

# A TOOLKIT FOR MONITORING AND EVALUATING CHILDREN'S PARTICIPATION

BOOKLET

5

Tools for monitoring  
and evaluating  
children's participation



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This guide was written by Gerison Lansdown and Claire O'Kane

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Cover photo: Members of Child Brigade, an organisation of street and working children in Bangladesh. (Photo: Ken Hermann)

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# HOW TO USE THIS BOOKLET

This booklet provides a range of tools that you can use with different stakeholders, especially children and young people, to gather and analyse information to monitor and evaluate the scope (pages 21–34), quality (pages 35–40) and outcomes (pages 41–57) of children's participation.

It introduces some core M&E tools such as interviews, focus group discussions, observation, surveys, and stories of most significant change. It also introduces participatory tools, many of which have been specifically adapted for you to use when completing the tables in **Booklet 3**. There are quotes from the organisations that piloted the tools, describing how they worked in practice, and their benefits in encouraging children to express their views freely.

**You are encouraged to adapt the tools to the specific socio-cultural context in which you are working.** To use these tools effectively, your organisation should be committed to an ethical and participatory approach to the M&E process (see **Booklet 4**). Members of your core M&E group should be prepared and supported to facilitate the tools shared in this booklet. You should also make all efforts possible to actively involve girls and boys of different ages and backgrounds, including younger children, children with disabilities, and working children, as well as school-going children.

## THINGS TO THINK ABOUT

In any M&E activity or tool that you are planning to use, it is good to think about the people in your group. Is the activity you are using accessible to those taking part – for example, physically, or in terms of the language used? Ensure that you have enough space for the activity and that members of your M&E core group create a safe environment where all participants are encouraged to express their views and experiences.



The 'Further notes' subsections in some of the tools – indicated by this symbol – provide examples of other 'things to think about' by facilitators from the core M&E group when applying specific tools.



# AN OVERVIEW OF THE M&E TOOLS IN THIS BOOKLET

Tools in this guide	Page	Basic tools to use at any stage	Tools to introduce participatory M&E	Tools to gather baseline data	Tools to measure scope	Tools to measure quality	Tools to measure outcomes	Tools for younger children
Interviews	1	✓		✓	✓	✓	✓	
Questionnaires or surveys	3	✓		✓	✓	✓		
Focus group discussions	5	✓	✓	✓	✓	✓	✓	
Observation	6	✓		✓	✓	✓	✓	
Case stories and oral testimonies	8	✓		✓	✓	✓		
Stories of most significant change	7	✓			✓	✓	✓	
Secondary data analysis	00	✓		✓	✓	✓	✓	
Child-led tours	12		✓			✓		✓
Timeline of programme	11		✓					
'The comal and the tortilla'	13		✓					
Questionnaire self-assessment	20			✓		✓		
Pots and stones	36			✓		✓		
Before body map	15			✓				
Decision-making chart	18			✓			✓	
Self-confidence rating	20			✓			✓	
Drawings or paintings	34				✓	✓	✓	✓
Games	34				✓	✓		✓
Puppets or drama	33				✓		✓	✓
Spaceogram ( <a href="#">Booklet 2</a> )					✓			
Footsteps (Hejje)	22				✓			
Programme cycle mapping	24				✓			
Walking through the programme cycle	27				✓			
'H' assessment	29				✓			
Circle analysis	31				✓			
Magic carpet	39					✓		✓
Body mapping (before and after)	42						✓	✓
Creating a scrapbook	57						✓	✓
Red, amber, green traffic lights	45						✓	
Children in context analysis of change	47						✓	
Red ribbon monitoring	53						✓	
Tracking school attendance	54						✓	

**Energisers and games** are also included in the appendix of this booklet.

# I AN OVERVIEW OF CORE M&E TOOLS FOR PRIMARY DATA COLLECTION

Core M&E tools for primary data collection include:

- **Interviews** (see below)
- **Questionnaires or surveys** (including Knowledge, Attitude and Practice surveys) (see page 4)
- **Focus group discussions** (see page 5)
- **Observation** (see page 6)
- **Participatory data collection and analysis tools** (see page 7)
- **Stories of most significant change or oral testimonies** (see page 7)

Interviews, questionnaires, focus group discussions, and observation are all core M&E tools that can be used to gather relevant baseline and other data on the scope, quality, and outcomes of children's participation. These core methods are described in more detail here and are relevant to gathering data for the baseline, scope, quality and outcomes of children's participation.



## INTERVIEWS

Interviewing is a core tool for effective monitoring and evaluation (M&E) processes. Interviews can build on the 'natural' process of conversations to better understand and find out more about people's thoughts, ideas, actions, and observations. The interviewer focuses on asking questions and actively listening to the views, experiences and responses of the person or people being interviewed.

Interviewing is a key skill that needs to be applied when using participatory tools and methods such as the timeline, body mapping, drawing or drama. Interviews can be more effective if they are conducted after participatory tools have been used with children or adults, as they are likely to have built more trust, and people may be more confident to share their views about the issues being explored.

It is crucial that the interviewer is effective in establishing trust and creating a safe environment where the person(s) being interviewed feel safe to share their real views and experiences, rather than saying what they think the interviewer wants to hear.

### ADVANTAGES OF INTERVIEWS

Interviews with children, young people and adults can:

- help explore and better understand the project context, activities, quality, scope, and the outcomes of children's participation on different stakeholders
- be effective for exploring the nuances and complexities of real-life situations
- allow the possibility of probing for more information and to look more deeply at the reasons why a person feels a certain way.

## WHO CAN INTERVIEW

Children and young people can be effective at interviewing their peers about their participation and the extent to which they are involved in decisions concerning them. Children and young people can also interview adults. Adults can also be effective at interviewing adults, children and young people.

## DIFFERENT TYPES OF INTERVIEWS

- Interviews can be structured (asking the same questions to all participants) or semi-structured, with some core questions but also with the flexibility to add different or probing questions depending on the person being interviewed and the specific context.
- Interviewers can use open or closed questions. Open questions can enable more detailed information to be collected. A good interviewer can use ad hoc questions to probe and find out more than may be revealed in a questionnaire. Interviews can also be effective with children, young people or adults who are not literate or confident in literacy.

When informed consent is given, interviews can be recorded using a dictaphone and then transcribed for members of your M&E core group to analyse. Alternatively, M&E core group members can take notes of the main points as the interview is going on, to highlight the main points as they arise. Some of your M&E core group members may prefer to take notes and some may prefer to look at a transcription. However, as the child-led organisation Funky Dragon (2012) cautions: “transcriptions can become very long and involved, and you should take care not to overwhelm the group” (page 19).<sup>1</sup>

## USING INTERVIEWS AND FOCUS GROUP DISCUSSIONS TO EXPLORE COMPLEXITIES, INDIA

During the M&E process in India, there were flash floods in June and July 2012, which resulted in the deaths of 12 children who fell in open ponds and wells. The children's organisations took action to raise concerns about the deaths and the ongoing risks to children. They advocated for actions to make their villages safe and 'child-rights friendly'. The M&E pilot project correspondingly concentrated on monitoring children's participation in addressing this new emergency situation.

There were difficulties in applying the toolkit, as few tools were able to capture children's responses and the complexities and nuances in the immediacy of the situation. Furthermore, the role of adults and the nature of the evolving partnership between children and adults in the process could not be captured by the categories under the scope and quality tools. However, the team were able to gather relevant and crucial information through interviews, focus group discussions with children and adults, and through field activists' testimonials.



## QUESTIONNAIRES OR SURVEYS

A questionnaire is a written document with a set of questions. Questionnaires are called surveys when large numbers of people are asked to complete them. Questionnaires should use clear language and can include pictures or symbols to make them clearer and more interesting for children, young people and adults to use. Questionnaires can include different types of questions that generate different types of information, including:

- **closed questions**, which require participants to select answers from a set of options
- **true/false questions**, where a statement is shared and participants are asked to select true or false, or not sure. These questions can help reveal knowledge, attitudes and practices
- **multiple choice questions** to assess knowledge and practices
- **open-ended questions**, which seek more information on respondents' experiences and views.

Effective questionnaires can be difficult to write and need to be tested. It is important that they are really 'testing' the indicators and not leading children/young people or adults to confirm something because they think it is the right answer.



PHOTO: STUART BAMFORTH/SAVE THE CHILDREN

**A girl, now aged 15, from Bihar, India, who was saved from a forced marriage when she was 13 by a member of her local child protection committee.**

In contexts where the internet is widely used by stakeholders, online surveys may be used to support data collection and analysis.

A **KAP (knowledge, attitude and practice) survey** is a quantitative study of a specific population that collects information on what people know, how they feel, and how they behave in relation to a particular topic. Guidance on using KAP surveys in child protection is available here: <http://resourcecentre.savethechildren.se/library/knowledge-attitude-and-practice-surveys-child-protection>

### **USE OF QUESTIONNAIRE BY THE AFRICAN MOVEMENT OF WORKING CHILDREN AND YOUTH (AMWCY), NIGERIA**

The AMWCY developed and used questionnaires with children and young people in the community and local schools to gather information about opportunities for their participation, the process and outcomes. The questionnaire used a mix of closed and open questions to gather quantitative and qualitative information from children and young people about: (1) whether they were a member of any organisation, forum, association, society or club; (2) whether they have been given an opportunity to express themselves in their organisation; (3) whether they participate in decision-making in their organisation; (4) what impact their participation in decision-making has had in the organisation; (5) whether there are any child-led organisations in their community or locality; (6) whether they have heard the term 'children's participation in decision-making' prior to this time; and (7) does the child-led organisation in your community carry children and youths along in decision-making activities?

Children were able to complete the questionnaires anonymously. As a result, the AMWCY Nigeria found that the questionnaires were particularly effective with some children who were too shy to share their views in an interview, but were willing to share their views and experiences through a written questionnaire.

## FOCUS GROUP DISCUSSIONS

Focus group discussions are purposeful, facilitated discussions between a group of participants with similar characteristics. They usually involve between six and 12 people – for example, a group of girls or boys aged 10–12. Focus group discussions are usually carried out within a fixed time frame, and focus on a limited number of questions. A facilitator's role is to keep the discussion going and to prevent one or two people dominating the discussion.<sup>2</sup>

Gosling and Edwards (2003)<sup>3</sup> suggest that successful focus group discussions need to:

- be held in a comfortable place, with no interruptions
- create an informal atmosphere
- promote equality and trust between group participants and facilitators
- ensure understanding and agreement within the group about the purpose of the discussion
- ensure respect for the right of all participants to speak and be listened to
- provide an agreed and open method of recording the discussion, such as flip charts.

The advantages of focus group discussions are that they rely on interaction among the participants.<sup>4</sup> Such interaction highlights people's attitudes, priorities, language and frames of reference; it also encourages communication, helps to identify group norms, and can encourage more open conversations about sensitive subjects.



PHOTO: SUZANNE LEE/SAVE THE CHILDREN

**A children's club meeting in Surkhet district, Nepal.**



## OBSERVATION

Good observation skills are crucial during fieldwork and throughout the M&E process. Through observation, you may notice which children speak more and which children speak less – for example, whether more boys than girls express their views, or whether older children rather than younger children talk more. Which children have most or least confidence to express themselves? Are children with disabilities included in participatory processes? You may also observe the degree to which parents, teachers or community members listen to girls' and boys' views. All these observations are crucial and can be triangulated with other data collected to inform the M&E findings.

Developing an **'observation schedule'** or an **'observation checklist'** can enable more systematic use of observation as a tool for collecting information. An observation schedule is a way of planning, recording and organising information gathered through observation in specific local contexts (see example below). An observation checklist is a more general list of things to observe.

### EXAMPLE OF AN OBSERVATION SCHEDULE

Date of village meeting: \_\_\_\_\_

Number of men/women/girls/boys present: \_\_\_\_\_

- How many girls/boys speak during the village meeting?
- How many times do girls/boys ask a question in the meeting?
- How many times do girls/boys share an idea or solution during the meeting?
- To what extent do adults seem to take girls'/boys' ideas seriously?

M&E core group members are also encouraged to keep **diaries** to record their own observations, ideas, thoughts and feelings. This diary will also help you to identify and cross-check findings, and to record gaps in information, or ideas for new areas to explore.

