![ChildFund International logo]

CHILD- AND YOUTH-FRIENDLY PARTICIPATORY ACTION RESEARCH TOOLKIT

TABLE OF CONTENTS

PREFACE

ChildFund International uses participatory action research methods with children, youth, adults, and other community stakeholders as a basis for program planning, implementation, and evaluation. Internally, we refer to this community-driven and community-owned consultation and planning process as, "Area Strategic Planning." Area Strategic Plans that result from the process cover a three year timeframe, and respond to the causes of child poverty in a specific geographic location.

As a child-focused organization, ChildFund places the well-being of infants, children and youth at the heart of its work, but in the past, this did not necessarily mean that programs directly engaged and worked with young people, or expected them to take a leading role in program development and implementation. Through extensive research in the early part of the first decade of the new millennium, we came to learn that children's experience of poverty is different than adults, and can be described in three domains: deprivation, exclusion and vulnerability[1]. As a result, we changed our program planning methodologies, introducing participatory methods that engage children and youth, and put greater value on what they have to say.

To support these efforts, we've created a set of documents, which includes the following five:

1. Area Strategic Planning Guidance
2. Country Strategic Planning Guidance
3. We've Got Something to Say! Promoting Child and Youth Agency: A Facilitator's Guide
4. Talking To Youth About Leadership, Livelihoods and Health: We've Got Something to Say! Part II
5. Child- and Youth-Friendly Participatory Action Research Toolkit

The first document in this series, Area Strategic Plan Guidance, provides a step-by-step guide to engaging whole communities in planning processes. This document lays the foundation for child and youth involvement by establishing a basic planning process that unites all of ChildFund and its community partners wherever we work, as illustrated on page 4 in, "Child, Youth and Adult Involvement in Area Strategic Planning." The illustration conveys the steps we take in working with children and youth, in the context of a community-wide, inter-generational planning process.

---

1 Wordsworth, D., McPeak, M., Feeny, T., (2005) Understanding Children's Experience of Poverty: An Introduction to the DEV Framework, CCF Working Paper 1, Richmond.

To further support this approach to planning, we've created a set of additional documents. We've Got Something to Say! provides a rationale, practical guidance, and a set of five "standards of practice" for ChildFund's work involving child and youth participation. The third document, Child- and Youth-Friendly Participatory Action Research Toolkit, provides detailed descriptions of tools and how they can be used. The fourth, Child- and Youth-Friendly Participatory Action Research Methods, describes methods for involving children and youth.
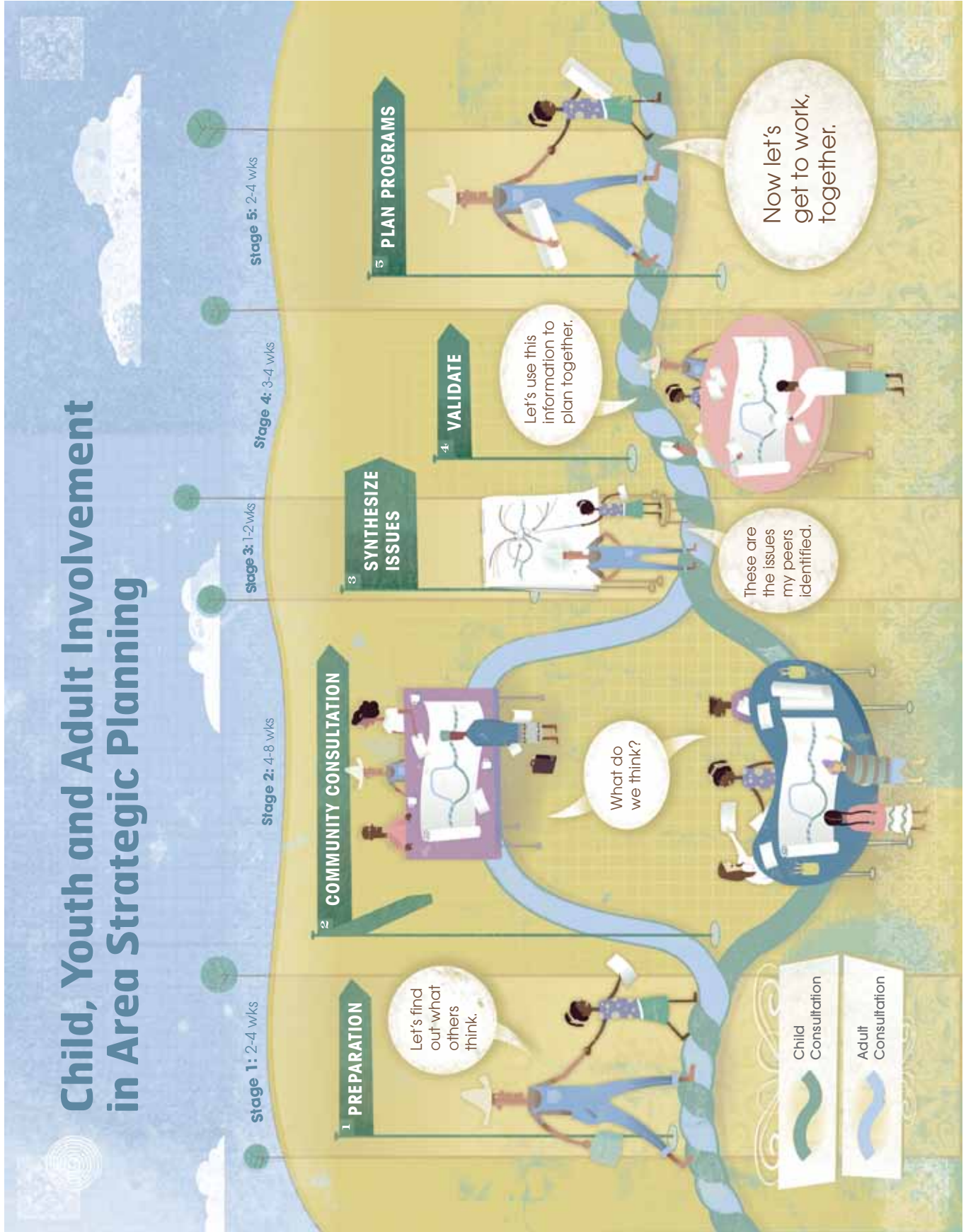
Stepping back from individual, community-level planning processes, at ChildFund, every five years, we examine the country context, identify priorities and geographic areas to work in, and this we call, "country strategy planning." Guidance for carrying out this process is captured in, Country Strategic Planning Guidance Notes. Children and youth play a vital role in shaping country strategies, and consultation methods and tools is summarized in the document, Talking To Youth About Leadership, Livelihoods, and Health: We've Got Something To Say, Part II.

By producing this set of documents, we want to provide key information about the importance of children's perspectives and involvement in ChildFund's work, provide practical guidance to help staff, children, youth and adults in communities to engage children and youth, and to improve the knowledge, skills and values of staff, other adults, and youth leaders to promote the agency of young people in genuine and meaningful ways.

Child, Youth and Adult Involvement in Area Strategic Planning

Area Strategic Planning is a community-owned planning process, where both children, youth and adults come together, particularly those who are marginalized and more vulnerable, to address the root causes of child poverty. Depicted is the 6-month participatory planning process, broken into five steps (Preparation, Community Consultation, Synthesize Issues, Validate, and Plan Programs), with children and youth identifying issues they see as critical to their community, and with adults, listening to one another--hearing what the other is saying-- to arrive at a 3-year plan of action that integrates and synthesizes all perspectives, including that of partners and other development actors. For ChildFund, the participation and leadership of children and youth is especially critical because our experience is that children and youth identify issues that adults often overlook.

Child, Youth and Adult Involvement in Area Strategic Planning

Stage 1: 2-4 wks
Stage 2: 4-8 wks
Stage 3: 1-2 wks
Stage 4: 3-4 wks
Stage 5: 2-4 wks

1 PREPARATION
2 COMMUNITY CONSULTATION
3 SYNTHESIZE ISSUES
4 VALIDATE
5 PLAN PROGRAMS

Let's find out what others think.

What do we think?

These are the issues my peers identified.

Let's use this information to plan together.

Now let's get to work, together.

