



A Guide for Involving Young People in Monitoring & Evaluating Child Protection Systems

International Institute for Child Rights and Development

In partnership with the Oak Foundation

Child-Centred Accountability and Protection Evaluation (CAPE) is a multi-institutional pilot project focused on assessing how the impact of child protection services and programs addressing sexual abuse and exploitation can be measured and evaluated from a child-centred perspective. As such, the project is centred on developing an understanding of the meaning of risk, protection and well-being from the perspectives of vulnerable young people, and translating this knowledge into actions to promote child rights-based system change in Brazil, Colombia and Thailand. The first phase of the CAPE Project was supported financially by the Oak Foundation.



© 2012 International Institute for Child Rights and Development.
All rights reserved worldwide.

Excerpts from this publication may be freely reproduced, provided that due acknowledgement is given to the authors and IICRD.

ISBN 978-1-55058-485-1



Child and Youth-Centred Accountability

A Guide for Involving Young People in
Monitoring & Evaluating
Child Protection Systems

ACKNOWLEDGEMENTS

Authors:	Vanessa Currie and Cheryl Heykoop
Contributors:	Rebecca Nelems, Natasha Blanchet-Cohen, Philip Cook, Manuel Manrique, Benedito Dos Santos, Piyanut Kotsan, Gabriela Goulart Mora, and Kimberly Svevo-Cianci
Editors:	Elaina Mack and Michele Cook
Copy Editor:	Karen Speirs
Illustrations:	Michelle Henkel

This Guide draws on the work of IICRD with its partners from around the world, and other child protection actors, to implement child- and youth-friendly planning, monitoring, and evaluation tools to strengthen child protection systems and services for children and youth. IICRD wishes to extend its appreciation to all of the individuals, including the many children and young people, whose participation and contributions made the creation of this Guide possible.

IICRD would like to thank the authors of this Guide, Vanessa Currie and Cheryl Heykoop, and the IICRD staff and associates who supported the design and implementation of the Child-Centred Accountability and Protection Evaluation (CAPE) Project.

We also extend our appreciation to all of the people who supported the CAPE Case Studies in Thailand, Colombia and Brazil:

PROJECT TEAM:

Global: Philip Cook, Elaina Mack, Rebecca Nelems and Michele Cook

Brazil: Vanessa Currie, Gabriela Goulart Mora and Benedito Dos Santos (Advisor)

Colombia: Natasha Blanchet-Cohen, Kimberly Svevo-Cianci and Manuel Manrique (Advisor)

Thailand: Cheryl Heykoop, Piyanut Kotsan and Maja Cubarrubia (Advisor)

CAPE ADVISORY NETWORK: See Appendix E

PARTNERS:

Global : Oak Foundation, UNICEF Child Protection Group, Plan International, Columbia University's Child Protection in Crisis Learning Network, the Child Protection Working Group and Oxford University's Young Lives Project

Brazil: Obra do Berço , Plan International (Brazil), Giração

Colombia: Centro Internacional de Educacion y Desarrollo Humano (CINDE), International Child Development Programme (ICDP) and La Familia Ayara

Thailand : UNICEF Thailand, Department of Local Administration (Ministry of Interior), Faculty of Education at Chulalongkorn University, Plan International (Thailand), Development and Education Programme for Daughters and Communities (DEPDC), Mekong Youth Net, Rajabhat University Chiang Rai, Women for Peace (We Peace) and Prince of Songkhla University

Lastly, a very special thank you to the young people who shared their perspectives and ideas with us. Your knowledge and expertise is critical to the strengthening of child protection systems that support and protect children and young people in their day to day realities. You are truly an inspiration to us all.



IICRD

International Institute for
Child Rights and Development

PO Box 8646 Victoria Main
Victoria, BC Canada
V8W 3S2

+1.250.361.3661
www.iicrd.org

The International Institute for Child Rights and Development (IICRD) is a non-governmental organization (NGO) based in Victoria, British Columbia, Canada. IICRD has nearly 20 years of experience in national and international strength-based child rights and protection interventions, and has worked with a diverse network of partners, including UNICEF, Save the Children, Plan International, the United Nations Committee on the Rights of the Child, the Canadian International Development Agency (CIDA), national and local governments around the world, other NGOs, private organizations and professionals from various disciplines and regions.

As a bridging organization, IICRD brings children's rights to life in the context of their lives using innovative "bottom-up, top-down" systems change research, education and capacity building that draws on the strengths of children, their families, communities and culture. IICRD helps to develop creative strategies to address the complex problems facing young people and their communities, and helps to shape a world where children's rights become a lived reality within the daily lives of children who need them most and the systems affecting them. IICRD is the lead implementing agency of the Child-Centred Accountability and Protection Evaluation (CAPE) Project – providing the context and content for this Guide.

CONTENTS



Foreword	8
I. INTRODUCTION	11
1.1 What is this Guide?	11
1.2 Who is this Guide for?	11
1.3 How Can I Use This Guide?.....	11
1.4 What Should I Consider Before Using the Guide?.....	12
1.5 How is the Guide Organized?.....	12
1.6 How Can the Guide Facilitate Discussion?.....	13
2. KEY TERMS AND DEFINITIONS	14
3. OVERVIEW OF THE CAPE PROJECT	18
3.1 What is CAPE?	18
3.2 Steps in the CAPE Project.....	19
3.3 Where is CAPE? Global and Country Overview.....	20
3.4 Project Partners.....	24
4. ETHICAL CONSIDERATIONS	28

5. TOOLS	31
5.1 How Were the Tools Selected?.....	31
5.2 Overview of the Tools	33
5.3 How Do the Tools Support Child-centred M&E?.....	36
5.4 Key Features to Consider When Planning to Use/Adapt the Tools....	36
5.5 Description of the Tools.....	40
6. DATA CODING, ANALYSIS AND TRANSLATION	81
7. RESEARCH REFLECTIONS	85
Conclusion.....	87
End Notes.....	88
APPENDICES	89
Appendix A: Sample Consent Form	89
Appendix B: Child Protection Community Rainbow	90
Appendix C: Child Protection, Risk, and Vulnerability Survey.....	91
Appendix D: Experiential Activities.....	97
Appendix E: CAPE Advisory Members	100



FOREWORD

Children, youth and their families immensely benefit from initiatives to protect children

Sixteen-year old Edwin Andrés from Comuna 13 in Medellín – an area with a long history of violence in Colombia’s second largest city – is participating in a monitoring project with children under six years old. Through this experience, he is discovering how he can contribute to improving child protection programs and services. This approach is showing similar potential in other cities around the world, such as Bangkok and Brazilia. However, support is needed to meaningfully and ethically involve young people like Edwin so that they can help to better protect children.

This Guide will be useful for practitioners and organizations wishing to involve young people in monitoring and evaluating (M&E) programs and projects related to child protection systems. It draws on the experiences of a network of partners in Brazil, Canada, Colombia and Thailand through the Child-Centred Accountability and Protection Evaluation (CAPE) project.

You may be thinking: M&E is such a technical task. Why should I involve young people in this process – especially given the complex and sensitive nature of child protection issues? In my view, there are at least five strong reasons to support this approach.

First, older youth have a unique capacity to capture the attention of younger children and to earn their trust. Young people, in turn, feel more secure and confident about themselves, opening them up to a new world of possibilities and knowledge. At home, they influence their parents or older siblings, who are often surprised by their insights. In speaking about the importance of trust, a boy in Colombia mentions that he feels more comfortable to speak “with a person that inspires confidence in youth and that is his age.” He would encourage parents to talk to their children about sexual abuse so that the topic is not taboo. This could be done, he suggests, by organizing a “meeting with parents to show them the results... and to talk more openly with children.” Through this positive circuit of effects, children, youth and their families immensely benefit from initiatives to protect children.

Second, while governments establish mechanisms to monitor and assess fundamental rights such as education and health, child protection systems do not have the same level of rigour. In many cases, public institutions are not properly organized. It is more difficult to capture information on child protection violations, and there is a tendency for offenders to keep violations such as sexual abuse and exploitation “underground”, far away from the public eye.

Third, the participation of young people in M&E is valuable, because they have access to information that otherwise would be difficult to collect. No adult boasts when they have mistreated a child. On the contrary, they try to silence such misconducts. Young people are part of the answer to capture this information to both prevent violence and protect children.

Fourth, young people also contribute their knowledge by sharing the reality of their direct lived experiences. This is helpful in diagnosing situations affecting children and young people, and also to suggest possible solutions. Young people are especially bold and creative in their proposals. A young Colombian woman advocates: “It would be good to work with something more playful, with images to understand what depresses young people and why they feel bored.”

A fifth important factor is the potential to harness young people’s expertise in using information and communication technology (ICT). Given its increased use and diversity, ICT can be a powerful tool to help improve protection programs and services. The experience of young people using cell phones to process information in Thailand, as explored in this Guide, reveals the potential of these options.

To leverage the value of this approach, however, practitioners need to be aware of several sensitive issues before involving young people in M&E of child protection systems. For instance, young people tend to be actors in these processes for short periods of time, so they may apply their recent life experiences rather than develop longer-term knowledge systems. Young people’s participation can make them more vulnerable to “reliving” past incidences as well as present risks associated with issues of protection in their community (e.g. armed conflict). Both of these issues can be discouraging for young participants and supporting protection agencies.

Indeed, child and youth protection is a two-way street. Institutions working in the field of protection – whether public or private – can realize positive, concrete results through listening, involving and supporting young people to address some of the most difficult challenges of our time. Ultimately, this will strengthen the accountability of protection programming, systems and services for young people. At the same time, young people can commit their experiences and skills to protecting themselves, families and communities, all of which will contribute to their human development and training as a new generation of citizens.



Manuel Manrique, CAPE Advisor

Regional Director Medellin Centro Internacional de Educacion y Desarrollo Humano (CINDE), Colombia, Former Director of UNICEF Colombia-Venezuela



“If you want to be able to respond effectively, you need some evidence to get a sense of child protection interventions. Monitoring and evaluation can give us a road map. It gives us the link between the big systems and the reality for children on the ground.”

-Maja Cubarrubia, Plan International (Thailand)

INTRODUCTION

Putting children and youth at the centre of monitoring and evaluating child and youth protection systems

1.1 WHAT IS THE GUIDE?

This Guide draws on the work of the International Institute for Child Rights and Development (IICRD) and our partners from around the globe to develop practical tools and processes to work with children and young people to plan, monitor and evaluate child protection systems and interventions. It specifically highlights approaches, tools, insights and lessons from the Child-Centred Accountability and Protection Evaluation (CAPE) Project, a multi-institutional pilot project in Brazil, Colombia and Thailand, focused on assessing how the impact of child protection services and programs addressing sexual abuse and exploitation can be measured and evaluated from a child-centred perspective.

1.2 WHO IS THE GUIDE FOR?

This Guide is designed to be used by protection organizations, facilitators, local governments, young people, communities, and other child protection actors to promote and foster strong accountability to children, youth and their communities in the monitoring and evaluation (M&E) process with respect to protection for young people.

1.3 HOW CAN I USE THIS GUIDE?

The Guide can support you to engage with children, young people and their communities in the process of monitoring and evaluating child and youth protection programs, services and systems. It can be used to strengthen your understanding of young people's experience of and perspective on well-being, risks and protection – with a view to strengthening M&E practices and ultimately, strengthening the accountability of protection programming, systems and services for young people. The tools are designed to be engaging and interactive, and can be used separately or together, depending on the context in which you are working and the objectives of your engagement.

ABOUT THE GUIDE

Creating a dialogue about
child-centred
accountability and
protection



1.4 WHAT SHOULD I CONSIDER BEFORE USING THE GUIDE?

INVOLVE YOUNG PEOPLE RIGHT FROM THE BEGINNING. When considering which tools to use and/or how to adapt them to your context, involve young people in the process. Work with them to decide which tools are appropriate and how they could be applied.

YOUNG PEOPLE HAVE RIGHTS. Make sure you explain to young people why you want to work with them using these tools, being sure to seek their permission for how you hope to use the information. On principle, any participatory M&E process should entail a follow-up process, where you verify, clarify and seek further input from the group with whom you are working. First and foremost, this is their information.

WORKING WITH YOUNG PEOPLE IS A DEEPLY ETHICAL PROCESS. Many of the tools can bring up difficult and/or sensitive information for young people. Make sure you are adequately prepared for this possibility – whether this means providing further information, identifying resources for young people should they need help or providing follow-up support. Ensure your engagement is as mindful as possible and that at a minimum, you “do no harm”, while ideally helping the young person. It is important to review the tips in the “Ethical Consideration” section below. They can assist you in considering the full range of issues to reflect upon before adapting and/or applying any of the tools.

BUILDING A SAFE AND SECURE ENVIRONMENT IS KEY. Trust and relationships are critical in any process where you ask young people to share their experience, opinions and/or concerns. As such, creating a safe and secure environment in which young people feel free to share is crucial to ensuring the reliability and validity of the information you will gather. If you do not have a long-standing relationship with a group of young people, consider partnering with an organization (ideally, local) who does. Also, consider who is invited into the room and with whom information will be shared from the standpoint of creating a trusting and supportive environment for young people.

ENSURE YOU PLAN PROPERLY. Participatory engagement processes can take time – to build relationships, organize sessions and conduct proper follow-up. Ensure you have planned for all of the steps, timeline and resources – human and financial – that you will require before embarking on the process.

1.5 HOW IS THE GUIDE ORGANIZED?

KEY TERMS AND DEFINITIONS: IICRD’s understanding of commonly used child protection M&E terms.

OVERVIEW OF THE CAPE PROJECT: An overview of the CAPE Project and how it evolved. It answers the questions: What is CAPE? How did the CAPE project evolve?

ETHICAL CONSIDERATIONS: A wide range of ethical considerations to consider when using participatory engagement tools with children and youth.

CAPE

The CAPE project piloted 10 participatory M&E tools in three countries

TOOLS: A detailed overview of each of the participatory M&E engagement tools used in the CAPE project. Case studies, photos, facilitation tips and suggestions for how the tools might be adapted are included to provide practical and flexible hints on application. It answers the questions: How were the tools selected? What are the objectives and potential applications of each tool? How were the tools applied in the CAPE project in each of the pilot locations? How could you use these tools? What should you remember when applying these tools in practice?

DATA CODING, ANALYSIS AND TRANSLATION FOR USE: An overview of how findings can be analyzed and used within M&E processes, including suggestions for how data emerging from different tools can be combined. It also highlights key findings and lessons learned from applying the tools in the CAPE project's three pilot country locations. It answers the questions: How can you make sense of all of the information gathered from the tools? What can you do with this data? This section includes Research Reflections, which outlines key findings and lessons learned from applying the tools in the CAPE project's three pilot country locations. It answers the questions: What did we learn from children and young people? What surprised us? What worked well? What would we do differently?

CONCLUSION: How the results and lessons learned from the CAPE project can contribute to broader body of knowledge on child protection accountability. It answers the questions: What does this all mean? How can you use the tools in other locations and other contexts?



1.6 HOW CAN THE GUIDE FACILITATE DISCUSSION?

This Guide has been created as part of IICRD's effort to engage partners globally in a dialogue about child-centred accountability and protection. It contains the tools used in the CAPE project, yet we realize other excellent tools also exist. We also consider this Guide "a work in progress" and realize it can be adapted to suit other organizations' specific needs and contexts. We welcome feedback and input on how this Guide can be improved and adapted, and look forward to working with you to compile a more holistic resource that reflects the knowledge and expertise in this field. We also request that you acknowledge IICRD and the authors of this document. Please send us an email to let us know you are using it: iicrd@uvic.ca.

Five Building Blocks of Integrated Child Protection Systems



2. KEY TERMS AND DEFINITIONS

Many definitions exist to describe these commonly used terms. This section outlines IICRD's understanding of each term. It is important to recognize that young people may have very different understandings of these terms. Explore these terms with them to develop an understanding about what they mean for young people in the context of their lives.

CHILD PROTECTION: IICRD and the CAPE project adhere to the UNICEF definition of child protection, as the “strengthening of country environments, capacities and responses to prevent and protect children from violence, exploitation, abuse, neglect and the effects of conflict”.¹ While adults are primarily responsible for protecting children, IICRD believes that young people play a critical role in self-protection and the protection of their peers. Child protection includes activities related to prevention, education and early intervention; case management, investigation and protection; and, prosecution and rehabilitation. Child Protection also refers to the responsibility and duty of care that an organization has to protect children with whom they come into contact.²

CHILD PROTECTION SYSTEM: IICRD and the CAPE project view the child protection system as a web of interconnected elements that create layers of safety nets to prevent violence, exploitation and abuse of girls and boys as well as appropriate care for children who have already experienced violence, exploitation and abuse. In addition to being oriented to prevention and care, all child protection systems have to have a means to identify children whose rights have been violated. Instead of being focused on a single child protection issue such as child trafficking or sexual abuse, a systems approach to child protection promotes a holistic response that requires coordination and cooperation among the many actors involved in protecting children from violence, exploitation and abuse to help reduce overall vulnerability and to promote resilience. Actors within an integrated child protection system include the child, peers, family, community, state and multinational bodies.³

The five building blocks of integrated child protection systems include:

1. *Legislation, Policy and Enforcement Mechanisms:* child protection laws, child specific policies, formal enforcement mechanisms and community-based child protection mechanisms.
2. *Services:* child specific health, education and other services.
3. *Social Change:* changing harmful traditional behaviour and attitudes towards children, especially at the family and community level.

4. *Bridging government services with family and community protective mechanisms*: partnering with communities to better draw on natural support, care and advocacy systems.

5. *Child Participation*: participatory activities that build children's capacity to protect themselves and their peers from violence, exploitation and abuse.⁴

All children have the right to participate in decisions that affect their lives

MONITORING AND EVALUATION (M&E): IICRD and the CAPE project define monitoring and evaluation (M&E) as the series of activities and processes that support:

- ongoing learning within an initiative, program or system with respect to its contributions and influence, including unintended results (whether negative or positive), and
- bottom-up and top-down accountability to the full range of stakeholders involved – from the intended beneficiaries (e.g. children and young people), to communities, to local and international stakeholders, to project partners and to funders.

IICRD and the CAPE project team recognize that there is a clear distinction between monitoring and evaluation. The former pertains to the collection of data on an ongoing basis to assess contributions, context and lessons; the latter pertains to a more in-depth probing representing a “snapshot” assessing a particular moment in time. However, the lines between these are less clear with the emergence of methodologies such as Developmental Evaluation.⁵ The tools in the Guide are adaptable and can be used in both monitoring and evaluation processes.

CHILD AND YOUTH PARTICIPATION: According to the United Nations *Convention on the Rights of the Child* (Articles 2 and 12), all children, regardless of their sex, race, colour, language, national origin, age, class, religion or political beliefs, have the right to participate in decisions that affect their lives.



CHILD-CENTRED SYSTEMS CHANGE: Building from a traditional child rights-based approach, IICRD and the CAPE project adopt a child-centred approach to systems change.

This approach adheres to the following principles:

- leading with children: children are the focus and intention of our work
- rights-based and community-centred
- non-discriminatory, inclusive and equitable
- participatory
- builds from local wisdom and strengths: communities, contexts and cultures
- accountable and based on rule of law
- partnership-focused



Violence against children is a very complex issue. Prevention is far preferred to intervention after violence has occurred. Interventions help to restore justice and offer support and protection for the victim, yet short- and long-term interventions can be socially and economically costly for the individual and society at large, and limited resources are often available to support interventions after violence has occurred.

To assist State Parties and responsible agencies and professionals to fulfill their obligations to prevent violence against children as well as to protect and care for victims, the United Nations Convention on the Rights of the Child (UN CRC) General Comment (GC) 13⁵ was developed. UN CRC GC 13 helps ensure “States Parties, national and local agencies and organizations, and relevant civil society stakeholders proactively and cooperatively establish and apply standards, indicators, tools, and systems of monitoring, measurement and evaluation to fulfil their obligations and commitments to protect children from violence” (UN CRC GC 13, para. 65(j)).

