

Research Toolkit

Facilitator's Guide for organising
consultations with children in support
of the International Campaign
"It's Time to Talk –
Children's Views on Children's Work"

April 2016



**TIME TO
TALK!**

#talkaboutchildwork

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Introduction

This **research toolkit** has been developed to support agencies in organising and implementing child friendly consultations with children and young people aged 5-17 years who have experience of child work, whether paid or unpaid, including chores to help their parents or other caregivers.

This research toolkit includes:

- > **Background information** about the purpose of the consultations with children, the research questions and proposed relevant consultation tools
- > **Guidance for organising consultation teams**, and **guidance for applying basic requirements for effective and ethical participation of children**
- > **Optional consultation plans**
- > **Details descriptions** for each of the main **consultation activities**.
- > **Annexes** with games and energizers, and other useful resources

This facilitator's guide is also **accompanied by:**

- [Documentation guidelines](#) and [Transcription tables](#)
- an [Information leaflet for participants](#)
- an [Individual Questionnaire and Consent Form that must be completed for every child who is part of the consultation](#).
- a [Code of Conduct](#) for facilitators and consultation organisers
- an [Observation and Documentation Form](#) for consultation organisers
- a document with [Frequently Asked Questions](#) and responses

Background Information

Child focused agencies including Kindernothilfe, Save the Children, terre des hommes and others are part of an international campaign and research process "It's Time to Talk – Children's Views on Child Work" to support the voices of working children to be heard and considered in local, national and global meetings on Child Labour. They are planning to organise consultations with working children about their views on child work in 25 countries in different parts of the world.

The consultations are being organised to better understand the benefits, challenges, and risks of children's work experienced by

girls and boys in different situations; and to listen to children's suggestions to improve their protection, development and well-being. Key findings from the consultations will be shared in the run-up to, as well as at the next Global Conference on Child Labour that will take place in Argentina in 2017. In addition, the Campaign organisers want to encourage and support local and higher level action and advocacy with and by children to improve the lives of working children.

When defining child work the Campaign takes into consideration existing international human rights treaties and conventions including:

- the United Nations Convention on the Rights of the Child Article 32 to protect children from economic exploitation, Article 12 for children to express their views, Article 3 best interests of the child, Article 15 freedom of association, and Article 27 right to an adequate standard of living.
- the ILO Minimum Age Convention 138, and
- the ILO Worst Forms of Child Labour Convention 182

The Campaign Organisers acknowledges these conventions as frameworks, but primarily recognize a rights-based approach to children's work means understanding what is in the best interests of children with greater clarity on what work is harmful and what forms of work can enhance the well-being and development of children. In addition the Campaign Organisers also recognize that many civil society organisations as well as movements of working children have reservations against the ILO Conventions. Many underline that it is inappropriate to take child soldiers, child trafficking, the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic purposes as well for the production and trafficking of drugs under the concepts of child labour because they rather constitute criminal and illegal practices. Others criticize the definition of child labour as too narrow as it only covers harmful activities meant to be abolished, and the ILO frameworks provides unhelpful rigid age definitions which do not taken into consideration the best interests of the child in different contexts.

In practice, it would be very challenging to divide the participants of our consultations into clusters of "child labour" or "child work" according to the ILO Conventions because boundaries are blurred and nuanced, and children are unlikely to use the ILO Framework when giving their answers and explaining their views. Furthermore, it is recognised that many girls and boys engage in non-paid household and other chores to help their families, as well as engaging in paid work. Thus, we need an inclusive definition of the term "child work" that will enable children who experience

different types of child work to be able to share their own perspectives and experiences. Thus, the understanding of child work to be used in all consultations is as follows:

Child work is any activity by children done for economical purpose or to help families, relatives or communities which is based on mental or physical efforts, paid or unpaid, inside or outside the family, in the formal or informal sector, forced / trafficked or voluntary, contract-based or self-employed, from a few hours a week to full-time every day.

Goals of the Children's Consultations

The goals of the consultations are to:

- Ensure that the views and suggestions of working children are heard in the run up to the next Global Conference on Child Labour in Argentina 2017.
- Better understand the benefits, challenges, risks, and complexities of children's work experienced by girls and boys in different situations and contexts.
- Encourage children to undertake action planning and advocacy to improve the lives of working children.
- Share children's views, experiences and recommendations and use the results to increase children's protection, well-being and development.

Working in collaboration with Children's Advisory Committees the Campaign Organisers are supporting a child rights based participatory research methodology¹ enabling meaningful opportunities for children to be advisers, analysts, and advocates. Agencies supporting the consultations are also encouraged to support follow up child led action and advocacy initiatives, building upon the consultation findings.

The consultations may be organised any time between April and December 2016 with girls and boys aged 5-17 years who are working in different local settings in 25 countries across Africa, Asia, Latin America, the Middle East and Europe. Consultation activities may be organised with children in their local communities at times that suit children. **The consultation activities are primarily designed to be used with small groups of girls or boys of similar ages who are involved in similar types of work** (e.g. with a group of 8 girls age 8-12 years who help their parents with housework; or a group of 8 boys age 13-17 years who work in the market as porters).

The consultation activities about child work may be organised with small groups of children in brief two hour sessions,

or **where-ever possible half or one day workshops may be organised which allow more time to explore children's views, experiences and suggestions to improve the lives of working children.** One hour individual interviews and creative expression using drawing and stories may also be organised. **We encourage organisations to use the step by step guidance for the consultation tools that is shared in this toolkit, so that we can compare results from consultations with children in different settings.**

Golden rules for facilitators:

1. Share information with children and their parents/ caregivers to ensure informed consent and to ensure that children know they have the option to "opt out". Ensure that the **Individual Questionnaire and Consent Form** is completed for each child who is part of the consultations.
2. Provide space for girls and boys to express their views and experiences about work (chores and / or paid work) and how it affects their protection, well-being and development (present and future).
3. Please try not to influence what children say. Even if you sometimes do not agree with children's perspectives please do not influence or change children's views during or following the consultation.
4. Document and share the results together with the **Individual Questionnaire and Consent Form** so that we can analyse and disaggregate findings.
5. Ensure children are informed about the next steps of the Campaign, and wherever possible support them in taking forward their action ideas.

Note:

It is crucial to ensure that Parts A-C of Individual Questionnaire and Consent Form are completed before the consultation (providing background information, as well as informed consent from the child and their guardian). However, it may be easier for the consultation organisers to complete Part D of the form by interviewing the child soon after the consultation to get accurate data about the child's working lives.

¹ Lundy, L. and McEvoy (Emerson), L. (2012) 'Childhood, the United Nations Convention on the Rights of the Child and Research: what constitutes a rights-based approach' in M. Freeman (ed.) Law and Childhood Oxford: Oxford University Press pp.75-91.

Overview of research questions and proposed consultation tools

Research Questions	Proposed Consultation Tool
<p>Under which conditions do children work? (sector, wage, social security) What work are girls / boys of different ages undertaking in different settings? How many hours/ day and days/ week do girls and boys work? Is the work paid or unpaid? How much are girls and boys of different ages paid? Are children entitled to any social security, holiday pay or other benefits? If so, what?</p> <p>What are the reasons and motivations for children's work (including helping families)? What are the different reasons and motivations for children's work? To what extent do children have a say in decisions about what work and how much work they do? Why do some children not work?</p>	<p>Individual Questionnaire and Consent Form which is mandatory for each child who is part of the consultations (Involves interviews with the child & their parent/ guardian).</p> <p>What are the reasons and motivations for children work? & What are the reasons why some children do not work? Why? Why? Why? to explore different reasons and motivations for use in FGDs with girls or boys of similar ages and backgrounds &/or with Children's Advisory Committee Members.</p> <p>A day in the life of.. timeline that helps explore the time allocated to chores, paid work, study, play and other opportunities on i) school days and/or ii) on non-school days.</p>
<p>How does the experience of working affect children's protection, well-being and development?</p> <p>What do girls and boys think about their work and how does it affect their current and future lives? How do girls and boys balance work (paid work and/or chores), school, play and other opportunities? What do girls / boys like about their work? Why? What are the benefits and advantages of working? What do girls/ boys dislike about their work? Why? What are the challenges and risks faced when working? What are the disadvantages?</p> <p>What are the most significant benefits of working? What are the most significant challenges or risks faced when working?</p> <p>What are children's future hopes and aspirations? Do their current work and study opportunities help or hinder girls and boys in realising their aspirations?</p> <p>What type of work do they think children can, should and cannot or should not do? What type of work do girls and boys think is and is not appropriate for their age and capacity? Why?</p> <p>What are differences in children's experiences and views and how are they influenced by gender, age, disability, socio-cultural, political context etc.?</p>	<p>Body Mapping to explore likes & dislikes of children's work for use in FGDs with girls or boys of similar ages and working backgrounds.</p> <p>Creative expression (e.g. drama) on most significant benefits and most significant challenges faced when working.</p> <p>Mapping work we can or should do and work we cannot or should not do for use in FGDs with girls or boys of similar ages and backgrounds.</p> <p>Individual draw and write, poem or sharing of their story (oral, written, visual or through puppets) about why they work, their likes or dislikes about child work (including helping their families), their future hopes and whether work helps/ hinders them in achieving their hopes; their action and advocacy initiatives; and/or their suggestions on how to improve the lives of working children.</p> <p>Child Led Tour showing where they work (or help their parents) and sharing what they like and do not like about their work.</p> <p>Visioning Tree (part A) to explore their future vision, whether their current work and study opportunities helps or hinders them in realising their future goals and dream.</p>

Research Questions	Proposed Consultation Tool
<p>What protection and risk factors can be identified which increase the likelihood of experiencing positive or negative outcomes of child work?</p>	<p>Protection and risk factor discussion activity² with Children's Advisory Committee members building upon initial analysis of consultation results.</p>
<p>How can children be protected from the worst forms of child labour and hazardous exploitative work?</p> <p>What should parents/ children's organisations/ CBOs & community elders/ NGOs/ employers/ police/ local government/ national government do to protect children from harmful work and risks?</p> <p>How can agencies support work/working conditions that have beneficial outcomes?</p> <p>What do children and young people know and think about current international and national policies, laws, and approaches and what do they think would work better for them?</p> <p>How can children and supportive adults undertake local level advocacy or higher level advocacy to improve the lives of working children?</p> <p>What are key messages for higher level advocacy?</p>	<p>Flowers of support activity to identify what key groups of people should do to improve the situation of working children & to prioritise at least one group of people to try to influence.</p> <p>H assessment of existing policies, laws and approaches to explore children's views of current international and national policies, laws, and approaches concerning child work and their suggestions to improve them.</p> <p>Visioning tree (Part B: roots – building on existing strengths, and Part C: trunk – developing action/ advocacy plan to improve children's situation.)</p> <p>Venn Diagram: Mapping of decision makers to help identify key decision makers who can be influenced to improve the lives of working children.</p>

Organising consultation teams

A minimum team of three people is encouraged to carry-out consultations with a group of children:

1) A FGD Facilitator, 2) a FGD Documenter, and 3) a Child Protection Focal Point. All members of the team should be ready to sign and adhere to the [Code of Conduct](#).

