

# Collaborative Capacity-Building Design Model

A Methodology for Participatory Processes  
to Develop Capacity-Building Tools



Photo: Studio Rootz



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# Table of Contents

<b>Glossary</b>	<b>4</b>
<b>A Methodology for Participatory Processes</b>	<b>5</b>
<b>PART A. Cross-cutting Approaches: Meaningful Participation and Long-Term Sustainability</b>	<b>6</b>
Cross-cutting priority 1: Participatory, collaborative, multi-sectoral processes	7
Cross-cutting priority 2: Meaningful Child Participation, Inclusion, and Non-Discrimination	9
Cross-cutting priority 3: Long-Term Sustainability	11
<b>PART B. Activities in the Participatory Process</b>	<b>13</b>
Building the Foundation: Initial Planning Steps	13
Step 1: Collaborative scoping exercise	13
Step 2. Forming the Partnership: Stakeholders and technical expertise needed	15
Step 3. Internal Planning, Monitoring, and Evaluation	17
Step 4. Needs Assessment Consultations	18
Step 5. Developing the Tool	20
Technical Considerations to develop Online Tools	23
Sample Timeline	25
<b>ANNEXES</b>	<b>27</b>

## Glossary

**Online Capacity-Building Tool** is a comprehensive collection of user-friendly resources, guidelines, and materials adapted to the local/national context (see “contextualisation”). Its purpose is to enhance practitioners’ and front-line workers’ skills, knowledge, and competencies by offering clear, practical guidance that can be readily applied in their work. The tool may include real-life examples, case studies, best practices, testimonials, instructional videos, pictures, quizzes, a user manual, and other relevant content in this setting.

**Contextualisation** is the process by which national practitioners interpret and adapt guidelines, standards, or tools created abroad to implement them in national or local circumstances effectively. Contextualisation includes the participatory process of [debating, determining and agreeing upon the meaning](#) of standards, guidelines, laws or policies created in another country in a specific context. The contextualisation process is crucial for creating a tool that is both effective and addresses specific topics or challenges in a given country or region. It also helps build [a community](#) of engaged front-line workers, practitioners, and policymakers who feel a sense of ownership and are dedicated to using and advocating for the tool.

**Gender-based Violence (GBV)** refers to the acts of physical, psychological, sexual, verbal, and socio-economic harm directed at an individual or a group of individuals based on their gender identity and/or gender expression. GBV is rooted in structural gender inequality, the abuse of power, and harmful norms. Women, girls, and LGBTIQ+ populations (particularly lesbian and trans women) suffer disproportionately from GBV, even if men and boys can also be targets of violence related to gender norms.

**Government agency** The members involved in the partnership of the participatory process will vary greatly across different political, economic, and social environments. In this Guide, the term “government agency” denotes any national, regional, or local government entity, such as ministries, secretariats, municipalities, or ombudsperson offices. These agencies may come from various sectors like social policy, health, education, justice, police, human rights, gender equality, and others, depending on the specific context.

**LGBTIQ+** stands for Lesbian, Gay, Bisexual, Trans, Intersex, and Queer/Questioning. LGBTIQ+ emphasises inclusivity, acknowledging the broad and evolving spectrum of sexual and gender diversity.

**SOGIESC** refers to the broader categories of sexual orientation, gender identity, gender expression, and sexual characteristics that apply to all people. This report uses the term “LGBTIQ+” to refer to people of diverse SOGIESC.

## A Methodology for Participatory Processes

The “Collaborative Capacity-Building Design Model” Guide results from the process documentation of the collaborative development of two capacity online building Toolkits and online Magazines on child protection in Aruba and Curaçao. This process took place as part of the ACT4ECC (Awareness-raising and Capacity-Building Toolkit for the protection of all European and Caribbean Children) Project, co-funded by the European Commission Directorate-General for Justice and Consumers (JUST)’s Citizens, Equality, Rights and Values Program (CERV), which took place between March 2022 and March 2024.

The Guide offers a comprehensive model for a participatory methodology for multi-sectoral, inter-institutional processes to produce capacity-building tools for national practitioners and front-line workers in Small Island States and the European Union’s Overseas Countries and Territories, or similar contexts. Besides providing a factual description of the steps that we consider vital for the participatory process aimed at creating sustainable capacity-building tools, it features concrete advice from decision-makers, researchers, developers and practitioners from Aruba and Curaçao based on their insights from the participatory process. By focusing on the frequently cited recommendations, we intend to identify the challenges other countries might face in similar collaborative processes, and offer advice for partnerships to navigate these complexities.

This Guide is not meant to be a prescriptive, one-size-fits-all guideline. The specific process of developing capacity-building tools will differ significantly based on each country’s unique context, stakeholders, civil society landscape, and existing resources. The tool’s specific objectives and target audience will also influence the process. Instead, this resource aims to equip governmental and non-governmental organisations with a versatile guide regarding a methodology for participatory processes and foster long-term sustainability in developing similar child protection capacity-building tools.

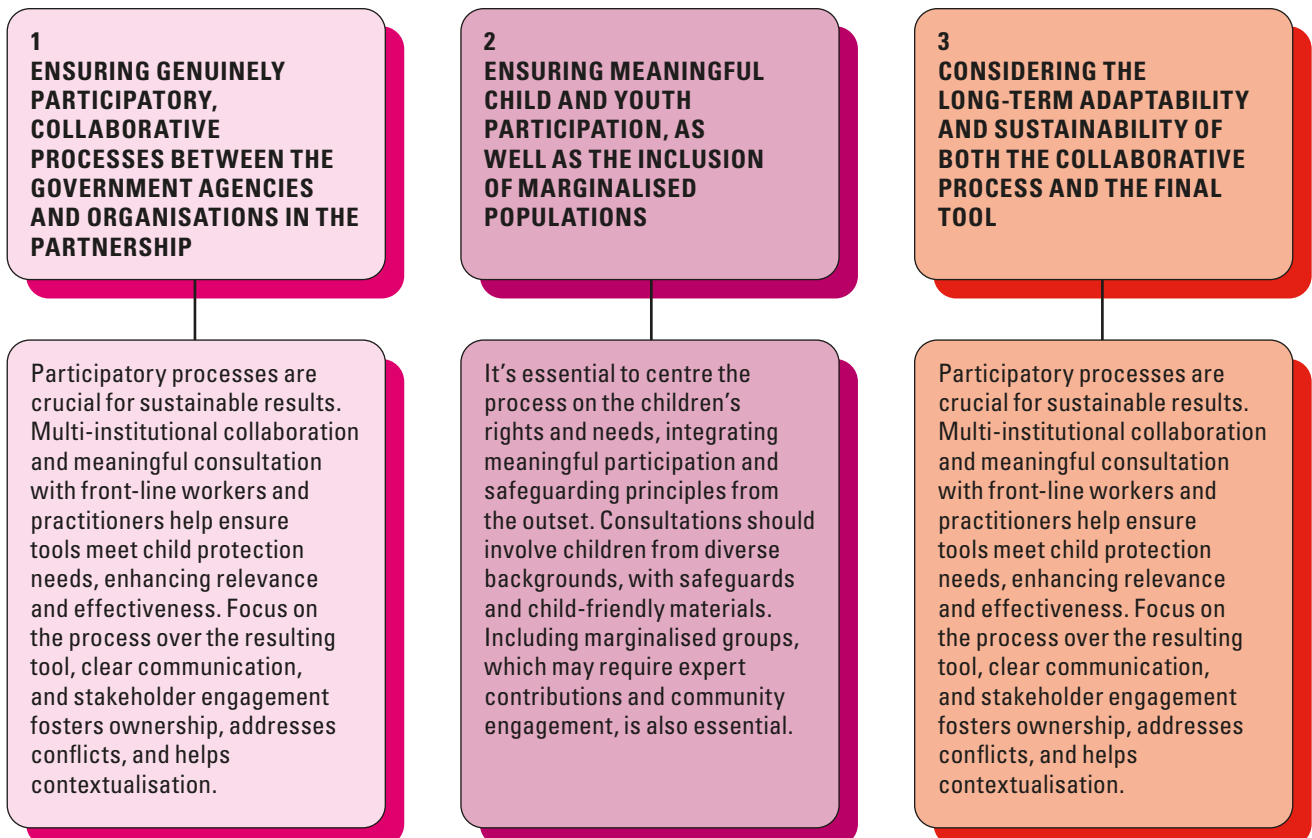
## PART A. Cross-cutting Approaches: Meaningful Participation and Long-Term Sustainability

The participatory process will differ significantly among different political, economic, and social contexts, as well as on the organisations involved, the specific objectives and target audience of the tool, and so on. For this reason, in this first section, we present the **three building blocks** of the process, outlining the fundamental elements that all partnerships should prioritise when planning and undertaking the collaborative process, even if the specific steps they take differ.