Child Consultation
Adult Consultation

Kevin McFadin | www.kevinmcfadin.com

INTRODUCTION

ChildFund International recognizes the importance of engaging children in our work with communities. This toolkit provides practical participatory methods for this engagement in all steps of the program cycle and should be used during the Area Strategic Planning (ASP) process[2]. Children's participation in our work has numerous benefits. It improves the relevance and appropriateness of programs. It brings particular benefits to the poorest and most marginalized groups of children and it acknowledges a shift in perspectives from children as 'beneficiaries' of adult interventions towards respect for them as 'rights holders' who are key 'makers and shapers' of their own destinies.

Your use of this toolkit can help ensure children have the opportunity to participate in the identification and analysis of issues, and the planning and implementation of solutions. It can also help program staff understand child protection problems/strengths, assess situations, develop and evaluate programs, develop protection measures, networks, response mechanisms and find programmatic gaps.

The tools should be in sequence starting with a) identification of risks/ problems/ issues and resources, b) prioritization of these risks/ problems/ issues c) analysis uncovering the root-causes of risks/ problems/ issues and d) planning for solutions. Facilitators can use more than one of tools for each step. If the use of a particular tool was not very successful during the first attempt, try again in the future. Effective facilitation takes practice and facilitators should feel comfortable using and adapting the tools as they see fit.

Many of the exercises can provide entry-points or methods for facilitating children's communication. However, the tools alone will not be effective without adequate child-friendly facilitation essential for contributing to an open and secure environment. Facilitators will also require participatory research skills in posing probing questions. With many of the exercises, probing questions are required to uncover deeper protection risks/ problems in the community. Without the probing, issues identified by children can remain superficial, consisting of immediate physical risks. The probing facilitates the revealing of deeper social issues and root causes. However, the probing must be done in a way which ensures the safety and security of children involved.

At the end the toolkit there are a series of example questions which can be used by facilitators to probe and uncover deeper social issues affecting children. This is not an exhaustive list of questions but can be used as a guide to facilitate discussions. In addition, facilitators must be attentive listening to the responses of children and asking appropriate follow-up questions.

In the appendices there is also a discussion on the importance of proper sampling. This includes methods for selecting participants that will help develop a representative picture of children's perspectives. There is also a discussion of the use of filters that can be used to ensure that the interests of the most marginalized children are not sidelined. Finally, the toolkit includes important information protective procedures for working with children. This includes a description of some methods and pointers to help improve the safety and protection of child participants.

2   Please see *Appendix 5: Steps for Child and Youth-led Community Reflections with Peers* for information on the child and youth led process and Appendix 6 for a visual illustration of how this child and youth-led process fits into the overall ASP process.

IDENTIFICATION TOOLS

These tools are designed to help children to identify issues, risks, problems and resources in their community. Each can help children to explore different aspects of their lives (e.g. physical and social environments and life-history). They are specifically relevant for the second stage (community reflections) of the Area Strategic Planning (ASP) process. The following table provides descriptions of the strengths and challenges of each tool. However, you may find that the challenges are relatively minor or non-existent. With good facilitation, all of the tools can be invaluable for your work.

Strengths and Challenges of Tools		
Tool	**Strengths**	**Challenges**
Community mapping	• Can provide an overview of the risks and resources in a community. • Can be a good prop for provoking deeper discussions about the community.	• Can limit participants to listing only immediate physical risks and/ or material deprivation. Without adequate probing identification of social issues/ risks may be limited.
Drawing spaces	• Can help participants to probe for specific issues in the household, school, etc. that are missed in community mapping.	• Similar to the community mapping, without sufficient probing by facilitators, participants tend to focus on immediate physical risks and/ or material deprivation.
Body mapping	• Can provide an alternative frame to the physical spaces, by identifying issues through children's senses. This can help children to think more personally about risks/ issues.	• Without adequate probing, results may be limited superficial issues related to the senses.
Puppet show	• Particularly helpful for helping younger children to identify and present issues that concern them. • Helpful for exploring the context of issues.	• May limit discussion to only a few issues. • May not be helpful for identifying the extent of issues.
Life timeline	• Can provide an alternative frame of reference to the physical and sensory dimensions. This tool can help children to identify more profound events or issues in their life.	• May not be helpful for identifying the extent of issues.

Community Mapping

Objective: To enable girls and boys to identify positive and negative aspects of their local communities.

Materials needed: Basic materials: Chalk, Big sheets of paper, Tape, Pencils or pens; alternatively, for more creative approaches to risk mapping: clay, cardboard, colored paper, art/craft supplies, sticks, string, glue, etc. (also see question guide attached).

Step 1   Give a group of children a large piece of paper and pencils or chalk. Ask them to build a map of their community highlighting all the important places in their community. (Alternatively, children can literally 'build' their community using clay, material found in the environment and/ or cutting out three dimensional houses, buildings, trees, etc.)

Step 2   Ask the children to highlight/ draw the places they like and/or feel safe in their community (e.g. each child could put a happy face or tick mark by the places they like). Enable group discussion on the issues raised.

Step 3   Ask the children to draw/ highlight the dangerous places in their community, places where they don't feel safe / they are scared/ or places where accidents happen (e.g each child could place a sad face or cross mark by these places). Enable group discussion on the issues raised. Often children will focus on physical locations which may pose immediate physical dangers. Please refer to the question guide to try to uncover broader social issues. The physical locations may be an entry point to ask these probing questions. *Please see a question guide on page 17.*

Step 4   Ask children to indicate 3 things in their community that they would most like to change (e.g. each child could place a star by three things they would like to change). Enable group discussion on the issues raised.

Variations: Risk Mapping can be used to assess one location, for example a school or a playground. It may also be used to identify issues during movement, for example when children walk to school or walk to night commuter centers. Facilitators would ask children what the positive and negative things they experience as they walk to a particular location and on return. Time of day and who the child walks with, for example alone, with friends or a parent are essential in capturing information.

NOTE: **It is essential that a facilitator is present during the risk mapping exercise to clarify picture descriptions. For each drawing and/or 'map' a facilitator should note down key words describing the picture so as not to mistake pictures/buildings/ people as something the child did not include or draw. You might want to have additional note-takers who are not facilitating who can record the details of children's discussions.**

Body Mapping

Objective: To enable discussion of issues affecting girls and boys

Materials: Chalk if using pavement, or flipchart, tape, flipchart pens, markers, crayons, paints, etc.

Step 1   Find a clean area on the ground or place large sheets of paper on the floor. Ask for a volunteer child to lie on the sheets so that the shape of their body may be drawn around. Draw around their body shape with chalk or (non-permanent!) pencils/ pens.

Step 2   Enable the children to sit around the 'body' shape and explain that this child is a girl or boy from their community.

Step 3   Encourage the child to design the child highlighting good and bad things that experience, see, hear about – record these issues inside or outside the body shape through images or words:

E.g. when drawing:

- the *eyes* ask children what do they see in their homes/ schools/ communities that make them happy/ sad/ worried?;
- the *ears* what do they hear that makes them happy/sad/worried;
- the *hands and arms* what do they touch/ play with that makes them happy/sad/ worried;
- the *stomachs* what do they eat / drink that makes them happy/sad/ worried
- the *feet and legs* where do they go that makes them happy/sad/ worried etc.

Step 4   Encourage girls and boys of all different age-groups to express their views. Enable discussion on the issues raised. (Please see question guide on page 20 for queue questions which may assist facilitators for uncovering deeper social issues).

NOTE: **It is essential that the body mapping is done with a facilitator who can clarify what the child is drawing. Pictures should be described in a notebook by a Facilitator in order to interpret the drawings later. Adults may interpret a picture of a man standing behind a tree as someone the child might know...a friend or a father. The child, however, might have drawn a ghost representing the spirit of their father. Or, the person might be a stranger the child doesn't know but is aware of this person watching them. The emotions of the child to this picture should also be captured. A ghost can be seen as both positive and negative depending on how the child views the issue.**

Puppet Show and/or Dramas

Objective: To enable girls and boys to highlight issues, likes and dislikes affecting them

Materials: A set of puppets including female, male children and adults; children can make their own puppets out of paper bags, socks, or other materials. Arts and crafts material as buttons, yarn, and cloth can be used to make the puppets. Scissors, tape, glue will also be needed if children make their own puppets.

Step 1   Introduce a girl and boy child puppet and members of the community/caretaker puppets to the children.

