

PEER Project Training Manual



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Please send in YOUR ideas on what else should be in this manual by November 30th 2015.



[Email to Andy Bilson](mailto:andy.bilson@peereu.org)



[@PEEREU](https://twitter.com/PEEREU)

When you send in your ideas and examples of activities, please let us know if you are happy for us to share your contact details and then we can include these in the online manual so that people can contact you for more details about your example activity.

Section 1 What's this all about?

1.1 The PEER Project

The PEER project involves partners in nine countries working with Roma young people aged from 8-18 to empower and build capacity and opportunities to engage participatively with them. It is funded through an EU Fundamental Rights and Citizenship grant. The EU definition of the term Roma includes the ethnic groups Travellers, Gens du voyage, Kalé, Sinti and others. In each country and community we use the words use that people choose to use to describe themselves, their ethnicity and their nationality. For example, young people involved in PEER in the UK describe themselves as Welsh Gypsies, Romany Gypsies, Scottish Travellers. In this manual that will be used across the EU, we use the EU term Roma.

PEER will enable Roma young people to co-lead and take part in activities that involve learning about participatory action research together and identifying issues that concern them; getting a better understanding about the issues by learning from others; Analysing the issues and planning for change; carrying out their plan to achieve change; and reflecting on and sharing lessons about what has been achieved. The changes might be in their own understanding, the views and actions of their peers, their own and wider communities, or the actions and decisions of professionals and politicians.

1.2 Promoting Participation and Taking Action

All citizens, including children, have the right to actively express their opinion and take part in decisions regarding all aspects of their lives. For children this right is stated in Article 12 of the UN Convention on the Rights of the Child. The EU Roma integration strategy (EU Commission 2011) seeks to tackle the structures and systems which marginalise and exclude Roma communities from social, economic and political integration. Although progress has been made in some countries, Roma children and youth are excluded from effective participation, due not only to their age, but to a major part because of their economic status, social exclusion and ethnic prejudices. In countries across the European Union Roma children are subject to many social disadvantages that reduce their chances to influence processes, decisions and activities that affect them.

We will start by involving Roma young people and professionals working with them in reflecting on current participation opportunities and use this information in training with them and professionals working with them to help create an effective environment for promoting their participation and the capacity of partner organisations to work participatively. Roma young people and their workers will evaluate their own progress within their participatory projects and share their successes and difficulties with their peers and professionals, communities, social settings and policy makers to try to promote participatory cultures and opportunities. Roma young people and community members will lead or co-lead every part of this process.

1.3 The training manual

The training manual provides resources and guidance for Roma young people and adults who will facilitate the participative action research during the PEER project. We hope that the manual will be a source of ideas, materials and reflections on the values and practices we intend to build into our work. We wish to build on the many examples of innovative practice taking place across the countries involved. Our aim is to encourage innovation in enabling participation and provide a framework on which we can build our activities in the PEER project. We are offering a framework which can be applied and adapted to meet local circumstances. Some Roma young people and professionals working with them have already helped write the contents of this manual [we include contact details for more information]. We will trial the training with more Roma young people and professionals in each of the participating countries and make changes to the manual and resources based on what we learn together through this process.

Section 2 Getting Started



Figure 1: Key Messages in this Section

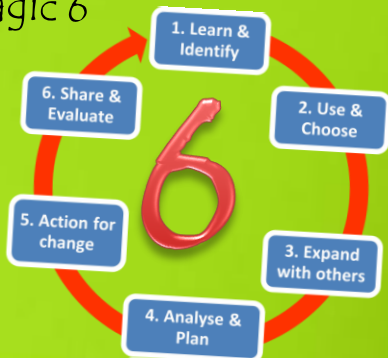
What is Participation?

Participation is about children having the opportunity to express their views, influence decision-making and achieve change.

Children's Rights

The UN Convention on the Rights of the Child promises all children the same rights. It says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

The Magic 6



How to prepare for the group

Important things to do include:

- ✓ Recruiting children for the group
- ✓ Finding a safe place to work
- ✓ Making sure no one is harmed
- ✓ Sharing our values
- ✓ Understanding the children and the situation in which they live

2.1 Our Goal

The training manual is an opportunity to share our knowledge of working participatively with Roma children and young people. We initially started to discuss the content of the training manual at our first meeting in Cluj in Romania in February 2015.

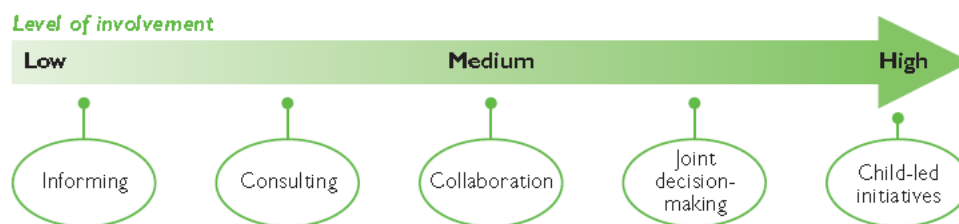
Our goal is to use the structure of the Magic 6 for the training so that the Roma and adult facilitators can have an experience of it whilst learning about the approach.



2.2 What is Participation?

Participation can be understood in different ways. One definition is that “*Participation is about children having the opportunity to express their views, influence decision-making and achieve change.*” (Save the Children 2010 p. 4). This means that children should be actively involved in decision making on issues that affect them, either on their own or in collaboration with adults. They should be empowered to respond to issues and express their views. In particular children should participate in the creation of policy that affects them. Participation can take a number of forms each useful in different circumstances. The level of children’s influence is lower when the activity involves informing or consulting with them (see figure 1). Children can collaborate with adults or be involved on an equal basis in joint decision making and here the influence they have is higher. Finally children may lead and initiate their own projects having control over all aspects of them. Projects and activities with children may operate at any of these levels and move between them over time (see figure 2).

Figure1: Approaches to Participation



Source: Lyford Jones 2010 page 14 

In PEER we are seeking to create six session projects (the Magic 6) in which children and young people identify an issue which they wish to learn about and change and then they influence the ways in which they reflect on and learn about the issue and act to try to make the change happen. In that process they may try to bring about change in themselves, in their environments or communities, in other peoples actions, attitudes or discourse, or in the distribution of opportunities and resources.

Whether or not they succeed in achieving these aims, they may gain increased feelings of confidence, understanding or determination to try to self-direct or influence positive change with others in the future. Hopefully, through sharing of learning between adults, children and young people we will also be creating an atmosphere which is more supportive and knowledgeable about how to bring about changes in the face of structural barriers – like discriminatory attitudes and socio-economic inequality.

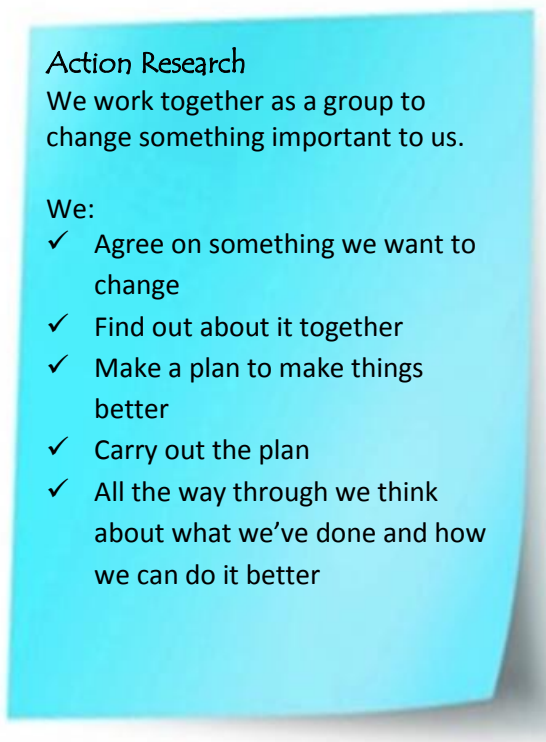
Children who have the chance to participate will develop new skills; feel respected and valued and become more confident. Participation should be something that happens routinely in everyday life and not a one-off event.