- **A FGD Facilitator** should be allocated for each group. The facilitator takes responsibility for running the focus group discussion and introducing the activities. The facilitator must be familiar with each activity in advance of the

consultation, and must make sure that they have all the necessary materials. Refreshments should be arranged, and where-ever possible time should be organised to allow ice-breaker and energizer games at the start of the consultation and between consultation activities. It is essential that the facilitator can speak in children's local language and has good communication skills and non-discriminatory values to put girls and boys at ease, so that they can freely express their views and experiences. The facilitator should not present as an authority-figure. The

² This activity will be developed and shared with Children's Advisory Committee members in the latter part of 2016 as it will build upon some initial analysis of emerging findings from the consultations.

status differential can be reduced through informal dress, manner, where you sit, how you speak, how you play games with children etc. Furthermore, careful consideration of gender is needed. In many socio-cultural contexts it is important to have a female facilitator to facilitate with the girls, especially with adolescent girls. Sensitivity and adaptation of the consultation tools to children of different ages and backgrounds considering gender, disability, ethnicity, literacy levels is needed.

- > **A FGD Documenter** must also be allocated to each group. The group documenter must have good documentation skills to capture all the key points shared by children. The documenter should interact with children in a friendly and non-threatening way. A group documenter is responsible for completing the **Observation and Documentation Form** at the start and end of the consultation, and for noting children's responses to the structured activities either on the flipchart during the activity (e.g. directly on the body map) or in a notebook. At the start of a group activity the documenter can encourage children to wear a name badge or tape with their individual code which includes their gender, age and initials, for example **M10ML** (is a 10 year old boy with the initials ML). It is important to document common findings, as well as disagreements within the group, and to identify individual contributions through verbatim quotes and use of the child's individual code (for example **F12CM** is a 12 year old girl with initials CM). Use of the individual code provides an anonymous way to record data, while also enabling the quotes to be traced back to **Individual Questionnaire and Consent Form(s)** to enhance analysis. Whenever permitted the group documenter should also take photos of the activity, and take photos of the consultation results (e.g. of the completed timeline, or body map etc.). **Documentation guidelines** and **transcription tables** are provided to ensure that the consultation findings are transcribed in a systematic way to return to the Campaign Organisers.

- > **A Child Protection Focal Point** should be appointed who can support efforts to organise accessible and child friendly consultations, identifying and minimising risks that may be faced. The child protection focal point should ensure that each facilitator and documenter signs the **Code of Conduct** and that organisational child safeguarding policies are followed. Furthermore, the child protection focal point should be an individual with existing experience and skills in listening to and providing psychosocial support to children, and have knowledge of available services and referral mechanisms to ensure sensitive and relevant follow up to any disclosures of

significant abuse or harm facing an individual child. If any child gets upset or discloses significant abuse during a consultation the child can have the opportunity to opt out of the consultation, to instead talk with the child protection focal point who can provide psychosocial support and determine the most sensitive and relevant follow up in their context.

Notes:

1. If there are not enough staff available to identify a specific person to be the child protection focal point, it is still important that either the facilitator or documenter takes on the child protection focal point responsibilities.

2. If there are two parallel Focus Group Discussions one with girls, and one with boys one Facilitator and one Documenter will be needed for each FGD, ideally with a female facilitator and a female documenter with the girls group.

3. For each one day or half day consultation workshop identify a lead facilitator and a lead documenter. The lead facilitator should ensure careful coordination among FGD facilitators. The lead documenter should ensure careful coordination among Group documenters and should ensure collection of all data from the group documenters, ensuring quality completion of all necessary data. The lead facilitator and lead documenter should collaborate to ensure that all the documents are uploaded in accordance with the documentation guidelines.

Applying the basic requirements for effective and ethical participation of children in the “Time to Talk” consultations

In the General Comment No. 12 the Right of the Child to be Heard³, the Committee on the Rights of the Child has outlined nine basic requirements for effective and ethical participation of children. Namely, that participation is:

transparent and informative; voluntary; respectful; relevant; child friendly; inclusive; supported by training; safe and sensitive to risk; and accountable. In line with the child rights based approach, this Campaign is committed to efforts to

apply these basic requirements for effective and ethical participation of children in the consultation and Campaign process.

Agencies involved in organising and implementing local consultations are further encouraged to apply these basic requirements. Key suggestions as to how the basic requirements can be applied are shared below:

Basic Requirements:	Action needed to apply the requirement during the “Time to Talk” consultation process:
1. Participation is transparent and informative	<p><i>In preparation for the consultations:</i></p> <ul style="list-style-type: none">• Identify and select suitable facilitators and documenters and ensure that they are familiar with the research toolkit, information leaflets and other materials so that they are prepared to share information with children in transparent ways.• Adapt and disseminate child friendly information (in local languages) for children participating in the workshop – explaining the purpose of the workshop, what is expected of them, where the workshop will be held (see Information Sheet)• Ensure informed consent from children and from parents/ guardians – share the information leaflet and use Individual Questionnaire and Consent Form (Part A – C) before the consultation takes place. <p><i>During the consultation:</i></p> <ul style="list-style-type: none">• Facilitators should reach the consultation venue ahead of time and prepare the room.• Write up the main agenda of the workshop activities using key words or visual images on a flipchart for the children to see and comment on.• At the start of the consultation workshop use ice-breaker games to get to know one another and to put children at ease, and ensure clear introductions (objectives, time, and encourage positive ground rules).• Share information with children about the consultation findings will be used, while also clarifying that confidentiality will be maintained⁴.• If children ask questions that you cannot answer, say so, and seek additional information from the Global Campaign Organisers.• Do not manipulate children's views during or following the consultation.• Inform children about next steps, including how the consultation findings will be shared with the global Campaign Organisers and consultants who will be analysing the findings in partnership with Children's Advisory Committee members.
2. Participation is voluntary	<p><i>In preparation for the consultations:</i></p> <ul style="list-style-type: none">• Ensure children and their parents/ guardians have provided informed consent (and completed parts A-C of the Individual Questionnaire and Consent Forms prior to the consultation). <p><i>During the consultation:</i></p> <ul style="list-style-type: none">• While encouraging children to participate actively, also explain to children that they

³ CRC/C/GC/12, July 2009

⁴ unless any significant harm affecting a child is disclosed which requires sensitive follow up

should feel free to answer only those questions and participate only in those activities that they feel comfortable with, and that children have the option to withdraw from the consultation process at any time.

- Make sure that children are not forced to speak if they do not want to and are not manipulated or pressurised by any of the adults in the room.

3. Participation is respectful

In preparation for the consultations:

- Organise the consultations at times that suit children (e.g. on non school days or during holidays or any other time when children may have more free time)
- Treat children and young people as partners and experts. Wherever possible involve children and young people in planning the consultation. Children who are experienced facilitators may also join the facilitation team.
- Ensure that children are not out of pocket through their participation in the consultation.
- Organise refreshment, and if the consultation is for more than half a day organise lunch.

During the consultation:

- Consultation team members should wear appropriate dress which respects the local culture of children and adults
- Use child friendly methods and games during the consultation
- Respect the views of children regardless of age, gender, ethnicity, religion, disability, sexuality, and encourage respect for different opinions among consultation participants.
- Identify positive cultural practices that can be built upon to better support the lives of children who work.
- Ensure that children and accompanying adults are reimbursed for any travel expenses

4. Participation is relevant

In preparation for the consultations:

- Involve children in the consultations who have experience of working whether paid, unpaid, formal or informal.
- Organise consultation activities at times that suit girls and boys, and at times that do not interfere with their paid work, school work or other important responsibilities (e.g. on non-school days)
- Identify and use appropriate child friendly tools that enable working children to identify and discuss issues and concerns that are relevant to them
- Wherever possible, organise focus group discussions and consultation activities with girls and boys of similar age range who are involved in similar child work (e.g. FGD with eight girls aged 13-17 years who are involved in domestic work, and/or FGD with boys aged 8-12 years who are involved in agricultural work).

During the consultation:

- Share information that is relevant to children's lives and build their capacity by sharing clear introductions to the tools, and enabling access to tools that support children's participation in analysis and action planning on issues affecting them.
- Wherever time allows encourage girls and boys to identify key messages to share with key people to improve the lives of working children, and encourage and support planning for child led action and advocacy initiatives.
- Ensure clear and systematic documentation of children's views during the consultation.

After the consultation:

- Use the **transcription tables** to write up all the findings (from the flipcharts and documenter's notebook) and share the detailed transcriptions with the Campaign Organisers.
- Encourage children and young people to share other existing consultation results relating to children who work and key advocacy message that they have already developed in their own organisations and movements.

5. Participation is child-friendly

In preparation for the consultations:

- Consider the time availability, age and evolving capacity of children, and interest of children to determine whether to design a one day, half day, a 2 hour or 1 hour consultation.
- Ensure careful choice of consultation tools for use with the youngest children (e.g. age 5-7 years) e.g. use drawing, puppets or body map with less questions, or a child led tour.
- Make sure necessary materials are available (flipchart paper, colour pens, tape etc.)
- Arrange use of a suitable and accessible venue for the children's consultations – a room which is accessible to children with disabilities, has enough space for participatory activities and drama with groups of children. Ideally the room should have enough light, and provide privacy for discussions.