Step 2   Ask the girls and boys to share their views about what things make this girl or boy puppet happy/ sad/ worried? List the issues raised.

Step 3   Break the children into small groups and ask them if they can develop a small drama or puppet show to illustrate some of the issues that make them sad/worried.

Step 4   Break the children into small groups and ask them if they can develop a small drama or puppet show to illustrate some of the issues that make them happy.

Step 5   Encourage discussion on the puppet shows/ dramas on the issues raised. (Please see question guide on page 20 for queue question which may help facilitators to probe for social issues).

Variation: The puppet show can also be done in pairs rather than in a large group. Two or three children can work together and share their stories/issues with each other through the use of the puppets. The facilitator should be present to listen and observe the children's puppet show. Pay special attention to intonation of a child's voice and specific gestures that a child acts out through the puppet/drama.

An alternative to the Puppet Show may be theatrical skits. Children can present stories through drama. Each child chooses a role to play in the skit and acts out the story.

Drawing Spaces

Objective: Identify risks and resources affecting children in their households or school.

Materials: Flipchart paper, markers, masking tape.

This exercise is based on a process similar to the previous mapping exercise. However, this will focus on how children perceive their spaces at home or school. It enables them to see how their spaces look like, reflecting on the kind of condition/s their spaces have. They will give them an opportunity to reflect on the risks and resources in their home or school.

This exercise, like all of the exercise, might illicit sensitive issues. Facilitators must be prepared to deal with these issues. Confidentiality and follow-up is important. Please see ethical guidelines below.

Step 1	Provide each child with a flipchart paper and markers and ask them to draw the details of their home. Where they sleep, where others sleep, where they eat, where they play, where they do homework, where they do house work, where they study, etc.
Step 2	Ask them to think about aspects of the home or school that they like and feel safe and draw happy faces in these locations. Ask them to discuss why they like these places, what do they do in these places.
Step 3	Then ask them to think about aspects of the home or school that they don't like of feel at risk and to draw unhappy faces in these locations. Ask them to discuss why they like these places, what happens in these places.
Step 4	List the common household or school risks and resources on a flipchart paper.
Step 5	Ask them to discuss how the risks and resources in their homes relate to issues in their community. Do they think others are affected in similar ways?

Life Timeline

Objective: To identify events in children's life that impacted them positively or negatively.

Materials: Flipchart paper, markers, masking tape; or a line in the dirt and found objects.

Setp 1 Ask children individually to think about their lives up until now. Ask them to think about all of the events in their lives as far back as they can remember. These events can be good and bad. For example, the birth of their brother, the divorce of their parents, going to school for the first time, etc.

Step 2 Ask them each to draw a long line that represents their lives. During good times the line should ascend. During bad times the line should descend and during uncertain times the line should be squiggly.

Step 3 Once children's lines are complete, ask them to mark where the line has changed direction and ask them draw a small picture or a symbol next to where the line has changed direction to describe what happened during this period. While they are drawing, the facilitators can move from child to child asking them about what they are drawing and why.

Step 4 Once the children have completed this task, facilitators can ask them to present their timelines to the rest of the group. This should be optional for children. The facilitator can encourage children to present but should avoid pressuring.

Step 5 Discuss each of the events. How did the events make them feel? What were the causes of the events? What did they do to cope with the events? The information collected from this discuss can be prioritized and analyzed through the following exercises in the same way the risks and issues identified through the other identification exercises.

PRIORITIZATION TOOLS

These tools are designed to help children to prioritize the issues, risks, problems and resources in their community identified by the previous set of tools. Each can help children to work together to rank issues in importance. Importance can be ranked in terms of impact of the issue as well as the frequency of occurrence. They should be used during the second stage (community reflections) and third (synthesize issues and identify program responses) of the Area Strategic Planning (ASP) process. The following table provides descriptions of the strengths and challenges[3] of each tool.

Strengths and Challenges of Tools		
Tool	**Strengths**	**Challenges**
Diamond Ranking	• Useful for provoking reflection and discussion.	• May be difficult to conduct with a large group.
Pair Wise/ Matrix Ranking	• Useful for eliminating large numbers of issues systematically.	• May be complicated for some participants. • As for all exercises, attention should be placed on protecting concerns of marginalized children (see below)
Dot Voting	• Useful for large groups	• As with many of the prioritization exercises, some children may copy each other without thinking about their choice.
On-the-line	• Can be very physical and fun • Can be used with larger groups of children. • Able to measure the impact and frequency of priorities.	See above.
Paper Houses	• Very creative and fun.	• Difficult to conduct with large groups of children.
Heavy Voting	• Helpful in encouraging debate	
Most/ Least Severe	• Combines identification, prioritization and some analysis	• May be somewhat complicated and long for younger participants.

It is important to note that the majority of children in a community and in a PAR group may not share the perspectives of highly marginalized sub-groups of children. Therefore it is important to ensure that the priorities of sub-group are not lost in this process. Application of filters may be a useful methods for ensuring this doesn't happen (please see filters in appendix 2).

---

3   As mentioned previously, you may find that the challenges are relatively minor or non-existent. With good facilitation, all of the tools can be invaluable for your work.

Diamond Ranking

Objective: To discover the top priorities that concern children

Materials: Cards, post-its, flipchart, sheet of paper with diamond ranking shape drawn on it

Step 1 Enable children to develop a list of 9 priorities of issues that affect them. (Or identify issues that they want to promote)

Step 2 Draw or write each of the priorities on a piece of card (or post-it)

Most Important

1

2   2

3   3   3

4   4

5

Least Important

Step 3 Make the shape of the diamond ranking and ask the girls and boys to place the cards according to their highest and lowest priority of which issue they want to address. Ensure that all the children get to express their view and that all play a role in determining the final agreement of the placement of cards.

Step 4 Discuss the layout of the cards and the reasons for the priorities.
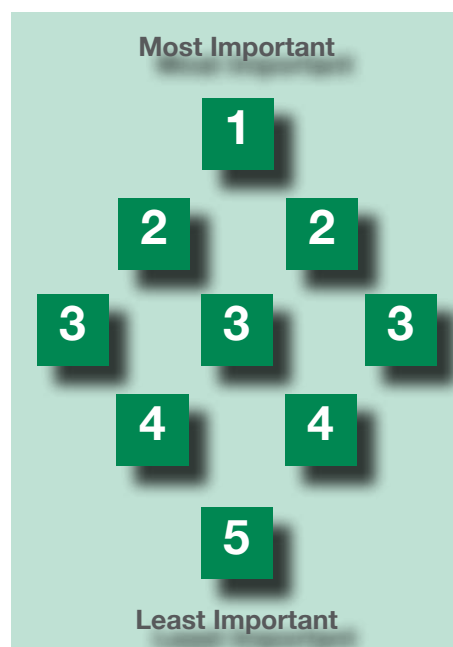
Pair wise Ranking/Matrix Ranking

Objective: To identify the key priority issue through a simple matrix.

Materials: Flip charts, markers, masking tape, sticking gums

Step 1   Ask participants to list the general issues/ problems that they need to prioritize.

Step 2   Draw a matrix (see below). Write all the problems/ issues along the top of the matrix, and down the side of the matrix.

Step 3   Ask participants to compare two problems at any one time, indicating which the priority out of the two is. Ensure that all the participants are involved in the discussion and that there is consensus regarding the decision

Step 4   Count up the scores for each issue. Discuss.

Matrix Ranking

Problem Issues	Problem 1	Problem 2	Problem 3	Total	Proority
Problem 1	*	Problem 1	Problem 1	2	Problem 1
Problem 2	Problem 2	*	Problem 3	1	Problem 2
Problem 3	Problem 1	Problem 2	*	0	

Dot Voting

Objective: To use voting as a means to prioritize an issue

Materials: Paper, flipchart pens (different colors), stickers can also be used.

Step 1   Make a list of all the issues raised by both boys and girls.

Step 2   Ask each of the boys and girls to make a dot by their two top priorities according to two criteria:

1.   What is most important?

2.   What is easiest for them to change?

(Enable girls and boys to use a different color pen so that gender differences can be observed)

Step 3   See which gets the most votes. Discuss.

Variation: Pictures or symbols can also be used to illustrate issues especially if children cannot read or are very young. Display pictures or symbols around the room and ask children to take stickers and place a sticker by the picture that is the most important to them. A different color sticker should be used to illustrate what is the easiest for them to change.