These **three inter-related essential areas** should inform all phases of the process:

- participatory, collaborative processes between all government agencies and all organisations in the partnership;
- meaningful child and youth participation, as well as the inclusion of marginalised populations;
- the long-term adaptability and sustainability of both the collaborative process and the final tool.

Implementing these principles will help ensure that the final capacity-building tool is better contextualised to the national realities, responds to all children’s rights and needs, and will contribute to long-term adaptability and sustainability.



## CROSS-CUTTING PRIORITY 1:

### Participatory, collaborative, multi-sectoral processes

Participatory processes play a vital role in ensuring the long-term sustainability and ownership of the process's results. Ongoing multi-sectoral, inter-institutional collaboration and meaningful consultation with front-line workers, practitioners and children help to integrate sustainability in every step. This approach ensures that the final tool is tailored to the country's child protection needs and builds upon the strengths and insights of the practitioners and front-line workers who are the tool's target audience. Regularly engage front-line workers and practitioners

- Capitalising on the expertise and experience of front-line workers, decision-makers, and practitioners can significantly enhance the final tool's contextual relevance and effectiveness. To achieve this, it's essential first to identify the human resources already available within the country;
- Every decision-maker and practitioner involved in the process should be aware of their specific roles and the broader steps and objectives of the process. This understanding will help them decide on the contributions they can make to the process and/or to the tool's content based on their expertise and previous professional experiences;
- Consultations and needs assessments with practitioners and front-line workers are essential as long as the partnership consults them judiciously to respect their professional responsibilities and honours the professional responsibilities of those involved. It's important to:
  - maintain a balance between meaningful participation and the existing professional workload of the front-line workers and practitioners, considering their often high workload;
  - prevent the process-related tasks from interfering excessively with the front-line workers and practitioners' daily work;
  - communicate in clear, straightforward language that is easy for the reader to understand before and during the consultations.

#### RECOMMENDATIONS: Engaging front-line workers

***"We actively engaged front-line workers in our discussions, which was a significant and positive step. Those supporting families directly often perceive their profession as ungrateful – they work a lot, but see limited results. For the first time, we sought their insights and acknowledged the value of their work, which was not only a form of appreciation, but also a recognition of their contribution. This approach served as a motivation for them to collaborate and contribute their perspectives to a meaningful shift in the way we think about and address the issue of child abuse."***

– Decision-maker

#### Emphasise a focus on the process over the final goal

- In any multi-sectoral, inter-institutional participatory process, every professional must make a concerted effort to maintain open, transparent, and regular communication with the other partner organisations involved. This is important even when there's an appointed process coordinator. Good

communication is essential for allowing all involved to stay informed about the process’s progress and ensuring the timely completion of steps. It also plays a key role in preventing conflicts by providing a platform to clarify doubts and misunderstandings;

- Open collaboration involves effective coordination, sharing responsibilities, flexibility and openness to changes and adaptations;
- Engaging a broad spectrum of stakeholders, including practitioners, community-based organisations, and children, can increase ownership. This approach can help make the tool more relevant to their needs, boosts their interest and promotes its long-term use;
- To **prevent bottlenecks** and conflicts, it is vital to agree on these aspects from the onset:
  - establish clear decision-making roles, processes, responsibilities, and a shared timeline in written form;
  - create a shared mechanism to follow up on the implementation of the assigned tasks, such as a simple Gantt chart. When planning activities that require repetition over time and may be time-consuming, like communication and dissemination efforts, it is crucial to establish realistic goals and timelines (see a [Sample Timeline here](#));
  - determine which organisation will have the final decision-making authority when there are differing opinions regarding content and strategy;
  - clarify specific donor requirements that limit what can and can’t be done.

**RECOMMENDATIONS:  
Leveraging existing knowledge, skills, and networks**

***“Sometimes, the relation between academia, the ministries, and NGOs is not that strong. The process will be sustainable beyond the term for the current administration if the process leader of each government agency is person with very strong connections with the field, and is trusted by decision-makers and front-line workers.”***

– National researcher

***“I used my previous connections and network in the social work area. When I’m not sure about something, I always call another expertise to ask to help us out, but this is the first time I experienced a good collaboration working with each other on different levels in different sectors. That was very pleasant to experience because we have a lot of expertise on the island. But it’s like we’re waiting for somebody else to solve things for us. This time we realised we all had the knowledge we needed, we have all the skills, we just needed to dare to share them.***

– Government manager



## CROSS-CUTTING PRIORITY 2:

### Meaningful Child Participation, Inclusion, and Non-Discrimination

Children should be at the core of the entire process throughout all phases of developing the tool to ensure that the final capacity-building tool responds to their rights and needs. The main principles to ensure that child participation and inclusion are meaningful are as follows. See relevant sources and resources concerning meaningful child participation in [the Annex](#).

#### Child Participation throughout the process

- Incorporate the concept of child participation at every stage, starting from the scoping exercise through the planning, and into the implementation of the entire process. The expertise and experience regarding child participation may vary among partners, so a common understanding of child participation and child safeguarding based on international standards needs to be established right from the start;
- The organisation or government agency conducting participatory activities with children should have a clear, written safeguarding policy. If there's no child safeguarding capacity within the partner organisations, these should seek external expertise at the beginning of the scoping process to ensure child participation from the start (e.g., by civil society organisations or national experts);
- Even when an appointed government agency or organisation is tasked with organising the focus groups and consultations with children and youth, all partners involved in the process share the responsibility of facilitating meaningful and safe participation;
- The exact roles and responsibilities of each organisation regarding child participation should be determined at the outset of the process. This encompasses organising the consultations, recording the children and youth's contributions, providing the children feedback on how these contributions were used, and including their input in the final tool;
- Participatory activities must be scheduled during the internal planning phase so time constraints don't limit them later. This involves coordinating with project partners and organising consultations or focus groups, considering children's time availability (out of school hours/weekends);
- A continuous, rather than one-off, approach to meaningful participation should be considered long-term, involving voluntary focus groups of children and youth for ongoing feedback after the tool has been created (see the section [Cross-cutting priority 3: Long-Term Sustainability](#)).

#### Consultations for the development of the tool

- Use a bottom-up approach instead of merely seeking feedback after the tool's contents have been drafted. This involves consulting children through focus groups, consultations, and validation meetings to include their needs, views, and opinions in the tool creation and validation processes;
- When organising and holding consultations and focus groups with children, child-friendly materials should be created for their informed participation, avoiding complex jargon. Children should clearly understand what topics are being discussed and how their contributions will be used;
- Aim to understand children's needs and perspectives and gather diverse viewpoints. This approach is preferable to merely incorporating contributions in the tool that align with the partners' pre-existing ideas;
- Consultations should include children from commonly marginalised communities, including children who have been forcibly displaced or who are (regular or irregular) migrants, children with

disabilities, children living in alternative care, and LGBTQ+ children, among others. Make necessary arrangements for their participation, such as providing translators and ensuring accessibility;

- Community engagement is also crucial for long-term sustainability, so the partners should involve local and national community-based organisations and groups from various backgrounds like sports clubs, churches, child helplines, migrant-led organisations, etc.

