

# GUIDE TO RAISING YOUR VOICE: PARTICIPATORY TOOLBOX



This toolbox was created within the framework  
of the Fondation Botnar Healthy Cities for  
Adolescents' in Ecuador

## WHAT ARE WE LOOKING FOR WITH THIS GUIDE?

The main objective of this research is to create a solid foundation for making the lives of adolescents in these areas much better. We want adolescents to be leaders in making things better in their communities. We are going to do this by working together and listening to what they think and feel about the problems they face.



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**Quito, 2023**

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# ACTIVITY 1: MOSAIC



The **mosaic technique** is an educational and cooperative research strategy in which participants divide into groups to investigate different parts of a topic and then regroup to share and complete the information, achieving a comprehensive and collaborative understanding of the topic in question and allowing those parts to be worked on in more depth.

## OBJECTIVE:

This manual aims to guide the application of the Mosaic technique in the diagnostic phase of the HCA project.



**Important:** At least 2 facilitators are needed for this activity, one person concentrating on facilitation and interaction, and the other person in charge of systematisation and documentation.

- Stimulate adolescents' creativity by working on the pillars of adolescent well-being on visual materials.
- Encourage active participation and the expression of opinions of adolescents on issues in their cities.
- Identify patterns and key areas of adolescent challenges through interpretation collective of the mosaics.
- Provide a platform for adolescents to share their perspectives and knowledge in a visual and situated way.
- Generate visual and creative inputs for the co-design and strategy development phase of the HCA project.
- Build basic map reading skills in adolescents.

## REQUIRED MATERIALS:

- Parts of large maps of Riobamba and Quevedo respectively, showing different areas and aspects of each city.
- Color markers to make notes on the maps, these materials should correspond to the colors assigned to each pillar.
- Stickers for names and others for group assignment, in different colors.

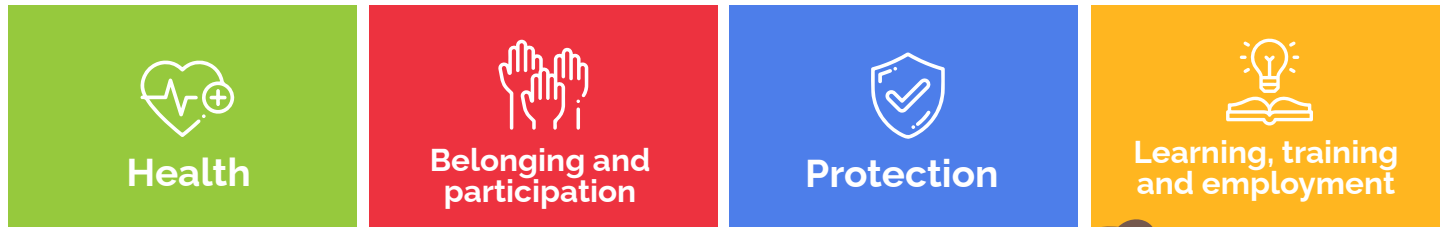
**Facilitation note:** You can have 2 types of parts. The map of the city divided into 4 sections (4 different sections), or the map divided in 2 sections (2 different sections repeated).

**Important:** Each group must always have a section of the map.



## MATERIALS NEEDED:

- Explanatory material (power point presentation, primers with questions) for each pillar (4) of adolescent well-being (organised by assigned colours), if space permits, this should include a presentation to be projected as permanent support material.



- Paper and pencils for taking additional notes.
- Blackboard or flipchart to record group conclusions.
- Surface for joining parts of the mosaic (floor, blackboard, etc.)



## STEP BY STEP

Time of execution: 120 min.

### Step 1: Preparation (15 minutes)

- 1. Group Formation:** Divide adolescents into small groups according to their age and gender with each pillar of adolescent well-being, assign them a color.
- 2. Hand out stickers** assigned to each colour on the name tag.
- 3. Prepared Maps:** Place parts of large maps of Riobamba and Quevedo in each group, making sure that they represent different relevant areas of each city.

*Note for Facilitation: Remember that you can have 2 types of map parts.*

### Step 2: Introduction (10 minutes)

- 1. Presentation of the Method:** Explain to the adolescents how the mosaic technique will work and what the objective of the exercise is.