During the consultation:

- Discuss with children to identify the option for the best sitting arrangements.
- If a child or young person is transgender encourage them to join the group they feel most comfortable with.
- Use child friendly tools (body mapping, drawing, drama etc.)
- Encourage choice of creative expression/ sharing (e.g. through drama, drawing, poetry, stories) so that individuals may express themselves in a way that suits them
- Always be aware of group energy; be flexible and listen carefully
- Use games and energizers

6. Participation is inclusive

In preparation for the consultations:

- Note: Most of the consultation activities are designed to be organised through Focus Group Discussions with small groups of girls or boys who are involved in similar types of work (e.g. FGD with five to eight boys aged 8-12 years who are involved in agricultural work). However, if the consultations can be organised in a good size venue and if at least 2 facilitators and 2 documenters are available (plus the optional child protection focal point), a workshop can be organised with girls and boys with parallel FGDs (e.g. an FGD with boys aged 8-12 years who are involved in agricultural work; and an FGD with girls aged 8-12 years who are involved in domestic work).
- Identify which groups of children aged 5-17 years who have experience of child work (informal or formal, paid or unpaid) you can organise consultations with.
- Ensure that the process of s/election of children is made by fairly, wherever possible involving children in the s/election process and ensuring informed participation (with choice to participate or not participate).
- Wherever possible organise separate groups of girls and boys aged 8-12 and 13-17 years in the workshops; and organise outreach consultations with younger children (5-7 year olds) near to their homes.
- When working with gender-based focus groups extra efforts are needed to create an inclusive and safe environment for expression of children or young people who are transgender.
- Identify appropriate key questions and child friendly tools for organising activities with individual or small groups of 5-7 year olds. E.g. use drawing, puppets, child led tour or the body map with less questions.
- Organise the consultations in a non-discriminatory way, with particular efforts to allow the voices of the most discriminated-against groups to be heard. Actively encourage children with disabilities, out of school working children, street connected children, children from minority ethnic groups, children who are not living with their parents, and refugee or stateless children to be included in the consultations and identify ways to reduce barriers that they may face.

- Identify and support opportunities to organise consultations with displaced or refugee children and with children who work as domestic workers in other people's homes.

During the consultation:

- Encourage all the girls and boys to speak and give their views.
- Facilitators need to ensure that transgender children participate in the gender group where they feel more comfortable, and the facilitators should help to create a safe environment among participants so transgender children are not discriminated within the group they join.
- Encourage children to respect one another
- If different languages are used, ensure that individual children are not excluded due to language. Consider opportunities to organise some small group discussions in language groups if this enables communication and expression among children. In plenary ensure all views are shared.

After the consultation:

- Ensure that Part D of the [Individual Questionnaire and Consent Form](#) is completed and submitted to the Campaign Organisers

7. Participation is supported by training for adults

In preparation for the consultations:

- When designing the consultation, consider the number of adult/ youth facilitators who are available to support facilitation and documentation of the Focus Group Discussions (FGD), and identify and appoint a child protection focal point.
- Identify core facilitation team members who have existing commitment and skills in participatory work with children.
- Ensure that a child protection focal point is appointed as part of the consultation team, who has existing experience, knowledge and skills in child protection and psychosocial support to children.
- Ensure orientation through webinars or other training so that the facilitators, documenters and child protection focal point have clear understanding of their roles and responsibilities.

During the consultation:

- For one or half day consultation workshops ensure that there is one lead facilitator and one lead documenter to ensure coordination with other team members.

After the consultation:

- After each consultation reflect with the facilitation team to find out what went well and what did not go well, so that lessons learned can be identified and built upon.

8. Participation is safe and sensitive to risk

In preparation for the consultations:

- Identify and appoint a child protection focal point to the consultation team to provide psychosocial support to children and to ensure access and referrals to local services in case of a disclosure of abuse or significant risk.
- Identify risks that might be faced when organising and conducting consultations with girls or boys who work. Identify strategies to deal with or minimise any identified risks.
- Wherever possible, ask parents/ guardians, and children in advance about any risks, and find ways to reduce them.
- Ensure that all participants have given their informed consent to their involvement and that they can withdraw this consent at any point (use Part A – C [Individual Questionnaire and Consent Form](#)).
- Depending on your local context seek any other necessary permission from other key stakeholders such as employers, community elders, head teachers etc.

- Ensure that all consultation facilitators are introduced to and fully understand the organization's Child Protection, Safeguarding Policy and that they have signed it or a similar [Code of Conduct](#)
- Ensure that appropriate mechanisms are in place to ensure that any significant protection or health concerns identified during the consultations are followed up sensitively and seriously.
- When planning consider the most appropriate and safest venue, travel, food and security, privacy that enable safe participation of girls and boys of different ages and backgrounds.
- Organise safe transport to the consultation venue and/or ask adult guardian/ parents/ or project staff to accompany children to travel to and return back from the consultation venue.

During the consultation:

- At the start of the consultations encourage children to develop positive rules to create a safe and inclusive space for children from different backgrounds to express themselves.
- Respect the privacy and anonymity of the children during the consultation – while being prepared to deal with any disclosures of significant harm/ abuse.
- Be prepared to make referrals when children need immediate support or protection, especially in relation to distress, possible disclosure or significant health risk.
- Ensure consent from children and their guardians for any photos or drawings (this is part of the [Individual Questionnaire and Consent Form](#)).

After the consultation:

- Ensure that children's views and experiences remain anonymous and confidential in written documents– particularly if negative experiences are being shared. For example, if sharing a quote or story just include the individual code (gender, age, initials, for example M10 ML)
- Ensure that the Individual Questionnaire and Consent Forms are kept in a secure (locked) cupboard and that any uploaded information is in password protected computer.

9. Participation is accountable

During the consultation:

- Encourage and seek children's permission to share their key messages, feedback/ impressions of the consultations, and some key photos or drawings from the consultation on the Campaign Website.

After the consultation:

- Follow the [documentation guidelines](#) and use the [transcription tables](#) to systematically transcribe and upload the findings.
- Continue communication with children to support follow up to children's suggestions and recommendations.
- Wherever possible support children in taking forward their local action and advocacy initiatives to improve the situation of working children.
- Ensure that the updates shared by Global Campaign Organisers and/or Consultants are shared with children who took part.

Disclosure note:

If consultation findings are submitted by an agency which do not meet the basic requirements in significant ways (and if Participant Information and Informed Consent for children are not submitted) we regret that the consultation findings from these particular consultation may need to be disregarded when undertaking the analysis.

Consultation workshop plans

In order to compare findings from consultations with different groups of working children it is very important that the same consultation tools are used by different agencies and groups. Furthermore, it is very important that the consultations are organised with small groups of girls and/or boys of similar age range who are involved in a similar type of child work.

This toolkit includes consultation activities and optional child led action and advocacy planning tools which can be combined and applied in flexible ways depending on the time availability of children and the consultation organisers. **The most essential consultation tools, that we encourage as many agencies as possible to use during the consultations are shown in green.**

Optional consultation plans for a) one day workshop, b) half day workshop, c) 2 hour focus group consultation session, or d) 60 minute individual interview and creative expression are outlined below. More detailed step by step guidance on each of the consultation tools are provided in the next section of this toolkit. Other **optional tools** are shared in magenta, as are **additional follow up consultation and action/advocacy planning activities** for agencies and children that have more time availability are also provided. It is also hoped that some of this optional and additional tools will be used with and by members of Children's Advisory Committees that are being established in a number of countries to inform, support and influence the "Time to Talk" campaign and research planning, analysis and action processes.

Note:

Important Reminder about planning time before and after consultation workshops for individual interviews with each child (and with their guardian) for completion of **Individual Questionnaire and Consent Form** for each child:

Before the workshop takes place ensure that there is sufficient time to share information about the consultations with children and their parents and guardians (see Information Sheet) and to interview the child and their parent / guardian to complete Part A, B and C of the Individual Questionnaire and Consent Form. After the workshop plan sufficient time to interview each individual child to ensure completion of Part D of the Form.

Option A) One day workshop consultation plan

One day consultation using Focus Group Discussion activities with small groups of girls and/or boys of similar age range (e.g. 8-12 years, 13-17 years) **who are involved in similar type of child work** (e.g. Eight boys aged 8-12 years who are involved in agricultural work; and Eight girls aged 8-12 years who are involved in household work in their own homes).

Time	Topic	Method / activity:
09.00 – 9.30	Introductions and positive rules	Icebreaker name game introductions and introduction to the workshop (what, why, how) and positive ground rules (encourage openness, respect for one another, confidentiality, and child safeguarding).

Time	Topic	Method / activity:
09.30 – 10.45	A day in the life of... Timeline	A day in the life of... timeline that helps explore the roles and responsibilities of girls and boys in their daily lives and to reflect on ways in which children balance paid work, chores, study, play, and other opportunities
10.45 – 11.00	<i>Tea Break</i>	
11.00 – 12.30	Body Mapping: likes and dislikes of child work	Work in gender and age groups to draw a body map and to use body parts to prompt expression and sharing about girls and boys likes and dislikes about their work. Plenary discussion about most significant findings (and start preparing for next activity creative expression on challenges).
12.30 – 13.15	<i>Lunch</i> and chance to check all Individual Questionnaire and Consent Forms (Part A, B, C) are completed, and make plans to ensure completion of Part D	
13.15 – 14.00	Creative expression on most significant a) benefits and b) challenges faced when working.	Creative expression (drama / draw and write / poem etc.) by each gender/ age group to show the most significant benefits and the most significant challenges they face when they are working. Presentation and discussion on each drama or other creative expression.
14.00 – 15.15	Mapping work we can or should do, and work we cannot or should not do	Mapping work we can or should do, and work we cannot or should not do. Discussion and making a list about what type of work different groups of children think is and is not appropriate for their age and capacity? and the reasons why?
15.15 – 15.30	<i>Refreshments and energizer</i>	
15.30 – 16.30	Flowers of Support	Flowers of support activity to identify what different groups of people should do to improve the situation of working children and to prioritise one group of people to try to influence to improve the lives of working children.
16.30 – 16.45	Next steps in process	Share information about the next steps in process, and encourage children to share key feedback with the Campaign Organisers to go on Campaign website. Also encourage individual children to contribute to “draw and write”, poems or stories.

Note:

This one day workshop could also be organised as two consecutive half day workshops.

Option B) Half day workshop consultation plan

Half day consultation using Focus Group Discussion activities with small groups of girls and/or boys of similar age range (e.g. 8-12 years, 13-17 years) **who are involved in similar type of child work** (e.g. eight boys aged 13-17 years who are waste-collectors; and eight girls aged 13-17 year olds who are waste-collectors).