On the Line

Objective: to establish the possible impact and frequency of occurrence of key issues children are faced with through the use of simple objects and a 'priority-line'

Materials: tape, string, (to create a line) or chalk or a stick to draw a line on the ground. Any objects from the environment that can serve as symbols and place on the line. In addition, 10 small sticks are needed.

Step 1 In a group, children are asked about key issues that concern them…either positive or negative depending what is needed to prioritize.

Step 2 Ask children for each issue listed to illustrate it through the use of an object they find in the environment that can serve as a symbol. For example: children might indicate that one of the issues they are concerned about is a night club near their school. Children might illustrate this by using an empty soda bottle.

Step 3 Draw a line on the ground. Either use tape, or chalk, or string to make a long line.

Step 4 Ask the children to place the objects representing key issues on the line according to importance. Indicate that one end of the line is "severe impact" and the other end of the line is "not so severe impact".

Step 5 Ask each child to come to the line and to place the object that is most severe in impact on children's lives nearest the "severe impact" and the other objects behind it according to importance. Allow each child the opportunity to express themselves through this process. Keep track of the number of times an item is placed at the front.

Step 6 As children place items on the line start a discussion with the group until the items on the line are agreed upon by all the children.

Step 7 To understand the frequency of the issues occurring, ask children to rank the issues using sticks. For example, if the item at the front of the line is "Street Children" ask children if there were 10 children in your community how many of the children would be street children?" Place the number of sticks by the item. Continue to repeat this exercise with each issue using 10 sticks…asking each time, "How many children would be…"

Paper Houses

Objective: To illustrate children's priorities and needs in development, emergency and reconstruction programs and policies

Materials: Sheets of paper, pens, tape, crayons

Step 1   Ask children to divide into small groups of no more than 5 children.

Step 2   With a facilitator in each group, discuss with children their concerns and issues regarding a particular event; for example if the government is to resettle IDPs to a new area, ask the children to discuss their concerns about this move. Or, if an organization is trying to understand what children think are important factors during the reconstruction of a school.

Step 3   Create a list of all the issues the children bring up.

Step 4   Ask child to now construct a paper house (three dimensional). At the bottom of the house have the children write the least important issue. On the walls of the house have the children write the second most important issues that need to be addressed. On the roof of the house have the children write the most important issue they need to be addressed.

Step 5   Display houses and have each group present their house and issues.

Variation: Rather than write the priorities of each issue according to need, children can write issues according to: floor—the foundation of the issue, walls—what keeps the house standing or the support needed; Roof—what is needed to protect children. Example: Children may write down as the foundation (floor) that they need food and water to survive; the support (walls) come from their caretakers, or teachers at school; and protection (roof) children might indicate that they need love and kindness from their parents.

Heavy Voting

Objective: Using the vote as a medium to establish the priority of a subject.

Materials: Paper, flipchart pencils (different colors), you can also use tokens.

Heavy voting is a technique to select options in front of a group. It is particularly good when there is a strong possibility of having very even results in an average vote. For example, if there is the same number of boys and girls and you think that the boys will select an option all together and the girls another or, if there is young people from different communities or groups who, perhaps, will vote equally within their groups. Heavy voting gives them the opportunity to have a more marked differentiation in the vote, to ensure that there is a clear winning choice (or the best three options are clear). This process has been used also to remove options when there are many, to have only three or four to deepen: when a group of 60 children identify 12 'issues' in the community and we want to reduce this to the 3 most important to investigate more deeply.

Step 1   all participants have equal knowledge of what they will choose, and they have agreed on the lens of prioritization or criteria

Step 2   each option (card with a word; card with drawing or object) is placed on the table or on the floor, separated by enough space to make it clear that each one is different and that there is enough space to move around it.

Step 3   each participant receives three cards or tokens that have the numbers 1, 2 and 3 written on them. The card with a '3' has a three vote value; the card with a '2' has a two vote value; the card with a '1' has the value of 1 vote.

Step 4   each participant goes through the options, thinking, and placing his/her cards or tokens where he / she wants depending on the importance which he / she gives to the issue. They can decide to place the three cards in one option or distribute their votes as they wish.

Step 5   they count the votes above each option and accommodate the results in a table - normally it is very clear which the first, second, third or fourth are.

Variation: You can also use pictures or symbols to illustrate the values, especially for the children who are very young. Also you can use pictures or drawings for each issue so they can place their tokens.

Most and Least Severe

Objective: this tool helps to: 1) identify and rank the issues within a group by using a simple set of criteria; 2) look at the problems with a historical perspective; and 3) to assess the impact of each problem from the point of view of those involved in it.

Why this tool is useful: the tool can be used as part of a participatory assessment for a community program, when it comes to an organization or a workshop with representatives of different groups. This exercise is a good help for analysis with groups that support us, but it can also be modified to set priorities within organizations. Usually, the best is to look at the topics that have been classified as "problems that are becoming increasingly more serious or worse". After identifying them, they should be analyzed more accurately until the most important issue is chosen for being useful to concentrate all their efforts.

Estimated time: 1 to 2 hours depending on the process of discussion and complexity of the matters.

There are two ways to do this exercise; the one to choose will depend on where you are located in the process of identification of problems.

Determine the main issues.

    a. If an activity for the definition of issues has not been performed yet, start by presenting a list of sectors or groups (e.g., women, peasants, farmers, and small business) on a flipchart. Choose the sectors that are related to their work. Browse the list asking the participants to appoint the main issues faced by each sector or different group. To help the participants understand the difference between essential problems and symptoms of these problems. For example, the educational disadvantages faced by girls can be a symptom of economic deprivation which forces parents to choose which children they will send to school.

    b. Do a brainstorm on a list of issues that are on the agenda of the involved groups or get them from problems already identified in a participatory manner.

Step 1 Write each problem on a separate card. If the problem occurs in relation to various sectors (education, health, etc) use a different color card for each sector.

Step 2 Develop criteria with the group to categorize each problem such as "Very Serious", "Serious" and "Less serious". The criteria could include numbers of affected people, the severity of the consequences, frequency, etc. Write the criteria list on the flipchart.

Step 3 With regard to these criteria, ask the participants to classify the issues on each card into three categories. If there are multiple sectors, keep the cards apart for each sector. Enter the codes (VS for Very Serious, S for Serious, LS for less serious) on the back of each card. You can use colors.

Step 4 Together decide on the period in which the changes will be measured; for example, two years, five years or ten years. Ask the participants to consider whether, during this period, each problem has become worst, kept equal or if it has improved. Classify the cards again into these three groups. Write codes on the back of each card according to the category of the change (W for worst, E for equal and I for improved). You can use colors too.

Step 5 Do a matrix. Label the rows: "Worse", "Remain the same" and "Improve". Name the columns: "Very Serious", "Serious" and "Less serious". If you have organized the cards by sector, do a separate matrix for each sector. Then place each card in the corresponding cell in the matrix.

	Very Serious	**Serious**	**Less Serious**
Worst	• Malnutrition • Domestic violence		• Lack of transportation means
Remain the same	• Corruption	• Far away Market	• No training opportunities
Get better	• Employment Opportunities		

- Discussion •
- Why do certain issues worsen?
- Why do certain issues improve?
- What roles does the Government play in this?
- What other powerful actors have influenced the changes?
- What roles have the citizens and organizations played in these changes?
- Are extremely serious problems improving or getting worse?
- What can citizens and the government do to change this?

The issues in the Box Worst/Very Serious usually are the best ones where to focus efforts.

ANALYZING TOOLS

These tools are designed to help children to analyze selected issues, risks, problems and resources in their community that were prioritized during through the use of the last set of tools. The tools are creative exercises that will help children to probe to uncover the root causes of problems. They should be used during the second stage (community reflections) and third stage (synthesis of issues and identify program responses) of the Area Strategic Planning (ASP) process. The following table provides descriptions of the strengths and challenges of each tool.

| Strengths and Challenges of Tools		
Tool	**Strengths**	**Challenges**
Why? Why? Why?	• Helpful in uncovering root causes.	• By the third "why" participants often tire and some of the root causes identified may not be so relevant for program responses.
Tree Analysis	• Provides creative imagery for helping participants to identify root causes.	• Same as above
Venn Diagram	• Helpful for children to assess power dynamics in their community.	
Spider's Web	• Fun and active exercise • Able to capture complexity of relationships among various stakeholders.	• Somewhat complicated and time consuming, but nonetheless is often worth the time.
Gender Clock	• Insightful focus on gender roles	• Limited to gender roles and should be used in addition to other analysis tools.
Triangle Analysis	• Very helpful in assisting participants to probe for root causes at different levels. This tool can help participants to understand macro-level sources of problems.	• May be somewhat complicated for younger children.

