



# You create

## PROJECT GUIDE

**Participatory Action Research for  
Young Change Makers, 2019**



# Table of Contents

<b>INTRODUCTION TO YOUCREATE</b>	<b>4</b>
Welcome to YouCreate Project Guide	5
YouCreate	6
Child Safeguarding	8
Wellbeing Pillars	9
<b>YOUCREATE ROLES</b>	<b>12</b>
YouCreate roles	13
<b>GUIDANCE FOR PROJECT MANAGERS AND OFFICERS</b>	<b>19</b>
Timeline	20
Step By Step Guide to Implement the YouCreate Project	21
Budgeting	28
Reflective Journal Question(s)	31
<b>GUIDANCE FOR ADULT ALLIES</b>	<b>33</b>
Adult Ally	34
Supporting Youth leaders to use the Art-kit	35
Reflective Journal Question(s)	43

<b>GUIDANCE FOR MONITORING, EVALUATION AND LEARNING SPECIALISTS</b>	<b>44</b>
<b>MEL YouCreate</b>	<b>45</b>
<b>MEL Activities</b>	<b>50</b>
<b>Reflective Journal Question(s)</b>	<b>52</b>
<b>GUIDANCE FOR TRAINERS</b>	<b>53</b>
<b>Trainer</b>	<b>54</b>
<b>Reflective Journal Question(s)</b>	<b>59</b>
<b>APPENDICES</b>	<b>60</b>
<b>Appendix 1: Media and Consent Form</b>	<b>61</b>
<b>Appendix 2: Call for Volunteers</b>	<b>62</b>
<b>Appendix 3: Volunteer Contract</b>	<b>64</b>
<b>Appendix 4: YouCreate Training Sample Agenda</b>	<b>67</b>
<b>Appendix 5: Child Safeguarding Policy Summary</b>	<b>71</b>
<b>Appendix 6: Progress Markers by Pillar</b>	<b>72</b>
<b>Appendix 7: MEL Logic Model Worksheet</b>	<b>74</b>
<b>Appendix 8: Evaluation Documentation Sheet</b>	<b>76</b>

A yellow banner with a black outline, tilted slightly upwards from left to right. The banner has a jagged, hand-drawn style edge on the right side. There are two small white circles, one at the top left and one at the bottom right, and a small black zigzag line on the right side.

# **INTRODUCTION TO YOUCREATE**



# Welcome to the YouCreate Project Guide

Dear YouCreate Staff Members,

---

We are excited that you are supporting Youth Leaders to lead YouCreate Projects to help make youth in their communities feel well, happy, and safe through arts based processes. This YouCreate Project Guide was designed to help you to understand the YouCreate project and how you can support youth and colleagues to develop a strong project.

YouCreate is led by Youth Leaders and all activities are designed for Youth Leaders to lead with youth participants. There is a manual for Youth Leaders, called the Art-kit, that you can also reference of all the activities for youth. Throughout the Art-kit youth who are leading the activities are referred to as Youth Leaders and youth beneficiaries (those participating in the YouCreate activities) are referred to as youth or youth participants. This Guide will support you to better understand the YouCreate, the Art-Kit and your role in supporting the Youth Leaders.

Thank you for investing in youth in your community. We hope that everyone will be able to learn, grow, and contribute to wellbeing in their communities through YouCreate.

This Guide includes general information for all YouCreate Staff and then subsections for different roles. You will find:

- Introduction to You Create, Safeguarding, and Wellbeing Pillars
- Introduction to YouCreate Roles
- Subsections for: Project Manager and Officer; Adult Allies; Monitoring, Evaluation, and Learning Specialists; and Trainers

We wish you the best on your journey ahead!

Sincerely,

The team at Terre des hommes and the International Institute for Child Rights and Development



## What is YouCreate all about?

YouCreate supports Youth Leaders to work with their peers to explore the role of creative arts that support youth's wellbeing. Youth Leaders will be working with other youth to understand their daily lives and come up with art-based projects that build on the good things in their lives and address some of the challenges.

## What is the goal of YouCreate?

To create a space for youth affected by migration and adversity to strengthen skills to lead their peers in arts-based activities that support wellbeing, resilience and social cohesion

## Who is involved in YouCreate?

Youth Leaders and youth participants are the heart of YouCreate. There is also a team of adults ready to support them that includes: Project Managers, Project Officers, Monitoring, Evaluation and Learning Specialists, and Adult Allies.

## What are the Youth Leaders Roles?

- Participate in 1 training session led by a Trainer to learn about facilitating, leadership, and note taking, and the exciting activities in the Art-kit.
- Guide youth through the activities in the Art-kit, both facilitating activities and note-taking.
- Support youth to implement an Art-Action project that they decide on.

## How does it work?

Each YouCreate group will have 2 Youth Leaders. Each Youth Leader will take turns acting as facilitator and note-taker during YouCreate activities. Youth will also have an Adult Ally, or adult staff person from Tdh, who will be there to support them along the way. Youth participants, age 15-20, will participate in the project, and Youth Leaders will manage a group of 20-25 youth participants.

## What is the time commitment?

**The project will take 3 months to implement with youth. If your group of Youth Leaders do not have this much time, you can do a mini-PAR in one week.**

The time available needs to include the advanced preparation for the project, training, Youth Leaders leading activities with youth, and meetings with adult supports, as well as closing activities to gather data from the project. Therefore, we recommend 1-2 months to plan, 3 months for the youth activities and one month for follow-up. Please refer to the Timeline section for more details.

## Who is the YouCreate Art-kit for?

Youth Leaders! Any young person between the age of 15 to 25 years-old who is an Youth Leader for the YouCreate project and is excited about having a positive impact for their peers, family, and community through creative and digital arts. As an adult supporter you should also read the Art-Kit to ensure you are able to train the Youth Leaders and/or support them throughout their journey (depending on your role in the project).

## What is in the Art-kit?

The Art-kit includes participatory activities to support Youth Leaders to plan, implement, monitor, and evaluate youth-led Art-Action projects. Youth Leaders will lead peers to better understand some of the challenges they are facing, and to build on their strengths and resources. Youth can design projects to address some of the challenges.

## Can youth design their own activities and/or make changes?

Yes! Please support them to be creative. Remind them to keep the main purpose of the activities and follow the vision set by the youth in their group, but feel free to revise the games and activities to make them more relevant to the community.

# Child Safeguarding

YouCreate staff are responsible for adhering to Tdh's Child Safeguarding Policy which reaffirms and strengthens its commitment as an organisation towards keeping children safe and protecting them from all forms of harm and abuse. Tdh sees the protection of children, the promotion of their wellbeing, and upholding children's rights as the foundation of its work. Please refer to the policy for details on your responsibilities in **(Appendix 5)**.

“Child Safeguarding is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organisation has about children's safety within the communities in which they work, are reported to the appropriate authorities “ (Keeping Children Safe Coalition 3 – [www.keepingchildrensafe.org.uk](http://www.keepingchildrensafe.org.uk)) This includes both preventative actions to minimise the chances of harm occurring, and responsive actions to ensure that incidents which may happen are appropriately handled. Safeguarding implies a wider duty of care towards children rather than just upholding their right to protection (as defined in the UN Convention on the Rights of the Child, 1989) – but it is primarily concerned with harm and wellbeing, rather than with the promotion and protection of child rights generally.

*Staff are also responsible to respect and safeguarding volunteers (e.g. Youth Leaders and youth participants) regardless of age.*





# Wellbeing Pillars

A core foundation of YouCreate is the Wellbeing Pillars. The concept of the pillars is introduced early in the Art-kit and youth are encouraged to track their wellbeing over the course of the project. This section will provide some additional guidance on the pillars to ensure you can support Youth Leaders by answering any questions they may have.

The Wellbeing Pillars were developed to better understand how humans maintain their wellness or wellbeing even throughout difficult life experiences. Researchers decided on 5 pillars of wellbeing and these are:

- **Pillar 1:** Feeling Safe (Safety, security and stability): Feeling safe physically and emotionally
- **Pillar 2:** Feeling Connected (Bonds, relationships and networks): Feeling connected to supportive bonds and networks
- **Pillar 3:** Feeling Worthy (Roles and identities): Feeling worthy, and with acknowledged roles and identities regarding who we are, where we come from and what we do or we would like to do
- **Pillar 4:** Feeling Respected (Justice and rights): Feeling respected and to develop critical consciousness and capacity to address injustice and access rights
- **Pillar 5:** Feeling hopeful (Hope and meaning): Feeling hopeful about the future and retaining or developing a zest of living

The 5 wellbeing pillars are described independently, but they work together to promote wellbeing.



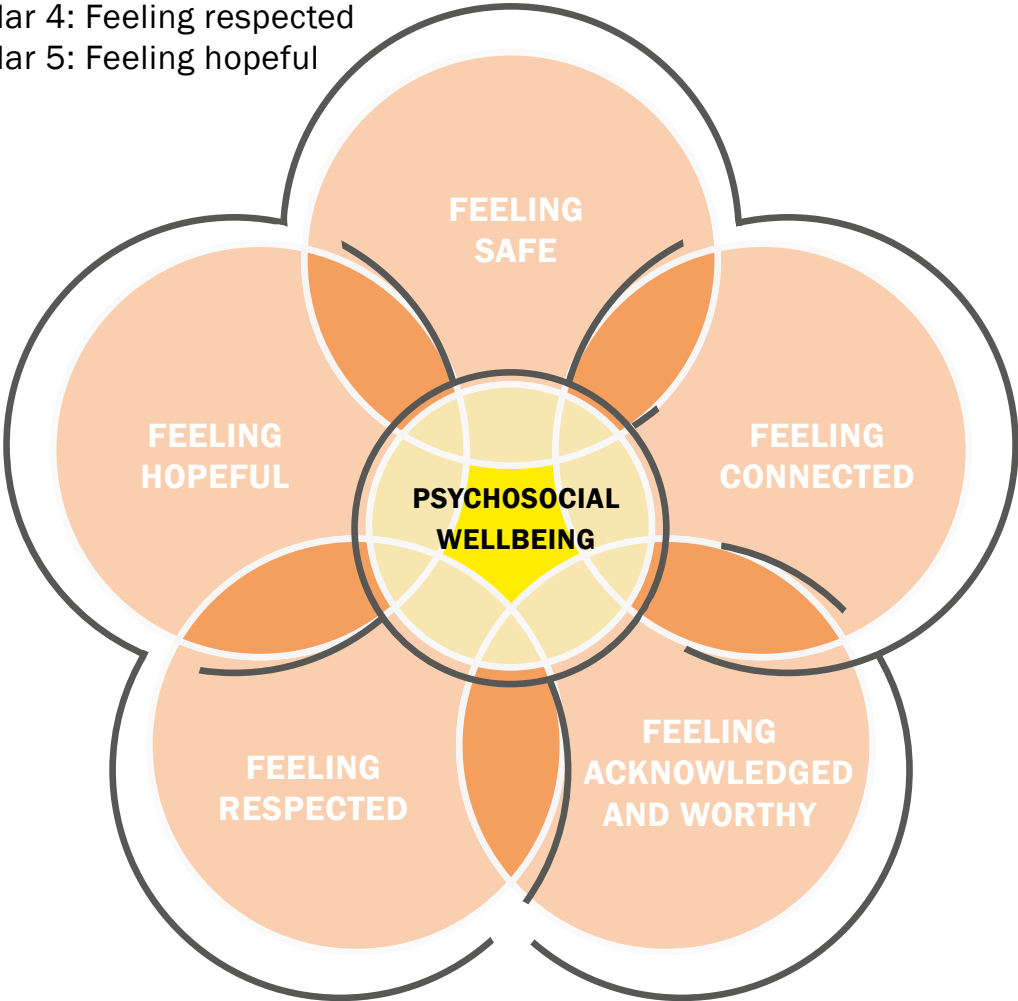
There are a few important themes that apply within each pillar. Every culture has their own interpretation of these themes, and this is important. The themes are:

- **Empowerment:** The opportunity to feel strong, confident and in control of our lives, is an important part of wellbeing.
- **Efficacy:** The opportunity to have a sense of control and meet our own personal goals and for communities to have a sense of control and meet their goals are an important part of wellbeing.
- **Dignity:** The opportunity to respect yourself and to feel proud are an important part of wellbeing.

For the purposes of YouCreate, we look at how art and creativity can support youth’s wellbeing, in every pillar.

You will see the Pillars described in detail within the Art-kit, in youth-friendly language

- Pillar 1: Feeling safe
- Pillar 2: Feeling connected
- Pillar 3: Feeling worthy
- Pillar 4: Feeling respected
- Pillar 5: Feeling hopeful



Please refer to the Art-kit for the full breakdown of the Wellbeing Pillars, along with real-life examples of the Pillars in action. For more information, please see the Operational Guidance on Psychosocial Wellbeing Pillars.

**Important Note: Learning from Challenges**

During the pilot of YouCreate, some youth reported that discussions about safety, security and justice and rights were overwhelming for them. We have adapted the language of the pillars to help address this concern. Youth also reflected that they did not have control over these areas of their lives, and could not address these through their Art-Action projects. In the pilot we saw evidence that youth were able to create a sense of safety and security through the project, and did increase specific rights such as participation. As adult support people, please guide Youth Leaders to discuss these important concepts with consideration, exploring areas of youth's lives they feel some control over, and can realistically address within YouCreate. It is important to acknowledge that YouCreate may not have impact on the broader environment of adversity or conflict, but changes at the individual, peer, family and even community level, can help improve these more challenging pillars as well.

For example, when discussing Pillar 1: Feeling Safe, although a youth may not feel safe living in a conflict zone, there might be people, places or things that help them connect with a feeling of safety, and this is important to grow and support through YouCreate. In the pilot of YouCreate, the YouCreate team and meeting space often became a place where youth felt safe and supported.



**YOUCREATE ROLES**



# YouCreate Roles

The majority of development projects are usually adult-led (Fletcher, 2018); they are conceived, developed, planned and implemented by adults. Youth-led programming on the other hand, challenge this conventional wisdom and advocate for projects where youth lead project planning, decision-making, facilitation, reflection and evaluation on issues that matter to them, using actions they want to use (Fletcher, 2018). The true challenge in youth-led programming is actually for adults to let youth always maintain the lead, direction and authority and not to try to control or steer youth towards what they perceive “right” unless issues of safety or protection emerge. (Please see Adult Allies’ section for more details).

