socratic concept of Maieutic. It derives from the ancient Greek "μαϊευτικός", pertaining to midwifery: every act of educating is like giving birth to the full potential of the learner who wants to learn, as a mother wants her child to emerge from her. In the RMA process, to educate is intended in the classical meaning of the word, that is "e-ducere": to take out. As the name says, RMA is a "reciprocal" process between at least two persons and it is normally done inside a group, with one person asking questions and others giving answers. It is the reciprocal maieutic communication that brings out people's knowledge, with all participants learning from each other.</p> <p>THE RMA PROCESS</p> <p>Participants working in group are invited to sit in a circle, so everyone has the same distance from</p>

the center and can look each other in the eyes. The space is a metaphor for relations, communication, sharing of power, expression and creativity. The reflection should begin as a process of dialectical inquiry that should be easy and based on a democratic open structure, without any constraint, imposition or dogmatic closure.

Each participant can express her/himself on the issue and according to her/his own experience and personality. It is important to put into practice the mosaic metaphor, to find nexuses, to connect by association of ideas and analogies. The fragments of knowledge, experience, the hypothesis made by everyone, are gradually related to one another, thanks to each contribution.


Assumptions:

- Questioning is a tool for reciprocal research and active participation.
- Each person has an inner knowledge that comes from experience.
- Knowledge is dynamic and in constant evolution and it should be built within a group.
- Everybody being in connection inside a group can be an element of change.

THE ART OF QUESTIONING

Ask participants the following: What is a

	<p>midwife?</p> <p>Just like a midwife does with women during childbirth, a community leader should educate young people and children on how to communicate and express freely, to analyze and understand the context where they live, to claim for their rights and address the problems they face in their lives, to imagine and experiment the capacity to change the reality and act nonviolently.</p> <p>A community leader does not transfer contents, does not impose solutions from top to down. As a midwife, the community leader is an expert in the art of questioning, creating conditions in which each person can learn how to express him/herself and research within a group. A community leader knows how to listen the others, to formulate questions, to connect observations and take out people's knowledge and ideas in order to develop a common plan for community development. A community leader is not a supervisor or a chief, but a "midwife", an expert in the theory and practice of group work and co-education. A community leader clarifies the essence of children, youth, duty bearers and community members' intuitions and experiences in order to pursue dialogue, communication and facilitate a process of common analysis and planning.</p>
Duration	45 min

Materials	Flipcharts, papers, pens
Tips and Tricks	Do not interfere, let participants express themselves freely and reflect with each other.
Resources	EDDILI - To EDUcate is to make possible the DIScovery of Life, Reciprocal Maieutic Approach http://reciprocalmaieutic.danilodolci.it/wp-content/uploads/2011/09/English.pdf
Photo	
Debriefing & Reflection	Ask participants to provide feedback on what they have experienced and learned within the session.

Children rights cards	
Type of Activity	Workshop
Objectives	To introduce and get familiar participants with the articles of the UN Convention on the Rights of the Child
Focus	The UN Convention on the Rights of the Child
Description	1. Write each article of the UN Convention on

	<p>the Rights of the Child in related cards or papers.</p> <p>2. Spread the cards out face up on the floor and ask each participant to choose one card (it does not matter if there are extra cards left over – leave these face up on the floor).</p> <p>3. Tell participants to move around the room and interact with each other, explaining the right which is described on their card. If two participants feel that their cards have something in common, they should form a group. Keep on walking around the room and keep adding to your group. As the activity progresses, participants may also switch to a different group or ‘category’ of rights covered by the CRC. Some may even end up alone and not belonging to any group if there is no commonality found in the cards.</p> <p>4. Stress that there are no right or wrong answers here. Child rights, like all human rights, are very closely linked each other and it can be difficult to ‘divide them up.’ Just keep encouraging discussions among the participants. When there is no more movement, ask each group to give themselves a name or title (e.g. ‘survival’, ‘education’, ‘health’, ‘juvenile justice’ etc.)</p>
Duration	60 min
Materials	A copy of the set of ‘CRC rights cards’ cut out individually
Tips and Tricks	It suggested to stick the the UN Convention on the Rights of the Child to the wall to make it

	more visible and offer the complete overview of rights.
Variations	/
Resources	Adapted from the UNICEF Toolkit on Diversion and Alternatives to Detention (2009), https://www.unicef.org/tdad/index_55653.html
Photo	
Debriefing & Reflection	<p>Ask participants the following questions:</p> <ul style="list-style-type: none"> - Are some rights more difficult to categorise than others? - If so, which ones and why? <p>Take extra cards left on the floor and read one by one. Ask participants for comments and feedback on each extra card.</p> <p>Interdependence of CRC articles</p> <p>Ask participants the following questions:</p> <ul style="list-style-type: none"> - What are the most important right in the whole CRC? Why? - Can a single right be ensured without fulfillment of other rights in the CRC?

	<p style="text-align: center;">Why?</p> <p>Encourage a friendly debate on how the rights in the CRC can be grouped in certain ways, but actually they are all linked together.</p> <p>Introduce participants the three general principles that a child rights-based approach includes:</p> <ul style="list-style-type: none"> - Interdependence and indivisibility: this means that the realization of a specific right cannot be divorced from the realization of the other rights to which children are entitled. To say that rights are indivisible means that there is no hierarchy of rights, including the need to adopt a holistic approach. - Accountability: it demands that states are obligated to respect, protect and fulfill the rights contained in those treaties. This may mean that states have positive obligations to ensure that those rights are not violated. - Universality: this means that children are entitled to the same human rights as all other human beings.
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A child rights based analysis	
Type of Activity	Training activity

Objectives	To undertake a child rights based analysis in a targeted community context
Focus	Context analysis
Description	<p>1. Start with the following question: In which way rights violations of children occur? Invite everyone into plenary to provide feedback.</p> <p>2. Ask participants to get into their groups and to decide in which community context they would like to operate and develop a project.</p> <p>3. Ask participants to identify and write down all rights violations related to children in the targeted community context. The analysis is developed according to the CRC principles of survival and development, protection and participation.</p> <p>4. Give the groups 45 minutes to discuss about the violations of the rights they identify in the targeted regional/community context, including a critical reflection on:</p> <ul style="list-style-type: none"> - incidence and causes of key deprivations and violations of rights; - barriers and bottlenecks; - whether evidence-based interventions and services are prioritized in national policies, laws, strategies, plans. <p>5. Then call everyone into plenary for a common debriefing.</p> <p>Taking a child rights-based approach is not just about being able to relate to the CRC articles. A child rights-based approach considers each child</p>

	<p>as a complete human being, worthy of respect and capable of expressing opinions which we should be taken directly and seriously into consideration throughout the whole process.</p> <p>Prior to initiating detailed analytical work with stakeholder groups (field work), it is important that those involved in the identification or formulation of projects are sufficiently aware of the policy, sector and institutional context within which they are undertaking their work. The scope and depth of this preliminary analysis will depend primarily on how much information is already available and its quality. In general, it should not be the work of each individual project planning team to undertake 'new' analysis of development/ sector policies or the broader institutional framework, rather they should access existing information and then work to ensure that the development of the project idea takes account of these elements of the operating environment².</p>
Duration	60 min
Materials	Pens, flipchart papers, post-its.
Tips and Tricks	Show participants a practical example of how to use and develop the tool.