## PARTICIPATORY TOOLS

Participatory tools – including **mapping, tables, scoring, ranking, drawings** and **drama** – can be effective in transforming power relations among adults and children, enabling children to influence the agenda, flow and content of discussions during M&E processes. Many participatory tools fall within the participatory rural appraisal (PRA) family of approaches and methods, which enable local people to present, share and analyse their knowledge of life and conditions, to plan, act, and monitor and evaluate.<sup>5</sup>

This booklet shares details of a range of participatory tools that can be used to gather data that are relevant to the tables in **Booklet 3**. Using PRA methods can complement use of the more traditional M&E methods already described, including observations, interviews, focus group discussions, and analysis of secondary data.

PRA approaches emphasise key principles, behaviours and attitudes for practitioners, enabling them to be active listeners; the approaches are based on the belief that each person's understanding of their situation may be as valid as any other. **The successful use of participatory tools lies in the process, rather than simply the tools used.**<sup>6</sup> Participatory tools can be effectively used with children and adults in diverse settings, because collecting the information does not rely on reading or writing skills, but places greater emphasis on the power of visual impressions and active representation of ideas.

## STORIES OF MOST SIGNIFICANT CHANGE

The 'most significant change' method<sup>7</sup> involves collecting 'stories' about change from people who are meant to have benefited at regular intervals, and interpreting them in a participatory way through group discussions. Stories of most significant change can be effectively used by children, young people and adults as an M&E tool. Every three months (or at other agreed regular intervals), girls, boys, parents/caregivers, and other relevant stakeholders can come together in focus groups to share their 'stories of most significant change' relating to the process or outcomes of children's participation. The stories may reveal positive or negative outcomes. They can also help reflect on and analyse the *value* of children's participation, and any challenges or achievements arising through children's participation. Children and young people may be interested to share their stories in creative ways through poetry, drawings, paintings, cartoons, photo stories, drama or short films.

Stories are a valuable M&E tool as they can encourage everyone, whatever their experience, to participate. Stories are likely to be remembered as a whole (sharing the context and the findings), and they can help keep discussions based on what is concrete rather than what is abstract. Storytelling is an ancient and cross-cultural process of making sense of the world in which we live and is familiar in most parts of the world.<sup>8</sup> In M&E processes, stories are an ideal way for people to make sense of all the different results of a programme. They also contribute to an understanding of the values of those who participate in programmes or benefit from them – the key stakeholders.



## CASE STORIES AND ORAL TESTIMONIES

Case stories and oral testimonies can also be an effective source of evidence when collecting M&E information. People (girls, boys, women, men) may share oral testimonies, relating stories about their lives, their context, and how children's participation has touched or impacted on their lives.



**A member of Child Brigade, an organisation of street and working children in Bangladesh.**



## 2 TOOLS FOR INTRODUCING MONITORING AND EVALUATION OF CHILDREN'S PARTICIPATION TO STAKEHOLDERS

It is important that you gain the trust of key stakeholders and introduce the purpose of monitoring and evaluating children's participation to them. Given the power imbalances that exist between adults and children in many socio-cultural contexts, special efforts are needed to create a safe environment for girls and boys – especially those from the most marginalised sections of society – to speak up and share their views (positive and negative) about their experiences of participation.

You should plan an appropriate way to introduce M&E of children's participation to relevant stakeholders (see also Step 6 in **Booklet 4**, page 26). This section provides some tools that can help you do this. The types of tools you use may depend on whether you are starting with a baseline assessment in an area where you have not yet started a participatory process, or whether you are introducing M&E of an ongoing participatory process.

Whatever the context, it is useful to use icebreaker introductions or energisers with children and young people to put them at ease, and to help create a safe and conducive environment in which they can express themselves. Even if the children already know each other, they may enjoy an energiser introduction game (see Appendix of this booklet for icebreaker and energiser games).

Key tools for introducing M&E to stakeholders include:

- **Group discussions** (see page 10)
- **Timeline of the programme** (see page 11)
- **Child-led tour or transect walk** (see page 12)
- **'The comal and the tortilla'** (which you can use to map out existing children's organisations) (see page 13)

## GROUP DISCUSSIONS

Depending on the socio-cultural context and the nature of the programme being monitored, you may want to consider organising large community or school meetings to inform and brief relevant adults and children about the M&E process. Alternatively, it may be more appropriate to organise a series of meetings with stakeholders such as local authorities or community elders to inform them about the process and to gain their permission and support.

Whether you choose smaller or larger group discussions, you should encourage opportunities for people to identify and discuss the perceived benefits and risks of undertaking participatory M&E. Stakeholders can be encouraged to share their ideas and solutions for an inclusive participatory M&E process involving girls and boys of different ages and backgrounds. Information should also be shared about the proposed process and methods for baseline or M&E data collection.



PHOTO: MICHAEL TSEGAYE/SAVE THE CHILDREN

**Boys and girls from Ethiopia's Amhara region take part in a group discussion on gender education.**



## A TIMELINE OF THE PROGRAMME

A timeline is a very useful tool to use at the outset of the M&E activity for programmes that are already underway. It can provide a simple illustration of the history of the programme, capturing major events, different phases of children's consultation or participation processes, successes and challenges over time, and the extent to which the objectives have been met (or not).



**45–60 minutes**

### RESOURCES

- flip chart paper
- tape
- coloured pens

### WHAT TO DO

- Introduce the timeline activity to stakeholders who are involved in the programme. Explain that preparing a visual timeline can allow them to share the history, successes and challenges achieved through their programme over time; and to reflect on the nature and outcomes of children's participation.
- Stick two or three flip charts together. Draw a vertical line up (or horizontal line along) the length of the flip charts.
- Using time as a reference point, encourage the participants to think about and document key processes and initiatives in relation to the programme. For example, they can think about when and why this programme started. The date (month/year) can represent the start of the timeline on the top left-hand side of the vertical line. Key words can be used on the right-hand side of the line to indicate key milestones or key phases in the way children have been involved in the programme over time.
- Along the timeline, participants can highlight key 😊 milestones and successful initiatives that have taken place over time. At each point, highlight the date (month/year), as well as key words to indicate the milestone or success.
- Participants can also highlight key ☹ challenges faced at different points or periods in time.
- Further dialogue and discussion can be facilitated during and following the production of the timeline with regard to:
  - different phases or changes in the way children have been involved or have collaborated with adults over time
  - the extent to which their programme objectives have been met or not met
  - concrete results that have been achieved through the programme and discussion about which results may have been partially or significantly due to children's active participation in the programme
  - the strengths and benefits of children's participation processes and initiatives
  - the weaknesses and challenges of children's participation processes and initiatives
  - their ideas for the future – what ideas do they have to strengthen the quality and outcomes of their participation?



The timeline can provide a useful record and visual documentation of the history of the programme. Children and young people can be encouraged to develop and maintain updated versions of these timelines. Also, some children may wish to develop more visual artistic versions of their timeline or to reproduce it on more durable material, such as cloth.



## CHILD-LED TOURS OR TRANSECT WALK

Child-led tours can also reveal interesting information from children and young people about programme activities and their outcomes in their local communities or schools. Children can be asked to take members of the M&E group on a tour around their community, to show and to explain where and how children have participated, and changes that have been brought about by children and young people through their participation. For example, children from NCN India reported how they “noticed both the positive and the negative changes in their villages. They identified new facilities that have been set up as a result of their parliament; they pointed out the impact of tree planting, maintenance of environment and sanitation, improvement in functioning of youth club etc. achieved because of their participation”.

### **VIRTUAL CHILD-LED TOUR<sup>9</sup>**

In situations where children's representatives are brought together in a workshop outside of their own communities, a 'virtual child-led tour' can be facilitated. In this context, children form pairs. One child is asked to close their eyes and the other child guides them through an imaginary walk of their community explaining what it looks like, how children have been involved in the programme, and what outcomes they can see as a result of children's participation.



## 'THE COMAL AND THE TORTILLA'

The comal and the tortilla<sup>10</sup> is a useful tool for mapping local children's and youth organisations, and may help you undertake initial analysis relating to the scope, quality and outcomes of children's participation.



**30 minutes**

### RESOURCES

- a real flat clay pan ('comal') is ideal but, if not available, could be substituted by a round piece of paper
- smaller round-shaped pieces of paper cut to simulate the 'tortillas' (the flattened cakes of corn dough)

### WHAT TO DO

- The facilitator explains that the whole community is the 'comal'; that the corn dough represents all the children in the community; and that when a group is organised, we get a 'tortilla'.
- Once a group is identified, the name is written on the tortilla and put on the 'comal'.
- At the end of the identification stage, an analysis is done of the existing children's and youth organisations and ways in which work could be coordinated with them.



This tool is relevant to the Guatemalan culture, especially in the countryside, where tortillas are the main food staple and are prepared every day using the 'comal'. It could be adapted to other contexts (eg, a chapati in Asia).

# 3 TOOLS TO COLLECT BASELINE DATA ON CHILDREN'S PARTICIPATION

Tools that can help you collect baseline data on the scope, quality and outcomes of children's participation include:

- **Interviews** (see page 1)
- **Focus group discussions** (see page 5)
- **'Before' body map** (see page 15)
- **Decision-making chart** (see page 18)
- **Self-confidence rating** (see page 20)
- **Questionnaire self-assessment** (or Pots and stones) on quality of children's participation (see page 20)
- **Observations** (see page 6)

The set of questions for the interviews, focus group discussions, surveys and participatory tools will depend on the specific objectives of the programme. For example, if the programme is concerned with reducing early marriage, the baseline interviews would interview people regarding existing practices and attitudes to early marriage. Furthermore, decisions about which stakeholders to gather baseline information from will also be informed by the objectives of the programme. Any decisions about the number of people to gather baseline data from (the sample) and the methodology will necessarily be influenced by the budget and human resources available.

The tables in **Booklet 3** can guide you to develop appropriate questions for interviews, FGDs or questionnaires so that you can gather useful baseline data on the scope, quality, and outcomes of children's participation.





## 'BEFORE' BODY MAP

At the start of the programme, a body mapping exercise can be facilitated in groups of girls and boys (of similar ages and backgrounds) to explore existing attitudes and practices; and also to explore children's likes and dislikes.



**60–90 minutes**

### RESOURCES

- A3 paper with a body image drawn on it
- flip chart paper
- different colour pens
- crayons
- tape

### WHAT TO DO

- Inform children about the planned new programme. Introduce the 'before' body mapping exercise to enable girls and boys individually and collectively to explore existing attitudes and practices towards children; and things that girls and boys like and dislike doing in their community. At regular intervals – for example, every 6–12 months or after two years – they will explore changes in children 'after' the programme.
- Place large sheets of flip chart paper together on the floor, and ask all the children to come together and sit in a circle around the flip chart. Ask for a volunteer to lie down on the sheets so that the shape of their body may be drawn around. Draw around their body shape with chalk or (non-permanent!) pens.
- Draw a vertical line down the middle of the body. Explain that this child is a girl or boy from their community. The left-hand side represents the child now, BEFORE the programme in their community, and the right-hand side will represent the child AFTER the programme.
- Use the body parts to explore existing attitudes and practices towards girls and boys; and things that girls and boys like and dislike doing in their community. Record children's suggestions visually or through writing on the left-hand (BEFORE) side of the body. For example:
  - The head: What knowledge do girls and boys currently have about children's rights/child protection/health (tailor the questions depending on the focus of the programme)?
  - The eyes: How do adults see children? What are adults' expectations of children? Do community elders/headteachers see girls and boys as people who should be involved in decision-making on matters affecting them? What do girls and boys see that they like and dislike?
  - The ears: How do adults (local officials/community elders/teachers/parents/caregivers) listen to girls and boys? To what extent are children's views taken seriously? What do girls and boys hear that they like and dislike?

- The mouth: How do girls and boys communicate with their peers, their parents, their teachers or others? How do adults (local officials/community elders/ teachers/parents/caregivers) communicate with girls and boys? To what extent are girls and boys scolded by parents/caregivers/teachers?
- The shoulders: What responsibilities are taken on by girls or boys (of different ages and backgrounds)? Which responsibilities do girls and boys like and dislike? Why?
- The heart: How do girls and boys feel about themselves? What are adults' attitudes towards children? How do parents/caregivers/teachers/community elders/local government officials show they value/do not value children's needs and ideas?
- The stomach: What do girls and boys (of different backgrounds) currently eat in an average day?
- The hands and arms: What are girls and boys (of different backgrounds) doing on a regular basis (study/what types of work/how much time playing, etc.)? What activities do they like and dislike doing? Why?
- The body: To what extent do girls and boys feel protected? To what extent are girls and boys beaten by parents/caregivers/teachers?
- The feet and legs: Where do girls and boys (of different backgrounds) go on a regular basis and for which activities? What activities do girls and boys like and dislike doing?
- Think about and draw any other significant likes or dislikes they have considering their daily lives...