The following table summarizes the main differences between adult-led and youth-led programming in light of the standard project management cycle:

Project Management Cycle	Adult-led Programming	Youth-led Programming
<b>Initiation</b>	Organization	Organization
<b>Planning</b>	Project team	Youth
<b>Execution</b>	Project team with youth	Youth with the support of the project team
<b>Monitor and Support</b>	Project team	Youth
<b>Closure</b>	Project team	Youth

The YouCreate project has a unique structure that differs from regular Tdh project structures. Though YouCreate deploys the standard project team (project manager, project officer and Monitoring, Evaluation, and Learning specialist), actual project implementation is highly dependent on the Youth Leaders who

lead their peers to launch their Art-Action with the support of their Adult Allies. Accordingly, the main responsibility of the project team is to support youth over the course of implementing their PAR cycle; cultivate a supportive environment; and create a safe space for Youth Leaders and youth participants.

## Project Team

The YouCreate project team includes the following roles:

- 1. Project Manager
- 2. Project Officers
- 3. MEL Specialist
- 4. Adult Allies

The following team overview works for a project aiming to engage 500 youth.

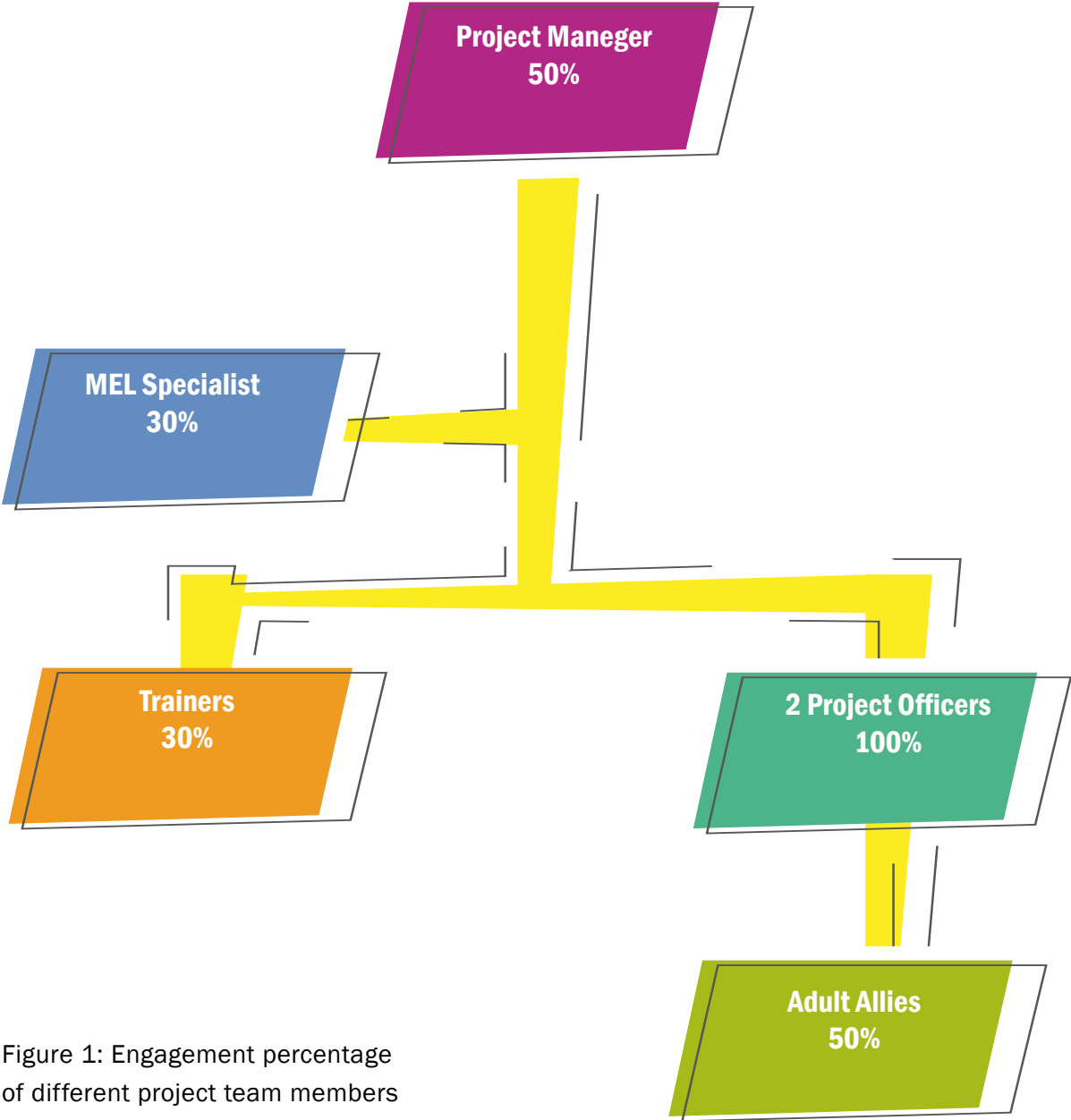


Figure 1: Engagement percentage of different project team members

## Project Manager (PM)

For efficient and effective implementation, an ideal YouCreate PM is someone who:

- Has experience in leading projects (preferably youth-led) with Tdh.
- Has experience in liaising and coordinating with the logistics and administration departments for smooth project implementation.
- Is comfortable with leading rather not clearly identified project activities (activities and timelines are defined by youth).
- Can integrate YouCreate project activities with other projects being implemented on the country level for more efficient implementation.

The project manager responsibilities include 3 main areas (among others as per the needs of the country in which the project will be implemented in):

### **1. Human resource management:**

- a. Recruits the project officer, trainers, MEL Specialist and assigns them their roles.
- b. Ensures the whole team has a clear understanding of the YouCreate project methodology and Tdh Child Protection mandate.

### **2. Project management:**

- a. Ensures that the YouCreate activities are appropriately implemented in accordance with the developed youth-led arts-based methodology.
- b. Ensures that the MEL activities are timely and accurately implemented by the MEL specialist.
- c. Liaises with the logistics and admin teams and orients them on the project methodology, its implementation and its requirements
- d. Identifies logistics and admin support needs related to the YouCreate project and communicates them to the relevant logistics/admin support person.
- e. Approves and signs-off all project purchase requests in line with the YouCreate project needs.
- f. Forecasts and follows up on expenditures related to the YouCreate project.
- g. Liaises and partners with CBOs to disseminate the methodology and ensure its sustainable implementation in the community.
- h. Prepares project follow-up reports as per the requirement of the donor and the project management team.

### **3. Technical support:**

- d. Revises the YouCreate methodology and recommends any modifications to fit the implementation context.
- e. Provides technical guidance to the whole team during the project implementation whenever needed.

## Project Officers

Optimally, there will be two full-time project officers (POs) dedicated to follow-up on youth activities with the Adult Allies and troubleshoot any problems that the teams are facing. Also, the POs ensure that the project numbers are being met in accordance with the available budget.

For effective implementation, an ideal YouCreate PO is someone who:

- Has 1-2 years' experience in CP/youth-participation projects with Tdh
- Has training experience
- Is passionate about youth participation and empowerment
- Is very well organized and proficient in developing project reports
- Has good English language to be able to go through the methodology and make sure that its translation is accurate

The POs' responsibilities include 3 main areas (among others as per the needs of the country in which the project will be implemented):

### **1. Human resource management:**

- b. Recruits the project Adult Allies to support Youth Leaders.
- c. Ensures the Adult Allies' compliance with their designated roles and supports them whenever needed.

### **2. Project implementation:**

- c. Develops the call for Youth Leaders to participate in the project activities.
- d. Selects Youth Leaders to participate in the project activities.
- e. Supports the children and youth to implement their arts-based projects, in accordance with the project methodology and in line with projects' budgets.
- f. Provides guidance and support in developing the project implementation timeline for each group of youth in cooperation with the Youth Leaders and Adult Allies.
- g. Participates in budget revision exercises with the PM.
- h. Participates in providing feedback on the YouCreate methodology for improved support to participants and contribute actively in its monitoring, evaluation and revision in cooperation with the MEL specialist.

### **3. Project Documentation:**

- d. Tracks numbers of Youth Leaders, Adult Allies and youth participants.
- e. Follows-up on project activities and prepares follow-up reports to be shared with the project management team.
- f. Ensures that project activities are documented in various formats (example: reports, photos and videos).



## The MEL Specialist

The YouCreate MEL Specialist works 30% with the project team. The best fit for this position is someone who:

- Works already with Tdh as a MEL Specialist on different projects.
- Has experience in implementing youth-led monitoring participatory tools.
- Has experience in delivering trainings or facilitating MEL activities with youth.
- Has experience in analyzing quantitative and qualitative data.

The MEL Specialist responsibilities include:

1. Performing regular field visits to implement MEL tools throughout the project duration in collaboration with the project team and as defined in the YouCreate methodology.
2. Reviewing and analyzing project reports with the project officers to identify the causes of bottlenecks in project implementation and to enhance quality of reporting.
3. Reviewing the performance of the MEL tools to help identify potential modifications.
4. Monitoring and evaluating overall project progress and results achievement.

## The YouCreate Trainer

The YouCreate Trainer works 30% with the project team. The best fit for this position is someone who:

- Has experience in facilitation especially with youth.
- Has experience deliver training with both youth and adults.
- Has knowledge of experiential activities including play and art-based energizers and team-building exercises.

The Trainers responsibilities include:

- Offering 5-day training sessions to Youth Leaders and Adult Allies.
- Provide technical support for Youth Leaders when needed.
- Suggest modifications and provide feedback on the methodology and the tools used during the training to make them contextually appropriate.

## The Adult Ally

The Adult Ally works 50% with the project team. The best fit for this position is someone who:

- Is preferably working as a facilitator, a trainer, or an animator with Tdh in different projects.
- Has experience supporting youth to grow their leadership skills.
- Has strong active listening skills, is encouraging and adaptable.
- Is flexible and can work to support Youth Leaders to implement YouCreate, acting as a behind the scenes support person.

The Adult Ally's responsibilities include:

- Technical support responsibilities:
  - Providing Youth Leaders with support during preparation for YouCreate activities and follow-up and documentation of activities.
  - Ensuring the implementation of Tdh's Child Safeguarding policies during activities implementation.
- Administrative and logistical support responsibilities:
  - Securing the location for YouCreate activities.
  - Securing youth participants to participate in the activities.
  - Securing materials for the YouCreate activities.
  - Securing a psychosocial resource person to support any youth in need, and ensure follow-up.
  - Liaising with Project Manager, Project Officer, and MEL Specialist.

A yellow banner with a black outline, tilted slightly upwards from left to right. The banner contains the text 'GUIDANCE FOR PROJECT MANAGERS AND OFFICERS' in bold blue capital letters.

**GUIDANCE FOR PROJECT MANAGERS  
AND OFFICERS**



Based on our pilot in both development and humanitarian settings a 3-month implementation cycle with youth was determined to be optimal. As a Project Manager, this means you will likely need to have a 1-2 months to organize all elements of the project in advance of the 3-month implementation cycle with youth, and time afterwards to collate the data.

In situations where a 3-month project is not feasible for youth, a 5-6-day retreat may be used instead to implement activities.

Here is some guidance on the amount of time required during each phase of YouCreate for the stipulated activities in the Art-kit.

## **For humanitarian or emergency contexts, based on a 1-week retreat**

When it is not possible to engage youth for a full 3 months, an alternative can be to implement a one-week retreat for youth. Important points for consideration:

- One-week retreats may be held in a central location where youth can travel each day and return home at night or they may be in another area that also provides over-night accommodation.
- Based on consultations with project partners, it is possible to hold a mixed-gender camp if sleeping arrangements are separated by gender. If this is not appropriate, gender specific camps may be organized.
- Close contact and communication with parents is very important for camps, especially those where youth are staying overnight.
- Sufficient adult support is required to ensure youth are safe and supported. We recommend one adult per 7 youth.
- Youth Leaders should have ample time in one-week to lead youth through all activities in the Art-kit.
- Additional team building, experiential and play-based activities, including nature-based activities, can be added into the retreat to create a rich experience for youth.
- Each groups' Art-Action can be implemented at the retreat as a trial and then implemented again in community, if it is possible for youth to meet together upon leaving the retreat setting.

# Step by step guide to implement the YouCreate project for PMs

The following section outlines the recommended steps that can be followed by Project Managers to implement YouCreate in different contexts:

## **STEP 1: Study the methodology and adjust it to the context as needed**

PMs need to study and understand the methodology prior to project implementation. Example for the adjustments that can be made to the methodology is the implementation duration based on the context (3-month or one-week). Another example can be changing a kind of art (or more than one) used in activities that might not be relevant/popular/accepted to the context. For instance, Youth Leaders in Egypt communicated that using clay was not popular among the participants because they felt it is 'childish'. In Iraq, sometimes the lack of availability of materials necessitated changing the kind of arts used in some of the activities, its lengths or the steps of implementation.

## **STEP 2: Translate the Art-kit into the local language of the country of implementation**

This is an extremely important step because trainers, Adult Allies, and Youth Leaders will be using the Art-kit extensively during implementation. It is important to ensure that the Art-kit is translated using youth-friendly language. In Iraq, the youth found the Art-kit difficult to understand because it was translated into the classical formal Arabic language. Make sure to check the translated version and check the consistency of the terms used throughout the Art-kit.



### **STEP 3: Orient the project team on the methodology and the project target numbers**

It is important to ensure that the Project Manager, the Project Officers and the MEL Specialist are all at the same level of understanding the methodology. To achieve this, provide the project team with the translated methodology and give them some time to study it. Afterwards, the whole team could meet together to share their understanding and thoughts. It is important to share at this stage the project target numbers (in terms of participants and professionals) as agreed with the donor. This will help project team develop the YouCreate project timeline and communicate it to get any needed logistics approvals.

Furthermore, call for a meeting with the logistics and admin teams to orient them on the project, its timeline and implementation steps. Explain to the team the nature of youth-led programming and how this unique approach differs from regular adult-led projects. Clarify that you do not have 100% clarity on all the materials that need to be procured for implementation as the youth are the ones who decide at a later stage of the project. Highlight that once the youth request certain materials (like painting materials, or graffiti colors) they will need to receive it in a timely manner (receiving the materials late sometimes lead to youth dropping out of the project). Suggest that they request quotations from various art supply stores that sell a wide range of art-related materials so that they can select or contract whoever has cheaper prices generally. In case that isn't possible (the logistics team requested a very defined list of materials to get quotations for), suggest that they at least identify art supplies stores to be ready to procure the materials once identified by youth.