² European Commission, EuropeAid Cooperation Office, Project Cycle Management Guidelines, https://ec.europa.eu/europeaid/sites/devco/files/methodology-aid-delivery-methods-project-cycle-management-200403_en_2.pdf

	<p>It is suggested a review of the documents and literature already done on the regional / community context, including analysis of verifiable data, statistics, reports.</p> <p>In line with child's right to be heard, children should be directly consulted on issues that affect their lives.</p>
Resources	<p>Save the Children, Child Rights Situation Analysis Guidelines https://resourcecentre.savethechildren.net/sites/default/files/documents/crsa_guidelines2.pdf</p> <p>UNICEF, Examples of Recent Situation Analyses https://www.unicef.org/sitan/index_43351.html</p> <p>ALNAP, Syria - Child rights situation analysis http://www.alnap.org/resource/20091</p>

Photo

VIOLATIONS OF CHILDREN RIGHTS

Community context:

Survival:

-
-
-
-
-
-

Development:

-
-
-
-
-
-

Protection:

-
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-
-

Participation:

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-
-



Debriefing
&
Reflection

Ask each group to present their work and share the learning achievements within the activity. Encourage the group to review both the task, as well as the process (most groups tend to focus

	<p>on the task). Support the group in discovering what they have experienced. Ask participants the following questions:</p> <ul style="list-style-type: none"> - Do national and regional governments have sufficient technical capacity to implement and monitor and fulfil children rights? - In the targeted community context, are there prevalent negative social norms affecting children? Who are the key actors in the community perpetuating these norms? To what extent these negative norms influence disadvantaged groups of children within the community? - Are the CRC guiding principles reflected in your analysis? Are children and young people consulted and engaged directly in the context analysis?
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Duty bearers' analysis	
Type of Activity	Training activity
Objectives	To identify duty bearers and their duties obligations, capacities and interest to respect, protect and fulfill children's rights.
Focus	Analysis of public and private stakeholders
Description	<ol style="list-style-type: none"> 1. Start with the following question: who are the rights holders? what are the duty bearers? 2. Introduce participants to the duty bearer's

matrix.

3. Then ask participants:

- to identify all those groups who have a significant interest and role in the protection and development of targeted children;
- to put them into the duty bearers' matrix according to the following criteria: power of influence, level of interest;
- to reflect on the relationships between the duty bearers;
- to assess, as far as possible, the nature of the existing capacity gaps that prevent many duty bearers from fulfilling their duties and obligations.

A basic premise behind the duty bearers' analysis is that different duty bearers have different concerns, perceptions, capacities and interests, and that these need to be explicitly understood and recognized in the process of problem identification, objective setting and strategy selection. This includes information obtained through focus group discussions, duty bearers' interviews, field visits and so forth. The findings of the analysis should be incorporated into the logframe matrix in order to ensure Duty bearers' ownership and participation.

Notes:

Duty bearers have duties and obligations under

the CRC, legally binding them to respect, protect and fulfill children's rights. The State, through its agents, is the principal duty-bearer responsible for fulfilling the child's right to life and health. This includes all the pertinent public authorities who have the responsibility for creating the broad normative and institutional contexts for the enjoyment of the rights recognized in the CRC and national laws. Beyond this, duty bearers include governments and their local agents, social workers, educators & teachers, judges, police, health care workers, parents, the whole community.


Children up to 18 years of age are considered rights holders and active participants in child rights realization, who must be empowered to make claims and hold duty bearers to account for upholding children's rights.

In carrying out this part of the analysis, it is important to recognize that some of the duty-bearers are also rights-holders, whose own rights may remain unfulfilled, which can prevent them from fulfilling their duties to the child. For example, the limited salary health care workers receive may be an impediment to performing

	<p>their professional duties competently and efficiently³. In parallel, examining the capacity gaps among duty-bearers can help development cooperation actors to address those gaps and achieve child-focused development results⁴.</p>
Resources	<p>UNICEF, Engaging Stakeholders On Children’s Rights, https://www.unicef.org/csr/css/Stakeholder_Engagement_on_Childrens_Rights_021014.pdf</p> <p>UNICEF, An Analysis of the Situation of Children And Women in Cambodia, Chapter III. The Child’s Right to Life and Health - Duty-bearers’ roles, responsibilities and capacity gaps, https://www.unicef.org/cambodia/Part6_Women_and_children_SitAn_Report_09.pdf</p>
Duration	60 min
Materials	Pens, flip chart papers, post-its.
Tips and Tricks	Show participants a practical example of how to use and develop the tool.

³ UNICEF, An Analysis of The Situation of Children And Women In Cambodia, 2009,
https://www.unicef.org/cambodia/Part6_Women_and_children_SitAn_Report_09.pdf

⁴ UNICEF. Child Rights Toolkit: Integrating Child Rights in Development Cooperation, <https://www.unicef.org/myanmar/Child-Rights-Toolkit-Web-Links.pdf>

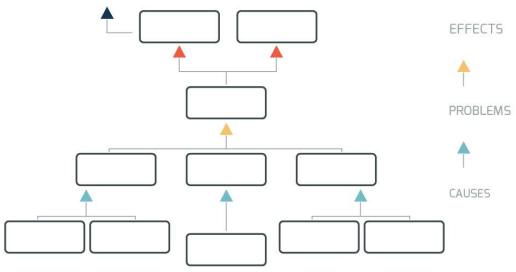
Photo	
Debriefing & Reflection	<p>Ask each group to present their work and share the learning achievements within the activity. Encourage the group to review both the task, as well as the process (most groups tend to focus on the task). Support the group in discovering what they have experienced.</p> <p>Suggested questions:</p> <ul style="list-style-type: none"> - Who are the rights-holders? - Who are the duty-bearers? What obligations are they supposed to fulfill? - What is the relationship between the rights-holders and duty-bearers?