Governments and professionals are making slow progress in implementing effective child protection systems that serve the best interests of all children. Further, both prevention and intervention policies and practices are strengthened by the insights of youth and children, where “participation in prevention of violence strategies- in the home, family, school and broader community are enabled by appropriate information and education being provided to the child” (GC13, para 8; 44b). Significantly greater resource investments are required to strengthen child protect systems, responses and outcomes, from prevention (ideally using a public health approach) through to care services, including recovery, rehabilitation and reintegration into family or alternative care settings that ensure caring adults are present to safeguard each child. This is especially true for extremely vulnerable and marginalized children.



Legislation requires governments and responsible agencies to prevent and protect children from violence



“I want to transform the mentality of young children, youth and adults (if possible) to develop their capacity to resist the bad that surrounds us.” – Female CAPE Participant, Colombia

3. OVERVIEW OF THE CAPE PROJECT

Across the globe, there is a growing recognition that there is little known about how protection systems impact the day-to-day lives of children or youth, nor how young people themselves view the programs and services being implemented to support and protect them from violence, abuse, neglect and exploitation. To support better outcomes for children and youth, young people’s engagement in the planning and M&E of protection programs, interventions and systems must be a priority.

3.1 WHAT IS CAPE? CONTRIBUTING TO THE CHILD PROTECTION M&E KNOWLEDGE POOL

The CAPE Project is a multi-institutional pilot project focused on assessing how the impact of protection services, programs and services can be measured and evaluated from a child- and youth-centred perspective.

The CAPE Project seeks to contribute knowledge to the following questions:

- How do we know whether child protection systems are actually succeeding to protect children and youth?
- What are young people’s perspectives on protection and protection programs/interventions?
- How can monitoring and evaluation (M&E) enhance the protection of children and youth?



The unique focus of the CAPE Project is child- and youth-centred M&E. Through active engagement with young people, we seek to pilot and adapt tools to support organizations and communities to understand young people’s perspectives on risk, protection and well-being. This knowledge can then support the design, implementation and M&E of protection services, programs and systems for young people and their communities.

Objective 1: To better understand current “good practice” in monitoring and evaluating (M&E) child protection services and other child protection related programs.

Objective 2: To develop and test new M&E approaches that place children, youth and their families at the centre of programming and policy development.

Objective 3: To promote better ways of measuring the impact of child protection services and programs on the lives of children and youth.

3.2 STEPS IN THE CAPE PROJECT

Within the CAPE project, we sought to learn from and build upon existing knowledge and expertise in the area of child protection accountability and M&E. To do this we:

1. Situated the project within the global child protection M&E context:

Research, analysis and informant interviews were conducted to flag potential gaps, pose questions and highlight implications for CAPE.

2. Established and engaged a global advisory network:

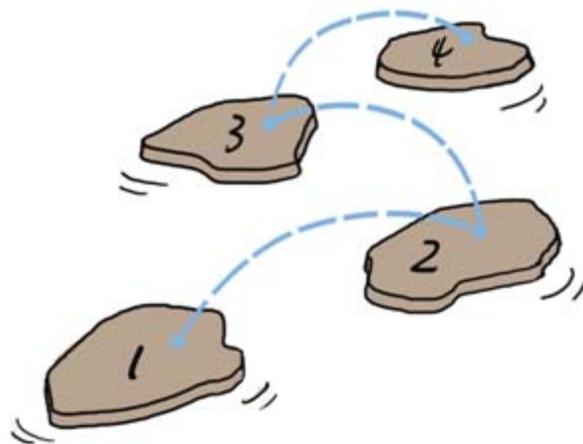
IICRD brought together 20 researchers, practitioners and staff from local, national and global organizations to Victoria, British Columbia to launch CAPE. Advisors provide expertise, literature and partnership connections on “cutting-edge” thinking related to this objective.

3. Conducted a targeted review of participatory methodologies.⁶

Analyzed multiple participatory methodologies from 15 different recognized sources, based on five established criteria, to support the selection of tools for piloting in the CAPE country case studies or “learning hubs.”

4. Ensured a strong foundation for each of the CAPE country case studies.

This involved scoping research, meetings with local stakeholders and advisors, an ethical review and strategic planning. This preparatory work supported the team to identify guiding research questions, “entry points”, local partners, groups, tools for piloting and considerations for addressing sexual abuse and gender issues.





KEY DRIVERS BEHIND CAPE

- M&E in the area of child protection from a child and youth perspective is currently lacking, especially in regards to systems strengthening.
- Sexual abuse and exploitation remains one of the most challenging protection threats to children, and often one of the most difficult issues to monitor.
- A “strength-based, systems lens” incorporating a focus on well-being is increasingly recognized as necessary to shift away from purely deficit or risk-based, generic solutions to diverse child protection challenges.
- There is a significant opportunity for CAPE to contribute to the development, testing and use of participatory M&E methodologies with children and youth within the child protection field.
- The CAPE project seeks to consolidate resources and explore issues more deeply through working with inter-sectoral partners, projects and programs with existing traction in select communities and countries (including IICRD’s projects).

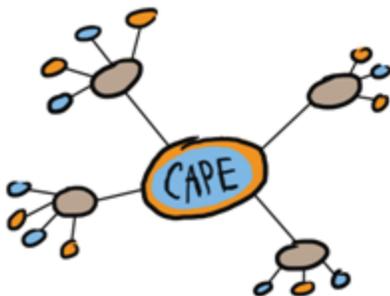
3.3 WHERE IS CAPE? GLOBAL AND COUNTRY OVERVIEW

Learning for this Guide was generated through the three CAPE country case studies or “learning hubs”: Brazil, Colombia and Thailand. This section offers an overview of the unique contexts in which CAPE is working to explore child-centred M&E.

GLOBAL OVERVIEW

To date, the CAPE Project has facilitated workshops with young people and community stakeholders in eight pilot sites working in partnership with local organizations in Brazil, Colombia and Thailand and through existing projects.

We specifically engaged 378 vulnerable young people ages 11-24 from Brazil (64), Colombia (240) and Thailand (74) to pilot the CAPE tools and understand their perspectives on child and youth protection and accountability. We also involved more than 120 family and community members invested in protecting young people, including parents, grandparents, social workers, teachers and artists.



LEVERAGING PROJECT SYNERGIES

CAPE builds from IICRD projects:

- Child Protection Partnership (CPP) (Brazil and Thailand)
- Protecting Early Childhood from Violence (Colombia)
- Strengthening Accountability: Local Planning, Monitoring and Evaluation for Results for Children and Youth (Thailand)

BRAZIL

In Brazil, the CAPE Project has focused on understanding the meaning of protection and well-being from young people's perspective, where young people's understanding of the protective and risk factors in their daily lives are crucial to inform the broader protective systems established to support them, such as the national Guardianship Councils.

Building on the excellent work of the "Child Protection Partnership"⁷, a project focused on sexual exploitation enabled by information and communications technology (ICT), the CAPE learning hub in Brazil has specifically focused on children and adolescents impacted by sexual exploitation, particularly online child sexual exploitation, across a diversity of communities which differ geographically, economically and culturally.



PARTNERS

Obra do Berço

Plan International

Giração

Catholic University of Brasília

PARTICIPANT PROFILE: BRAZIL

Total: 64

Communities: São Paulo, São Luis and Brasília

SAO PAULO: 36 adolescents aged 12-14 from low-income families (max. 200 BRL per capita) living in the neighbourhoods around Jardim Rebouças. These young people worked with the Brazilian NGO Obra do Berço in the Child Protection Partnership's Circle of Rights Process.

SAO LUIS: 19 adolescents aged 11-17 from a rural community in the outskirts of São Luis. These young people are engaged in anti-bullying activities related to the project "Learn without Fear", implemented by Plan International in São Luis. They were elected class leaders and also enrolled in a public school located at Vila Maranhão. Many come from low-income families usually headed by single mothers.

BRASILIA: 9 adolescents aged 15-18 living in a shelter and who used to live on the streets (6 boys and 3 girls). The local shelter provides lodging, food and socio-educational assistance under the Giração project.



SOCIAL MAPPING IN SÃO LUIS, BRAZIL



WEB OF PROTECTION ACTIVITY,
MEDELLIN, COLOMBIA

“The problem faced by young people in Comuna 13 is the violence. There is so much violence between armed groups...”
Girl, Colombia

PARTNERS:

Centro Internacional de Educación y Desarrollo Humano

International Child Development Programme

La Familia Ayara

COLOMBIA

In Colombia, the CAPE Project has focused on young people growing up in conflict-affected environments in the midst of poverty, drug trafficking and high levels of violence ranging from armed groups (military and paramilitary) to gangs to domestic and sexual violence. In this country, the legitimacy of the State remains fragile following over 50 years of armed conflict.

The CAPE learning hub in Colombia draws from the work undertaken by IICRD and local partners through the project “Protecting Early Childhood from Violence.”⁸ Activities were carried out with young people and mothers (including very young mothers) to gain insight regarding their current role as natural advocates of young children and as future parents in the child protection continuum.



PARTICIPANT PROFILE: COLOMBIA

TOTAL: 288 (240 young people, 48 stakeholders)

Communities: Galan (Neiva), Bogota and Medellin- Comuna 13

GALAN (NEIVA): 18 parents (15 mothers/grandmothers and 3 fathers) and 13 young people (9 males and 4 females) aged 12 – 16 years old from a poor urban area on the outskirts of Neiva.

BOGOTA: Young people living in state institutions in an urban setting. Participants worked with La Familia Ayara to seek ways to use graffiti and hip hop to take care of their bodies and say no to sexual abuse.

MEDELLIN- COMUNA 13: 20 mothers, 10 teachers, 19 young people aged 16-18. There were also 208 grade 9 and 10 students who participated in a survey. Participants live in one of the most challenging communities affected by armed violence.

THAILAND

In Thailand, the CAPE Project has explored how local governments are addressing child protection in community planning and M&E. Specifically, the CAPE learning hub in Thailand builds from ongoing work with UNICEF Thailand, the Department of Local Administration (DLA), the Ministry of Interior and Chulalongkorn University to strengthen local government capacity to implement, monitor and evaluate community action plans for all children and youth as outlined in the 1999 *Decentralization Act of Thailand*. IICRD has been providing strategic support to local government in Pattani and Chiang Rai provinces, supporting active partnerships between young people and adults to address complex protection challenges.



PARTNERS:

UNICEF Thailand

Department of Local Administration

Faculty of Education Chulalongkorn University

Plan International Thailand

Mekong Youth Net

Rajabhat University Chiang Rai

We Peace

Prince of Songkhla University

PARTICIPANT PROFILE: THAILAND

TOTAL: 147 (74 youth, 72 community stakeholders)

COMMUNITIES: Chiang Rai and Pattani

CHIANG RAI: 14 adolescents (6 males and 8 females). Many of the participants were youth leaders either with the Mekong Youth Net (MYN) or with the local youth council. Some of the MYN youth are also survivors of trafficking and exploitation. Participants were from Thailand, Myanmar and Laos.

PATTANI: 17 adolescents (12 males and 5 females) aged 17-24 from 5 communities in Pattani province. Many of the youth were from communities affected by armed conflict. Some of the participants were youth representatives with the local youth council, whereas others had had limited opportunities to express themselves.



"THE LEGAL SYSTEM COULD HELP PROTECT THE RIGHTS OF CHILDREN, SUCH AS ABUSE OR RAPE." – YOUTH, THAILAND



More than 20 diverse implementing partners and close to 100 other organizations have been connected to CAPE through an expanded network of advisors and co-located projects in Brazil, Canada, Colombia and Thailand.

3.4 PROJECT PARTNERS

This Guide is the result of a collaborative, inter-institutional effort.

Partners include:

GLOBAL

INTERNATIONAL INSTITUTE FOR CHILD RIGHTS AND DEVELOPMENT (IICRD): The International Institute for Child Rights and Development (IICRD) is a non-governmental organization based in Victoria, British Columbia, Canada at the University of Victoria. IICRD has 20 years of experience working in Canada and internationally to protect, support and promote the rights and protection of young people. Through research, education and training, and networking, IICRD helps to develop creative strategies to address the complex problems facing young people and their communities, and helps to shape a world where young people's rights become a lived reality within the daily lives of young people who need them most and the systems affecting them. IICRD is the lead implementing agency of the Child-Centred Accountability and Protection Evaluation (CAPE) Project.

GLOBAL CAPE ADVISORY: The CAPE Advisory brings together key academics and practitioners working in the area of child protection, accountability and M&E.

The CAPE Advisory provides advice and feedback on methodology, tools and findings; access to literature, resources, expertise and networks, and participates in an ongoing child- and youth-centred M&E for child protection learning community. A full list of the participating advisors is included in Appendix E of this Guide.

PLAN INTERNATIONAL: Founded over 70 years ago, Plan is one of the oldest and largest children's development organizations in the world. Plan works in 48 developing countries across Africa, Asia and the Americas to promote child rights and lift millions of children out of poverty. Plan works with more than 3.5 million families and their communities each year. Plan's vision is of a world in which all children realise their full potential in societies that respect people's rights and dignity. Plan International is a CAPE implementing partner in both Brazil and Thailand.

UNICEF: Active in more than 190 countries and territories, the United Nations Children's Fund (UNICEF) is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF is guided by the Convention on the Rights of the Child and strives to establish children's rights as enduring ethical principles and international standards of behaviour towards children. In the CAPE project, UNICEF Thailand is a project supporter in Thailand, and UNICEF representatives sit on the Advisory Committee.

BRAZIL

The Association Obra do Berço: The Association Obra do Berço (Work of the Cradle) is a civil society non-profit organization in Brazil. Obra do Berço seeks to “Promote educational, cultural, social and health actions for children, adolescents, young people and their families and community, aiming to develop the education of participating human beings aware of their role as citizens.”⁹ Obra do Berço is a CAPE implementing organization in the municipality of Sao Paulo.

PROJETO GIRAÇÃO (TURNING PROJECT): Founded in 2008 as an initiative of the NGO National Movement of Street Boys and Girls in partnership with Cecria (Centre of Reference, Studies and Actions on Children and Adolescents), the Giração Project is a shelter based in Brasilia that provides educational training for the job market and social assistance to 16-24 year old adolescents and youth who were living on the streets. Giração projects work to re-build youth links with their families, schools and communities and to improve their skills. Giração is a CAPE implementing partner in Brazil.

THE CATHOLIC UNIVERSITY OF BRASÍLIA, GRADUATE PROGRAM IN PSYCHOLOGY: The University is well known for its commitment to social justice and development. The research of many of the faculty of the Graduate Program in Psychology is oriented towards public policy. Childhood Studies is one of the main areas of interdisciplinary research. Some of the faculty members have been carrying out long-term research on children’s rights. The Graduate Program in Psychology is a CAPE project supporter in Brazil.



CAPE PARTICIPANTS AND FACILITATORS



BRAZILIAN YOUTH PRESENT THEIR WELL-BEING ACTIVITY



USING GRAFFITI TO PREVENT
VIOLENCE WITH
LA FAMILIA AYARA

COLOMBIA

CENTRO INTERNACIONAL DE EDUCACION Y DESARROLLO HUMANO (CINDE): Established in 1977, CINDE is a research and development non-profit organization focused on the creation of adequate environments for healthy physical and psychosocial development of impoverished children and youth in Colombia and Latin America. CINDE interacts across all levels of society from the grassroots to government, and employs a diverse array of tools to educate and influence policy and programming concerning children and youth. CINDE is a CAPE implementing partner in Colombia.

LA FAMILIA AYARA (FUNDACIÓN ARTISTICA Y SOCIAL LA FAMILIA AYARA): Founded in 1996 by a group of Colombian youth, La Familia Ayara draws on hip hop culture's potential to promote positive youth development by engaging young people in a language that is relevant to their daily lives, as well as provide a social support network; a means of self-expression; a sense of global belonging a heightened social consciousness and an opportunity to be surrounded by positive role models. La Familia Ayara is a CAPE implementing partner in Colombia.

INTERNATIONAL CHILD DEVELOPMENT PROGRAMME (ICDP): ICDP is a scientifically-based psychosocial early child development program targeting parents and caregivers. The methodology is simple, effective and culturally adaptable as it uses human universal principles already present in most cultures. ICDP aims to adjust parenting, explore non-violent alternatives and manage violence by facilitating empathetic relationships between children and their caregivers, including reducing direct and indirect impacts of violence and harsh discipline. ICDP International is currently present in 20 countries, both in the developed and developing world. In Colombia, there is vast experience with the programme, which was implemented over a period of 15 years in five departments, on a large scale.

SOCIAL MAPPING IN
COLOMBIA



THAILAND

DEPARTMENT OF LOCAL ADMINISTRATION THAILAND: Under the 1999 *Decentralization Act of Thailand*, local governments are responsible for child protection and social welfare, yet local governments have limited capacity to fulfill this new mandate. The Department of Local Administration has been working with the Ministry of Interior and UNICEF Thailand to strengthen local government capacity in the local action planning process for children and youth. The Department of Local Administration is a CAPE project supporter in Thailand.

MEKONG YOUTH NET AND DEVELOPMENT AND EDUCATION PROGRAMME FOR DAUGHTERS AND COMMUNITIES (DEPDC): The Mekong Youth Net (MYN) is a youth development and empowerment organization in the Mekong sub-region established by the NGO Development and Education Programme for Daughters and Communities. MYN seeks to create a group of youth leaders to network against human trafficking in the Mekong sub-region. It also seeks to educate potential leaders on how to start prevention programmes at the community level in their own countries and form linkages among individuals, NGOs and government organizations for future collaboration and support. The MYN is an implementing partner in Mae Sai, Chiang Rai Province, Thailand.

RESEARCH AND DESIGN CENTRE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT, FACULTY OF EDUCATION, CHULALONGKORN UNIVERSITY: The Research and Design Centre on Education for Sustainable Development at Chulalongkorn University strives to become a reference and learning resource for teacher education in Thailand, responding to the educational needs of Thailand and contributing to the nation's development. The Centre has been working with UNICEF Thailand, the Department of Local Authorities, IICRD and local university partners to strengthen child rights planning and M&E. The Research and Design Centre on Education for Sustainable Development is a CAPE project supporter in Thailand.

WOMEN FOR PEACE (WE PEACE): We Peace is a network of young women committed to providing assistance to communities in the Deep South of Thailand who are affected by conflict. It plays an active role in protecting and strengthening children and women's organizations, holding governments accountable to respect and fulfill the rights of women and children, and promoting the overall quality of life of women and children in the three southern provinces of Pattani, Yala and Narathiwat. We Peace is a CAPE implementing partner in Pattani province.



USING TECHNOLOGY THROUGH CAPE'S
'SISTER' PROJECT - THE CHILD
PROTECTION PARTNERSHIP



UNITY CIRCLE ACTIVITY IN
THAILAND

4. ETHICAL CONSIDERATIONS

As practitioners working with young people who may have suffered from violence, abuse, neglect and exploitation, CAPE team members and partners recognize there is a critical responsibility to “do no harm” in our interactions with children and youth. Moving beyond the “do no harm” principle, we also seek to bolster resilience and promote post-traumatic growth and recovery.¹⁰

When working with children in the CAPE project and in all of IICRD’s work, we remain committed to implementing the following ethical guidelines, recommendations and practices:¹¹



Listen carefully to what young people say and also what they don't say.

Listen and speak with young people:

- Listen carefully to what young people say and also what they don't say.
- Pay attention to body language and silence.
- Talk to young people at their level. Sit with them and be part of the group. Ask them questions. Try not to pry, but genuinely ask and show interest.
- Ask open-ended questions. Avoid simply asking “Why?” Young people can feel like you are attacking or criticizing them. Instead ask: “Why do you feel that way? Can you tell me more?”