**A body-mapping activity with young people in Togo.**

- Then, in plenary, discuss:
  - Whether there are girls or boys who face discrimination from other children or adults due to their gender, age, disability, ethnicity, religion, family income, or any other factors.
  - Whether there are any differences in the way children are listened to or involved in decision-making due to their gender, age, sibling order, disability, ethnicity, religion, family income, or any other factors.
  - Ask children and young people about what changes they would like to see as a result of the programme. Such discussions can help inform relevant indicators for ongoing monitoring of positive outcomes on children.



It is important to keep the 'before' body map safe, so that it can be brought out six months or one year later. If needed, you can place additional pieces of flip chart paper over the right-hand side each time to record progress.

If you are working with children with specific sensory impairments, the body map exercise can be adapted. For example, if you are working with children with visual impairments, you could add a fabric thread around the outline so that they can touch it; young people with a speech impairment (children with cerebral palsy or deaf children, for example) might need an assistant or translator to support their contributions.

If any child protection concerns are raised by children during the body mapping exercise, you must ensure that such concerns are discussed confidentially with the child or children concerned, and followed up in accordance with your organisation's child protection policy and procedures.

“The children shared that the tool was very much useful. They were happy that they could use various parts of the body to represent concerns and developments related to their knowledge, skills, attitudes and emotions.”

(NCN staff member, India)



## A DECISION-MAKING CHART

A decision-making chart can be a useful tool to contribute to baseline information about the kinds of decisions that children want to influence; and to identify who currently participates in and influences decision-making processes. Reviewing the decision-making chart over time can help to monitor and evaluate changes in areas where children have more influence in decision-making.



**45–60 minutes**

### RESOURCES

- flip chart paper and pens
- tape
- coloured stickers – if possible, red, yellow and green

### WHAT TO DO

- Explain to the children and young people that they are going to have the chance to build a chart to map out which decisions they most want to influence through their participation; and to consider who (which stakeholders) currently has most say in these decisions.
- Brainstorm and list the decisions they are trying to influence through their participation.
- Write each of these decision issues/areas on a separate card or draw a visual image to symbolise each decision.
- Now brainstorm and list the different people who currently influence decision-making for any of the decision-making areas listed.
- Write each of these stakeholders on a separate card (for example, mother, father, teacher, local official, national government official). Also write a card for children and young people.
- Place a large sheet of flip chart paper on the floor. Select a maximum of six decisions that children want to influence that are most relevant to the programme they are evaluating. Place the cards horizontally and stick them along the top of the flip chart.
- Now select the top eight stakeholders who influence these decisions and place them vertically down the left-hand side of the flip chart, so that a 'chart' can be made with decisions at the top, and people down the side. Remember to also include children in the list.
- Now the children and young people will have the chance to analyse each decision, to explore which stakeholders currently have 'a lot of say' over decisions (green sticker), 'some say' (yellow sticker), and 'no say' (red sticker).
- Explore one decision-making area at a time. Girls and boys discuss and decide which colour sticker to give each stakeholder according to how much say they have in that particular decision. Girls and boys explain their reasons for choosing the particular colour they did, and the reasons are recorded by the evaluator (in writing or with a tape recorder).

- In plenary, you can explore children's views about the decision-making pattern:
  - Which kind of decisions do girls and boys have more and less say in?
  - Which decisions would girls and boys like to have more say in? Why?
  - Are there any differences in the way girls and boys are involved in decisions?
  - How does age influence the way different children are involved in decisions?
  - What helps children and young people make effective decisions?

### EXAMPLE OF A DECISION-MAKING CHART

People involved	Decisions			
	When we play	Whether we stay in school	What type of work we do	When we marry
Child	●	●	●	●
Father	●	●	●	●
Mother	●	●	●	●
Grandparents	●	●	●	●
Religious elder	●	●	●	●
Teacher	●	●	●	●
Elder brother	●	●	●	●



If the children are familiar with traffic lights, you can explain how the sticker colours are similar to the traffic lights: red = stop = no say; yellow = get ready = some say; green = go = a lot of say.

This exercise is useful for providing baseline data on the extent to which children (and other key people in their lives) influence decision-making about matters that affect them. If it is periodically reviewed, you can explore which areas of decision-making children have more say in compared to before; and you can explore what difference it makes. Are there any changes as a result of children's increased say in decision-making? If so, what?

“We used the ‘Decision-making chart’ where we identified 10 important areas where we would like to have a say in decision-making, and those 10 where we presently have a say in decision-making. Our discovery was that wherever we have children's parliaments functioning, children have more and more say in decision-making.”

(Children from Neighbourhood Parliaments of Children, India)



## SELF-CONFIDENCE RATING (BEFORE AND AFTER)

Children and young people can be encouraged to score changes on their self-confidence before and after their participation<sup>11</sup> – for example, using a scale of 1–5. Scoring is subjective. However, aggregating individual scores from many children involved in the same processes or activities can generate useful data on general trends. Disaggregating children's scores by age, gender or other factors can also help identify the types of children whose self-confidence has been strengthened most, and those who have benefited least.

Scoring exercises can also be a useful starting point for further discussion with children to identify their criteria for self-confidence. You can ask boys and girls to explain how they can recognise an increase in self-confidence. This can lead to the identification of concrete and measurable indicators.



## QUESTIONNAIRE SELF-ASSESSMENT ON QUALITY OF CHILDREN'S PARTICIPATION

At the outset of a programme, you can use the tables in **Booklet 3** (page 21), which outline nine basic requirements for effective and ethical participation, as a questionnaire self-assessment (adapted to the specific context if necessary). The questionnaire self-assessment may be facilitated through interviews or focus group discussions to gather findings from key stakeholders regarding the quality of children's participation at the outset of the programme. Information from different stakeholders can be gathered to complete the tables (see **Booklet 3**).

Self-assessment on the quality of participation can also be facilitated through the 'Pots and stones' method (see page 36 of this booklet).



## 4 TOOLS FOR MEASURING THE SCOPE OF CHILDREN'S PARTICIPATION

This section describes various tools that you can use to gather information to help you assess the scope of children's participation (see pages 3–13 in **Booklet 3** for further information and indicators for measuring the scope of participation). The tools, which can be combined in creative ways, include:

- **Spaceogram – how do I participate?** See **Booklet 2** (pages 19–21).
- **Footsteps (Hejje)** method to identify key steps taken in project planning and implementation (see page 22 of this booklet)
- **Visual programme cycle participatory mapping** or **Walking through the project cycle** (see pages 24 and 27)
- **'H' assessment** (see page 29)
- **Interviews or focus group discussions** (see page 42)
- **Questionnaire or survey** (see page 3)
- **Circle analysis** to explore inclusion and exclusion (see page 31)

Complementary or alternative methods that are particularly suitable for gathering information with or from younger children include:

- **Puppets** (see page 33)
- **Drawing or painting** (see page 34)
- **Games** (see page 34)



A picture drawn by a child at a centre for working children in Khulna, Bangladesh.



## FOOTSTEPS (HEJJE)

Footsteps (Hejje)<sup>12</sup> is a method to determine various steps that have been taken to reach a goal. You can use this tool for planning (looking forward) as well as monitoring (looking back).

The description below shows how this activity can be used to identify the key steps taken by children in order to help them analyse the scope of their involvement in different stages of the programme.



**45–60 minutes**

### RESOURCES

- flipchart paper
- scissors
- Post-it notes
- pens and paper

### WHAT TO DO

- Before introducing the activity to the children, cut some paper or a chart into the shape of a footprint. The tool may need 10–15 such footprints.
- Introduce the activity to the children. Ask them to consider why they have been participating in any particular programme. What is its main goal?
- Once they have decided on the goal, one child is asked to write this as a statement of the goal on a sheet of paper. This sheet is placed on the ground at a spot far away from the children.
- The children will now have to lay the footprints one at a time, with each footprint corresponding to a stage in their path to reach their goal. Ask children what practical steps they have taken or been involved in to work towards the goal.
- The first 'cut out footprint' is placed on the ground. One child puts her/his foot on it. This signifies the first stage towards achieving their goal. Now all children discuss what this first stage was. How were they initially involved in this programme? What did they do first? This is then written down on a sheet of paper and placed next to the first footprint.
- This exercise is repeated until all the key stages of children's involvement and action towards reaching the goal have been completed.
- Children and young people can be encouraged to reflect and to discuss the following:
  - The extent to which they were involved from the earliest stages (for example, were girls and boys involved in identifying and assessing the problem(s)/ concern(s)? Were children involved in discussions and decisions about how to solve the problem(s)?)
  - Which children (girls, boys, ages, backgrounds) were involved?
  - Which stages of the activity were hardest or easiest to do? Why?



Using the 'footstep' (Hejje) tool to assess the scope of children's participation ensures that children define their own stages of work and then evaluate the scope of their participation themselves. This activity needs to be modified to ensure inclusion of children with disabilities, children who are not literate, and other marginalised groups. It can be modified for local needs by using milestones or just numbers instead of footsteps.

“ This activity helps recounting a long process and assessing how much work has actually happened. This can help give children a sense of achievement. ”

(The Concerned for Working Children staff member, India)



PHOTO: DAN ALDEN/SAVE THE CHILDREN

A workshop for students from across Colombia to discuss issues in schools.



## VISUAL PROGRAMME CYCLE PARTICIPATORY MAPPING

This mapping tool enables you to analyse the scope of participation.<sup>13</sup> At each stage of the programme cycle, children and young people (and adults) can discuss and identify the extent to which children were involved (ranging from not involved, consulted, collaborators, or child or young people-initiated or managed). If there is time and interest, children and young people can also discuss and identify how they would like to be involved in each stage of planning.



**90–120 minutes**

### RESOURCES





- Flipchart paper and pens
- Post-it notes in two colours
- Large drawings illustrating the four different approaches – of 'children not being involved', 'consultative', 'collaborative', or 'child-led/child-initiated/child-managed' (see page 25)
- Large sheets showing the five stages of the programme cycle, to re-create the diagram below on a wall

### WHAT TO DO

- Either link this activity to the 'footstep' tool to see how steps identified by children and young people link with key stages of the programme cycle, or introduce the programme cycle. Children and young people (or other stakeholders) can be asked if they can name the main stages involved in a programme or project. Record the ideas and views shared. Introduce the main stages of the programme cycle (see below).



- Explain that this activity will enable children and young people (or other stakeholders) to consider their participation and to analyse the scope of children's participation at different stages of the programme cycle. They will have the chance to explore how children and young people are being involved at each stage.
- Place the visual images (from the chart) and their corresponding words in a line on the floor: 'children not involved', 'consultative', 'collaborative', and 'child-led/child-initiated/child-managed'. Explore with children and young people (or other stakeholders) what these words mean. If you have enough time, encourage the children to briefly act out a role-play to illustrate what each of these words mean.
  - **Children not involved** means no children were spoken to, or asked their views.
  - **Consultative** means that children were consulted and asked their views, but were not involved in designing the consultation.
  - **Collaborative** means that children contributed to designing the methods for the situation analysis, that their views were heard, and they were involved in the analysis.
  - **Child-led, child-initiated or child-managed** means that children themselves initiated, managed or led the process (this may also have been with adult support).
- Recreate the diagram with a flip chart on the wall using large headings for each part of the programme cycle; and the columns with visual images for 'not involved', 'consultative', 'collaborative', and 'child-led/child-initiated/child-managed'.