**2. Explanation of Pillars of Well-being:** Briefly describe the 4 pillars of adolescent well-being (Health, Belonging and Participation, Protection and Learning, Training and Employment) and how they relate to their overall well-being.

**3. Colours:** Also explain to the young people that each pillar has an assigned colour, and tell them what they are.

### Step 3: Research and Analysis (20 minutes)

**1. Group work:** Assign each group a pillar of adolescent well-being, and the sticker of the colour assigned to that pillar.

**2. Analysis and identification:** Hand out or explain the teaching material (primers) on each pillar and give each group time to analyse their map and look for information related to that pillar.

**3. Legend:** Explain to the adolescents how the legend on the map works, how on the map they can number their marks and in the corresponding column put their name and explain why they marked in that way.

**4. Markers:** Encourage adolescents to take notes and highlight important aspects directly on the maps. You can use generative questions such as the following:

#### *Facilitation note:*

Remember to explain using the number already on the map as a guide.



**1. Health:** Which specific places in your city/map do you consider key to your health? Where do you eat when you don't eat at home? Where does your family buy food? Where do you look for information about your health? Where would you do it?

#### *Facilitation note:*

Remember that these questions are in the primers.



**2. Belonging and participation:** ¿Where in the city are there meeting places for young people? Do you know of networks or groups of young people working together for a specific goal? Where in the city do they work? What places in the city do you frequent outside of school? What do you do there? Are there enough places for young people to meet in your neighbourhood/city? Is there a space where you feel your opinion is valued? What would be the most important thing to do in your neighbourhood/city? What would you do first if you were mayor for you and your friends? Where would you do it?



**3. Protection:** In which part of the city do you feel safe? In which parts of the city do you feel safe? In which parts of the city do you feel safe? On the map do you think there are needs in terms of basic services? Why? Are there places in your city where you can't be yourself? Where do you go when you want to have fun? When do you need information? Where can you definitely not meet your friends?

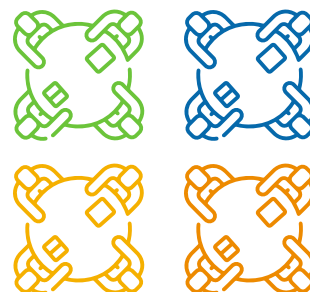


**4. Learning, training and employment:** Where do you think young people learn the most? Where is a place where you can learn something that interests you? What kind of places are important for learning? Are there places in your city/map where you could work if you wanted to, do you feel supported, by whom, where?

## Step 4: Becoming Decision Makers (20 minutes)

**1. Decision-maker groups:** Next, reorganise the groups, making sure that each group has at least one representative from each welfare pillar (one participant per colour).

**2. Rotational World Café:** The World Café is a group dialogue methodology that encourages open and deep conversations about important topics. It takes place in a café-like setting, where participants gather at small tables and engage in rotating conversations. Each group discusses a specific question or topic, and then participants switch tables and share ideas with a new group. This rotation allows ideas to mix and build on each other. The goal is to generate a creative and collaborative dialogue that leads to new perspectives and innovative solutions. Be guided by these steps:



**1. Space configuration:** Each map worked according to a pillar (a colour).

**2. Central Question:** Enter a question about the space.

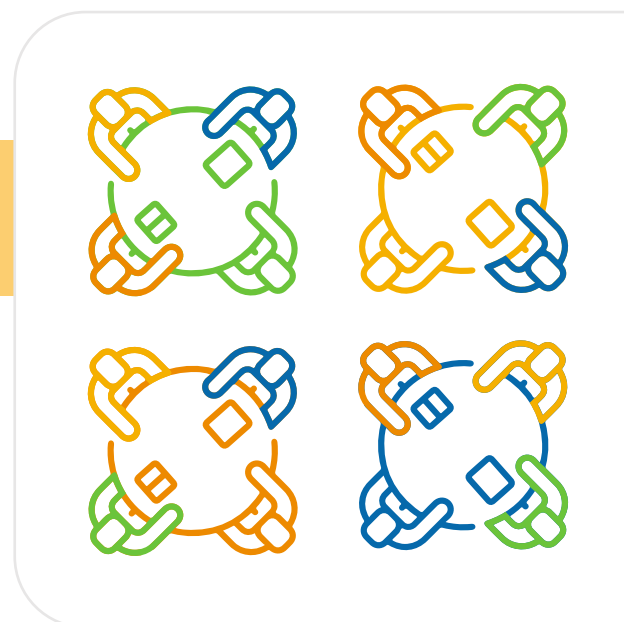
Example:

According to the pillars you have already worked on, what is missing from the map? What areas do you see as having a lot of markings? Why do you think the previous group marked that area?