Confidentiality:

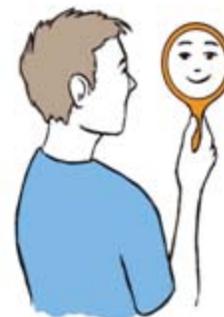
- Inform young people that you will be collecting quotes and stories, but no names will be attached.
- If you would like to use photos, ensure that you obtain young people's written permission as well as the written permission of their parents. Please see Appendix A for a sample Consent Form.
- If you plan to use a recording device, be sure to inform young people of this and obtain their consent. Explain how the recordings will be used and what will happen to the recordings at the end of the project.

Make sure participants are comfortable and fully informed:

- Select a suitable location where young people feel comfortable and at ease.
- Be open and honest with young people.
- Seek informed consent AND remember informed consent is an ongoing process (For a sample Consent Form, see Appendix A). Also, remember that informed consent includes how participants want to be identified in publications and how they want inputs shared.
- Explain the entire process, including how the tools could affect young participants.
- Don't raise expectations. Be clear about what can and cannot be achieved through the work.
- Privacy and confidentiality is extremely important, but cannot be guaranteed.
- Let young people know they can always ask questions: No question is a bad question.

Know yourself:

- Learn about your biases, assumptions and trigger points.
- Be comfortable with the uncomfortable. Change can often include feelings of discomfort and confusion. Recognize and pause during these moments.
- Be emotionally present and available to engage with young people and listen effectively.
- Be yourself and have fun.



Develop an understanding of the local culture, context and understanding of children and youth:

- Understand the local culture and context you are working in.
- Remember child protection factors differ across gender, race and culture.
- Understand local power dynamics as they may undermine genuine participation.
- Be open to learning. Inquire and ask questions to seek understanding.

It is critical to apply the “do no harm” principle in your interactions with children and youth

Build relationships:

- Build relationships with organizations, communities, families and young people.
- Learn from and with children, youth, families and communities.
- Work in partnership, not opposition.
- Exercise humility.

Be prepared:

- Pilot your tools with different groups of young people to ensure appropriateness.
- Remember that young people may be resilient in one area of their lives but not in others.
- Remember that talking about one’s experiences can be harmful in some contexts. Make sure to identify someone to provide follow-up support for those who may need help or want to have a more in-depth conversation.

Be inclusive:

- Be inclusive and involve the most vulnerable populations.
- Remember that most victimized children and youth do not receive services.





Support the group:

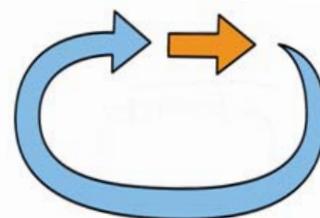
- Be flexible and adaptable: Situations and circumstances change, and sometimes things don't work out as planned.
- Hold people accountable. Don't be afraid to hold people accountable for their actions. Be firm but respectful, and create an opportunity outside the group to talk through any issues.

Build from strengths and bolster resilience:

- Build from the strengths in people (e.g. positive behaviours, coping techniques), cultures and systems.
- Build capacity. Nurture innate self-healing and protection capacities.
- Recognize people's agency and capacity. See people as experts and survivors and not as victims.
- Build connections among young people and with adults.
- Identify alternatives to negative child protection practices, and explore how that could apply in the context you are working in.

Follow-up:

- Follow-up with participants afterwards to make sure they are doing okay. For example, you might want to check in with them at the end of the session.
- Leave them your phone number or the number of someone they can talk to.
- Be an advocate. You may need to intervene, speak for or support young people who share their experiences.
- Remember, if you hear about abuse, you have a responsibility to report it. Make sure young people are aware of this.



Move towards goals and support sustainability:

- Encourage critical thinking. Raise questions and explore possibilities in a non-threatening way.
- Avoid one-off interventions.
- Work in partnership with government, NGOs and civil society actors and build connections.

IICRD and our partners urge individuals, organizations and agencies who are considering adapting, using and/or applying any of the tools listed below to adhere to and incorporate the above principles of practice in their work.

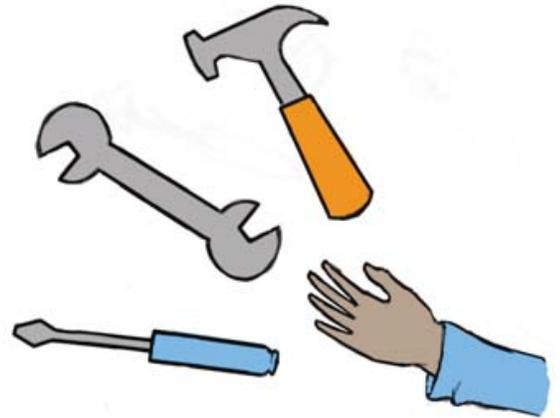
5. TOOLS

5.1 HOW WERE THE TOOLS SELECTED?

The active engagement of young people was of primary importance to the CAPE Project to explore child and youth-centred protection and accountability. To build on existing good practices and approaches, and identify suitable tools to apply with young people in the CAPE learning hubs, an analysis of participatory methodologies was conducted.

The methodological tools selected for review were chosen based on the following principles:

- **Building on existing good practices:** The CAPE methodology seeks to build on existing good approaches and practices with a view to consolidation and integration, rather than seeking to create a new approach.
- **Ensuring a place for gender and diversity:** Many tools do not explicitly incorporate considerations of gender and/or diversity, but as essential categories of analysis, these have been explicitly integrated into the tools.
- **Considering M&E beyond the child protection context:** In order to identify the most appropriate approaches, the tools are drawn from M&E approaches and practices that inform a range of sectors, including those that fall outside of the child protection sector.
- **Balancing local innovation and generalizability:** It is important that tools are usable in diverse cultural settings, to ensure findings can be generalized but still remain consistent with local practices.
- **Supporting iterative learning:** Tools were adapted and applied with a critical analysis and review of the relevance, effectiveness and validity of each within the local and the international context.¹²



Building on good practices and approaches to facilitate change with young people

The review then assessed the potential utility of each tool for use in the CAPE project using the following criteria:

Seven criteria were used to assess and select CAPE methodologies

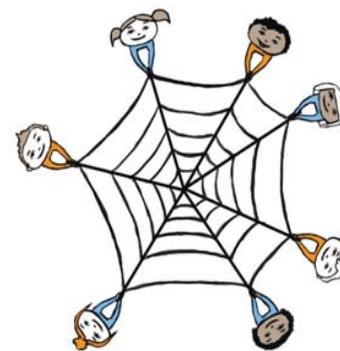
- **Degree of meaningful participation** for young people and/or other key community actors, as identified
- **Applicability in different contexts:** Balance between local innovation, cultural relevance and generalizability
- **Context, scope of use and application of tool:** including use with respect to child protection: Assessment of wellbeing vs. evaluation of change (e.g. Most Significant Change)
- **Applicability to variety of government and non-governmental child protection interventions with vulnerable communities** (children on the move, children experiencing high levels of violence, children in urban and rural communities)
- **Focus on linking “formal”** (government) **and “non-formal”** (family, peer, community and social networks) protection systems
- **Gender-sensitive and sensitivity to diversity issues**
- **Support for qualitative and quantitative data collection methods**

5.2 OVERVIEW OF THE TOOLS

Based on the recommendations of the CAPE methodology review and a consideration of the added value the project could make to the sector, the following tools were selected and adapted by the project team for use in the CAPE project.

TABLE 1: CHILD AND YOUTH-CENTRED PARTICIPATORY TOOLS

Activity:	WEB OF PROTECTION
Objectives:	To create a supportive, safe and fun environment in which young people can think and learn about child protection, and the many different factors that make up the child protection system, including the strengths they can draw on in their community To start the process of engaging young people in identifying and defining what they see as the challenges (risks) and strengths (protective factors) for children and youth in their community
Application:	Time: 1.5 hours, Number of participants: 10-20, Age: 10 and above (though can be adapted for younger groups)
Outputs:	Detailed notes on session Preliminary list of what young people identify as the protective factors and risks in their community
Key Features:	This tool can be used in contexts where there is limited/low literacy or with young children.



Activity:	CHILD PROTECTION COMMUNITY RAINBOW
Objectives:	To ask young people to identify and define a detailed list of key challenges (risks) and strengths (protective factors) for children and youth in their community pertaining to the full spectrum of the child protection system To create a supportive, safe and fun environment in which young people can think and learn about child protection and the many different factors that make up the child protection system, including the strengths they can draw on in their community
Application:	Time: 2 hours, Number of participants: 5-25, Age: 12 and above
Outputs:	Detailed notes on session Community Profile Child Protection Community Rainbows
Key Features:	This tool requires a relatively high level of literacy and/or education.





Activity: **SOCIAL MAPPING**

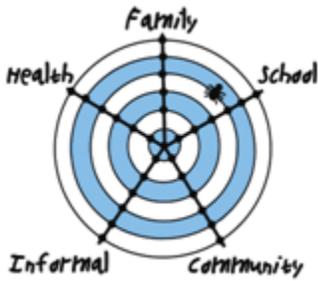
Objectives: To develop a more nuanced understanding of young people’s lived experience in terms of: their engagement with people, places and activities; community strengths and challenges; and places, spaces, people and activities of safety and risk in the community

To facilitate constructive dialogue among young people and have them map out how their community supports, protects and poses risks to them

Application: Time: 2.5 hours, Number of participants: 5-25, Age: 6 and above

Outputs: Detailed notes on session
Social Maps (with photos)

Key Features: This tool can be used in contexts where there is limited/low literacy or with young children.



Activity: **CHILD AND YOUTH ENGAGEMENT SPIDERGRAM**

Objectives: To understand young people’s perspective about their level of engagement and participation in the different aspects of their lives and community

Application: Time: 1.5 hours, Number of participants: 5-25, Age: 12 and above

Outputs: Detailed notes on session
Spidergram (diagram)

Key Features: This tool requires a relatively high level of education and/or capacity for concentration.



Activity: **PROTECTION CASE SCENARIOS**

Objectives: To create a safe environment in which young people can safely explore their perspectives of risk and abuse, including sexual abuse and exploitation

Application: Time: 1-2 hours, Number of participants: 5-25, Age: 12 and above

Outputs: Detailed notes on session

Key Features: This activity can raise some sensitive subject matter for young people. Follow-up support is important.

Activity: PROTECTION, RISK, AND VULNERABILITY SURVEY AND POI MAPPING

Objectives: To understand what individual young people perceive as the protective factors, risks and vulnerabilities in their community

To gather individual and quantitative data that can be compiled and disaggregated to demonstrate community child protection strengths and gaps, and identify areas for intervention

Application: Time: 1-2 hours, Number of participants: flexible, Age: 12 and above

Outputs: Survey forms

Key Features: This tool requires a relatively high level of literacy and/or education, is designed for use with older children, and requires piloting prior to use.



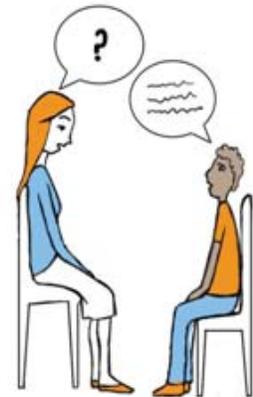
Activity: IN-DEPTH INTERVIEWS

Objectives: To engage young people in deep conversation about their lives, experiences and perspectives on child protection

Application: Time: 1-2 hours, Number of participants: flexible, Age: 10 and above

Outputs: Detailed notes of interview, including life narratives

Key Features: This activity can raise some sensitive subject matter for young people. Follow-up support is important.



Activity: ENGAGING YOUNG PEOPLE IN DATA VERIFICATION AND ANALYSIS

Objectives: To verify the data with young people, clarifying and deepening your understanding of the information and providing additional opportunities for data gathering

To support young people to play a key role in analyzing the information they have shared with you

Application: Time: 2.5-3.5 hours, Number of participants: 5-25, Age: 10 and above

Outputs: Detailed notes of session, including identification of codes, data groupings and basic data analysis provided by young people

Key Features: This tool requires a basic level of literacy but could be adapted to work with younger children or groups with low literacy/education levels





COLOMBIAN YOUTH SHARE THEIR PERSPECTIVES TO LOCAL PARTNERS AND COMMUNITY STAKEHOLDERS

5.3 HOW DO THE TOOLS SUPPORT CHILD-CENTRED M&E?

Ultimately, the tools are engagement, empowerment and data-collection tools to support child-centred accountability in M&E processes. The tools do not in and of themselves lead to M&E outputs (e.g. indicator list), though they can feed into such a process. As such, it would be entirely possible to apply these tools without generating any formal M&E outputs or contributing to M&E of child protection systems in a concrete way. The generation of M&E outputs and the strengthening of M&E systems will depend on how the information and knowledge you generate using these tools are used, translated for use and shared.

The processes of data coding, analysis and knowledge translation will help you to determine what the data means and the potential ways it can be used. Suggestions are provided in the Guide for how such data coding, analysis and knowledge translation can be done, including an activity for how you can engage young people in this process (see Tool #8) and a section on data coding, translation for use and dissemination (see Section 5). However, the steps involved in the data analysis process are intentionally left open in each of the tools so that individuals and organizations can adapt the process to their particular contexts, needs, objectives and intended uses. In essence, the tools are designed to assist in critical reflection, learning and improvement of child protection systems with young people meaningfully engaged throughout this process.

5.4 KEY FEATURES TO CONSIDER WHEN PLANNING TO USE/ADAPT THE TOOLS

The tools are ordered in a manner designed to gradually build a relationship of trust and understanding between the facilitators and the young people, while layering and deepening the subject matter. They are designed to be adaptable to different contexts and needs. For example, each CAPE country team shaped the tools to fit the unique cultural contexts as well as the constraints (timeframe, availability, etc.) within which they were working. When applying the tools in your own work, keep in mind that they can be used as a whole set or separately, depending on your needs. In every case, a thorough review of the approach, format and questions of each tool should be conducted to ensure that it is appropriate for the context you plan to work in. Please refer to the earlier section on Ethical Considerations to ensure that the process you select will both adhere to the “do no harm” principle and beyond this, be useful for the young people who participate.

Here are a few examples of changes that were made in the process of applying the tools in the CAPE project:

In one site in Brazil, only the In-depth Interviews were used. Local staff advised that due to the nature of young people's experiences, one-on-one tools would yield better results for young people and researchers than the group-based tools.

In Chiang Rai, Thailand, additional tools were used to explore how technology can be used to map, monitor and evaluate child protection indicators. For example, PoiMapper – a smart phone app combining GPS, photos, audio and text messaging – was used as part of the Social Mapping activity to document risk factors and local knowledge of child protection programs and services.

In some contexts, tools were applied over a short period of time, in a two to three day event, while in other contexts, the tools were applied over a period of months and were layered with other long-term activities.

CAREFUL NOTE TAKING IS A CRITICAL COMPONENT OF USING THESE TOOLS regardless of context or how you adapt them. The tools are designed to support youth and practitioners to gather critical insights and understanding about how young people understand the strengths, challenges and well-being of young people in their community and cultural context. Capturing as much layered information as possible during the sessions, including body language, interactions, exact quotes and words, is critical to ensure you have rich, raw data to work with. Having the opportunity to return to the information again also helps to reduce the extent to which the facilitator or analyst imposes their own assumptions, language and interpretation when entering into the data analysis process.

Ideally, you will have a notetaker who is exclusively assigned to this role for every session. It is also useful to record sessions. This will provide you with back-up data in case some of the information is not adequately retained or is missed by the notetaker. The facilitator should also take notes or jot down words or phrases wherever possible.

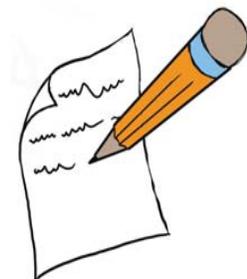
Review of notes, data, outputs and observations from a session should ideally be done very soon after a session is held. Data should be collated into a single document/place, especially when notes have been gathered by several people. Make sure the notes are stored together.



Capture layered information during the sessions, including body language, interactions, exact quotes and words

PLEASE NOTE!

When selecting a notetaker, consider that it should be someone the young people will feel comfortable with. Be sure to ask permission, and explain to the young people what this person is doing and why. Having an unengaged adult taking notes in the corner can be intimidating for some young people, especially when they are talking about sensitive topics! If the notetaker is not known by young people prior to the session, make sure they participate in an opening activity with the young people, enabling them to build rapport.



Co-creating a “Community Agreement” with participants in the first session can help build rapport and contribute to a trusting environment

Following each activity, the facilitators and notetaker should sit down together to share and review notes and observations. Information to be captured includes:

- The total number of participants
- The number of girls and boys and their general ages
- Any other relevant contextual information about participants – e.g. name of school, neighbourhood, community or ethnic backgrounds of participants
- Any contextual factors that may have affected the session including external events (e.g. an event that immediately preceded the session)
- Detailed notes of what was said, including precise quotes and language
- Topics, issues and themes that emerged
- Any significant differences in opinion or priorities, and whether these differences fell along gender, ethnic, age or other lines
- Observations of interactions or body language
- Questions to take back to the group for clarification
- Any concerns identified by the facilitators or notetaker

Following each session, one person should take responsibility for taking the notes and observations and transcribing them into a format that can be shared (e.g. Word document). It is best to use a consistent format to make data analysis easier.

LEARNING EXAMPLE: COMMUNITY AGREEMENT

The first time you are meeting with the group, it is helpful to set out a participants’ or Community Agreement to set guidelines for their behaviour. Ask participants to suggest guidelines for the list. You may need to prompt and guide them. Be sure to write it down where everyone can see it. Bring the agreement each time you work with a group, placing it on the wall for all to see. If there are new members to the group, review the agreement at the start of a session, asking if anyone wants to add anything else. Guidelines may include the following points, such as:

- Listen to each person
- Respect different opinions
- Respect confidentiality
- Turn your phone on “Vibrate”
- There is no wrong answer
- Respect people’s privacy: don’t share stories outside the group
- Choice to participate or not

Young people have a unique perspective and a detailed understanding of their own lived experience. This is rich, complex and situation specific. It cannot be understood in one interaction with a young person. Regular interactions with a young person are necessary to fully understand their perspective and the context of their lives.

In Brazil, a young person shared a story of his mother's home, which he saw as both safe and dangerous. It was safe because of love and a sense of familiarity, but it was also unsafe because of the physical abuse.

Young people understand these contradictions in their own lives. When adults are willing to spend time building relationships and trust with young people, these honest conversations about young people's lives can have very beneficial impacts for the young person as well as for the adult/researcher. In this sense, young people can provide very relevant and important information that will have direct impacts for those looking to shape policy and programming for youth and their families.

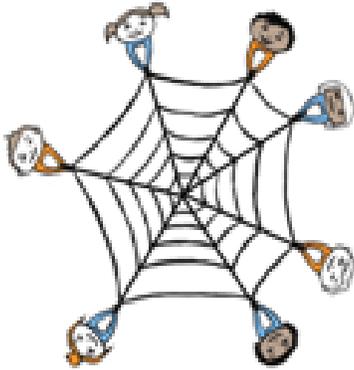


SOCIAL MAPPING IN BRAZIL

5.5 DESCRIPTION OF TOOLS

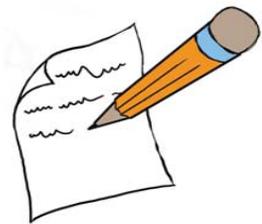
TOOL #1: WEB OF PROTECTION FOR CHILDREN AND YOUTH

(Adapted from Derek Peterson's *Integrative Youth Development*)¹⁴



Time for Activity:	1.5 hours
Participants:	Children and youth
Suggested number of participants:	10-20
Suggested age of participants:	10 and above (though can be adapted for younger groups)
Materials:	Balloons, ideally different sizes Yarn, ideally thicker multi-coloured
Suggested number of facilitators:	1-2 facilitators and 1 notetaker
Preparation time (facilitators only):	20 minutes
Time for post-activity documentation (facilitators and notetaker):	1 hour

PLEASE NOTE!



