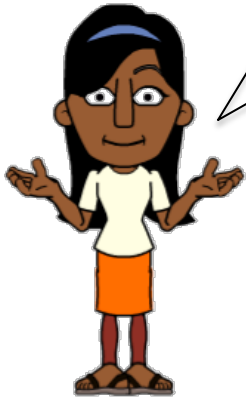


THE ARTICLE **15** RESOURCE KIT





What is **Article 15**?

Article 15 of the *Convention on the Rights of the Child* that says:

"Children have the right to meet together and join groups and organizations as long as this does not prevent other people from enjoying their rights"

The Convention on the Rights of the Child was adopted by the United Nation in 1989. Since then almost every country in the world has ratified the Convention guaranteeing children's right to survival, protection, development and participation. Article 15 of the Convention is concerned with the rights of children to freedom of association and to freedom of peaceful assembly, meaning children have the right to meet together in groups as long as it does not take away the rights of others.

What is the **Article 15 Resource Kit**?



This resource kit shares tools developed and improved through visits with children in their own clubs and in regional workshops with children representing their child groups from Colombia, Peru, Ecuador, Nicaragua, Guatemala, Honduras, Nepal, Sri Lanka, the Philippines, and India.

This resource kit includes tools that can help ANY children's groups think about, plan, improve and monitor how it is organized. Thinking about how a group is organized involves being transparent (clear to everyone about how it is run), just (or fair), and inclusive (open to including all children). The kit also includes experiential games, which can help reinforce the values of being a good children's group.

The **Article 15 Resource Kit** includes 20 tools within 10 modules. Each module addresses a different topic of children's groups, such as: *Who we include as members*, and *How we organize and manage ourselves*. Within each module there are tools that can help your children's group explore that topic.

SECTION 1: Preparing for and Using the Resource Kit



MODULE 1 Introduction

This module provides an overview of the structure and purpose of the resource kit. It provides suggestions on how to use the kit in children's groups, and shares potential outcomes from using the kit.



MODULE 2 Exploring the Role of Adult Facilitators

- 1** Ideal Adult Facilitator
Body Map
- 2** Good/Bad Adult Facilitator
Drama

This module helps adults reflect on their role as a facilitator and a supporter of children's groups. It encourages adults to consider how their position of power can be used well or poorly when engaging with children's groups.



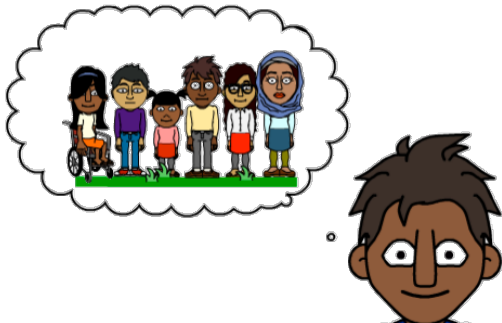
MODULE 3

Exploring What is a Good Group

3 Good Group/Bad Group Drama

4 'H' Assessment

This module helps members establish a definition and vision of a “good” children’s group, by identifying existing group strengths and weaknesses and areas the group would like to improve.



MODULE 4

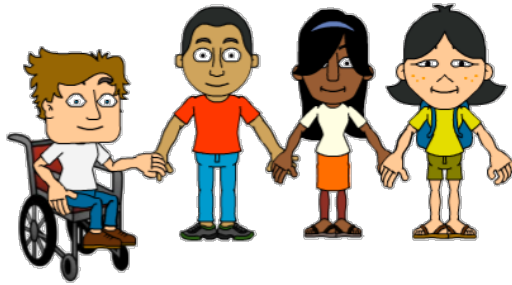
Planning Improvements to Our Group

5 Re-Scripting Drama

6 Vision Tree

This module builds upon all the reflections and lessons learned by children’s groups using the Article 15 Resource Kit. The tool enables children and adults to identify a vision and to develop an action plan to improve their children’s groups.