### **STEP 4: Select the communities for project implementation**

Based on the budget, the project timeline and the context of the country of implementation, select the communities that will be targeted for project implementation. For instance, in Egypt, the team decided to implement the project through the community centers present in two different cities as they have enough resources and can access youth easily through these centers. In Iraq, the team decided to implement the project activities in Kirkuk's city center as implementation there was relatively easier than implementing in refugee camps. A lesson learnt from the implementation in Egypt and Iraq is to always select communities that are close to the location of the project team, to facilitate quick support to youth and follow-up by Adult Allies. Another important criterion to take into consideration while deciding on the location of implementation is the availability of safe spaces that youth can convene in to implement their

activities. Safe spaces can be youth-centers, schools, community centers, or local community based organizations that allow the youth to meet to implement project activities during week-day afternoons, evenings or weekends.

## **STEP 5: Getting the right people and groups in place**

### **A) Partner with interested local Community-based Organizations (CBOs) to facilitate project implementation at the lowest cost**

Search for local CBOs and develop a list with potential partners. Reach out to them and partner with interested and committed ones. The partnership can be formalized through MoUs or simple formal agreement over emails. The benefits that you can get from partnering with local CBOs are: a) accessing and recruiting Youth Leaders and youth participants easily; b) providing safe spaces for youth to implement their PAR cycle; c) supporting in project materials provision; and d) sustaining methodology implementation in the local community even after project completion.

### **B) Orient Trainers on the methodology and the project objectives**

After identifying the communities selected for project implementation, engage the trainers (2 trainers for each group) and give them the time to go through the methodology to prepare a five-day workshop for training Youth Leaders on the methodology (Please see sample Agenda in Appendix 4). It is important that the Trainers take into consideration the youths' backgrounds, dynamics between nationalities (if Youth Leaders are from different countries), and any conditions or constraints imposed by the community (for instance, they need to watch out for the flexibility in interactions between boys and girls, or if a certain kind of arts is negatively perceived by the community) and revise methods and activities accordingly. It is useful for the Trainers to also prepare extra experiential activities to support the Youth Leaders in developing their facilitation skills,

### **C) Call for Youth Leaders to participate in the project**

Publish a call for Youth Leaders to participate in the project over popular social media channels (such as Facebook or Instagram), and in community centers/ youth centers/schools/CBOs of the selected communities. Include important information about the project and add a deadline for application. Make sure that it is well designed and is not lengthy. Develop a very brief Google application form (or print it out in case youth don't have access to internet) for interested

Youth Leaders to fill out. The form usually includes:

- Name
- Date of birth (to make sure that they are within the specified age range)
- Nationality (helps you in grouping)
- Gender (helps you in grouping especially in contexts that don't prefer male-female interaction)
- Place of residence (to make sure that they are in the selected community for implementation and helps you in grouping)
- Education level (helps you in predicting their availability, for instance knowing the time of exams and vacations)
- Phone Number (to contact youth if selected)
- Email (to contact youth if selected)
- Previous volunteering experience (if they have experience, their commitment level is usually higher)
- Skills/arts that you can share (if they are interested in arts, their commitment level is usually higher)

The link to the Google application form should be included in the call posted to social media or printed out next to the posted ad in the community centers/youth centers/schools/CBOs.

## **STEP 6: Building the YouCreate Team**

### **A) Select the Youth Leaders**

The POs usually receive many applications from interested youth. Given that Youth Leaders are the key player in the project, it is important to select youth who will be enthusiastic and committed to finish up the project activities. To find the most committed Youth Leaders, it is recommended to filter the application forms by age (sometimes you will find older/younger youth applying) and place of residence (youth who are living outside the selected community of implementation and geographical location will probably drop-out) then select:

- Those who have previous volunteering experience
- Those who have skills to share or love certain kind of arts
- Those whose schedules will permit participation in the full-length of project.

After the PO has identified a number of potential Youth Leaders, s/he needs to call them for a quick “phone interview”. It is important to conduct this “interview” in a very friendly way as a follow-up call on the submitted application. During the call, the PO can introduce the project and explain the commitment needed. It is also important to check why they are interested in joining the project. Based on this, a final list of selected Youth Leaders is generated. If the POs select a larger number of youth than necessary for the training, they can keep this list for other future trainings or as back-up support.



Additionally, the list of youth who applied to participate as Youth Leaders and were not selected can be invited as youth participants later on.

It is important to note that at this stage, the POs need to set the training dates (preferably when there are no exams or any local occasions) and book a training venue (that can be easily reached by the Youth Leaders) and file a Project Work Agreement for training refreshments prior to inviting the final list of selected Youth Leaders.

## B) Select the Adult Allies

Based on the mentioned criteria in the project team section, the POs need to select Adult Allies to work with the Youth Leaders. Upon the Adult Allies' selection, the POs can deliver a two-day workshop to orient the Adult Allies on youth-programming and their role as support people. It is worth-mentioning that one Adult Ally can work with 2-3 groups simultaneously. It is important to mention that Adult Allies aren't trained on the PAR cycle at this stage. Since the number of Adult Allies is relatively small and manageable, the workshop can be carried out in Tdh office. If there is no space or the space is not available, coordinate with the logistics team to book a place for the workshop.

## STEP 7: Train the Youth Leaders on the YouCreate methodology

The POs need to call the selected Youth Leaders to invite them to attend the YouCreate methodology training highlighting the place and time of training. After receiving the selected Youth Leaders' confirmation on attending the training, the POs can share the confirmed list of selected Youth Leaders with the Trainers (two Trainers work with one group) along with any available information that might help them in tailoring the training.

The methodology training is attended by the Youth Leaders along with the Adult Allies and MEL specialists can also attend specific sections of the training. During the training, YouCreate teams are formed. Youth Leaders are usually paired up to form a team joined by one Adult Ally (i.e. one team includes two Youth Leaders and one Adult Ally who can work with a group of 20 youth participants). Accordingly, **the total number of Youth Leaders who can attend the methodology training is 14 Youth Leaders and 7 Adult Allies; 21 participants in total. Sometimes, to have a buffer the POs can invite 16 Youth Leaders and 8 Adult Allies; 24 participants in total.**

On the last training day, the POs need to inform the teams of the budget available for the Art-Action per group to help them see the full picture before working with their peers. The Youth Leaders usually say that whatever budget dedicated for the Art-Action is not enough. It is important that the POs and trainers highlight that the Youth Leaders need to be creative (such as gathering resources from

the community or finding sponsors to fund their projects) and use the resources they identified in the planning phase as well as the strengths in their social ecology model to launch and complete their Art-Action.

## **STEP 8: The Adult Allies help the Youth Leaders to form their group**

Ask the Youth Leaders to start implementation right after the training to make use of their momentum and enthusiasm. To start implementation, each team (2 Youth Leaders and 1 Adult Ally) needs to work with 20 youth participants to complete their PAR cycle. The optimum number of a group of participants is 15 youth participants; however, we usually invite 20 as 5 youth participants on average usually drop-out.

Though Youth Leaders are encouraged to invite their friends and peers to participate as youth participants, it is the role of the Adult Allies to secure a group of youth participants for the Youth Leaders to work with. To reach out to youth participants, the Adult Ally can consult with the POs to identify means to reach out to youth participants (such as the youth who weren't selected to participate as Youth Leaders, youth nominated by the community centers/youth centers/ schools/ CBOs).

When this role wasn't performed by the Adult Allies in the pilot, many Youth Leaders felt frustrated and discouraged because of the challenges related to recruitment.

There are no specified criteria for selecting youth participants except for their age and willingness to commit to the full duration of the project implementation.

## **STEP 9: Follow-up on the Youth Leaders' progress with the Adult Allies' support**

Once the Youth Leaders start implementing YouCreate with their peers, the POs start to follow-up directly with the Adult Ally to provide any support needed and to document the project activities (in the form of reports, photos, videos). At this stage, they ensure that each team has a clear timeline of implementation and the MEL specialist is participating as identified in the methodology.

After project completion, the Youth Leaders receive two certificates; one for attending the training and the second is a certificate of appreciation for leading the project activities. Youth participants receive a certificate of appreciation for their participation in the project activities only. Handing over these certificates at the end of the project proved to increase Youth Leaders' commitment in Egypt and Iraq.

## STEP 10: Evaluate the methodology and share lessons learnt

After the completion of all project activities, the MEL specialist can evaluate the methodology using the developed YouCreate MEL tools included in **Appendix 6-8**. The PM can invite stakeholders and local partners to share learning and disseminate the methodology implementation on the local level.





The following are the main budget lines to implement YouCreate project as per the pilots in Egypt and Iraq:

- Project staff
- Translation and communication
- Adult Allies' workshop
- Youth Leaders training
- PAR Cycle implementation by youth

The template below assumes that the total duration of project implementation is 12 months (however, it might be the case that the project duration is less).

Usually the agreement with the donor involves reaching out to three different segments:

1. Professionals: Adult Allies who will participate in the project activities.
  2. Youth Leaders: Youth who will be trained by trainers on the YouCreate methodology and will work with youth participants with the support of Adult Allies.
  3. Youth participants: Youth led by the Youth Leaders to launch their Art-Action according to the YouCreate methodology.
- The budget template below assumes that the agreement with the donor includes reaching out to:
    - 7 professionals
    - 14 Youth Leaders
    - 140 youth participants
  - This means that the project will have 7 teams of Youth Leaders (each team has 2 Youth Leaders), supported by 7 Adult Allies (each team of Youth Leaders is supported by 1 Adult Ally), and will work with 140 youth participants (each team of Youth Leaders works with 20 youth participants;  $7 * 20 = 140$  youth participants)

Expenses	Unit	# of units	Unit rate (in CHF)	Total
<b>Project Staff</b>				
Project manager (50%)	Per month	12		
Project officer (2 officers 100%)	Per month	24		
MEL Specialist (30%)	Per month	6		
Adult Allies (50%)	Per month	10		
Trainer (30%)	Per month			
<b>Translation and communication</b>				
Translating the methodology into local language	Per page	108		
Print-outs (to print and disseminate the call for Youth Leaders)	Per Youth Leaders training batch	1		
Project documentation (photos and videos)	Per youth team	7		
<b>Adult Allies' workshop</b>				
Training venue rent	Per day	2		
Meals: breakfast, lunch, coffee breaks, water	Per person	7		
Materials (kit for participant, training materials, certificates etc.)	Per person	7		
<b>Youth Leaders training</b>				
Training venue rent	Per day	5		
Meals: breakfast, lunch, coffee breaks, water (14 YLs & 7 AAs)	Per person	21		
Materials (kit for participant, training materials, certificates etc.)	Per person	14		
Transportation	Per person	14		

Expenses	Unit	# of units	Unit rate (in CHF)	Total
<b>PAR cycle implementation</b>				
YLS incentives	Per person	14	100	1400
Safe space rent	Per youth group	7		
Participants' Transportation	Per person	140		
PAR materials	Per youth group	7		
Lump sum for each team to launch their Art-Action	Per youth group	7	200	1400

#### Important Budget Notes:

- The cost of materials, transportation and rentals differ from one country to the other, it is important to check out prices before estimating the cost.
- Based on the context and the country of implementation, it might be needed to add a budget line for the finance team and/or the admin/logistics team.
- It is recommended to have some of the project documentation (photos and videos specifically for Art-Actions) done by professionals to be used in reports and/or conferences presentations... etc.
- For the Adult Allies' training venue, this training could be carried out at the office. In this case remove this budget line.
- The training materials for Adult Allies and Youth Leaders are usually more expensive than regular training materials (we procure paints, paint brushes, magazines...etc.). Kindly make sure to check out the Art-kit and the materials mentioned for each activity before estimating the cost of this line.
- Sometimes when trainings are done in a safe space near the Youth Leaders' communities, the cost of transportation can be removed. Another way to save on this line is to partner with local CBOs to provide safe space for training.
- To give you an idea of the total cost of one training cycle for Youth Leaders, in Egypt the cost for one training cycle was CHF 1,450, while in Iraq the cost was CHF 2,100.
- The YLS' incentives are divided into 5 instalments provided at the end of each PAR phase (20 CHF at the end of each phase, regardless of the number of times YLS meet with their peers). The incentives are given to the YLS as they exert tremendous effort and usually give up on work opportunities to participate in the project. If this is not relevant to the context, kindly consider removing this line.
- The safe space rentals for the YouCreate implementation can be reduced (or even removed) if there is space at Tdh office or community centers. Partnering with local CBOs can help in eliminating this cost.

- Each youth team is given a total of 200 CHF (can be more or less depending on the available budget) to carry out their Art-Action. This sum can be used to rent a theatre hall, buy costumes, colors, or any other materials related to the team's Art-Action. The teams aren't given this total directly, they share their needs with their Adult Ally to procure the needed materials. However, they are responsible for managing this sum. Some groups will use less than the specified amount. To save on this line, consider reusing materials for similar Art-Actions (for instance theatre costumes can be used by more than one team). Also, encourage youth to get creative and try to find sponsors or supporters to fund their activities. Another way to save on this line is through partnering with local CBOs who can support by providing some (or all) the materials needed for the Art-Action.

**Total Amounts:**

To give an idea of the total cost of one YouCreate cycle, in Egypt the cost was CHF 3,860, while in Iraq the cost was CHF 8,960.





## Reflective Journal Question(s)

Your role as Project Manager or Officer requires strong organizational skills, leadership abilities, and plenty of adaptability.

What is your leadership style? How can you best support your team and Youth Leaders to build off their strengths and thrive in their roles?

---

---

---

---

---

---

Where do you feel concerned in your role? What can you do to address your concerns?

---

---

---

---

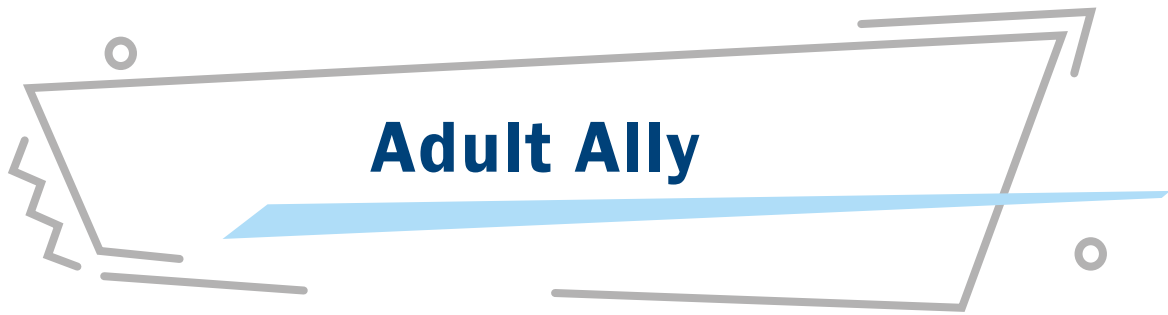
---

---

---



# **GUIDANCE FOR ADULT ALLIES**



## Who is an Adult Ally?

In YouCreate an Adult Ally is an adult who acts as a support for Youth Leaders. The role is NOT to supervise or have responsibility OVER the youth. Instead it is to be available for support when youth ask, to be able to share resources when needed (e.g. materials (art supplies) and refreshments), and to liaise with the Tdh staff. An Adult Ally should ask Youth Leaders what type of support they would like and how they like to receive support. It is important to actively listen to the Youth Leaders and support them to thrive in their own decision-making processes.