Why? Why? Why?

Objective: To analyze the root causes of an issue.

Materials: Chalk or Flipchart paper, flipchart pens

Step 1 Write the 'why' question based on an issue that children want to explore on a wide long piece of paper. E.g. why do some children work on the streets?

Step 2 Draw 3 or 4 arrows coming from the why? Encourage girls and boys to give different suggestions as to why? (E.g. some children work on the streets) – record the different reasons by the different arrows. (e.g. due to poverty, as they are an orphan etc.)
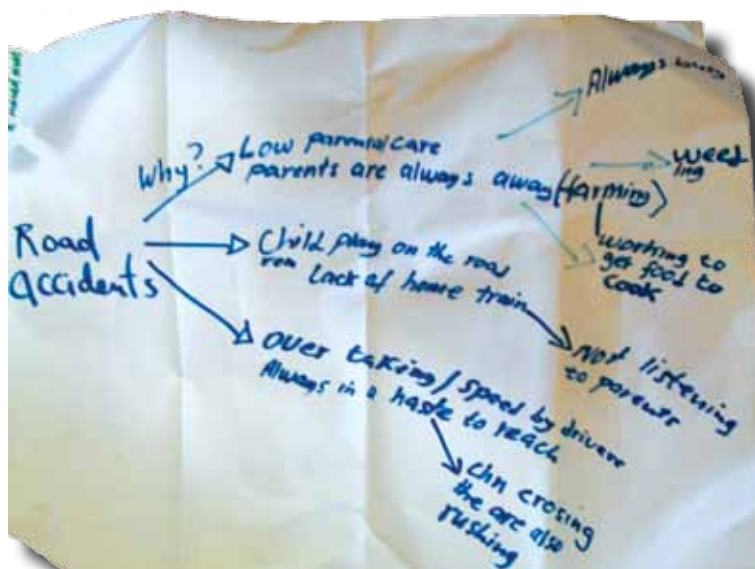
Step 3 By each of the reasons given draw some more arrows and explore why? These happen? (E.g. why is there poverty?). Encourage girls and boys to give different suggestions as to why for each reason? Record the main reasons by the different arrows.

Step 4 Again repeat this process exploring the causes behind the reasons given.

Enable a discussion on the root causes (e.g. the third round of why? why? why?) of the original issue raised.

NOTE: **For each layer of why use a different color to illustrate the levels.**

Tree Analysis

Objective: To analyze the root causes and the impact of an issue affecting girls and/or boys

Materials: Flipchart paper, pens (Alternatively, colored paper, glue, tape)

Step 1 Draw the shape of a large tree on a large piece of flipchart paper.

Step 2 Write an issue identified by children on the trunk of the tree *(e.g. child marriage)*

Step 3 By the roots of the tree encourage the girls and boys to discuss and record the root causes of this problem.

Step 4 By the branches and shoots of the tree encourage the girls and boys to discuss and record the impact of this problem *(e.g. on children's lives)*

Variation: Alternatively you can ask children to construct a tree out of colored paper by giving children leaves, branches, roots, and even apples. Give each child a few leaves, branches, roots and apples. Ask children to write down the root causes to the issue on the roots. Have children paste the roots under the trunk of the tree. On the branches ask the children to write down the impact of the issue on children. Paste these coming from the trunk. On the leaves ask the children to write down the consequences that can happen because of the impact from the branch. Paste these coming from the branches. To add analyze further, children can use apples or mangos to write down action points to respond to the impact. Thus, the tree not only serves as a means to analyze an issue it can also be a starting point for taking action.

Venn Diagram

Objective: To analyze access and power of people on issues that children want to influence.

Materials: Paper cut into a few different size circles, large sheet of flipchart, flipchart pens, and scissors.

Step 1 For the issue that children are discussing encourage them to list all the different groups of people that they would need to influence to get the issue addressed *(e.g. parents, teachers, friends, government ministry etc.)*

Step 2 For each of the groups of people identified ask the children to choose a circle according to how powerful the group is (particularly in relation to the influence they have on the particular issue they want to address). The people with more power to address the issue have a big circle, and the group of people with less power to address the issue has a smaller circle. Write the names of the groups on each of the chosen circles.

Step 3 Ask the children to choose what size circle they have *(according to their power to address the issue)*.

Step 4 On a large sheet of flipchart paper place the circle representing the children in the middle of the page.

Step 5 Ask the children to place the other circles near or far away from the children's circle in the centre according to whether it is easy or hard for them to access and influence each particular group of people.

Step 6 The final layout should show which groups children have more access to – in order to influence them, but also how accessible or un-accessible groups of people with most power are to them. Discuss the layout and its implications.

Spider's Web

Objective: To examine an issue *(conflict, family dynamics, community problems, social issues)* and the relationship between each.

Materials: different colored string, yarn, wire, tied together cloth, rope, and other material that can be used as a "web"

Step 1 Ask children to think of an issue that they would like to explore; for example, the conflict/war; family feud, or a community rivalry. *(This exercise is best when looking at conflicts, struggles, or the desire to change something)*

Step 2 Ask for volunteers to represent each of the different sides of the issue. For example, if you are discussing the dynamics in a conflict, one person may represent the rebel leader, another child soldier, another the president of the country, another a military soldier, another a child, etc. Alternatively, if children are analyzing a more local problem, for example the dynamics in their family, one person would represent the father, mother, child, siblings, neighbor, police, etc.

Step 3 Make sure to include one person that represents all children.

Step 4 Have participants stand in the middle of the room and they should become the character they represent.

Step 5 Now explain to participants what each of the strings represent. For example:

    a. Wire: Negative relationship
    b. Blue String: A positive relationship
    c. Rope: A broken relationship
    d. Red Yarn: Neutral, no relationship
    e. Yellow ribbon: dependency relationship
    f. Etc. *(any kind of relationship description can be created)*

> *NOTE:* **Be sure to capture the relationships on a flipchart using different colored pens to illustrate the relationship lines between each player. This can be used later for further discussion when participants step out of the web.**

Step 6 Start with one of the players. Ask participants: "What is the relationship of "x" with "B". Take the string that corresponds to the relationship and tie the string around the person and connect it to the person he/she has a particular relationship with. Continue to do this with each player. Remember to explore the reverse relationship….a child soldier might have a negative relationship with the rebel leader, but the Rebel leader might have a Dependency or positive relationship with the child soldier. Both string/wire/rope etc should be used to illustrate both sides of the relationship.

Step 7 Once the web is created, participants will be tangled inside. Have a discussion about the dynamics of the relationships and what steps can be taken to address the different relationships.

Gender Clock

Objective: To develop an understanding of the different male and female roles in a community.

Materials: Flipchart paper, markers, index cards in three different colors

Step 1   Divide boys and girls by gender into two groups. Ask them both to think of the things that they do on an average day. Ask them to think about all of the activities, hour by hour throughout an average day.

Step 2   Provide boys and girls groups with index cards with the three colors (e.g. red, blue and yellow. Ask them to write educational activities on index cards of one color, e.g. blue, educational activities on cards on another color, e.g. red, and work activities, e.g. yellow.

Step 3   Draw two large clocks on flipchart paper: one for girls and one for boys. Ask children from both groups (one child at a time) to put their activities on their respective clocks by the usual time these activities are performed.

Step 4   Together ask children to count all of the recreational and educational activities that boys do in a day. Then all that girls do in a day.

Step 5   Then ask them to count all of the work activities for both groups.

Step 6   Encourage them to discuss the differences.

Step 7   If there are differences ask them why? Do they think the discrepancies are fair? Why? Why not?

Step 8   The information collected through the activity and discussion should be recorded on a separate flipchart paper.

Triangle Analysis

Objective: To develop an understanding contributing societal causes for a problem.