This activity does not require literacy; it is a very accessible tool that can be adapted to many different contexts, including use with younger children. In contexts where there is a low level of literacy and/or education, this tool can be used on its own (without Tool #2) to develop an understanding of young people's perspective on risks and protective factors.

INTRODUCTION

An important first step in engaging young people in the M&E of child protection systems is supporting them to learn and think about the issue of child protection and the many factors that affect their protection. This tool offers a starting point for this process, and combined with Tool #2 (Child Protection Community Rainbow), will enable you to develop a strong understanding of how young people define the risks and protective factors in their communities. This understanding is critical to ensuring accountability to young people in the design, implementation and M&E of child protection services, programs and systems.

OBJECTIVES

To create a supportive, safe and fun environment in which young people can think and learn about child protection and the many different factors that make up the child protection system including the strengths they can draw on in their personal lives, family and community

To start the process of engaging young people in identifying and defining what they see as the challenges (risks) and strengths (protective factors) for children and youth in their community

HOW CAN THIS ACTIVITY AND THE DATA GATHERED THROUGH IT BE USED TO STRENGTHEN CHILD-CENTRED ACCOUNTABILITY?

By giving young people the opportunity to learn and think about child protection, they will be better equipped to participate in their community and within the child protection system, to advocate for and assess the services and rights they need to ensure their protection.

Young peoples' definition of risks and protective factors identified during this session can be used to inform and be integrated into the development of indicators for international, national and local organizations when monitoring or evaluating the state of child protection in a given community or country, as well as in the M&E of child protection services or programs.

The overview or "snapshot" provided by young people of the current strengths and challenges in their community can contribute to baseline data.

Priorities identified by young people in this session can inform communities' and organizations' child protection services and programs with respect to design, allocation of resources and the elaboration of outcomes.

HELPFUL BACKGROUND INFORMATION

What are strengths and challenges?

Strengths and challenges are behaviours, actions, activities, traditions, people, places, spaces or environments that a person sees as positive or negative in their life.

Sample strengths include:

- Teachers that support young people
- Older youth who mentor younger youth
- Mosques and churches
- Young people's involvement in local government

Sample challenges include:

- Lack of opportunity for young people to voice opinions in the community
- Feeling unsafe to share feelings with parents and older relatives
- Drug use in the community

What should I remind participants about?

This tool is about having fun while exploring the community more deeply as a group.

Supporting young people
to think and learn about
the issue of child and youth
protection

What do I need to remember?

- **This is an experiential activity:** Experiential activities are great learning tools. They stimulate learning by doing and help participants to reflect critically.
- **Take advantage of learning moments:** When someone says something that you question (e.g. young people need a motorbike to be safe and supported), use this as a learning moment, and ask why. You may be surprised at the answer. For instance, when we asked why a child needed a motorbike to be safe and supported, we learned that the motorbike helps the child to get to school 20 km away in the hills. Without the motorbike, the child would not be able to get back and forth to school.
- **Take time to reflect and learn:** Ask young people questions to see what they learned from the tool and how it relates to their daily lives. Ask the group if there are examples of these young people in the community. Who do these balloons represent (e.g. hill tribe young people, younger children, children without parents, young people who spend lots of time in the Internet café etc.).
- **Child protection and prevention of harm is a complex issue requiring an inter-sectoral approach:** This involves people from different sectors, including young people, working together to build from their strengths and develop solutions.



What to remember...

Facilitating the Web of Protection

To open the session, facilitate an experiential activity to build trust and help participants to get to know each other.¹³

Explain to participants that the Web of Protection activity is focused on creating a shared understanding about child protection and the many factors or things that keep children and youth safe and protected.

Arrange 10-20 chairs in a circle and select the same number of participants as there are chairs to sit in the circle. If there are more participants than this, the remainder should gather around the circle to actively participate. When choosing the group, be inclusive of the diversity in the room.

Explain to participants that this group of people (the circle) represents the people who are responsible for caring for and supporting young people in their community.

Hand the very end of the ball of yarn to one of the participants and ask them to hold on to the end and throw the ball across the circle to another person. As the participant throws the ball of string across the circle, ask each of the participants to name one thing that they think young people need to feel safe and supported in their communities.

The participant catching the ball of string holds onto the string (connected to the first participant who threw the ball) and throws it across the circle to another participant, naming another thing that young people need to be safe and supported.

Continue this until everyone has thrown the yarn or the group has run out of ideas about what young people need to be safe and supported. The result should look like a spider web.

Once you have a good web, stop the process. Ask everyone to hold on tight to their piece of yarn. Explain that this web represents the web of protection for children and youth in the community.

Pass out one balloon to every participant on the outside of the circle and ask them to blow up their balloon: (this can be done before you start the activity if you have a smaller group). Explain that the balloons represent children and youth in the community. Invite participants to place their balloons on the web. What happens? Usually some of the balloons stay on but not all. Some of the smaller ones may fall through the gaps or roll off the edges. Explain that this is similar to children and youth. Some young people need more supports than others, and even with all of the strands of the web, some young people can still be vulnerable. Ask the group to identify some groups of young people who may not be fully supported. Is this the same for boys and girls? What are all the groups of young people in your community? Are there young people who are more vulnerable or left out?

Explain that while more children and youth are supported now, things are always changing. For instance, many parents aren't able to find work in the community after the factory closed down. Put some pressure on the web or shake it a bit to represent these changing conditions. What happens? Usually one or more of the balloons that was safely supported on the web will fall to the ground. Explain how these changing factors can put young people at risk.



WEB OF PROTECTION ACTIVITY, THAILAND

COLOMBIA-TAKING CARE OF YOUR BALLOON



Before the activity started, we asked young people to blow up a balloon, draw a face and a name, and identify who this child was in their life.

This helped young people to identify with the balloons as children. Each youth was then asked to "take care of their child" by playing a game to keep the balloon in the air.

This tool can be related to the importance of engaging children, youth and communities in the planning, implementing M&E processes

Next, ask the group to identify things that are negative, risky or dangerous to children and youth. As the group identifies these factors take the scissors and make cuts to the web. These scissor cuts represent the places, spaces, activities, behaviours and actions that present challenges that young people need to be protected from or negatively affect the health and well-being of children and youth such as domestic violence, lack of education, hazardous labour and adults not listening to young people.

After you have made several cuts to the web, watch what happens. Usually several more balloons will fall to the ground. Discuss how this relates to their reality. How are young people in their communities currently experiencing these challenges? Now ask the group to identify strategies to strengthen or re-build their web of protection. Remind them to be innovative and think outside the box! For instance, working together to move the strings of the web may help keep some of the balloons in the air. This is similar to working together in the community!

After the group has finished, provide some summary comments. Relate the activity to the importance of engaging children, youth and communities in the planning, implementation and M&E process. Suggest potential resources in the community to respond to identified needs of the young people.

LEARNING EXAMPLE: COLOMBIA - LIVE IT UP



After the web was complete, we broke into smaller groups to create skits that illustrate the relationship between youth and their friends/or the adults of the community. Each group was asked to do one scene where the relationship is positive and another where it is negative.

After each group had a chance to perform, we had a debrief on the skit and encouraged others to comment on how likely this situation would be.

Young people enjoyed the activity, and it gave us the opportunity to see the complexity of their relationships in more detail.

Wrap up the activity by asking the group the following reflective questions:

- What did you learn from this session?
- Is there anything you learned that was new or that you were unaware of?
- Was there information shared that you would like to work on together with other young people? How?

If you are closing the session at this point, thank everyone for coming and establish a time for your next activity or clarify next steps.

FOLLOW UP

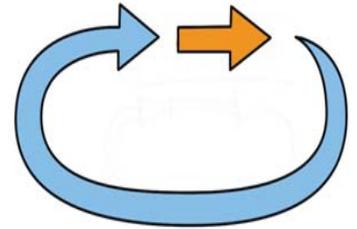
Following each activity, the facilitators and notetaker should sit down together to share and review notes and observations. Information to be captured includes:

- The total number of participants
- The number of girls and boys, and their general ages
- Any other relevant contextual information about participants: name of school, neighbourhood, community or ethnic backgrounds of participants
- Any contextual factors that may have affected the session, including external events (e.g. an event that immediately preceded the session)
- Detailed notes of what was said including precise quotes and language
- Topics, issues and themes that emerged
- Any significant differences in opinion or priorities, and whether these differences fell along gender, ethnic, age or other lines
- Observations of interactions or body language
- Questions to take back to the group for clarification
- Any concerns identified by the facilitators or notetaker

One person should take responsibility for taking the notes and observations and transcribing them into a format that can be shared (e.g. Word document). If appropriate, these documents could be posted on a confidential shared workspace.

Conclude the follow up by clarifying next steps, timeline and responsibility amongst the facilitators, notetaker and others who might be involved.

Remember to follow-up with participants afterwards to make sure they are doing okay



TOOL #2: CHILD PROTECTION COMMUNITY RAINBOW

(Adapted from Derek Peterson's Integrative Youth Development)¹⁵



Time for Activity:	2 hours
Participants:	Children and youth
Suggested number of participants:	5-25
Suggested age of participants:	12 and above
Materials:	Flip chart paper Pens and markers Copies of Community Profile Copies of Community Rainbow Chart (Optional)
Suggested number of facilitators:	1-2 facilitators and 1 notetaker
Preparation time (facilitators only):	20 minutes
Time for post-activity documentation (facilitators and notetaker):	1 hour

INTRODUCTION

This activity builds on the groundwork laid using Tool #1 (Web of Protection) and supports young people to go deeper in their learning and thinking about the issue of child protection and the many factors that affect their protection. Combined with Tool #1, it will enable you to develop a strong understanding of how young people define the risks and protective factors in their communities – knowledge that is critical to ensuring accountability to young people in the design, implementation and M&E of child protection services, programs and systems.

OBJECTIVES

To create a supportive, safe and fun environment in which young people can think and learn about child protection and the many different factors that make up the child protection system, including the strengths they can draw on in their peer groups, families and community

To engage young people in identifying and defining a detailed list of key challenges (risks) and strengths (protective factors) for children and youth in their community pertaining to the full spectrum of the child protection system

HOW CAN THIS ACTIVITY AND THE DATA GATHERED THROUGH IT BE USED TO STRENGTHEN CHILD-CENTRED ACCOUNTABILITY?

By giving young people the opportunity to learn and think about child protection, they will be better equipped to participate in their community and within the child protection system, to advocate for, and assess the services and rights they need to ensure their protection.

Young people's definition of risks and protective factors identified during this session can be used to inform and be integrated into the development of indicators for international, national and local organizations when monitoring or evaluating the state of child protection in a given community or country, as well as in the M&E of child protection services or programs.

The overview or "snapshot" provided by young people of the current strengths and challenges in their community can contribute to baseline data.

Priorities identified by young people in this session can inform communities' and organizations' child protection services and programs with respect to design, allocation of resources and the elaboration of outcomes.

What is the Child Protection Community Rainbow?

Strengths and challenges (or risks and protective factors) facing children and youth are considered within the full spectrum of the child protection system, as represented by the different colours of the rainbow. These include:

Red: Laws, legislation, regulations and policies (e.g. Child Protection Act)

Orange: Cultural practices and norms (e.g. going to mosque, early marriage)

Yellow: People and partners (e.g. NGOs, parents, friends)

Green: Caring for carers - support for carers (e.g. social assistance programs, support networks)

Blue: Tangible supports- places, spaces and activities (e.g. school, church)

Indigo: Intangible supports- values and behaviours (e.g. respect for elders)

Violet: Child and youth engagement (e.g. child and youth councils)

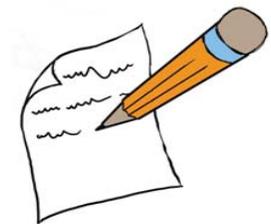
What should I remind participants about?

The rainbow represents the day-to-day reality of children and youth in their community.

What do I need to remember?

Be sure to remind participants about the findings from Tool 1: Web of Protection.

PLEASE NOTE!



This tool requires a relatively high level of literacy and/or education. If working in a community with low literacy or with younger children, consider adapting Tool #1 to incorporate some aspects of this tool.

Also please note that it is not recommended to use this tool without Tool #1, as the Web of Protection helps build a foundation of understanding amongst participants with respect to the complexity of child protection systems.

Create a shared understanding about child protection strengths and challenges

Facilitating the Child Protection Community Rainbow

To open the session, facilitate an experiential activity to create a welcoming relaxed atmosphere. See Appendix D for examples of experiential activities.

Explain to participants that this activity is focused on creating a shared understanding about child protection strengths and challenges (child protection risks and protective factors) that young people and their families face in their community.

Split participants into small groups and ask them to identify a community to focus on for this activity (ideally their own community).

Encourage participants to create a brief overview of their community. The community profile in Appendix B provides some questions to consider. The group may not have all of the answers, but don't worry, they can be filled in over time. It can be a great way to encourage young people to ask adults more about the community.

Once the group has gathered information about their community, ask participants to consider what the situation is like for children and youth in their community.

Explain to participants that you would like them to create a community rainbow of child protection. Each colour represents a different element of keeping young people safe, and for each colour you want them to consider three protective factors and three risk factors that children and youth face in their community.

	Protective Factors (+)	Risk Factors
Laws & Legislation		
Cultural Practices		
People and Partners		
Caring for caregivers		
Tangible Supports		
Intangible supports		
Engagement		

Participants may want to capture this in chart format or in other creative ways.

When finished, invite participants to present their ideas to the larger group and discuss.

Wrap up the activity by asking the group the following reflective questions:

- What did you learn from this activity?
- Is there anything you learned that was new or that you were unaware of?
- Was there information presented that can help you in your work? How so?

If you are closing the session at this point, thank everyone for coming and establish a time for your next activity or clarify next steps.

FOLLOW UP

Following the activity, the facilitators and notetaker should sit down together to share and review notes and observations. Information to be captured includes:

- The total number of participants
- The number of girls and boys, and their general ages
- Any other relevant contextual information about participants: name of school, neighbourhood, community or ethnic backgrounds of participants
- Any contextual factors that may have affected the session, including external events (e.g. an event that immediately preceded the session)
- Detailed notes of what was said including precise quotes and language
- Topics, issues and themes that emerged
- Any significant differences in opinion or priorities, and whether these differences fell along gender, ethnic, age or other lines
- Observations of interactions or body language
- Questions to take back to the group for clarification
- Any concerns identified by the facilitators or notetaker

One person should take responsibility for taking the notes and observations and transcribing them into a format that can be shared (e.g. Word document). If appropriate, these documents could be posted on a confidential shared workspace.

Conclude the follow up by clarifying next steps, timeline and responsibility amongst the facilitators, notetaker and others who might be involved.

LEARNING EXAMPLE: THAILAND - CREATING A COMMUNITY RAINBOW OF CHILD PROTECTION

In Thailand, we used the metaphor of a rainbow to build on the Web of Protection activity (Tool #1) and explore community child protection strengths, risks and vulnerabilities. In small groups, young people were asked to think about child protection strengths and “scissor cuts” (risks and vulnerabilities) across a rainbow of factors: red (laws and policies), orange (culture and tradition), yellow (people and partners), green (support for carers), blue (places, spaces and activities), indigo (values and behaviours) and violet (child and youth engagement). For each colour, young people identified 3-5 strengths and “scissor cuts”.



This activity helped young people think about the many aspects of child protection and reinforced the importance of a more holistic approach to child protection. The Child Protection Community Rainbow tool also helped highlight the importance of building from strengths to address protection risks.

COMMUNITY RAINBOW
ACTIVITY, THAILAND

TOOL #3: SOCIAL MAPPING



(Adapted from the International Institute for Child Rights and Development's *Circle of Rights*)¹⁶

Time for Activity: 2.5 hours

Participants: Children and youth

Suggested number of participants: 5-25

Suggested age of participants: 6 and above

Materials: Large sheets of paper for each child
Coloured markers/pens for each child
Camera

Suggested number of facilitators: 1-2 facilitators and 1 notetaker
(please note young children will require more support)

Preparation time (facilitators only): 20 minutes

Time for post-activity documentation (facilitators and notetaker): 1 hour

PLEASE NOTE!



This tool does not require literacy amongst its participants and thus is a very accessible tool that can be adapted to many different contexts, including use with younger children. It also opens up discussion for more sensitive topics.

INTRODUCTION

Understanding young people's lived experiences requires a nuanced understanding of how they engage with the world around them, the relationships in their lives, the places they spend time, the activities they engage in and their perception of safety and risk in their community. Social Mapping provides a way for young people to not only talk about, but show their experience in very tangible terms. It is another entry point to identify what the challenges (risks) and strengths (protective factors) facing young people in a community and link these with places of risk and/or places of safety. The activity can also enable discussions about more sensitive topics, such as risky behaviour, and should be handled carefully.

OBJECTIVES OF THE TOOL

To develop a more nuanced understanding of young people's lived experience in terms of: their engagement with people, places and activities; community strengths and challenges; and places, spaces, people and activities of safety and risk in the community.

To facilitate constructive dialogue among young people and have them map out how their community supports, protects and poses risks to them.

HOW CAN THIS ACTIVITY AND THE DATA GATHERED THROUGH IT BE USED TO STRENGTHEN CHILD-CENTRED ACCOUNTABILITY?

The understanding and insights gained from data emerging from this activity provide invaluable contextual information that help facilitators develop a more nuanced understanding of risks and protective factors young people identify in their community.

The activity can shed new light on aspects of the child protection system from young people's experience and perspectives. The experience and perspectives of young people, as articulated through this session, can be used to inform and/or strengthen child protection programs, services and systems with respect to their design, implementation and M&E.

The activity can serve as invaluable baseline data, providing a "snapshot" in time of a community. Maps can then be returned to in subsequent sessions to seek young people's input into whether or not there have been any changes in their lived experience with respect to child protection.

Young people can be actively engaged in sharing results with stakeholders and decision makers to inform change. Organizing stakeholder meetings, connecting with the media or spreading a message through social media are examples of possible strategies.

What should I remind participants about?

It is not important to draw an accurate map. This is a chance for participants to share the story of their day-to-day lives.

It is not important for young people to get it "right". This tool is an opportunity for deep learning and reflection. It helps create space for understanding.

What do I need to remember?

- **Allow enough time.** The actual mapping may only take an hour but more time will be needed to allow children and youth to present their maps. The presentations are crucial for you to understand the meaning behind the drawings.
- **Use the tool as a learning opportunity.** Suspend judgment, listen, learn and discuss
- **The maps are not representative of all young people.** Try to understand how different young people view their community.

Social mapping provides a way for young people to not only talk about, but show their experience in very tangible terms



What to remember...

Facilitating the Social Mapping Activity

Invite the participants to sit in a large circle, and open the session with a prayer or song.

Explain the plan for the day and the purpose of the mapping tool. Participants need to understand why you are asking them to draw a picture or map of their community, and they need to know what it will be used for. You want them to draw a picture of their community including the *places* they go, the *people* they see and the *things* they do. You want to learn more about their lives to help adults understand how young people see their community (“through their eyes”). Remind them that it is not important to draw an accurate map. This is a chance for them to share the story of their day-to-day lives.

Review the Community Agreement. Let the children and youth know that it is their choice to participate. If at any time they feel uncomfortable, they should feel that it is okay to let you know.

Divide the participants into small groups of five or six. You may want to divide the groups according to age or gender. Don’t be afraid to ask the children and youth how they think the groups should be organized. Will younger children have different maps? Will boys and girls?