**3. Group Dialogue:** Participants in their new groups (one of each colour) discuss the pillars they worked on, but placing the important aspects on the map in front of them.

**4. Rotation:** After the allotted time, participants rotate to the next map/pillar. They leave their thoughts and ideas written on the map for the next groups.

**5. Ongoing Conversation:** New groups continue the conversation, building on what has been discussed previously.



**3. Information Sharing:** Adolescents become decision-makers in their assigned pillar and share with others what they have discovered on their maps and the notes they took.

## Step 5: Creating Mosaic (25 minutes)

### Facilitation note:

Remember that you can have 2 different sets of maps.

Accordingly, you can have a single final map (consisting of 4 different sections), or you can have 2 final maps (consisting of both sets of 2 sections).

**1. Putting the Pieces Together:** Each group should bring together the information shared to form a complete picture of the challenges and resources in both cities in relation to the pillars of adolescent well-being.

**2. Recording:** Each group should present their findings on the mosaic, highlighting key points and connections found.

## Step 6: Full discussion and analysis (15 minutes)

- 1. Quick analysis:** Identify patterns or groups of graphical markers in the mosaic.
- 2. Group Analysis:** Facilitates a group discussion to jointly analyse the mosaic and identify patterns, connections and possible solutions based on the comprehensive understanding gained from the parts of the mosaic.
3. Ask for **voluntary input** on places in the city or pillars that the adolescents did not work.
- 4. Encourage Participation:** Ensure that all adolescents have the opportunity to participate opportunity to share their ideas and perspectives.

## Step 7: Conclusions and Actions (15 minutes)

**1. Identification of Solutions:** Based on the findings, invite adolescents to identify actions and strategies to address the challenges identified.

### *Facilitation note:*

This part is discretionary, if the adolescents are energetic you can do this, but if they are tired, you can move on to the next item.

**2. Closing and Reflection:** End the activity with a brief reflection on the research and the importance of cooperation, teamwork and taking responsibility to build healthy cities.

## FOR FACILITATORS: Tips for implementation

Proper systematisation of the execution of the mosaic technique is essential to ensure that the process is effective and significant for the adolescents involved. Here are some important recommendations and tips for the facilitator:



**1. Pre-planning:** Before implementing the mosaic technique, make sure you have a detailed plan that includes selecting and preparing maps and other materials, forming balanced groups, and clearly defining the pillars of well-being to be addressed.



**2. Creating a Safe Environment:** Creates an environment of trust and respect where adolescents feel comfortable to express their opinions and share their ideas freely. Encourages empathy and mutual respect among participants.



**3. Active Facilitation:** As the facilitator, your role is to guide and encourage adolescents throughout the process. Encourage active participation, listen carefully to their comments and questions, and make sure everyone has a chance to speak.



**4. Flexibility and Adaptability:** The mosaic technique can take time, and you may need to adjust the schedule to allow the adolescents to immerse themselves in the research and discussion. Be flexible and willing to adapt to the needs and rhythms of the group.



**5. Encourage Collaboration:** Collaboration among adolescents is key to the success of the mosaic technique. Encourage groups to work together and share information effectively to build the big picture.



**6. Promote Critical Thinking:** Encourage adolescents to question, analyse and reflect on the information gathered. Help them to identify connections and patterns, and to think of possible solutions to the challenges identified.



**7. Recording and Systematisation:** During the activity, record key notes and observations to assist in the subsequent systematisation process. Document group conclusions and proposed actions for future reference.



**8. Inclusivity and Interculturality:** If you work with adolescents from different cultural backgrounds, be sure to be respectful and sensitive to their perspectives and beliefs. Foster an inclusive space where everyone feels valued and heard.



**9. Motivation and Recognition:** Acknowledges and celebrates the efforts and participation of adolescents in the process. Emphasizes the importance of their contribution and how their voices will be instrumental in improving adolescent well-being in their cities.