The Committee on the Rights of the Child have drawn up practice standards to ensure consistent high quality participation in work with children (CRC 2009 paragraph 134 ⁱ). The 9 standards are listed in Figure 2. There are fuller details (available through our web site) and these provide a useful tool for planning monitoring and evaluating participatory work.

Figure 2: Practice Standards for participation ⁱ



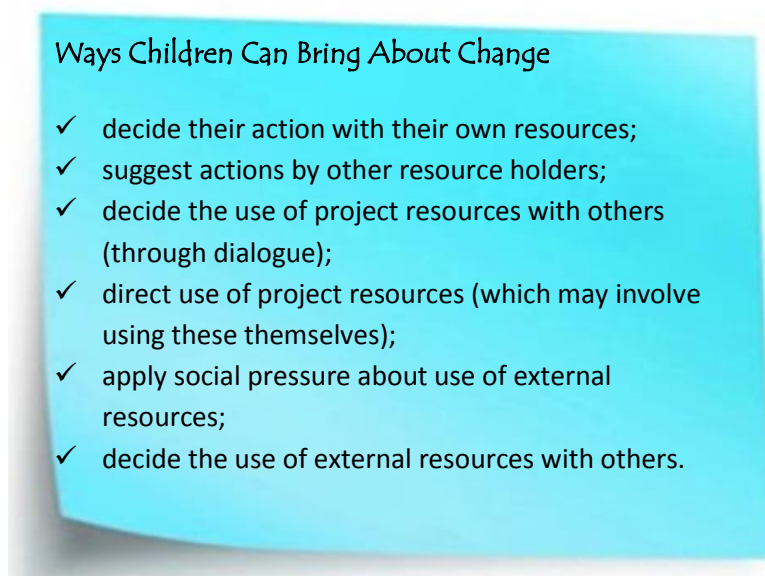
Figure 3: Action Research




In the Peer project we are trying to help children not only to participate but also to bring about change in or with their community. Thus the groups we will run will be participative and also involve an action research approach. There are many different definitions of action research but all are learning processes that involve “action, evaluation, reflection and, based on gathered evidence, changes in practice are implemented” (Koshy 2009 page 1 ⁱ). Put simply a process for participative action research might take the following form shown in Figure 3.


There is a set of good practice guides based on the experiences of participation workers in Wales. ⁱ The topics range from introducing participation to a more focused view of different aspects of it. This includes a guide specifically for working with gypsy and traveller young people. ⁱ

Figure 4: Ways children can bring about change 



Children involved in action research projects and activities can use a number of strategies to use available resources to try to bring about change and figure 4 provides a list of these drawn from an international comparison of participation projects (Larkins et al 2014 )

2.3 Children's Rights

Participation is a fundamental element of children's rights and guiding principles for our work in the PEER project are drawn from the Convention on the Rights of the Child. Participation is relevant to the exercise of all other rights, within the family, the school and the larger community context (UNICEF ) . Key parts relating to participation can be summarised as follows

- Children have rights to be listened to, to freely express their views on all matters that affect them, and to freedom of expression, thought, association and access to information.
- Measures should be put in place to encourage and facilitate their participation in accordance with their age and maturity.
- Participation should promote the best interest of the child and enhance the personal development of each child.
- All children have equal rights to participation without discrimination.
- All children have the right to be protected from manipulation, violence, abuse and exploitation. (Save the Children, 2005 page 4)

Figure 5: The Magic 6



2.4 The Magic 6

The Magic 6 is a framework for participatory action inquiry drawing on the ideas of Paolo Freire, and developed by Cath Larkins with groups of children and young people in Wales and France¹. It provides a framework for running a group with six steps that can be fitted into a six session group framework. The six steps are:

1. **Learn** participatory methods (through experience) to identify issues that concern them
2. Use these methods to reflect on concerns and choose how to find out more about their issue(s)
3. Expand understanding by learning from others (own group, other peers, community)
4. Analyse learning and plan action for change
5. Act for change using learning
6. Share understanding further (evaluate, revise continue)

This framework was used in the costing of the PEER projects and can be adapted to fit the circumstances of particular partners or other frameworks can be used within the PEER project. As a minimum, every PEER project will involve children and young people identifying issues, acting for change and evaluating learning.

In the following Section we give you examples of how to go about this using the Magic 6.

1. Do you want to know who? – Gypsy, Traveller and Roma children and young people more than any other group, but also migrant children and children in contact with social welfare services.

Figure 6 Preparing for your group

Recruiting Children

Key questions to consider include:

- ✓ Who do we want to involve in the group?
(Roma children, how many, what age, where from ...)
- ✓ How can we engage with them?
Through their community, youth clubs, schools, clubs, our contacts, on the street, word of mouth ...
- ✓ Who can help us? (Parents, community leaders, teachers, youth workers ...)
- ✓ Whose permission do we need? (The children, parents, community leaders, gatekeepers such as teachers or residential care staff ...)
- ✓ How can we make it attractive?
(Developing trust, food, activities, transport, good information, Involving Roma Facilitators ...)

Finding a good place to work

Some key questions include:

- ✓ Somewhere familiar?
In local community, ...
- ✓ Doesn't have bad associations?
School, gangs, safe for all the children ...
- ✓ What do we need there?
A good room for group work, kitchen?, toilets, privacy ...
- ✓ Easy to get to?
Nearby, transport, travel time, travel costs ...
- ✓ Accessible?
If children have disabilities ...

Making sure no-one is harmed

Sometimes expression of views may be risky

- ✓ Facilitators have a responsibility and must take precautions
- ✓ Develop a clear child protection strategy
- ✓ Children must be aware of their right to be protected from harm and know where to go for help if needed
- ✓ Work with families and communities is important in order to build understanding and reduce risks
- ✓ Ensuring children are not stigmatised during selection or by participation

Sharing our values


Key things to discuss include:

- ✓ Participation must be inclusive
- ✓ Children's views have to be treated with respect
- ✓ Participation is voluntary
- ✓ Children should never be coerced into expressing views
- ✓ Children have the right to be protected from manipulation, violence, abuse and exploitation

2.5 Preparing for the group


There are many things to do in preparing for your group. Some are practical like how to recruit children and finding a good place to work. Others are about ensuring that no one is harmed because they have been involved in the group. It is also important to have an effective team of facilitators and that means you have to spend time together and ensure you share values and know how to work together. Figure 6 lists some issues that the team of facilitators


might find helpful to think about and discuss together. There is more detailed information available on the web site which team members can use to prepare for this discussion.

The challenges to promoting participation with Roma have the same underlying principals as for other groups. According to Horder and Davies (2012 page 12 ) what is different is the way of working:

1. The first step is to identify the characteristics of the group that needs to be involved.
2. The next step is to develop a plan, which needs to address any specific difficulties of access etc.
3. The final step is to address specific barriers to involvement of this group of children and young people.

It's important to be realistic about the time and resources that will be necessary to help these young people to effectively participate. Many of the young people will have the attitude that their involvement has not helped in the past or that anyone will really be listening. It may take time and engagement to convince young people that your service is serious about their inclusion.