Hand out the paper and pens and ask children and youth participants to write their age and gender on the top of the page but not their names.

Ask participants to close their eyes and imagine their community: ask them to think about where they *live*, what they *do* every day, *who* they see etc. After a few minutes, ask the groups to draw an outline of their community.

After a few minutes, ask them to draw the answers to the following questions. As you ask the questions, it may help to write them on flip chart paper for the children and youth to see:

- Where are the important places in your community? Why are these important?
- Where do you go every day/every week? E.g. buildings, outdoor spaces, religious spaces?
- Where are the people that are important to you? Who are they? What do they do?
- Where do you go to play? What do you do there?
- Where do you learn important behaviours and values? Who helps you with this?
- Are there opportunities for you to be involved in decision making in your community? If so, where and with whom?

LEARNING EXAMPLE: BRAZIL- CREATING CHARACTERS TO ANIMATE THE SOCIAL MAP



FICTITIONAL SPIDER CREATED BY
BRAZILIAN YOUTH TO ILLUSTRATE
WELL BEING

In one site in Brazil, two fictional characters, a boy and a girl, were drawn up on large flip-chart paper and introduced to the young people. The young people were asked to give each character a name and then attribute positive characteristics fitting to each gender (this provided an understanding of the qualities and traits of a young person that they admire and respect). We then asked young people to “show” these characters around the community. We asked the same questions as the social mapping activity, but rather than drawing the responses, young people were asked to describe them. There was a lot of debate around where the safe and good places to take these new friends might be and what not to show them about the community (e.g. dangerous or risky places). Young people developed a real affinity for the characters. It was a great way for researchers to learn more about the community from young people’s perspectives.

Once they write down or draw the answers, play a fun game with the young people to get them moving around. Ideally, link the game to safe and dangerous places.

After the participants sit back down at their maps, ask them prompting questions to encourage deeper engagement:

- What do you like best about your community?
- Where are the safe/dangerous places in your community?
- What are the dangerous or risky behaviours or activities in your community?
- Are there attitudes or beliefs in your culture or faith that are risky to you? What are these?
- Are there risky people?
- Who do you go to for help?
- Where are the young people that are left out? Who are they?
- Where do boys and girls do separate activities? What are they?

Please note: you may need to simplify the questions for younger children.

Ask the young people to circle the three places that they like to go the most. Give the group a few minutes to complete this activity.

Next ask the young people to put an X beside the three places that are the most risky. Give them a few minutes to complete this.

Facilitators should walk around during this time and ask some of the groups to tell them stories about their maps.

Once everyone is done, invite the participants to sit back in the circle to present their maps. It is important to encourage young people to tell their stories; this is where you will get rich information. Be sure to ask the young people for clarification when needed. Try to understand the “why’s” that emerge (such as why something is important or why it is risky). In your documentation, collect information on the key strengths that young people identify in their community as well as the risks or challenges and make a list of the types of people and places they identify in their maps and the common themes that emerge.

Collect information on the key strengths that young people identify in their community as well as the risks or challenges

LEARNING EXAMPLE: THAILAND - MAPPING CONTRIBUTES TO PROJECT PLANNING

During a social mapping activity, children in Klong Toey were asked to identify people and places that were important to them. Children identified the local 7-11 (convenience store) as an important place in their community. Rather than disregarding this information, we asked the children to tell us why the 7-11 was important to them. The children said: “The 7-11 is open 24 hours a day and there is always someone there. If anything goes wrong in our community, we know we can always go to 7-11.” This information is helpful for community planning because it can inform the projects we fund; for example, in this instance, the community could create an alternate safe space for children to the 7-11 or engage and support 7-11 staff as part of the protection system.



THAI CHILDREN IDENTIFY 7-11 AS KEY PLACE IN THEIR COMMUNITY

Wrap up the activity by asking the group the following reflective questions:

- What did you learn from this tool? Were there any surprises?
- Were there some places that many young people drew pictures of?
- Who were the special people and where were the special places? What made them special?
- Were there some important places you did not draw? Why?
- Did you like this tool? Why or why not?

If you are closing the session at this point, thank everyone for coming and establish a time for your next activity or clarify next steps.

FOLLOW UP

Following the activity, the facilitators and notetaker should sit down together to share and review notes and observations. Information to be captured includes:

- The total number of participants
- The number of girls and boys, and their general ages
- Any relevant contextual information about participants: name of school, neighbourhood, community, or ethnic backgrounds of participants
- Any contextual factors that may have affected the session including external events (e.g. an event that immediately preceded the session)
- Detailed notes of what was said including precise quotes and language
- Topics, issues and themes that emerged
- Any significant differences in opinion or priorities, and whether these differences fell along gender, ethnic, age or other lines
- Observations of interactions or body language
- Questions to take back to the group for clarification
- Any concerns identified by the facilitators or notetaker

One person should take responsibility for taking the notes and observations and transcribing them into a format that can be shared (e.g. Word document). If appropriate, these documents could be posted on a confidential shared workspace if appropriate.

Conclude the follow up by clarifying next steps, timeline and responsibility amongst the facilitators, notetaker and others who might be involved.

LEARNING EXAMPLE: BRAZIL- INDIVIDUAL MAPS



Instead of making maps in small groups, youth worked on individual maps. This allowed for a deeper exploration of young people's personal perspectives, but it took longer to present the maps back to the group.

In Chiang Rai, Thailand, young people applied technology to help map their perceptions of community. Using smart phones, young people used an application called PoiMapper to capture images of child protection safety, risk and vulnerability. Through PoiMapper technology, images were then uploaded to an online community map where precise locations were highlighted alongside the images and text from young people further describing their perspectives. In this technology-adapted social mapping activity, young people took images that represented the following:

- 1) safe places for children and youth
- 2) risky places
- 3) places children like to go
- 4) places children don't like to go
- 5) people children trust
- 6) services for children (e.g. school, health care, recreation, protection)
- 7) places where there are especially vulnerable groups
- 8) places where young people can safely use Internet
- 9) places where youth engage in risky behaviour (e.g. drugs, gangs)
- 10) places where there is safe housing for young people, and
- 11) places where young people have access to positive cultural and traditional activities (e.g. festivals, religious ceremonies, dances, celebrations)



YOUTH USING POI MAPPER TOOL

In cases where young people did not feel safe to take pictures, they identified general locations on the map through an online version of PoiMapper. Some key child protection challenges identified through this activity included: statelessness, trafficking, drug abuse and power relations between children and youth. Key strengths identified include: the availability of free Internet access through the local authority offices and libraries, the importance of temples in preserving culture and opportunities for alternative education. While the PoiMapper is still being piloted in the child protection context, mobile technologies like PoiMapper can help local governments to visualize a community child protection map and use this as a tool to dialogue with children and key adults to develop viable solutions. As described by a youth participant in Pattani,

“Poi Mapper could benefit children. For example, if we say a place is risky and adults didn't know, the situation could get better for children.” Another Pattani youth indicated, “This can be a tool to hold governments accountable. Local governments are not local people. They get appointed here. They don't know the area. This can help.”

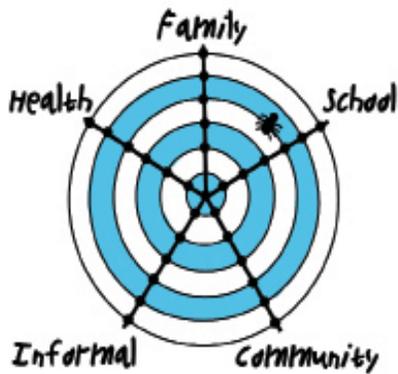
Important Considerations

When applying PoiMapper and other mobile technologies, discussions with young people about the relevance and appropriateness of the tool are critical. For example, when discussing the appropriateness of the PoiMapper technology in Pattani, a province affected by armed conflict, one young person said: “It's a good tool, but we have to see if it is appropriate according to the situation....In Pattani it could be possible to work in a community that you are close to or trust, but you need to be careful. It might not be safe to identify risky places or things related to military. They may think we are the opposition trying to stir up trouble. If there wasn't a conflict here we would use it.” Young people in Chiang Rai also expressed some reservations about sharing certain information with local authorities. They felt that local government and other adults could use the information gathered through Social Mapping and the PoiMapper to crack down on illegal migrants (of which many of the participants were) or target areas of safety to recruit/abduct children for child trafficking and other child protection concerns.

Despite these concerns, young people also identified how the tool could be used and adapted, and offered solutions to help ensure their safety. For example, youth in both Pattani and Chiang Rai reiterated the importance of seeking permission and support from local authorities before using the PoiMapper Tool. In Pattani, young people also suggested the online version of Poi Mapper be used in high risk areas such as conflict to help ensure user safety and anonymity. Rather than identifying specific places as areas of risk (e.g. Happy Surfing Internet Café, GPS Location 25.98752 – N 099.84545-E), youth participants felt the identifier should be more general (e.g. Internet café on x street or community). While this would not explicitly identify places of risk or vulnerability, it would provide local authorities with a general overview of community risks for children and youth while still maintaining protection for child and youth participants.

TOOL #4: CHILD AND YOUTH ENGAGEMENT SPIDERGRAM

(Adapted from *Save the Children's Spider Tool, 2004*)¹⁷



Time for Activity:	1.5 hours
Participants:	Children and youth
Suggested number of participants:	5-25
Suggested age of participants:	12 and above
Materials:	2 large sheets of paper Coloured markers/pens
Suggested number of facilitators:	1-2 facilitators and 1 notetaker
Preparation time (facilitators only):	20 minutes
Time for post-activity documentation (facilitators and notetaker):	1 hour

INTRODUCTION

There can be great variation between the perception of adults and young people with respect to the degree of participation young people have in the different areas of their lives (e.g. home life, school life, community, etc.) Asking young people for their perception of the degree to which they participate and engage within their community can provide valuable insights into their lives and help identify areas where this participation could be strengthened.

PLEASE NOTE!



This tool requires a relatively high level of education and/or capacity for concentration

OBJECTIVES OF THE TOOL

To understand young people's perspective about their level of engagement and participation in the different aspects of their lives and community

HOW CAN THIS ACTIVITY AND THE DATA GATHERED THROUGH IT BE USED TO STRENGTHEN CHILD-CENTRED ACCOUNTABILITY?

Having the opportunity to reflect on their participation in the different aspects of their lives and community can empower young people to identify targets, goals and strategies for enhancing their participation. It can also help facilitators and other actors in the community to work with young people to identify strategies for enhancing their participation in the different domains of their lives and communities, including making existing opportunities for participation more relevant and/or meaningful for young people.

The activity can serve as baseline data, providing a "snapshot" in time of young people's participation in their community. The spidergram can then be used to measure and/or assess any changes in their lived experience with respect to participation.

Through this activity, young people can be engaged to develop indicators of participation, which can then be used by other sectors to assess any changes in participation.

What should I remind participants about?

The rating of 4 is not always best. It is up to the participants to decide what their ideal level of engagement is.

What do I need to remember?

Work with young people to achieve consensus.

The richness of the tool comes from the discussion and dialogue.

This tool can be used to initiate a discussion about where child participation is currently at in the community or within various institutions to help identify strategies to increase participation and monitor it in the future.



What to remember...

GRAPH TO MEASURE YOUNG PEOPLE’S PARTICIPATION IN THEIR EVERYDAY LIVES

The following graph lays out young people’s participation in five areas of their lives: families, school, community, health and informal education. While facilitating the activity you will be asking young people to explain their levels of participation in these areas of their lives. Next to each area is a description of a rating from 1 through to 4.

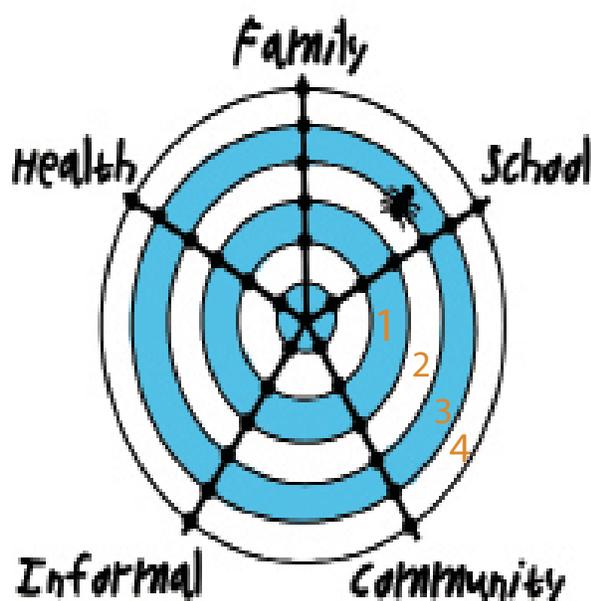
The graph includes examples of how areas of participation were defined by young people in the CAPE project. What appears in the chart you use is best determined with participants themselves through conversation. The chart below is included as an example.

	No participation (1)	Limited participation (2)	Moderate participation (3)	Comprehensive participation (4)
Opinions heard within families	Parents never consult young people on their views	Parents select who to consult (e.g. older adolescent boys)	Parents consult adolescent boys and girls on some decisions	Parents regularly consult their young people on family decisions
Opinions heard at school	Teachers never consult students on school methods	Teachers consult students on rare occasions	There are no regular mechanisms to consult students, but they are heard on important occasions	Child-centred teaching methods are mandatory at all schools
Community (leisure activities)	Students are never involved in anti-bullying activities	Students discuss the bullying phenomenon	Students are consulted in anti-bullying mechanisms implemented by the school board	Students are consulted, propose and implement anti-bullying activities
Health services	Adolescents are never consulted on health policies, programs and services	Adolescents are consulted on certain aspects of health services but do not participate in decision making processes	Adolescents are consulted and participate in some health services decision-making processes	Adolescents are consulted, participate, monitor and evaluate health services
Informal education (e.g. computer courses)	Young people do not participate in any community activity on education, culture, leisure or sports	Young people are engaged in a few activities on education, culture, leisure or sports	Young people are engaged in some activities on education, culture, leisure or sports	Young people are engaged in as well as monitor and evaluate activities related to education, culture, leisure or sports in their community

The Spidergram can help young people to identify areas where their participation can be strengthened

Facilitating the Spidergram

1. Explain that, in this context, the spidergram is used to assess how children and youth are engaged in various areas of their lives. This tool helps visualize where the community is in terms of young people's participation and where young people want to go.
2. Draw a spidergram (see diagram below), explaining that each spoke of the web represents one area. For each area you will identify how young people are engaged on a scale of 1-4. (1=not at all and 4=fully). 1 is located close to the center of the web with the numbers increasing as you move outward. Explain that 4 is not necessarily the best. They need to decide what level works best for them.



3. Explain to participants that you want to measure how they participate in their daily lives. Ask them to consider the following different areas of their lives:
 - Family
 - School
 - Community
 - Health
 - Informal (recreation, non-formal education)
4. Write down these areas of their lives at the end of the spokes of the spider web.
5. Ask young people if there are additional areas of their lives they would like to talk about. If so, add these to the spokes in the web (there should be one spoke in the web for every area).

6. Once you have collectively determined where participants feel their level of participation lies for each area, you can plot this on the corresponding axis of the spider web.
7. After each area has been considered connect the dots and shade in the centre.
8. Now revisit the spidergram. For each area, ask participants to consider where they would like to be in 12 months. Plot this on the spidergram, in a different colour and identify strategies on how it can be achieved.
9. Wrap up the activity by asking the group the following reflective questions:
 - What did you learn from this tool?
 - Were there any surprises?
 - Are there areas of your life that you want to have more of a voice or better ways to participate? How can we work together to do this?
10. If you are closing the session at this point, thank everyone for coming and establish a time for your next activity or clarify next steps.

LEARNING EXAMPLE: THAILAND - MEASURING CHILD AND YOUTH ENGAGEMENT

In Thailand, we used the spidergram to measure the degree of child and youth engagement from the perspective of young people across a variety of areas in young people's lives including:

- family
- school
- community
- activities related to education, culture, leisure and sport
- local government
- policy and program development and budget allocation
- input into government and child and youth organizations services
- access to media and information communication technology to communicate

In Pattani, the issue of safety and security was also added because participants indicated that security highly affects one's ability to participate in any elements of the spider web. In the second round of workshops, participation in non-governmental organizations was also added based on feedback from child protection organizations.



SPIDERGRAM ACTIVITY IN THAILAND



SPIDERGRAM ACTIVITY IN BRAZIL

FOLLOW UP

Following the activity, the facilitators and notetaker should sit down together to share and review notes and observations. Information to be captured includes:

- The total number of participants
- The number of girls and boys, and their general ages
- Any other relevant contextual information about participants: name of school, neighbourhood, community or ethnic backgrounds of participants
- Any contextual factors that may have affected the session, including external events (e.g. an event that immediately preceded the session)
- Detailed notes of what was said including precise quotes and language
- Topics, issues and themes that emerged
- Any significant differences in opinion or priorities, and whether these differences fell along gender, ethnic, age or other lines
- Observations of interactions or body language
- Questions to take back to the group for clarification
- Any concerns identified by the facilitators or notetaker

One person should take responsibility for taking the notes and observations and transcribing them into a format that can be shared (e.g. Word document). If appropriate, these documents could be posted on a confidential shared workspace.

Conclude the follow up by clarifying: next steps, timeline and responsibility among the facilitators, notetaker and others who might be involved.

TOOL #5: PROTECTION CASE SCENARIOS

Time for Activity:	1-2 hours
Participants:	Children and youth
Suggested number of participants:	5-25
Suggested age of participants:	12 and above
Materials:	Large sheets of paper and pens
Suggested number of facilitators:	1-2 facilitators and 1 notetaker
Preparation time (facilitators only):	30 minutes
Time for post-activity documentation (facilitators and notetaker):	1 hour



INTRODUCTION

A case scenario is a hypothetical story that resonates with people because it discusses themes they may be able to relate to. Rather than a question and answer session or an interview with one person, this is a space for participants to collectively and creatively speak to each other about a certain issue. While it is important that individuals share perspectives, this format also allows the group to critically discuss issues, including sensitive issues or topics, without having to make it “personal”. It is not important for the facilitator to offer opinions or share what they feel is “right” or “wrong”. Rather, this is an opportunity to explore young people’s perspectives through listening.

OBJECTIVES OF THE TOOL

To create a safe environment in which young people can safely explore their perspectives of risk and abuse, including sexual abuse and exploitation.

HOW CAN THIS ACTIVITY AND THE DATA GATHERED THROUGH IT BE USED TO STRENGTHEN CHILD-CENTRED ACCOUNTABILITY?

By giving young people the opportunity to reflect upon and discuss risk and abuse, they can become more empowered with respect to their rights and awareness of the issue.

The understanding and insights gained from data emerging from this activity provide invaluable contextual information which can help facilitators develop a more nuanced understanding of the issues of risk and abuse, including sexual abuse and exploitation, in a community.

PLEASE NOTE!



This exercise can raise some subject matter that is upsetting for some young people. Please review the full range of ethical considerations prior to conducting this activity.

During the session, watch closely to see if anyone is being triggered and move quickly to provide support immediately. Then follow up after the activity in a confidential manner.

Remind participants that they do not have to share anything that they do not want to

The perspectives of young people on risks and abuse, as articulated throughout this session, can be used to inform and/or strengthen child protection programs, services and systems with respect to their design, implementation and M&E indicators.

What should I remind participants about?

You do not have to share anything that you do not want to.

You may ask participants for more details to more fully understand their thoughts and feelings about certain topics.

The stories you will present today are fictitious and are meant to encourage conversation.

What do I need to remember?

Subject matter can be upsetting for some young people. Watch closely to see if anyone is being triggered. Be sure to support them immediately as well as after the activity. Review Section 4 on Ethical Considerations before conducting this activity.