## Gender Equality and Non-Discrimination

- Like child participation, gender equality and non-discrimination must be included throughout the process. This is important due to the intersections between gender-based violence (mainly intimate partner violence) and violence against children within the same households, along with the disproportionate impact of gender-based violence on girls and women;
- If relevant and possible, the tool should include content on how to address harmful social norms and discriminatory gender stereotypes which drive gender-based violence, xenophobia, and prejudice-based violence against girls, women, boys, men, and persons with diverse SOGIESC (sexual orientation, gender identity, gender expression, and sexual characteristics);
- Leading government agencies, partnership members, or external collaborators must have the specific thematic expertise needed to develop the tool inclusively. National consultants, specialised non-governmental organisations, and/or community-based organisations can contribute with their expertise (see more below);

## Protection and inclusion of diverse groups

- While not the primary focus, a key cross-cutting theme of the tool should be enhancing child protection mechanisms that protect historically disadvantaged social groups which are disproportionately exposed to violence. The aim is to address these issues in both the medium and long term, ensuring that these groups receive priority attention in crises and emergencies. Vulnerable groups can include irregular migrant children and families, children with disabilities, children in alternative care settings, LGBTQI+ individuals and persons with diverse SOGIESC, girls, children and families living in isolated, underserved rural areas or in marginalised, underserved urban areas (e.g., ghettos, *bidonvilles*, *barrios populares*, informal settlements, etc.);
- The tool's content, communication, and promotional publications should represent various groups' needs and provide rights-based solutions. This means it should represent these particular groups' needs and emphasise their specific rights and the government's obligations towards them. If the partner organisations identify issues the tool can't currently address, they should discuss possible future updates to include these issues. (see the section [Cross-cutting priority 3: Long-Term Sustainability](#)).
- Ensure that the partnership actively seeks contributions from national non-governmental organisations or grassroots groups with a long history of advocating for gender equality and combating discrimination against LGBTQI+ individuals and persons with diverse SOGIESC. Given that conservative attitudes can hinder LGBTQI+ participation, the backing of experts and LGBTQI+ organisations is essential to involve LGBTQI+ children and families in the focus groups and consultations.

### RECOMMENDATIONS: Contextualisation

*“I think the great majority of practitioners know about it and I think they will use it because it is socially bounded with what is happening on the island. It’s not like an instrument from abroad, it’s things that happening right now. And it gives you a view of how to handle those problems here in our country or in the region.”*

– Child Protection practitioner

*“I think the online tool is the first product made by the people. It’s our product. Hopefully that will be one of the ways that we can use to keep the online tool getting promoted: promoting its use and using it a lot. So that’s one way to keep on with the process.”*

– Child Protection practitioner

## CROSS-CUTTING PRIORITY 3: Long-Term Sustainability

This section of the Guide provides specific, practical tips for partnerships to help ensure their efforts’ long-term adaptability and sustainability (even though all sections aim to maintain the process’s outcomes over time). The meaning of “long-term” varies significantly among political, economic, and social contexts. Here, it refers to a period longer than a government’s mandate in a democracy (i.e., beyond 4 to 6 years).

The partnership members must plan the long-term implementation of these activities, starting from the early stages of the process:

1. **Contextualisation.** Adapting the capacity-building tool to the national context, language, and culture is essential. Understanding the target audience’s specific needs and cultural nuances is vital for creating culturally-relevant and effective materials that practitioners will use (see more details about the steps in the section [Participatory Activities in the Development Process of Capacity Building Tools](#));
2. **Exit strategy:** When external partners are involved in creating the tool, it’s essential to have an exit strategy right from the start. This will help ensure that the national stakeholders can maintain the tool independently once external support is no longer available;
3. **Long-term collaboration and ownership.** Although the development of the capacity-building tool is a collective effort, a single entity, usually a government body, should own it and handle its long-term maintenance with help from various partners. The partners should discuss the specific roles of each entity to ensure sustainability at an early stage of the development process. They should agree on these in writing before the end of the process. Assigning these responsibilities to specific positions (instead of individuals) within those institutions will help ensure continuity in case of a change in the personnel holding these. Clear communication, efficient meetings, and professional networks will continue to be essential for sustainability;
4. **Updates to the content.** The tool should be considered a “living instrument” that the partners can adapt to changing circumstances. Once finalized, meetings need to be scheduled twice a year

- or so to follow up on the implementation, address any bottlenecks, discuss feedback gathered through user surveys and/or the tool’s analytics, and decide if any changes or additions are needed to ensure the tool continues to respond to the country’s needs;
5. **Documentation and knowledge sharing.** Create documentation for the tool’s dissemination, promotion, and use, such as a **user manual** or **instruction guidelines** for trainers and trainers of trainers. This can include comprehensive guidance, an overview of each section’s purpose and content, and detailed instructions on how to use it in training, knowledge-sharing, or awareness-raising sessions.
  6. **Dissemination and promotion.** Define which government agency and what post within it will raise awareness among front-line workers and practitioners from different sectors, conduct train-the-trainer sessions, and use it in training for front-line workers and practitioners. If possible, integrate the tool into universities’ curricula and other existing training programs. Promote it on social media, newspapers, and other communication outlets.
  7. **Financial resource-allocation.** Governments need to plan and secure financial (if needed through external fundraising) and human resources (the agencies’ staff and contractors) for the activities described in the [Activities in the Participatory Process](#) for the development phase, as well as for maintaining the developed tool (at an early stage) in the process;
  8. **Continuous child participation.** A voluntary consultative body can be established to ensure the constant engagement of children and/or youth who participated in the focus groups. While many young people are willing to volunteer their time and appreciate having their voices heard, some compensation or recognition can be valuable.

To see all the aspects of technological long-term sustainability, see point “[Technical Considerations to Develop Online Tools](#)”

Below, we present a real-life example of a consultation for the long-term sustainability of a capacity-building tool in Curaçao:

**Sustainability of the Toolkit & Magazine in Curaçao**

Definition	Long-term Responsibilities (Who will do what)	Content reviews & updates	Technology (e.g., maintenance by IT specialists, software updates, hosting, etc.)	Human (including youth)
<p><b>EU Definition: Sustainability for a project</b></p> <p>A project is sustainable when it continues to deliver benefits to the project beneficiaries and/or other constituencies for an extended period after the Commission's financial assistance has been terminated.</p> <p>(1 European Commission Directorate-General Education and Culture (2006) "Sustainability of international cooperation projects in the field of higher education and vocational training - Handbook on Sustainability". Luxembourg: Office for Official Publications of the European Communities, ISBN: 92-9157-)</p>	<p><b>Mara Tissera Luna</b> 2 maanden</p> <p>Allocation of responsibilities and tasks connected to its long-term maintenance, updates, and use.</p> <p><b>Kodigo di Protekshon</b> een maand</p> <p>This might be a role for the future "Kenniscentrum"?</p>	<p><b>Mara Tissera Luna</b> 2 maanden</p> <p>What reviews and evaluations of the capacity-building tool will be needed? (e.g., post-launch evaluation and adjustments, feedback from users to make sure the contents are still relevant, content-related updates, etc.)</p> <p><b>Kodigo di Protekshon</b> een maand</p>	<p><b>Mara Tissera Luna</b> 2 maanden</p> <p>What technical specifications must be met to ensure the long-term maintenance of the online Toolkit (updates to the software, hosting, maintenance by IT specialists, software and hosting)? A few sample questions: What are the necessary requirements for the website hosting the Toolkit? How</p>	<p><b>Mara Tis</b></p> <p>Long-ten human re consider continue governm Allocation of non-g tasks cor magazin</p>