## What skills and values are important for Adult Allies?

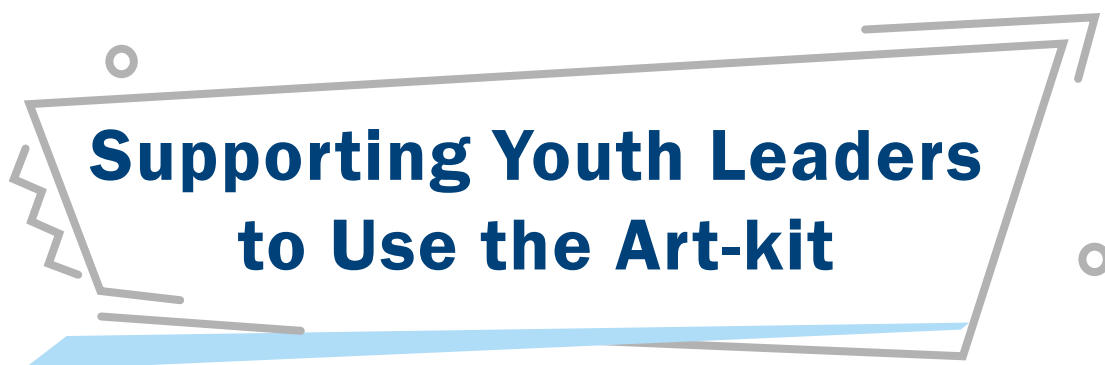
- Respect
- Active Listening
- Adaptability
- Ability to let go of control
- Appreciation for youth's creativity and ideas
- Encouraging nature
- Acknowledge and put aside biases of youth
- Support youth to have ownership and do not impose judgement or ideas

## Why Involve Youth Leaders?

- Improve support to ensure Youth Leaders' best interests
  - Improve experience of services (e.g. increase emotional well-being, reduce stress and feelings of security)
  - Improve access to and use of services
  - Improve service accountability
  - Build life skills, leadership skills, and task-related skills of the Youth Leaders
- AND
- Youth are less rule bound and set in their ways than adults
  - More will to take risks that can lead to new learning and innovation
  - Creative energy and mindsets

## Avoiding “Adultism”

Adults can sometimes believe they have greater contributions than children and believe that youth need to become adults before they have expertise. It is important to reflect on the way we think and act. To identify if you are being “adultist” reflect on statements you make and ask yourself “would I treat another adult like that?” “would I use that tone of voice?”.



The Art-kit and all its activities are designed for Youth Leaders to lead with youth participants. Your role as an Adult Ally is to support Youth Leaders to choose, prepare for and lead activities. This includes supporting Youth Leaders through:

## Follow-up Training and Support Youth Leaders on the YouCreate Activities

- After the Youth Leaders complete a YouCreate training, they may require a bit of extra practice to feel comfortable in their roles as Facilitators and Note-takers.
- Walkthrough all YouCreate activities with Youth Leaders in advance of implementation with youth participants providing constructive feedback.

## Support Youth Leaders to:

- Understand the different activities in the Art-kit and how to use them.
- Reflect on the needs, interests, and context of the youth participants they are working with and select or modify activities accordingly.
- Develop the skills and confidence to lead activities.
- Prepare for the activities in advance.
- Complete documentation forms at the end of each activity.

*When supporting, ensure to step back, get out of the way, and let Youth Leaders lead! Your role is to create space for them to lead and be a supportive, safe person, for them to ask questions to and seek guidance and support along the journey.*

## Participating in Activities with Youth participants

- Support Youth Leaders to create a safe and respectful environment where peers feel comfortable to share and participate.
- Develop the skills and confidence to share ideas and make decisions.

## Acting as a Liaison

- Your role will be to share information from the Youth Leaders to Tdh and share information back from Tdh to the Youth Leaders.
- You will need to support the Youth Leaders with logistics and partnerships. This will include making sure Tdh provides materials needed for their activities and working with community partners to find space and youth to participate.
- By supporting with logistics, Youth Leaders can then focus on leadership and creative art processes.
- Ensure that other professionals such as psychosocial support people and MEL specialists are on hand when required.

### **Important Notes for Adult Allies**

As adults working alongside youth who are coordinating this research, it is important that you keep in mind both the wellbeing of the young participants in the research as well as the wellbeing of the Youth Leaders themselves. At the end of the day, the adults in this process are responsible for ensuring youth's protection and ensuring that the code of ethics are properly followed. Here are a few key points to keep in mind:

- Work within your organization, and with the Youth Leaders, to support the set-up, planning, implementation and follow-up for all the activities.
- Ensure that you have a social worker, psychosocial support worker or another trained person who is available to support youth who may be upset as a result of the activities.

## Checklist of Good Practices:

The following are a few “good practices” that may support you, as you work alongside Youth Leaders and youth participants:

- 1. Start from Strengths**
- 2. Use the power of youth’s ideas for positive change**
- 3. Build partnerships**
- 4. Challenge oppressive ideas, if it is safe to do so**

- 1. Start from Strengths:** Always start with exploring strengths of the Youth Leaders. What strengths do they have personally and collectively? What are the strengths that exist in their families, local community, governments, and society? How can Youth Leaders build from their strengths? Thinking in this way helps to identify the assets, capacities and opportunities for the child in their systems of support and social-cultural context that support and protect youth and help establish a sense of dignity, belonging and justice.
- 2. Use the power of Youth Leaders’ ideas for positive change:** We know from our own experience, but also from the research that adolescence and youth is a time of great openness and imagination. Youth, when encouraged to think critically and creatively about the world around them, and have many ideas for positive change in our communities and societies. Providing a space for youth of all different backgrounds and experiences to think through their ideas, and grow them, is an important component of supporting youth. Remember the youth will learn and participate differently than one another, and you must reflect on this and how you will create spaces for them to think through their ideas! For example, if there are youth who are visually impaired, you may have a dialogue circle and record participants’ ideas instead of asking everyone to write sticky notes and read each other’s thoughts. If youth participating have religious prayer times, structure your schedule so that it does not disrupt their prayers! If no girls are speaking when with all the boys, divide participants into separate boys and girls’ groups to support conversation. When youth and adults work together, we can build on youth’s ideas to make improvements in our communities.
- 3. Build partnerships:** Building partnerships with youth across different systems or sectors is important. This will look different depending on your context. Think about how you might be able to engage youth or your Youth Advisory Committee with other groups in the community and what would be most inclusive.
- 4. Challenge oppressive ideas, if it is safe to do so:** Be prepared to push back respectfully when people reflect oppressive ideas that do not reflect youth’s best interest. Even youth might reflect ideas they have learned in their homes and communities, such as boys are smarter than girls or certain ethnicities

are better than others. When these things come up, take a chance to pause in the conversation. Get curious, ask the individual why they think this is so (if it is safe for everyone in the group to explore this). Encourage other youth in the group to share their ideas. If you know of a “champion of change” in the room, consider asking them as it is best when the ideas for change come from the participants themselves. Consider including this in your community agreement at the start of your time together.

## What are some Challenges that might emerge in your context?

Consider your project, program or organization. What barriers do you think would prevent youth from being involved? Consider:

- **Physical:** Are there any physical barriers, such as stairs to the community centre that would impede some youth from being involved?
- **Mental:** Are there some ideas that exclude certain youth, such as that the arts are for younger children? How can you work to grow a change in attitude so everyone feels able to participate?
- **Spiritual:** Does your project, program or organization prioritize a certain religion or viewpoint that might exclude some youth?
- **Culture:** How can we draw in specific cultural practices or references to make youth feel comfortable and have a sense of belonging in the group?

---

---

---

---

---

---

---

---

## Roles for Adults in Supporting Meaningful Participation

Working with youth and encouraging their meaningful participation in a project requires a particular set of skills, and requires a different approach than when we are leading projects for youth.

- **Setting up the space:** It is important to be at the same physical level as youth, so sitting in a circle is much better than standing in front of a group of seated youth.
- **Language and tone:** A great way to make youth feel comfortable is to speak about your ideas in a way that is accessible and clear for them. So practically, make sure you aren't using any jargon words or acronyms, unless you explain them. Depending on the language you speak, there is often a formal and informal way of speaking, so speaking informally is also a great way to encourage youth to feel relaxed.
- **Body language:** Use eye contact with youth. When youth are facilitating, try not to be distracted! Watch carefully and provide feedback through eye contact and nodding. Your presence and support is important.

One of the goals of the Adult Allies is to encourage youth to share their thoughts and ideas. How can we do this most effectively?

- A good thing to remember is that youth are the experts of their own lives, and we need to treat them this way. If we are interested in supporting youth and encouraging their participation, there is no one better to talk to than the youth themselves.
- Asking lots of questions is a great way to demonstrate your interest, and let youth know that you are taking their thoughts and ideas seriously.
- You don't need to have all the answers, showing your own vulnerability and being honest about your situation is an important part of building trust.

## How can Adult Allies support Youth Leaders?

Now we have talked about some ways of carrying ourselves and speaking with youth, but what practical roles adults need to play to support youth? Remember that even in projects where youth and adults are working collaboratively, there are still a few things adults need to continue to do to ensure youth are safe to participate:

1. **Safety:** It is very important that adults continue to provide a safe and secure environment for youth to meet and work together on project activities.
2. **Protection:** It is important that youth are protected in every way and that your organization has an updated safeguarding policy. If any child protection issues arise through the project, youth should know the pathway of support they can follow, whether it is for follow up on a young person's wellbeing, counselling, legal or health matters.

- 3. Psychosocial support:** It's always good to have a contact of someone youth can speak to if they are facing challenges in their life. This might be an elder or a counsellor or someone on your staff who is trained in supporting youth during challenging events.
- 4. Mentors:** It may be good to have specific mentors assigned to youth Leaders, to provide more individualized support.

**What are other ways adults can support youth?** Please jot down a few ideas that stem from your own experience.

---

---

---

---

---

---

---





## Ingredients for Successful Youth-Adult Partnerships

- **TIME:** Make sure you have scheduled enough time for yourself and your team to support each youth.
  - Youth need your time and energy to support their development. Youth may need time to talk through things with you, to explore and develop their own ideas and to understand your expectations.
- **CURIOSITY:** Maintain your curiosity throughout the process, if you face a challenge, get curious: Why is this happening? What can we do to address the challenge together?
  - Curiosity is a great place to start from. If something becomes challenging, rather than reacting, get curious about why it happened by asking youth questions and exploring answers together.
- **RELATIONSHIPS:** Fostering strong relationships between adults and youth, and amongst youth is key to running a strong project.
  - Relationships are the cornerstone of how we work together as humans. We know from research that meaningful relationships are key to supporting youth's development. Who in your community is a strong support person for youth? Are there elders, religious leaders or grandmas that are particularly good at talking and listening to youth? How do they build healthy supportive and safe relationships with you?
- **EMPATHY:** Put yourself in the shoes of the youth.
  - Try to actively listen to and understand one another, building understanding for the other person's experiences. This means trying to relate to what they are feeling.
- **RECOGNIZE YOUTH'S COMMITMENTS:** Remember that youth are busy, and play key roles in their families, as well as at school and work. Try to schedule activities at times that work well for them.
  - Youth have roles and responsibilities that are important for not only their own lives, but the lives of their family and community. As Adult Allies it is important to honour and validate these roles and ensure the work we are doing with youth supports their other roles and responsibilities rather than creates additional pressure. This is easier said than done, so it's great to involve youth in planning project objectives and timelines.
- **HONOUR YOUTH'S TIME:** Offer food, transportation costs and honorariums for youth's time whenever possible.
  - It's important to recognize youth's commitment to the project or initiative, particularly for those who are making large contributions of time. Honorariums, food or transportation costs may work well, whatever is appropriate in the context you are working in.

## PREPARING FOR ACTIVITIES WITH YOUTH LEADERS AND YOUTH PARTICIPANTS

Based on the pilot, some valuable lessons were learned about how Adult Allies can support Youth Leaders. Here are a few tips to keep in mind when organizing activities:

- 1. Contact youth beforehand:** Be sure to inform youth participants about the location, time and purpose of the meeting well in advance so that they can prepare themselves and be available.
- 2. Seek consent:** Check in with youth and their parents, if they are new to you and your programming. Make sure nobody feels they have to participate.
- 3. Assess and plan to respond to risks:** What could be a safety issue in your activity? How would you respond?
  - For example, if you get really sick the day of the meeting, how will you respond (e.g. have a back-up person/co-facilitator who can lead, have a second back-up day planned).
- 4. Develop a draft agenda:** It's always helpful to have a draft agenda, so your team and the youth know what you hope to speak about at the meeting. It's called a "draft" because you want to create time and space for other people to add their thoughts and ideas for the meeting to the agenda. Include times that it will start and finish, and when breaks will happen.
- 5. Meet with your team:** Review the agenda, discuss roles and responsibilities, decide on experiential activities to play and ensure you have supplies.
- 6. Organize a venue for your meeting:** Where will you meet? What do you need? Make sure you pick a place where you have room for movement and activity and that is safe and quiet.
- 7. Prepare your venue:** Make the room/space feel fun, safe, quiet, and supportive. You may want to put up a welcome sign, print pictures out of your community, or add in other pieces that support youth to feel welcome. Have refreshments if possible.
- 8. Make a checklist:** Make a checklist of the materials you will need to bring and the things you will need to do before the activity. Collect and prepare these beforehand.



# REFLECTIVE JOURNAL QUESTION(S)

**To participate meaningfully Youth Leaders need:**

**Space:** Youth Leaders must be able to express their views

**Voice:** Youth Leaders must be enabled to express their views

**Audience:** Youth Leaders must be listened to

**Influence:** Youth Leaders views must be acted on as appropriate

Do you feel comfortable listening to Youth Leaders and supporting them to lead? What does this look like in your work and what are the benefits you see?