Materials: Flipchart paper, markers, index cards in three different colors

This exercise is designed to develop deeper understanding of some of the socio-political environmental factors contributing to problems identified and prioritized by children. This includes probing into some of the cultural and political factors that contribute to problems faced by children in the community. This is a challenging exercise that requires facilitators to be prepared to provide concrete examples and to encourage participants to think about the reality of their lives in the community.

Step 1   Write down the prioritized issues on index cards and post them all on the wall.

Step 2   Draw a large triangle on a flipchart paper on the wall and in the corners of the triangle write: culture, policy, structure. Ask children what they think each means and ask them to provide examples. (E.g. culture are some of the traditions and informal rules that we have in our community, for example girls and women are responsible for housework; policies are laws and rules that the government has made for example laws against stealing; structures include the institutions and hierarchy in a community, for example we have political, religious and traditional leaders, schools and school management committees, etc.).

Step 3   Ask children to identify one of the issues written of index cards for analysis and place the issue in the center of the triangle.

Step 4   Ask them to think about how each of the three factors contributes to the identified issue. Spend several minutes on each factor. For example, how does culture in your community contribute to the problem of many girls not being able to go to school? How do policies and policy enforcement or lack there of, contribute to this problem? How do the institutions in the community contribute to or work to prevent this problem? Write down the responses near the corresponding corners of the triangle.

PLANNING TOOLS

These tools are designed to help children to use the prioritized issues and root causes uncovered through the previous exercises to plan for responses. The tools will help them to develop concrete steps or activities to plan for solutions. They should be used during the second stage (community reflections) the third stage (synthesize issues and identify program responses) and the fifth stage (plan programs and define resources) of the Area Strategic Planning (ASP) process. The following table provides descriptions of the strengths and challenges of each tool.

Strengths and Challenges of Tools		
Tool	**Strengths**	**Challenges**
Visioning	• Helpful for initiating ideas for planning.	• Somewhat limited to broader ideas for a future state.
Time Machine	• Creative means of initiating ideas for planning and developing objectives.	• Requires good facilitation to help children convert dreams into objectives.
How? How? How?	• Helpful for developing detailed activities for responding to a particular issue.	• Attention should be placed on helping children to identify practical activities.
Solution Tree	• Creative imagery for developing activities for responding to an issue.	• Same as above.
Rocks and Cart	• Simple creative imagery for developing a plan.	• May be too simplistic for older children.
SWOT/C	• Helpful for fine-tuning the activities to address anticipated opportunities and challenges.	• Requires probing and circling back to the activities for fine-tuning.

Visioning

Objective: To dream of a vision and to identify steps to move towards the vision.

Materials: Paper, crayons, pens, colored pencils

Step 1 Encourage the girls and boys to sit or lie in a comfortable position with their eyes closed. Enable them to relax, to breathe deeply and to dream about a world where the key problem they have faced has been addressed. Give the children time to dream about what their community looks like, feels like with the problem address. What are children doing? How are children feeling? How are adults' feeling? (As the children close their eyes walk them through the community, their home, etc. and in their mind have them imagine what the place looks like, the feelings they have, the people they see.)

Step 2 After 7-10 minutes ask the children to open their eyes. Give them each their own individual drawing sheet and ask them to draw or write key images from their dream.

Step 3 Ask the girls and boys to share their vision with each other.

Step 4 Ask the children to make concrete suggestions about what they can do as a group and as individuals to take steps towards realizing this dream. Record all the children's ideas. Encourage discussion on the concrete action ideas that they can implement.

Time Machine

Objective: To dream of a vision and to identify steps to move towards the vision.

Materials: Colored index cards, markers, a time machine (small room, large card-board box or an enclosed area behind bushes for example).

Step 1 Set the scene with child participants encouraging them to imagine their community. Review all of the issues listed in the previous exercises. Explain that problems that children identified and prioritized.

Step 2 Then explain that they will be entering a time machine and will moving through time to see their community in 5 years. They will see all of the improvements that have been made.

Step 3 Ask children to enter the time machine (small room, large card-board box or an enclosed area behind bushes for example). Make noises and explain to them that the noises are the sounds of the machine moving through time.

Step 4 Ask them to exit the machine. Explain that they are now back in their community 5 years in the future. Pretend to guide them through their community highlighting locations/ places related to issues identified and prioritized in the previous exercises. You pretend to visit the school to review changes to education related problems, people's families to review changes related to domestic problems identified, etc.

Step 5 Ask them to describe the changes they see from 5 years ago. Write down these changes on index cards.

Step 6 When you're finished visiting all of the relevant places, get back in the time machine and go through the same process to come back in time.

Step 7 Ask participants to review their index cards. Work with them to develop objectives based on the changes captured on the cards.

These objectives should be kept and used as the bases for other tools, such as the "How? How? How?" tool, which can be used to develop activities for each objective.

How? How? How?

Objective: To develop activities that can respond to an issue/ problem.

Materials: Chalk or Flipchart paper, flipchart pens

Step 1 Write the 'how' question based on an issue that children want to address on a wide long piece of paper. E.g. how can we address the road traffic problem in our neighborhood?

Step 2 Draw 4 or 5 arrows coming from the how? Encourage girls and boys to give different suggestions as to how they can address the issue (e.g. road traffic) – record the different reasons by the different arrows. (e.g. by organizing a road crossing safety awareness campaign with children, by meeting with the traffic control authorities etc)

Step 3 By each of the suggestions given draw some more arrows and explore how they will go about planning this (e.g. how would they organize a road crossing safety awareness campaign with children?). Encourage all the girls and boys to give different suggestions as to how they will develop their action ideas. Record the main reasons by the different arrows.

Step 4 Keep repeating this process to identify the methods for addressing each stage of the action plan until very concrete plans have emerged.

Step 5 Enable a discussion on the emerging action plan and delegate on roles and responsibilities to deliver the action plan.

Solution Tree

Objective: To develop activities that can respond to root causes.

Materials: Paper, crayons, pens, colored pencils

Step 1 Similar to the "Problem Tree Exercise" Draw the shape of a large tree on a large piece of flipchart paper.

Step 2 Write an issue identified by children on the trunk of the tree *(e.g. child marriage)*

Step 3 By the bottom of the tree where the roots begin, write two or three of the prioritized root causes identified by children in the previous exercises.

Step 4 For each prioritized root cause encourage children to think and discuss three to four actions that can be taken by them to address the root cause. Draw separate roots descending from the tree for each action proposed and write these actions down on the emerging roots.

Rocks and Carts

Objective: To enable action planning and to sensitize the participants to the idea that many problems could be solved through internal resources.

Materials: Flip charts, Color pencils, markers, Masking tape, sticking gums, colored paper

Step 1 Ask the participants to draw a cart and to draw/ write the problems/issues as rocks in the cart (the rocks can be drawn bigger or smaller to indicate the severity of the problem)

Step 2 Now for each rock/problem/ issue attach one Bull/Ox to pull the cart. Indicate what the bull/ ox is according what to what children can do to address the problem. If the problem is particularly big, two or three oxen can be used to pull the cart.

Step 3 Children to present and discuss their rocks, carts and ox/ bulls.

Variation: Children can cut out rocks, carts and ox/bulls as a more creative approach to the exercise.

SWOT/C

Objective: The aim of any Strengths, Weaknesses, Opportunities and Threats/Challenges SWOC analysis is to identify the key internal and external factors that are important to achieving the objective.

Materials: Colored paper, scissors, markers, flipchart paper.

Step 1   A SWOT/C analysis must first start with defining a desired end state or objective. Based on the previous exercises, based on what they have prioritized, ask children to explain how the changes that they desire would look like. Write down the desired change statement on a flipchart paper.

Step 2   Cut shapes out of colored paper: Large circle representing a head, body with arms and legs, sun with clouds, lightening.

Step 3   Provide children with the shapes and markers.

Step 4   Ask them to think about the strengths that they (and the others in the community) have to make the necessary changes. Ask them to write these strengths in the large circle. Ask them to do the same reflecting about the weaknesses and to write these down in the shape of the body. Ask the about what opportunities they think are available for making the change and ask them to write them down in the sun and cloud shape. Finally, ask them to think about the threats/ challenges they may face and to write these threats in the lightening shape.