Horder and Davies (2012 page 12 )

Some other issues that you may need to think about in preparing for the group include (see also Lyford Jones 2010 p. 26 ):

- Have you explained the aims of the session clearly to the children and young people and the workers who will be coming with them? How will the children be given the opportunity to consider if they want to be involved? Is it possible for the children to help plan the group?
 - Are you aware of the ages, abilities and any additional needs of the children and young people you will be working with? How can you tailor your sessions accordingly?
 - How much time do you have for group sessions, and can this be flexible? If you run over time will the children be able to stay longer?
 - Have you agreed clear roles and responsibilities amongst facilitators and with other adults involved?
 - How will the children and young people travel to the venue? Do they have enough time, and will the costs be covered in advance? Have you given clear directions?
 - Are you providing refreshments? Are they suitable for everyone's dietary needs?
 - Have you assessed the risk of the activity and got any necessary approval?
 - Have you obtained parental consent and media consent?
 - Is the venue suitable and accessible? Have you checked the booking is still in place?

2.6 Understanding where you are working

So that you have good information and ideas to supply to young people when they need it, try to gather together as much information as you can about where you are working (this will mean different information for each municipality where you work). Gathering this information will also help evaluate the project (Evaluation Tool 1).

Please, translate all gathered data into English and **return them** to abel.beremenyi@uab.cat, by **September 30th 2015**.

Remember that:

- ✓ Information can be found in partnership with local organisations, professionals (teachers, NGO workers, local town hall worker, etc.) and young facilitators as well as looking at documents and online resources.
- ✓ It is understood, that the same detailed pieces of information will not be available in all contexts, but try to get the information that you can. You can also describe what difficulties you encounter accessing sufficient information.

1) MUNICIPALITY

(overview of the town/ village)

- a) Inhabitants, density of the population, residential inequalities, etc.
- b) Main statistics of the population (size, socio-demographic and ethnic composition, nationality)
- c) Main economic activities of the population (industry, agriculture, service),

2) NEIGHBOURHOODS, DISTRICTS

(where the pilot sessions are conducted)

- a) Neighbourhood: historical / geographic/urban situation within the municipality: central, integrated, peripheral: well-communicated with the centre /other neighbourhoods, etc.
- b) Housing patterns
- c) Public services in the neighbourhood: schools, library, post office, banks, job office, health centre, sports resort, social assistance, etc.

3) ROMA POPULATION

Brief description of the local Roma population.

- a) Brief history of the present Roma population in the municipality.
- b) Approximate demographic data on the Roma population (estimations, nationality composition, significant migrations, differences among Roma groups, etc.)
- c) Housing situation, in comparison w/ mainstream population, inner-group differences.

4) PARTICIPATORY PROJECTS, PARTICIPATORY PRACTICES

- a) Were there any previous (pilot) projects targeting Roma children, in the municipality/ neighbourhood?
- b) Were there any previous PARTICIPATIVE projects in the neighbourhood targeting children? Can you describe them and the positive/negative impact (or lack of them). Is there any evaluation on them?
- c) What are the existing forms of citizenship participation of children in the municipality, in the neighbourhood? Do Roma children participate to a lesser/larger extent in those, compared to their non-Roma peers?
- d) Are there any local children's participation champions? Are there any local Roma champions? These could be local people, officials or organisations who have been supportive of trying to bring about positive changes in children and young people's lives or changes for and with Roma communities. These could also be people or organisations who have a particular responsibility to listen to the views of children and young people or Roma communities.

Section 3 Putting Plans into Practice

3.1 Planning your group

Once you have your basic idea of who you are going to work with and the place you will work, the next stage is to start planning how you will work with the group for six sessions. This involves thinking about the aims you are trying to achieve in each session and then planning some activities through which you can achieve these aims. An example of content and aims for the Magic 6 sessions is given in **figure 8**.

Once you have identified your aims for each session, use any activities you like to help achieve those aims. The following parts of this section give you some ideas:


3.2 Ice-breakers, Introductions and Group Contracts

3.3 Identifying Issues

3.4 Reviewing Previous Sessions

3.5 Prioritising and Making Decisions

3.6 Taking Action

You will find lots of other ideas online  and in the links on each of the examples where other exercises can be found. Remember that your plan should include not just what you intend to do but should lay out the resources you need to undertake the activities. It is helpful to have available some basic items such as pens paper flip chart and so on as plans often change.

In Section 5 we look at Evaluation, Sharing the learning and Follow Up, which will be at least a part of every session.

Remember: Although it is really important to have a plan and some set aims for each session, it is also important to be flexible and change. We learn when plans change!

Figure 7: Example of content and aims for the Magic 6 sessions

STEP 1: Learn participatory methods (through experience) to identify issues that concern them

- Ice-breakers, Introductions and Group contracts
- More icebreakers: Making links between people in the group
- Reflecting on issues: Identifying issues they could look at together
- Identifying questions and activities to for their own next session
- Evaluation and follow up

STEP 2 Use these methods to reflect on concerns and choose how to find out more about their issue(s)

- Ice-breakers and Group contracts
- Reviewing the last session: What are our priorities?
- Reflecting on issues: Identifying a Theme for Change
- Identifying questions and activities to ask others
- Evaluation and follow up

STEP 3: Expand understanding by learning from others (own group, other peers, community)

- Learning with others – as planned
- Evaluation and follow up

STEP 4: Analyse learning and plan action for change

- Ice-breakers and Group Contracts
- Reviewing the last session: What have we learned?
- Reflecting on issues: How will we try to make change?
- Identifying action to bring about change
- Evaluation and follow up

STEP 5: Act for change using learning

- Taking Action on chosen change theme – as planned
- Evaluation and follow up

STEP 6: Share understanding further (evaluate, revise continue)

- Ice-breakers and Group Contracts
- Reviewing the last session: What have we achieved through our actions?
- Reflecting on issues: What has changed for me?
- Identifying learning to share with others
- Evaluation and follow up

3.2 Ice-breakers, Introductions, Energisers and Group Contracts

Figure 9 gives some tips for using ice-breakers. Examples include:



- **Objects**
Participants bring to the session an object that is important to them. Participants are split into smaller groups. Facilitator begins by choosing an object that someone else has brought and asks who it belongs to and the meaning behind it. That person then chooses another in the same way and so on until all the group have introduced themselves, their object and the meaning as to why it is important to them. [Jill@Article12.org]
- **Names and adjectives** 
Participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, “I’m Henri and I’m happy.” Or, “I’m Arun and I’m amazing.” As they say this, they can also mime an action that describes the adjective.
- **Tall stories** 
The leader starts a story with a sentence that ends in SUDDENLY. The next person then has to add to the story with his own sentence that ends in SUDDENLY. Continue the story until everyone has contributed. The story becomes crazier as each young person adds their sentence. Tape it and play it back. For example; ‘Yesterday I went to the zoo and was passing the elephant enclosure when SUDDENLY.....’
- **Agree/Disagree**
Participants are asked imagine a line and at each end are ‘Agree’ and ‘Disagree’ [and in the middle for unsure!]. Facilitators then read out statements to encourage members of the group to position themselves on the imaginary line as to whether they agree/disagree or are unsure. Start with funny statements and then you can introduce serious statements about your work together. Facilitators should generate discussion during this exercise to ensure the group can have their say but must also ensure they share facts with the group to ‘myth bust’. [Jill@Article12.org]




Figure 8: Things to consider when using Energisers

Things to consider when using Energisers

- ✓ Try to use energisers frequently during a workshop or meeting, whenever people look sleepy or tired or to create a natural break between activities.
- ✓ Try to choose games that are appropriate for the local context, for example, thinking carefully about games that involve touch, particularly of different body parts.
- ✓ Try to select games in which everyone can participate and be sensitive to the needs and circumstances of the group. For example, some of these games may exclude people with disabilities, such as difficulty walking or hearing, or people with different levels of comfort with literacy.
- ✓ Try to ensure the safety of the group, particularly with games that involve running. For example, try to make sure that there is enough space and that the floor is clear.
- ✗ Try not to use only competitive games but also include ones that encourage team building.
- ✗ Try to avoid energisers going on for too long. Keep them short and move on to the next planned activity when everyone has had a chance to move about and wake up!