Time	Topic	Method / activity:
09.00 – 9.30	Introductions and positive rules	Icebreaker name game introductions and introduction to the workshop (what, why, how) and positive ground rules (encourage openness, respect for one another, confidentiality, and child safeguarding).
09.30 – 10.45	A day in the life of... Timeline	A day in the life of... timeline that helps explore the roles and responsibilities of girls and boys in their daily lives and to reflect on ways in which children balance paid work, chores, study, play, and other opportunities
10.45 – 11.00	<i>Tea Break</i>	
11.00– 12.30	Body Mapping: likes and dislikes of child work	Work in gender and age groups to draw a body map and to use body parts to prompt expression and sharing about girls and boys like and dislike about their work. Plenary discussion about the most significant benefits and challenges faced when working.
12.30 – 12.45	Next steps in process	Share information about the next steps in process, and encourage children to share key feedback with the Campaign Organisers to go on Campaign website. Also encourage individual children to contribute to “ draw and write ”, poems or stories .
12.45 – 13.30	<i>Lunch</i> and chance to check all Individual Questionnaire and Consent Forms (Part A, B, C) are completed, and make plans to ensure completion of Part D	

Option C) 2 hour consultation plan

2 hour consultation using Focus Group Discussion activities with small groups of girls and/or boys of similar age range aged 5-7 years, 8-12 years, or 13 -17 years **with similar child work background** (e.g. eight boys or girls aged 13-17 years who are working in a restaurant or hotel, or with six girls aged 5-7 years who help with housework in their own homes).

Time	Topic	Method:
15 minutes	Introductions	Introduction to the consultation & icebreaker game
90 minutes	Body Mapping: likes and dislikes of child work	A day in the life of... timeline that helps explore the roles and responsibilities of girls and boys in their daily lives and to reflect on ways in which children balance paid work, chores, study, play, and other opportunities

Time	Topic	Method:
5 minutes	Next steps in process	Briefly inform them about next steps in the process and encourage children to share key feedback.
10 minutes	<i>Refreshments</i> and chance to check all Individual Questionnaire and Consent Forms are completed	

Note:

For local consultations with girls and boys age 5-7 years or 8-12 years in their own communities the child led tour can also be an effective consultation tool.

Option D) 60 minute individual interviews and creative expression

1 hour individual interview ensuring completion of the Participant Information Form and an opportunity for individuals to contribute “draw and write”, poem or story about their likes and dislikes about child work. This method can also be used with young children aged 5-7 years, as well as with older children 8-12, 13-17 years.

Time	Topic	Method:
5 minutes	Introductions	Introduction to the consultation
20 – 25 minutes	Individual Questionnaire and Consent Form	Check / support the child to complete the Individual Questionnaire and Consent Form (and ensure follow up to get parent/ guardian’s consent).
20 – 30 minutes	Draw and Write, poem, or story	Individual draw and write, poem or sharing of their story (oral, written, visual or through puppets) on a choice of topics: main reasons/ motivations for their work, their likes or dislikes about child work, how work affects their future aspirations, stories about their action initiatives, and/or their suggestions on how to improve the lives of working children.

OPTIONAL follow up consultation and action planning workshops

Half day follow up consultation workshop

Half day follow up consultation through Focus Group Discussion with small groups of girls and/or boys of similar age range aged 8-12 years, or 13 -17 years &/or with members of Children’s Advisory Committees.

Time	Topic	Method:
09.00 – 9.30	Introductions	Introduction to the follow consultation, gallery display and recap from earlier consultation
09.30 – 10.15	Exploring reasons and motivations for children’s work	Work in a group to explore different reasons and motivations for why children work. Use Why? Why? Why? activity to identify immediate positive or negative reasons why children work, as well as the underlying reasons.
10.15 – 10.30	<i>Refreshments</i>	
10.00 – 11.30	“H assessment” of existing policies, laws & approaches	FGD &/or H assessment on children’s views of current international and national policies, laws and approaches and what do they think would work better for them?
11.30 – 12.00	Draw and write, poem or stories	Individual draw and write, poem or sharing of their story (oral, written, visual or through puppets) on a choice of topics: main reasons/ motivations for their work, their likes or dislikes about child work, how work affects their future aspirations, stories about their action initiatives, and/or their suggestions on how to improve the lives of working children.
12.00 – 12.15	Next steps in process	Briefly inform them about next steps in the process and encourage children to share key feedback.
12.15 – 13.00	<i>Lunch</i> and chance to check all Individual Questionnaire and Consent Forms were completed	

Half day follow up action and advocacy planning workshop

Half day advocacy and action planning workshop with girls and/or boys of similar age range (e.g. 8-12 years, 13-17 years) **who are involved in similar type of child work** (e.g. eight boys aged 13-17 years who are waste-collectors; and eight girls aged 13-17 year olds who are waste-collectors).

Time	Topic	Method:
09.00 – 09.15	Introductions and recap	Ice-breaker introduction and recall the most interesting activities and discussion points from the previous consultation.
09.25 – 10.15	Visioning Tree (part A future hopes)	Visioning tree part A) Individual hopes and vision for their future. Finger point game and discussion on whether their current work and study opportunities help or hinder them in realising their future goals and dreams.

Time	Topic	Method:
10.15 – 10.30	<i>Refreshments</i>	
10.30 – 12.30	Visioning Tree (part B strengths to build upon); and part C (action/ advocacy plans)	Visioning Tree part B - roots: identifying strengths that can be built upon, and part C - trunk: developing their action/ advocacy strategy and plans. Agree next immediate steps.
12.30	<i>Lunch</i>	

One day follow up action and advocacy planning workshop

One day advocacy and action planning workshop with girls and/or boys of similar age range (e.g. 8-12 years, 13-17 years) **who are involved in similar type of child work** (e.g. eight boys aged 13-17 years who are waste-collectors; and eight girls aged 13-17 year olds who are waste-collectors).

Time	Topic	Method:
09.00 – 09.30	Introductions and recap	Ice-breaker introduction and recall the most interesting activities and discussion points from the previous consultation.
09.30 – 09.50	What is advocacy?	What is advocacy to explore and develop a common understanding of advocacy.
9.50 – 10.40	Visioning Tree (part A future hopes)	Visioning tree part A) Individual hopes and vision for their future. Finger point game and discussion on whether their current work and study opportunities help or hinder them in realising their future goals and dreams.
10.40 – 11.00	<i>Refreshments & energizer</i>	
11.00 – 12.00	Visioning Tree (part B strengths to build upon)	Visioning Tree part B - roots: identifying strengths that can be built upon
12.00 – 13.00	<i>Lunch</i>	
13.00 – 14.00	Venn Diagram: Mapping of decision makers	Mapping of local decision makers who can influence the lives of working children.
14.00 – 14.20	<i>Refreshments</i>	
14.20 – 16.00	Visioning Tree (part C advocacy and action plans)	Visioning Tree part C - trunk: developing their advocacy and action plans. Build upon findings from “mapping of local political decision makers/ structures” and earlier “flowers of support” and “footsteps” to further develop an advocacy and action plans.
15.30 – 16.00	Next Steps and refreshment	Ensure that all participants are clear about the immediate next steps in the process and encourage children to share key feedback with the Campaign Organisers to place on the Campaign.

Detailed descriptions of consultation activities

Essential tools

ICEBREAKER INTRODUCTIONS

Objective: To create a friendly atmosphere, to ensure that the purpose of the consultation is clearly introduced and that participants and facilitators introduce themselves.

Time needed: 15 – 30 minutes

Use with: Groups of children and/or with individuals of all ages, though language will need to be simplified for children under the age of 10 years.

Materials: Consultation objectives on flipchart, Information Sheet, flipchart paper and pens.

Practical Steps:

1. For the one-day or half day workshop if some children arrive early welcome them and give them some paper and crayons to see if they are interested to draw pictures about their likes and dislikes concerning child work.
2. When everyone is present start the consultation. Welcome all the participants and play an introduction icebreaker game for everyone to introduce themselves. For example, ask everyone to stand in a circle, in turn each person introduces their name and an action of their favourite hobby (see other icebreaker and energizer games in Annex A).

3. Share objectives of the consultation:

The objectives of the consultation are to:

- Consult working children to better understand the benefits, challenges, risks, and complexities of children's work experienced by girls and boys in different situations and contexts.
- Ensure that the views and suggestions of working children are heard in the lead up to the next Global Conference on Child Labour in Argentina 2017.
- Encourage and support children to undertake action planning and advocacy to improve the lives of working children.

4. Introduce the understanding of child work that is being used for the consultations:

“Child work is any activity by children done for economical purpose or to help their parents, caregivers or community which is based on mental or physical efforts, paid or unpaid, inside or outside the family, in the formal or informal sector, forced/ trafficked or voluntary, contract-based or self-employed, from a few hours a week to full-time every day.”

Thus, clarify that during the consultation activities the facilitators are interested to better understand and listen to their experiences and views about chores and work in their households, as well as paid work that they do.

5. Establish Positive groundrules:

Encourage girls and boys to collectively develop and agree ground-rules to ensure that everyone feels safe and free to discuss and share their views so that we can better understand children's experiences and about child work. Explain that:

- The children's views will remain confidential, unless a significant child protection concern regarding an individual child is revealed in which case child protection procedures may need to be followed.
- In general no names will be recorded about who said what. Findings will be recorded anonymously just noting whether you are a boy or girl, your age and your initials (e.g. M10ML = a 10 year old boy with initials M L). Encourage each child to wear a name tag or tape with their gender, age and initials (e.g. F12CM = a 12 year old girl with initials CM)..
- Voluntary participation is crucial, so if any child wants to 'opt out' at any stage of the process they can. However, in general children are encouraged to actively share their views and suggestions, and to respect each other's views.

Note: If children are new to the word advocacy, explain that **advocacy is when we plan and do things to bring about specific positive changes.**

A DAY IN THE LIFE OF... TIMELINE

Objective: A day in the life of... timeline is to explore the roles and responsibilities of girls and boys in their daily lives and to reflect on ways in which children balance chores, paid work, study, play and other opportunities.

The timeline can also be useful to reflect on differences in types of work and hours spent working by girls and boys of different ages both during school term and during school holidays or non-school days.

Time needed: 60 – 90 minutes

The activity may take less time if children just complete their individual timelines, and the group discussion questions can be incorporated into the body map group discussions.

Use with: Individuals aged 8 years and older. If time allows, girls and boys can share their individual timelines with other girls or boys of similar age and working background to them.

Materials needed: Paper for each child, pencils, pens, erasers, coloured crayons.

Practical steps:

1. Explain to children that they will have the chance to prepare one or two individual timelines showing i) a typical day in their life showing different work, chores and activities they do on a school day, and ii) a typical day in their life when they work on a non-school day (Note: if children work, but do not go to school they just complete this timeline; if children are former working children ask



Photo: Save the Children Nigeria

them to remember and prepare a timeline of a typical day in their life when they were working). Inform children that later on they should have an opportunity to share and discuss their timelines in small focus groups (with children same gender/ age working backgrounds).