	<b>Children not involved</b> 	<b>Children consulted</b> 	<b>Collaborative</b> 	<b>Child-led/child-initiated/child-managed</b> 
Finding out what the problems are (situation analysis)				
Deciding what you want to do about them (planning)				
Taking action (implementation)				
Measuring what happened (monitoring and evaluation)				
Acting on findings (dissemination and feedback)				

- Clarify that these titles are not in order of importance or quality. Sometimes it may be more meaningful for children and young people to be consulted, sometimes they may want to collaborate with adults, and sometimes children and young people may want to initiate or manage things themselves. It depends on each specific context and the children and young people's interests. Children and young people need to describe, for themselves, how they were involved and to discuss how meaningful their involvement was.
- Explain to children and young people (or other stakeholders) that they are going to consider each stage of the programme cycle, to discuss and identify: (a) to what extent children and young people were meaningfully involved in each stage; and (b) how they would like to be involved.
- For each stage of the programme cycle, children and young people should discuss their participation in the project and record: (a) brief details about how they are currently involved in this stage of the programme cycle on a yellow Post-it note. This Post-it should be placed in the section that most reflects the extent to which they think children and young people were involved (not involved; consulted; collaborative; child-led/child-initiated/child-managed).
- If there is time, the children and young people can also discuss and record: (b) how they would like to be involved on a green Post-it and place it in the section that best reflects how they would most like to be involved.
- Repeat this process for each stage of the programme cycle.
- At the end, facilitate a discussion about key findings:
  - In which part(s) of the programme cycle are children and young people most meaningfully involved? In which part(s) are they least meaningfully involved? What are the reasons?
  - Discuss and make notes about which children are involved. Girls or boys? Which age group? What kind of background? Are any children with disabilities involved?
  - What are their views about the importance or relevance of children's active participation in every stage of the programme cycle? Which type of involvement is most meaningful to children at each stage? And why?
  - What are their ideas to strengthen children's participation in any (or all) stages of the programme cycle?



If necessary, adapt the visual images and/or use local language words for each stage of the programme cycle. This activity may also need to be adapted to ensure inclusion of children with disabilities. In the final plenary discussions, an 'H' assessment (see tool below) can be used to draw together overall findings on the strengths and weaknesses of children's participation in every stage of the programme cycle, and the suggestions made by children (or other stakeholders) on how to improve this.



## WALKING THROUGH THE PROJECT CYCLE

This activity is an alternative to the visual programme cycle participatory mapping.

### WHAT TO DO

- Place the words relating to the scope of participation along a long line on the floor:



You could also ask a child or adult to draw an illustration to go with each of these headings.

- Introduce each of the images/words and discuss what this type of participation means, to ensure shared understanding.
- Explain to children (or other stakeholders) that they will have the chance to 'walk' through the programme cycle, to discuss and identify to what extent children were meaningfully involved in each stage: finding out the problems; deciding what to do about them; taking action; measuring what happens; acting on findings.
- Explain to children and young people that we are going to have the chance to 'walk through the project cycle' to consider the nature of children's participation at each stage. Emphasise that there are no right or wrong answers or positions, as it may not always be relevant for children to be involved or to manage certain aspects of the process. Thus, it is crucial that everyone is open and ready to reflect on children's involvement and what kind of involvement would be most meaningful, and why.
- Starting with *finding out the problems* – each child is asked to stand by the visual image which best illustrates the extent to which they think children (themselves or other children) were involved in this stage. For example, were they or other children involved or not; and if they were involved, would they describe the process as consultative, collaborative, or child-led or managed? Make a note of how many children (and what proportion of the group they represent) are standing by each visual image.
- Once children are in position, standing by the visual image that they think best indicates the extent of children's involvement, they should be encouraged to share their views to explain their position and to provide evidence. After they have listened to each other's point of view, you can see if any of the children (or other stakeholders) want to change position. See if they can reach a consensus about where children are positioned for that particular stage of the programme cycle. Record children's final positions (and the proportions of children in different positions) and their views about how meaningful their participation was. Do they think this was the most useful form of involvement, or would they like to have been more or less involved? And why?
- Record children's feedback and examples of evidence on the large table that has been put up on the wall (and in the evaluator's notebook).

- Repeat this process for each stage of the programme cycle.
- At the end, facilitate a discussion about key findings:
  - In which part(s) of the programme cycle are children most involved? In which part(s) are they least involved? Why?
  - Discuss and make notes about which children are involved. Girls or boys? Which age group? What kind of backgrounds? Are any children with disabilities involved?
  - What are their views about the importance or relevance of children's active participation in every stage of the programme cycle? Which type of involvement is most meaningful to children at different stages of the programme cycle? And why?
  - What are their ideas to strengthen children's participation in any (or all) stages of the programme cycle?



Children's header illustration for a time-line exercise for the Safe Quality Schools project in La Dalia, Nicaragua.

## AN 'H' ASSESSMENT

This is a very simple tool that can be used with and by children, young people or other stakeholders to explore strengths and weaknesses of children's participation, and suggestions to improve it. For the purpose of gathering information for the table dealing with the 'scope' of children's participation, it can focus on their participation in different stages of the programme cycle, and can bring together plenary discussions in the previous activity.






**45–60 minutes**

### RESOURCES


- flipchart paper and pens

### WHAT TO DO

- Make the shape of an H in the middle of a large sheet of flipchart paper and write the following headings:
  - Name of the programme/project
  - 😊 Strengths and successes
  - ☹ Weaknesses, challenges and threats
  - 💡 Suggestions on how to improve

 <b>Strengths and successes</b>	<b>Name of programme/ project (date)</b>	 <b>Weaknesses, challenges and threats</b>
	 <b>Suggestions on how to improve</b>	

- Ask the children to fill in the name of the programme/project that is being evaluated in the top middle panel. Add the date, and the number and background of stakeholders involved in the 'H assessment' (eg, five boys and six girls aged 8–12). Under the smiley face symbol, 😊, ask them to think about and list all the strengths regarding the ways in which girls and boys (of different ages or abilities) have been involved in different stages of the programme cycle. Encourage them to discuss and share success examples, and why these examples indicate strengths or successes.
- Under the sad face symbol, ☹, ask them to think about and list the weaknesses, challenges or threats regarding the ways in which girls and boys (of different ages or abilities) have been involved in different stages of the programme cycle, and why they consider these to be weaknesses.

- Under the light bulb symbol, , ask children and young people to share and list their suggestions for how to improve meaningful, inclusive participation of children in different stages of the programme cycle.



NCN India made a slight modification to the 'H assessment' diagram. An upward arrow was used to indicate the strengths, and a downward arrow was used to indicate weaknesses:




 <b>Strengths</b>	<b>Name and date of exercise</b>	 <b>Weaknesses</b>
 <b>Suggestions on how to improve</b>		



PHOTO: CESESMA

A child researcher from La Dalia, Nicaragua carrying out an interview on how rights are respected in schools.

## CIRCLE ANALYSIS

Circle analysis is a tool to explore patterns of inclusion and exclusion. It can help you identify which groups of children (girls, boys, age groups, backgrounds) are most actively involved in the participation process, and which children are excluded from participating.



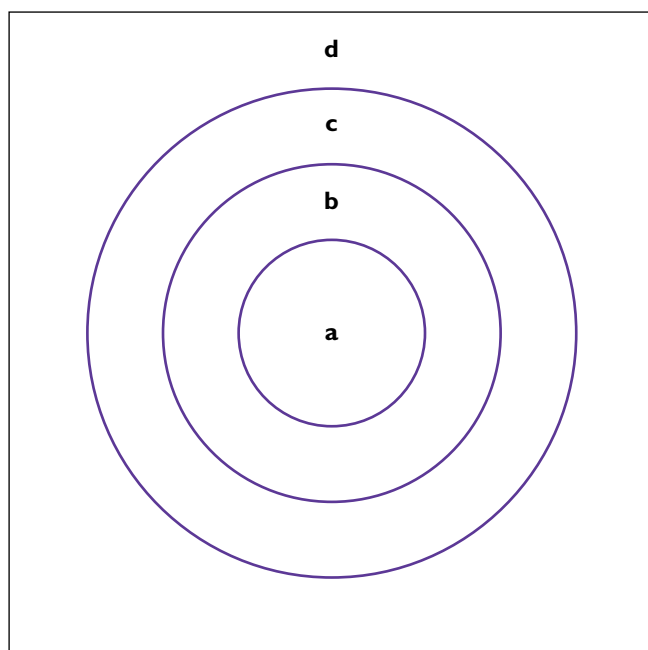
**45–60 minutes**

### RESOURCES

- flipchart paper
- different coloured pens
- different coloured stickers

### WHAT TO DO

- Introduce the circle analysis and explain that it will help participants explore patterns of inclusion and exclusion in terms of the participation process.
- Introduce the different circles and the meaning of each circle.



- a** actively involved
- b** sometimes involved and active (but not always)
- c** informed, but not involved
- d** excluded/not reached in the participation process

- With children, identify different symbols or colours that can be used by girls and boys of different ages (eg, under 8, 8–12, 13–18) and/or girls and boys from different backgrounds (such as school-going children, out-of-school children, children from different ethnic groups, children with disabilities).
- Give each girl and boy a pen or a sticker of the colour that represents their particular group.
- Ask each child to place their sticker or draw their symbol in whichever circle they think represents them.



- Once everyone has placed their stickers or drawn their symbol, they are encouraged to reflect on the patterns of distribution:
  - Which children are in the inner circle? What does it mean to be active? How are they active?
  - Which children are in the middle circle? What does it mean? Why are they only sometimes active? What prevents them being very active?
  - Which children are in the outer circle? Why? What prevents them from being active?
  - Are there some children who choose not to participate? If so, why do they choose not to?
  - Are there other children who are excluded/not reached? Think about the children who are not part of this meeting today. Who are they? What is their gender, age, background? Are children with disabilities included? Are there other children who are often excluded/not reached? Who are they? Why are they excluded/not reached? What can be done to involve them?
  - Can you observe any main gender or age or background differences relating to who is most actively involved? Or most often excluded?
  - What other factors make a difference to which children are actively involved in participation and partnership initiatives?
  - What can be done to strengthen inclusive participatory processes?



You may need to make extra efforts to ensure a safe environment for children from the most marginalised sections of society, so that they are able to express themselves, and to enable sensitive action planning with and by young people to address any existing discrimination and to support more inclusive practices.

“Children grasped this tool quickly as they understood that the distance between each circle and the core circle clearly indicated the level of participation and non-participation. Children, who initially replied that they had active participation in all the exercises, repositioned their claim after understanding the dimensions of active participation and how active participation differed from mere participation. They acknowledged that this was an effective tool that could be easily used by everyone.”

(NCN staff member, India)



## PUPPETS

Puppets are a fun way to explore younger children's views and experiences about how they are currently involved in projects, which may reveal findings about the scope, quality and outcomes of their participation. By talking through the puppets, children are more able to say things that they would not feel confident to say as themselves.



**15–30 minutes**

### RESOURCES

- Puppets – ideally you should have a few puppets so that children can also use them to present their own puppet shows. You can also make puppets out of locally available materials (such as socks with eyes, mouth and hair drawn on) if needed.

### WHAT TO DO

- Together with the puppets, sit in a circle with younger children.
- The puppet introduces him/herself "Hello children, my name is... (give the puppet a local name). I am happy to meet you today and to learn more from you about XXX project. What is your name?..."
- Encourage the children to introduce their names.
- The puppet can ask children more about the project... "I am here today to learn more from you and your friends about XXX project." (Share more local contextual information about the project, giving concrete examples...)
- Encourage children to tell you what they know about the project.
  - Which activities do you like most in this project? Why?
  - Are there any activities you do not like? Why?
- The puppet can then explore more about how children express themselves and how adults do or do not listen to them:
  - In the project, who decides which activities children will do?
  - Do adults ever ask you or your friends about what you want to do? How?
  - Do adults ever ask you or your friends about what you like or do not like about the activities?
  - How does it make you feel when adults listen to you?
  - How does it make you feel when adults do not listen to you?
  - Do you have any suggestions for adults to listen to you more?
- You can give children the puppets and, if they would like to, you can ask them to use the puppets to show you what they like doing in the project.

## DRAWINGS OR PAINTINGS

Younger children can be encouraged to make drawings about places where they talk and are listened to by adults. They can be encouraged to explain their drawings and their meanings.

**A 12-year-old girl holds a drawing of her experience of having to leave her home in Pakistan because of floods.**



PHOTO: FAUZAN IJAZAH/SAVE THE CHILDREN

## GAMES

Games can be designed to enable younger children to share their views and experiences. For example, the classic Snakes and Ladders (or Ludo) can be adapted for children to explore when they do or do not have opportunities to express their views or to be part of decision-making; or things that help and hinder children's participation.