Source: International HIV/AIDS Alliance 2002 p. 3 

3.3 Identifying Issues

Games can be used to help the group to identify or work on issues. Save the Children have a set of tools they have used in conflict situations that can easily be adopted for use in the PEER project . Many games can be used for example:

- **Community mapping:**
Participants are split into smaller groups to draw a map of their community with all the services, housing, places of worship, shops, places to eat etc. They will then write on pink 'post its' the things they like about their community and stick this to their map. On green 'post its' they will write the things they don't like and the things that they feel are missing from their community and stick these to the map. Group discussion and feedback matching strengths to challenges: Participants are asked, one by one, to share a positive place or experience that they have mapped and to say how these things help them to feel happy, healthy and safe in their community. After each example, facilitators ask if anyone has a challenge around a related issue. If so, this is shared with the group, if not another challenge is discussed. The group then helps identify what we can learn from the positive experience to improve the challenging situation. At the end, the group as a whole will have heard each other's community experiences both positive and negative. (@Article12)
- **The Respect Walk**
In a small group, take a walk around your community building, school, neighbourhood or town. As you walk, record significant places with photos or video. Make sure you start somewhere you feel all respected and end somewhere you all feel respected.
Everywhere you go ask yourselves:
 - ✓ Do I get respected here?
 - ✓ Do my rights get respected here?
 - ✓ Where and who helps me feel respected?

- ✓ What needs to change here, so that I feel respected?
[@O_Lark @TravellingAhead]

- The Balloon Game

Ask the group to draw a hot air balloon. They should make it large enough to write on and include the balloon, basket and ropes tethering it to the ground, the sun in the sky and winds that might blow them off course. Write in the sun the issue that children want to work on. In the basket, they should write or draw the people who need to be working together to help children and families living in their community. On the tethering ropes, write the restrictions that are keeping the balloon from flying. What are the challenges faced, and what might new challenges be? Inside the balloon, write what must be in place for the balloon to really fly and for the situation to improve for children and their families. Once the balloon has been drawn use it to have a discussion about how they might plan to achieve their goal.




3.4 Reviewing Previous Sessions

You can use a range of tools and activities to review. It is sometimes better to use physical or visual ranking before discussion. Examples include:

- The Continuum Line

The facilitator marks out a physical line from one end where “The person who really loved everything about the last session” would stand through to the other end where “The person who really hated everything about the last session” would stand. The facilitator explains that individuals are to place themselves on the line relative to these ends of the continuum and in relationship to others in the group. Once everyone had found a place individuals can be asked to describe where they are and what made them choose to be there. The exercise can be extended into a thought-storm or discussion of how the group could be changed so that everyone was much nearer the positive end of the line.


- A scrapbook

Children can be encouraged to create and develop a scrapbook using drawings, paintings, photography, ‘cut-outs’ from magazines, etc, to illustrate their views of the programme and key changes resulting from it. Probing questions can be asked to explore how the children expressed their views and participated in the programme, and whether there have been any changes, positive or negative, as a result of their participation. (Lansdown and O’Kane, 2014 p. 57 )

3.5 Prioritising and Making Decisions


The following examples use visualization and movement to prioritize or make decisions.

- Thermometer


Create a huge illustration of a thermometer before the exercise. This should be colourful, and include images to indicate hot (meaning important or popular) and cool (meaning not so important or popular). Hot images can include the sun, fire, chillies, fire engines, bubbling cauldrons, and can be two- or three-dimensional. The cool end can include icicles, snowflakes, penguins and polar bears etc. The topic to be discussed is split into subject areas. The ideas generated by individuals and small groups are written or drawn on sticky notes and placed on the thermometer (by the children or the leader) at the point that represents how hot the idea is. The group can reposition the sticky notes until a rough consensus is reached. If there is no agreement the issue can be placed into an area for later discussion. (Burton, Stephens and Dow 2010 p. 88 )



- Yes, No, Maybe

Place mats around the room which have the words 'yes', 'no' and 'maybe' written on them. Ask the children any closed question. Get them to go and stand on the mat that represents their view. Quickly record how they are distributed around the room and then use a pretend (or real) microphone to gather their opinions. Write those opinions down, preferably in a place where everyone can see your notes. (Burton, Stephens and Dow 2010 p. 108 )

3.6 Taking Action

There are a growing number of case studies of young people taking action. For example the *Respect?* Campaign was evaluated and provides 20 top tips for involving young people in campaigning  and an evaluation of the whole project. Examples of activities for taking action include:

- Action Grids

Each group reviews the issues they have already discussed and ranks them to show at the top of a pyramid the most important issues from their communities where they think they can take realistic and achievable actions. These will then be shared with the larger group. Having heard from each other the group decides as a whole one issue to make an action plan on. In small groups again, an action grid is produced to show what they want to do to bring about change on for this issue, why that is important, practical steps on how to achieve it and who needs to be involved. Participants then take a tour round the room to see each other's ideas. If there are too many ideas for the time you have, vote on which ones to take forward first and then repeat the action grids (without the why) for different steps of this action.

WHAT	WHY	HOW	WHO
A celebration	To learn about others	Book venue and advertise	Community members


[Jill@Article12.org, @O_Lark]

- Footsteps

This activity could be used to review a whole group or focus on specific areas and to consider what further action is needed. Before introducing the activity to the children, cut some paper or a chart into the shape of a footprint.




The tool may need 10–15 such footsteps. Introduce the activity to the children. Ask them to consider why they have been participating in any the group. What was its main goal? Once they have decided on the goal, one child is asked to write this as a statement of the goal on a sheet of paper. This sheet is placed on the ground at a spot far away from the children. The children will now have to lay the footsteps one at a time, with each footprint corresponding to a stage in their

path to reach their goal. Ask children what practical steps they have taken or been involved in to work towards the goal. As each footprint is laid on the floor the group discusses what the step represents, what was done, how progress was achieved and so on. Finally the group can consider whether their goal is achieved or how far is left to travel. (Lansdown and O'Kane, 2014 p. 22 )

- Stories of significant change


Following discussion or use of exercises such as footsteps children or other stakeholders can be encouraged to discuss, identify and share what they see as the most significant change brought about through children's participation, and why. It is also important



to listen to and record the reasons why they think this change is most significant. Significant change can be shared by children or other stakeholders on a regular basis through stories, poetry, drawings, paintings, drama, photos in diaries; or through drama, song, or puppetry, which could be filmed. Stories, drawings and drama can be effective tools in gathering information on behavioural or attitudinal and wider external outcomes – positive or negative. (Lansdown and O’Kane, 2014 p. 51 )

Section 4: Useful tips for working with others

4.1 Strategies for keeping people engaged in the group

To carry out effective participation work with any group there needs to be a level of trust. Where children and young people are more difficult to engage this can take some time. Horder and Davies (2012 page 14 ) in their toolkit for working with Gypsy and traveller children and young people say:

One of the most effective ways is to work closely with those adults who already have a good relationship with the children and young people. Some useful things to bear in mind:



- Manage the expectations of the young people with whom you're working. Attitudes can be difficult to change through small interventions and changes to policy can take time.
- Establish agreed collaborative 'rules of working' so both parties know what is expected of one another.
- Ensure that single sex groups have at least one worker of the same sex working with them.
- Be aware of the language that some Gypsies and Travellers use i.e. gorger/gadje means anyone who is not a Gypsy or Traveller.
- Working in any community facilities on site will increase your chances of having young people attend and participate. 