2. Give each child two A3 pieces of paper, pencils or crayons. At the top of each piece of paper ask each child to write whether they are a girl or a boy, their age and their initials (For example a 10 year old girl with initials CM).
3. For children who go to school and who work or do chores on school days ask them to prepare **Timeline 1: A typical day in their life showing different work, chores and activities they do on a school day** [Note: If children do not go to school (formal or informal) they can complete timeline 2.]

Show children a visual example of a “day in the life of... timeline” (see visual example below). Ask children to draw to a horizontal line across the bottom of the page. This line represents time

in a day, it starts at in early morning when the moon is out and people are usually sleeping (e.g. 1am). Then the sun rises (e.g. at 5am), and it is morning time (e.g. 6am, 7am etc. till 12pm). Then it is afternoon (e.g. 1pm, 2pm etc. to 5pm). Then it is evening (e.g. 6pm to 8pm), and then it is night time (e.g. 9pm, 10pm etc.).



< Visual example of a day in the life of timeline

4. Ask each child to think about a typical day in their life when they go to school and work or do chores. It may be easier for them to recall 'yesterday' if this was a normal school and working day in their lives. Above the horizontal line they should write or draw what they usually do in 'a day in the life of'. Ask children to draw and/or write what activities they do at different times of the day.....:

- When they sleep
- What time they get up
- What time they eat
- What they do from the time they get up to the time they go to sleep
- What kind of household, agricultural or work responsibilities they have (and where they go to undertake such responsibilities)
- What time they spend travelling to or from school
- What time they spend at school or studying
- Any time spent doing other 'typical activities' (play, rest, TV, leisure, sport, child group or cultural activities, religious activities etc.)
- What time they go to bed.

5. Now ask each child to prepare Timeline 2: A typical day in their life when they work on a non-school day to show what different work, tasks and activities they do. This could be a weekend day or a typical day during school holidays. For children who do not go to school (formal or informal) they will complete this timeline 2. Ask them to draw and/or write what activities they do at different times of the day.....:

- When they sleep
- What time they get up

- What time they eat
- What they do from the time they get up to the time they go to sleep
- What kind of household, agricultural or work responsibilities they have (and where they go to undertake such responsibilities)
- Any time spent doing other 'typical activities' (play, rest, TV, sport, child group or cultural activities, religious activities etc.)
- What time they go to bed.

6. Based on the timelines support children to sit together in small groups of children who are same gender/ age group/ and similar working background. They will work together in these small groups for the next Body Map activity. If there is still time (before the Body Map activity starts) encourage them to discuss the following questions: *[If there is insufficient time these questions can be included in the Plenary of the Body Mapping discussions].*

- What are similarities and differences in their 'day in the life of...' timelines on i) school days and ii) non-school days
- Whether and to what extent they feel they have a good balance between chores, work, studies and time to rest or play?
- Whether your current work and study opportunities help or hinder realisation of your future hopes and dreams? Why?
- Whether they have different roles and responsibilities in different seasons of the year? If so, how?
- Key suggestions about how to get a good balance of study, work, rest, play that help you develop in your current and future life etc.

BODY MAPPING: LIKES AND DISLIKES OF CHILD WORK

Objective: To explore children's likes and dislikes about the work they do and how work impacts on different aspects of their lives.

Time needed: 60 – 90 minutes

Use with: Groups of children, ideally in small focus groups

with similar gender, age, and type of child work. Can use with children aged 5 years and older, but for children under age of 8 years ask less questions e.g. focus on changes relating to fewer body parts and just ask the first question for each body part.

Materials: Flipchart paper, flipchart pens (non-permanent markers), tape

Notes for facilitators:

1. The body map activity should be facilitated in separate groups of girls or boys aged 5-7 years, 8-12 years or 13-17 years bringing together five to ten children who do similar work.



2. In order to understand the complexity of children’s working lives it is important that the facilitator encourages children to think about and to share both their likes and dislikes about the work and chores that they do, and that all children’s views are carefully documented. Open guiding questions are included to help explore different aspects of children’s working experiences.

3. If children are doing multiple tasks then encourage children to mention (and document) which task any specific like or dislike relates to. For example, I like spending time with my friends when I am working in the market; I don’t like it when my parents tell me off for not completing my household chores in time.

Practical Steps:

1. Divide the children into separate age, gender and working background groups. For example, all girls aged 8-12 years who are involved in domestic work go in one group, all boys aged 8-12 years who are involved in agricultural work go in another group.



2. For each group stick a few flipchart sheets together and place them on the floor. Ask for a volunteer child to lie on the sheets so that the shape of their body may be drawn around. If a girl volunteers ask for other girls to draw around their body shape with crayons or non-permanent pens. If a boy volunteers ask for other boys to draw their body shape. Note: If children hesitate to volunteer to make the body shape, then either a body shape can be drawn freehand or the facilitator could volunteer for their shape to be drawn around

3. In each group encourage the children to sit around the ‘body map’ and explain that this child represents girls or boys like them. Draw a vertical line down the middle of the

body map, so that one side represents ☺ a happy child = things they like about the work they do and the positive impact work has on their lives; and the other side represents a ☹ sad child, showing things they do not like about the work they do and the negative impact that work has on their lives.

4. On the bottom of the Body Map, just under the feet, encourage children to first list the work (paid work and non-paid work they are doing, including chores / tasks they do in their families or care settings). If children have completed the timeline activity they can look at their timelines to help make a list of the main work that they are doing. They can list the paid work they are doing, as well as the non-paid chores they are doing. It will also be helpful to include information about whether they are going to school or not. For example,

Body Map of:	Girls age 8-12 years who work as waste-collectors in the market, Delhi, India
Paid work:	Waste collection
Non-paid chores:	Helping wash dishes, looking after younger siblings
School:	We attend the local government school 5 days/ week

5. Use the body parts to share and record their likes and dislikes about the work they do and the impact that work has on their lives. Depending on their age and writing skills, either the activity can be facilitated with one facilitator noting down children’s responses, or children can write their responses on small pieces of paper and put them on the big body.

Use the following questions to explore children's views and experiences about child work and record the positive aspects on the ☺ happy side of the body, and the negative aspects on the ☹ sad side of the body.

The head:

- What *knowledge* do you get when you are working or doing chores that makes you happy and/ or sad?
- What *hopes and dreams* do you have when you are working or doing chores that makes you happy and/ or sad?
- What *thoughts and worries* do you have when you are working or doing chores that makes you happy and/ or sad?

The eyes:

- What do you *see* when you are working that makes you happy and/ or sad?
- When you are working how do other people see you that makes you happy and/ or sad?
- Are there any ways that the work affects your eyes that make you happy and/ or sad?

The ears:

- What do you *hear* when they are working that makes you happy and/ or sad?
- How do other people listen to you when you are working that makes you happy and/ or sad?

The mouth:

- How do you *communicate* with other people when you are working that makes you happy and/ or sad?
- How do people *communicate* with you when you are working that makes you happy and/ or sad?

The nose:

- What do you *smell* when you are working that makes you happy and/ or sad?

The shoulders:

- What *responsibilities* do you have when you are working that make you happy and/ or sad?
- What things do you carry on your shoulders which make you happy and/or sad?

The heart:

- What *feelings* do you have when you are working that make you happy and/or sad?
- How do you *care for others* while you are working that make you happy and/or sad?
- How do others *care for you* when you are working that make you happy and/or sad?



The hands and arms:

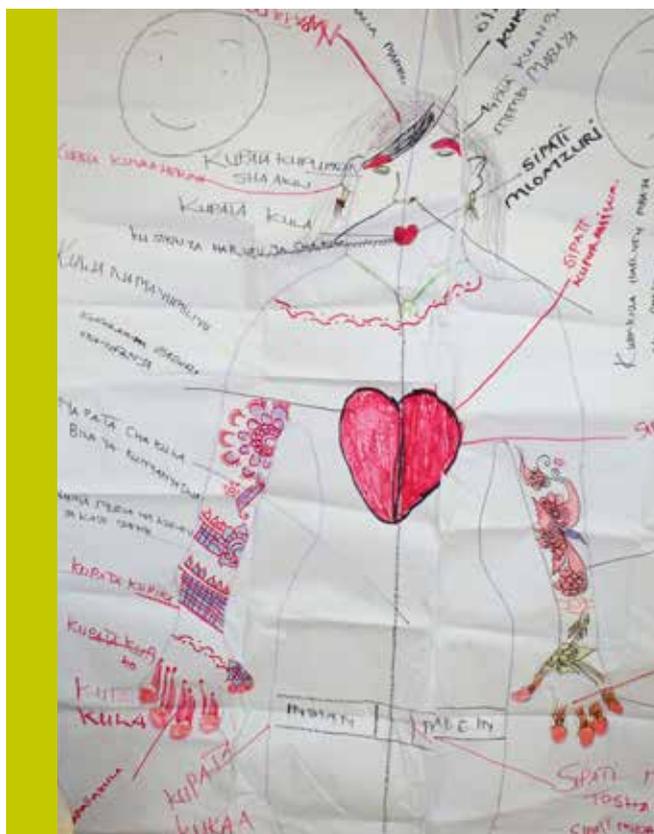
- What *activities* are you doing with your arms or hands when you are working that make you happy and/or sad?
- What do you *carry in your hands or arms* when you are working that make you happy and/or sad?
- How do *others treat* you when you are working that make you feel happy or sad?

The stomach:

- What do you *eat or drink* when you are working that makes you happy and/or sad?

The feet and legs:

- Where do you go when you are working that makes you happy and/or sad?
- What are you doing with your legs or feet when you are working that makes you feel happy or sad?



Any other body parts that they would like to discuss that share experiences of what they like or do not like about child work and the positive or negative impact of child work...

6. [If time] Place the body maps in a gallery display so that the key findings can be shared and discussed in plenary. In plenary:
- If both girls and boys have made body maps you can facilitate a discussion about similarities and differences between the likes and dislikes expressed by girls and boys when they work.
 - (if it wasn't discussed after the Timeline) discuss whether and to what extent girls and boys feel that they have a good

balance between chores, work, studies and time to rest or play?

- Discuss whether your current work and study opportunities help or hinder realisation of your future hopes and dreams? Why?
- Key suggestions about how to get a good balance of study, work, rest, play that help you develop in your current and future life etc.
- If time, facilitate the next activity so that girls and boys can start to develop (and then present) a short drama or draw and write on the most significant benefits and another drama on the most significant challenges faced when working (See next consultation activity).