**10. Feedback and Evaluation:** At the end of the activity, solicit feedback from the adolescents on the mosaic technique and their overall experience. Record this feedback to improve future implementations and adjust the methodology as necessary.



## GENERAL TIPS FOR SYSTEMATISATION:

### 1. Detailed Preparation:

- Plan in advance the layout of maps and materials needed.
- Make sure you have sufficient supplies.
- Designate a suitable space for groups to work comfortably with the maps.

### 2. Visual Register:

- Capture photographs of the maps completed by each group and of the process.
- Make sure the images are clear and allow you to identify the key points in maps.

### 3. Pattern Analysis:

- Examine each group's maps for patterns, similarities and differences.
- Identifies recurrent themes and points of convergence in needs and identified perspectives.



# ACTIVITY 2:

## COMMUNITY LOOM'DIAGNOSIS

### OBJECTIVE:

This manual provides a step-by-step guide for social researchers who wish to conduct participant observation during the process of creating a mural and hip-hop sessions in a community. Participant observation will allow researchers to gain a deeper understanding of the social, cultural and emotional dynamics involved in these artistic expressions.

### MATERIALS NEEDED:

- Notebook or electronic device to take notes in field diary format.
- Camera or device to capture images.
- Audio Recorder (optional).
- Supporting guidance on the pillars of adolescent well-being.



### STEP BY STEP

Duration: 5 days. 3 hours per day

#### Step 1: Preparation

- 1. Research the context:** Learn or deepen your knowledge about the community, neighbourhood or youth group, its culture, history and relevant social issues to understand the background against which the mural and hip-hop sessions will take place.
- 2. Build relationships:** Get to know the artists, participants and community leaders involved to create an environment of confidence and mutual respect.
- 3. Define your objectives:** We are going to observe to identify elements related to the 5 pillars of adolescent well-being, as well as elements that allow us to situate the problems mentioned by the young people in each city.

#### Step 2: Active Observation

- 1. Records observations:** Actively participate in the mural creation and hip-hop sessions. Take detailed notes on what you see, hear and feel, including interactions, gestures, emotions and conversations in the field journal.

**2. Capture images:** Take photographs or videos to visually document the creative process, highlights and interaction between participants.

**3. Encourages conversations:** Engage in informal conversations with participants, asking open-ended questions to learn about their perspectives, intentions and experiences.

### Step 3: Reflection and Analysis

**1. Review your notes:** After each session, review your notes and reflect on the observed dynamics, emerging themes and significant interactions.

**2. Identify patterns:** Look for recurring patterns in the conversations, emotions and actions of participants, and how these relate to the creative process.

**3. Contextual analysis:** Relate your observations to the cultural and social context of the community/neighbourhood/youth network to understand how they influence the creative process.

### Step 4: Dialogue and Feedback

**1. Share findings:** Every day, you can share your observations and analyses with the artists and participants to gain their perspectives and enrich your understanding.

**2. Promotes reflection:** Encourages reflexive discussions on how the observed dynamics relate to the artistic and social objectives of the project.

### Step 5: Documentation and Submission

**1. Document your findings:** Write a detailed report that captures your observations, analyses and reflections throughout the creation process.

**2. Present the results:** Share your findings with the community and other stakeholders through presentations, reports or exhibitions, highlighting the voices and experiences of the participants.





## TIPS FOR THE PARTICIPANT OBSERVATION:



**1. Be respectful:** Respect the rules and dynamics of the community, acting in an ethical and considerate manner at all times.



**2. Get involved gradually:** At first, observe without intervening to gain the participants' confidence before asking more in-depth questions.



**3. Keep an open mind:** You must be willing to adapt to unforeseen situations and embrace new perspectives.



**4. Record emotions:** Do not only observe actions, but also the emotions and feelings expressed by the participants.



**5. Reflect on your role:** Take time to reflect on how your presence can influence the dynamics of the group and adjust your approach if necessary.



**6. Reflect on the workshop:** Think about how this tool could be adapted to other contexts, countries or cultures. Consider how the workshops could be more powerful, elicit better information and/or challenge young people on other issues.