Figure 9: Tips for working with 'hard to reach' groups

Tips for working with 'hard to reach' groups

- ✓ Work with a partner/intermediary individual or organisation (e.g. specialist group; key individual)
- ✓ Form an alliance with individuals/organisations
- ✓ Ensure work addresses key issues for the hard to reach
- ✓ Go to 'outreach' location place e.g. where hard to reach individuals 'hang out' and are 'comfortable'
- ✓ Adapt methods of work to address specific barriers
- ✓ Provide information to the group - hard to reach group becomes better informed
- ✓ Adapt methods of work to be more acceptable to group
- ✓ Offer incentives for engagement
- ✓ Show respect and offer sustained commitment
- ✓ Maintain commitment by providing timely feedback
- ✓ Be seen to challenge discrimination and actively promote equality of opportunity

4.2 Working with people outside the project

The issues in working with adults in the community and policy makers have many things in common with engaging the group of children and young people. A useful workbook on involving stakeholders in children's health suggests a 5 point approach :

1. Defining the goals, scope, and institutional home of the engagement.
As in any endeavour it is important to have clear goals which focus on how the engagement of stakeholders might help with achieving your goals for children's participation. The scope of the engagement includes many different components, such as the size, composition, duration, and reach of the activity as well as the

breadth of issues included. Finally there may be other organisations who could help or provide a 'home' for the engagement process.

2. Deciding whom to engage.

There are three tasks involved in making sure the right stakeholders are present:

- a. Determine the specific types of stakeholder voices you need.
- b. Identify and recruit stakeholders.
- c. Monitor the group's membership.

3. Building the structure of the stakeholder group.

There are six tasks involved in building the stakeholder group structure:

- a. Develop a group identity.
- b. Define each stakeholder's responsibilities and overall timelines.
- c. Establish a suitable governing body for the group.
- d. Form workgroups to generate products.
- e. Establish strategies to keep stakeholders engaged.
- f. Plan for sustainability.


4. Convening the stakeholder group and disseminating products.

Three steps are involved:

- a. Establish mechanisms and schedules for convening and communicating with stakeholders.
- b. Generate concrete activities, products, and measurable outcomes.
- c. Disseminate products and achievements of your stakeholder group widely.

5. Assessing the quality and results of the engagement.



At all stages it is necessary to reflect on the quality and outcomes of engagement

(Albriton et al undated )

Your team might want to reflect on the questions shown in figure 11

Figure 10: Working with people outside the group

Working with people outside the group

- ✓ Who are the stakeholders? 
- ✓ How can we engage them?
- ✓ Engagement is not a one off – do we need a steering committee etc.?
- ✓ Involving people from the beginning?
- ✓ Making it relevant?
- ✓ Understanding their standpoint
- ✓ Training in child participation 

Section 5 Evaluation, Sharing Learning and Follow Up

Reviewing progress and sharing learning is an integral part of any action research approach. In the next few pages you will find the forms we would like you to fill in with young people taking part in the PEER (Subsection 5.1-5.3). It is of great importance that we have sufficient information on participants' views at the beginning, in significant stages and at the end of the project. So please make sure that we make a detailed and meaningful follow up of the participatory process.

- All forms (Evaluation Tools – ET) should be **translated** into your working languages before you use them, and once filled in, the content should be translated into **English** and **returned** to abel.beremenyi@uab.cat by the following deadlines.

PEER Evaluation Tools (ET) & requirements:

Initial Training evaluation

Form ET2A with **group** at the end of the Initial Training (May-July 2015) Deadline: **July 30th**

Form ET2B with **individuals** who participate at the Initial Training Deadline: **July 30th**

On-Going Group Work / Individual progress (Magic 6) Reflecting and following up group work at the end of every session (ET3B for your own records and EU funding).

Form ET3A is the 1st step of the Individual Progress Evaluation: it is about previous experiences, expectations, aspirations. It should be filled out by Roma children/youth in the 1st session of the Magic 6 capacity building training in September 2015. Deadline: **September 30th**

Form ET3B filled in at sessions 1-5 of the Magic 6 by Young Facilitators, NGO/University Staff involved, at the post-training discussion session (30 min). Keep it for your records as you will have to send it in with the EU funding paperwork. There is no need to translate it.

Form ET3C is the 2nd step of the Individual Progress Evaluation: it is about expectations, aspirations fulfilled/challenged. It should be filled out by Roma children/youth in the last session of the Magic 6 training in November/December 2015. Deadline: **December 30th**

Form ET3D is a key individual evaluation tool on how facilitators and staff members perceive the process (Initial training + Magic 6). Filled in by Young Facilitators, and NGO/University staff involved AT THE post TRAINING discussion session (30 min) in Nov/Dec 2015
Deadline: **December 15th**

Personal progress Collect these data on people's individual journeys and keep it safely. We will provide ways of sharing it anonymously later.

As well as the formal evaluation tools reflection on your own learning and sharing this with others is an on-going activity that supports learning in this project. There will be **web pages** in every country where young people can creatively share their experiences in this project and we will be setting up online conferences so that live discussions between groups can take place. In subsection 4.4 we have included some suggestions for how to do this but we would like to hear your ideas too!

We suggest that each team of facilitators and workers puts together an evaluation file with all of these documents and that individual facilitators and workers keep a reflective journal in which they record their own personal experiences and thoughts about the process.

5.1 Evaluating the Initial Training

WS2- ET2A Group End of Training Activity and Evaluation Sheet: Fire in your step

Addressed to: Trainees

Return this to abel.beremenyi@uab.cat by July 30th 2015

To close the initial training session, trainees should think about hopes and aspirations they will take forward to the next stage of the project. This exercise is an important part of the evaluation.

ACTIVITY: Sit in a circle and give everyone a pen and post it notes.

1. **In pairs**, ask everyone to write on a post-it note an area of everyday, community or political life or policy where they think Roma young people already participate in decisions and actions that influence their lives and could bring about positive change. (5 mins)
2. **In the whole group**, get people to stick these areas of everyday life on the wall and group them into themes. Discuss what is going well then add other areas of life where they think this participation should be happening [e.g. school, non-formal education, local cultural events, sports, drug prevention, etc.]. Select up to 5 themes that are relevant to their working environments. (10mins)
3. **In small groups**, chose 1 of the selected themes. Put the chosen theme in the middle of an A0 page, then draw a rocket around it. To the left write the uplifting energy, what is going well for children and young people's participation in this theme area. To the right, note down the gravity, what is dragging participation in this area down. You can give the groups the recording sheet for this activity to help them think of things and the prompt examples below. Discuss how they hope PEER will help them to achieve progress in Roma young people's participation in these two themes. Write all of their aims on post it notes and put it underneath the rocket as 'booster fire' that will help their rockets take off. (15 mins)
4. **In the whole group**, take photos of all of these rockets and encourage participants to share ideas and choose which rocket booster ideas they will take away with them. (5 mins)

PROMPT Questions

1. **What is going well for local Roma young people's participation on this theme now?**

Examples:

Scope: *diversity within the participants, which part of the whole process, level of involvement (consulting, collaboration, child-led)*

Quality: *effectivity, relevance for the children, correspondent to the ethical principles, inclusiveness, transparency, reflective, sustainable, etc.*

Impact: *on the target group, on peers, on families, on NGO/institution, etc. Short, mid-, long-term ? On an individual or Collective level? etc.*

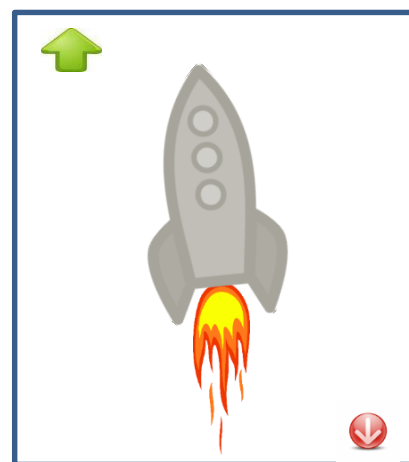
Other: *any other aspects that come up in the discussion*

2. **What needs to change so that Roma young people can participate in decisions and actions in these or other areas?**

Examples

Structures - *no formal "spaces" of children/youth participation/ Roma children and youth excluded from spaces*

People *(say who – e.g. schools / parents / Roma and non-Roma peers / NGOs) discourage any form of active participation in local decision making. .*



Information and Consultation Information on public policies and local initiatives/opportunities is not shared. No public debate is organised. Young Roma are not consulted.