SECTION 2: Looking Inside Children's Groups



MODULE 5 Who We Include as Members

- 7** Members Chart
- 8** Inclusion Circle
- 9** In the Group/Out of the Group Drama

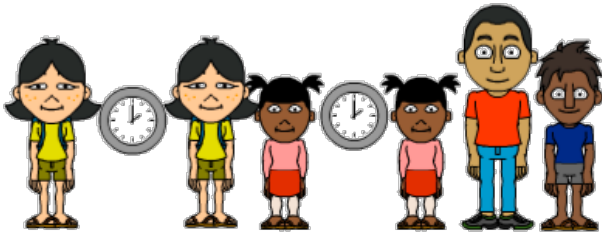
This module can help a *children's group* identify membership patterns and develop ways of becoming a more inclusive *group*.



MODULE 6 How We Organize and Manage Ourselves

- 10** Organizational Diagram
- 11** Decisions Chart
- 12** Daily Settings Chart
- 13** Friendly Interview

This module helps *children's groups* to reflect on how they organize themselves and create roles for members. The tools enable *groups* to identify and reflect on the balance of power between different members to find ways for all members to have an influence on decisions.



MODULE 7

How We Keep Our Group Going Strong Over Time

14 Our Group's History

This module helps children's groups explore the history of their group and changes in membership over time. The tool can be used to discuss and plan strategies that will keep the group going when members leave.



MODULE 8

How We Protect Ourselves Through Our Group

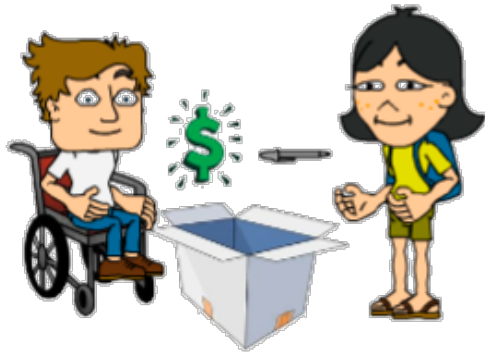
15 Child Protection Drama

16 Protection Pathways

17 Analyzing and Preventing Risks

This module helps children's groups reflect on the importance of child protection, and the roles that groups can play to protect girls and boys through their group activities. The tools also include analysis of risks that girls and boys may face through their participation, and strategies to reduce such risks.

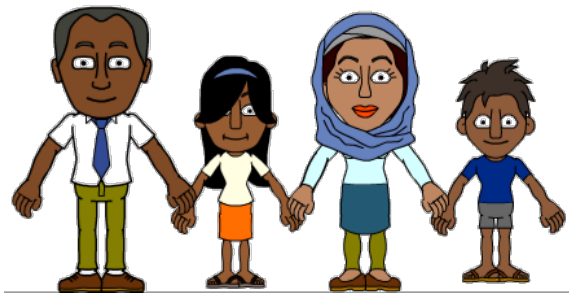
SECTION 3: Looking Outside Children's Groups



MODULE 9 How Get and Use Resources

18 Community Resource Map

This module helps children's groups identify resources in the community that may help support their efforts. This may include social resources like adults or other children who might help your group, material resources, as well as physical resources like meeting spaces.



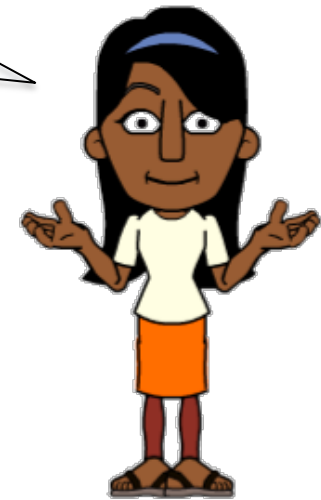
MODULE 10 How Adults Work With Our Children's Group

19 Power Ball Mapping

20 Circle Diagram

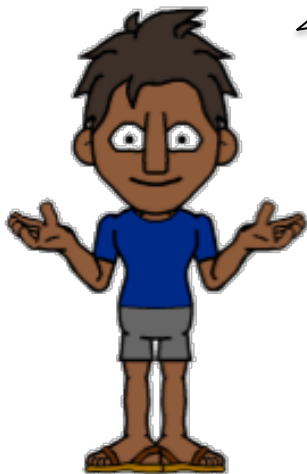
This module helps children's groups analyze power relations among different groups in their community. It helps children identify adults and institutions that are influential for their group, and to identify ways to strengthen partnerships with adults and other relevant organizations.