## PART B.

# Activities in the Participatory Process

## Building the Foundation: Initial Planning Steps

### STEP 1: Collaborative scoping exercise

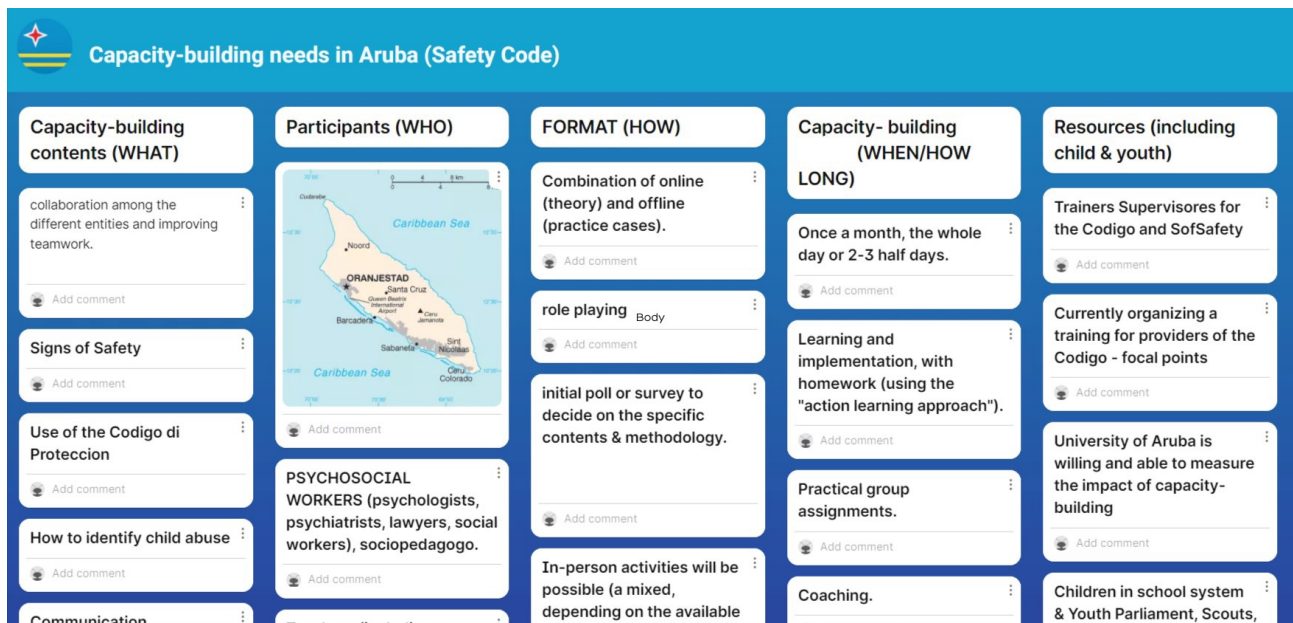
Before the process even begins, we recommend that the coordinator and the leadership conduct an initial collaborative scoping exercise (or baseline assessment) involving the main decision-makers who should participate in the process. This scoping exercise can consist of:

- reviewing available information and evidence (i.e., scientific papers, reports, evaluations, policy frameworks, etc.) on violence against children and the country's child protection framework;
- conducting consultations with decision-makers from relevant non-governmental organisations, community-based organisations, youth organisations and academia;
- revising existing tools (both national and global) that could serve as examples.

Besides gathering contextual information, the scoping exercise helps to answer key questions, such as:

- **Purpose (What for):** Whether the tool is for training, reference, or awareness-raising;
- **Contents (What):** Key, overarching themes that address identified gaps in the country's child protection capacity;
- **Participants (Who):** The primary practitioners and front-line workers who will benefit from the tool;
- **Format (How):** The preferred format for the tool, taking into consideration the country's needs and/or examples from other countries;
- **Methods (When, for How long):** The methodology and use of the tool that would benefit the target audience the most;
- **Available resources in-country (including children and youth):** Expertise and skills in place in the country concerning the broad themes of the tool.

Below, we present a real-life example of a consultation during the scoping exercise of a capacity-building tool in Aruba:



The scoping exercise is also an opportunity to

- identify external collaborators, consultants, and specialised non-governmental or community-based organisations that can provide knowledge or expertise (see [Cross-cutting priority 2: Meaningful Child Participation, Inclusion, and Non-Discrimination](#));
- engage relevant stakeholders by showcasing the possible benefits of capacity-building tools. It is important to show existing examples so stakeholders can visually imagine what such an online tool could look like and illustrate their value.

### CHECKLIST FOR PARTNERSHIPS 1: Planning

- 1) Broadly define the tool’s objectives (i.e. specifying whether the tool is for training, reference, or awareness purposes) and target audience;
- 2) Raise awareness of the need to develop the capacity-building tool among stakeholders;
- 3) Plan how child safeguarding principles will be implemented during the consultations with children and when developing the materials (i.e., texts, video, and images) that will be included in the capacity-building tool;
- 4) The content of the tool should rely on relevant existing policies and laws. If the content relies on policies which are under development, they should be about to be approved by the time the capacity-building tool development process starts;
- 5) The budget for the participatory process should be carefully planned, acknowledging their labor-intensive and time-consuming nature. It’s important to recognise that a participatory approach demands significant time of human resources, which can be challenging to manage;
- 6) To see the technological steps of the process, see point [“Technical Considerations to Develop Online Tools”](#).

## STEP 2: Forming the Partnership: Stakeholders and technical expertise needed

A partnership will lead the development process of the tool, ensuring its contents are informed by meaningful child participation, testing it with the target users, disseminating it, and promoting its long-term use. The exact composition of the partnership, including government agencies, non-governmental institutions and external collaborators, will vary based on the country’s context, the child protection issues targeted, and the target audience’s needs. However, partnerships must meet these fundamental criteria:

- Be composed of entities from a diverse range of sectors, such as the government agencies and civil society organisations from the social policy, health, education, justice, police, and/or gender equality sector; youth, academia; and, if present, relevant international non-governmental organisations (INGOs), United Nations agencies;
- collectively have a presence that extends across the entire territory. This is especially relevant in countries characterised by significant cultural diversity and socio-economic inequalities across their regions and in those where child protection service provision is decentralised across departments, municipalities, counties, etc.

### CHECKLIST FOR PARTNERSHIPS 2: Human Resources

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1) Assemble a motivated team from different sectors (e.g., academia, professionals from the social, health, education, justice sector, police, child participation, gender equality experts etc.) with a broad understanding of the child protection system strengths and weaknesses;</li> <li>2) Enthusiasm and intrinsic motivation of the leadership and people responsible for content development are key elements for a fruitful collaboration leading to success</li> <li>3) Form small tasks forces with specific responsibilities, such as content development, and for specific themes</li> </ol> | <ol style="list-style-type: none"> <li>4) Plan the involvement of marginalised groups and children, how their perspectives will be included, and instances of validation and feedback to ensure meaningful participation during the full development process of the tool;</li> <li>5) Ensure timely compliance with donor requirements, especially regarding visibility and branding.</li> </ol> |
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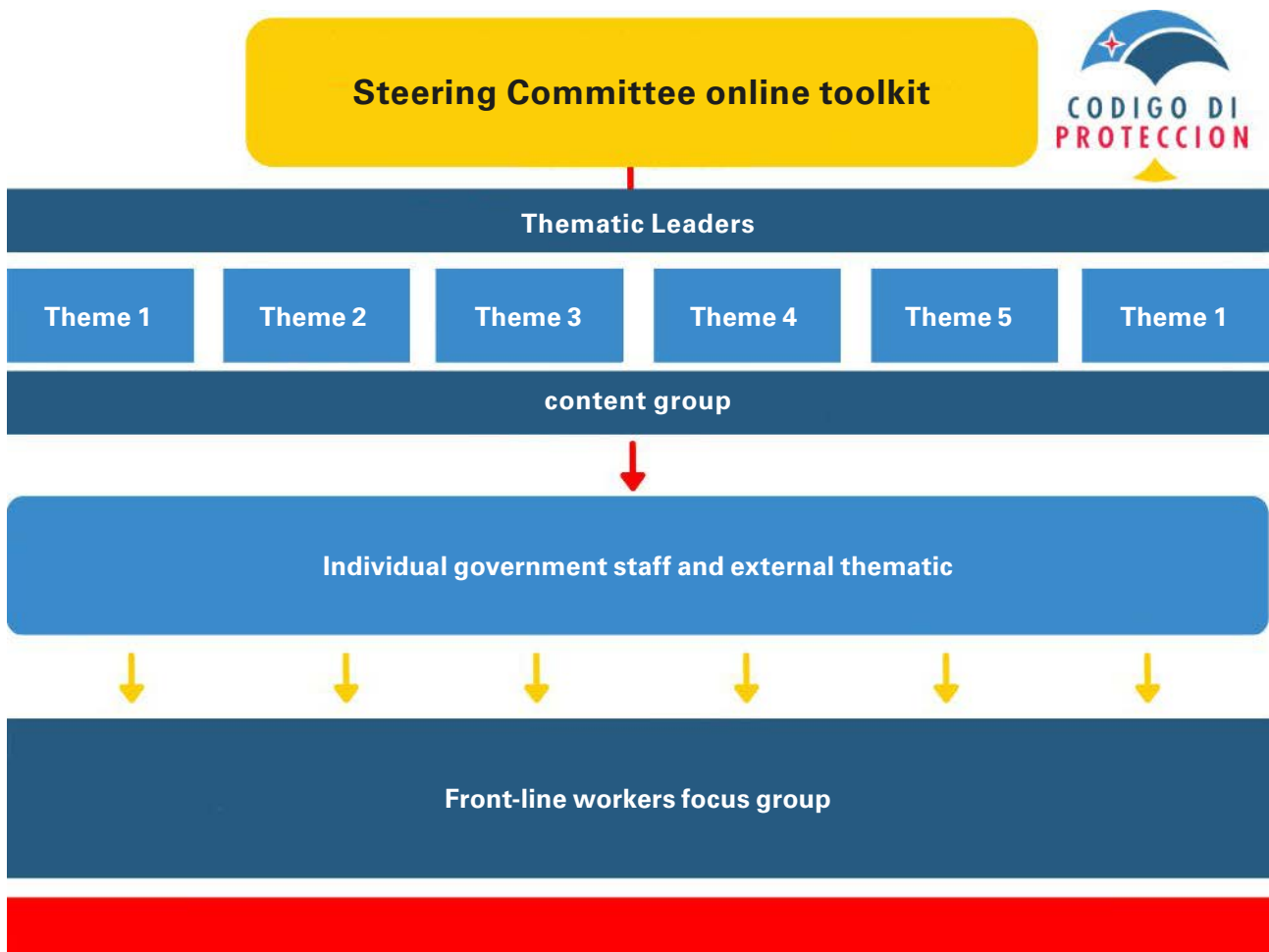
The partnership can be divided into thematic leadership, operational leadership, a content group, and a front-line workers group. Their roles and responsibilities can be broadly described as follows (see more details in section 5, [Preparing the Tool’s Contents and Gathering Users’ Feedback](#)):