Training Teachers' / community workers/ decision makers lack training in participative and empowerment approaches.

Negative experiences Roma young people and families' have had poor experiences (e.g. with decision makers/workers or trying to actively participate in local communities). Organisations and interventions are disempowering.

3. How will PEER help us achieve progress on Roma children and young people's participation?

There may be many different ways that you hope PEER will help you, your organisation and other Roma young people to create a more positive environment and supportive energy for Roma young people's participation. These are just a few examples. **Examples of changes in attitudes, behaviours and resources:**

	TYPE OF OUTCOMES (BEHAVIOURAL / ATTITUDE/RESOURCES)
Structures	create more flexible spaces for participation of Roma children where they set common objectives.
	We will provide dedicated worker time to support Roma young people's participation
	Etc.
Roma Children (Roma & non-Roma Peers)	greater awareness of rights
	greater self-esteem and self-confidence
	acquisition of skills (communication, problem-solving, negotiation, etc.)
	Increased level of participation in terms of quantity and quality
	Critical awareness of and reflections on present situation and possibilities (opportunity structures)?
NGO Staff / Young Facilitators / University Researchers	Recognised agency and its impact on its environment?
	higher level of awareness/sensitivity of children's rights and needs
	greater understanding of children's capacities and higher capacity to support them towards participation
	willingness to consult children
	commitment to strengthening participation
Organisations/ programmes (projects) one belongs to	Etc.
	Organisational change towards the respect and inclusion of children's right
	Children's participation as a cross-cutting principle
	Awareness of the virtues and risks of children's participation
Institutions, local organisations (others than the ones we participants belong to)	Etc.
	change in organisational culture towards greater respect for children's rights
	Willingness of greater power sharing (in terms of age)
	Mainstreaming children's rights and a general children-focus
Community stakeholders	Etc.
	awareness of children's rights
	willingness to involve children in decision-making
Etc.	Etc.

WS2- ET2A Evaluation sheet - a way of creating a record of these challenges, hopes and aspirations in a way that will enable us to compare different places.

1. What fields of everyday life of Roma young people's participation did you focus on?	2. What is going well for local Roma young people's participation in these fields now?			3. What needs to change so Roma young people can participate in decisions and actions in these areas?			4. What do you hope to achieve through PEER?
	Scope (1-5)	Quality (1-5)	Impact (1-5)	THINGS	Our own organisation / OTHER Civil society/political/education PEOPLE	ROMA YOUNG PEOPLE'S/ FAMILIES	Choose action points – energy or fire - that you think you will be able to achieve through PEER
	Diverse? Range of areas where influence can occur? On-going/ one off? Involvement/ influence?	Effective? Relevant? Inclusive? Transparent? Ethical? Reflective? Sustainable?	On target group/ peers/ families /NGOs /state parties? Short/mid/long term? Individuals or whole group?	Structures/ spaces? Resources? Information?	Attitudes? Behaviours? Knowledge?	Negative experiences? Confidence?	
EXAMPLE: School	4/5 School council involves young Roma	2/5 The school council is only consulted about fun activities	1/5 young Roma are excluded from these fun events because of low income		Teachers lack confidence to facilitate broader participation	Experience of participation that makes no difference to them or makes exclusion worse	We will create a space in which Roma young people and teachers can gain skills and confidence.

Return this to abel.beremenyi@uab.cat by July 30th 2015

WS2- ET2B – End of Initial Training Individual Evaluation Sheet

Addressed to: Participants of the training - Translated Sheets to be returned to abel.beremenyi@uab.cat by **July 30th**, 2015

Please fill this in so that we can understand what you have learned from the training and what we need to change. Please fill in the first side at the beginning of the training and continue with the rest of the questionnaire at the end of the training session. **Please make up a name for yourself, to protect your privacy – but try remember it so that you always use the same one in the evaluation.**

Name of Group		Your Age	
Place of training		Sex (M/F)	
Date of Training		Ethnicity	
Trainers' names		Nationality	
		Your status (e.g. facilitator, NGO worker, university student, etc.)	
		Your made up Name	

1) What sort of information, skills or knowledge did you **INITIALLY** expect to build in this training?

(Write them in the first column)

Fill in in the BEGINNING of the training	Fill it in in the END of the training	
Information / skills / knowledge expected to obtain	Did I learn this during the training day?	Do I think I will learn this after trying out the activities with other young people?

Now you have completed the training. Please go back to the grid on the first side of this questionnaire and let us know whether you feel you have learned what you wanted to learn by putting a tick ✓ or **YES** to say you have learned it, or a cross ✗ or **NO** to say you have not.

2) How would you define the main OBJECTIVES of the training day?

Please mark your opinion on a scale of 5, regarding the next question.

3) Do you think that the training has contributed to improving your future work with children?

----- 1 ----- 2 ----- 3 ----- 4 ----- 5 -----
Not at all Very much

4) In what sense (if any) will it improve your future work with children?

Please mark your opinion on a scale of 5, regarding the next question.

5) Do you think that the training has armed you with sufficient **TOOLS** to support Roma children's participation and empowerment?

----- 1 ----- 2 ----- 3 ----- 4 ----- 5 -----
Not at all Very much

6) Please describe what are the most important things that you have experienced/learnt in this training?

7) What would you suggest to improve the trainers' training bearing mind its main objectives?

Please return this form to trainer. We would like to ask you more about this again, when you finish the pilot Magic 6 sessions (November-December 2015).

5.2 Evaluating On-Going Group Activities

WS2-ET3B - Meeting session sheets

This form is filled in at sessions 1-5 of the Magic 6 Capacity Building process by Young Facilitators, and NGO/University staff involved AT THE **POST EVENT** discussion session (30 min). There is no need to translate this into English. **Keep it for your records.**

Name of Group		Partner NGO name	
Session number		Details of participants	
Session Date		Position (NGO, university staff, young facilitator, other)	
Today's Date		Ages and number of participants	
Staff involved		Gender	
		Ethnicity	

What were the AIMS and OBJECTIVES for this session? Describe it with your own words.

Please list the ACTIVITIES that were used? Which worked well? Which presented difficulties? Why? How would you improve them? *Please give a detailed description based on your professional experience and/or your feelings about the activities: When did you feel activities worked out as planned? Any other experience, feeling?*

What were the main ISSUES that emerged? Were there any discussions on them? Did they come to a decision? How? *Please describe with details which ISSUES generated special attention, disagreement, strong feelings among the Roma children/youth? How? Why?*

SCOPE OF PARTICIPATION 1. At what stages of the session were children more pro-active, more autonomous, more creative? Please describe the stages/activities of the session and the LEVEL of participation the children were involved, in each of the stages/activities. In the box, put some description of why you think the activity was more consultative/collaborative/child led

(If necessary, prepare a copy of the training manual pages where children's scope of participation is described review these in your post-training session).

	Consultative	Collaborative	Child-led
Stage/Activity 1 (ex.: Ice-breaking exercise)			
Stage/Activity 2 (ex.: Situation analysis)			
Stage/Activity 3 (ex.: Planning – what to do)			
...			
...			
...			

SCOPE OF PARTICIPATION 2. At what stages of the session had some children/youth more to say, or less to intervene/participate? Please describe to what extent ALL participant children got involved in the activities in an active way, by different factors of inequality. Do you think there were children who participated more than others in the activities? Were there children who remained invisible throughout the activities?