Notes for facilitators:

Due to the sensitivity of issues and discussions relating to sexual reproductive body parts we have not included explicit questions relating to these body parts. However, if children directly discuss issues of sexual harassment, sexual abuse or sexual experience please listen and record their responses in a sensitive way. If a child gets upset or discloses abuse ensure that the child protection focal point is available to support the child in a sensitive way and with careful consideration of the best interests of the child.

CREATIVE EXPRESSION ON MOST SIGNIFICANT BENEFITS AND THE MOST SIGNIFICANT CHALLENGES FACED WHEN WORKING

Objective: To enable children's expression on the most significant benefits and the most significant challenges they face when working through drama or other forms of creative expression.

Time needed: 30 – 50 minutes

Use with: Groups of children, ideally in small focus groups with similar gender, age, and type of child work. Can use with children aged 5 years and older.

Materials: A4 paper, crayons, pens

Practical Steps:

1. Groups of girls or boys involved in the same type of work can discuss and work together to develop and share a brief creative presentation. For example, the group may develop and present a short drama or they may choose to develop and present a poster, a cartoon, or a drawing about a) the most significant benefits and b) the most significant challenges or risks they face when they are working.
2. Ask each group to present their creative expressions.
3. Encourage plenary discussion about the main themes that are presented. If both girls and boys have made presentations you may also want to facilitate a plenary discussion about similarities and differences between the benefits and the challenges faced by girls and boys when they work.



MAPPING WORK WE CAN OR SHOULD DO, AND WORK WE CANNOT OR SHOULD NOT DO⁵

Objective: To enable children to discuss and identify what work they think is or is not appropriate for girls and/or boys to do at different ages and capacities, and the reasons why.

Time needed: 60 – 90 minutes

Use with: Groups of children, ideally in small groups with similar gender, age, and type of child work. Can use with children aged 8 years and older.

Materials: Flipchart paper, pens

Practical Steps:

1. Working in small groups of girls or boys of similar ages, explain that each group will have the chance to identify what work they think is or is not appropriate for girls and/or boys to do considering their age and capacities, and the reasons why.
2. Give each group a chart with the following headings:

✓		✗	
We are girls/ boys aged ____ to ____			
WORK WE CAN OR <u>SHOULD DO</u>	Reasons why? & any necessary conditions	WORK WE CANNOT OR <u>SHOULD NOT DO</u>	Reasons why? & any necessary conditions

3. Ask each group to discuss and complete the chart:

- Ask them to girls or boys and to add in their age range
- Ask them to think about and consider different types of work that children do in their communities or local area.
- Discuss and record work they think they can or should do ✓ considering their age and capacity. *They can use words or images of types of work that they think they can do – work that they think is appropriate for their age and capacity. They can underline work that they think that they should do, for example work that they think is good for them to do.*
- What are the reasons why? Please also add any necessary conditions that would make this work appropriate for their age and capacity (e.g. we can wash clothes for our family members if we have enough time to go to school and to do our study; we should help tidy the house as this every family member's responsibility).

- Discuss and record work they think they cannot or should not do ✗ considering their age and capacity? They can use words or images of types of work that they think they cannot or should not do.
 - Record the reasons why? Please also add any necessary conditions that would make this work appropriate for their age and capacity (e.g. we should not collect firewood as it involves travelling 10km and carrying heavy loads which gives us backache).
- ### 4. In Plenary discuss key findings.
- Discuss what work they think is or is not appropriate for girls and/or boys to do considering their age and capacities, and the main reasons why.
 - If both girls and boys have developed their charts you can facilitate a discussion about similarities and differences between findings shared by girls and boys.

⁵ This tool is inspired by and adapted from a tool developed by Makkala Panchayat (children's council) members in India; CWC (1999) Work we can and cannot do by the children of Balkur Panchayat. The Concerned for Working Children, Bangalore, India. <http://www.concernedforworkingchildren.org/>



FLOWERS OF SUPPORT

Objective: To enable children to identify what different groups of people should do to improve the situation of working children, and to prioritise one group of people to try to influence to improve the lives of working children.

Time needed: 60 minutes

Use with: Groups of children. Children may work in mixed gender groups for this activity or they may continue to work in girls and boys groups. Can use with children aged 8 years and older.

Materials: Flipchart paper, pens, scissors.

Practical Steps:

1. Explain that children will have an opportunity to make a big flower to share their views and suggestions about what different groups of people can do to improve the lives of working children.
2. The first step is to identify the main groups of people (different stakeholders) who can help improve the lives of working children. Each group of people should have their own "big petal". For example, one group of people are parents or caregivers. Provide children with big petal with parents/ caregivers written on the top of the petal, and another petal with employers, another with local government officials, another with international organisations. Ask children to identify other groups of people who can help improve the lives of working children, and have a petal for each group. Also, if not already mentioned ask children if there should be a petal for children and young people, so that they can share their ideas about how children themselves can improve the lives of working children.
3. Once the different groups are agreed and written on the petals, it is time for children to spend 15-30 minutes to brainstorm and share their suggestions about what each of these stakeholders should do to improve the lives of working children. Either children can divide into mixed gender/ age groups so that each group focuses on a few petals, or the whole group can work together to share their ideas for each petal.
4. For each stakeholder group (each petal) record suggestions about what each stakeholder group should do to help improve the lives of working children. For example:
 - a) What should parents/ caregivers do to improve the lives of working children?
 - b) What should employers do to improve the lives of working children?
 - c) What should government officials do to improve the lives of working children?
 - d) What should international organisations do to improve the lives of working children?
 - e) What should children and young people do to improve the lives of working children?
 - f) What should X, Y, Z (*depending on other identified petals*) do to improve the lives of working children?
5. Ask children to think about which petal, which group of people they think they can most easily positively influence to act upon their suggestions to improve the lives of working children. When children and supportive adults share their messages with at least one prioritised group to try to improve children's lives this is called advocacy. Advocacy is when we plan to share our messages with key people to bring about positive change.

6. Give each child 2 stickers or stones to place 2 votes for whichever petal/ group of people they think they can most easily positively influence to act upon their suggestions to improve the lives of working children. Each child may place their 2 votes on 2 different petals, or they can place both their votes on one particular petal.
7. Count up the votes to identify which groups of people the children want to prioritise for advocacy and influencing. For one (or possibly two) of the prioritised groups ask children to share their ideas about how they can meet with this group of people to share their key messages with them. Discuss and record children's action ideas on the flipchart (what will children and supportive adults do? Where? When? Who will be involved? With what support?)

NEXT STEPS

Objective: To share information about the next steps in the process with children, and to identify the best ways to keep them informed about updates in the Global Campaign.

Time needed: 10 – 20 minutes

Use with: Individuals or with groups of children.
Can use with children aged 5 years and older.

Materials: Information Sheet

Practical Steps:

1. Thank children for their time and crucial contributions. Explain to children that all the consultation findings will be written up and will be shared with the Global Campaign Organisers and with global consultants who are responsible to analyse the findings from different countries. Remind them that these consultations are being organized in approximately 25 countries throughout 2016, thus there should be lots of interesting findings. Furthermore, there are some Children's Advisory Committees in some countries who will be helping to analyse the findings and to develop a child friendly summary report in 2017.
2. Invite children to identify and share 1 - 3 "key messages" to send to the Campaign Organisers to be included on the campaign website. These could be messages about their working lives, advocacy messages, and/or feedback about the consultation process. If consent has been provided also send 1-3 photos to the Campaign Organisers for the website.
3. Explain that when updates are received from the global Campaign Organisers or the global consultants, they will make efforts to share these updates with children. Furthermore, when the child friendly report is shared in 2017 they will share it with them.
4. In the meantime, discuss how the local consultation facilitators can support children in taking forward their "flowers of support" action and advocacy messages to improve the lives of working children.
5. Furthermore, encourage individual children to contribute to "draw and write, poems or stories" to share more of their individual experiences and views of child work.

DRAW AND WRITE, POEMS OR STORIES

Objective: Draw and write, poems or stories (oral, visual, or through puppets) can be used as a child friendly research tool during or after a consultation (see *participant handout on the next page*) to enable individual children of different ages to share their views, feelings and experience of child work.

Depending on their interest and ability children can either write beside the drawing what this picture is portraying – what it means, or if a child cannot write, they can tell an adult or another child what it means so that the meaning is also carefully recorded. If available, puppets can also be used by children to share their stories.

Time needed: 15 – 45 minutes by individual children

Use with: Individuals aged 5 years and older.

Materials: Paper, pencils, erasers, coloured crayons, *if available* puppets.

Practical Steps:

1. Provide individual children with access to paper, pencils and crayons (or to puppets) and encourage them to draw picture/s (or make a puppet show) concerning their experiences and views on child work. For example, children may draw or write or make a puppet show about:

- Reasons or motivations for their work
- positive or negative experiences of child work
- their future hopes and whether their current work and study opportunities help or hinder them in realising their hopes.



- what they think different people should do to improve the lives of working children.
 - action efforts children have already taken to improve the lives of working children
2. Give children time to prepare their drawing/s or their puppet show.
3. **Either encourage children to write the meaning or make a record of the child's description of their story if they cannot write themselves.** Or give the children a puppet and encourage them to share their story and experiences of child work through a puppet. Make a written record of the story.

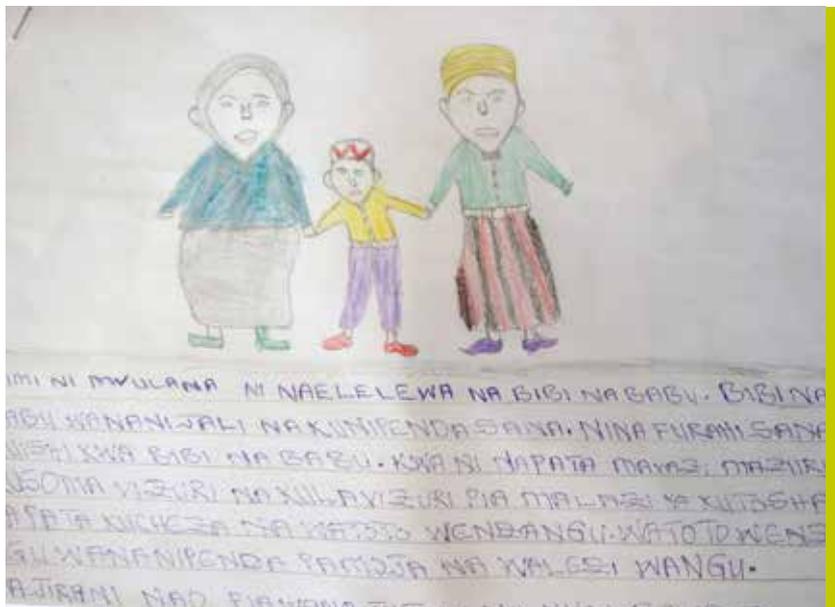


< **Example of draw and write:** This is a boy of 14 years in Kenya; he stays with his maternal grandmother, he is 14 years old. He dislikes staying with his grandmother because he is given work all day. He is also the one generating the basic needs of the family. If he does a small mistake or even plays with his friends, he is made to transport bricks 2 km away from their home. He is made to work like a donkey. At night he is told to sleep in the house of chicken and goats. If he complains about jiggers in his feet he is beaten thoroughly. His is not given time to play or to breath. The smell of his clothes and body will make you run away.