---

---

---

---

---

---

---

---

---

---

---

---

Where do you feel tensions to support Youth Leaders to take leadership roles? What can you do to address your concerns?

---

---

---

---

---

---

---

---

---

---

---

---



**GUIDANCE FOR MONITORING,  
EVALUATION AND LEARNING  
SPECIALISTS**



## Why should we conduct MEL in YouCreate? What changes, or ‘progress’ are we trying to capture?

Monitoring, Evaluation and Learning, or MEL, can be referred to as the ‘map’ of the YouCreate journey. These are concepts and processes that can help to focus, envision, plan, document, and work towards common goals together. This section will briefly outline these concepts and will outline the tools that the MEL officers will do for the YouCreate evaluation.

**Monitoring:** is the continuous assessment of progress according to several markers along the journey of YouCreate. It allows you to assess whether or not you are ‘on track’ to meeting your outcomes and what can be done to realign you on the journey, according to your priorities and objectives.

**Evaluation:** is the process of assessing your project at a particular point in time along the journey. This can take place during a project at a certain point to help to assess if resources are being used well and activities are being carried out as planned (process evaluation), or if project outcomes are or track to being met (outcome evaluation). It can also take place at the end of a project to see if final outcomes have been met.

**Learning:** This component of MEL is important, as it gives us the opportunity to reflect on what has been learnt during our monitoring and evaluation, and how we can incorporate it into our project. What went really well? Why? What can we improve on going forward? Learning is a continuous process along the journey therefore we want to provide opportunities on a regular basis to reflect on what is going well, what’s not going well and what might be changed.

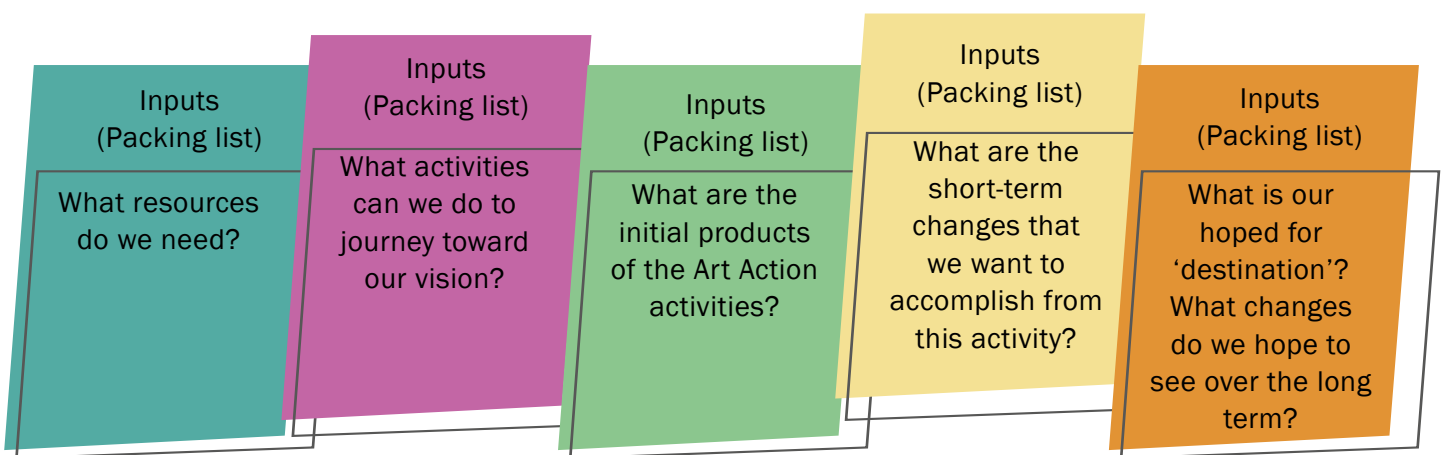


Figure 2: ‘The YouCreate Journey’ (Logic Model)

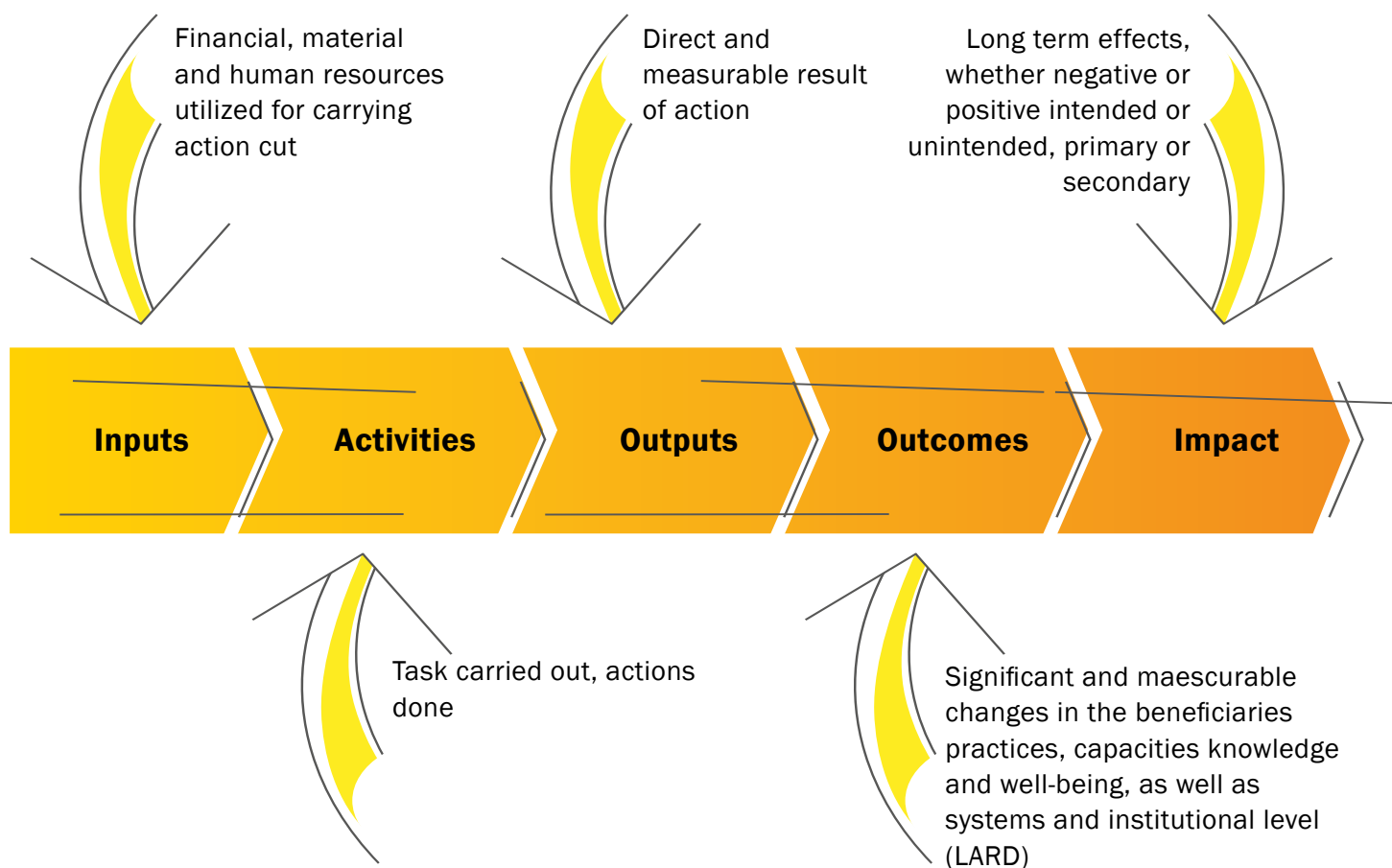


Figure 3: The result chain: a tool to structure planning (from Tdh PCM Handbook, p.57)

The following section provides an overview of the terms that we will be using throughout the YouCreate MEL journey (or the ‘result chain’). Please refer to the figure above and to Appendix 7: MEL Logic Model Worksheet.

**Outcomes** are the goals that the project sets out to meet. These outcomes can be short term, medium term and long term. As YouCreate is a 3-month (or one week) project, you will be measuring short term outcomes.

Long-term outcomes, that represent the future vision, are often referred to as **Impacts**. These will not be immediately evaluated at a project level, but will be taken into account at the higher administrative level as the progress in certain communities along the Wellbeing Pillars is tracked. YouCreate, particularly done on a cyclical basis, will be a key part of achieving the impacts.

**Activities** are core initiatives that you plan to do throughout your YouCreate initiative in order to reach your planned outcomes. In YouCreate, these are called **Art Actions**.

**Inputs** are the resources that are invested into the YouCreate process - your ‘packing list’ for your journey. These might include material inputs for your activities, such as art supplies, equipment and snacks, but might also include the time required of you as young explorers. These also include the training or development of materials required for PAR Phases and Art Actions.

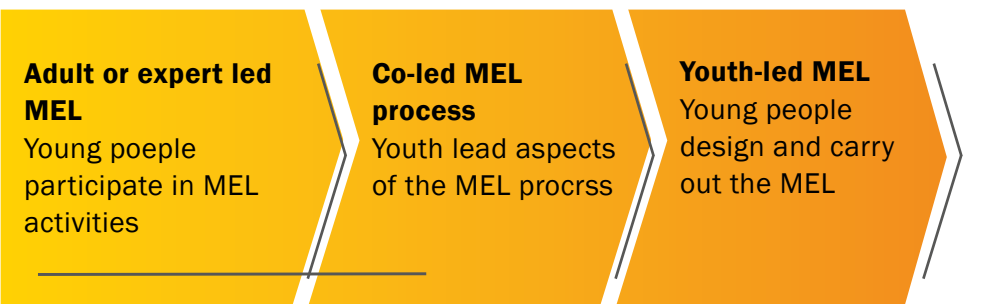
**Outputs**, or ‘snapshots’ are the initial products of the activities or initiatives. For example, these might be the number of people attending a session or workshop, the number of paintings or videos made, the number of dramas carried out, etc.

**Indicators** (or Progress Markers) show whether or not your intended outcomes have been achieved. Indicators are components that allow change that occurs as a result of your project to be measured.

## Youth Participation in MEL Activities

In participatory approaches to programming, the level of engagement of youth in MEL can be on the following scale:

Participatory MEL processes:



At times, MEL processes may be on the far left where there is little engagement of youth in MEL or the far right where there is a high level of engagement of youth in MEL. However, many are somewhere in the middle, with youth leading some elements of the MEL process - for example, co-leading evaluation activities, leading some activities and/or co-developing indicators.

Contextualization is critical. Though this may be counterintuitive from a participatory approach, context and capacity needs are important to consider. It is not always best to have the most participation possible.

YouCreate is a youth-led project. However, the pilot project revealed that for youth to take on all of the MEL components can be overwhelming and takes away valuable time and energy that could be focused on the project and Art-Actions. Therefore, the following table outlines the collaborative MEL process between Youth Leaders and MEL Specialists, supported by Adult Allies.

## Outline of MEL Activities in YouCreate

Activity	Purpose	Activity Timeline	Responsible	Participants
Taking our Temperature (Activity 4)	Explore the 5 Pillars of Wellbeing and understand the steps youth are taking to support their wellbeing and create positive change in their communities.	Phase 2: Explore	Youth Leader (with Adult Ally support). <b>MEL Specialist support to document progress along Wellbeing Pillars.</b>	Youth Participants
Art Action mapping (Activity 7: Art-kit)	To develop the step-by-step strategy for carrying out planning, implementation, and monitoring of your Art-Actions	Phase 3: Plan	Youth Leader <b>with MEL Specialist support</b> to help fill out the Appendix 7: MEL Logic Model Worksheet; may also refer to Appendix 5: Sample Progress Marker by Pillar	Youth Participants
Monitoring Collage (Activity 9: Art-kit)	Support youth to measure the success of their journey together.	Phase 4: Art Action (3m version - twice: at the end of month 1 and 2; 5d version, once)	Youth Leader (with Adult Ally support)	Youth Participants
Reflections on Taking our Temperature (Activity 10: Art-kit)	Review and reflect on significant changes in the group's sense of wellbeing that have taken place over the journey of your Art-Action.	Phase 5: Reflect & Share	Youth Leader (with Adult Ally support). <b>MEL Specialist support to document progress along Wellbeing Pillars.</b>	Youth Participants
River Journey Mural (Activity 11: Art-kit)	Explore the most significant changes that have taken place over the journey as the final evaluation for your Art-Action project.	Phase 5: Reflect & Share	Youth Leader (with Adult Ally support) / Youth Participants	Youth Participants



Activity	Purpose	Activity Timeline	Responsible	Participants
Rose Bud and Thorn (Activity 12: Art-kit)	Celebrate your success and plan how to share your learning with the broader community and to think through any follow up steps.	Phase 5: Reflect & Share	Youth Leader (with Adult Ally support)	Youth Participants
Developing Themes Along our Journey (post Explore Phase, Art-kit)	To work together to understand the information that you learned over the course of the “Explore” activities. This information can then be presented back to youth group to verify and adapt.	Post Phase 2: Explore	Youth Leaders and Adult Allies, <b>MEL Specialist to support</b>	Youth Leaders and Adult Allies (no youth participants)
Tree Mural (MEL Activity A)	To review and reflect on individual and group’s experience and perception of strengthening well-being and resilience through the journey of Art-Action	Evaluation & Learning (Post PAR Cycle)	MEL Specialist	Youth Group (Leaders + participants)
Focus Group Discussion - Adult Allies (MEL Activity B)	To reflect on challenges faced and overcome and the successes achieved through the YouCreate journey.	Evaluation & Learning (Post PAR Cycle)	MEL Specialist	Adult Allies
OPTION FOR Tdh if capacity: Baseline and Endline Survey with youth	To evaluate progress of the youth along the Wellbeing Pillars	Baseline: Before the project begins Endline: Evaluation & Learning (Post PAR Cycle)	MEL Specialist (using the same survey developed for the MOVE ON MEL Framework)	Youth Leaders and participants to fill out

# MEL Activities

## A) Tree Mural

**Purpose:** To review and reflect on individual and group's experience and perception of strengthening well-being and resilience through the journey of Art-Action.