For example, in Snakes and Ladders, when the children land on a ladder, they can be asked to share an experience about when and how they were able to express their view and to participate, or to share an idea about what would help them express themselves. When children land on a snake, they are asked to share an experience about when they were not able to express their views, about when they had no say in decision-making about something that was important to them, or about things that make it difficult for them to express themselves.



PHOTO: SAVE THE CHILDREN

**A children's space for displaced children in Peshawar, Pakistan.**

# 5 TOOLS FOR MEASURING THE QUALITY OF CHILDREN'S PARTICIPATION

This section provides tools that you can use to gather information on the quality of children's participation (see pages 16–20 in **Booklet 3** for further information and indicators for measuring the quality of children's participation). Key tools include:

- **Pots and stones** to discuss and score each basic requirement/quality standard (see page 36)
- **Interviews or focus group discussions** on the quality of participation (see pages 1 and 15)
- **Self-assessment using focus group discussions** (see page 15)
- **Questionnaire or survey** on the quality of children's participation (see page 20)
- **Observations** (see page 6)

Complementary or alternative methods for gathering information on the quality of children's participation with or from younger children include:

- **Magic carpet** (see page 39)
- **Drawings or paintings** (see page 40)
- **Child-led tours** (see page 40)
- **Games** (see page 40)

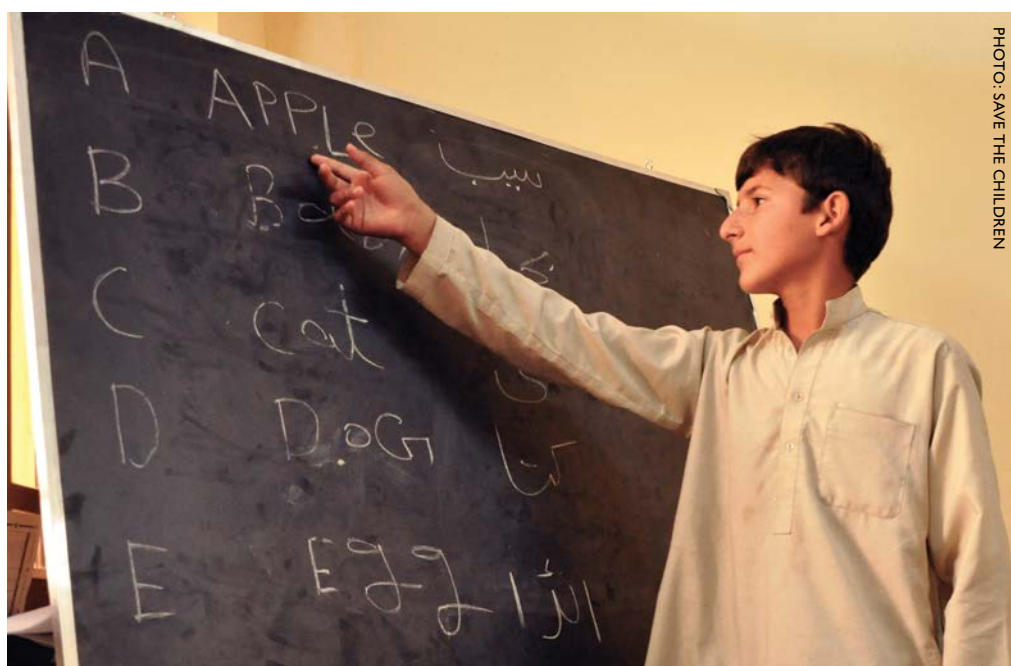


PHOTO: SAVE THE CHILDREN

A boy at a temporary learning centre for displaced children in Peshawar, Pakistan.



## POTS AND STONES

Pots and stones<sup>14</sup> is a game you can use to discuss and score the quality of the children's participation process. It enables children and young people (and others) to score how well each of the nine 'requirements' for effective and meaningful participation are met. The activity also encourages sharing of ideas on what more can be done to meet the quality standards.



**60–90 minutes**

### RESOURCES





- a set of nine pots or any locally available small container
- copies of the nine requirements translated into local languages
- a large collection of stones, shells, seeds or beans is needed

### WHAT TO DO

- Introduce the pots and stones activity that will be used to explore the quality of the children's participation process.
- Explain how nine *requirements* for effective, meaningful participation have been defined in a General Comment on Article 12 (of the UNCRC) at a global level. They can be used to monitor, evaluate and improve the quality of children's participation. (See **Booklet 3**, pages 16–20, for a reminder of the nine requirements.)
- Children and young people (or adults) will have the chance to explore one requirement (one pot) at a time. Alternatively, see below for a variation on this approach, where three small groups each explore three of the basic requirements in more detail and share their results in plenary to see if others agree with their assessment.
- Briefly introduce each of the nine basic requirements – with each represented by one pot. Wherever possible, make time to use short role-plays with and by children and young people to ensure a shared understanding of what each 'requirement' involves in practice.
  1. Transparent and informative
  2. Voluntary
  3. Respectful
  4. Relevant
  5. Child-friendly
  6. Inclusive
  7. Supported by training
  8. Safe and sensitive to risk
  9. Accountable

This short film, 'The Global Children's Panel on ACCOUNTABILITY', can also be shared to introduce the concept of accountability: <http://www.youtube.com/watch?v=hZpU5mc9fGo&feature=share&noredirect=1>

- Explain to participants that for each pot, they will each be given a maximum of three stones. For each pot, they will be asked to place 0, 1, 2, or 3 stones in their right hand to indicate the extent to which they think this requirement is or is not currently met in their participation project. They will then be asked to share their views and to agree an overall score for each requirement:

<b>0 stones</b> = Not at all	
<b>1 stone</b> = There is awareness of the requirement, but it is not reflected in practice	
<b>2 stones</b> = Efforts are made to address the requirement, but no systematic procedures are in place	
<b>3 stones</b> = The requirement is fully understood, implemented and monitored	

- For each requirement, use the descriptions and indicators in the tables in **Booklet 3** (pages 21–24) to clarify what the requirement involves. Enable children to discuss its meaning in their local context before scoring each requirement with stones.
- It is very important that each participant critically reflects on their experiences and that each child (or adult) has freedom to freely express their views and experiences.
- Participants (either in one large group or in smaller groups) should have the chance to explore one requirement (one pot) at a time.



Children take part in a 'Pots and stones' activity in Nepal.

PHOTO: SAVE THE CHILDREN



- Encourage each participant to share how many stones they personally think should be placed in the pot. How well is the requirement met in the programme or project? Encourage open discussion among the children (or adults), to identify and recognise weaknesses, as well as strengths. A note-taker should try to capture the main discussion points.
- After a few minutes of discussion, encourage the participants to decide collectively how many stones to place in the pot. They need to share good reasons for their final decision. Make a note of the score, and the reasons.
- If fewer than three stones are placed in the pot, then also encourage the participants to share their ideas and suggestions about what else needs to be done to ensure that the requirement is met. Record all the suggestions given.
- Move on to the next pot and repeat the process until all the requirements have been explored.
- At the end, facilitate a plenary discussion about which requirements have been met (more or less) and the reasons why. Encourage children and young people to share any other ideas about how to increase effective, meaningful children's participation.



Depending on the number of children or other stakeholders involved, it may be better initially to do the pots and stones activity in small groups with children of the same age, gender, or background. Then each group can share their results and negotiate a collective score. Any differences in opinion can be recorded.

A poster of the rating scale could also be produced and placed on the wall as a reminder.

In certain contexts, some of the requirements, such as 'participation is supported by training for adults', may be less relevant for children to score. Thus, identify those requirements that are relevant for children to score, but also ensure that scores are collected for all the basic requirements from relevant stakeholders.

**Parallel group work for deeper analysis:** An alternative way to facilitate the pots and stones activity that allows more time to assess and score each of the indicators relating to the nine basic requirements is to divide participants (children or adults) into three groups. Each group works as a small group to discuss and assess three of the basic requirements. For example, group A assesses requirements 1, 4 and 7; group B assesses requirements 2, 5 and 8; and group C assesses requirements 3, 6 and 9. The groups discuss and score each indicator relating to their requirement(s). In plenary, each group then shares the results from their assessments, and the other groups either validate or suggest changes to the scoring.

“The ‘pots and stones’ tool is easy to understand, fun and participatory. We like how the number of beans is determined. With repeated use of this tool, it allows us to see progress in the quality of our participation over time.”

(Young people participating in Plan Togo projects)



## MAGIC CARPET

Magic carpet is an alternative activity you can use to explore how younger children would like to be listened to and involved in decision-making; and to explore the extent to which they are currently listened to or not listened to.



**30–45 minutes**

### RESOURCES

- A rug or something you can use as a magic carpet

### WHAT TO DO

- Encourage younger children to sit together on the carpet. Explain that this is a magic carpet that is going to travel to a world where younger children talk a lot about what they think and adults always listen to them.
- Make some 'flying noises' and flap the rug to further children's imagination of them being on a magic flying carpet.
- Explain that your flying carpet has landed in a new land. It may look the same as where they started, but in this land, the adults always listen to young children.
- Now that they are in the land where adults always want to listen to children, they would like to listen to girls' and boys' views. For example, in this land there is a person called Ms Joy (use a local name). Ms Joy always encourages children to express themselves and is happy to listen to children. Ms Joy would like to know:
  - How do you feel when you are listened to by adults (like Ms Joy, who listens to children)?
  - What decisions do you think children your age can make? (eg, can you decide what games you and your friends play)? Can you decide what clothes you wear? What other things can you decide?
  - How should adults listen to young girls and boys like you in families/pre-schools/communities/Project XXX. For example, what can your teacher do to show that she is listening to your ideas?
  - Do you have any other ideas about how adults or your bigger brothers or sisters can listen to you?
- Now our magic carpet is going to take us back. Make some 'flying noises' and flap the rug.
- Now we are back in our original world.
  - Is this a world where younger children are listened to? If so, how? If not, why not?
  - Encourage children to share their views and experiences.



## DRAWINGS, PAINTINGS, CHILD-LED TOURS AND GAMES

**Drawings and paintings:** Younger children can be encouraged to make drawings about how adults 'listen to children' and what difference it makes.

**Child-led tours:** (see page 12 of this booklet) may involve younger children (aged 2–7) while also ensuring that older children and/or adults are accompanying them. During the child-led tour, children can be asked informal questions relating to the basic requirements and quality of participation processes. For example, younger children can be asked about how they are involved in the project in their local area. Questions could be asked about the manner in which adults share information with them, seek their views, or listen to their views. Questions can be asked about which children are included or left out; about whether they feel safe or face any risks; and about whether adults share feedback with them.

**Games:** Games (such as snakes and ladders or Ludo) can be adapted to enable younger children to share their views and experiences on the quality of the participation process (see page 34 of this booklet).



**A child researcher from La Dalia, Nicaragua working on a drawing to share ideas about respect for rights in school.**

# 6 TOOLS FOR MEASURING THE OUTCOMES OF CHILDREN'S PARTICIPATION

This section provides tools you can use to gather information on the outcomes of children's participation (see tables on pages 26–30 of **Booklet 3** for further information and examples of indicators for measuring the outcomes of children's participation). *Each programme should have developed its own specific indicators relating to the objectives. The outcomes associated with children's participation will need to be assessed in accordance with these original objectives.*

You can use the following tools to collect information on the outcomes of children's participation:

- **Interviews and focus group discussions** (see page 42)
- **Body mapping (before and after)** (see page 42)
- **Red, amber, green traffic lights** (see page 45)
- **Children in context analysis of change** (see page 47)
- **Stories of most significant change** (with creative expression) (see page 50)
- **Self-confidence rating (before and after)** (see page 20)
- **Decision-making chart** (see page 18)
- **Red ribbon monitoring** (see page 53)
- **Observation** (see page 6)
- **Tracking of school attendance** (see page 54)
- **Secondary data analysis** (see page 56)

Complementary or alternative methods for working with younger children to gather information on the outcomes of children's participation include:

- **Puppets or drama** (see page 56)
- **Drawings or paintings** (see page 57)
- **Creating a scrapbook** (see page 57)

When monitoring and evaluating outcomes, **it is especially important that data are triangulated from different sources and methods**. Furthermore, wherever possible, it is useful to compare findings with baseline data.