Step 5   Arrange the shapes on the wall and encourage children to discuss how the will reduce the risks of the threats and how will the work to reduce or deal with their weaknesses. Ask them how they will use their opportunities and build on their strengths. Write their responses on a flip-chart paper. Their responses will be helpful for refining their planning.
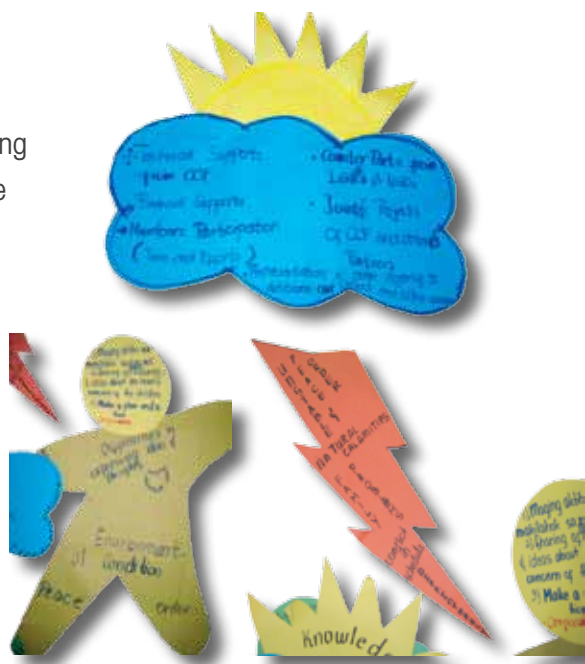
APPENDICES

Appendix I: Sampling Tips

Selecting children to participate in the participatory action research (PAR) is a very important step. It is critical that you use the appropriate methods for selecting them. It's usually impossible to include all children in a targeted area in the child-friendly PAR exercises. In fact, it's not necessary. A good sample can help ensure that the interests of children are represented.

There are good and not so good methods for selecting a sample. Often program staff members use convenient methods of identifying children for involvement with research. They may choose children attending a near by school or they may ask community leaders to identify child representatives. However, through these approaches the most vulnerable children in the community are usually not identified. In fact, often the most privileged children, who are able to attend school or are favored by the community leaders, are selected.

Depending on our research needs it may be useful for us to hear from children who have access to services, such as education. However, we must also strive to reach children who are marginalized.

This is more challenging because often marginalized children are harder to reach. They are often busy working or some adult community members do not necessarily want these children to be heard (for example, disabled children who may cause shame to families in some cultures, domestic servants whose employers do not want them to leave their work, etc).

There are useful methods for including children in research that ensure findings represent the composition of a community as a whole. There are other methods which help you to sample certain sub-groups of children that you may need to pay special attention to.

Random sampling: This method is based on the principle that if a sample is selected randomly, with an equal chance of each subject being selected from your population, your sample will be representative of the population. The more random selections, the closer your sample will represent the characteristics of your population.

Random sampling usually requires having a complete list of your population to draw your sample from. However, compiling these lists may be very difficult. If it is not possible an alternative would be to compile a list of all of the household heads in the population, and selecting a certain number of households randomly and interviewing all children in each of the selected households. Another alternative method involves mapping out all households in a community and randomly selecting every third house, for example. These methods will help you to identify children that represent all children in the community, including marginalized children.

However, ChildFund's particular interest in promoting the rights of the most deprived, excluded and vulnerable children requires us to ensure that these children are adequately represented. You may want to use a combination of methods. The following methods are helpful for identifying marginalized children, who are generally harder to reach:

Snowball sampling: Just as snowballs in cold climates accumulate more snow as you push them along the ground, snowball samples are designed to accumulate more research subjects as you proceed. This method involves asking subjects to introduce the researcher to other subjects with similar circumstances, who in turn introduce other subjects, etc. This method is typically used to find subjects who are hard to reach sub-groups. For example, a researcher interested in learning more about children involved with commercial sexual exploitation may have difficulty identifying respondents because of the social stigma and/or illicit nature of their situation. There is likely not a comprehensive list available of children in this situation, which a sample could be drawn from. However, children involved in this activity likely know others involved in the same situation. Through the help of a few contacts, others research respondents can be identified.

You should organize separate PAR sessions for children in the same situation (e.g. working girls). However, protective preparations are particularly important for vulnerable sub-groups. Please see the _Ethical Guidelines for Engaging Children in Research_ section.

Opportunity sampling: Often sub-groups, such as working children, congregate in certain locations at particular times (e.g. water-pump at midday, bus-rank in the evening). Knowledge of when and where these groups congregate will facilitate identifying children. Identified children should be invited to attend PAR sessions with necessary special arrangements made for their attendance, such as gaining informed consent from them and their caregivers.

Appendix 2: Filters

Experience has shown us that the results of ASPs often emphasize certain types of problems related to deprivation. ASPs are often biased towards the interests of adults who tend to highlight lack of material resources. However, we also know that children tend to express their experiences of poverty in three dimensions: deprivation, but also exclusion and vulnerability. Since the ASPs are often led by adults with only marginal participation of young people, issues not related to deprivation usually do not survive the process.

The filters are meant to help prioritize certain types of issues raised by children and youth. This tool can help to ensure that issues identified by children ultimately survive the syntheses and prioritization processes of the ASP. They are designed to help organize the concerns of ASP participants and safe-guard different types of issues that are often considered important for children and relevant to the DEV framework.

The filter can be used in a few different ways. You can choose to use one or all of the following methods.

Issues and/ or root causes identified by the participants should be written on individual index cards.

For example:

CHILDREN NOT IN SCHOOL BECAUSE NO SCHOOL FEES	PARENTS NOT COMMUNICATING WITH CHILDREN	PARENTS DRINKING ALCOHOL AND BEATING KIDS

Participants should work together to sort all of the index cards with issues into the appropriate boxes on a matrix. The matrix's "y" axis is DEV and the "x" axis is the three life-stages. Participants place issues that are most relevant to both the respective rows and columns. As they are sorting into these boxes they are agreeing to remove cards that repeat the same issues. This will help them to consolidate issues without removing key issues.

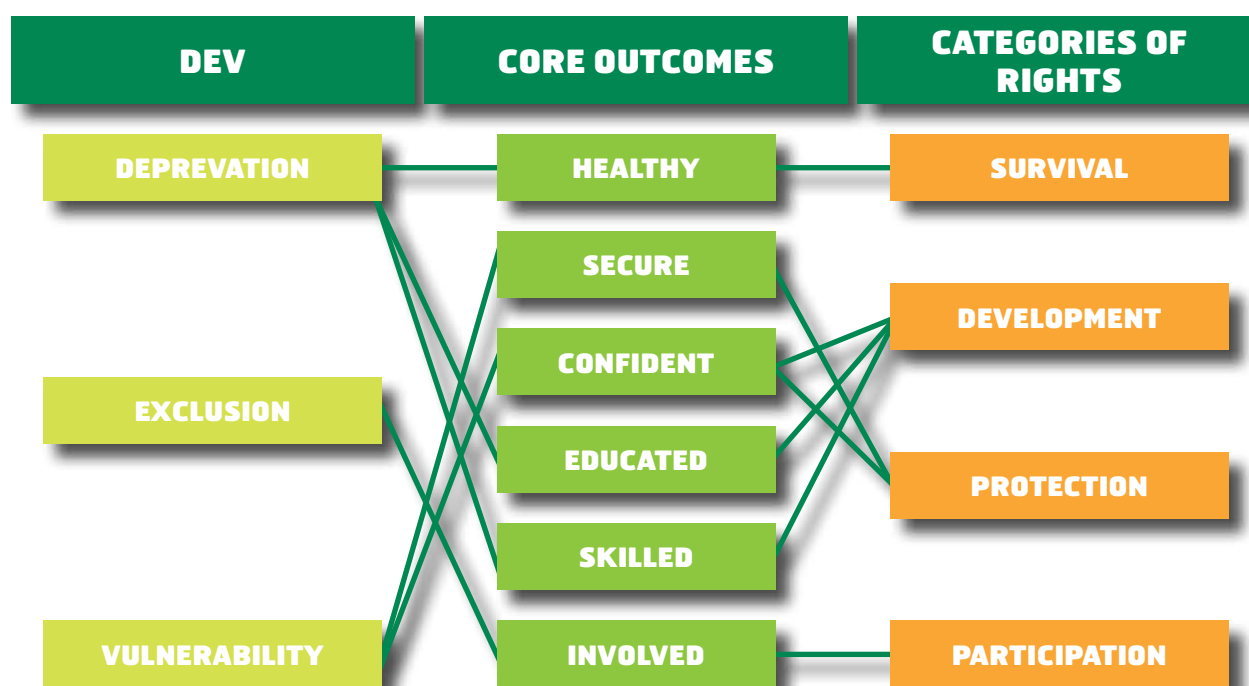**Filter Example 1**

Filters for Sorting Priorities Raised Participants

DEV Framework			
	Deprivation	**Exclusion**	**Vulnerability**
Life-Stages			
Infants			
Children			
Youth			

There is another version of the filter that can be used based on child rights. The Convention on the Rights of the Child's categories of rights is recognized for including broad areas that can be used as filters for this process. The diagram below illustrates the linkages between the DEV, the Core Outcomes and the Rights Categories. Of course there is overlap between all of the categories. However, despite not being completely mutually exclusive there are reasonably close linkages.