The problem tree: analysis on the violation of children's rights

Type of Activity	Training activity
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Objectives	To identify the negative aspects of an existing violation/s of children's rights and to establish the causes and effects related to that violation/s.
Focus	Problem analysis in the community context
Description	<p>The analysis is presented in diagram form showing the effects of a children's right violation on top and its causes underneath. Once complete, the problem tree represents a summary of the existing negative situation.</p> <p>How to establish a Problem Tree?</p> <ul style="list-style-type: none"> - As a starting point, identify and state the core existing violation of children's rights in the targeted community - Brainstorm and analyze major problems that are related to the problem - Write down each identified problem on a card. - Establish hierarchy of cause and effects: problems which are directly causing the core problem are put below; problems which are direct effects of the core problem are put above. - Connect the problems with cause-effect arrows. - Review the diagram and verify its validity and completeness. The links of causes and effects should be clear and make a logical sense. <p>Notes:</p>

	<p>A problem is not the absence of a solution, but an existing negative situation. Absent solutions are problem statements that do not describe the current negative situation, but describe the absence of a desired situation. For example, lack of trained staff does not describe the real problem which is in fact staff has insufficient or inappropriate skills.</p> <p>The problem tree contributes to address the identified violations of children’s rights through a holistic analysis revealing the complexity of the phenomenon as well as to gain insights into complex links of causes and effects.</p>
Duration	120 min
Materials	Pens, flip chart papers, post-its.
Tips and Tricks	<p>Show participants a practical example of how to use and develop the tool.</p> <p>Specify the following rules for writing problems’ cards:</p> <ul style="list-style-type: none"> - A problem should not be an overarching issue that is clearly beyond the scope of the interventions to be developed by a social enterprise or specific project. - Write the problem in a sentence by specifying it like this: “subject, verb and object”. - Each card should include only one problem.

	<ul style="list-style-type: none"> - Problems have to be phrased as negative situations. - Problems have to be existing problems, not future ones or imagined ones. - Avoid generalization – be specific. <p>The position of the problem in the hierarchy does not indicate its importance.</p> <p>It might help to break these causes down into different categories, such as policy/legal constraints, institutional constraints, capacity weaknesses, and social/cultural norms.</p> <p>Present background facts and statistics with sources, wherever relevant.</p>
Photo	<p style="text-align: center;">Problem tree analysis</p> 
Debriefing & Reflection	<p>Ask each group to present their work and share the learning achievements within the activity. Encourage the group to review both the task, as well as the process (most groups tend to focus on the task). Support the group in discovering</p>

	<p>what they have experienced. Suggested questions:</p> <ul style="list-style-type: none"> - Does the problem analysis provide information on the problems specific to the lack of realization of children's rights? - Is there a requirement for more in-depth child rights analysis to be undertaken at the formulation stage?
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Internalized oppression and violation of rights	
Type of Activity	Workshop
Objectives	To explore forms of internalized oppression, unconscious thoughts and feelings related to target groups and beneficiaries.
Focus	Violation of rights' analysis through theater and drama.
Description	In image theatre, still images are used to analyze realistic situations by exploring relationships, emotions and feelings. This technique was developed by Augusto Boal as part of Theatre of the Oppressed, as a form of theatre where people become active and explore, show, analyze and transform the reality in which they are living. Image theatre works across language and culture barriers and frequently reveals unexpected universalities. Through image theatre participants gain more clarity in the analysis process by decoding the situation they are observing.


Guidelines on how to prepare the scene:

- Create a scene that should be showing still images concerning an existing violation of children's rights in the targeted community, as identified in the problem tree analysis.
- Still images could be realistic, allegorical, surrealistic, symbolic or metaphorical. The only thing that matters is that they correspond to reality.
- In the scene, there should be one OPPRESSED, who is the person affected by the existing violation of rights, and several OPPRESSORS, the persons affecting the oppressed.
- Each character in the scene must have a specific role. The scene performed should be dramatic: showing real problems as experienced in daily life.
- There should be one facilitator who is coordinating the activity.

The facilitator starts questioning the characters (both the oppressors and the oppressed) in order to explore their role in the scene: about their life and work experiences, their social and cultural background, problems, needs, including unconscious thoughts, feelings, reasons behind a certain way of doing or thinking.

Here are some example questions: Who are you? Where are you from? What do you do in life?

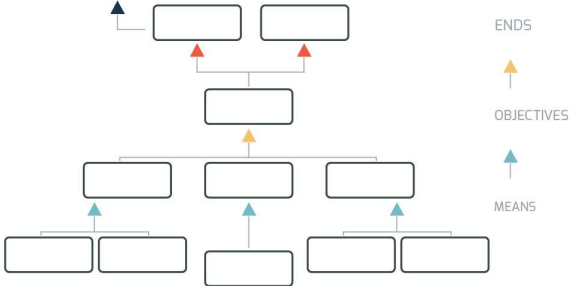
	<p>What is your social background? What does your family do? What is your religion? What are your values? What are you doing in the scene? What are your problems, needs at this moment? Why are you acting this way? Where did you learn this behavior/value/idea from? Have you studied? How do you spend usually your day? Where do you sleep at night? What are your hobbies and interests? Are you religious? What is your religion? What are your dreams about? Etc.</p> <p>The characters in the scene are only allowed to answer the questions while keeping still. Participants are asked to observe the images and reflect on what they witness and hear. As the inquiry process develops, the facilitator invites the audience to raise further questions in order to get more and more in depth into the analysis process related to the identified existing situation / problem.</p>
Duration	120 min
Materials	Any kind of material that participants might creatively use to perform their scene on the stage.
Tips and Tricks	You can invite participants or “spect-actors” (spect -- to watch; actor -- to act) to take the role of the facilitator in order to experience themselves how to facilitate the scene on stage.
Variations	You can apply image theatre to a variety of learning contexts to explore diversity, intercultural dialogue, democracy, active

	<p>citizenship or other social issues.</p>
Resources	<p>Forum and Image Theatre Manual - Toolbox — For Training and Youth Work https://www.salto-youth.net/tools/toolbox/tool/forum-and-image-theatre-manual.1503/</p>
Photo	 <p>The top photograph shows a group of approximately ten people in a room. Some are sitting on the floor in a circle, while others are standing. They appear to be engaged in a collaborative activity. The bottom photograph shows a group of people, including a woman in a blue and white patterned headscarf and a man in a white shirt, gathered around a table. They are looking at a document or poster on the table, and one man is pointing at it.</p>
Debriefing & Reflection	<p>Support the group in discovering what they have experienced. Ask participants what additional insights they have gained about the community context, target groups, final beneficiaries, duty bearers and stakeholders.</p>