	Age	Gender	Ethnicity	Families	Social-economic status	Experience in partic. projects	Previous Relation with NGO
Stage/Activity 1 (ex.: Ice-breaking exercise)							
Stage/Activity 2 (ex.: Situation analysis)							
Stage/Activity 3 (ex.: Planning – what to do)							
...							
...							
...							

Reflecting on these different level of participation ...

How could we IMPROVE the session? How could we include anyone who was left out/bored? What strategies would you recommend?

Any information/support you need for the next session? Any concerns to discuss with colleagues/ take to supervision?

WS2-ET3C – Evaluation at the end of the final Magic 6 Capacity Building session

Addressed to: Young facilitators, NGO/University Staff involved at the post-training discussion session

Translated Sheets to be returned to abel.beremenyi@uab.cat by **December 15th**, 2015

This form is filled in at the FINAL sessions of the Magic 6 Capacity Building process by Young Facilitators, and NGO/University staff involved AT THE post TRAINING discussion session (30 min). Keep it for your records.

Use information you have gathered using more informal activities with young people to help you fill in this form.

Name	
Partner name	
Group name	
Age Range	
Gender	
Date of last session	
Category (ex. NGO worker, Roma facilitator, univ. students, univ staff, etc.)	

In general terms do you think participating in PEER training was useful FOR YOU?

----- 1 ----- 2 ----- 3 ----- 4 ----- 5 -----
Not at all A lot

Please comment why it was useful? What are the most important things you learnt?

Looking back to TRAINERS' TRAINING (in May, June): Do you think that the knowledge, skills, abilities build in that training, contributed to improve the 6 Skill Building session with Roma children/youth?

----- 1 ----- 2 ----- 3 ----- 4 ----- 5 -----
Not at all A lot

Please detail what, in what sense (knowledge, skills, abilities, strategies, tools, etc.):

What would you SUGGEST TO IMPROVE THE TRAINERS' TRAINING in order that trainer can better guide Roma children/ youth in an empowerment process towards meaningful participation?

Did you find it useful to apply participatory tools, and to rely more on children's / youth's own decisions?

Did using these new tools make a difference in your work with children/youth? If so, what was most useful?

Do you believe that any progress has been made towards the goal that your group set?

1 ----- 2 ----- 3 ----- 4 ----- 5

Not at all

A lot

Tell us what helped or hindered that progress?

What, if anything, helped create a culture/environment that supported Roma young people's participation?

SCOPE AND LEVEL OF PARTICIPATION²

- To what extent children were involved in different stages /activities of the capacity building process (Magic 6)?

Stages of the project	Level of children's participation	Children not involved	Children consulted	Children's collaboration	Child-led/ initiated/ managed
Identifying the problem					
Use & choose					
Expand w/ others					
Analyse & Plan					
Taking Action					
Achieving Change					
Share & Evaluate					

Please answer the following questions:

- In what stage/activity did we achieve the highest level of participation?
- In what stage/activity did the sessions show difficulties to increase children's participation? Why?

To what extent are you satisfied with the participation of the group in terms of cohesion?

1 ----- 2 ----- 3 ----- 4 ----- 5
Not at all Very much

Did all the members show the same level of participation in each stage? *If no, describe the differences.*

Can the differences be due to different aspects of inequalities? [Gender, age, social-economic status, family's status, school-achievement, previous experience in participative projects, etc.]

² Table adapted from Lansdowne and O'Kane, 2014

5.3 Recording personal progress

Activity to support self-evaluation of personal progress: ‘Google-self’ evaluation PEER Project [Jill@Article12.org]

Rationale

To aid the process of reflection in evaluation by examining the learning and development of participants, their progress made in realising their goals within the project, how life’s factors influence those realisations and identifying where barriers to learning and development can occur.

Aims and objectives

- To afford participants the opportunity to plot their progress and learning within the project.
- To provide participants with a self - made tool for evaluation.
- To present participants with a transferable self-empowerment tool for practice within their own projects.

Methodology

Facilitators will beam Google Earth on to a screen. The group will be asked to imagine any place in the world they desire to visit and will be beamed to that place using Google Earth. Once there they will have to think about the barriers they might face, for example; how to visit specific places, having the right currency, knowing the language or culture etc. The group will be asked to consider potential solutions to overcoming these barriers in order to reach their chosen desire. The group will then be beamed out and asked to consider in the same vein their ‘google-self’ evaluation.

Participants will be presented with an example ‘google-self’ evaluation to ensure they understand the process.

The group will be asked to plot their current position according to their ‘google-self’ [below], where they would like to be and when. They will also be asked to consider and write along the line the ‘life’s factors’ [positive and negative] they feel may influence their ability to achieve their learning and development. The ‘google-self’ evaluation will be completed during session 1 and then again in session 6 so that participants will be able to evaluate their progress as a result of being part of the training.

A smaller scale version of the tool is included here. A separate document can be found here [LINK]

WS2-ET3A & ET3C Individual Progress Evaluation

Addressed to Roma children / youth who participate in Magic 6

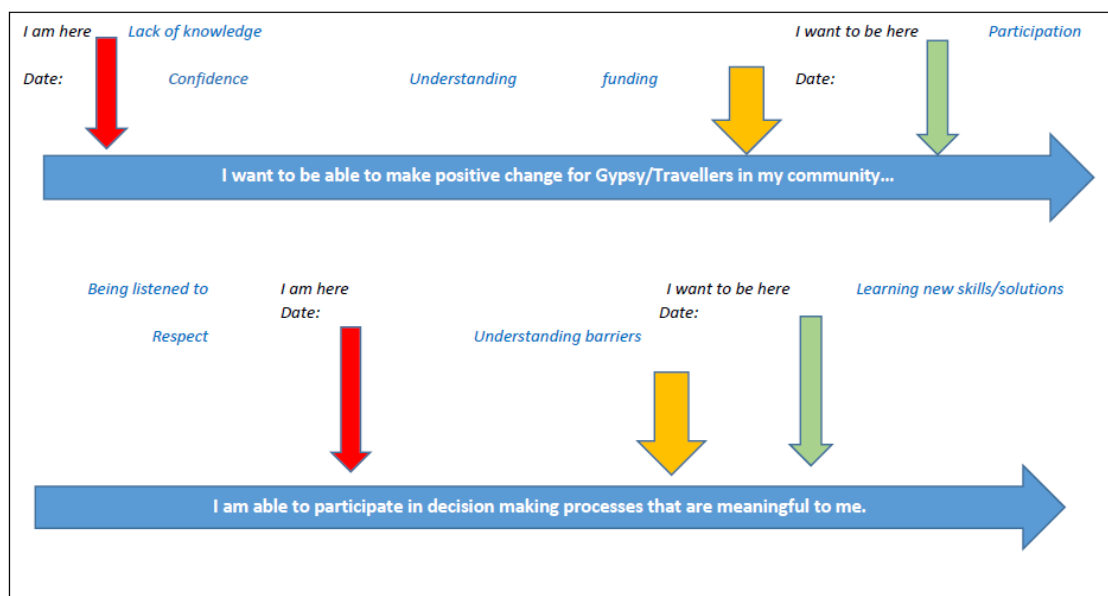
Example of how to fill in your Google-Self



Welcome to
your
Google-
Self

Use this to
show us where
you are when

you started in the PEER group (Red Arrow), where you want to go (Green Arrow) and where you finish at the end (Amber Arrow). Use words and to show what helped you travel on your journey.



WS2-ET3A and ET3C

WS2-ET3A

This is the 1st step of the Individual Progress Evaluation: it is about previous experiences, expectations, aspirations. It should be filled out by Roma children/youth in the 1st session of the Magic 6 capacity building training in September/October 2015.

Addressed to Roma children / youth

Translated version of this sheet to be returned to abel.beremenyi@uab.cat by **October 30th**

This form can be returned with the second version WS2 –ET3C if both are completed by this deadline.