CORE OUTCOMES' RELATIONSHIP TO DEV AND CATEGORIES OF CHILD RIGHTS

DEV	CORE OUTCOMES	CATEGORIES OF RIGHTS
DEPREVATION	HEALTHY	SURVIVAL
	SECURE	DEVELOPMENT
	CONFIDENT	
EXCLUSION	EDUCATED	PROTECTION
	SKILLED	
VULNERABILITY	INVOLVED	PARTICIPATION

Issues identified by the participants can be written on index cards. Participants can work together to sort all of the index cards with issues into the appropriate boxes on a matrix. The matrix's "y" axis includes categories of rights and the "x" axis is the three life-stages. As they are sorting into these boxes they are agreeing to remove cards that are repetitive. This will help them to consolidate issues without removing key issues.

Filter Example 2

Filters for Sorting Priorities Raised Participants

Categories of Rights				
	Survival	**Development**	**Protection**	**Participation**
Life-Stages				
Infants				
Children				
Youth				

The filter can also be sub-divided by gender. This would entail using two matrices: one for girls and one form boys. The collection of identified issues would be sorted into the two matrices with more gender-relevant issues in each.

Filter Example 3-A

Filters for Sorting Priorities Raised Related to Girls

Categories of Rights				
	Survival	**Development**	**Protection**	**Participation**
Life-Stages				
Infants				
Children				
Youth				

Filter Example 3-B

Filters for Sorting Priorities Raised Related to Boys

Categories of Rights				
	Survival	**Development**	**Protection**	**Participation**
Life-Stages				
Infants				
Children				
Youth				

The filter can also be used for prioritization. Participants can prioritize issues within each of the boxes. In this case the filter can be used in combination with other tools, such as the "on-the-line" exercise. However, issues in each box in the filter are prioritized separately.

Appendix 3: 21 Probing Questions

1. Please tell me about the risks/ problems which you've identified?

2. What are the causes of these risks/ problems? Why do they happen?

3. Are there other possible causes? What are they?

4. Are there people in your community who contribute to causing the risks/ problems?

5. How do they contribute to the risks/ problems?

6. Are there other problems which happen in the homes?

7. What are some examples of these problems?

8. What is the cause of these problems that happen in the homes?

9. Are there other problems which occur in the school or on the way to school?

10. What are these problems?

11. Please provide examples of some of these problems?

12. Are many children affected by these problems?

13. Why are some children affected by these problems?

14. How do these children feel about these problems?

15. How do they react to these problems?

16. What is blocking the risks from being prevented?

17. Are there people in your community who can help prevent the risks/ solve the problems?

18. How can they prevent these risks/ solve these problems?

19. Are there other resources/ places in your community which you feel good about?

20. Why do you feel good about them?

21. How do you use these resources/ places?

Appendix 4: Ethical Guidelines for Engaging Children in Research/ Planning

Ensuring child participants are safe and protected is our responsibility. This means that we must prepare for children's participation. There are a number of key considerations for this preparation.

Informed Consent: This means that children agree to participate based on their accurate understanding of what they are getting into. Children must be told why you are doing the exercises, what is entailed and how the collected information will be used. Parents of the child participants should also be informed and give consent to their children's involvement. In some cases, a child may not have a parent to give consent. In such cases an adult that the child has close contact with, such as a teacher, a social worker or a neighbor identified by the child, should be approached. Children should always feel free not to participate or to discontinue their participation in the activities.

Confidentiality: Some of the information shared during the child-friendly assessment exercises may be sensitive, regardless of whether we think it is or not. We must be careful not to unintentionally put children in danger through their participation because shared information is leaked and associated with particular children. Children should feel free to speak about issues that concern them, without the fear that they may be blamed later for airing dirty laundry or pointing fingers, etc. Information will be summarized and shared with others; however, individual children will not be identified and associated with the information. Participants should also discuss the importance of confidentiality with child participants and facilitators should take precautions to protect the information being shared.

Often community members may be curious about the session and will want to listen. It is important to be transparent with parents, community leaders and other members about the objectives and content of the sessions. However, it is important that children feel comfortable to speak openly about their experiences. Explain politely to onlookers about what you are doing and that the information will be summarized and shared with others later.

Protection Referral Plan: In some cases children will disclose that they are being abused during or after the exercises. It is important that facilitators handle these disclosures appropriately. It is recommended to prepare for this event before the participatory exercises by identifying and contacting local service providers who you can refer to for assistance and follow-up for the children. They should be competent and prepared to respond adequately to the needs of an abused child. If possible and appropriate these child protection service providers may attend and observe the participatory session.

For more information please see the following resources:

http://www.savethechildren.org.uk/en/docs/children_and_partipation.pdf
http://www.crin.org/docs/Guidelines_for_Child_Participation_in_CRC_Reporting.pdf

Appendix 5: Steps for Child and Youth-led Community Reflections with Peers

Stage	Step	Child-Friendly PAR Methods	Output
2	1. Visioning	• Time machine. Brainstormed responses and or visioning exercises to imagine how they would like to see their community, school and family in five years. Done at community level in stage 2 integrated Area level in stage 3	Draft program goal
2	2. Identification of faces of poverty	• Risk mapping (issues in the community), body mapping (issues within the family), drawing spaces (issues within the school). Disaster risk assessment should also be done. Done in stage 2	Problems and issues are identified and listed
2 &3	3. Prioritization of faces and causes	• On-the-line and matrix ranking used to prioritize issues for each reflection environment. Done at community level in stage 2 and again at Area level stage 3	Problems and issues are prioritized, producing a short list
2 &3	4. Categorize and synthesize issues and problems for each community	• Colorful note cards used to categorize problems. For each community reflection E.g. of methodologies that can be used include matrix with both life-stages and children's rights framework (4 categories of rights: Survival, Development, Protection and Participation.) Done at community and Area Level.	Problems and issues are synthesized and organized into groups
2 & 3	5. Identification of causes	• Problem trees help identify effects and causes of problems and issues.	Causes are identified
2 & 3	6. Analysis of root causes	• "Why, why, why" helps identify structural, root causes. Done at community and Area level	Root causes are identified
2 & 3	7. Sorting of root causes	• Root causes Analysis and Triangle analysis used to sort causes by sphere: structural, legal and cultural. • Done at community and Area level	Root causes are classified by sphere
3& 5	8. Developing objectives	• Time machine, to again envision the future in 3 years and develop objectives that address the 3 life stages and 4 categories of children's rights. Success tree as a result of turning over the root cause analysis tools Done at community and area level	Objectives are developed

Stage	Step	Child-Friendly PAR Methods	Output
3 & 5	**9. Developing activities**	• "How, how, how" exercise used to develop activities for each objective from step 8, above. Done at community, Area Level and after validation stage	Activities for each objective are developed
3 & 5	**10. Identification of risks and opportunities**	• SWOT analysis to identify strengths, weaknesses, opportunities and threats for objectives and activities. • Done at Area Level and refined after validation stage	Activities are refined
3 & 5	**11. Log-framing**	• Objectives, activities, risks and assumptions are placed on a log frame matrix. Done at Area level and refined after validation stage	Draft log frame produced
	12. Sharing information with adults	• Youth facilitators present process and outcome to adults; and receive and integrate relevant suggestions.	Log frame finalized

ChildFund®
International