PANDA Training Toolkit

Part 2 – Challenges and possibilities

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Content

General Introduction

The training toolkit has been designed as part of the Erasmus+ PANDA project. It comprises four component parts as follows:

- Part One focuses on the law, UNCRC, General Comments
- Part Two focuses on challenges and opportunities
- Part Three focuses on social/group participation
- Part Four focuses on methods and tools

Each part can be delivered as a stand-alone training exercise or delivered sequentially. The training toolkit complements the web-based resources designed as part of the Erasmus+ project. Facilitators and participants are strongly advised to engage with these alongside the toolkit.

1 Commencing part 2: Challenges and possibilities

The facilitator invites participants to say who they are, where they work and one talent they have.

2 Group rules

The facilitator invites participants to identify some group rules by which the group will operate and which could include:
- Confidentiality - what is said in the group stays in the group
- Everyone is equal in learning
- Ensuring space for each to learn from each other, to share and to inspire each other
- Ensuring space for all to contribute
- Valuing the contributions of everyone whether or not they are agreed with
- Creating learning for each other and the organisation as a whole
- Giving constructive feedback only.

3 Aims and objectives of the training session

The facilitator outlines the aims and objectives of the training session. This element of the training toolkit focuses on barriers and opportunities that professionals experience in implementing children's participation rights in practice. The aims are to:
- Learn and develop through others

- Actively search for what works by sharing experiences and 'good' practices (i.e. also learning about a process or trajectory which was difficult and maybe not having the result we've expected) and finding ways to do more of that
- Explore the barriers faced by professionals in implementing children's participation rights (as defined in the UNCRC) in day-to-day practice
- Explore the barriers faced by professionals in hearing, involving children and letting their voice sound in decision-making in day-to-day practice.
- Learn what true partnership with children is
- Through learning and sharing we want to deepen and sustain what works
- Increase awareness of approaches, used strategies, to address these barriers
- Improve awareness of the opportunities for professionals to implement children's rights as defined in the UNCRC in day-to-day practice
- Inspire professionals to become involved in organisational and structural systems that seek to become children's rights centered in policies and practice.

For this part we use appreciative inquiry during the whole process (Barrett, Fry, & Wittockx, 2012). We examine success, how it was achieved and how it can be maintained and be built on it?

Section A: Set the learning mind: appreciative sharing of learning

Purpose of exercise

The purpose of the following exercises is for participants to consider what is already going good in ensuring participation of young children. Reflecting on their own practice and searching for the feedback they already received from young children.

Instructions
- Ask the following questions to think through how they ensure partnership with children:
    - What does this mean for you? How would you describe this?
    - What did you learn that works?
    - What feedback you've remembered the most, have you ever received from a child/young person about this?
- Divide people into groups of 2-3 (online: breakout rooms)
- Invite participants to list very curious to each other, and only asking questions to get more detail
- Each participant gets 7 minutes and then switch role
- Bring the group back together and ask for feedback.
- Each participants give the following feedback:
    - What golden tip did you hear?
    - What did you find most powerful in your colleague?

Section B: Amplify and discover the practice of giving voice to children and young people and managing to sound their voice in the whole trajectory: getting concrete detail

Purpose of exercise

The purpose of this exercise is for participants to consider their current work with a child and think about what they are already are doing and analyse what's making this good practices.

Instructions

- The facilitator invites each participant to think of a child with whom they have had professional involvement.
- The facilitator asks participants to reflect on the following questions:
    - How and when do you involve children in the process? How do you give them a voice? How do you ensure that the content of your speech with children is also fed back to parents and network?
    - What are you already doing? What motivates you to do that? What works in that? What do you see others doing in that?
    - What tools do you use/ are helpful?
    - What does this require of you/your team/ of the organization to be able to do this?
    - If we were to ask children, young people and their parents and network what has worked, what has made a difference, what would they say now and in the longer term?

- If it is an online session, please use a padlet to report the most important discussions of the group

- Feedback in group:
Greatest learning for yourself, for your team and for the organisation for the future?

Section C: Tackling challenges

Purpose of exercise

The purpose of this exercise is for the group to think about how and in what ways they, their teams and their organisations can turn obstacles into opportunities and break down the wall! Create vision and explore opportunities and stimulate them to come with solutions for the different levels practice, team- and organisational level. See also: [Challenges and possibilities](#)

Instructions

- The facilitator invites people to think individually about obstacles and challenges and to define for themselves the biggest challenge that currently lay ahead of them.
- If it is an online workshop, let them formulate there challenge in the chat
- The facilitator invites people to get back into their groups of 3
- Let them exchange per 3 and give them the task to question each other solution-focused about their challenge:
  - Invite them to vison what they would like to see in the future:
    - What would your 10 be?
    - Score and what's already in it?
- Let them help each other to come to the next concrete action, given the following questions:
  - What would be helpful in that? Who (yourself/team/region/policy) can do what?
  - What are the 3 resources within your reach to meet this challenge?
- Let them conclude their thinking by mentioning which qualities they have heard from this conversation from their colleague
- Call back the groups
- Gather feedback or the most important lessons from each group, structured by the following questions:
  - What have you heard that works and would you suggest doing to deal with these challenges?
  - What recommendation do you think children parents and their network would like to give us?
  - What do we need to do more/differently from the organization to support this?

Section D: Ending the session: move to action

The facilitator brings the group together and asks the group to reflect on:
- One new thing they have learned
- One new thing they will do differently in practice
- One new thing they will ask their team, organisation to consider in terms of policy/practice changes

Section E: Follow-up session

- If you have a follow-up session you can start with a video:

Dan Siegel: Me + We = Mwe

Dan Siegel, clinical professor of psychiatry at UCLA, suggests we create a new word, MWe (me+we), to represent that we are an individual self (me) linked and interconnected to everyone and everything else (we).

- And then ask everyone: If you are thinking of partnership with children/network or professional partners and your greatest strength in it, what would you like to share with us?
- In pairs, let them exchange: they listen and only ask questions to explore more details about what the other has done, 'What else? What else?...
- Bring the group back together and ask for feedback: let them compliment their colleague

References

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