PARTICIPANT HANDOUT: DRAW AND WRITE, POEMS, STORIES ON CHILD WORK

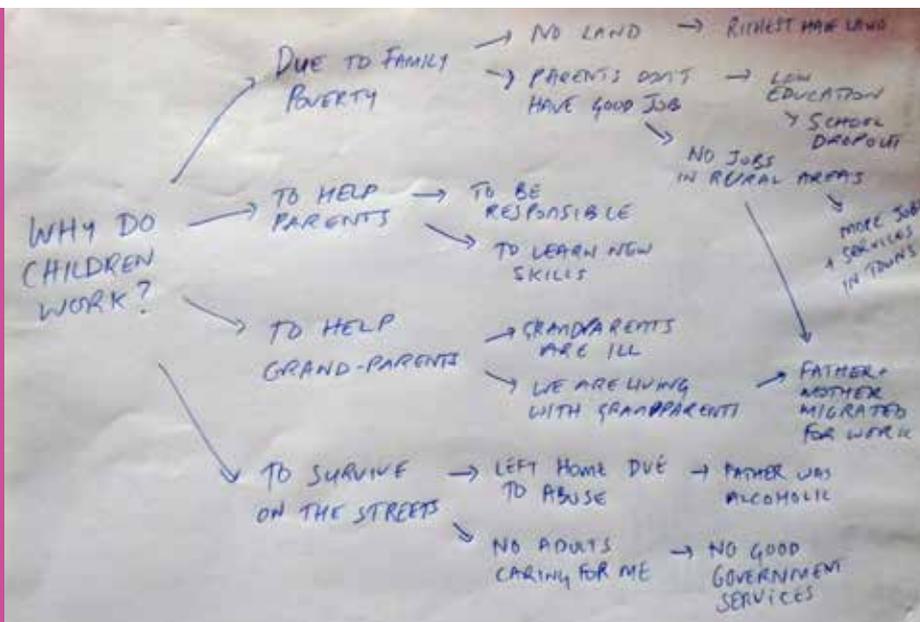
This is an optional activity for you to share more about your experiences, feelings, and views about child work. You can do this activity at any time that suits you and then give your drawing, poems or stories to one of the consultation organisers.

You may want to draw and write, develop a poem or story about:



- > **Reasons and motivations for your work?** – What are the reasons or your motivations to work? whose decision was it for you to work? How much say did you have?
- > **Your positive and/or negative experiences of child work** – what do you like and not like about the work you do? How do you feel when you are working?
- > **Your hopes and dreams** – do your current work and study opportunities help or hinder your future goals and dreams?
- > **Your ideas and suggestions** about what different people should do to improve the lives of working children – what should parents/ caregivers? Or children? Or employers? Or government officials? Or NGOs do? or other international agencies do?
- > **Your action and advocacy initiatives** that you have taken to improve the lives of working children. You can share success stories or stories about the challenges faced when trying to bring about positive change.
 - If you want you can draw a picture to show your views and experiences, and you can ask someone else that tell someone else (that you trust) about what the picture means so that they can write the meaning for you.
 - The stories you share with us **should not include your names – they can be anonymous**. Just mention if you are a girl or boy, your age, your initials, and which country you live in
 - Please return your *Draw and Write, Poems and Stories* to the Consultation Organiser named below **by [date _____]**.

Consultation Organiser: _____ **phone:** _____



Optional tools

EXPLORING REASONS AND MOTIVATIONS FOR CHILDREN'S WORK?

Objective: To explore the different the reasons and motivations for children's work (positive or negative), and the underlying reasons.

Time needed: 45 – 60 minutes

Use with: Groups of children, ideally in small focus groups with similar gender, age, and type of child work. This consultation activity can also be facilitated with members of Children's Advisory Committees. Can use with children aged 8 years and older.

Materials: Flipchart paper, flipchart pens, tape

Practical Steps:

1. Introduce the exercise which is to explore the different reasons and motivations for why girls and boys work. Explain that we are interested to hear any positive or negative reasons about why children work. Stick two flipchart sheets together. On the left handside write "What are the reasons and motivations for children's work?"
2. Draw 4 or 5 arrows coming from the question? Encourage girls / boys to share different suggestions as to why children work? – record the different reasons and motivations by the different arrows. (e.g. children do chores to help their parents, some children work due to family poverty etc.)
3. By each of the reasons and motivations given draw some more arrows and explore why? these happen? (e.g. why do you want to help your parents?). Encourage girls and boys to give different suggestions as to why for each reason? Record the main reasons by the different arrows.
4. Again repeat this process exploring the causes behind the reasons given.
5. Encourage a discussion on the underlying causes and reasons and motivations for children's work (e.g. the third round of why? why? why?)
6. Either discuss whether and if so what are the reasons why some children do not work. Or organise a follow up why? why? why? activity to explore whether and if so why some children do not work.
7. (if time) In plenary can discuss the various advantages and disadvantages of children working or not working.

CHILD LED TOUR

Objective: To explore children's likes and dislikes about tasks/ work that they do.

Time needed: 15 – 45 minutes

Use with: Individuals or in small groups of girls or boys of similar age and working background (including helping parents or caregivers in the home). Can use with children aged 5 years and older.

Materials: Notebook

Practical Steps:

1. Explain to the girls / boys that they will have the chance to take you on a tour or transect walk of their community, home or workplace to show you:
 - > places where they regularly spend time helping out or working in a normal day
 - > to show you places they feel happy or safe, or things they like doing in these places? And encourage them to share the reasons why they like this place or the activity they do in this place?



- > places where they feel unhappy or unsafe, or things they do not like doing in this place? And encourage them to share the reasons why they don't like this place or the activity they do in this place?
2. Encourage girls/ boys to take you to any other places or things they like or dislike in their community, on the way to or from work.

WHAT IS ADVOCACY?⁶

Objective: to explore and develop a common understanding of advocacy

Time needed: 20 – 30 minutes

Use with: Small groups of children. Can use with children aged 8 years and older.

Materials: Paper and pen, or chalk.

Practical Steps:

1. In a brainstorming session, ask: "What is advocacy?" Capture everyone's response on a sheet of paper, flip chart paper, or chalk board.
2. Have a discussion about the responses.
3. Share definitions and ideas that have been expressed by other adults, children, and young people, and see how they link to their responses.

Advocacy is a way to bring about positive change in children's lives

In a way, **advocacy is what you do everyday.**

- > If someone says something you do not agree with and you say what you think, that is a form of advocacy.
- > If you try to convince someone to do something, that is a form of advocacy.
- > If you find a better way of doing something and tell others about it, that is a form of advocacy.

Advocacy is about:

- > Changing attitudes, behaviour, and knowledge.

- > Changing or shaping policy or laws.
- > Changing how people do things.
- > Doing something bigger than just project work.
- > Improving children's rights.

Policy: Policy can be both formal and informal. Formal policy involves laws, legislation, and most government decision-making processes. Informal policy can include rules (like rules in the home or school), and ways of working.

⁶ This tool is from Save the Children (2008) One Step Beyond: Advocacy Handbook for Children and Young People. Author: Alana Kapell.

“H” ASSESSMENT ON EXISTING POLICIES, LAWS AND APPROACHES

Objective: to explore children’s views of current international and national policies, laws and/or approaches and what do they think would work better for them?

Time needed: 45 – 60 minutes (or more time if available)

Use with: Small groups of children. Can use with children aged 8 years and older.

Materials: Paper and pen, flipchart paper.

Practical Steps:

1. Ask children and young people to think about and list any international or national policies, laws or approaches that they are aware of that are supposed to improve children’s well-being and development.
2. Now explore children and young people’s views and experiences about the strengths, weaknesses or limitations of these policies, laws or approaches. This may either be done as a focus group discussion or you may want to use the “H” assessment to discuss and capture key points.

3. Give children and young people a large piece of paper and pens or pencils. Make a ‘H’ shape on the large flipchart paper. In the left hand column draw a happy face, in the right hand column a sad face, and below the middle “H” bar draw a light bulb (to represent ‘new suggestions & key messages’) – see visual example below

4. Encourage children and young people to discuss and record:

- ☺ any positive aspects or strengths of existing international or national laws, policies or approaches to support working children (considering children’s current and future protection, well-being and development)
- ☹ any negative aspects or weaknesses of existing international or national laws, policies or approaches to support working children (considering children’s current and future protection, well-being and development)
- (light bulb): Their key suggestions or messages to improve international laws, policies or approaches to improve the lives of working children (considering their current and future lives), including any key messages of what kinds of policies, laws or approaches would work better for them.

	No. of participants, age, gender, background:	
	 Key suggestions to improve and/or key messages on what would work better for you:	

VISIONING TREE

Objective: to enable a visual and creative way to explore children's views on:

- a) Their future vision and hopes - and to discuss whether their current work and study opportunities helps or hinders them in realising their future goals and dreams.
- b) Existing strengths and services that can be built upon to improve the lives of working children
- c) Advocacy and action initiatives to improve the lives of working children and to ensure that children do not engage in work that is harmful.

Time needed: 120 – 180 minutes

Use with: Small groups of children, ideally in small groups with similar gender, age, and type of child work. Can use with children aged 8 years and older, but a more simplified version may be needed with children under the age of 10 years.

Materials: A4 paper (cut into fruit shapes), colour paper (or white paper), large flipchart paper, crayons of different colours, different colour pens, scissors, tape.

Note: If time, use the “venn diagram: mapping of decision makers” (tool shown below) after Part B, before moving on to Part C planning advocacy and action initiatives. As the analysis from this tool can inform ideas for Part C.

Practical Steps:

1. Explain to children that they are going to have the chance to create a “Visioning Tree” where:
 - a) The fruit represents their individual vision and hopes for the future.
 - b) The roots will represent strengths and existing efforts by individuals and agencies to improve the lives of working children
 - c) The trunk will represent their advocacy and action plans to move towards their visions to improve the lives of working children.