Feel free to ask your own questions that relate to the themes, the strengths and the challenges that you have learned from the young people in this or other sessions.

It is not your role to offer solutions but to encourage young people and the community to come up with solutions of their own and to connect these children and youth with supportive adults!



What to remember...



THAI YOUTH DISCUSS
CASE STUDIES

Facilitating the Case Scenarios

1. Invite the young people to sit in a large circle and open the session with a prayer or song, as appropriate.
2. Revisit the ethical issues with the young people, making sure that they understand that they do not need to participate if they do not feel comfortable.
3. Identify the resources or support people available to the participants both in the group and in their community whom they can speak to after the session should they want to. Remind them of the support people they identified through the Social Mapping activity.
4. Next, present two stories about imaginary young people. Present them one at a time and then ask the young people to discuss: *What do you think about what is happening in this story? What should happen next and why?*

If you have a large group, you may want to split them into smaller groups so that everyone has a chance to speak. Be sure to have one researcher/notetaker in each group to record the conversation.

Listen to young people as they share their ideas. Ask qualifying questions if you do not understand their perspectives, but try to avoid offering your opinion.

CASE STUDY SCENARIOS

CASE SCENARIO 1: Maria is 13 years old. She is a good student. She has met a 20 year old man with whom she has started a relationship.

CASE SCENARIO 2: Sofia has been living with her mother and her mother's boyfriend since she was 9 years old. She is now 13 years old and has shared with her friend that her mother's boyfriend has been abusing her since he moved in.

Case studies allow participants to discuss sensitive issues without making it "personal"

Ask questions to understand young people's perspectives, but try to avoid offering your opinion

Once everyone has had a chance to share, ask the group to discuss the following questions:

- When do youth normally start sexual relationships?
- When is it sexual abuse and when not?
- What part do men/women play in sexual relationships? What power do women have to have protected sex?
- What happens when there is sexual abuse in the community? Do people disclose sexual abuse to authorities? (Explore the role of the formal and informal in protection against sexual abuse).
- What are the causes of sexual abuse? What role does the media/Internet play?
- Do you think girls wearing provocative clothing contributes to sexual abuse (growing sexualisation of childhood)? Do they get into more trouble?

5. Once the groups have finished discussing these questions, invite them to sit in a circle and play a game or perform a skit about something that emerged from the discussion. Thank the participants for sharing their thoughts and ideas.

6. Explain that you will spend some time pulling together all of the information you have learned from them and will come back soon to share that information with them, to check if you heard them correctly.

7. Wrap up the activity by asking the group the following reflective questions:

- What did you learn from this tool?
- Were there any surprises?
- What kind of support would you like to see provided for Maria and Sofia?

If you are closing the session at this point, thank everyone for coming and establish a time for your next activity or explain next steps.

FOLLOW UP

Following the activity, the facilitators and notetaker should sit down together to share and review notes and observations. Information to be captured includes:

- The total number of participants
- The number of girls and boys, and their general ages
- Any other relevant contextual information about participants: name of school, neighbourhood, community or ethnic backgrounds of participants
- Any contextual factors that may have affected the session, including external events (e.g. an event that immediately preceded the session)
- Detailed notes of what was said including precise quotes and language
- Topics, issues and themes that emerged
- Any significant differences in opinion or priorities, and whether these differences fell along gender, ethnic, age or other lines
- Observations of interactions or body language
- Questions to take back to the group for clarification
- Any concerns identified by the facilitators or notetaker

One person should take responsibility for taking the notes and observations and transcribing them into a format that can be shared (e.g. Word document). If appropriate, these documents could be posted on a confidential shared workspace.

Conclude the follow up by clarifying: next steps, timeline and responsibility among the facilitators, notetaker and others who might be involved.

LEARNING EXAMPLE: COLOMBIA - CASE SCENARIOS TO EXPLORE SENSITIVE ISSUES

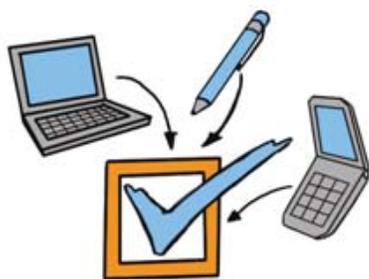
In Neiva, we realized the importance of the case scenarios in addressing a sensitive topic like abuse. While the story needed to be realistic so that young people could relate to the situation, it was also fictitious, which made them more comfortable talking about an issue that was clearly real to them, particularly the girls.

To cover different aspects of abuse without youth having to share personal experiences, it was important to develop a story of abuse that dealt with abuse within the family, and another of abuse that was external to the home. Girls shared stories about how powerless they felt and how they may be forced into abusive relationships because of neglect by parents. They also talked about the lack of safe places and people in their communities to deal with cases of abuse. This was particularly difficult when abuse came from stepfathers, given mothers' reluctance to denounce it. In facilitating this session, it was also critical to identify people beforehand with whom the youth can follow up to deal with issues that may have been brought up as a result of the scenarios.

Encourage young people and the community to come up with solutions of their own and to connect these children and youth with supportive adults



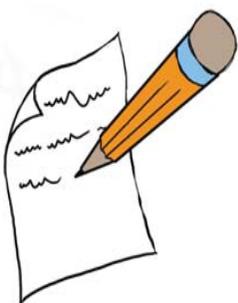
YOUTH IN COLOMBIA DISCUSS ISSUES OF SEXUAL ABUSE AND EXPLOITATION



TOOL #6: CHILD RISK, PROTECTION AND VULNERABILITY SURVEY AND POIMAPPER APPLICATION

- Time for Activity: 1-2 hours
- Participants: Children and youth
- Suggested number of participants: flexible
- Suggested age of participants: 12 and above
- Materials: Survey forms or online surveys
Pens
Smart phones with PoiMapper application (optional)
Computer to collate Poi Maps
- Suggested number of facilitators: 1-2 facilitators and 1 notetaker
- Preparation time (facilitators only): 10 minutes
- Time for post-activity documentation (facilitators and notetaker): 1-5 hours to compile the data (depends on size of group and survey format)

PLEASE NOTE!



This survey requires a relatively high level of literacy and/or education levels. Please also note the survey needs to be piloted in, and potentially adapted to, each context to ensure the questions are easily understood and culturally relevant

INTRODUCTION

Surveys can be helpful instruments to collect individual-level, quantitative data. Having this type of data can be very helpful when lobbying for change. It can serve as a “snapshot” in time of child well-being, contributing to a rich data source about the experience of young people in a given community when combined with qualitative data, while PoiMapper can help you to gather rich visual data around the emerging themes.

OBJECTIVES OF THE TOOL (S)

To understand what individual young people perceive as the protective factors, risks, and vulnerabilities in their community

To gather individual data that can be compiled and disaggregated to demonstrate community child protection strengths and gaps, and identify areas for intervention

To obtain quantitative data that can be used by young people to communicate their views with decision makers

HOW CAN THIS ACTIVITY AND THE DATA GATHERED THROUGH IT BE USED TO STRENGTHEN CHILD-CENTRED ACCOUNTABILITY?

The survey and Poi Map can contribute to a rich data set that can be used as baseline data about child protection, risk and vulnerability in a community.

The survey and Poi Map can be used as a pre- and post-program/intervention survey, to assess any changes to which a program or service may have contributed in the lives of young people. Please note: if using this survey or Poi Maps as a pre- and post-program survey, care will have to be taken to ensure the tracking of respondents while maintaining confidentiality.

It is possible to conduct the survey on paper or electronically using computers or other technology, depending on your needs and available resources.

What should I remind participants about?

This is not a test, but rather a means to capture everyone's ideas and feelings to draw a portrait of your perspectives.

Be honest in your answers and focus on the present.

You do not need to record names to ensure that everyone remains anonymous.

Explain what will be done with the results of the questionnaire and how the information will be used.

What do I need to remember?

This survey isn't a test being delivered at school. Try to make the activity light and fun.

Some of the questions may be difficult to answer. Make sure that someone is there who can answer questions if respondents need clarification. Consider reading the questions out loud to ensure that everyone understands the questions.

Observe the group closely. Does anyone feel uncomfortable with completing the survey? If so, ensure to support or follow up after the session.



What to remember...

LEARNING EXAMPLE: THAILAND - PRESENTING THE INFORMATION BACK AS A GROUP

In Pattani, once the young people completed the survey, they compiled the information and created a graph to represent all the participant responses for Part Two of the survey. When young people asked to help compile the data, we had a discussion about privacy and confidentiality, and everyone's right to individual perspectives and ideas. We also discussed the importance of not judging people. During compilation, rather than reading out each question, young people read out only the question number.

Upon reflection, young people enjoyed working together as a group and enjoyed taking on different leadership roles. While this strategy worked with this group of young people, we do not recommend that this be a standard practice. The information gathered is sensitive, and participants need to feel very comfortable about sharing their answers with one another.



THAI YOUTH DISCUSS DATA COLLECTED



Thai youth identify risky local playground using Poi Mapper technology

Facilitating the Survey

1. Invite the young people to sit in a circle and open with a prayer, song or game, as appropriate.
2. Revisit the ethical issues with the young people, making sure that they understand that they do not need to participate if they do not feel comfortable. Remind them it is their choice and they can say no at any time.
3. Identify the resources or support people available to the participants both in the group and in their community whom they can speak to after the session should they want to. Remind them of the support people they identified through the Social Mapping activity.
4. Explain to the group that a questionnaire is a tool to help you better understand the sources of risk, protection and vulnerability in young people's lives from their perspective.
5. Distribute the survey.
6. Explain that there are three parts to the form.
7. The first part of the form asks some information about them – e.g. age, gender, community. You will not be asking them to list their names to ensure everyone's anonymity.
8. The second part of the form contains 35 statements. For each statement on the form, participants are asked to identify how they feel about the statement: strongly agree, agree, neutral (do not know), disagree, strongly disagree.
9. The third part of the form contains 10 questions. For each question, participants are asked to identify the top three examples that come to mind. Remind the group that spelling isn't important. It is their ideas and perspectives that matter.
10. Explain that you are asking each person to fill the form out individually as you want to know how each individual feels. Reinforce that each person's views are important and that these views will then be joined together to create a big picture of how young people feel about their community.
11. Reassure the participants that there are no right or wrong answers. Let them know that however they respond is okay. Ask participants if they have any questions.
12. Once all of the questions have been addressed, ask each participant to find a quiet place to sit to fill in the survey. Give participants some time to get comfortable.

ICT Option: If technology is available, young people could fill in the surveys through their phones, computer or online. Be sure someone is available to provide technical support and assistance. Also be sure to ensure confidentiality!

13. Give participants time to complete the questionnaire (for complete list of questions see Appendix C). Remind participants to complete all three parts. You may want to go through the survey part by part to ensure some participants don't get too far ahead.

14. Once the group has completed the survey, gather the forms. If you are not doing the Poi Mapping activity, close the session. Explain that you will summarize the information and present it back to the group. Remind the group that the information will be kept anonymous.

Facilitating the PoiMapper Activity

Once the surveys have been collected, ask the participants to break up into groups of boys and girls. The number of groups will depend on the number of cell phones with the PoiMapper applications available.

Ask them to think about the survey they have just completed and to collectively come up with the top five strengths or supports and the top five challenges or risks as a group. Remind the participants that the lists for each group can be different.

When the groups have agreed upon their lists, pass out the cell phones, one per group.

Demonstrate how the PoiMapper application works and then for each item on their list, ask the participants to:

- Take a photos of the item
- GPS mark the exact location of the item
- Enter basic text to identify why the item is a strength or risk
- Save or send the information on PoiMapper

If using phones that are difficult to enter text, ask the participants to number and write down the explanations on a piece of paper that they can enter once the images and GPS marks have been downloaded onto a computer. This is important, as it can be difficult to remember what each photo represents when looking at several photos. It is also important to capture the exact words of the participants to ensure accurate representation and minimize facilitator influence on the data. (Tip: To make the activity fun, set this up as a detective hunt in which youth become experts in the situations of their communities).

Upon completion of the PoiMapper activity, ask the participants to return the cell phones. Download the data and collate this information into collective Google Maps, and Excel spreadsheets that you can share with the participants and others and analyse qualitatively and quantitatively.

PLEASE NOTE!



Ensure that you discuss the pros and cons of using Poi Mapping with the participants before asking them to engage in this activity as it may create some safety and privacy concerns, e.g. not being safe to take photos in the community or groups using the information to clamp down on or target certain activities.

See Social Mapping discussion on Poi Mapping for more information on how it was used in CAPE (see page 55)



COLOMBIAN YOUTH TEAM
ANALYZE SURVEY FINDINGS



YOUTH PREPARED A PHOTO-GALLERY AT THE SAN JAVIER LIBRARY TO SHOWCASE PHOTOS ON THEMES OF CONCERN TO THEM: BOREDOM, BULLYING IN SCHOOLS, EDUCATION ON SAFE SEX, VIEWS ON GIRLS AND BOYS, ETC.

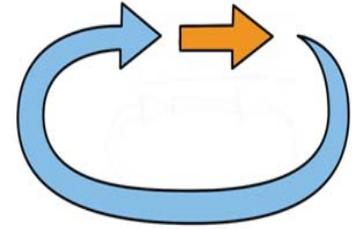
In Comuna 13, we worked with a group of youth to adapt, analyse and communicate a questionnaire on risk and protective factors. Two groups of youth were given 65 statements on risk and protective factors initially developed from general research on the topic. The two groups had a common task to discuss the relevance and clarity of each statement and reduce the number of questions. The two groups then came together to discuss the statements where there was disagreement. The discussion was very informative and explained why questions on self-esteem had to be kept, as they had to do with risk factors. In another instance, young people suggested that a question (on whether or not the police provided safety for the youth) was unnecessary, given that the answer was “obviously not”. In the end, the young people were able to reduce the number of statements to 36.

The survey was then distributed by the youth into the schools. Accompanied by community workers and given appropriate ethical approval from school authorities, in groups of two they distributed the questionnaire in Grade 10 classes. After receiving 217 completed questionnaires, one of the youth entered the results into an Excel spreadsheet. We then organized a session to analyze the results of the questionnaire with the youth. In facilitating this session, it was important to begin by clarifying the purpose of analysis. Before examining the results, we asked what youth expected the results to be, the emphasis being on dominant risk and protective factors. The focus of the following discussion was on the unexpected results.

After the analysis, we asked youth where they wanted to share the results of their findings. After realizing that they had rarely been provided with the opportunity to share their views with authorities, we spent some time talking about the different ways of communicating results and the potential strengths of each medium. Youth chose to present the results back to the school, using both statistics and “photovoice” to visually illustrate their findings. Photovoice is an approach to encourage participants to represent their community or point of view by taking photographs, discussing them together, developing stories to go with their photos, and conducting outreach or other action.

FOLLOW UP

Data processing and analysis can be greatly assisted by using the PoiMapper and online data analysis programs (e.g. Survey Monkey). Inputting data into programs such as this will enable you to easily engage in cross-data analysis (e.g. How did girls vs. boys answer question X? How did respondents who answered “very strongly agree” to question Y, respond to question Z?). Such programs also support you to easily generate graphs and charts, facilitating the sharing of data with others.



Please note you can engage young people in the data analysis process by presenting the PoiMapping results and their answers back to the group at a later date and facilitating a group discussion. This can provide rich insights into participants’ responses and provide critical contextual information for the data. If using an online program to analyze data, and if the facilities permit, project the information on an overhead screen. You can use the program to do data searches, as identified by them (e.g. How did the oldest participants answer question X?).

Wrap up the activity by asking the group the following reflective questions:

- What did you think about the questionnaire? What did you like/dislike?
- What did you learn from the tool? What was surprising?
- Do you think all children and youth would respond the same way to these questions? Why or why not? Who do you think would respond differently?
- Are there any questions that feel should be added to the survey to better understand how young people feel about their community?
- How might this survey help organizations and governments in their work?

One person should take responsibility for organizing the data into a format that can be shared (e.g. on-line, Word document). If appropriate, these documents could be posted on a confidential shared workspace.

Conclude the follow up by clarifying: next steps, timeline and responsibility among the facilitators, notetaker and others who might be involved.



TOOL #7: IN-DEPTH INTERVIEWS

Time for Activity:	1-2 hours
Participants:	Children and youth
Suggested number of participants:	flexible
Suggested age of participants:	10 and above
Materials:	Pen & paper and/or recording device
Suggested number of facilitators:	1
Preparation time (facilitators only):	10 minutes
Time for post-activity documentation (facilitators and notetaker):	20-40 minutes per interview (more if transcription is required)

INTRODUCTION

In-depth interviews are one-on-one sessions with young people that enable you to engage them in a deep conversation, ask questions regarding their daily lives and follow up on things you heard in other activities. They also enable you to explore the meaning of the stories they share in greater depth.

OBJECTIVES OF THE TOOL

To engage young people in a deep conversation about their lives, their experiences and their perspectives on child protection

HOW CAN THIS ACTIVITY AND THE DATA GATHERED THROUGH IT BE USED TO STRENGTHEN CHILD-CENTRED ACCOUNTABILITY?

The data from these interviews provides rich qualitative information that enhances your understanding of child well-being, strengths and challenges in a given community.

What should I remind participants about?

You are not asked to share anything that you do not feel comfortable about.

As a researcher you will be sharing what you learn in this project, but you will not attach the young person's name to any information.

As an adult, you have the responsibility to report any abuse that you hear of.

What do I need to remember?

Before the activity, review the interview questions, making necessary changes to account for local context, age of young person, gap areas or areas that you want to further focus on.

Subject matter can be upsetting for some young people. Watch closely to see if the young person is being triggered. Be sure to support them immediately as well as after the interview.

This in-depth interview should be conducted like a conversation with a young person. Avoid reading the questions out directly. Instead, let the young person lead the conversation, using the questions as a reference point for raising other issues if not addressed. By following the young person's lead, you will be able to glean greater meaning and contextual understanding of what it is they are saying.

Review the notes from the previous activities, identifying any gap areas or areas where you need further information.

Conduct the interview in a place where the young person feels safe and comfortable, ensuring their privacy is respected.

Facilitating one-on-one interviews

Start by checking in with the young person and having a light and open conversation. You may want to share something about your day and ask them to share something about theirs.

Take the time to explain about the interview process, what the young person should expect and how you plan to use the information. Reassure them that whatever they say will be held in confidence and will not be shared with others unless they share information about abuse, in which case you are obligated to report. (If you plan to use a recording device, be sure to inform the young person and obtain their consent.)

Remind the young person about the concrete supports that are available to them in their community and through the project, in case they need someone to talk to after the interview. Engage them in a discussion about who in their own life is supportive.



What to remember...

Use the following questions as a guide for your conversation:

- Age and gender
 - Who do you live with?
 - How do you like to spend your time?
 - Are you similar to other youth in your neighbourhood?
 - Are some youth more vulnerable than others?
 - What does a youth need to be healthy? Do most youth in your community have these conditions?
 - What are most frequent problems for youth in your community?
 - How do you see the role of peers? (Positive/negative)
 - How do you see the relationship of adults with youth?
 - Do you want to be like your mother or father when you grow up? Please explain
 - What/who makes you feel protected?
 - When do you think a young person like yourself might need protection?
-

Allow time for the young person to ask you any questions she/he has. Thank them for their participation.

Explain to the young people that you will spend some time pulling together all of the information you have learned and will come back soon to share that information with them, to check if you heard them correctly. Reassure participants that everything they said will be held in confidence, and any comments you bring back to them will remove any reference to them as an individual.

Wrap up the activity by asking the young person the following reflective questions:

What did you learned from this activity?

Were there any questions that were missed?

Do you have any suggestions for how the interviews are carried out in the future?