Is every **tool** new?



Each of the tools has its own history about how and why it originated. Many of the tools are new but some may have already been adapted for use in other, different contexts. We therefore extend our acknowledgements and appreciation to all the practitioners who have played a role in developing, sharing and adapting participatory tools such as these.

Develop & Share **Your Own Tools**



Your *children's group* may have tools that you are already using to strengthen your groups. Or, after using the tools in the Article 15 Resource Kit your *group* may want to develop some new tools. We encourage you to develop and share new tools that help reflect and improve inclusive, clear and fair *children's groups* that more children and adults can learn from! Go to the Article 15 Project website, www.crc15.org, and share them in the section called **Share Resources**.

The **Article 15 Resource Kit** also includes 4 experiential games. Each game has a set goal for the group to discover. It helps the group think about what they have learned through a tool in a fun way. The list of the tools and the modules that they best work with are below:

GAME	Works Best With...	Description
Spider Web and Balloon Game	Module 5	In this game your group will reflect on the qualities and importance of active membership. You will also discuss the importance of inclusion and teamwork to support each other and to achieve your goals.
Paper Chain Game	Module 6	In this game you will reflect on key values and skills involved in working as a children's <i>group</i> . These skills may include: planning, communication, cooperation and inclusion of all group members to overcome challenges and to achieve your goals.
Balloon Game	Module 8	Your <i>children's group</i> will explore protection risks faced by children from different kinds of abusers, and strategies for <i>children's group</i> members to increase their protection.
Crocodile River Crossing	Module 9	This game encourages collaboration and effective use of the your <i>children's group's</i> available resources to achieve your goal.



What to look for in each **tool**.

OBJECTIVE

This section will give you an idea of what the tool is all about.

MATERIALS

Here you will find a list of the *ideal* materials for each tool. These are suggestions and may need to be changed to include materials that are available in the local context.

TIME

The estimated amount of time it will take your children's group to use the tool.



Good Group Bad Group Drama

OBJECTIVE
To identify characteristics of a 'good' children's group in order to develop strategies for becoming a better group.

MATERIALS
Larger flip chart paper or blackboard, markers, chalk

TIME
30 Minutes

Key Questions:

- What are the characteristics of a 'good' children's group?
- What are the characteristics of a 'bad' children's group?
- What can any group do to be a better children's group?

Steps 1 2 3

1. **DISCUSS:** There are many ways to define what it means to be a 'good' children's group. One starting point to get the group thinking is the following working definition:

INCLUSIVE OF ALL children regardless of gender, ethnicity, social status, religion, or other backgrounds.

CLEAR about its goals, function, and decisions.

A good group is...

JUST in its decision-making practices and distribution of responsibilities and opportunities.

Good Group Bad Group Drama

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MATERIALS
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When these symbols appear, they mean:



= This tool is helpful for new children's groups



= This tool has been tried by children's groups in an Article 15 workshop



= The number inside this symbol tells you which other tools work well with the current tool.

I will give you tips and notes that have been helpful for other young people to know when trying the tools



There is no right or wrong way to describe a "good" children's group. Sometimes "good" children's groups do things that are bad, and bad children's groups do things that are good. Consider the definition of good and bad groups in relation to the goals of your children's group and common words to describe your group norms and ideals.

2. **DEVELOP:** Divide the large group into two smaller groups. Assign one group to perform an example of a "good" children's group and another to perform an example of a "bad" children's group. Each small group should meet for a brief period of time (about 10 minutes) to create a 5-minute drama or skit. The goal is for each person to be creative in the moment, even if the drama or skit is not fully prepared.