	<p>Then ask participants the following questions:</p> <ul style="list-style-type: none"> - Have further violations, problems and needs been identified? - Have other duty bearers and stakeholders been identified? - Are causes and effects relationships better investigated and incorporated in the analysis process? <p>Invite participants to review in their groups the problem tree in line the new findings and information emerged within the activity.</p>
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The objective tree	
Type of Activity	Training activity
Objectives	To identify a possible solution to the identified problems.
Focus	Objectives analysis
Description	<p>The 'negative situations' of the problem tree are converted into solutions, expressed as 'positive achievements'. For example, "parents show low interest to participate on school-based activities of their children" is converted into "parents have an high participation in school-based activities of their children".</p> <p>These positive achievements are in fact objectives, and are presented in a diagram of objectives showing a means - ends hierarchy.</p>

	<p>This diagram provides a clear overview of the desired future situation.</p> <p>How to establish an Objective Tree?</p> <ul style="list-style-type: none"> - Reformulate all negative situations of the problems analysis into positive situations that are desirable and realistically achievable. - Check the means-ends relationships to ensure validity and completeness of the hierarchy (cause-effect relationships are turned into means-ends linkages). - If necessary: revise statements, add new objectives if these seem to be relevant and necessary to achieve the objective at the next higher level, delete objectives which do not seem suitable or necessary. <p>Notes:</p> <p>A community project should:</p> <ul style="list-style-type: none"> - be clearly consistent with the policy framework at international, national and regional level; - integrate with and support local planning/budgeting, management, financing and monitoring systems; - build local capacity and ownership among beneficiaries, duty bearers and key stakeholders; - take a realistic perspective and guarantee a long-term impact and positive change.
Duration	SUGGESTED TIME: 60 min
Materials	Pencils, flip chart papers, post-it.
Tips and	Show participants a practical example of how to

Tricks	use and develop the tool.
Photo	<p style="text-align: right;">The objective tree</p> 
Debriefing & Reflection	<p>Ask each group to present their work and share the learning achievements within the activity. Encourage the group to review both the task, as well as the process. Support the group in discovering what they have experienced.</p> <p>At this point, you might ask the following questions:</p> <ul style="list-style-type: none"> - Have you received support and active contribution from others during the activity? - Who gave major support within each group? <p>These questions can start up a further reflection on the topic of “supporting each other”, co-education and co-development.</p>

Forum theatre: from problem analysis to the creation of solutions	
Type of Activity	Workshop
Objectives	To enable participants to find creative solutions to identified problems through theatre.
Focus	Identification of strategies and activities
Description	<p>Forum theatre was developed by Augusto Boal as part of Theatre of the Oppressed. It is a theatrical game in which a problem is shown in an unsolved form, to which the audience, as "spect-actors"(spect -- to watch; actor -- to act), are invited to suggest and enact solutions. It begins with the crafting and performance of a short play that dramatizes the existing situation / problem as identified in the image theatre scene and that ends with the protagonist(s) being oppressed. The problem is always the symptom of an oppression, and generally involves visible oppressors and a protagonist who is oppressed. After the first performance, the play or scene is repeated with one crucial difference: the spectators become "spect-actors" and can at any point yell "freeze" and take the place of an actor to attempt to transform the outcome. Forum theatre is an exercise in democracy in which anyone can speak and anyone can act.</p> <p>Instructions to prepare for the play:</p> <ul style="list-style-type: none"> - Participants in groups are invited to

	<p>perform a short play showing the same situation of oppression already sculpted in the image theatre activity. The play should last for max 5 minutes.</p> <ul style="list-style-type: none">- The problem is always the symptom of an oppression, and generally involves visible oppressors and a protagonist who is oppressed.- The participants are allowed to create dialogue and set up the scene in a creative way.- The play is shown twice. After the first time, the play is performed again but slightly speeded up.- During the replay, any member of the audience ('spect-actor') is allowed to shout 'Stop!', step forward and take the place of one of the oppressed characters, showing how they could change the situation, to solve the problem in a creative way and overcome the oppression. Several alternatives may be explored by different spect-actors. The other actors remain in the scene, improvising their responses.- The play is a form of contest between spect-actors trying to bring the play to a different end (in which the cycle of oppression is broken) and actors ostensibly making every possible effort to bring it to its original end (in which
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	<p>the oppressed is beaten and the oppressors are triumphant).</p> <ul style="list-style-type: none"> - The process is presided over by the 'joker', whose job it is to ensure a smooth running of this theatrical game.
Duration	120 min
Materials	Any kind of material that participants might creatively use to perform their scene on the stage.
Tips and Tricks	<p>You can invite participants or spect-actors to take the role of the joker in order to experience themselves how to facilitate this theatrical game. The joker is the link between actors and spect-actors. S/he is the facilitator who keeps the event flowing. The term 'joker' can be seen in relation to both the joker in a card game, an odd one out, who can jump into any situation, but who is also in a way neutral, or as in the jester character of the medieval period who provided games and entertainment. The joker in forum theatre or plays is much like such a character. S/he stands outside the general play, and has no direct influence on the direction of the story, but is able to move the group forward, with questions and by facilitation.</p>
Variations	You can apply forum theatre to a variety of learning contexts to explore diversity, intercultural dialogue, democracy, active citizenship, other social issues.
Resources	Introducing Forum Theatre as a tool to explore issues of equality and discrimination

	<p>http://www.youththeatre.ie/content/files/Theatre-Forum-Resource-web.pdf</p> <p>For the role of the joker, click here:http://handbook.actvise.eu/?page_id=24</p>
<p>Photo</p>	
<p>Debriefing & Reflection</p>	<p>Ask participants what they have learned and how the activity contributes to finding creative solutions to the identified problems.</p> <p>Invite participants to reflect on how the tool could be applicable to their everyday lives and</p>

	work.
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Strategy analysis	
Type of Activity	Training activity
Objectives	To identify to assess and identify specific intervention strategies.
Focus	Problem analysis in the community context
Description	<p>A project is a limited intervention and can therefore not tackle all the alternatives indicated in the tree. Strategy analysis is a process in which specific project strategies are selected from among the objectives raised in objectives analysis, based upon selection criteria. Analysis of strategies involves deciding what objectives will be included IN the specific intervention, and what objectives will remain OUT. The selected strategy will then be used to formulate the first column of the logframe matrix, thus identifying the project overall objective, purpose/s and expected results.</p> <p>How to select the project strategy?</p> <p>Divide the objective tree into different clusters of objectives.</p> <p>Name all clusters.</p> <p>Clarify the overall objective and strategies of each cluster.</p> <p>Exclude unachievable and/or unrealistic options.</p> <p>Set and agree on criteria for selecting a strategy</p> <p>Compare alternatives using the selection criteria.</p>