**Materials:** Flip charts, pre-cut flowers, fruits, leaves, masking tape, markers

**Art modality:** Imagination, Writing & Drawing

**Time:** 1-1.5 hours

**Group:** 6 or more (this can be done even with a large gathering of people)

### Method:

1. Before participants arrive, draw or paint a large mural of a tree on the wall, including roots, trunk and branches.
2. Draw a picture of one seed and place this on the wall.
3. Point out the large mural of the tree in the room and explain that we are going to use the tree to explore your experiences in YouCreate. Explain the metaphor of the tree (see box). We would like to think of the tree as a metaphor for our experiences in YouCreate and we will be asking you some questions to think about.
4. Give participants cut-outs of flowers, fruits, grass, branches and leaves. Ask them to write or draw the following things. Present youth with each cut-out one at a time:

**Grass:** Invite participants to reflect on the roots and soil of the tree. What/who supported them to feel supported in the project? (E.g. Adult Allies, materials, space, their peers). What/who were their nutrients and supports?

**Branches:** Invite participants to write down their art project and any exciting things came as a result of their project?

**Leaves:** What significant people and/or relationships did you make through YouCreate? Who made you feel like you could grow strong?

**Flowers:** What things throughout the project that made you feel good about yourself, or supported your wellbeing?

**Fruits:** What skills did you learn, through the project, no matter how big or small. This could be drawing, public speaking or learning to take notes

5. When each participant has finished, invite them to stick on it the individual fruits, flowers, and leaves onto the tree.
6. The facilitator then explains that we are looking at how these three things - wellbeing, artistic skills, and social connections (psychosocial wellbeing) - interconnect.
7. Ask the group some questions to show how the project - like a tree - has helped to grow some of these things:
  - How has the project helped to develop these fruits, flowers, leaves?
  - What helps us (in the community/ camp/ family) to grow our fruit, leaves and flowers?
  - What obstacles/ barriers have you faced through YouCreate that make it difficult to grow our fruit, leaves and flowers?

Note: Please follow the following instructions and take notes using **Appendix 8: Evaluation Documentation Sheet**.

## B) Focus Group Discussion Guide - Adult Allies

For this activity, The MEL Specialist would be required to meet with the Adult Allies as a group to explore their perceptions, experiences and recommendations in a Focus Group Discussion (FGD) format. Please follow the following instructions and take notes using the **Evaluation Documentation Sheet**.

Feel free to use these questions as a guide, and to follow with your own questions or prompts. It is recommended that you allow about 60 minutes for this discussion.

1. What was the greatest highlight of YouCreate for you? Why?
2. Please describe a positive change you witnessed among the youth in general (probe: Empowerment, Resilience, Wellbeing etc.)
3. Can you think of an example of a young person who experienced positive change through the YouCreate process?
4. Was the YouCreate experience different for young women and young men? How?
5. What was the greatest challenge of YouCreate for you? Why?
6. Please describe a challenging situation. How did you handle this?
7. What changes, if any, did you experience through YouCreate?
8. What support did you need from project staff in order to carry out your role effectively?
9. What opportunities could be developed from what has been accomplished in the YouCreate project?



# REFLECTIVE JOURNAL QUESTION(S)

What strengths do you have in leading participatory MEL activities with youth and community? What are skills you can use to ensure a participatory environment?

---

---

---

---

---

---

---

---

---

---

What are areas you would like to strengthen as a MEL specialist working with youth? What support might you need and who can you reach out to?

---

---

---

---

---

---

---

---

---

---

# **GUIDANCE FOR TRAINERS**



“I cannot teach you anything, I can only help you learn” Galileo  
‘Facilitation is the art, not of putting ideas into people’s heads, but of drawing ideas out.’ Anon  
A facilitator is best when people barely know that he or she exists...A good facilitator is one who talks little. When the work is done, the aim fulfilled, they will all say, “We did this ourselves.” Lao Tzu, 500 BC

## What are Trainer Responsibilities?

The Trainers responsibilities include:

- Offering 5-day training sessions to Youth Leaders and Adult Allies.
- Providing technical support for Youth Leaders when needed.
- Suggesting modifications and providing feedback on the methodology and the tools used during the training to make them contextually appropriate.

## Who can be a Trainer?

Every Trainer of the YouCreate Resource must have:

- Experience working in child participation, rights, and protection
- Facilitated at least 3 trainings with youth and/or adults on related subject matter
- Have undergone a training by TdH staff on YouCreate
- Have reviewed and signed Tdh’s Child Safeguarding Policy

If you meet all of the above and this is your first time facilitating a YouCreate workshop we recommend you do it with a co-facilitator. We also recommend that, wherever possible, the training is facilitated in pairs with gender balance.

## What additional skills do Trainers require?

Trainers of the workshop should have a commitment to social justice and be adaptable and open to youth's diverse lived experiences and needs. Trainers need to reflect on their own lived experiences, assumptions, and perspectives about youth and adults and how this may affect their views on creative arts based participatory processes led by youth and their relationships with the participants.

We recommend trainers are prepared to actively listen and to learn alongside facilitating. Trainers should respect the expertise in the room and build from the skills and knowledge of participants. Trainers will be able to reflect on group dynamics and have the ability to encourage mutual respect, active engagement, and dialogue. Trainers should also take a strengths-based approach that nurtures ideas and actions going forward and act as role-models in practice.

Since you are training Youth Leaders to be facilitators and notetakers, it is important for you to have a full grasp of these 2 roles.

## What is your Role as a Trainer?

As a Trainer, your role is to help a group through a process by asking questions to encourage new ways of thinking about and analysing their situation. The trainer does not and does not need to know all the answers. Your role is to help the group think critically about their own needs and interests, and to make decisions for themselves.

## Qualities of Good Trainers:

**A core element of training is facilitating youth through a process, to learn important content about the Art-kit, to build trust and a sense of community, and learn how to engage youth.** When we think about facilitation, we might think about the style or approach of the facilitator. Everyone does it differently, some people use play or art, others use humour, and others use engaging and thought provoking intonations and actions. Everyone will find their own style of facilitation that matches their personality, and this takes time. What is helpful to know is that there are some common approaches to strong facilitation that everyone can use. Here are some examples for participatory approaches to facilitation:

- **Stay positive:** Use a positive and energetic approach to engaging participants.
- **Be a role model:** Act in positive ways. Share healthy values that youth can learn from. Guide youth, but do not to direct them or assert your opinion.
- **Build relationships:** Help youth feel valued and respected. Create spaces of trust. Be sensitive and sincere.

- **Be patient and flexible:** Things don't always go as planned!
- **Be prepared with back up ideas and activities:** "Plans mean nothing, planning is everything". Be ready for things not to go as perfectly as you planned. If an activity goes off track, gently try to bring it back – don't forget your sense of humour and that it is important to listen to what the youth are telling you!
- **Stay curious:** When things don't go as planned or you find yourself confronted by the unexpected, remember to stay curious and understand why participants are feeling or acting a certain way.
- **Be comfortable with being uncomfortable:** Change can often include feelings of discomfort and confusion. Recognize and pause during these moments.
- **Learn from mistakes:** We all make mistakes. Try to think of mistakes as opportunities to learn. If you make a mistake, acknowledge the mistake and make sure to reflect later on how you can learn from it.
- **Be aware of power dynamics:** Be aware that by age, position, class, culture, or gender, you may be in a position of power, and this can impact how participants respond.
- **Encourage critical thinking:** This is an opportunity for youth to think differently about their lives, raise questions and explore possibilities in a non-threatening way.

## How do we ask good questions?

- **Ask open-ended questions:** Open-ended questions do not have 'yes' or 'no' answers. An example of a close-ended question is 'Do girls have less opportunity for creative activities than boys?' while an open-ended question would be 'How do girls' involvement in arts and creative activities differ from boys?'
- **Avoid leading questions:** Leading questions contain the answer in the question, and do not give participants a choice in their answer. An example of a leading question would be 'When you have free time, is playing sports more important to you than doing arts or creative activities?' A non-leading question would be, 'What type of activities do you like to do in your spare time?'
- **Reinforce that there is no right or wrong answer:** Encourage youth to express their opinions and feelings freely without judgment.
- **Use Probing:** Probing is when you gently ask questions to learn more detail based upon your first question. This is useful when you want to find out more about what a participant is thinking. Helpful probes are 'Can you tell me more about that?' 'Why do you feel that is?' 'You mentioned you love the guitar, what about guitar do you love?'
- **Use Prompts:** Prompts are expressions or words that encourage a participant in their story. Sounds such as 'uh huh' show that you are interested and actively listening and encourage a participant to keep going. Make sure not to use words/phrases, such as, 'right', 'perfect', 'well done', or 'that's an awful idea', that suggest you have an opinion about their answer. Your role is to facilitate a process for them to share without your judgement. Find the common prompts in the area you will be working.



- **Use Repetition:** By repeating a participant's last word or phrase you can reinforce that you are listening and encourage them to say more.
- **Avoid Editing and Expressing Opinion:** Avoid adding comments or questions that show your thoughts or opinions on the subject.
- **Ask basic questions:** Basic questions can help you explore a subject more deeply. They help you put aside any ideas or judgments of your own and learn from the participants. In this sense you are seeing the participant as the 'expert' in the subject.

## How do we support Challenging Group Behaviour?

There comes a time for every facilitator, when the dynamics of a group become challenging to manage. Try to take this in stride, and not take it too personally. Here are a few tips to help you manage challenging moments:

- **Be patient:** Show patience and empathy with participants.
- **Show respect:** Show respect for people's perspectives, even if you disagree.
- **Provide youth with special opportunities:** If a youth is restless, or acting out, give them a special job such as handing out the paper, so that they feel recognized and valued.
- **Explore their concerns:** Give room for participants to voice their concerns, including about the project, as you could gain valuable information.
- **If a participant is resistant or unresponsive:** Allow them to sit in their own space and reflect. Create a comfortable space for them to feel that they can join the activity anytime. If it feels comfortable, ask them a couple questions about their lives or another topic to help them relax, then return to the research questions.
- **Get people moving:** If participants look bored or are not engaged, take a few moments to pause and do an energizer or playful activity to help enliven them.

## How do we support a whole group of participants?

How do we support the whole group of participants? It can be challenging to be present and work to engage an entire group of youth. Here are a few helpful tips:

- **Engage youth of all ages:** Engage younger and older children. Make little changes to activities so that they meet the needs of different participants. For example, younger children may need more time and attention.
- **Be inclusive:** Find ways to adjust your facilitation so that all youth present can participate. Pay specific attention to youth with diverse physical or mental abilities. Never force someone to participate.
- **Hold people responsible:** Do not be afraid to hold people accountable (or responsible) for their behaviour. Set a community agreement together at the beginning, so you can all commit to and refer back to shared rules. Be firm but respectful and create an opportunity outside the group to talk through any issues.

- **Privacy is important:** Make it clear that you believe youth's privacy is extremely important. But it is important that the group of youth also respect one another's privacy and not share what they have heard with others outside of the group. Let participants know that if they tell you something or you suspect something is happening to them that puts them at risk, then you will work with them to find someone who can provide support.
- **Identify external support:** Be sure to work with the project officer and Adult Allies to identify external support (e.g. counsellors, health workers) for people who may need help working through issues in more depth than you can provide in a group setting. Be honest about the support you can and cannot provide.

## Preparing to Train:

When facilitating a workshop activity for the first time it is recommended to spend double the duration of the activity preparing. So if your activity is 1 hour, take 2 hours to prepare.

**Please see Appendix 4 for a Sample Training Agenda.**

### Tips for Participatory Facilitation

- Be prepared
- Be flexible
- Be energetic
- Encourage Humour
- Be clear
- Think positive
- Be respectful
- Embrace mistakes and limitations
- Use a variety of techniques

## Supporting Youth Leaders to Learn to Use the Art-kit

**Purpose:** To support Youth Leaders to explore the Art-kit and to learn how to use it for their projects.

**Materials:** Flip chart paper, coloured markers, Art-kits

**Time required:** 35 min.

1. Ask Youth Leaders what are some examples of tools or workbooks they have used in the past?
2. Invite Youth Leaders to share ideas on the benefits of guidebooks to support them in their work.
3. Divide Youth Leaders into 5 groups.
4. Give each group one section of PAR.
5. Invite each group to read through the activities and develop a summary of their section in a drawing or painting on a large piece of flipchart.
6. Invite each group to share back with the rest of the Youth Leaders on the purpose of their section and what each section included in the order of PAR.
7. After all groups have shared back, as participants to go back into their groups and spend 10 to 15 minutes reading through all the sections.
8. Remind Youth Leaders that they can find everything they need to know, including materials and steps to prepare.
9. Invite Youth Leaders to ask any questions they have on the Art-kit and make sure to answer their questions to support clarity.
10. Remind Youth Leaders they can ask you questions any time they would like.



## REFLECTIVE JOURNAL QUESTION(S)

What type of trainer are you? What strengths do you bring?

---

---

---

---

---

---

---

---

---

---

How would you like to grow as a trainer in your own practice?

---

---

---

---

---

---

---

---

---

---



## **APPENDICES:**

Appendix 1: Media and Consent Form

Appendix 2: Call for Volunteers

Appendix 3: Volunteer Contract

Appendix 4: YouCreate Training Sample Agenda

Appendix 5: Child Safeguarding Policy Summary

Appendix 6: Progress Markers by Pillar

Appendix 7: MEL Logic Model Worksheet

Appendix 8: Evaluation Documentation Sheet



# APPENDIX 1: MEDIA AND CONSENT FORM

## Media and Information Consent Form

This form should be completed before taking any photographs, videos, etc. of participants in Art training or using their stories for publication purposes. Where the participants are illiterate, this form may be signed on their behalf by a staff member providing that the contents of the form are discussed with the participants and they give specific verbal consent. By signing the form, the staff member/volunteer confirms that they sought and obtained permission.

It is important for Tdh to be able to tell people about the work that we do and also to let donors know how their money is being spent. One way to do this is to show what happens in the **Art training**. When using images or relating details of participants` lives, we will do so in a way that respects their dignity and also takes care to make sure that personal information is kept confidential.

**For participants:**

I do / do not agree (circle one), if I give permission, to participate in media activities related to the art-based training by Tdh through the events and social media sites, including **the publication of photographs, images and stories in newspapers, and reports**. I understand that even if I do not give permission for media involvement, I can still participate in the event.

I do / do not agree (circle one), if I give permission, to authorize Tdh to use the personal information shared during the art-based training for the purposes of the research conducted to develop the youth-led arts-based methodology, or for the purposes defined at the time of the collection or a use that complies with these purposes. I understand that even if I do not give permission for sharing my personal information, I can still participate in the event.