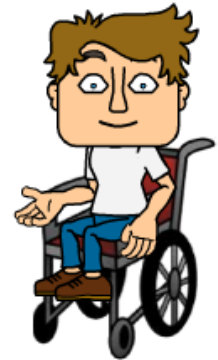
3. **PERFORM:** Each small group performs their drama.

4. **REFLECT:** After both dramas have been performed, discuss and reflect on the performance as a large group. Ask one or two people to keep track of ideas of what makes a "good" children's group on large flip chart paper for all to agree on at the end of the activity.

Depending on the number of small groups, decide if it is better to reflect after each one, or if only two small groups, after both small groups have performed.

2

I will share examples of how the tools have been used by children's groups

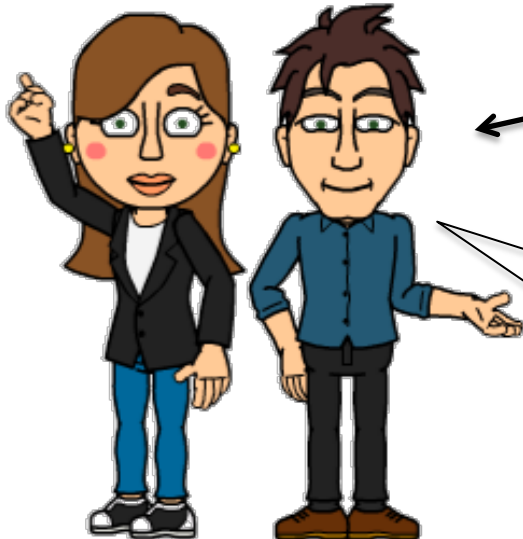


Qualities of a Good Group	Qualities of a Bad Group
<ul style="list-style-type: none"> Patience Equality Trust Tolerance Solidarity Friendship Democratic leaders Inclusion 	<ul style="list-style-type: none"> Equal rights Teaching each other Recognizing each other's capacities Respect React to stop injustices Corruption Imposition of authority Does not listen to everyone's opinions Harassment Exclusion Discrimination Favoritism Lack of coordination Distract Absence of respect Superiority Absence of rights

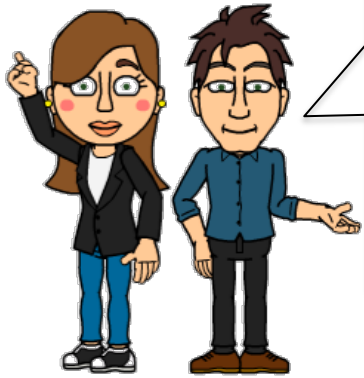
Young people from the Article 15 Summit Workshop identified these qualities of good and bad children's groups.

Members may also want to use "scenario cards" to explore how "good" children's groups manage different situations. Repeat the drama activity by acting out scenarios, such as: 1) Some younger children aged 8-9 years old want to join the group, but members are mostly old teens; 2) A child who uses a wheelchair wants to join the group, but the room they meet in is difficult for her to enter. Encourage members to share and share other scenarios in order to plan better ways to manage different situations.

3



We will share facilitation tips. We may suggest an alternative way to use the tool in different settings, or give an example of what we learned from facilitating these tools with different children's groups.



How might the Resource Kit help your group?



Group Monitoring, Evaluation, and Long-term Planning

Your *children's group* can consider using this Resource Kit for ongoing monitoring, evaluation and long-term planning. For example, your *group* may want to use the **Decision-making Chart (Tool 11)** every three months, six months or each year. Each time your *children's group* revisits the chart, you may see decisions that have become more or less inclusive.

This Resource Kit may also help your *children's group* develop long-term plans. For example, use the **H-Assessment (Tool 4)**, **Re-scripting Drama (Tool 5)** and **Vision Tree (Tool 6)** to explore new possibilities for your *children's group*. These tools will help your *children's group* develop action plans based on the *group's* overall vision and areas that you want to improve.