	Select a specific cluster to be developed into an intervention strategy
Duration	60 min
Materials	Pens, flip chart papers, post-its.
Tips and Tricks	<p>The choice of the strategy should be based on a good knowledge of the community context and on a number of selected criteria, such as:</p> <ul style="list-style-type: none"> - Internal key competences and expertise - Availability of financial and human resources - Complementarities with other policies or social activities - Contribution to the social, economic, cultural community development - Urgency Coherence with both organization and community's priorities - Probability of achieving objectives - Involvement of community partners and stakeholders - Economic and financial costs / benefits - Community and environmental impact
Photo	<p style="text-align: center;">Strategy of intervention</p>

Debriefing & Reflection	<p>Ask each group to present their work and share the learning achievements within the activity. Encourage the group to review both the task, as well as the process.</p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> - Did you share different ideas? If so, how did you select your strategy? - What was the main selected criteria you adopted in the selection process?

The Logical Framework Approach: the Intervention Logic (first column)	
Type of Activity	Training activity
Objectives	To describe the key elements of the intervention logic of a project
Focus	Key elements of a community based project addressing children rights
Description	<p>The results of the stakeholders, problems, objectives and strategy analysis are used as the basis for preparing the Logical Framework Matrix. The main output of the LFA is the logframe matrix.</p> <p>The logical framework matrix has four columns and four rows in total, namely:</p> <ul style="list-style-type: none"> - the hierarchy of objectives (Intervention Logic); - the key external factors critical to the

	<p>social start-up's success (Assumptions);</p> <ul style="list-style-type: none">- how the social start-up's achievements will be monitored and evaluated (Indicators and Sources of Verification). <p>The first column is named intervention logic and describes the:</p> <ul style="list-style-type: none">- Overall objective: the broad development impact to which the social enterprise contributes – at a national or sectoral level (provides the link to the policy and/or sector programme context).- Purpose: the development outcome at the end of the social enterprise, more specifically the expected benefits to the target group(s).- Expected results: the direct/tangible results (goods/products and services) that the social enterprise delivers, and which are largely under project management's control.- Activities: the work programme that is needed to be carried out to deliver the planned results. Specific and practical actions should directly address violations and gaps as identified in the analysis phase. <p>1. Ask participants to transfer the contents from their objective tree and selected strategy into the intervention logic of the LFA.</p>
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	<p>2. Results and activities should integrate child rights and the four specific principles of the CRC (Non-discrimination, The best interest of the child, Survival and development, Participation) at each step of the planning and formulation process.</p> <p>Note: Community development projects addressing children should strengthen structures and mechanisms (capacity building) to promote and protect children’s rights (e.g. legislative, political, administrative and community structures, practices and mechanisms, ensuring incorporation of the CRC into domestic legal systems, monitoring progress, ensuring accountability and overcoming constraints). They should also raise awareness and build advocacy for children’s rights amongst individuals, governments, professionals, the media, the private sector, the general public and civil society (Brief Introduction to Rights-based Programming, Save the Children, August 2003).</p>
Duration	120 min
Materials	Pens, flip chart papers, post-its
Tips and Tricks	Show participants a practical example of how to develop an intervention logic.

Photo

Source: The Logical Framework Approach in European Commission – PCM Guidelines (2004)

LOGFRAME MATRIX			
OBJECTIVES (What we want to achieve)	INDICATORS (How to measure change)	MEANS OF VERIFICATION (Where / how to get information)	ASSUMPTIONS (External conditions)
Overall objective: The broad development impact to which the project contributes – at a national or sectoral level (provides the link to the policy and/or sector programme context)	Impact Indicators: Measures the extent to which a contribution to the overall objective has been made. Used during evaluation. However, it is often not appropriate for the project itself to try and collect this information.	Sources of information and methods used to collect and report it (including who and when/how frequently).	Is not required for goals
Purpose: The development outcome at the end of the project – more specifically the expected benefits to the target group(s)	Outcome Indicators: Helps answer the question 'How will we know if the purpose has been achieved'? Should include appropriate details of quantity, quality and time.	Sources of information and methods used to collect and report it (including who and when/how frequently)	Assumptions (factors outside project management's control) that may impact on the purpose-objective linkage.

	<p>Results: The direct/tangible results (good and services) that the project delivers, and which are largely under project management's control</p>	<p>Output Indicators: Helps answer the question 'How will we know if the results have been delivered'? Should include appropriate details of quantity, quality and time.</p>	<p>Sources of information and methods used to collect and report it (including who and when/how frequently)</p>	<p>Assumptions (factors outside project management's control) that may impact on the result-purpose linkage</p>
	<p>Activities: The tasks (work programme) that need to be carried out to deliver the planned results. Indicators are NOT included in the logframe.</p>	<p>Means What are the means required to implement these activities (ex. personnel, equipment, services, goods, facilities, etc.)</p>	<p>Costs What are the costs for each activity? How are they classified) Break the budget down..</p>	<p>Pre-conditions What pre-conditions outside the project's direct control are required before the actions start?</p>
<p>Debriefing & Reflection</p>	<p>Ask each group to present their work and share the learning achievements within the activity. Encourage the group to review both the task, as well as the process (most groups tend to focus on the task). Suggested questions:</p> <ul style="list-style-type: none"> - Is the project interfering with the children's right to survival? - Are the proposed approach, strategies and activities planned in line with the best interests of the child? - Are the activities excluding / discriminating any 			

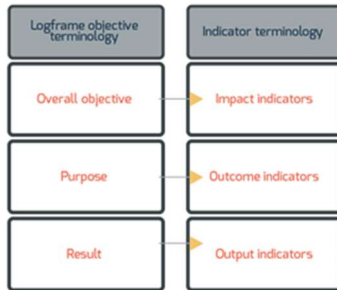
	<p>groups of children?</p> <ul style="list-style-type: none"> - Have you consulted with the children themselves and involved them in the analysis and planning phases? - Did all members of the group have a clear action plan?
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The Logical Framework Approach: Indicators and Sources of Verification (second and third column)	
Type of Activity	Training activity
Objectives	To set criteria on how a social enterprise will be monitored and evaluated.
Focus	Monitoring and evaluation
Description	<p>Indicators (second column of the logframe) describes the operation's objectives in operationally measurable terms (quantity, quality, target group(s), time, place). Specifying indicators helps checking the viability of objectives and forms the basis of the operation monitoring system. Indicators should be measurable in a consistent way and at an acceptable cost.</p> <p>A good indicator should be SMART:</p> <ul style="list-style-type: none"> - Specific - Measurable - Available at an acceptable cost - Relevant with regard to the objective concerned - Time-bound