**Name** .....

**Signed** .....

**Date** .....

# APPENDIX 2: CALL FOR YOUTH LEADERS-VOLUNTEER SAMPLE

## Call for Volunteers

If you are 16-21 years old, have artistic interests, wish to develop it, have free time and want to contribute to making a difference in your community alongside the youth in your community, this is your chance!!

### Participate in the YouCreate Project

The YouCreate project aims to empower Youth Leaders to make positive change in their communities through art. The project targets youth of all nationalities within Egypt. You can join as a facilitator or to benefit from the project implementation.

#### Advantages of joining

- Receive protection and psychosocial support training
- Develop your facilitation skills
- Develop your work skills and learn about Participatory Action Research
- Receive a certificate of participation
- Interact with multiple cultures
- Develop participants' life skills

#### To join the project you need to

- Be between 15-21 years
- Have the time to volunteer for 65 hours within 6 months
- Be eager to collaborate with youth
- Be enthusiastic about interacting with different nationalities
- Have the desire and commitment to complete the project cycle

## Application Form

### Basic information

Name:.....  
Date of Birth: .... / ... / .....  
Gender: Male          Female  
Address: .....  
Home phone: ..... Mobile: .....  
E-mail: .....

Education:

High school

---

Technician

---

University student

---

Graduated

---

Experiences and Skills

Volunteering experiences or work in the field of development.

---

Skills or forms of art that you want to share with youth participants in YouCreate.

---



# APPENDIX 3: VOLUNTARY CONTRACT EGYPT SAMPLE YOUTH LEADERS

## Voluntary Contract

This Contract is entered into on the, by and between:

### First:

#### **Terre des hommes - Egypt**

Represented in this contract by **XXX, the Country Representative of Terre des hommes Egypt**, which is located at 5 Dar El Shifa St., Garden City, Cairo, called hereinafter as the First Party or Terre des hommes Egypt.

### Second:

#### **Egyptian Nationality**, residing at

ID No.:

hereinafter referred to as the **“Volunteer”**

Second Party.

The parties have agreed on the following:

### Article 1

The Second Party has volunteered to work in Terre des hommes for

### Article 2

Voluntary period is from XXX till XXX without need for any prior notice before terminating this contract.

### Article 3

**The Responsibilities of the “volunteer” are assigned by the first party as follows:**

### Article 4

The first party has the right to modify the responsibilities of the second party according to work conditions of first party.

## Article 5

The first party will cover transportation expenses of the second party to / from the areas where works and responsibilities of the second party will take place according to rules and regulations of the first party.

## Article 6

The “volunteer” undertakes to be responsible for payment of any financial obligation that will arise from that contract either related to social insurance, or tax or any other financial obligations to governmental or non governmental authorities. The second party has no right to come back on the first party regarding that issue.

## Article 7

The “Volunteer” agrees to work with the first party in accordance with the terms of this Contract and the provisions of the laws and regulations in force in Egypt.

## Article 8

The “Volunteer” shall be bound by both the First Party’s Human Resources and financial regulations. It is the policy of Terre des hommes Egypt to build a child-safe environment and to protect children under its care.

Under this contract, the volunteer has been furnished with Terre des Hommes Egypt child protection policy (CPP), local procedures and code of conduct.

In signing this contract, the volunteer acknowledges understanding of the documents and his/her responsibilities towards child protection.

Any breach of any CPP guidelines, entails terminating this contract immediately by Tdh Egypt.

## Article 9

The “Volunteer” undertakes to keep all information, knowledge or data of the First Party at present and in the future confidential that were revealed during this voluntary with the foundation. S/He further undertakes not to disclose or use, directly or indirectly, information, knowledge or data to any person or entity, otherwise, s/he shall be liable for damages resulting from such disclosure or use.

## Article 10

The “Volunteer” declares that s/he is responsible for the accuracy of all documents submitted by her/him as well as all statements given by her/him. S/he undertakes to notify the First Party in writing of any changes in any statements within one week from the data such change occurs.

## Article 11

The first party has the right to terminate this voluntary contract at any time without giving any reasons, or if it is proven that the Second Party has violated any of the contract terms or in case of violation of applied laws in Egypt by the Second Party.

## Article 12

The “Volunteer” undertakes that after termination of his / her voluntary contract, to deliver to the First Party whatever is consigned to him immediately upon the termination of that contract for any reason.

## Article 13

In default of agreement by the parties, the Arbitration will be handled by the Chairman of the International Commercial Arbitration in Cairo or who is delegated to do this. The judgment of the arbitrator will be the final one and not appealable. Consequently, it will be implemented as soon as it is issued.

## Article 14

This contract is made in duplicate, one for each of the contracting parties, to be used upon need.

## First Party

Terre des hommes – Egypt  
XXX  
Country Representative

## Second Party

# APPENDIX 4: YOU CREATE TRAINING AGENDA SAMPLE (MODIFIED FROM EGYPT)

Time	Section	Activity	Facilitator(s)	Purpose
<b>DAY 1</b>				
9:00am	Intro	Opening & Welcome and Objectives Opening Circle (Activity 1: Circle of Trust)		To welcome everyone into a safe supportive space introduce the purpose of the Training
9:45am		Community Agreement, Needs, Offers, Hopes, and Goals		To create a safe and respectful environment, including meeting psychosocial needs of youth
10:15am		You Create PAR Overview		To introduce the PAR process (using a journey map of PAR & cycle drawing)
10:45am		Break and Energizer		
9:00am	Map	Building Structures		To discuss the roles of Youth Leaders, Adult Allies, NGO partners, and the ethics of Terre des hommes
9:45am		Overview of Facilitation and Note Taking		To begin to develop skills in facilitation and note taking
10:15am		What is the Map Phase?		To provide an overview of the map phase and the activities
10:15am		Activity 2; Map of Our Lives		To generate a list of key people or groups that have an impact on youth's daily lives and brainstorm how they might impact the project.

Time	Section	Activity	Facilitator(s)	Purpose
1:30pm		Lunch		
2:30pm	Explore	Intro to Explore Phase		To provide an overview of Explore and its activities
3:30pm		Activity 3: Vision Murals		To explore the group's vision for the wellbeing of youth and their communities through art
4:00pm		Activity 4: Taking our Temperature		To explore the 5 Pillars of Wellbeing and understand the steps youth are taking to support their wellbeing and create positive change in their communities.
5:00pm		End of Day Assessment		To assess the day
<b>DAY 2</b>				
9:00am	Explore	Welcome back & Review Day 1		Recap of Day 1
9:30am		Developing themes from our Journey		To understand the information that you learned over the course of the "Explore" activities. This information can then be presented back to youth to verify and adapt it
10:30am		Break and Energizer		To nourish and recharge
11:00am	Plan	Intro to Plan Phase		To introduce the plan phase of the project
11:15am		Activity 5: Check Findings from Map & Explore and Set Priorities		For Youth Leaders to present the findings from the Map & Explore phase back to youth, offering an opportunity to make changes. Youth then discuss the challenges that are most important for them and vote for 1 or 2 challenges they would like to focus on

Time	Section	Activity	Facilitator(s)	Purpose
12:15pm	Plan	Activity 6: Planning Trees		To look at the root causes of the challenges youth have shared. Look more deeply at strengths and resources they have available and begin to find possible Art-Action ideas to address these challenges.
1:15pm		Lunch		To nourish and recharge
2:15pm	Plan	Activity 7: Art-Action Maps		To develop the step-by-step strategy for carrying out planning, implementation, and monitoring of your Art-Action.
3:15pm		Intro to Art-Action		To introduce the Art-Action phase
3:30pm	Art-Action	Break and Energizer		To nourish and recharge
4:00pm		Activity 8: Present your Art-Action to Family & the Community		To present your idea for your Art-Action to family & the community, and to inspire them to get involved and support you.
5:00pm		End of Day Assessment		To assess the day
<b>DAY 3</b>				
9:00am	Art Action	Welcome back & Review Day 2		Recap of Day 2
9:30am		Activity 9: Monitoring Collage		To support youth to measure the success of their journey together.
10:30am	Reflect and Share	What is Reflect and Share?		To provide overview of the phases and the activities
10:45am		Break and Energizer		To nourish and recharge
11:15am		Activity 10: Reflections Wellbeing Thermometer		To review and reflect on significant changes in the group's sense of wellbeing that have taken place over the journey of YouCreate.

Time	Section	Activity	Facilitator(s)	Purpose
2:00pm	Reflect and Share	Activity 12: Rose, Bud, Thorn		To celebrate your success and plan how to share your learning with the broader community and to think through any follow up steps.
3:00pm		Activity 13: Celebrative Rock Painting		To celebrate everyone's collective success and strengths as individuals & to close YouCreate as a team.
4:00pm		Break and Energizer		To nourish and recharge
4:30pm		End of Day Assessment		To assess the day

#### DAY 4

9:00am	Reflect and Share	Welcome back & Review Day 3		Recap of Day 4	
9:30am		Planning for your workshops with youth		To prepare to lead PAR with other youth	
10:30am		Break and Energizer		To nourish and recharge	
9:30am		What rights? Who is the child		To learn about children's rights	
12:15pm		Abuse session		To know the types of abuses and how to monitor their occurrence and differentiate between them	
1:00pm		Reporting Mechanism		To learn how to respond when violence and abuse is suspected, witnessed, or disclosed	
1:30pm		Review Schedule		Opportunity for participants to ask any questions they still have	
2:00pm		Next Steps & Close	Lunch		To nourish and recharge
3:00pm			Facilitator sessions		To further develop skills of facilitation and increase their confidence
3:30			Closing Circle		To close in circle in Community. To reflect on personal and collective development. To celebrate one another (Secret Buddies)
4:30	Certificates			To celebrate everyone's success in the workshop	

# APPENDIX 5: CHILD SAFEGUARDING COMMITMENT

*This Commitment, alongside Tdh's **Global Code of Conduct**, must be signed by all staff and standing volunteers BEFORE commencing duties.*

Terre des hommes (Tdh) considers all forms of abuse towards children to be unacceptable, and recognises that it has a duty to safeguard children – that is to keep them safe, promote their wellbeing and protect them from abuse and harm. Neglect, physical, psychological / emotional and sexual violence are the main forms of abuse.

Our **Child Safeguarding Policy and its procedures** set out the measures we will take to safeguard children. This includes proactive actions to prevent situations of abuse and harm occurring and reactive actions to respond to situations where a child is, or may be, suffering abuse.

**A child is any human under the age of 18 as stipulated by the UN Convention on the Rights of the Child, 1989.**

As part of our Child Safeguarding Policy, it is a requirement that all staff (including paid employees, consultants and interns), whether full or part time, agree to abide by the Child Safeguarding Policy and specifically to agree to work in accordance with this **Commitment** which sets out responsibilities for safeguarding children and expected behaviour of staff. **THIS IS A MANDATORY REQUIREMENT.**

Any form of unacceptable behaviour which breaches this Commitment must be reported. In the case of situations which are not covered by this Commitment, Tdh expects its representatives to apply common sense whilst focusing on the “child’s best interests”.



## Tdh respects the Convention on the Rights of the Child and the following five principles:

- 1. I. Children's rights:** all Tdh staff must respect and promote children's rights. Above all, they must protect the right of each child to live in safety, without risk of abuse or exploitation and must act, at all times, in the child's best interests.
- 2. II. Zero tolerance:** Tdh will not tolerate any form of abuse and will take all necessary measures to implement the Child Safeguarding Policy.
- 3. III. Risk management:** Tdh ensures that risks are identified and minimised from the planning stage through to the implementation stage of activities.
- 4. IV. Everyone's responsibility:** the successful implementation of the Child Safeguarding Policy is based on the individual and shared responsibility of all Tdh representatives including staff. Tdh will seek to ensure that partner organisations' programmes also comply with international safeguarding standards.
- 5. V. The duty of notification:** any suspected violation or any actual violation of the current Commitment must be reported immediately to the supervisor or the Tdh Country Safeguarding Focal Point. Confidentiality will be maintained throughout the entire procedure.

## BY SIGNING THIS ENGAGEMENT, I explicitly agree that:

### I will always:

- **Treat children with respect and equally**, regardless of their age, sex, language, religion, opinion or nationality, ethnic or social origin, status, class, caste, sexual orientation, or any other personal characteristics.
- **Help children to take part in decisions** which concern them according to their age and their level of maturity.
- **Maintain a culture of communication** and create trust with the children and their families, communities, other staff and volunteers and representatives of partner organisations so that concerns may be shared and discussed.
- Use **non-violent and positive behaviour** methods when supervising children.
- Encourage children and communities to **speak openly about their interactions** with adults and with each other.

- **Inform** children and communities of their right to report any worrying situations and how they can raise a concern.
- **Empower children** so that they are in a position to better protect themselves.
- Make sure that another adult is present or **try to be visible** when I am in contact with a child.
- Try to **preserve the child's autonomy** and make sure that I do not do things that a child can do for herself/himself.
- **Plan activities** and organise the work place in such a way so as to minimise the risk of harm taking into account the age and development of the child.
- Ensure that information concerning children, families and communities **remains confidential**.
- Behave in a way that sets a **good example** (avoid smoking, showing disrespect towards colleagues, etc.).
- **Obtain permission** from the child and their parents before taking a photograph, recording or using the child's image, what they have said or their history. This includes explaining to children and their parents how the photos or messages will be used.
- Ensure that the child does **not pose in a degrading manner** or in a way that may be interpreted by others as having sexual connotations.
- Raise any **concerns and queries** concerning the Child Safeguarding Policy with my manager / supervisor or the Safeguarding Focal Point.
- Immediately report any suspicions or allegations to the Safeguarding Focal Point of behaviour which goes against the principles of the Child Safeguarding Policy and Commitment including any form of child abuse – even if the information or allegation is vague.

### I will never:

- **Engage in any form of sexual relations** with anyone under 18 years old, regardless of the age set by the sexual majority, the law or local customs. Mistaking a child's age is not a defence.
- **Exchange money, job, goods or services or humanitarian aid** for sexual favours or subject the child to any other kind of humiliating, degrading or abusive behaviour.