**7. Be flexible:** Tailor your methods and questions according to the needs and the dynamics of the group.





# ACTIVITY 3:

## GUIDED DISCUSSION



A technique used in social research and decision-making to facilitate discussion among a group of people on a specific topic. It is based on structured questions and guidelines that help focus the discussion and allow for more in-depth and detailed information about the opinions, knowledge and experiences of the participants.

### MATERIALS NEEDED:

- **Adequate space:** A quiet and comfortable space to facilitate discussion, with sufficient chairs for the participants.
- Method of **verification of attendance**
- **Whiteboard:** To record key points and summarise ideas as they are discussed.
- **Paper and Pens/Markers:** For participants to take notes during the discussion.
- **Large sheets of paper and markers:** For visual outlines or group summaries.
- **Game Rules:** Clear rules for respectful interaction and active participation.
- **Audiovisual equipment (optional):** Projector, screen or other means to display graphics, data or relevant information.

*Important:* For this Activity at least 2 facilitators are needed, one person focusing on facilitation and interaction, and the other person in charge of systematisation and documentation.

### OBJECTIVE:



**Facilitate structured discussions with informed expert groups to gather detailed information on the needs of adolescents in each city, focusing on 4 pillars of adolescent well-being.**

**Duration: 120 min.**

# STEP BY STEP

## Step 1: Preparation and Selection of Experts:

- **Identification of Experts:** Identify and select a diverse group of experts, including professionals from health, education, psychology, community leaders and other relevant actors with experience in youth and the local context.
- **Invitations:** Invite experts to participate in the guided discussion sessions, providing details on the purpose, scope and value of their contribution.

## Step 2: Definition of Key Issues: (15 minutes)

- **Identificate Pillars of Well-Being:** Identifies key pillars of adolescent well-being relevant to the diagnosis, such as health, education, safety, community participation, skills and resilience.
- **Disaggregate Issues:** Disaggregates each pillar into specific areas of focus, such as access to health care, quality education, safe environment, opportunities for participation, skills development and stress management.

## Step 3: Structure the Discussion: (10 minutes)

- **Pillar Sessions:** Plan separate guided discussion sessions for each pillar of adolescent well-being, ensuring a clear focus in each area.
- **Logical Sequence:** Organise the sessions in a logical sequence that allows for a comprehensive understanding of the needs and challenges of adolescents.
- **Games rules:** Communicate the rules of the discussion to the experts, making sure they are clear and concise, you can be guided by the following principles:

### RULES

1. **Mutual Respect:** Listen attentively and without interruption as each person shares his or her point of view. Avoid personal criticism and maintain a respectful tone at all times.

2. **Confidentiality:** Everything shared during the discussion must be kept confidential, creating a safe environment to share honest and open opinions.

3. **Focus on Solutions:** Directing discussion and interventions towards the identification of solutions, and building together rather than focusing on highlighting differences or negative criticisms.

4. **Common Goal:** Keep in mind the common goal of the discussion: to contribute to the improvement and advancement of the initiative, overcoming the focus on individual egos.

*Rules of the game: 1) Respect for each other, 2) Confidential Information, 3) Identificate Solutions, and 4) Teamwork for Adolescent Well-Being.*

## • Guided Facilitation (60 minutes)

- Role of the Facilitator: Facilitates the guided discussion sessions, ensuring an environment that is open, respectful and participatory.
- Steering the Conversation: Steer the conversation towards relevant topics, encouraging experts to share concrete examples and significant insights.
- Use generative questions such as the following:

# Pillar: Health

What problems do children face in finding good doctors when they are sick?

Why is it difficult for young people to lead a healthy and active life?

How can we help adolescents learn more about feeling good emotionally?

What are some things we could do to make boys and girls less sick and safer?



## Facilitation note:

You should keep an eye on emerging issues, and if the following issues do not emerge, ask the experts directly.

## Themes:

- Teenage pregnancy
- Sexual and reproductive health
- Tropical and non-communicable diseases
- Substance use
- Suicide

# Pillar: ownership and participation

What are some things you could do to get young people more involved in what is happening in your community?

How can we help adolescents to be kinder and more understanding of others?

What are boys and girls most concerned about in the city?

What could we do to make teenagers feel more united and love their neighbourhood/city/environment more?