Being Inclusive, Clear and Fair

The tools and games in this Resource Kit will help your *children's group* think deeply about its membership, structure, decision-making and management practices. The Resource Kit encourages *children's group* to reflect on and to develop practices that are inclusive, clear and fair. This means all children who would like to be part of the group may join and understand how the *group* works, are treated with respect, and have a say in group decisions. **Modules 5-7** explore these topics the most, but all the tools will help children to better organize their *groups*.



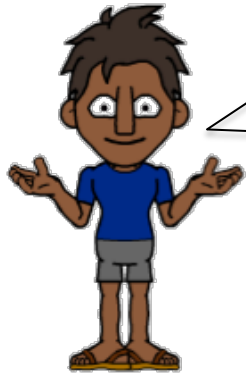
Child Protection

Children's groups can play an important role in protecting children in the community. *Children's groups* that organize in ways that help group members develop friendships based on trust and support may help protect their members from harm both within and outside of their group. The Article 15 Project Resource Kit encourages your *group* to reflect on how you organize yourselves. In **Module 8**, tools are included to explore the roles your group play in protecting children, and to identify and reduce risks that you may face through your participation and group activities.



Being Open to Change

Each tool in this Resource Kit is designed to help *children's groups* explore the ways children organize with other children, and with the support of adults. Most of the tools help children and adults examine relationships within the group, such as who makes decisions and who has power. These conversations are often challenging and sometimes uncomfortable. They are best discussed in the **spirit of open-mindedness and a willingness to self-reflect as a group** in order to improve the *group* for all members. For example, it may be challenging for adults to learn that they are providing too much or too little support. *Children's groups* may also learn that older children in their *group* have more power over decision-making than younger children. Therefore, we suggest both children and adults enter this process with an **openness to change**.



How can we organize our children's group to use the tools?



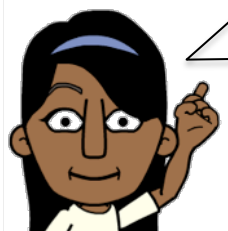
There are a few questions your group will need to answer before you start using the tools:

- 1** “How many members are in our children’s group?”
- 2** If we have a large group, will our whole group try the tools, or will we elect representatives to try the tools as a smaller group?
- 3** How much time do we have to try the tools?

1 “How many members are in our children’s group?”

1-20 members

With less than 20 members, it will be easy to try the tools as they are currently designed involving all members of the group. However, you may still decide to split up into smaller groups to discuss certain topics. For example, split into small groups of boys and girls, or leaders and members.



Most tools in this resource kit have been used with groups of approximately 20 people and it proves to be a good size for collaboration, participation and sharing among all participants.

20 or more members

Divide your *children’s group* into small groups of 6-8 members. Use the tools in these small groups, but plan to share findings and ideas with everyone in the entire *children’s group*. The small groups may be divided in ways that encourage exploration of different perspectives based on gender, age, type of membership or other differences. Comparing ideas between small groups who tried the same tools may reveal interesting findings about your *children’s group*. Here are a few ways to divide into small groups:

- Boys and girls
- Younger children and older children
- Leaders and general members
- Children in school and children not in school

2 “If we have a large group, will our whole group try the tools, or will we elect representatives to try the tools as a smaller group?”

Your *children’s group* may elect up to 20 members to use the resource kit. This representative group should accurately reflect the diversity of children and adults in the *children’s group*. It will be responsible for sharing the results of their work with the entire *group*. We strongly suggest dividing this representative group into smaller groups to understand the perspectives of all *children’s group* members. Please see the examples above for ways to divide into smaller groups.

3 “How much time do we have to try the tools?”

If your group does not meet very often, or you only have limited time, the following is a suggested rapid plan using just a few of the tools in the resource kit. A group of 20 members will need about 5 - 6 hours to complete all of these activities with enough time for thoughtful discussion, reflection, as well as energizers and breaks.