	<p>Sources of verification (third column of the logframe) indicate where and in what form information on the achievement (described by the indicators) can be found. The sources of verification should specify:</p> <ul style="list-style-type: none"> - the format in which the information should be made available (e.g. progress reports, operation accounts, operation records, official statistics etc.) - who should provide the information - how regularly it should be provided (e.g. monthly, quarterly, annually). <p>1. Ask participants to specify both indicators and sources of verification for each line of the intervention logic of the LFA.</p> <p>A child rights focus should be taken in consideration in order to mitigate risks and optimizing opportunities.</p>
Duration	60 min
Materials	Pens, flip chart papers, post-its
Tips and Tricks	Show participants a practical example of how to identify indicators and sources of verification.

Photo

Terminology



Resources

UNICEF. Child Rights Toolkit: Integrating Child Rights in Development Cooperation, <https://www.unicef.org/myanmar/Child-Rights-Toolkit-Web-Links.pdf>

Debriefing

Ask each group to present their work and share

& Reflection	<p>the learning achievements within the activity. Encourage the group to review both the task, as well as the process (most groups tend to focus on the task).</p> <p>Ask participants the following questions:</p> <ul style="list-style-type: none"> - Does the project's Logframe Matrix include a set of indicators and sources of verification, which will allow management information to be collected and used in a timely and cost-effective manner? - Are roles and responsibilities for collecting, recording, reporting and using the information clearly described? - Is a monitoring, evaluation and accountability plan formulated? Is the plan clear and practical?
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The Logical Framework Approach: The external conditions (fourth column)	
Type of Activity	Training activity
Objectives	To take into account potential risks and assumptions that can badly influence a social enterprise.
Focus	Risk management
Description	External factors that might affect the social enterprise's implementation and long-term sustainability but lie outside its control, are included as assumptions in the fourth column of the logframe. The probability and significance of these assumptions being met should be

estimated as part of assessing the riskiness of the social business plan.

External factors are the answer to the question: *"What external factors are not influenced by the operation, but may affect its implementation and achievement of objectives?"* If formulated as negative statements, become 'risks' that have to be monitored during the social enterprise's development.

The steps necessary to identify the external factors are the following:


Brainstorm and identify those external factors which are necessary for the project to succeed but which are outside the control of the project. External factors need to be identified for the levels of 'Activities', 'Results' and the 'Project Purpose'.

Once external factors have been identified, they are stated in terms of the desired situation. In this way they can be verified and assessed.

Then, these external factors are transposed at the appropriate level of the logframe.

If an external factor represents a relevant risk, redesign and reformulate the intervention logic of the logframe.

If it is not possible to redesign and reformulate the intervention logic of the logframe, than our

	social enterprise is not feasible.
Duration	60 min
Materials	Pens, flip chart papers, post-its
Tips and Tricks	It is suggested to assemble and analyse adequate information from an appropriate range of sources, including viewpoints of different stakeholders.
Photo	
Debriefing & Reflection	<p>Ask each group to present their work and share the learning achievements within the activity. Encourage the group to review both the task, as well as the process (most groups tend to focus on the task).</p> <p>Ask participants the following questions:</p> <ul style="list-style-type: none"> - Are assumptions/risks identified and assessed, and appropriate risk management arrangements proposed? - Are Arrangements for managing risks clear?

The GANTT Chart	
Type of Activity	Training activity
Objectives	To think through all of the tasks involved in structuring a social enterprise.
Focus	Planning and organization of activities
Description	<p>The so-called Gantt chart is a format for outlining, prioritising and conveying information about the activities of a project visually. It helps to identify their logical sequence, expected duration, any dependencies that exist between activities, and it provides a basis for allocating management responsibility. With the GANTT chart prepared, further specification of resources and scheduling of costs can be undertaken.</p> <p>Ask participants to develop a GANTT chart by using the following checklist:</p> <ul style="list-style-type: none"> - step 1: for each expected result list the main activities - step 2: break activities down into manageable tasks - step 3: clarify sequence and dependencies - step 4: estimate start-up, duration and completion of all activities - step 5: summarize scheduling of main activities - step 6: define milestones - step 7: define expertise - step 8: allocate tasks among the team

Duration	120 min																																																				
Materials	Paper, pens, flipchart																																																				
Tips and Tricks	Show participants a practical example of how to use and develop the tool.																																																				
Photo	<p style="text-align: center;">GANTT chart</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Task name</th> <th>Start</th> <th>End</th> <th>Duration</th> </tr> </thead> <tbody> <tr> <td>Activity 1</td> <td>1/16/15</td> <td>1/21/15</td> <td>5 days</td> </tr> <tr> <td>Activity 2</td> <td>1/22/15</td> <td>1/23/15</td> <td>1 day</td> </tr> <tr> <td>Activity 3</td> <td>1/22/15</td> <td>1/28/15</td> <td>6 days</td> </tr> <tr> <td>Activity 4</td> <td>1/27/15</td> <td>1/29/15</td> <td>2 days</td> </tr> <tr> <td>Activity 5</td> <td>1/28/15</td> <td>2/4/15</td> <td>7 days</td> </tr> <tr> <td>Activity 6</td> <td>2/5/15</td> <td>2/9/15</td> <td>4 days</td> </tr> <tr> <td>Activity 7</td> <td>1/28/15</td> <td>2/5/15</td> <td>8 days</td> </tr> <tr> <td>Activity 8</td> <td>2/4/15</td> <td>2/6/15</td> <td>2 days</td> </tr> <tr> <td>Activity 9</td> <td>2/7/15</td> <td>2/10/15</td> <td>3 days</td> </tr> <tr> <td>Activity 10</td> <td>2/9/15</td> <td>2/12/15</td> <td>3 days</td> </tr> <tr> <td>Activity 11</td> <td>2/11/15</td> <td>2/14/15</td> <td>3 days</td> </tr> <tr> <td>Activity 12</td> <td>2/15/15</td> <td>2/17/15</td> <td>2 days</td> </tr> </tbody> </table>	Task name	Start	End	Duration	Activity 1	1/16/15	1/21/15	5 days	Activity 2	1/22/15	1/23/15	1 day	Activity 3	1/22/15	1/28/15	6 days	Activity 4	1/27/15	1/29/15	2 days	Activity 5	1/28/15	2/4/15	7 days	Activity 6	2/5/15	2/9/15	4 days	Activity 7	1/28/15	2/5/15	8 days	Activity 8	2/4/15	2/6/15	2 days	Activity 9	2/7/15	2/10/15	3 days	Activity 10	2/9/15	2/12/15	3 days	Activity 11	2/11/15	2/14/15	3 days	Activity 12	2/15/15	2/17/15	2 days
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Debriefing & Reflection	Ask each group to present their work and share the learning achievements within the activity. Encourage the group to review both the task, as well as the process (most groups tend to focus on the task).																																																				