Please make up a name for yourself, to protect your privacy – but try remember it so that you always use the same one in the evaluation.

Name:

Age:

Gender:

Name of Group:

Have you already taken part in participation activities (making decisions or trying to create changes)? YES ☐ NO ☐

If YES, please tell us what you did:

Do you think that children and young people can participate in the decision-making or making changes in your neighbourhood? YES ☐ NO ☐

If YES, please tell us what children and young people can do:

Above the arrows,
mark the point you
are starting from
and where you
want to go.

At the end of PEER,
you will mark the
place you get to.



In this arrow, please write a key desire you would like to achieve from being part of PEER.

In this arrow, please write what you would most like to learn from being part of PEER.

Not at all 1 2 3 4 5 A Lot

I am able to participate in decision making processes that are meaningful to me...

Not at all 1 2 3 4 5 A Lot

I believe I am able to make change happen for me and my community...

Not at all 1 2 3 4 5 A Lot

Adults listen to me and allow me to be part of decisions that affect me and my community...

WS2-ET3C

This is the 2nd step of the Individual Progress Evaluation: it is about expectations, aspirations fulfilled/challenged.

Addressed to: Roma children/youth in the last session of the Magic 6 training in Nov/Dec 2015

Translated version of this sheet to be returned to abel.beremenyi@uab.cat by **December 30th**

Please try remember the name you have made up for yourself and use that to protect your privacy.



Name :

Age :

Gender :

Name of Group :

Have you already taken part in participation activities (making decisions or trying to create changes)? YES ☐ NO ☐

If YES, please tell us what you did:

Do you think that children and young people can participate in the decision-making or making changes in your neighbourhood? YES ☐ NO ☐

If YES, please tell us what children and young people can do:

WS2-ET3C

Above the arrows, mark with a date the point you are starting from and where you want to go.

At the end of PEER, mark the place you get to. You could also tell us why you did or did not move forward.



In this arrow, please write a key desire you would like to achieve from being part of PEER.

In this arrow, please write what you would most like to learn from being part of PEER.

Not at all 1 2 3 4 5 A Lot

I am able to participate in decision making processes that are meaningful to me...

Not at all 1 2 3 4 5 A Lot

I believe I am able to make change happen for me and my community...

Not at all 1 2 3 4 5 A Lot

Adults listen to me and allow me to be part of decisions that affect me and my community...

At the end of Peer, mark the arrows to say how much you agree or disagree.

At the end of PEER, mark the place you get to. You could also tell us why you did or did not move forward.



Not at all 1 2 3 4 5 A Lot

By taking part in PEER Project I have been able to make positive changes for my community

Not at all 1 2 3 4 5 A Lot


My views and opinions were taken into account during the workshops with PEER

Please write in the arrow above a change that has either happened for you or your community from being part of PEER.

Please write in the arrow above a barrier [if any] that has made it difficult for you to participate in PEER Project.

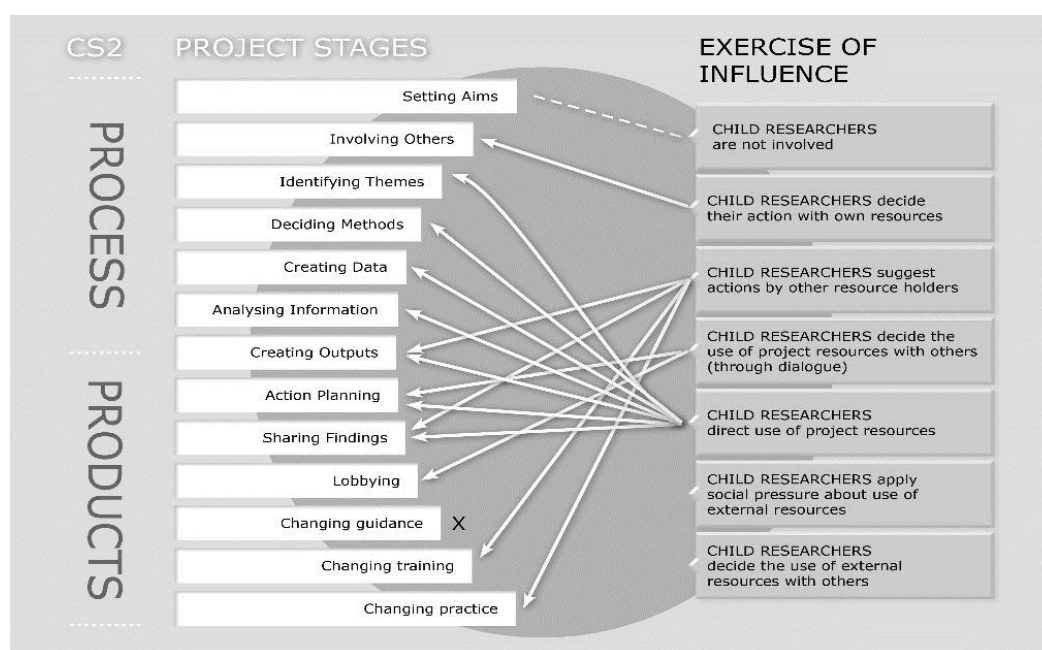
Please write in the above arrow a new desire that you would like to achieve from the next time you are part of PEER Project.

5.4 Other approaches to evaluation

A number of additional approaches might also be used to record individual progress. Children can make an audio/video diary or scrapbook; they can record individual stories of most significant change (see section 3.6); before and after confidence ratings (Lansdown and O’Kane, 2014 p. 20 ); using drawings and paintings with recorded reflections and so on.

Young people can also be involved in collective reflection on how much they influenced the participatory process (your group sessions together) and the products of this (any change that they managed to achieve). One way of doing this is by creating a lattice of participation, in which you people list the stages they went through together and then they think about what resources they used in different stages (e.g. their own ideas, the project equipment and space, community venues and support, municipal finance etc) to help them have any influence. Once they have thought of all of the resources they can link these to the different stages of the research process to make a lattice.

Figure 11: Changing levels of participation in different activities



Larkins, Kiili and Palsanen, 2014 [@o_lark]

5.5 Sharing your learning in other ways

You can share your learning in many creative ways for example:

- *Performing*: Producing a play or drama to demonstrate key things learned
- *Social Media* sharing learning on-line through Twitter or Facebook
- *Videos*: this might include interviews with group members, demonstrations of key activities and so on. These can be shown to relevant audiences or shared on the PEER web site.

- *Reports:* creating Powerpoint presentations, cartoons, or written reports to share with others, Roma young people involved in PEER could write a plan about how to put all of this together. Here's an example.

EU PEER project: UK young reporter plans

Experienced Roma young people involved in delivering the training will act as reporters, collecting stories about work done by other young people around the country. They will be able to use the reporting materials they produce as part of a portfolio of evidence that will help them get accreditation of their learning. These are their reporting guidelines:

Blog (300- 400 words or audio record this)

Blog about your own experience. What was the training session like, how many people participated, what activities did they get involved in? What did you get out of it, and how will you use what you have learned in the future? What worked really well and what do you need to develop? If you prefer you can audio record your blog.

Photography













Take photos of issues, plans for future action and trainees engaged in the activities, groups and individuals, capture moments where the groups are concentrating and where they look like they are having fun.

Audio clips or video

Interview other people using these questions. What did they enjoy about the training event, what have they learned, how will it help them in their work with others? What messages would they like to give about their involvement which other young people might benefit from?

You must always gain consent from young people, and, if they are under 16 from their parents. Get consent for the story or film you produce by showing it back to the individuals taking part and then check that their consent to this is signed. Stories, photos and film about our PEER activities will be posted on the PEER website or a closed Facebook group. [@JLWestwood, @O-Lark & jill@article12.org]

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