Begin with the **Good Group/Bad Group Drama (Tool 3)**. Through drama your group will explore characteristics of “good” and “bad” children’s group.

Next, the **‘H’ Assessment (Tool 4)** will help focus on issues specific to *your* children’s group using the ideas created during the previous drama activity.

The **Organizational Diagram (Tool 10)** will produce a picture of the members and relationships in your group to answer questions such as: “How do we organize and structure ourselves?”

At this point, your group has done a lot! It may be hard to envision how your group will make all the improvements discussed. Use the **Re-Scripting Drama (Tool 5)** to develop an action plan. If you have more time, you can also use the **Vision Tree (Tool 6)**. This is also a fun way to end the day of hard, but rewarding, work!

The next tool is the **Decision-Making Chart (Tool 11)**. Your group makes many decisions based on how it is structured. It is important to think about who is included and who is not included in the process of making decisions.

DICTIONARY

DEFINITIONS: Here are the definitions to a few words that you will see throughout the Article 15 Resource Kit:



Children Any person aged 18 or less (as defined by the Convention on the Rights of the Child). However, we also recognize that many *children's groups* include youth up to the age of 25 as active members.

Children's Group You may call your children's group a club, an organization, a society, or something different. Since there are so many names for groups of children who organize themselves, we use "*children's group*" throughout this Resource Kit. It will always be in italics, so you will always know when we are speaking about your specific *children's group*. Feel free to replace the name of your *group* anywhere you see *children's group* or *group* in italics.

Tool A "tool" is an activity that will help your *children's group* discover new information about the way it works that you may not have known before.

Game An experiential "game" is an activity that has a set goal for the group to discover. It helps the group think about what they have learned through a tool in a fun way.

Clear All members of the *children's group* easily understand how the group is organized and managed.

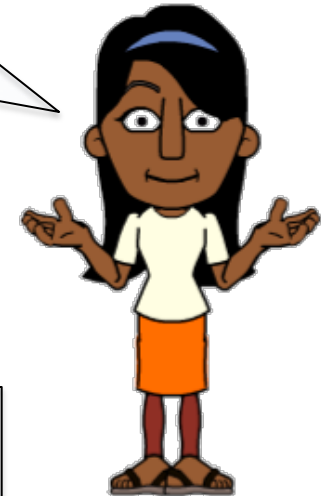
Inclusive No child feels *or is* left out of participating in the group, especially because of their age, gender, religion, ability or how poor they are.

Just Everyone in the group is treated fairly and with equal respect

Don't Forget!

HAVE FUN!

Remember that you can always take a break from the tools to play a game or an energizer activity!



DOCUMENT!

It is important to document your work! As you try the tools we encourage you (children or adult supporters) to write down your steps and to take notes of all your discussions. You may also want to take photos or make drawings of your completed tools so that you have a copy of your hard work. To prepare a good record of how you use the tools you may consider one group member, or a group of members, taking the responsibility to document.





YOUR GROUP KNOWS BEST!

The tools you try in this Resource Kit have been created for you to change so that they work best for your group. This means you may need to translate them in to your group's local language, or remove the pictures and have a local artist create other drawings that look like the children of your community.

You should also try new ways of using the tools and documenting the changes. These will be good to share with your adult facilitator so they may tell others who can benefit from your improvements.

RECOGNIZE EVERYONE'S ABILITIES!

Everyone in your *group* has talents and different abilities that should be recognized. Sometimes you will need to make changes to the tools so that all children in your *group* can be equally involved in every activity. For example, if there are some children in your group who cannot read you need to make simple sketches alongside the words throughout the tools.



A BIG THANKS!