Relevance, feasibility, sustainability and coherence with the CRC's 4 pillars	
Type of Activity	Training activity
Objectives	
Focus	Planning and organization of activities
Description	Ask each group to review its logframe matrix and analyse its logical structure according to the following criteria: relevance, feasibility, sustainability and coherence to the CRC's 4

pillars (survival, development, protection and participation of children).

Invite each group to reflect and answer to the following questions:

1. Relevance:


- Is the project consistent with, and supportive of, international and government policies and relevant sector programmes?
- Are children involved in the analysis and planning process from the initial stage?
- Are duty bearers, key stakeholder and target groups clearly identified, equity and institutional capacity issues analysed, and local ownership demonstrated?
- Have problems been appropriately analysed?
- Are objectives are clearly stated in terms of solutions to identified violation of children rights?
- Have cultural and sociological issues been taken into account?
- Have lessons learned from experience and linkages with other ongoing/planned projects/programmes been assessed and incorporated into strategy selection?

2. Feasibility:

- Is the project feasible? Can the planned activities and work plan allow project

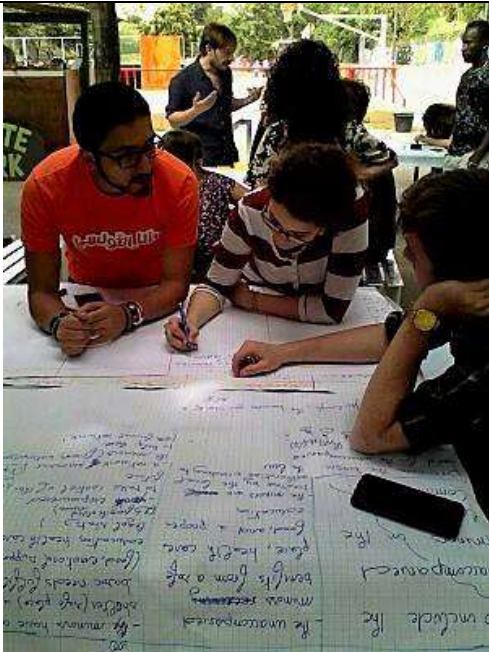
	<p>results to be delivered over a realistic time-frame, within the constraints of the operating environment and the capabilities of the implementing organizations?</p> <ul style="list-style-type: none">- Is the project's Overall Objective clearly linked to a relevant policy or sector objective in order to contribute to a long-term development outcome?- Are the objectives logical and measurable?- Do the project's results include tangible improvements to services, facilities or knowledge that will directly support the achievement of the project's purpose?- Are risks and external conditions be taken into account?- Are the resource and cost implications clear? Is the project financially viable? <p>3. Sustainability:</p> <ul style="list-style-type: none">- Is the project sustainable?- Are factors affecting sustainability addressed as part of the project design and formulation?- Are results from evaluation used to build lessons learned into the design of future projects?- Are local ownership and community partnerships strengthened?
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	<p>4. The 4 pillars of CRC:</p> <ul style="list-style-type: none"> - Has a right based analysis been carried out? Is the project based on a child rights approach? - Is the principle of children's non-discrimination incorporated in the project idea? - Has the best interest of the children been taken as primary consideration in all actions of the project? - Is the right to survival and development reflected in the project idea? - Have the children been consulted directly within the analysis and formulation phase? - Do the children directly participate and involved in the project implementation? - Are children engaged as decision-makers within the project implementation and monitoring?
Duration	60 min.
Materials	Paper, pens, flipchart
Tips and Tricks	Be open to any suggestions from the participants. Let them decide freely.
Photo	

	
<p>Debriefing & Reflection</p>	<p>Ask each group to present their work and share the learning achievements within the activity. Encourage the group to review both the task, as well as the process (most groups tend to focus on the task).</p>

<p>Your concept note</p>	
<p>Type of Activity</p>	<p>Training activity</p>
<p>Objectives</p>	<p>To create a social business plan, document your direction and engage your stakeholders and donors</p>
<p>Focus</p>	<p>Synthesis of all the elements that make up a social business plan</p>
<p>Description</p>	<p>Participants in their groups are asked to assemble in a unique document all the work that was done in the training course:</p> <ul style="list-style-type: none"> - A child rights based analysis - Duty bearers' analysis - The problem tree analysis

	<ul style="list-style-type: none"> - The stakeholder analysis - The objectives tree analysis - The strategy analysis - The logframe matrix (the intervention logic, the indicators, sources of verifications, the external conditions) - The GANTT chart <p>As a final activity, participants are asked to synthesize the following in max 2 pages:</p> <ul style="list-style-type: none"> - Find a title for your community project - Find an acronym - Create a logo - Specify target groups and final beneficiaries - Specify the general objective - Specify the specific objective/s - Specify the expected results within the next 2 years - Specify activities and services / products related to each expected result - Describe the organizational structure and the people involved (staff, experts, volunteers) - Determine the budget: estimate the start-up and the budget for the next 2 years
Duration	180 min
Materials	Paper, pens, flipcharts
Tips and Tricks	Remind participants the key concepts related to sustainability, feasibility and relevance, as well as the The 4 pillars of CRC

Photo	
Debriefing & Reflection	<p>Ask each group to present their work and share the learning achievements within the activity. Encourage the group to review both the task, as well as the process (most groups tend to focus on the task).</p>

The spiral	
Type of Activity	Final evaluation
Objectives	To analyse the main causes why a social enterprise fails.
Focus	Brainstorming among participants.