How can we empower adolescents to raise their voices and be leaders in making positive changes in our communities?



## Facilitation note:

You should keep an eye on emerging issues, and if the following issues do not emerge, ask the experts directly.

## Themes:

- Discrimination based on gender, ethnicity or social class
- Domestic violence
- Internal migration
- Citizen participation mechanisms

# Pillar: protection

Where do children feel they are not safe in the city and why?

Why do you think there are sometimes fights and abuse among young people?

What things are needed for children to feel protected when they go to school or when they are free?

What could we do so that children have places where they can talk and be quiet?

What preventive measures could reduce adolescents' exposure to social risks and dangerous situations?



## Facilitation note:

You should keep an eye on emerging issues, and if the following issues do not emerge, ask the experts directly.

## Themes:

- Domestic violence
- Dropping out of school
- Recruitment of criminal gangs

# Pillar: learning, training and employment

Why is it difficult for children to get a good education?

What could we do to make what they learn in school more useful for them today?

What things could be done to learn more things that will help them when they grow up?

What makes it difficult for young people to find jobs and learn new things?

How can we help children learn to think creatively, solve problems and understand things critically?



## Facilitation note:

You should keep an eye on emerging issues, and if the following issues do not emerge, ask the experts directly.

## Themes:

- Dropping out of school
- Discrimination based on gender, ethnicity or social class
- Education options
- Employability
- Role of larger institutions
- Training option

# Pillar: agents of change

What makes children feel confident to make decisions for themselves?

How can we help children to be stronger and feel better when things are not going well?

Who can boys and girls turn to when they are going through difficult times?

What are some things we could do to help adolescents cope with problems and difficult things?

How can we enable children to speak out and help make important decisions?



## Facilitation note:

You should keep an eye on emerging issues, and if the following issues do not emerge, ask the experts directly.

## Themes:

- Non-formal and formal spaces for participation
- Perception of institutions public
- Adolescent-only programmes

### Step 4: Active Listening and Documentation:

- **Note-taking:** Conduct detailed note-taking during discussions, recording ideas, recommendations, proposed solutions and points of agreement on flipcharts in full view of everyone.
- **Reflective Listening:** Demonstrates active and reflective listening in order to understand the experts' perspectives are fully reflected in the report.

### Step 5: Collective Data Analysis and Synthesis: (30 minutes)

- **Patterns and Trends:** Analyse together with participants the notes taken on the slips of paper to identify patterns, trends and priority areas of adolescent needs in each city.
- **Synthesis of Results:** Synthesises the findings of the discussion session in a coherent and clear format constructed with the participants.

# FOR FACILITATORS:

## Tips for Implementation



### 1. Thorough preparation:

- Be prepared to answer questions and provide clarity on the purpose and objectives of the discussion.



### 2. Create an Inclusive Environment:

- It fosters an environment of mutual respect and openness, where experts feel comfortable sharing their perspectives.
- Ensure that all voices are heard and valued equally.



### 3. Balanced Facilitation:

- Balance the participation of experts, encouraging those who are more reserved and moderating those who tend to dominate the conversation.
- Keep the focus on the topic and direct the discussion to relevant areas.



### 4. Situated discussion:

- Encourage experts to provide concrete examples and related experiences.



### 5. Active Listening:

- Practice active listening and demonstrate genuine interest in expert perspectives.
- Ask follow-up questions to clarify points and deepen ideas.



### 6. Time Moderation:

- Manage time effectively to ensure that each topic is discussed fully and fairly.
- Make sure there is enough time for each pillar of well-being adolescent.



### 7. Encourages Constructive Debate:

- Encourages experts to express their views, even if they are different, and to contribute their opinions with additional ideas to the discussion.
- Avoid polarised debates and promote constructive dialogue.



### 8. Synthesis and Wrap-up:

- Summarise key points and highlights at the end of each session.
- Ask experts to confirm understanding and add final comments.



### 9. Flexibility and Adaptability:

- Be flexible to adjust the discussion according to the needs and nuances of the conversation.
- Adapts facilitation according to group dynamics and topics emerging.



### 10. Gratitude and Recognition:

- Thank the experts for their time, knowledge and valuable contributions to the process.
- Recognises and celebrates the effort and dedication of the participants by at the end of each session.



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