## INTERVIEWS AND FOCUS GROUP DISCUSSIONS ON OUTCOMES OF PARTICIPATION

The indicators and questions relating to the outcomes of children's participation from your organisation's M&E plan can be adapted and used for individual interviews or focus group discussions. The questions should be tailored to the specific project context that is being monitored or evaluated. A semi-structured interview with open questions can help explore and gather information concerning the complexities and nuances of children's participation.



## BODY MAPPING (BEFORE AND AFTER)

Body mapping can be used to explore changes in children's views or experiences before and after their involvement in the programme. This tool is particularly useful for measuring process outcomes, especially when baseline information was collected at the start of the programme (see page 15 of this booklet). If baseline information was not collected, children can still be encouraged to reflect on changes arising from their participation 'before and after' the programme was implemented.



**60–90 minutes**

### RESOURCES

- sheets of A3 paper with an outline of a body drawn on them – one sheet for each child
- sheet of flipchart paper with an outline of a body drawn on it
- different coloured pens and crayons
- tape
- Post-it notes

### WHAT TO DO

- Introduce the 'before and after' body mapping exercise that will enable girls and boys, individually and collectively, to explore changes in children's lives or in children's knowledge, behaviour or attitudes that are an outcome of their participation. These changes may be positive or negative, expected or unexpected.
- Ask for a volunteer to lie down on the sheets so that the shape of their body may be drawn around. Draw around their body shape with chalk or (non-permanent!) pens.
- Draw a vertical line down the middle of the body. Explain that this child is a girl or boy from their community. The left-hand side represents the child BEFORE their participation in the programme, and the right-hand side represents the child AFTER their participation (now).

- Explain that girls and boys will initially have the chance to think about and to illustrate changes arising from their participation in their individual body maps; after, they will have the chance to transfer their findings onto the big 'body map' to share key findings and experiences.
- Give every child an A3 sheet of paper with the shape of a child's body on it. The body is similarly divided by a vertical line down the middle.
- Encourage each child to think about changes arising from their participation. Again, remind them that they can think about and record positive or negative changes.
- You can encourage them to think about the body parts to explore and to record before/after changes on Post-it notes. For example:
  - The head: Are there any changes in their knowledge? Or what they think about/worry about/feel happy about? Are there any changes in the way adults think about children?
  - The eyes: Are there any changes in the way they see themselves/their family/their community/their school? Are there any changes in the way adults see children?
  - The ears: Are there any changes in how they are listened to? Are there any changes in how they listen to others? Or what they hear?
  - The mouth: Are there any changes in the way they speak? The way they communicate with their peers, their parents, their teachers or others? Are there any changes in the way adults speak to them?
  - The shoulders: Are there any changes in the responsibilities taken on by girls or boys?
  - The heart: Are there any changes in the way they feel about themselves? Are there any changes in their attitudes to others? Are there any changes in the way adults or other children feel about them? Or others' attitudes to them?
  - The stomach: Are there any changes in their stomach? In what they eat?
  - The hands and arms: Are there any changes in what activities they do? How they use their hands or arms? Are there any changes in the way adults treat them?
  - The feet and legs: Are there any changes in where they go? What they do with their legs and feet?
  - Think about and draw any other changes...
- Give children time to draw or record these changes through words or images on Post-it notes on their body map.
- After 20–25 minutes, gather the children and encourage them to share their individual findings and transfer them onto the 'big body map'.
- For each body part, encourage the children to share some of the changes that they have recorded, if they feel safe and comfortable to share.
- Encourage children to share expected and unexpected changes, positive and negative. **Ensure that all the children's views are recorded in detail (but anonymously) by one of the evaluation team members.**
- For each change that is shared, try and get a sense from the group as to whether it is only a change for some children or seen as a temporary change, or whether it is identified as a significant and sustained change among many of the participating children.

- Encourage children and young people to record the changes visually or with words on the big body map. If possible, use stickers (green = a lot of children, yellow = some children, red = few children) to indicate how many children have experienced changes.
- In plenary, discuss the following questions with children:
  - Which are the most significant changes they have experienced because of their participation in the process, and why?
  - Are there any differences in the changes experienced by girls and boys? By older children and younger children? Are there differences in the changes experienced by other groups of children?
  - Are any changes temporary or long-lasting? Why?
- If the children are willing to share their individual body maps with the evaluators, collect them as another source of evidence, and ensure that each has details regarding the gender, age, and background of the child (this can be anonymous).



Where the 'before' body map was undertaken previously, you can compare the 'after' results against this.

If you are working with children with sensory impairments, the body map exercise can be adapted. For example, if you are working with children with visual impairments, you could add a fabric thread around the outline so that they can touch it; young people with a speech impairment, children with cerebral palsy, or deaf children might need an assistant or interpreter to support their contributions.

After this exercise, if there is time, you could use some of the other complementary tools shown below – for example, using drama to illustrate stories of most significant change.

NB: If any child protection concerns are raised by children during the body mapping, you must ensure that such concerns are discussed confidentially with the child or children concerned, and followed up in accordance with your organisation's child protection policy and procedures.

“ We children very much enjoyed the body mapping process. Dividing the body with a vertical line from top to bottom to signify the situation 'before' and 'after' our involvement in children's parliaments, we were able to notice the various improvements in us with regard to our thinking, outlook, listening, communication, health, activities, reach, etc. that occurred on account of children's parliaments. ”

(Children, Neighbourhood Parliaments of Children, India)



## RED, AMBER, GREEN TRAFFIC LIGHTS

This tool<sup>15</sup> is useful to monitor and evaluate effectiveness and implementation of an activity/project. Conducting this tool over time can help to monitor and evaluate changes. This tool works better with children involved in the specific project to explore process outcomes, or with random groups of children in the area to explore external outcomes.



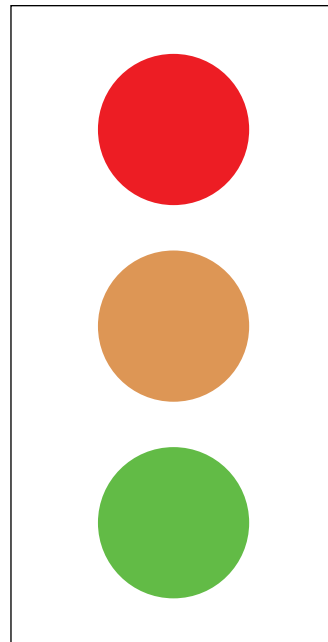
**45–60 minutes**

### RESOURCES

- flipchart paper
- red, amber and green marker pens or crayons; alternatively, you can use coloured paper
- Post-it notes
- pens
- masking tape

### WHAT TO DO

- Draw and shade three circles of red, amber and green on a flip chart as shown in the diagram opposite.
- Explain to the children and young people that they are going to have the chance to monitor and evaluate how their participation in a specific project is progressing and the extent to which it is or is not leading to any changes in outcomes for children.
- Explain the use of 'traffic lights' and the three circle colours (red, amber, green) and ask children to choose which colour represents the progress and outcomes of the project, and why.
  - **Red** indicates that the project is not progressing well (for example, that there is limited participation of children or limited improvements arising from children's participation).
  - **Amber** indicates that the project is progressing fairly well, but there is room for improvement.
  - **Green** shows that the project is progressing really well and that there are positive outcomes for children arising from their participation.
- Children are given Post-it notes to record their reasons, and they place one on the colour circle that best represents their views on the progress and outcomes of children's participation.
- As children stick on their Post-it notes, they are encouraged to share their reasons with the group.





The facilitator should encourage this activity to be done in small groups (eg. five to eight young people at a time) so that each member is encouraged to actively share their views. Furthermore, the activity should be preceded by icebreaker games or other activities to create an open and safe environment for children to express their views freely. If children cannot write, they can be encouraged to share their views verbally. When children have decided which colour light best represents their views, they should be encouraged to share their reasons why. The facilitator(s) should have good listening and probing skills.

“The tool is empowering and gives children a chance to have a say on the way a specific project/activity is being implemented.”

(EveryChild Malawi)

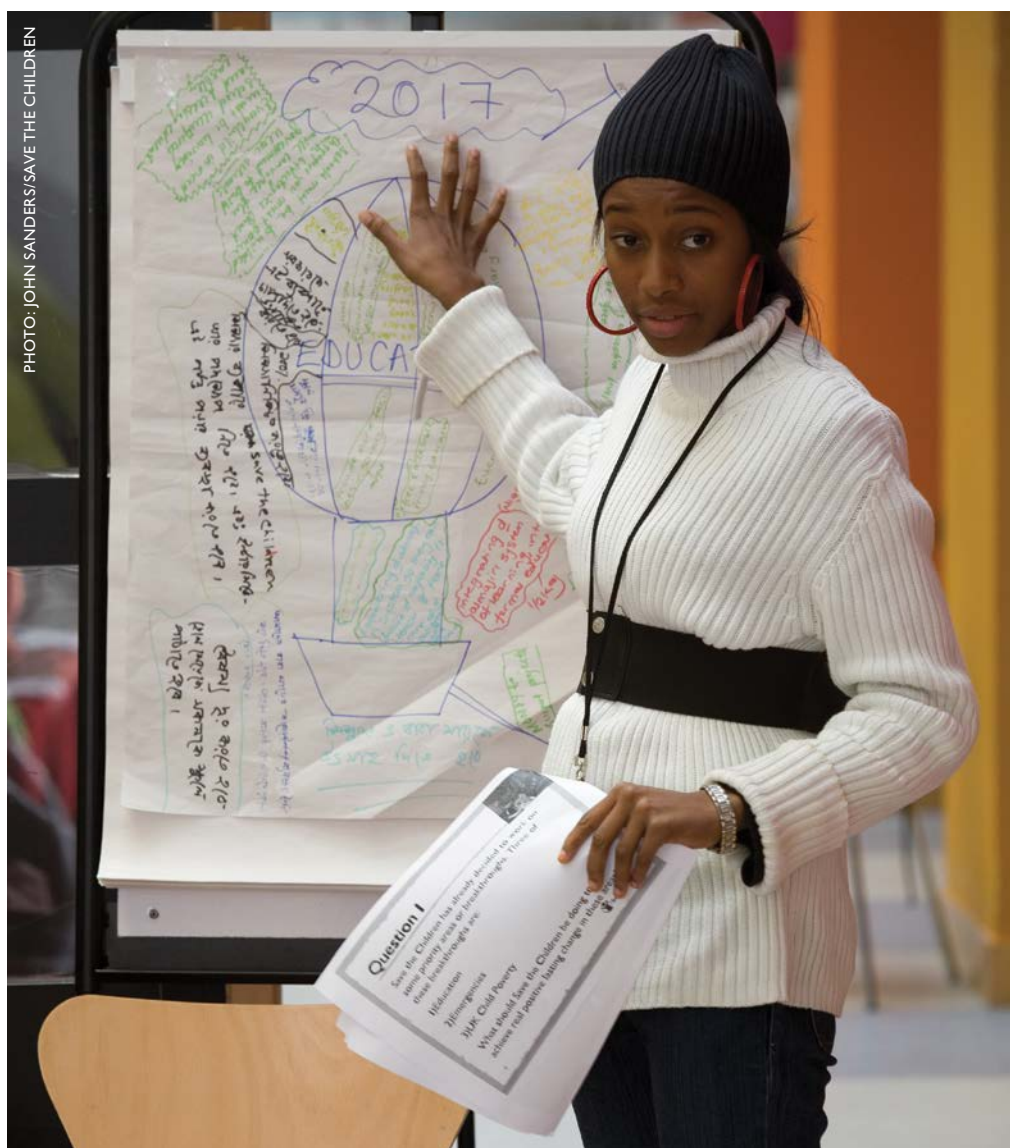


PHOTO: JOHN SANDERS/SAVE THE CHILDREN

A workshop for members of Save the Children's global children's panel.

## CHILDREN IN CONTEXT ANALYSIS OF CHANGE

This tool uses a visual diagram of children in the context of their families/caregivers, communities, sub-national, national, regional and international contexts to help identify outcomes associated with children's participation.

This tool can be useful to gather information on both behavioural or attitudinal and wider external outcomes.