The Article 15 Project Resource Kit was prepared by the Children’s Environments Research Group in collaboration with World Vision, Save the Children Norway and UNICEF. The Resource Kit was developed in collaboration with children’s groups around the world and we would like to extend our deep gratitude to the adults and young people from the following groups:

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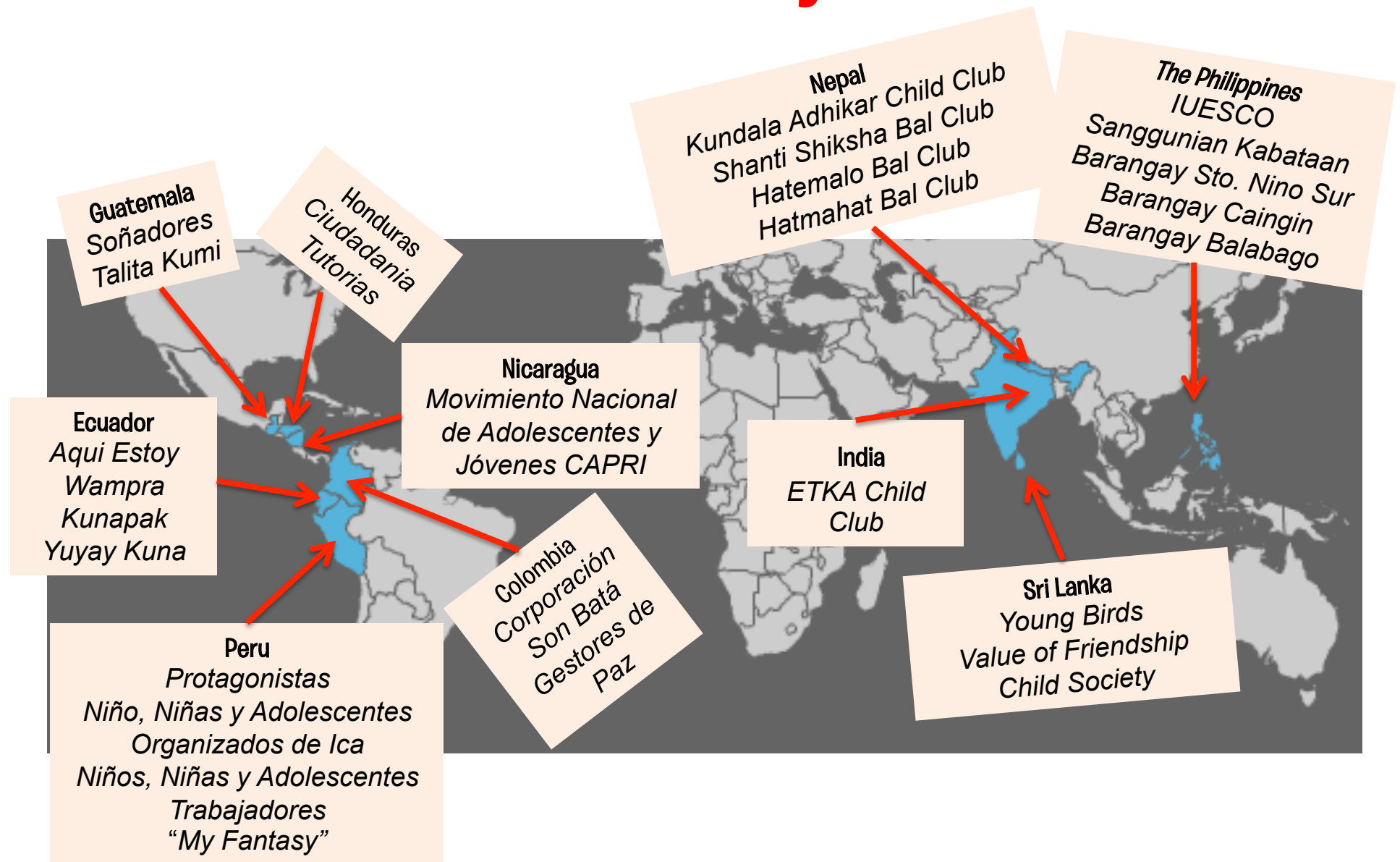
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Children's Groups that Participated in The Article 15 Project



The **Article 15** Project

Please visit CRC15.org for all **Resource Kit** modules.

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