- **Thematic leadership group:** it comprises one decision-maker on behalf of each organisation (government, NGOs, INGOs, etc.) from different sectors (e.g., social policy, health, education, justice, police, academia, gender equality, etc.). One representative per entity will guide the partnership members of their sectors, offer advice, approve the final contents of the tool, and ensure the children’s inputs are incorporated into the final tool;
- **Operational leadership:** A process coordinator will oversee the whole process and coordinate the partnership’s activities. This includes ensuring that all activities are completed on schedule, gathering and integrating feedback into the tool, and confirming that all government agencies’ representatives agree with the final tool;
- **Content Group:** it comprises middle managers and/or technical experts. It is responsible for

selecting the themes and sub-topics of the tool and developing its content. The content group will also form sub-groups consisting of front-line workers;

- **Front-line workers focus groups** from each organisation or sector will be interviewed and consulted regularly to create the final contents of the tool;
- **Technology leadership:** another individual or organisation should be assigned to manage the technological aspects of the capacity-building tool (see “[Technical Considerations to Develop Online Tools](#)”);
- **Children’s focus groups** (see [Cross-cutting priority 2: Meaningful Child Participation and Inclusion](#));
- **External thematic expertise:** external collaborators, consultants, and non-governmental organisations or community-based organisations specialized in, for example, gender-based violence, gender equality, LGBTIQ+ rights, the protection of people on the move, child participation, child safeguarding, etc. (see [Cross-cutting priority 2: Meaningful Child Participation, Inclusion, and Non-Discrimination](#)).
- **External contractors:** designers, video producers, copywriters, communication experts, webmasters, photographers, etc.. In countries with multiple official languages or significant Indigenous or migrant populations who do not speak the official language, translators and interpreters must provide simultaneous translation services during meetings or focus groups, translate documents resulting from these gatherings and the contents of the draft and final tool.

Here is a practical example of the structure implemented while developing the toolkit in Aruba:





### CHECKLIST FOR PARTNERSHIPS 3: Follow-up mechanisms

It's estimated that the participatory process leading to the tool's creation will take approximately **two years**. A crucial step is to establish a follow-up mechanism for the implementation of agreed-upon activities for sustainability:

- Reflect agreements in Terms of Reference (ToR) or Memorandum of Understanding (MoU) written in easy to understand language
- Develop a user-friendly simple monitoring and evaluation tool to track the work plan. This tool should include clear steps and timelines, and be accessible in a format that allows collaborative editing, such

as a Google Docs table. The table should have four columns:

- 1) Outcomes ('deliverables') and activities, organised by process phases,
  - 2) The government agency or individual responsible,
  - 3) Completion dates for each outcome,
  - 4) Current progress and upcoming steps;
- Conduct monthly planning meetings with leadership (or their appointed focal point from their agencies) to ensure the process stays on track, address challenges, and resolve any emerging issues arising during activity implementation. Maintain detailed written notes and records of all meetings and decisions.

### STEP 3. Internal Planning, Monitoring, and Evaluation

The initial phase involves discussing and agreeing on the process's objective and how it will be implemented. The decision-makers representing each government agency or organisation will:

1. agree on a common understanding of the overall objective;
2. agree on tasks and responsibilities, using a description as detailed as possible with the information available at the time;
3. manage expectations by clearing away assumptions and ensuring that all team members have a shared understanding of the goals and processes;
4. agree on the roles and responsibilities of each organisation involved;
5. identify the human resources required and available for the process, which can include staff within government agencies, organisations, external partners, and contractors;
6. assess the financial resources required and available for the process and plan how they will be allocated;
7. designate the process coordinator to oversee and manage the entire process;
8. appoint a focal point from each organisation to handle the everyday implementation of the activities;
9. outline a clear work plan, including a timeline with the expected dates of implementation and completion for each task (see a [Sample Timeline here](#));
10. properly allocate human and financial resources to different tasks and ensure that the workload is distributed fairly among government agencies, organisations and their staff;
11. prepare for risks by using a contingency plan and discussing potential risk mitigation measures.

### CHECKLIST FOR PARTNERSHIPS 4: Communications and Workplan

- 1) Select user-friendly technology for internal communications, taking into account the security settings and the technological literacy of the team members. To facilitate collaborative editing, free services like Google Docs, or other which are familiar to the participants, can be utilised for creating and managing folders and documents;
- 2) Ensure someone is appointed to transcribe the points from the main meetings and upload the documents to these common folders;
- 3) Appoint a specific focal point, either an individual or a team responsible for each set of activities, to ensure that timelines are followed and tasks are completed;
- 4) To ensure all partnership members, including those who join later, understand the broader context of the process, create a short, plain language document that clearly outlines the objectives and stages of the process, as well as the role of each government agency involved in it;
- 5) Develop a clear and comprehensive workplan. Set clear timeframes for the process's milestones, reporting duties, and for regular meetings among the leadership team to address problems and monitor the process's progress, such as on a quarterly basis;
- 6) Develop a user-friendly monitoring and evaluation tool to track the work plan.

### STEP 4. Needs Assessment Consultations

The needs assessment, focus groups, and consultations with key stakeholders are the foundational steps in ensuring a contextualised tool that responds to the needs of the practitioners and the children and families they serve. The needs assessment should be a collaborative decision-making process with stakeholders from different sectors and decision-making levels. Because of the wide variety of practitioners involved, relying on the partnership's members' existing professional networks is crucial (see [Cross-cutting priority 1: Participatory, collaborative, multi-sectoral processes](#)).

The needs assessment might involve various activities like field visits, focus groups, brainstorming, and interviews with local and national partners across different sectors. The partnership will collect specific, detailed information on:

- the tool's target groups, that is, the specific group of practitioners and front-line workers;
- particular needs or challenges experienced by the target group that the tool should address;
- expectations of the target group regarding how and when they will use the tool;
- skills and knowledge already in place in the country regarding the tool's themes and topics;
- specific topics within those themes the tool should prioritise according to the target group;
- children's opinions about these themes and sub-topics;
- target group's preferred learning methodologies and formats (such as video, photos, infographics, text, etc.);
- target group's preferred visual design (or interface) for the online tool (see "[Technical Considerations to Develop Online Tools](#)").