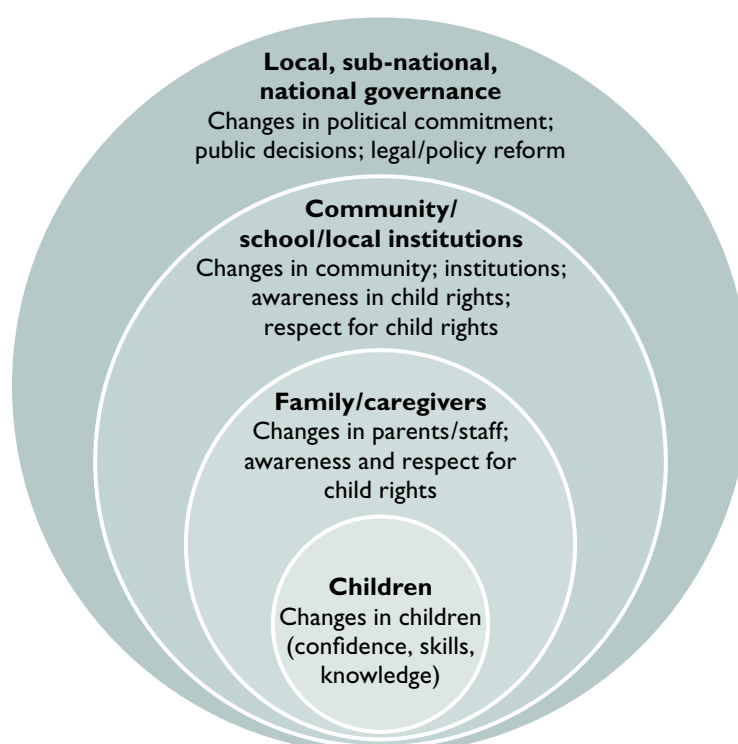
**60–120 minutes**

### RESOURCES





- flipchart paper
- pens
- tape
- large printed sheets (or drawings) depicting a face that is crying, a sad face, a happy face, and a very happy face

### WHAT TO DO

- Introduce one of the visual images of children in context as in the diagram below. Explain that children exist in a wider context. They are influenced by, and can influence, their families or caregivers, their communities, schools, or other local institutions. They are also influenced by, and can influence, political commitment, public decisions, and legal or policy reforms through local, sub-national or national governance processes.



- Explain that in this activity we want to identify what kind of changes or outcomes children's participation achieves at different levels:
  - on the individual *child*
  - on the child's *family*
  - on the child's *community or local institutions* – for example, school or child club
  - on *local/sub-national, national or regional governance processes* – for example, influencing changes in political commitment to children's rights, budget allocations, or practice or policy reforms.
- Initially, it is important to review the objectives of children's participation in the programme. What was the programme trying to achieve or influence through children's participation? Write these objectives on Post-it notes and place them in the relevant part of the visual diagram. For example, if one objective of the programme is to raise parents' awareness of children's rights in order to prevent beating of children, then write this on a Post-it and put it on the 'family' circle. Or if an objective of the programme was for children to contribute to community development, then put this on a Post-it on the 'community' circle.
- Consider your organisation's M&E plan, your objectives and indicators – for example, children's representatives are included in the village development committee; reduction in beating of children.
- Now explore what outcomes have been achieved in relation to these objectives. Place a large chart on the wall with columns for four possible broad outcomes: crying face ('negative change/harm resulting from children's participation'), sad face ('no change'), reasonably happy face ('some immediate change, or only change in some stakeholders'), and very happy face ('significant and sustained change acknowledged by children and adults'). See pages 30–32 in **Booklet 3**.

<b>Negative change/ harm resulting from children's participation</b>	<b>No change</b>	<b>Some immediate change or only change in some stakeholders</b>	<b>Significant and sustained change acknowledged by children and adults</b>
			

- Explain that it is important for children and other stakeholders to discuss any unexpected outcomes and changes, both positive and negative, as well as any expected outcomes arising from children's participation processes. For example, have there been any expected or unexpected outcomes at any of the levels stated:
  - on children
  - on parents and staff
  - on the local community's awareness of children's rights
  - on institutions and respect for children's rights – for example, in schools, NGOs, children's institutions, village development committees, child clubs, etc.
  - on political commitment to respect children's rights
- For each objective, encourage discussions among children or other stakeholders about whether they have or have not achieved the planned outcomes or changes. Decide which column best represents the status of the outcomes.

- Discuss and share evidence to explain why the group chose the column they did for each objective. A summary of the evidence shared can be recorded on Post-it notes on the chart. More detailed notes of the evidence can be recorded by one of the evaluators.
- For each of these changes, again identify whether it is a change experienced just by some stakeholders, or a significant and sustained change for many. Use the sad or happy face depending on whether the change is positive or negative.
- In the plenary, you can:
  - Use the 'scale of change thermometer' (see **Booklet 4**, page 35) to get a sense of how many children have directly or indirectly benefited from the children's participation process. Has it just been the children who actively participated? Or have other children benefited? If so, how? Consider what other evidence you can gather to demonstrate such change.
  - Discuss which children have benefited most from the programme and which children have benefited least. Identify whether the most marginalised children have benefited or not. If not, what more needs to be done?
  - Identify which objectives have been hardest to achieve, and discuss what more can be done to influence them.



If you are working with children who do not live with their families, you can adapt the visual drawing and identify who are those closest to them in the inner circle (for example, street children might choose their peer group; or children in care might choose caregivers in their institution, etc).

After this exercise, if there is time, you could use some of the other complementary tools below – for example, using drama, poetry, stories, drawings or paintings to illustrate stories of most significant change.



PHOTO: MATS LIGNELL/SAVE THE CHILDREN

**A member of a school child protection committee (left of photo) in Jalalabad, Afghanistan.**



## STORIES OF MOST SIGNIFICANT CHANGE

Significant change can be shared by children or other stakeholders on a regular basis through stories, poetry, drawings, paintings, drama, photos in diaries; or through drama, song, or puppetry, which could be filmed. Stories, drawings and drama can be effective tools in gathering information on behavioural or attitudinal and wider external outcomes – positive or negative.



The timing depends on the activity. You may want to consider supporting children to gather stories periodically of significant change, and to present them in creative ways, through painting, poetry, photography or drama. If possible, it is great to give children time over a few weeks to be able to gather and develop their stories of most significant change in creative ways.

### RESOURCES

The materials you will use depend on the choice of creative options. You may want to consider the availability of: paper, paints, crayons, clay, cameras, notebooks, pencils, erasers, pens, etc.



PHOTO: EDGAR NARANJO AND MARUSKA BONILLA/SAVE THE CHILDREN

Children from San Lorenzo, Ecuador at a workshop on children's rights.



## WHAT TO DO

- Ideally, this tool can be used every three to six months with children and young people and other stakeholders, individually and collectively, to identify stories of most significant change as an ongoing method of monitoring and evaluation.
- Following discussions through the body map exercise or the children in contexts analysis, children or other stakeholders can be encouraged to discuss, identify and share what they see as the most significant change brought about through children's participation, and why. It is also important to listen to and record the reasons why they think this change is most significant.
- Give them a choice of creative ways to express these stories of change. For example, children could use drama, songs, poetry, paintings, drawings, sculpture, photography, essays, or letters to express their stories.
- Always remember to record children's stories of most significant change in enough detail, so that they provide good evidence, and can therefore be validated if needed. Record details about: what happened, where, who was involved, how the change was brought about, and what evidence there is of the change that took place.

### EXAMPLE OF A STORY OF MOST SIGNIFICANT CHANGE FROM YUPUNA FOUNDATION ECUADOR

This story comes from a 16-year-old girl from Lago Agrio:

*"One day a friend invited me to participate in this group. This was about two and a half years ago, when the project first started. At the beginning I asked myself, What for? Now the answer is much clearer and I don't regret it at all. Rather, I would have regretted it if I hadn't participated.*

*"What I find in this space is openness and kindness from José and Yupana (promoters), who listen to us with a lot of affection; they have paid us attention. I have learnt a huge amount, such as how to value myself for who I am and how to be in a group... Before I was extremely shy, now I am not afraid to speak in public and make demands... I always had problems at home and I continue to have them. My parents did not get on, they fought a lot. My mother died five months ago and I am caring for my sister who is a year and four months old. Life became even more difficult than it already was, and if it was not for the group and for this support I would have fallen to pieces. Above all, I understood that I am a human being and that I can make my voice heard. I have the right to be listened to and I also have the right to feel good...*

*"Then, I participated in this group to assess participation and we used a lot of techniques to understand and learn about it all: about treating people well, about preventing violence, about how as women we can gain our space for self-respect, how love between adolescents is so lovely and sad at the same time, about how to plan projects for ourselves and interact with the authorities, to demand that our own proposals be implemented and how to participate better. Art, play and communication have given us a lot to learn to enable us and enable me to be able to 'express ourselves and demand to be heard'."*



This tool can also be adapted to explore stories of most significant change on a regular basis, enabling children and other stakeholders to identify and better address the most significant challenges that they face. The collection of children's stories of most significant change may contribute to child-led documentation and media coverage of the history and impact of their participation in programmes and its outcomes.

If any child protection concerns are raised by children during the storytelling, you must ensure that such concerns are discussed confidentially with the child or children concerned, and followed up in accordance with your organisation's child protection policy and procedures.

“We like using stories of significant change as we can choose which story to present. Stories help us to think about things that have changed and to express through sketches, songs or poems. Sharing stories of change can be a source of inspiration to others. The tool helps us to see both negative and positive changes. It is nice that everyone can share their stories. It is like a game.”

(Young people participating in Plan Togo projects)



**Children participating in a focus group as part of an M&E project baseline process in San Ramón, Nicaragua.**

## RED RIBBON MONITORING

This tool<sup>6</sup> has been developed and used by children and young people in villages in India as a way of continually monitoring action (or lack of action) taken by the local authorities to address concerns that children have raised. It is also a useful tool for monitoring outcomes resulting from children's participation and for illustrating changes in adults' accountability to children.



**10–15 minutes on a regular weekly/monthly basis**

### RESOURCES

- white and red ribbons

### WHAT TO DO

- When children and young people have identified and raised key concerns that need to be addressed by the local authorities, they tie a red ribbon around a prominent tree in their village to indicate that their concerns have been raised with the relevant authorities. One red ribbon for each of the key concerns raised by children is tied around the tree. The actual concern raised (eg, early marriage) may be written on the ribbon.
- The children and young people meet regularly to discuss and monitor whether the relevant authorities have taken action to address their concerns.
- If the local authorities take action to address the concern raised by children, then the children take down the red ribbon from the tree and replace it with a white ribbon. The white ribbon symbolises that action has been taken by the authorities to respond to that particular concern. As before, children can write the concern that has been addressed on the white ribbon.



This ongoing monitoring tool can be adapted for use in schools, by NGOs or in other institutions that have responsibilities to fulfil children's rights. Initial sensitisation of adults and the relevant local authorities may be required to ensure that children and young people do not face risks of scolding or abuse for using this method.

When using this method, it is also useful to monitor and document the extent to which the action taken by the authorities has had the intended outcome(s). Otherwise, you can have a situation where things are done, but the actual outcomes are not tracked. It is possible to document what has been done (the outputs) and the results for the people concerned (who has benefited).



## TRACKING SCHOOL ATTENDANCE

This tool<sup>17</sup> can be used by children and young people or by adults in projects where improved school attendance is one of the expected outcomes of children's participation. The tool is used at the community level to monitor whether children participating in a project are regularly attending school and the reasons for any absence. Children (eg, child club members) and supportive NGO or government staff are able to monitor the main reasons for absences and are able to follow up with children and their parents and relevant authorities to support ongoing school attendance.



**20 minutes** on a regular basis (weekly or fortnightly) in community-based child group meetings. The tracking will take longer if data need to be collected via house-to-house visits.

### RESOURCES

- copies of the attendance tracking sheet (A3 size or as a chart – see example below)
- coloured pens to complete the sheet/chart

### WHAT TO DO

- Create, print out and provide enough copies of the attendance tracking sheet to members of a community-based child group/club – see example below (or create the attendance tracking sheet as a large wall chart).