Part A) Developing the Vision (30 – 40 minutes):

Encourage children to find a quiet place to lie/sit down comfortably, to close their eyes, and to breathe deeply. Ask them to dream about their future and about what they hope to see themselves doing when they are an adult. Dream about what they are doing in the future, what it looks like and what it feels like. Dream, dream.... *Allow a few minutes silence to dream and visualize...*

2. After 5 minutes of dreaming provide each child with ‘fruit shape’ paper, pencil and crayons to draw their vision/dream.
3. After 10-15 minutes of drawing encourage each child to briefly describe their vision *[and ensure a written record of their sharing by the documenter]* and stick each of their fruit in the top part of the tree.





4. Finger point energizer game and discussion on whether their current work and study opportunities help or hinder efforts to reach their vision:

Ask each child to stand up and to find a bit of space in the room. Ask them to place one of their left fingers stretched out in front of them to represent their vision. Explain that currently we may be quite a long way from our future vision. Thus, they need to stretch one of your right hand fingers behind the back to show the long journey that they need to make. Now the aim of the game is to move their right hand finger to touch the left hand finger to reach their future hopes. However, recognising that we are likely to face some unknown challenges on route, ask everyone to close their eyes, but to still try to move their right hand finger to touch the left hand finger to reach their future hopes. They may not reach the first time, but they need courage to keep trying until they reach.

- 5.** In small groups ask the children to discuss and share whether they think their current work and study opportunities will help or hinder their opportunities to realise their hopes? Why? *[Ensure that there is a documenter with each group to note the discussions]*



Part B) Developing the roots: Identifying existing strengths that can be built upon
(30 – 40 minutes):

- 6.** Explain that we are now going to identify the roots of the tree, which represents existing strengths and services that can be built upon to improve the lives of working children. Different groups of people may each have their own root - including a) children/ children's own organisations, b) parents/ caregivers, c) employers, d) communities (including local religious groups), e) NGOs, f) governments, g) international agencies, h) other. For each root brainstorm and make a record of existing strengths, support or services provided by each of these stakeholder groups.

Part C) Developing the trunk: Advocacy and action initiatives (60 – 90 minutes):

7. Finally children and support adults have the chance to work together to develop the trunk of the tree which will be their strategy for advocacy and action initiatives to help children achieve their vision, to improve the lives of working children and to ensure that children do not engage in work that is harmful. Explain to children that the trunk can build upon key findings from earlier tools, including their “flowers of support”, and if done the “venn mapping of decision makers”.
8. By applying the following key questions they can identify 1-3 priority problems and they can go into more detail to develop their advocacy and action initiatives:
 - A. IDENTIFY: What are the main challenges or problems facing working children that we want to address?
 - B. PRIORITISE: Prioritise 1-2 key challenges/ problems that are important and that we think we can influence to try to address first.
 - C. ANALYSE - review existing information and analysis that you have gathered about:
 - i) Why this problem exists? (e.g. think about any relevant findings from body map, dramas, H assessment etc)
 - ii) The best solutions (e.g. think about any relevant findings from body map, dramas, H assessment etc)
 - iii) Which decision makers who can help address this problem (e.g. think about any relevant findings from flowers of support, footsteps, strengths of existing actors (roots of the vision tree), mapping of decision makers etc)
 - D. DECIDE: What exactly do we want to change? What is the most important message that we want to give to key people who we expect to help us solve the problem.
 - E. PLAN:
 - What do we want to do? Where? With whom? When?
 - What approaches and tools can we use to share our message with key targets in the most effective ways?
 - Identify if there are any risks we may face when implementing our plan, and identify how to reduce and overcome these risks.



Note: The Decisions and Plan can be written up in the Trunk of the tree.

VENN DIAGRAM: MAPPING OF DECISION MAKERS

Objective: To map out and to analyse access to people who have power to make decisions on issues relating to child work that children want to influence.

Time needed: 60 – 90 minutes

Use with: Groups of children, ideally in small focus groups with similar gender, age, and type of child work. Can use with children aged 8 years and older.

Materials: Coloured paper cut into 3 or 4 different size circles, large sheet of flipchart, flipchart pens, scissors, and glue.

Practical Steps:

1. Explain that this tool will help children (and any supportive adults) to map out and to analyse access to people who have power to make decisions on issues relating to child work that children want to influence.
2. Take 5 – 10 minutes to discuss, identify and list individuals, groups and institutions which have power to influence key decisions on issues relating to child work. On post-it notes you can also add key information about which type of decisions and issues relating to child work each stakeholder has the power to influence. (e.g. *the police have power to arrest the employer if s/he breaks child labour laws*)
3. **Identify how much power each group has to influence issues affecting child workers:** For each of the groups of people identified ask the children to choose a circle according to how powerful they think this groups is – how much power does this group of people have to positively or negatively influence children's work. The people with more power to address the issues and concerns relating to child work should be written on a big circle, and the group of people with less power to address the issues and concerns relating to child work should be written on a smaller circle. Ask children to identify if each group should go on a very big, big, medium or small circle. Write the names of the groups on each of the chosen circles.



4. Start to build the Venn diagram: On a large sheet of flip-chart paper place the circle representing the children in the middle of the page.
5. **Identify which stakeholders are easy or hard to influence:** Ask the children to place each of the circles near or far away from the children's circle in the centre according to whether it is easy or hard for them to access and influence each particular group of people.
6. The final layout should show which groups of people children have more access to – in order to influence them. It may also show how some powerful groups are currently difficult for children to access and influence. In Plenary discuss:
 - > What are your main findings? Which individuals/ groups/ agencies do children have good access to? And which powerful groups do we have less access to?
 - > how we can take more opportunity to influence the people who are close to us to improve our working situation?
 - > how can we strengthen dialogue and partnerships between children and any powerful groups that are currently far away?
 - > how can we collaborate with some people who are close to us to positively influence other powerful groups who may be far away from us?



Annex A: Games – Icebreakers and energizers

Name and action – Encourage all children and the facilitators to stand in a circle in alphabetical order. Ask each participant to introduce their name and to show an action of something they like to do (e.g. swimming, playing football, eating an ice-cream etc). After each introduction everyone in the circle copies and repeats the name and action to help them remember everyone's name.

Name and word describing – Encourage all children and the facilitators to stand in a circle in alphabetical order. Ask each participant to introduce their name and a word that describes them that begins with the same letter (e.g. Joyful Jean, Marvellous Michel, Super Samina etc). After each introduction everyone in the circle copies and repeats the name and word to help them remember everyone's name.

'Reporters' – children/young people get in pairs to find out information from their partner that they feed back to the group. For example, person's name, aim for the workshop, where they are from, something they like doing, one thing that no-one knows about them.

'I am glad I am a child/adult because..., but if I were an adult/child I could...' – In small groups children/adults complete the sentence. Share with wider group. This ice-breaker can help identify the differences and dis/advantages between adulthood and childhood.

'Paper, Scissor, Rock' – Two teams. Each team decides if they are paper, scissor or rock. The teams face each other and show their symbol. Paper beats rock, rock beats scissor and scissor beats paper.

'The Ship is Sinking' – Children move around the floor singing 'the ship is sinking, oh no the ship is sinking'. When a number is called (3, 5, 6 etc.) they have to make a group (lifeboat) with the same number of people as the number called.

'Points of Contact' – People in groups have to co-operate with each other to make the number of points of contact with the floor as per a number called out (6, 24, 48 etc.). Helps with unity, agreement and co-operation.

'On the bank, In the Pond' – All the children sit on a circle on their knees. The floor in the circle represents a pond. When the caller calls 'in the pond' the children have to put their hands on the floor. When the caller calls 'on the bank' the children have to put their hands on their knees. The children have to do what the callers says, not what she does.

'Who is the Leader' – All the children make a circle. One child is sent out of the room. The rest of the children decide who is the leader. They move round in a circle and copy the actions of the leader. The child sent out returns to the room and has 3 chances to identify the leader.

'Duck, duck, goose' – The children sit in a circle. One child walks around the circle, tapping children's head saying duck, duck or goose. When they tap a child's head and say 'goose' that child has to chase the child around the circle. The last one to reach the empty space has to walk around the children's circle repeating the 'duck, duck, goose' game.

'Cross-over' – Children stand in a circle. A caller calls a category e.g. all those wearing socks. If this category applies to you – you crossover to another place in the circle. Last to cross becomes the caller.

'Street, Child, Home' – All the children make groups of threes. Two of them hold hands and form a 'home'. The third is inside the home and is the 'child'. A caller stands alone and calls out either 'street', or 'child', or 'home'. If 'home' is called, then the children forming the 'home' have to scatter and make another home. With 'child', the child has to find a new home. And in 'street', everyone has to change position. The caller tries to join in, whoever is left out becomes the new caller.

'When the wind blows' – Participants get in a circle. One person calls: "When the wind blows all those wearing socks, change your places". This continues with other calls such as "All those with black hair" etc. The game brings out the common things between different children. People move around and feel refreshed.

'Seven Up' – Everyone gets in a circle. One person places his/her hand on his/her chest and calls 'one'. Depending on which direction his/her fingers point – to the left or to the right – the person to the left or right calls 'two' and points either to the left or the right with hand on chest. This continues up to 'six'. For 'seven' the hand has to be placed on the top of the head but no sound is made. The game continues with those who make a mistake leaving the game.

‘The crocodile and the lion’ – a big square is made on the floor/round which indicates the pond of the crocodiles. Outside the pond is the area of the lions. Lions and crocodiles never attack at the same time, so, when the participants hears ‘lion’ they have to move quickly into the pond to avoid being eaten by the lion, and when they hear ‘crocodile’ they have to move quickly out of the ‘pond’ into the land to avoid being eaten by a crocodile. This may be complicated when the lion / crocodile are said quickly one after each other, and also when the name of one of the animals is repeated.

Annex B: Other useful resources for organising consultations and/ or action and advocacy work with and by child workers

Bourdillon, M., Levison, D., Myers, W. and White, B. (2011) *Rights and Wrongs of Children’s Work*. Rutgers University Press.

Boyden, J. and Ennew, J. (eds.) (1997) *Children in Focus – A Manual for Participatory Research with Children*. Save the Children Sweden, Stockholm

Crivello, G. and Pankhurst, A. (2015) *Exploring Children’s Experiences of Work in Ethiopia: A Guide for Child-focused Research*, Technical Note 31, Oxford: Young Lives.

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