**Below is a real-life example of the themes and specific topics chosen for capacity-building tools during a needs assessment consultation.**

#### THEMES SELECTED TOPICS FOR THE TOOL:

- 1) Characteristics of child abuse in the country – What do we know based on the available evidence?
- 2) How does child abuse affect practitioners and front-line workers?
- 3) How can we recognise signs of child abuse?
- 4) Talking to the child and with the parents

**SUB-TOPICS SELECTED FOR THE TOOL:**

- a. Be aware of bias and stereotypes:** What are your opinions on parents? You may also have personal experiences with violence; how do you handle that?
- b. Signaling:** What are the signs and different forms of child abuse? How do you map concerns and strengths?
- c. Interviewing:** How can I discuss my concerns with parents without sounding judgmental or accusatory? How do I articulate my concerns, perhaps with example sentences? Using empathy effectively. How should I respond to strong emotional reactions from parents?
- d. Long-term impact of abuse:** What are the long-term consequences of child abuse on a child's behaviour and health? What is the significance of support and resilience, and what role do I play as a professional?
- e. Written and verbal communication:** How can I present my observations as objectively as possible, discuss them with parents, or convey them to the child? What distinguishes facts from opinions? What should be documented in the file, and how?
- f. You can make a difference:** Your role in a child's life is important. Assume responsibility; remember, you don't have to do it alone.
- g. How to talk to a child:** How should I approach the child when I observe worrisome signs? What is crucial when discussing child abuse with children? How do I build trust? What actions should I take if abuse is disclosed?
- h. Parent signals:** What signs should I watch for in parents? What are my next steps? How do I conduct a *child check (Kind check)*?
- i. How do I ensure my safety?**
- j. How do I handle privacy concerns?** With whom can I share information? How can I collaborate with other agencies? What are my limitations, and where does my responsibility end?

The needs assessment is also an opportunity to “enlist” practitioners and front-line workers to be featured in the tool's videos, photos, testimonials, case studies, etc. Depending on the outcomes of the needs assessment, these interviewees could be:

- practitioners from the child protection sector strictly speaking (i.e., social workers involved in family strengthening, lawyers specialised in child abuse, etc.) and adjacent sectors, such as the police, schools, and healthcare system;
- thematic experts (e.g., gender equality, LGBTQI+ individuals, migrants, survivors of violence, etc.);
- policy-makers and decision-makers;
- youth and representatives from youth organisations based on child safeguarding guidelines;
- role models.

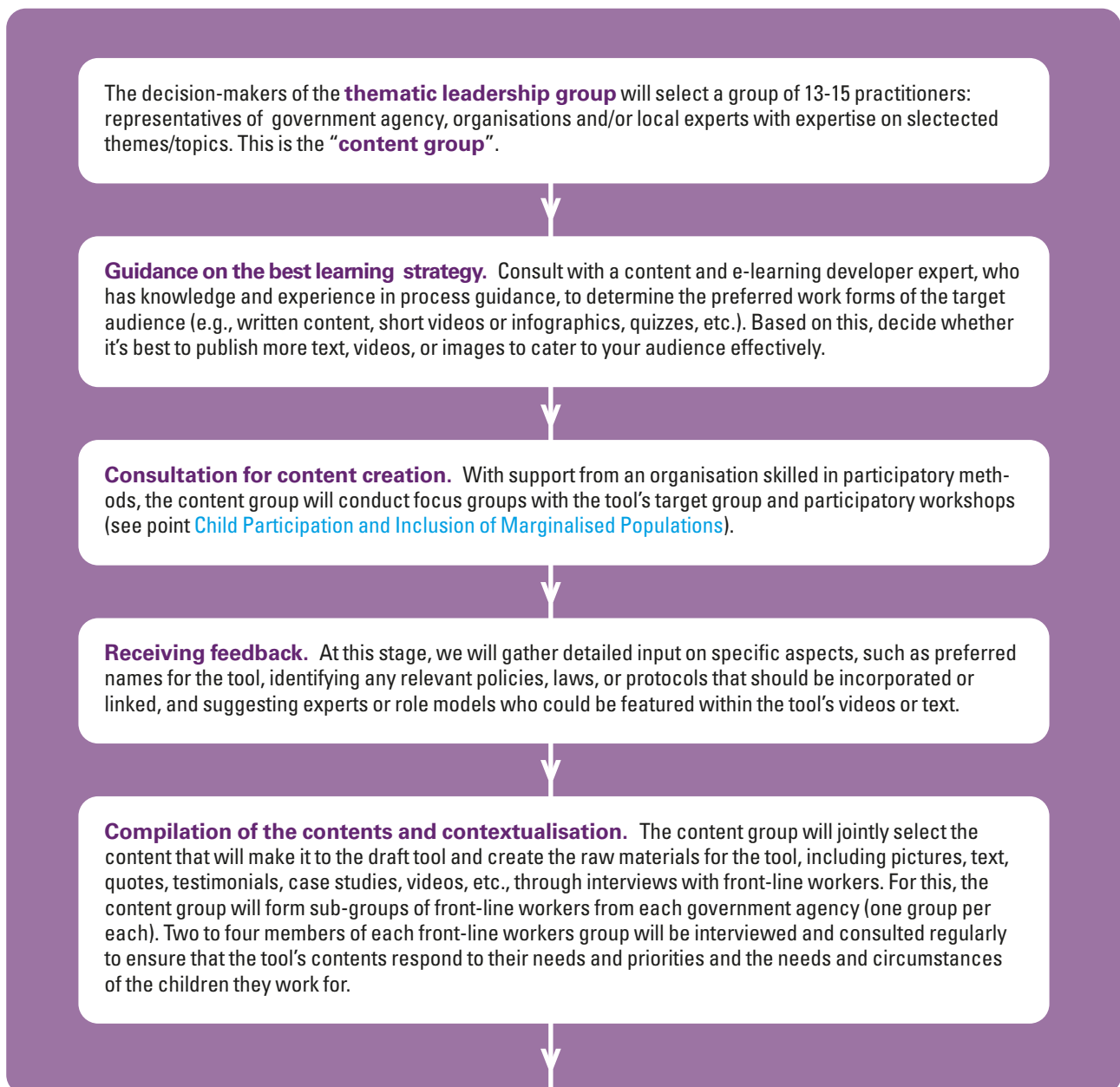
Additionally, the group will collect written consent to ensure that these individuals approve of their portrayal in the tool's pictures, videos, and text. Particularly with children, depending on the age, also consent forms signed by their parents are crucial for child safeguarding principles. Importantly, the coordinator needs to ensure that focus group participants, including children, are consulted before finalising the tool to:

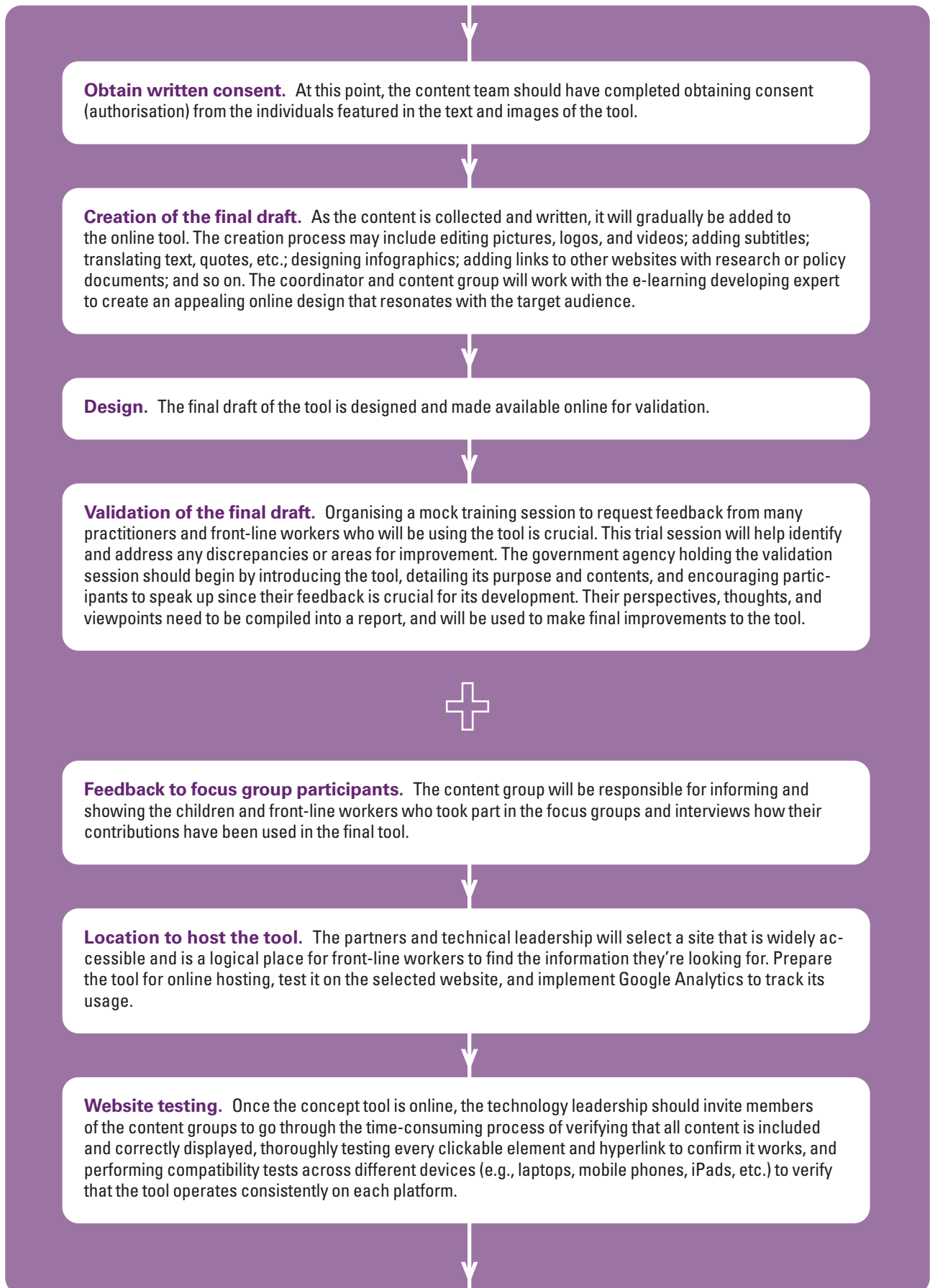
- get their final feedback;
- ensure that their input incorporated in the tool, corresponds with how they meant it;
- get their final informed consent;
- promote ownership of the tool among the stakeholders.