Community based child club managed daily school attendance record																								
<b>Date:</b> _____ <b>Name of child club:</b> _____ <b>Address:</b> _____			<b>Daily attendance checklist</b> <b>If members are absent from school, pick one of the reasons from the list below:</b> (a) sick; (b) household work; (c) ritual/festivals; (d) not able to complete homework; (e) food not ready on time; (f) taking care of younger siblings; (g) child had to do paid labour; (h) child was busy playing; (i) played on the way; (j) school dress not washed/dried; (k) no textbook or pencil; (l) went out of village with parents; (m) dislike/fear punishment in school; (n) other reason.																	<b>Legend</b> Attended: use ✓ Absent: use letter for reason				
SN	No	Name of child club member	Class/day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total attendance day
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								

- List the names of school-aged children in the community. The house number/address may also be added.
- Mark the weekends or holidays in the days (columns) of the tracking sheet.
- Either through child group club meetings or through house-to-house visits, ask each child whether she or he was present or absent on school days. Use a tick for present, and the appropriate letter for absent days, as follows:  
(a) sick; (b) household work; (c) ritual/festivals; (d) not able to complete homework; (e) food not ready on time; (f) take care of younger siblings; (g) child had to do paid labour; (h) child was busy playing; (i) played on the way; (j) school dress not washed/dried; (k) no textbook or pencil; (l) went out of village with parents; (m) dislike/fear punishment in school; (n) other reason.
- If a child was absent on a particular day, ask for the reason and mark the corresponding letter.
- Children and adults can undertake follow-up to encourage children's attendance in schools.



It is important that the data are collected on a regular weekly or fortnightly basis, as otherwise it can be difficult for children to recall the past days. However, it will depend how often the child club/group members organise their group meetings. This form can usually be completed by children over 9 years of age. Adult support may be required, especially in the initial usage.

**Reflections on using the tool in Nepal:** Some children may feel some shame in not being able to regularly attend school. Positive peer pressure may help children to be regular at school. Children can also help monitor if children set out to go to school, but do not reach school, and can follow up on the reasons why.



## SECONDARY DATA ANALYSIS

As described in **Booklet 4** (pages 23–24) and earlier in this booklet, it is crucial to identify and gather relevant secondary data analysis that can be used to inform, triangulate and validate claims from children or adults.

## PUPPETS OR DRAMA

Puppets and drama can be used with younger children to encourage them to express any changes in their lives (eg. in their families, pre-schools, schools, communities) since they have been part of the participation process.

**A children's group performs at an event to mark Child Health Day in Kapoeta North county, South Sudan.**



PHOTO: JENN WARREN/SAVE THE CHILDREN



PHOTO: MICHAEL TEWOLDE/SAVE THE CHILDREN

**Girls dance at a children's space in a refugee camp in Ethiopia's Somali region.**



## DRAWINGS OR PAINTINGS

Younger children can be encouraged to make drawings about their lives and the benefits of being part of the programme. Children can be encouraged to describe what they have drawn and its meaning, and probing questions can be asked to better understand what has/has not changed as a result of children's participation in a process/project.

## CREATING A SCRAPBOOK

Children can be encouraged to create and develop a scrapbook using drawings, paintings, photography, 'cut-outs' from magazines, etc, to illustrate their views of the programme and key changes resulting from it. Probing questions can be asked to explore how the children expressed their views and participated in the programme, and whether there have been any changes, positive or negative, as a result of their participation.



PHOTO: PIERS BENATAR/SAVE THE CHILDREN

**A member of a  
children's village  
council in Lindi  
district, Tanzania.**

# APPENDIX: ICEBREAKERS AND ENERGISERS

Note: Please develop and use icebreakers and energisers that are inclusive to the abilities of different children in the group. For example, do not choose icebreakers involving visuals or rapid movement if there are blind children in the group.



## **“I AM GLAD I AM A CHILD/ADULT BECAUSE... BUT IF I WERE AN ADULT/CHILD I COULD...”**

In small groups, children/adults complete the sentence. Share with the wider group. This icebreaker can help identify the differences between adulthood and childhood, and advantages and disadvantages of each.



## **ANIMAL NOISE GROUPS**

Individuals are each given a piece of paper with a picture or name of an animal. With their eyes closed, they move around the room making their animal noise until they make groups of people making the same animal noise as them.



## **REPORTERS**

Children/young people get in pairs to find out information from their partner which they feed back to the group. For example, person's name, aim for the workshop, where they are from, something they like doing, how long they have been involved in their organisation, or one thing that no one knows about them.



## **PAPER, SCISSORS, ROCK**

Divide participants into two teams. Each team decides if they are paper, scissors or rock. The teams face each other and show their symbol. Paper beats rock, rock beats scissors, and scissors beat paper.



## **BLOUSES, DRESSES OR SHIRTS<sup>18</sup>**

This is a creative activity that can be used by children to internalise and summarise key concepts. Children are provided with large sheets of paper, tape and pens and are encouraged to make a blouse, dress or shirt. They are encouraged to design their blouse, dress or shirt with the messages relating to the key concepts (eg, the scope/quality/outcomes of children's participation). Children model their designs and give a brief presentation on what the key concepts mean to them.



## **ONOMATOPOEIA<sup>19</sup>**

Participants are provided with materials (paper, pencil, crayons) and asked to draw animals that they like or know. Then ask them to make the characteristic sound of the animal and also to imitate its movement. The tool could also be used to form groups according to a type of animal: cats, dogs, birds, squirrels, etc. It can be used with young children and also with older children. The facilitator can complement with a small story about the different animals drawn, and when a given animal is mentioned, the children who have drawn that animal imitate the sound and movement of the animal.



PHOTO: ABIR ABDULLAH/SAVE THE CHILDREN

Children from Habiganj district, Bangladesh.

**THE SHIP IS SINKING**

Children move around the floor singing “the ship is sinking, oh no, the ship is sinking”. When a number is called (3, 5, 6, etc.), they have to make a group (lifeboat) with the same number of people as the number called.

**ON THE BANK, IN THE POND**

All the children sit on a circle on their knees. The floor within the circle represents a pond. When the caller calls out “In the pond!”, the children have to put their hands on the floor. When the caller calls out “On the bank!”, the children have to put their hands on their knees. The children have to do what the caller says, not what she or he does.

**WHO IS THE LEADER?**

All the children make a circle. One child is sent out of the room. The rest of the children decide who is the leader. The children move round in a circle and copy the actions of the leader. The child sent out returns to the room and has three chances to identify the leader.

**DUCK, DUCK, GOOSE**

The children sit in a circle. One child walks around the circle, tapping children’s heads, saying “Duck” or “Goose”. If he or she taps a child’s head and says “Duck”, that child remains seated, but if he or she taps a child’s head and says “Goose”, both of them have to run around the outside of the circle once, as fast as they can. The last one to run a full circle, back to where they started, has a turn at walking around the children’s circle, and the game starts again.



### CROSS-OVER

Children stand in a circle. A caller calls a category (eg, all those wearing socks). If this category applies to you – you cross over to another place in the circle. Last to cross becomes the caller.



### STREET, CHILD, HOME

All the children make groups of three. Two children in each group hold hands and form a 'home'. The third child in each group stands inside the home and is the 'child'. A caller stands alone and calls out either "Street!", "Child!" or "Home!". If "Home" is called, then the children forming the home have to scatter and make another home. If "Child" is called, each 'child' has to find a new home. If "Street" is called out, everyone has to change position. The caller tries to join in. Whoever is left out becomes the new caller.



### WHEN THE WIND BLOWS

Participants form a circle. One person calls: "When the wind blows, all those wearing socks, change your places". This continues with other calls such as "All those with black hair", etc. The game brings out the common things between different children. People move around and feel refreshed.



PHOTO: CESESMA

Children working on a self-assessment quality questionnaire as part of an M&E project baseline process in Wasala, Nicaragua.



### SEVEN UP

Everyone gets in a circle. One person places his or her hand on their chest and calls out “One!” Depending on which direction his or her fingers point – to the left or to the right – the person to the left or right calls “Two!” and points either to the left or the right with their hand on their chest. This continues up to “Six!” Then, for “Seven!”, the designated person has to put their hand on the top of their head but they don’t say anything. The game continues, with those who make a mistake leaving the game.



### THE CROCODILE AND THE LION

A big square is made on the floor, which indicates the pond of the crocodiles. Outside the pond is the area of the lions. Lions and crocodiles never attack at the same time, so, when the participants hear “Lion!”, they have to move quickly into the pond to avoid being eaten by the lion. When they hear “Crocodile!”, they have to move quickly out of the pond onto the land to avoid being eaten by a crocodile. This may be complicated when the words “lion” and “crocodile” are said quickly, one after the other, and also when the name of one of the animals is repeated.



### LOTTERY OF KNOWLEDGE<sup>20</sup>

This can be used to assess significant learning or understanding of new concepts. A small revolving drum (container or a hat) is used, into which folded pieces of paper with questions are placed. Participants move the small revolving drum and take out a piece of paper and then answer the question.

# ENDNOTES

<sup>1</sup> Funky Dragon and Partnership Support Unit, *Children as Researchers: Resource pack*, 2012

<sup>2</sup> L Gosling and M Edwards, *Toolkits: A practical guide to planning, monitoring, evaluation, and impact assessment*, Save the Children, 2003

<sup>3</sup> Ibid

<sup>4</sup> See J Kitzinger, 'The methodology of focus groups: the importance of interaction between research participants', *Sociology of Health*, 1994, 16, 1, pp 103–121

<sup>5</sup> R Chambers, PRA Training Session, INTRAC Participatory Monitoring and Evaluation Course, 1995

<sup>6</sup> See C O'Kane, 'The development of participatory techniques: facilitating children's views about decisions which affect them', in P Christensen and A James (eds) *Research with Children: Perspectives and practices. Second edition*, 2008

<sup>7</sup> See R Davies and J Dart, *The Most Significant Change (MSC) Technique: A guide to its use*, 2005, <http://www.mande.co.uk/docs/MSCGuide.htm>

<sup>8</sup> Ibid

<sup>9</sup> The 'virtual child-led tour' adaptation was developed by practitioners in Neighbourhood Children's Networks, India.

<sup>10</sup> This tool was shared by Plan Guatemala. The 'comal' is the flat clay pan for cooking the flattened cakes of corn dough (the 'tortilla').

<sup>11</sup> See J Theis, *Evaluating Children's Participation*, 2003

<sup>12</sup> This tool was developed and shared by The Concerned for Working Children, India.

<sup>13</sup> It may be useful to do the activity with staff first, and then to do it with children to explore similarities and differences in their perspectives and the reasons why.

<sup>14</sup> This tool has been updated based on useful feedback from young people involved in Plan Togo and other pilot projects.

<sup>15</sup> This tool was developed and shared by EveryChild Malawi.

<sup>16</sup> This tool was developed and shared by organised children supported by The Concerned for Working Children, India.

<sup>17</sup> This tool was developed and shared by Save the Children, NGO partners and child clubs in Nepal.

<sup>18</sup> This activity was shared by Plan Guatemala.

<sup>19</sup> This activity was shared by Plan Guatemala.

<sup>20</sup> Shared by Plan Guatemala.



# A TOOLKIT FOR MONITORING AND EVALUATING CHILDREN'S PARTICIPATION

BOOKLET

5

Tools for monitoring and evaluating children's participation

This toolkit looks at how to monitor and evaluate children's participation in programmes, communities and in wider society. It is aimed at practitioners and children working in participatory programmes, as well as governments, NGOs, civil society and children's organisations seeking to assess and strengthen children's participation in society.

The toolkit comprises six booklets:

**Booklet 1: Introduction** provides an overview of children's participation, how the toolkit was created and a brief guide to monitoring and evaluation.

**Booklet 2: Measuring the creation of a participatory and respectful environment for children** provides a framework and practical tools to measure children's participation in their community and society.

**Booklet 3: How to measure the scope, quality and outcomes of children's participation** provides a conceptual framework for children's participation and introduces a series of benchmarks and tables to measure children's participation.

**Booklet 4: A 10-step guide to monitoring and evaluating children's participation** looks at involving children, young people and adults in the process. It includes guidance on identifying objectives and progress indicators, systematically collecting data, documenting activities and analysing findings.

**Booklet 5: Tools for monitoring and evaluating children's participation** provides a range of tools that you can use with children and young people, as well as other stakeholders.

**Booklet 6: Children and young people's experiences, advice and recommendations** has been produced by young people who were involved in piloting the toolkit. It consists of two separate guides: one for adults and one for children and young people.

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