<p>Description</p>	<p>At the end of the training course have participants sit in a spiral.</p> <p>Participants, sitting in a spiral shape, start discussing and brainstorming. The spiral is a metaphor for chaos and confusion. Into the spiral communication and dialogue are distorted: misunderstanding, mistrust and distances are nurtured.</p> <p>Main reasons are identified and noted:</p> <ul style="list-style-type: none"> - Lack of children and youth participation and involvement as rights-holders: the consultation process in the analysis and planning phase should comprise children involvement as decision-makers on issues that affect their lives. Community projects that do not meet the real needs of beneficiaries could harm people's lives and well-being instead of providing improvements. Children and youth have the right to be heard and be active part of the decision-making processes that affect their lives, based upon their evolving capabilities to understand and contribute⁵. - Lack of duty bearers' analysis, involvement, ownership and accountability: different duty bearers
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⁵ Plan in Vietnam, Rights-Based Approach To Development & Child Rights Programming

	<p>have different concerns, perceptions, capacities and interests, and that these need to be explicitly understood and recognized in the process of problem identification, objective setting and strategy selection. The findings of the analysis should be incorporated into the logframe matrix in order to ensure duty bearers' involvement, ownership and accountability. A project that does not include a strategy to attract the required support from duty bearers and stakeholders, could get severely affected.</p> <ul style="list-style-type: none">- Non-discrimination: special efforts are needed to ensure that any child is left out. A thorough situational analysis from a child rights perspective helps to understand the complex relations that underpin exclusion of some children and youth.- Lack of project management competences: rigorous planning, coordination and financial management are essential to ensure effective and timely planned activities and achieve results and objectives.- Lack of consistency between the objectives of the project with the characteristics and priorities of the local context.- External conditions: low risks
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	<p>management about external risks and conditions, like political instability, difficult physical environments, natural disasters, planning and analysis.</p> <ul style="list-style-type: none">- Scarce resources: human and financial resources should be planned properly at the analysis and planning phase.- Cultural issues: project management approaches should be tailored to fit with local values and culture, ensuring active involvement of beneficiaries, duty bearers and key actors from the local community.- Sustainability: this involves the capacity of a project to continue and develop. All elements of sustainability are to be identified, assessed and incorporated into the work plan right at the design stage.- Lack of communication: team and cooperative work are fundamental, communication and sharing of responsibilities are crucial for the success of any project. Sitting and discussing in circles rather than in a spiral, is therefore a condition to life. Participants experience themselves the importance of being in circle (rather than in a spiral as they are positioned during the activity). The spiral is a metaphor for misunderstanding, mistrust, chaos and
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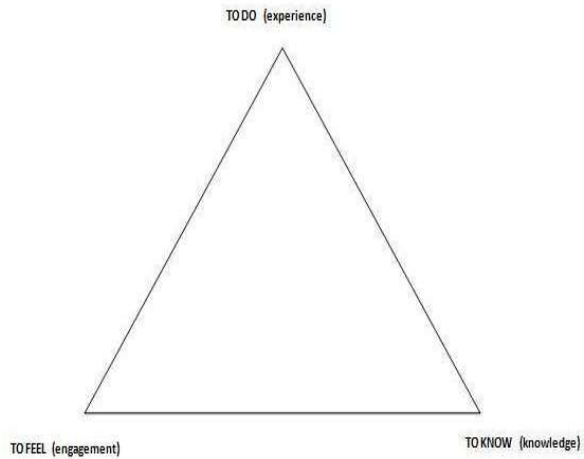
	<p>confusion. The circle is a metaphor for human capital, open communication, equality, sharing of power, free expression and creativity.</p> <p>Notes: All project phases should be guided by standards and obligations provided by international human rights instruments, primarily the UNCRC, and address consequences of gaps and violations in child rights. Every project should be based on the best interests of the child.</p>
Duration	45 min
Materials	Flipchart paper, pen
Tips and Tricks	It is important to analyze participants' opinions and feedback.
Resources	The Spiral is an activity that is part of the Reciprocal Maieutic Approach, by Danilo Dolci, http://reciprocalmaieutic.danilodolci.it/final-products/final-manual/

<p>Photo</p>	
<p>Debriefing & Reflection</p>	<p>Sum up and present the conclusions that emerged during the activity.</p>

<p>Final evaluation</p>	
<p>Type of Activity</p>	<p>Final evaluation</p>

Objectives	To evaluate the learning process and the key competences acquired.
Focus	Group and self-evaluation by participants and training staff.
Description	<p>Participants sit in a circle and are asked one by one to reflect if their initial expectations have been met in relation to:</p> <p>What I would like to DO What I would like to FEEL What I would like to KNOW</p> <p>Ask them to find their position and put a sign (or a personal symbol) into the triangle as a result of the three abovementioned learning dimensions: to do, to feel, to know. Then ask each participant to freely provide her/his feedback on the overall learning process. Training and support staff should also join the reflection and provide their individual feedback.</p>
Duration	60 min
Materials	Flipchart paper, pencil
Tips and Tricks	Review with participants the initial expectations. Encourage a common reflection on the whole learning process, sum up the key learning contents experimented and the learning achievements.

Photo



Debriefing
&
Reflection

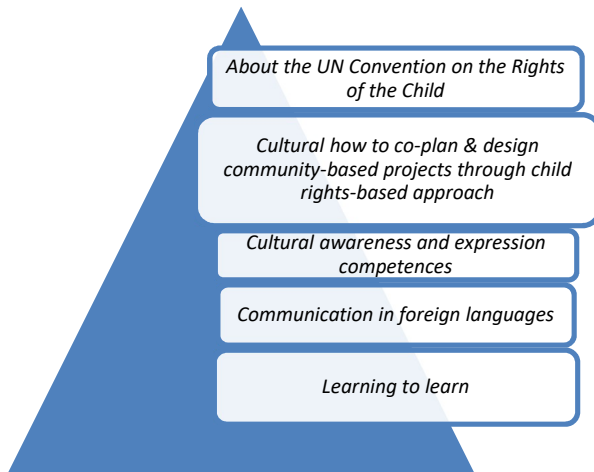
Do not comment, just keep the flow and good energies going.

CHAPTER 3

THE LEARNING ACHIEVEMENTS

The impact on participants is connected with the learning objectives, by equipping youth workers with key competences related to project cycle management, non-formal education and youth community work.

The participants



The partner organizations

Increased cooperation and networking

- Strengthened cooperation between organizations from EU and Mediterranean countries to develop joint projects with and for children and young people.

- Developed cross-cultural understanding of different youth work experiences related to unaccompanied migrant children' protection and development from both EU and Mediterranean countries.
- Increased experience to work in a multicultural and multi-ethnic environment;
- Network of youth workers who will multiply results and use the key competences acquired in their local activities with children and young people.



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ERASMUS+
Learning Mobility of Individuals



Euromed forum

Experiential Lab: Child Rights Programming and Nonviolent Community Development

Introduction to the project

Focus: Children's Rights and the Euro-Mediterranean scenario
The intercultural night

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