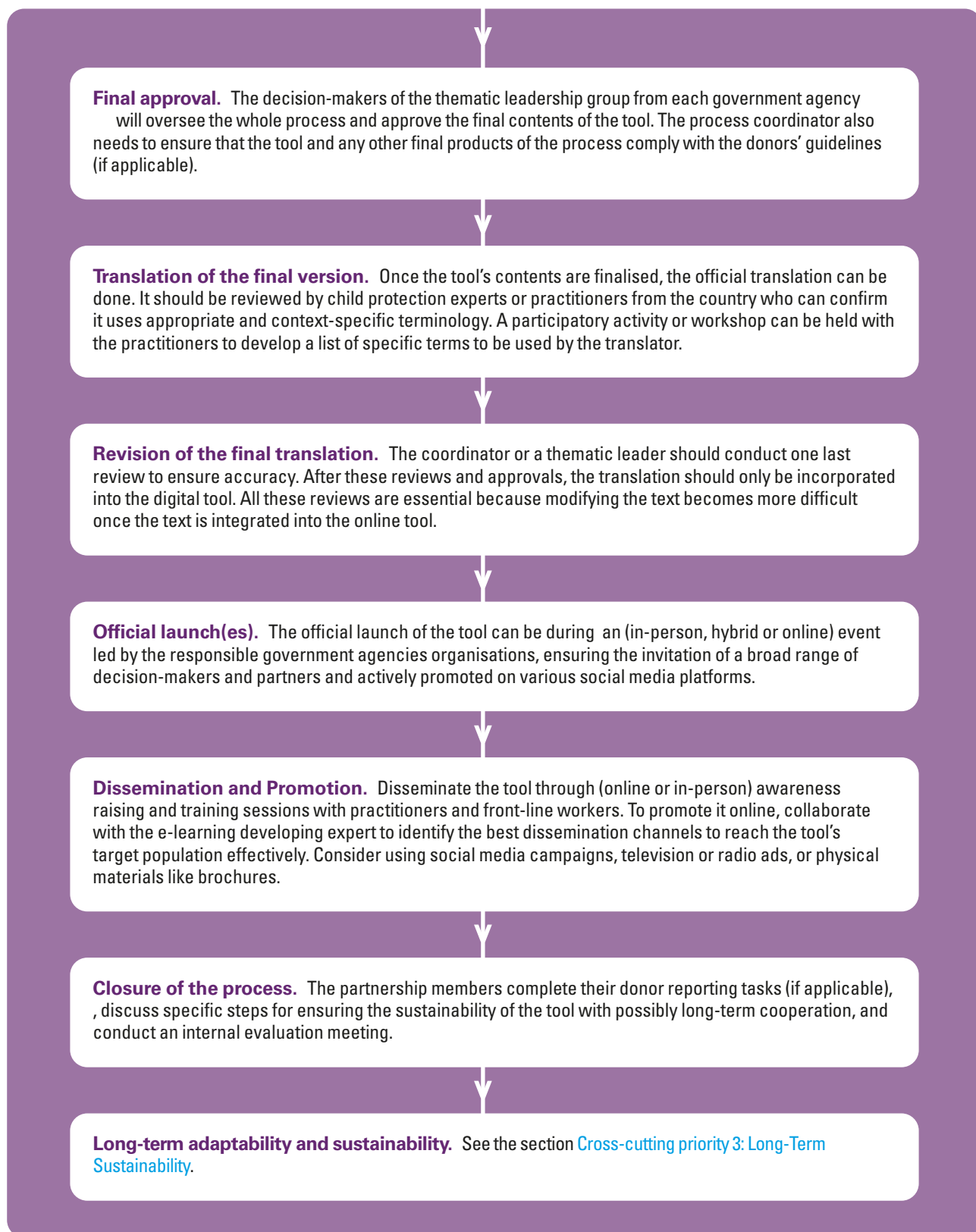
## STEP 5. Developing the Tool

The development of the tool's content is a multi-tiered, waterfall-like process. In this process, staff from various decision-making levels within each government agency and organisation collaborate in distinct stages to determine the content of the tool.

All steps in creating the content are collaborative. The partnership members and external contractors (described in [Step 2. Forming the Partnership](#)) work together to conduct a needs assessment, discuss and prioritize themes, and define specific learning objectives for each theme and the most suitable content for the target audience. They then work out working form (video, what type of question, interaction, how to gather feedback), identify sources for the materials (including experts, NGOs, and government agencies), compile and revise the content, and design the tool. This design process involves setting up formats, editing videos, organizing content, creating the layout, and planning navigation.







## Technical Considerations to develop Online Tools

It is essential to include within the partnership an individual expert, company, or organisation to manage the technological aspects of the development of the online capacity-building tool. These can be very specialised and become a labour-intensive and time-consuming process for the partnership members. Some considerations for choosing this partner are as follows:

- It can be advantageous to collaborate with an expert, company, or organisation that already possesses a portfolio of digital training materials or tools (preferably with content knowledge on violence against children), varying in complexity and format. Such a partnership is valuable because it allows for repurposing their existing copyrighted resources, saving time and effort in development;
- When evaluating platform and software options, the partnership should prioritise sustainability over complexity, choosing a simpler tool that is user-friendly, cost-effective, and can be easily maintained and adapted in the long term;

No matter who leads or is primarily responsible for developing the tool, the goals and steps of online tool development processes remain the same. The main **activities and responsibilities** of the technology leadership role (be it an expert, company, organisation, external contractor, or members of the partnership) will include:

- Advising on the selection of the best software programme to use to build the tool, taking into account the local context and available resources;
- Introducing already existing online capacity-building tools, their capabilities, pros and cons, short and long-term financial implications and how to use them (commonly known as “demo”) to the stakeholders;
- Participating in the scoping exercise and the needs assessment in close cooperation with the partnership partners;
- Researching whether the tool’s target group has access to the necessary technology to use the tool;
- Ensuring that local and national multi-media content to be included in the tool, such as pictures and videos, are appropriately gathered and properly stored;
- Coordinating the process and guiding the technical side of the creation and development of the online tool;
- Discussing the outcomes of the needs assessments and consultations with the partners to identify key themes, define the learning goal for each section of the tool, decide on the best format, and choose content that fits the audience;
- Planning the structure, including topics, goals, format (videos, questions, interactions, feedback), and sources (experts, institutions, organizations);
- In close collaboration with the experts and organizations, collecting and creating content;
- Reviewing the quality of the content;
- Building the tool, including incorporating content, designing layout and features, testing for functionality and compatibility with devices like mobile phones and computers;
- Designing the tool’s layout and features, conducting tests to ensure functionality, guaranteeing consistent and proper operation, ensuring user-friendliness for mobile phones, tablets and computers;
- Selecting and setting up the hosting service to make the tool available online;
- Launching the tool online and setting up its hosting;
- Creating a user manual for trainers and trainer-of-trainers with comprehensive guidance, including an overview of the purpose and content of each section, along with detailed instructions on how to use it in training, knowledge-sharing, or awareness-raising sessions;

- Providing support for making the tool accessible to its audience;
- Setting up the analytics to monitor how the tool is used;
- Translating the tool if needed and setting up codes for integrating translations, especially in videos (setting up the RTF codes to automatically integrate translations of the content’s tools, particularly in videos\*);
- If possible, maintaining the tool for long-term use (see section below).