FOLLOW UP

Following the activity, the facilitators should sit down to review notes and observations. Information to be captured includes:

- Age and gender of the participant
- Any relevant contextual information about the participant – e.g. name of school, neighbourhood, community, or ethnic backgrounds of participants
- Any contextual factors that may have affected the session, including external events (e.g. an event that immediately preceded the session)
- Detailed notes of what was said, including precise quotes and language
- Topics, issues and themes that emerged
- Observations of interactions or body language
- Any significant differences from the information you have gathered during group interactions
- Any concerns identified

LEARNING EXAMPLE: BRAZIL- PREPARING FOR AND CONDUCTING INTERVIEWS



Before meeting with the young people who attended a youth shelter, we spoke with the local staff who had strong relationships with the young people to learn about their daily lives. The staff provided information on young people's habits and behaviour, which helped us decide on the time, day and location for the interviews that avoided distractions such as weekend hangovers and peer pressure, as well as respected their work and school schedules. This conversation also helped us frame our thinking on participants' life experiences and ensure that our questions did not assume young people had a conventional upbringing.

"I am feeling good right now doing this interview cause I am talking, expressing myself, externalizing what I have inside. I am expressing myself now with a hope that there will be a solution."

– Boy, Brazil

During the interviews, it became clear that individual attention was rare for these young people and was greatly appreciated. The interviews offered young people a chance to reflect on their own lives and to be listened to. Questions focused on understanding young people's experiences providing the space for them to talk about their lived reality. Interviews were kept under an hour to respect young people's time and their ability to concentrate and were always concluded by asking participants if they had anything else they wanted to share, giving them a chance to respond to anything that came up for them during the conversation.

TOOL #8: ENGAGING YOUNG PEOPLE IN DATA VERIFICATION AND ANALYSIS



Time for Activity:	1-1.5 (verification); 1.5-2 hours (data analysis)
Participants:	Children and youth
Suggested number of participants:	5-25
Suggested age of participants:	10 and above
Materials:	Paper and pens Tape and flip chart
Suggested number of facilitators:	1-2 facilitators and 1 notetaker
Preparation time (facilitators only):	1 hour
Time for post-activity documentation (facilitators and notetaker):	1 hour

PLEASE NOTE!



This session can be split into two parts – data verification and data analysis – depending on the time you have available, or if you only intend to engage young people to verify data. This tool requires a basic level of literacy, but could be adapted to work with younger children or groups with low literacy/ education levels.

INTRODUCTION

What you and the young people you are working with do with the information and insights you have gained through the use of the above tools is a critical step to strengthening child-centred accountability within child protection systems. This activity supports you to work with young people to verify and/or code and analyze the information they have shared with you. Involving young people in the analysis of the data is an exciting opportunity to continue to build relationships, build young people's skill sets, and have a young person's lens on the development and verification of themes, hypothesis and recommended actions.

OBJECTIVES

To verify the data with young people, clarifying and deepening your understanding of the information, and providing additional opportunities for data gathering

To support young people to play a key role in analyzing the information they have shared with you

HOW CAN THIS ACTIVITY AND THE DATA GATHERED THROUGH IT BE USED TO STRENGTHEN CHILD-CENTRED ACCOUNTABILITY?

The process of data coding and analysis is one in which meaning is ascribed to the data you have gathered (UNICEF, 2012¹⁸) and thus, engaging young people in the data verification and analysis process is key to ensuring strong accountability to young people's perspectives and experiences.

By placing young people at the centre of the data coding and analysis process, young people are empowered with a deeper understanding of the data.

What should I remind participants about?

How you interpret information is important. That is why you need young people's help to explore the findings and discuss how to arrange them.

What do I need to remember?

Take detailed notes! Have a note-taker there to take detailed notes of everything that is said. You will need this later, and it will be important for you to thoroughly review this after the session. You may not realize the significance of statements from early in the session until later in the session.

Think about repetition! In data coding and analysis, repetition is often assumed to mean importance or weight given to a topic by a group. This assumes, however, that a group is equally able and comfortable to talk about all topics and fails to acknowledge the many complex factors related to vulnerability. If a theme is constantly repeated, try to clarify if this is because it is important to them or whether it is due to other factors. For example, perhaps they are talking a lot about something because it is something they have talked about a lot in school or because it is a comfortable thing for them to talk about with adults or outsiders. They may be reluctant to talk about something else which is truly important to them because it is perhaps a "taboo" topic or one which they have never had the chance to talk about.

Use this as an opportunity to clarify local terms: Local terms are words or phrases that are used in ways unfamiliar to the analyst but may be relevant for understanding local context. Ask questions to clarify what is meant by these terms.

Capture metaphors: Any metaphors or stories that are used by young people provides unique insights into young people's experience and helps to contextualize the data, from a local or cultural perspective.

Watch for Transitions:

- When topics shift in the **Content**, what is on either side of the transition may be a theme
- **Comparisons**, note the similarities and differences across sections of data, and note these
- **Connectors** in the language, for example "because" and "if", indicate the thinking behind something and should be noted

PREPARING FOR THE ACTIVITY

Review your objective: Remind yourself of your specific goals and objectives for your project. This will help you to stay focused on your key questions and set aside information or data that clearly falls outside the scope of your work.¹⁹ Be sure to have a clear and simple way to explain your objective to the young people.²⁰



What to remember...

Ask young people to verify that you have understood them correctly and if there is anything they would like to add, remove or change

Review your notes: Read through all of the notes you have recorded from your sessions with the young people. If meeting with young people to simply verify findings, write up the lists of key findings (issues and topics shared by young people) on flip chart paper to present at your session, using to the greatest extent possible, the exact phrasings and words that were used by the young people. If only verifying and not engaging the group in data analysis, group the findings in categories that make sense to you when reviewing the data (e.g. family, school, play, etc.) Note: You can also project on a large screen.

If you intend to also engage them in analysing the data during the session, write down each item separately on a separate strip of paper in large letters that can be read from far away. Don't try to group or cluster them together in any way, but rather, post them on the wall in random order.

In brackets behind each finding, note the frequency or the number of times it was mentioned by the young people. You can write a number at the end of the statement. For example: *It is hard to speak with my Dad about personal things* (4). If several young people seem to raise similar issues but used different language, write these out separately.

Facilitating Data Verification

When you meet with the young people, explain that you have collated the perspectives and ideas that they shared with you. You would now like to spend some time presenting the findings back to them, to verify if you heard them correctly.

Walk them through the findings: Read out the flip chart items on the paper one at a time and provide more context where necessary. Ask young people to verify that you have understood them correctly and if there is anything they would like to **add, remove** or **change**. Encourage them to speak up at any point, rather than waiting to speak at the end of the presentation. Make the changes right away and directly on the flip chart paper so that they see the changes and note that you are responding to them. If you have grouped the information together (if only verifying and not engaging them in data analysis), ask if you have put things in the right place, and if the headings seem right to them. Make adjustments and changes as suggested by participants.

If there are any topics that you expected to hear, but did not, feel free to raise it during a pause in the discussion. Be open about it. Say that you expected to hear them talk about this topic and wondered why they didn't. Explain that you want to check that it is not an area of importance for them. This gives them an opportunity to think about additional topics that they may not have considered.

Facilitating Data Coding and Analysis

After you have verified the data with a group of young people, explain that the next step is to get their help to organize all of the findings.

If it is a relatively small group, you can work as a whole group together. However, if it is a fairly large group of young people, encourage them to split into smaller working groups to support maximal participation and inclusion.

First, ask them to discuss what they think are the most common things shared. Ask them to look for repetition. Questions could include: “What things were said most frequently?” “Are there certain ideas that are said in different ways, but refer to the same thing?” “Were the things repeated the most, the most important things?” “What topic is the most important to you – as an individual and as a group?” If they worked in small groups, ask one person from each group to report back to the larger group on what the group thought, and discuss them all together. Note and discuss the similarities and differences between the groups’ findings, if any.

Next, ask them to break into their small groups again if they are working in groups. If working as a full group, continue the discussion. Explain that you would like their help grouping the ideas together. Ask them, “What items belong together and why?”

If they are working in small groups, ask one person from each group to report back to the larger group on what they think, and discuss all together. Note and discuss the similarities and differences between the groups, if any.

Then work with the group as a whole to physically move the different words or phrases into groups, based on what the group says. If they feel comfortable, ask for one or two volunteers to come up and do this, as the rest of the group instructs them on where to move things. If there is disagreement about where an issue falls write it out twice and put it in two places. Topics or ideas can fall in more than one place.

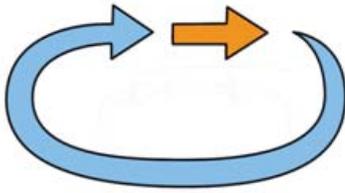
Look at each “cluster” of words and ideas. Ask them to come up with one or two words that describe what each group is about, e.g. family or school. If they are struggling to come up with the broader theme, or if they pick a name that does not reflect the range of items in the grouping, point this out and/or prompt them with suggestions based on your analysis and understanding of what they are saying, e.g. “Could this be about Family?” or “Could this be about Tradition?” They will begin to note that sometimes different lists are actually just different aspects of the same theme.

Once the group agrees on the broader “theme” to which a pile belongs, list this at the top. If there is disagreement about the overarching theme, write both of them on the top of the list. If there is more than one group with the same theme, group these together, keeping a separation between each of the sub-themes. Explain that it is okay to have lots of different ideas fall under the same broader theme. For instance, there may be: “Strengths” and “Challenges” or “Protective Factors” that they place under the same topic, such as ‘Family’. This is normal and okay.

Continue this process until there is general agreement that things are where they need to be.



YOUTH IN THAILAND ORGANIZE DATA FOR CODING



Wrap up the activity by asking the group the following reflective questions to support further analysis:

- What does this all mean to you?
- What seems most important to you? What is less important?
- Are you surprised by anything you see?
- What do you want to do with this information?

If you are closing the session at this point, thank everyone for coming, and establish a time for your next activity or clarify next steps.

FOLLOW UP

Following the activity, the facilitators and notetaker should sit down together to share and review notes and observations. Information to be captured includes:

- The total number of participants
- The number of girls and boys and their general ages
- Any relevant contextual information about participants: name of school, neighbourhood, community, or ethnic backgrounds of participants
- Any contextual factors that may have affected the session, including external events (e.g. an event that immediately preceded the session)
- Notes capturing the discussion, highlighting any significant differences in opinion or priorities, and whether these differences fell along gender, ethnic, age or other lines
- Observations of interactions or body language
- Questions to take back to the group for clarification
- Any concerns identified by the facilitators or notetaker

One person should take responsibility for taking the notes and observations and transcribing them into a format that can be shared (e.g. Word document). If appropriate, these documents could be posted on a confidential shared workspace.

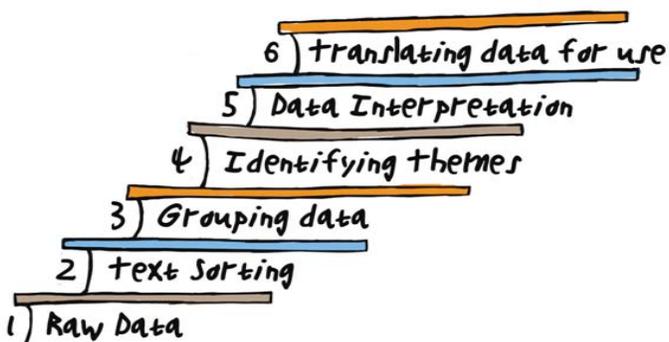
Conclude the follow up by clarifying next steps, timeline and responsibility among the facilitators, notetaker and others who might be involved.

6. DATA CODING, ANALYSIS AND TRANSLATION FOR USE

Now that you have gathered rich data from young people, you have a tremendous opportunity to support young people to be heard and their perspectives and protection promoted within their communities and within child protection systems. As such, what you (and the young people you are working with) do with the information and insights you have gained through the use of the above tools, is critical to strengthening child-centred accountability within child protection systems. Sorting, coding, analyzing and translating the data for use are key steps in this process.



IICRD and the CAPE research methodologies adhere to a grounded theory approach to data gathering, coding and analysis.²¹ Auerbach and Silverstein liken the process of grounded theory coding to walking up a staircase, “moving from a lower to a higher (more abstract) level of understanding...[in which]...the central idea of coding is to move from raw text to research concerns in small steps, each step building on the previous one.”²² Applying this metaphor, IICRD and the CAPE project follow the following steps:

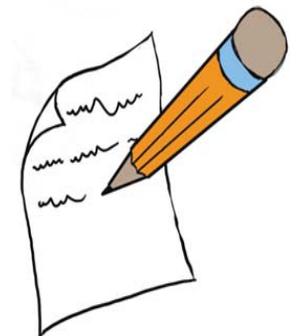


DATA SORTING (STEPS 1 AND 2: MOVING FROM RAW DATA TO TEXT SORTING)

Review your objective: Prior to reading through the data, return to your original objective. Remind yourself of the specific goals and objectives for your project. This will help you to stay focused on your key questions and set aside information or data that clearly falls outside the scope of your work.

Read through and remove extraneous data: Read through all of the notes you have recorded from your sessions with the young people. Remove any extraneous material that falls clearly outside of your mandate. If there is something of clear significance to young people, but which clearly falls well outside the scope of your project, try to identify other actors (organizations, funders, etc.) who might be able to support the young people to continue the conversation on that topic. Also, consider presenting this information back to young people, to provide them with the opportunity to reflect on how they might want to address them in some other way. Tool #8 in the Guide could be modified for you to support this engagement.

PLEASE NOTE!



Tool #8 is designed to support you to engage young people in the data coding and analysis process. It outlines the full process of how you move from raw data through to translating knowledge for use

Consider presenting information back to young people to provide them with the opportunity to reflect

DATA CODING (STEPS 3 AND 4: GROUPING DATA AND IDENTIFYING THEMES)

The process of data coding is where meaning is assigned to the data you have gathered (UNICEF, 2012).²³ As such, keeping young people as involved as possible in the analysis process ensures strong child-centred accountability. Tool #8 in this Guide outlines key steps you can take to engage young people in data coding and analysis. If you are not able to engage young people in the data coding process, you can consider following the same steps outlined in Tool #8 but working with the team of facilitators, notetakers or other individuals involved in your project.

The use of qualitative research data coding software, such as NVivo²⁴, could also be considered when engaging in data coding and analysis. Using programs such as this can greatly facilitate the data coding and analysis process, especially when you are working with large quantities of data. The software enables you to review multiple data sources, tagging and assigning any relevant content to a code (theme) that you create. Once you have completed this process with all data, you can then look at the sections you have compiled for each code and engage in cross-data analysis.

DATA ANALYSIS (STEP 5)

Once you have assigned meaning to the data through the data coding process, the data analysis process takes you to the next level of assessing what this all means. The more you are able to engage young people in this analysis, the more you empower them to participate in the process of promoting their protection. Tool #8 in this Guide is designed to support you to engage them in this way.

The questions you ask at this stage will vary depending on your specific research question and objective. For example, you might ask the following questions:

- Why have the young people identified the things they have?
- How has their context affected their experience?
- What are the ways in which the child protection system has or has not supported young people in these areas?
- What are key risk and protective factors?
- Are there areas that could be both a risk and protective factor?
- What are the ways it might support them better?
- What are the priority areas for young people?
- Did girls and boys articulate different topics or priorities?
- What is most important to them?
- How can young people participate in the process of promoting their protection in their family, community and country?

KNOWLEDGE TRANSLATION AND DISSEMINATION (STEP 6)



If engaging young people for the purpose of strengthening the accountability of child protection systems to young people, as in the case of the CAPE project, then linking the findings to programming, policy and systems change is perhaps the most critical step. An important component of the CAPE project, and of child protection work more generally, is linking young people's voices with organizations, governments, agencies and various sectors outside of protection such as health, employment and education.

By linking to the various systems that have an impact on young people's daily lives, there is an opportunity for the findings and for young people's voices to be heard.

In this step, you engage in what is known as "knowledge translation" or converting the data you have gathered and analyzed into formats that can be readily applied and used by a range of actors working in the child protection system. Some strategies for translating knowledge into action include:

- **Bringing young people and child protection actors together.** Supporting young people to share their perspectives and encourage dialogue and partnership. This could be done through holding a policy roundtable or a workshop.
- **Identifying "entry points" in the child protection system into which young people's perspectives can be integrated.** This can include integrating findings into the development, implementation and M&E of child protection services and programs including informing the development of baseline data and indicators against which to measure and assess the effectiveness and impact of services or programs. Community child protection committees, youth councils and local planning processes can all provide entry points for applying findings from the youth-focused M&E.
- **Supporting child-initiated ideas/solutions.** In the research, young people may suggest solutions to some of the issues discussed that could be easily incorporated into community plans and organizations' programming.
- **Documenting the findings in different formats** such as academic articles, youth-friendly documents, photo montages, and short, targeted reports to share with various stakeholders and continue the conversation. Social platforms and online technologies such as YouTube should also be considered here, to support maximum dissemination.

A key aspect of this dissemination process entails clearly identifying who your target audiences are. Identifying these actors and involving them in your work from the very beginning as partners or observers is important. Support young people in establishing relationships with these actors, as this is a critical factor in ensuring their engagement, buy-in and long-term commitment to child-centred accountability.

It is critical to link findings to programming, policy and systems change

PLEASE NOTE!



Even if young people are not involved in the data analysis or knowledge translation process, try to keep them at the heart of the process. For the CAPE project, we chose to illustrate each important theme with a quote from young people – grounding the idea in the words and experiences of the young people that we learned from



YOUNG PEOPLE ORGANIZE DATA IN THAILAND

In Pattani Province, Thailand, a session was organized with young people and local authorities to share the results of the participatory M&E activities piloted in the CAPE project. The young people presented the tools and findings to local government, and local government responded. During the presentations the young people spoke confidently and openly. For example when introducing the Social Mapping tool, a youth participant said: "We aren't using any power point and we didn't do any research- this came from us. It is our perspective. We want you, the local government, to understand the risky areas for children and youth e.g. Internet cafes, dark areas etc. so you can have a plan to protect children." When closing the session, another youth said, "We have capacity, yet people don't always realize it. Some young people are lucky, their authorities pay attention to them, yet this isn't the case for all of us."

In response to the youth presentations, adult participants were supportive of the youth perspectives and saw value in young people's engagement and the tools themselves. For example, the Mayor of one community stated: "These presentations from the young people were helpful for me. For example, the social mapping activity helped me to understand young people – how they see their lives and their community, and the community rainbow activity helped to identify the big picture and the role that all stakeholders play in child protection. I learned a lot from these presentations and was busy writing many notes. We need to share these tools. Local Authorities need to listen to youth."

In a similar session in Chiang Rai, a representative from the Ministry of Education stated, "There is a gap between adults and young people around issues of technology, sex, and general protection. We need a chance to work together and learn from each other. Youth have a very valuable perspective... By identifying safety and risks for young people, tools like social mapping can help answer a lot of questions in the community and can be a tool to help solve problems. They are also very important and helpful to link with community leaders, parents and others to make changes to keep children safe."



YOUTH PRESENT DATA BACK TO COMMUNITY MEMBERS IN THAILAND

These dialogues with young people and adults demonstrate the value of the tools to support discussion and partnerships between young people and key adults. Yet participation can't be just for participation sake. Participation must be meaningful and engagement must lead to tangible outcomes and actions that reflect the input of young people. It is important that key decision makers are involved and supportive of the tools and their application to help ensure sustainable action.

"We want to hold a meeting with local government, youth and NGOs working in the province to participate in the planning process. We have a voice and want to contribute." -Youth participant, Pattani

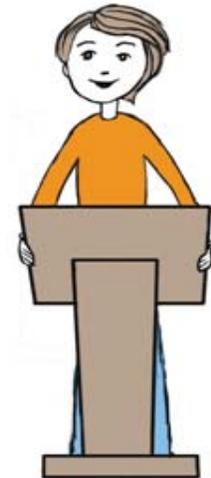
7. RESEARCH REFLECTIONS

While much of the data across (and within) CAPE country case studies is distinct, several common reflections were highlighted by the CAPE research teams. These included:

Be aware of your position (place where you speak from): Define the role of the facilitator and be aware that his/her position may influence participants' point of view.