- **Touch children or use language or make suggestions** in an inappropriate manner, to provoke, harass or degrade the child or show disrespect for cultural practices. This includes acting in a manner which is likely to have a negative impact on the child's confidence and feelings of self-worth.
- **Exploit a child** for labour (for example through domestic work).
- **Discriminate** against, treat children unequally or unfairly for example by favouritism and excluding others.
- Invite a child or their relatives to **my home** or develop a relationship with a child and / or their family which may be considered outside normal professional boundaries.
- **Work with or transport a child alone** without the prior authorisation of my manager, unless absolutely necessary and the child is in danger.
- Be under the influence of **drugs or alcohol** while working with children.
- Take photos or videos of beneficiaries for **use that is not strictly professional** unless the Country Delegation gives permission.
- Watch, publish, produce, or share **pornography** showing children, and / or show such material to children.
- **Show the faces** of children who are exploited sexually, victims of trafficking, abuse, in conflict with the law, linked to armed groups or who can easily be located even if their identity has been modified.
- Take and publish photos when children are entirely **naked or dressed in a manner which is not adapted** to the situation in which they are represented.
- Represent children as **victims** (weak, powerless, unassisted, desperate, etc.).
- Publish a story or image which may **endanger** the child, their family or community.
- Use photos which have **not been checked and approved** by my manager and/or Communications Team in Lausanne or post unofficial pictures or information about children on personal websites or social networks (such as Facebook).
- Maintain contact with children and their families via **social networks**, unless a specific Terre des hommes project requires me to do so and I have been given express permission.

- Close my eyes to, ignore or fail to report any concern, suspected violation or violation of the Child Safeguarding Policy and the Commitment to the Safeguarding Focal Point.

## I understand that, in the event of suspicions or allegations of my violation of this Commitment:

Tdh will take any action they deem necessary, which may include, but is not limited to:

- Providing **assistance for the victim** and taking immediate steps to protect and support the child.
- Attempting to **establish the facts** in the most objective manner possible (the presumption of innocence prevails) while protecting the reputation and confidentiality of the adults involved.
- Undertaking **disciplinary actions**, which may result in my suspension or termination of contract.
- Initiating **judicial proceedings** and/or **reporting to the competent authorities** any violation of this Commitment which may breach national legislation.
- Taking **appropriate measures** in order to ensure that such incidents do not occur again, for example, informing other organisations which may apply for professional references regarding the termination of contract due to violation of the principles of the protection of children (within the legislative framework applicable to the protection of information).

## Declaration of commitment

I, the undersigned, \_\_\_\_\_

\_\_\_\_\_

Declare I have received, read and understood the Terre des hommes Child Safeguarding Policy and I commit to know and agree to work in accordance with it.

I understand that any failure to uphold this Commitment may result in the termination of my engagement with Terre des hommes, or further disciplinary or judicial proceedings as mentioned above.

Furthermore, I declare that I have no criminal records regarding an offence towards a child (which I have not previously declared) and nor do I know of any reason why anyone would deem me unsuitable to work with children. Terre des hommes shall reserve the right to inform other institutions which may apply for professional references of the termination of contract for serious violation of the principles of the protection of children within the legislative framework applicable to the protection of information.

Date: \_\_\_\_\_ at \_\_\_\_\_

Signature: \_\_\_\_\_

# APPENDIX 6: SAMPLE PROGRESS MARKERS BY PILLAR

Pillars	Sample Progress Markers by Pillar	Sample Indicators
<p><b>Pillar 1: Feeling Safe:</b> Feeling safe both physically and emotionally.</p>	<p>Young people report feeling safer in their community programs            Young people report feeling a sense of safety at the centre/program activities</p>	<p>Reports from young people of feeling safer in their community programs            Number of young people reporting a sense of safety at the centre/program activities</p>
<p><b>Pillar 2: Feeling Connected:</b> Feeling connected to supportive people and groups in your community.</p>	<p>Young people are competent in leading socially inclusive peace-building activities            Young people feel an increased sense of belonging and part of a peer network            Young people feel there has been social connectedness by building relationships with their peers, artists and/or community members through the program            Increased community connectedness</p>	<p>Numbers of young people trained in leading activities            Perceived sense of belonging and being a part of a peer network            Social connectedness            Community connectedness</p>
<p><b>Pillar 3: Feeling Worthy:</b> Feeling worthy, and with roles, responsibilities and identities that reflect who we are, where we come from and what we do or we would like to do.</p>	<p>Community actions are taken to address challenges and opportunities            Increased feeling of worthiness in their roles in their communities            Increased knowledge of self and community</p>	<p>Number of community actions taken to address challenges and opportunities            Level of feeling of worthiness            Level of knowledge of self and community</p>

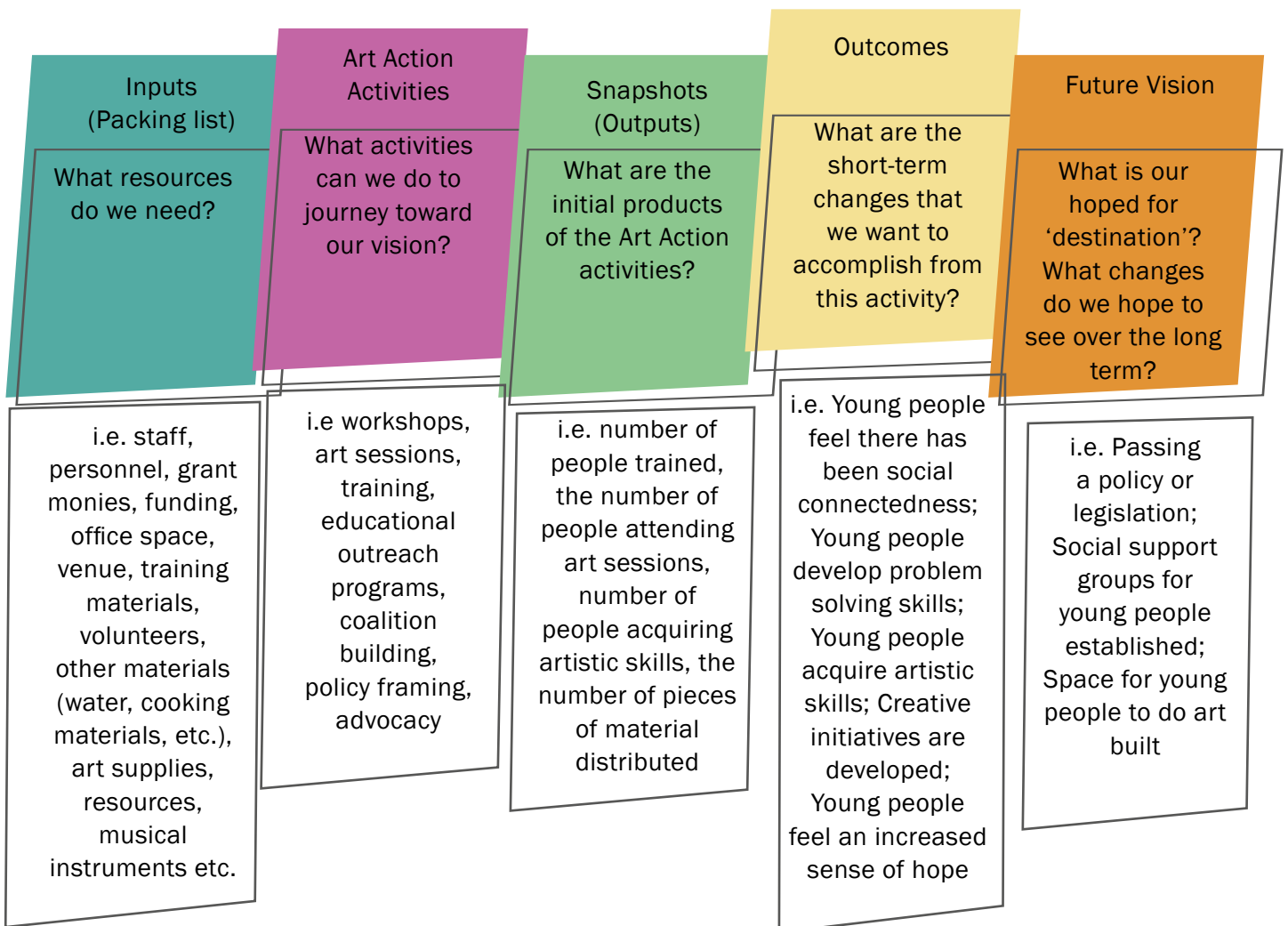
Pillars	Sample Progress Markers by Pillar	Sample Indicators
<p><b>Pillar 4: Feeling Respected:</b> Feeling respected, with the ability to address injustice in our lives and access to our rights.</p>	<p>Young people show an increased understanding of their role in community and feel they are participating meaningfully</p> <p>Young people’s initiatives aim to have social change impact at community level</p> <p>Young people develop basic leadership and problem solving skills</p> <p>Young people feel they are participating meaningfully in their organizations</p>	<p>Level of understanding of their role in community and felt level of participation</p> <p>Social changes at community level</p> <p>Number of young people who have developed basic leadership and problem solving skills</p> <p>Felt level of participation of young people in organization</p>
<p><b>Pillar 5: Feeling Hopeful:</b> Feeling hopeful about the future with a zest for life.</p>	<p>Young people feel an increased sense of hope for the future</p> <p>Young people are motivated to study and to learn skills</p> <p>Young people are increasingly connected to (self defined) life-giving activities (i.e. mosque, church, support groups, personal reflection or meditation)</p>	<p>Sense of hope for the future</p> <p>Number of young people learning life skills and artistic skills</p> <p>Number of young people working towards studies</p> <p>Number of young people attending (self defined) life-giving activities (i.e. mosque, church, support groups, personal reflection or meditation)</p>

# APPENDIX 7: MEL LOGIC MODEL WORKSHEET

## Application Form

### Basic information

Program:.....  
 Organization:.....  
 Group Name:.....  
 Country / Region: .....





**Things out of our control  
(External Factors)**

i.e. cultural milieu, migration, climate, economic structure, housing patterns, demographic patterns, politics and politicians, background and experiences of program participants, media influence, changing policies and priorities

**Things out of our control  
(External Factors)**

i.e. cultural milieu, migration, climate, economic structure, housing patterns, demographic patterns, politics and politicians, background and experiences of program participants, media influence, changing policies and priorities

# APPENDIX 8: EVALUATION DOCUMENTATION SHEET

## YouCreate Evaluation Documentation Sheet

**Facilitator Name:**

**Date and Time:**

**Community / Location**

**YouCreate Group Name**

**# Participants:**

Women / Girls

Ages

**# Participants:**

Men / Boys

Ages

**Activity Name**

**General Notes**

**This is a space to write general notes as you carry out the activity**

**(You may add extra pages, as necessary).**

Please be sure to capture the quotes, words or stories used by participants wherever possible.

**Key Quotes**

**Main successes / significant changes noted by participants**

**Main challenges faced by participants**

**Hopes, Ideas and Strategies**

**Lessons Learned**

**Areas for Follow-up**

**Reflection on the Pillars**

Please include notes on the pillars below. What has been participants experience of this pillar? Have there been improvements? Are there concerns? (please note that only certain pillars may arise up in each activity)

**Pillar 1: Feeling Safe: Feeling safe both physically and emotionally.**

**Pillar 2: Feeling Connected: Feeling connected to supportive people and groups in your community.**

**Pillar 3: Feeling Worthy: Feeling worthy, and with roles, responsibilities and identities that reflect who we are, where we come from and what we do or we would like to do.**

**Pillar 4: Feeling Respected: Feeling respected, with the ability to address injustice in our lives and access to our rights.**

**Pillar 5: Feeling Hopeful: Feeling hopeful about the future with a zest for life.**

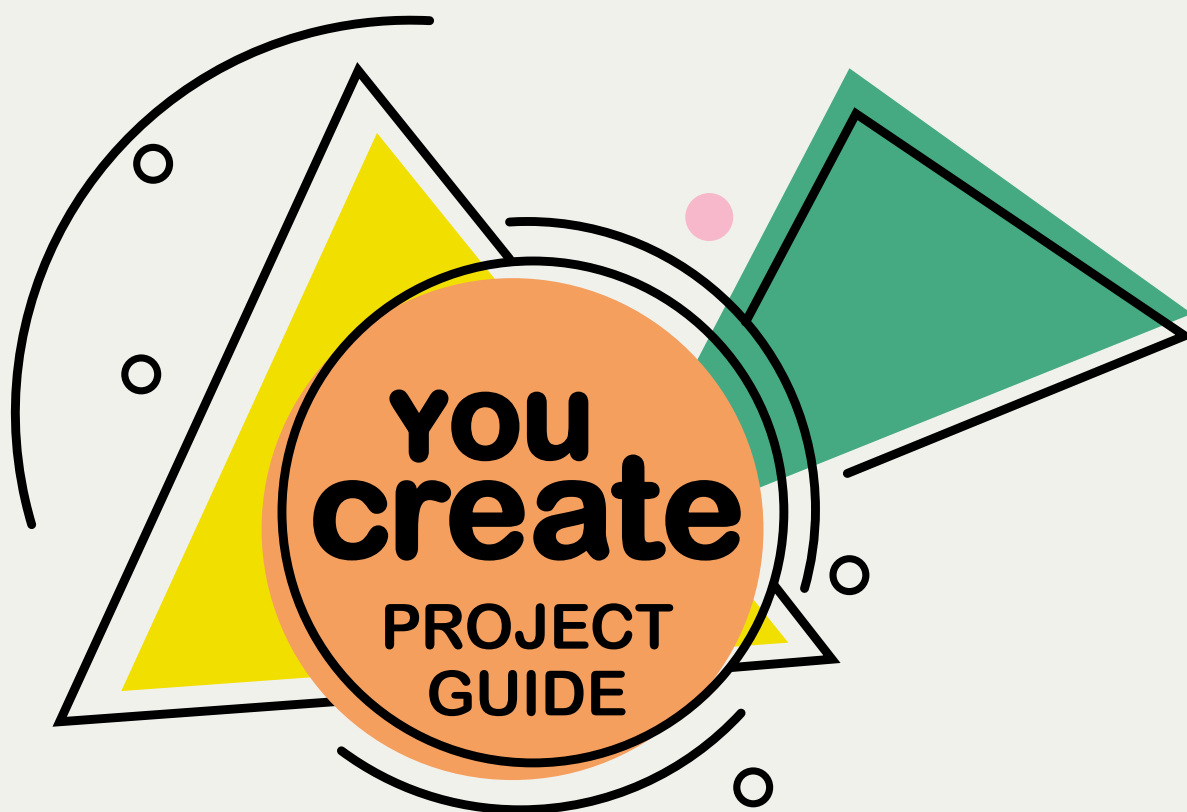
NOTE

Dotted lines for writing.

2019  
International Institute Child Rights and Development



**Authors:** Vanessa Currie, Laura Lee & Laura Wright



Participatory Action Research for  
Young Change Makers, 2019