The technological leadership also plays a vital role in the **long-term sustainability** of the digital tool through the following activities:

- Setting up the analytics for the online tool to monitor the users’ engagement in the long term. Key metrics of user engagement to track include the extent of tool usage and the duration of their interaction with each section of the website;
- managing the website hosting following the tool’s publication for a specific designated period during which the partnership anticipates the current version of the tool will remain relevant to its intended audience before needing an update (e.g., 2 or 3 years);
- overseeing the technical aspects essential for its long-term maintenance. In cases where this is impossible, they should create a user manual for the government agency overseeing the tool’s long-term maintenance. This includes specifying the requirements for the website hosting the tool, determining the frequency of maintenance required by a webmaster/designer, and providing a breakdown of the annual costs associated with ongoing maintenance and updates to the software, hosting, and hiring external IT contractors.
- updating the tool’s contents and quality control. The tool should continue evolving and addressing emerging needs, even after the development process. For this, quality control measures should be planned during the process, including regular reviews and evaluations of the capacity-building tool (e.g., post-launch evaluation and adjustments, feedback mechanisms, content-related updates, etc.). To see all aspects of long-term sustainability, see [Cross-cutting Priority: Long-term Sustainability](#).

**CHECKLIST FOR PARTNERSHIPS 5**

To extend the participatory process beyond the launch of the tool in the long term, it’s important to continue requesting feedback from the front-line workers and practitioners that use it. To gather direct user feedback, a feedback mechanism should be incorporated in the website. This can be done

in the form of surveys or comment sections where users can share their thoughts on the tool’s current content and suggest topics for future expansions. By analyzing this data, the tool can be regularly refined and updated to meet the evolving needs and preferences of its audience, ensuring it remains a valuable and relevant resource.

\* RTF codes allow for the precise timing and placement of translated subtitles within the video content. Implementing RTF codes helps in synchronizing subtitles with the corresponding video segments, ensuring that translations appear at the correct moments. This approach is time-efficient and enhances the user experience by providing accurate and well-timed subtitles for viewers in different languages. Using RTF codes is recommended wherever possible to streamline the translation process in multimedia content.



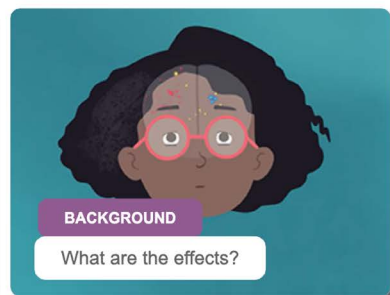
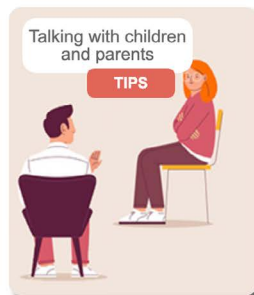
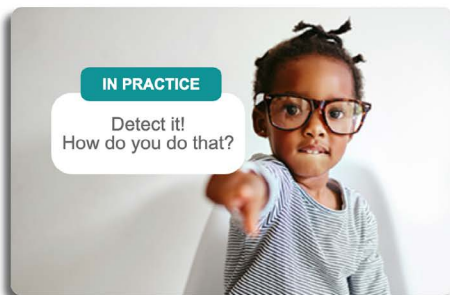




# ANNEXES

## ANNEX I. Links and samples of the toolkits and magazines in English language.

[Aruban Toolkit \(ENG\)](#) and [Asertivo Magazine \(ENG\)](#)




Curacao Toolkit and Kurashi Magazine (ENG)


Colophon Online Toolkit on how to address child abuse in Curaçao

Co-funded by the European Union KODIGO PROTEKSHON


Main menu




CHILDREN'S RIGHTS & CHILD ABUSE




IDENTIFYING THE SIGNS OF CHILD ABUSE




YOUR OWN EMOTIONS



COLLABORATION



HAVING A CONVERSATION



OFFERING HELP

Looking for a deeper understanding? Explore the Kurashi magazine for insights into fostering a safe upbringing. L21.5.3 v3

1 / 12 English

**KURASHI** MAGAZINE FOR GROWING UP SAFELY

February 2024



In promoting a safe upbringing and preventing child abuse, partner and family violence, it is essential for professionals in healthcare, education, counseling, police, and justice to join forces. This involves not only sharing knowledge, learning and improving, and deploying effective interventions but also actively listening to what children and young people are experiencing. Because ultimately, it's about them.

Facebook, Instagram, Twitter icons

Navigation arrows

## **ANNEX II. Sources and resources for child participation**

The partners can consult the **following sources and resources** regarding approaches to achieve genuine, meaningful child participation:

- Art. 12 (Respect for the child’s views), art. 13 (Freedom of expression), art. 14 (Freedom of thought, conscience and religion) art. 15 (Freedom of association), art. 17 (Access to information and mass media) of the [UNCRC](#);
- General comment No. 12 of United Nations Committee on the Rights of the Child (2009) on the right of the child to be heard, [available here](#);
- Lundy Model of Participation (2007), [available here](#) and [here](#);
- The Council of Europe’s Child Participation Assessment Tool (2016), [available here](#);
- UNICEF’s “ENGAGED AND HEARD!” Guidelines on Adolescent Participation and Civic Engagement (2020), [available here](#).

**ANNEX III.**

**Child and Adolescent Participation Checklist to Organise consultations and focus groups**

<b>ARE YOU CONDUCTING YOUR ACTIVITIES IN A WAY THAT MEANINGFULLY ENABLES CHILD PARTICIPATION?</b>		<b>YES/NO</b>
<b>SPACE:</b>	Were children consulted in choosing the space, and did you consider their preferences?	
	Can children and their families get to the venue and fully participate?	
	Is the space safe both in terms of environment and atmosphere? Do you have enough adult-to-child ratio?	
	Is the space child-friendly? Have you looked at the room from a child's perspective?	
	Does it have furniture and supplies that allow for dynamic use of the space? Does it allow for noise, movement and creativity?	
	Have you considered the effect group size will have on the conversation and adapted accordingly?	
	Did parents/caregivers give permission/approval and sign an indemnity for their child to be in this space?	
<b>VOICE</b>	Have children been given all the information they need to form a view?	
	Have different options been provided to them?	
	Have different ways of communicating been offered to them? Drawing, writing letters, singing songs, commenting in anonymous comment boxes, etc.	
	Do the children know that this process is voluntary and that they can opt out anytime?	
	Is the language used age-appropriate, jargon-free, and aligned to references appropriate to children's ages and interests?	
	Have you created an atmosphere that encourages asking questions and seeking clarifications?	
	Are you frequently checking that your understanding of children's inputs is correct?	
<b>AUDIENCE</b>	Is there a process/system for communicating children's views and meaningfully embedding them into decision-making?	
	Have children been informed about the communication chain, and who will be privy to their views?	
	Are your facilitators experienced and trained in conducting child participation activities?	
	Have children been informed about the whole decision-making process and understand their role in the process in a way that manages expectations?	
<b>INFLUENCE</b>	Did decisions makers consider children's views?	
	Was preparatory work done to ensure children's voices are taken seriously?	
	Was feedback provided to participants about decisions taken and how their views were used or not used?	
	Have you laid foundations with decision makers, NGOs, and partners around the importance of child, young person and parent participation, and are they willing and ready to listen?	
	Can you demonstrate that the views of children have influenced your services or how you do business?	

This Guide is the outcome of a participatory research process led by independent consultant Mara Tissera Luna with support and feedback from the Ministry of Justice & Social Affairs of Aruba; the University of Curaçao Dr Moises Da Costa Gomez (UoC); the Ministry of Social Development, Labour and Welfare of Curaçao (SOAW), Augeo Foundation and The Dutch National Committee for UNICEF.

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