Child protection and the "Do no harm" principle: Many of the tools elicit young people sharing difficult and sensitive experiences. Researchers must be aware of this and must dialogue with partners and young people throughout the activities to ensure no further harm is caused through participation. Researchers must also be reflexive in their practice and must adapt activities should they feel the tool could cause harm. For instance, in Colombia, researchers decided against conducting research activities with a group of young (12-14) residential boys due to their high vulnerability.

Respect for young people's background and cultural context: Take into consideration participants' cultural context, educational background, gender and ethnic characteristics, level of vulnerability and attention span when selecting the array of tools to be used with young people.



Environmental preparation to promote concentration among participants: Guarantee that activities are held in safe and comfortable spaces. Promote collaborative and playful activities between the implementation of the tools. This aligns participants' level of concentration and develops a stronger sense of group.

Engage children and youth in tool selection and delivery: Children and youth know how best to engage with young people to talk about their lives. Ask young people to identify appropriate tools that suit their specific socio-cultural context. For example, in Colombia, young people used hip hop and creative arts as a tool to talk about sexual violence and abuse. Young people can also identify how tools can be adapted to suit the unique needs of participants. In Brasilia, Brazil, young people suggested that individual interviews be held rather than group activities. This approach helped participants to maintain their level of attention and concentration and also created an environment where many adolescents felt they were finally being heard by adults.

Ensure voices of young people have reach and influence a larger population (especially duty bearers): Communities and the general public are often unaware of the issues affecting children and youth, and do not know how they perceive child protection. Efforts should be made to ensure young people have a voice to articulate their views and opinions through publications, communication materials, community events etc.



Build relationships: One-off interactions with young people are less useful than sustained relationships built on shared time, trust and positive interactions. Longer-term established relationships yield better information for adults/researchers who are looking for deeply contextual information to inform their work. Over time, these relationships with young people can evolve to influence the life cycle of a program or track the impact of a policy. The importance of relationships and process needed to be considered in applying the CAPE data to discussions on specific aspects of systems change such as the development of a new government-community led child protection assessment.

Flexible delivery: Each context is different; thus, the tools must be adapted to suit the circumstance and participants. This requires facilitators who can adapt “in the moment”. For example, in Pattani, Thailand, an alternative case study was developed to reflect the reality of young people. In this case, a girl of 15 was walking home and was sexually harassed by the military.

Fun, engaging and meaningful – not extractive: When gathering data about the lives of children and youth, the process should not be extractive but rather should be fun, meaningful and engaging. Use a variety of tools that support creativity, deep listening and dialogue.

Build from the strengths of youth engagement with ICT and social media: Children and youth are technological experts. Consider how you can use technology to gather results and foster inter-generational dialogue. In Chaing Rai, Thailand, CAPE is working with Plan International (Thailand) to develop a survey and social mapping tool using PoiMapper, a mobile phone app that can help collect vital child protection data.



Young people want to be heard and see tangible results: Many of the young people who participated in the activities have not had opportunities to express their opinions, nor to hold systems accountable. Young people want to be involved in key decisions that affect their lives and feel they have a voice.

Manage expectations and outline potential harms: When young people are living in difficult or challenging circumstances, they may participate in activities because they feel they will gain something from the experience. It is important to be clear about what the tool can and cannot do. For example, it is important to let young people know they will not receive financial compensation for participation. Similarly it is imperative that as a facilitator, you let participants know about the potential harm that may happen because of their participation in the research activities. For instance, participation in activities may make you feel uncomfortable as we will be talking about difficult or violent experiences that have affected you in your life. Let them know they have a choice about whether they want to participate and what they decide to share.

Verification and follow-up leading to action: Efforts are required to ensure that information gathered from children and youth is verified with them and presented to community and local government to support greater accountability to children and youth. The DLA project in Thailand provided a unique entry point to use the information gathered from young people to inform local government practices and strengthen their capacity for child and youth engagement. “One-off” engagements with vulnerable children and youth are not acceptable. Young people need to be able to visualize how their answers will lead to changes in their lives.

CONCLUSION

The CAPE initiative underscores the importance of involving young people in child protection M&E. It also provides a set of practical tools that will hopefully assist practitioners and young partners in gathering more accurate information on risk and protective factors, providing ways for analysing this data from a child centric perspective and promoting evidence based strategies for strengthening child protection systems in partnership with children, communities and government agencies.

One of the key findings of CAPE in all three countries is that vulnerable young people who have experienced abuse, neglect or exploitation are, not surprisingly, often highly mistrustful of adults and formal protection services. This raises the importance of foundational trust building in engaging children and youth in M&E interventions examining very sensitive aspects of their lives. Young people involved in the CAPE process gave many helpful suggestions on the need for adults and professionals engaged in child protection monitoring to be ethically self-critical. A central pillar of this process necessitates meaningfully involving young people in all stages of the research, from the sampling selection, to choice of tools and questions, application of the tools, and analysis and application of the data.

Creating supportive “social spaces” for critical dialogue between young people and adult practitioners and policy makers is also a crucial stage in the protection monitoring process. This Guide suggests a number of ways in which these spaces can be structured. An important part of the process of engaging young people and communities in child protection systems strengthening involves framing risk and protection in the broader context of personal and collective well-being and social justice transformation. The tools in this Guide frame risk and reduction against a social and cultural backdrop that allows for inner strengths and local assets to be identified and reinforced in ways that allow for even the most vulnerable young person and their communities to find purpose and hope in building protection systems from the “bottom up” in alignment with “top down” rights based policies and laws.

When child protection monitoring is conducted in a safe and supportive way, the results can significantly help strengthen child protection systems. The results from CAPE have been used to strengthen child participation of marginalized young people in Thailand, build greater trust between families and government protection agencies in socially excluded communities experiencing very high levels of violence in Colombia, and inform and improve the practice of community child protection councils in Brazil.

Technology, especially cell phone surveillance, can be a powerful tool for young people in monitoring local risk and protection – when managed appropriately. The Guide outlines a variety of interventions that are engaging, reflexive and therapeutic for vulnerable youth.

As always, context is a key consideration in the application of these tools. IICRD welcomes input from other agencies applying this resource guide in other cultural and social-political situations. This Guide is just that, a guide that points in a direction. It will transform as it is applied in differing contexts amidst the complexity of young peoples’ lives. The Guide will also transform in the context of the increasing participation of young people in shaping society and the manner in which societies consider and mediate risk, protection and human thriving.

END NOTES

- ¹ UNICEF, *Child Protection Strategy*, UNICEF, New York, 2008.
- ² Keeping Children Coalition, *Keeping Children Safe: Toolkit for Child Protection*, Keeping Children Safe Coalition, 2006.
- ³ Many of these ideas are reflected in the UNICEF commissioned paper: Fred Wulczyn, Deborah Daro, John Fluke, Sara Feldman, Christine Glodek, Kate Lifanda, "Adapting a Systems Approach to Child Protection: Key Concepts and Considerations," UNICEF, New York, January, 2010 and UNICEF East Asia and the Pacific Regional Office child protection strategy paper.
- ⁴ These ideas on child protection systems are reflected in a CIDA paper, M. Nelems, "Securing the Future of Children and Youth: A discussion to support the implementation of the Safety and Security Component." Ottawa, CIDA, 2010.
- ⁵ United Nations *Convention on the Rights of the Child General Comment 13*. Available at: http://www2.ohchr.org/english/bodies/crc/bodies/CRC.C.GC.13_en.pdf
- ⁶ Nelems, R. (2011) "Participatory Methods Review: Child-Centred Accountability and Protection Evaluation." Victoria: International Institute for Child Rights and Development. <http://www.childrightspractice.org/group/oakproject/forum/topics/cape-methods-review>
- ⁷ <http://www.childprotectionpartnership.org/>
- ⁸ www.iicrd.org
- ⁹ www.obradoberco.org.br
- ¹⁰ See p. 274 in: Brom, D., Pat-Horenczyk, R. & Ford, J. D. (Eds.). (2009). *Treating traumatized children: Risk, resilience, and recovery*. East Sussex: Routledge.
- ¹¹ Adapted from Jareg, E., (1998). Guidelines on listening and talking with children who are psychologically distressed. Oslo: Redd Barna; Blanchet-Cohen, N., Mack, E., & Cook, M. (2010). *Changing the landscape: Involving youth in social change: A guidebook*. Victoria: IICRD; Wessells, M. G. (2009). "Do no harm: Towards contextually appropriate psychosocial support in international emergencies." *American Psychologist*, 64(8), 842-854. Meichenbaum, D. (2009). "Bolstering resilience: Benefiting from lessons learned." In D. Brom, R. Pat-Horenczyk, R. & J.D. Ford (Eds.). (2009). *Treating traumatized children: Risk, resilience, and recovery* (pp.184–191). East Sussex: Routledge.
- ¹² Nelems, R. (2011) "Participatory Methods Review: Child-Centred Accountability and Protection Evaluation." Victoria: International Institute for Child Rights and Development. <http://www.childrightspractice.org/group/oakproject/forum/topics/cape-methods-review>
- ¹³ See Appendix D for examples extracted from Currie, V. & Heykoop, C. (2011). *Circle of Rights: Intentional Planning for Social Change Manual*. Victoria, BC: International Institute for Child Rights and Development.
- ¹⁴ See www.icar-us.com
- ¹⁵ See www.icar-us.com
- ¹⁶ See www.iicrd.org/research_circleofrights
- ¹⁷ Feinstein, C. and O'Kane, C., (2005). *The Spider Tool: A self assessment and planning tool for child led initiatives and organisations*. Lalitpur: Save the Children
- ¹⁸ Unicef website, 2012: http://www.ceecis.org/remf/Service3/unicef_eng/module6/index.html
- ¹⁹ If something comes up of some significance to young people, but which falls clearly well outside the scope of your project, try to identify other actors (organizations, funders, etc.) who might be able to support the young people to continue the conversation on that topic. Consider also writing this information out on flip chart paper, and presenting it back to them as other issues they identified and which they may want to address in some other way.
- ²⁰ Young people should be well informed about the purpose of your research from the beginning of your work with them, but it is always important to restate your objectives each time you meet with them.
- ²¹ Grounded theory research is a hypothesis-generating research method in which researchers "develop hypotheses by listening to what the research participants say" as opposed to a hypothesis-testing research approach in which the researcher sets out to test a pre-determined hypothesis (Auerbach & Silverstein, 2003)
- ²² Carl F. Auerbach, Louise B. Silverstein (2003) *Qualitative Data: An Introduction to Coding and Analysis*. New York, New York University Press.
- ²³ UNICEF website, 2012: http://www.ceecis.org/remf/Service3/unicef_eng/module6/index.html
- ²⁴ NVivo is a qualitative data analysis software. It helps work with a range of data including documents, surveys, audio, videos, and pictures. It helps to organize and analyze information, explore and visualize, justify findings, and share results with others. For more information about NVivo see: http://www.qsrinternational.com/products_nvivo.aspx

APPENDIX A: SAMPLE CONSENT FORM

I, _____ want to participate in the _____ project activities organized by _____.

Through my participation, I am helping to understand more about child protection so that they can share important lessons with others.

CONFIDENTIALITY:

I know that all information will be kept private (confidential) within the team unless there is a reason for what I say to be shared. Before the information is shared, the team will talk with me first.

CONDITIONS OF PARTICIPATION:

I know that I can decide to not participate at any time. I do not have to continue to participate if I don't want to. Making this decision is okay, and it will not affect me negatively. If I want to leave the project, I just need to tell someone from the project. I also know that any information I provide can be used by the researchers unless I ask for something different.

Permission to obtain audio-visual recordings

I give permission to collect information by: (circle response)

Audio recorded interviews	Yes	No
Photographs	Yes	No
Video recordings	Yes	No
Creative materials (drawings, stories etc.)	Yes	No

I give permission to use the following material in academic, community publications or conferences: (circle response)

Video recorded observations	Yes	No
Audio recorded interviews	Yes	No
Photographs	Yes	No
Creative materials (drawings, stories etc.)	Yes	No

In the publications, I agree to be identified by (when appropriate):

My age, gender and community	Yes	No
------------------------------	-----	----

I HAVE CAREFULLY STUDIED THE ABOVE AND UNDERSTAND THIS AGREEMENT. I FREELY CONSENT AND VOLUNTARILY AGREE TO PARTICIPATE IN THIS INITIATIVE AND STUDY.

NAME (please print) _____

SIGNATURE _____

DATE _____

If you are under 16 years of age, please have your parent or guardian sign below.

Parent / Guardian

APPENDIX B: CHILD PROTECTION COMMUNITY RAINBOW

COMMUNITY OVERVIEW- What community are you filling this out for?		
Community Name:		
Geography <ul style="list-style-type: none"> Where is the community located? Distance to major city? What is the geographic region like? E.g. mountainous, on the coast etc.? 		
Population <ul style="list-style-type: none"> What is the population of area? How many families? How many children and youth (disaggregate by different groups)? 		
	Protective Factors (+)	Risk Factors
Laws & Legislation		
Cultural Practices		
People and Partners		
Caring for caregivers		
Tangible Supports		
Intangible supports		
Engagement		

APPENDIX C: CHILD PROTECTION, RISK, AND VULNERABILITY SURVEY

This survey is part of _____ project of _____ organization.

The project is focused on _____

The purpose of the survey to gather an overview of protection, risk and vulnerability factors in your community. This information will be used to help local governments and organizations to ensure their programs for children and youth help address the day to day lives of young people in their communities.

This survey is organized into three parts:

Part One gathers information about you the participant. We don't ask you your name, because we want to protect your privacy. The information gathered in Part One will help us to organize the results according to age, gender and community.

Part Two gathers information about child protection, risk and vulnerability through 36 statements. For each statement, we ask you to choose the option that best represents how you feel. The five options are:

- Strongly Agree
- Agree
- Neutral (Do not Know)
- Do not Agree
- Strongly Disagree

Part Three gathers information about specific places of child protection, risk and vulnerability in your community. We ask you 10 questions and hope that you identify 1-3 examples in your community that are most important to you.

When you are filling out the survey, please fill it out on your own. Your opinions and perspectives are important, and we want to know how you feel and what you think about your community. Also remember your answers will be anonymous.

We thank you for taking the time to complete this survey.

PART ONE - DEMOGRAPHIC QUESTIONS:

Community: _____ Date: _____
Age: _____
Gender: boy girl other
Organization (if appropriate) _____

PART TWO: STATEMENTS

Circle the answer that you feel is most appropriate for you.

Self

I feel I have control over the events of my life.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I feel I can manage social situations in my life (relationships with peers, family, use of social networks, etc.).

Strongly Agree Agree Neutral Disagree Strongly Disagree

I believe in a positive future.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I often feel bored.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I am comfortable with my appearance and my body.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I trust the people in my community.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Family

My family is loving toward me.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I feel I can communicate with the members of my family.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I have a say about things that affect me in my family.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In the last month I (or another family member) have experienced violence.

Strongly Agree Agree Neutral Disagree Strongly Disagree

My parents or other caregivers give me the guidance I need when I am in trouble.

Strongly Agree Agree Neutral Disagree Strongly Disagree

School

I have positive adult role models in my school (someone I can look up to).

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my school, there are opportunities for students to make decisions about things that affect us.

Strongly Agree Agree Neutral Disagree Strongly Disagree

My school is a safe place.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my school, there is peer-to-peer bullying.

Strongly Agree Agree Neutral Disagree Strongly Disagree

My friends have a positive influence in my life.

Strongly Agree Agree Neutral Disagree Strongly Disagree

My school provides information on the rights of children and youth.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Community

In my community, there are spaces for play and recreation.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community, there are spaces / places where young people could be at risk.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community, young people engage in unhealthy behaviours.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community, young people know about their rights.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community, girls have less control over their lives than boys.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community, there is information for young people about safe sex.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community, there are young people who engage in harmful, exploitative or dangerous work.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community, all young people have an identity card or proof of citizenship.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community, when the rights of young people are violated, we prefer receiving support from relatives or neighbours than the State.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community, there are groups of especially vulnerable young people.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community, there are safe houses for young people.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community, young people can use ICT (information communication technology) safely.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community, young people can walk safely on the streets.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community there are services to keep young people safe and protected (e.g. in case of abuse).

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community, the police protect young people.

Strongly Agree Agree Neutral Disagree Strongly Disagree

In my community, cases of rights violations against young people are reported.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Local Government

The Local Government in my community is committed to protecting youth (Community Action Boards, local administrative boards, participatory budget, etc.).

Strongly Agree Agree Neutral Disagree Strongly Disagree

Young people are involved in local decision making.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Young people can give feedback on government programs and services.

Strongly Agree Agree Neutral Disagree Strongly Disagree

PART THREE: QUESTIONS

For each question, give the most important examples in your community (1-3 responses):.

In your community, what places are safe for young people?

In your community, what places are risky for young people?

In your community, what places do young people like to go?

In your community what places do young people not like to go to?

In your community, what places offer services for young people (e.g. school, healthcare, protection)?

In your community, where can young people safely use the Internet?

In your community, where can you find young people engaging in risky behaviour (e.g. drugs, gangs)?

In your community, what safe houses exist for young people?

In your community where can young people access positive cultural and traditional activities (e.g. festivals, religious ceremonies, dances, celebrations)?

APPENDIX D: EXPERIENTIAL ACTIVITIES

(Extracted from Currie, V. & Heykoop, C. (2011). Circle of Rights: Intentional Planning for Social Change Manual. Victoria, BC: International Institute for Child Rights and Development.)

Experiential activities are games or activities that engage and involve people (children, youth and adults alike) physically, emotionally, spiritually or developmentally. They are activities that help people learn through action!

EXPERIENTIAL ACTIVITIES:

- Stimulate learning through doing
- Are powerful learning tools
- Use the mind, the body, the heart and the spirit
- Provide long term lessons and insights
- Build relationships
- Support agency
- Are therapeutic in and of themselves
- Help people to reflect critically

EXPERIENTIAL EDUCATION:

1. Experience – something that we do or that happens to us
2. Reflection – thinking and discussing our experience and the lessons learned
3. Integration - applying those lessons to our daily lives

WHY ARE EXPERIENTIAL ACTIVITIES IMPORTANT?

Games and activities are a great way to engage participants both young and old. When used with children they specifically help to:

- Promote child development and learning
- Build on children's creativity and experience
- Enable children to learn skills and make better decisions
- Support the most vulnerable children
- Increase children's cooperation
- Channel children's energy and decrease poor behavior and acting out
- Reconnect children to their environment and culture through play

THE UNITY CIRCLE

PURPOSE: The Unity Circle is a good activity to unite the group, to build trust and to encourage working as a team

TIME: 5-20 minutes

NUMBER OF PEOPLE: 5-20

TOOLS: A large rope tied together to make a circle

INSTRUCTIONS:

A large rope is tied to make a strong circle; participants stand in a circle with arms stretched out holding onto the rope at the centre of the group (connecting the group together).

- Participants lean left and right testing strength of the rope
- Facilitator can pull on one part of the rope to test the strength of the group and to show how one person can disrupt the circle
- Participants try to sit down together and then stand up together, can make a noise such as “ooiiiiooh” to signify stand up and “ayyyaahhh” to sit down
- The group can build trust by trying the same activities with eyes open or closed

KEY POINTS:

- Unity Circle can be used when children are being disruptive or at the beginning of the day to ground the groups’ energy
- Discussion about importance of unity and working together, about how being attentive to one’s neighbour is important for group/community success
- Discussion about how one person, who may be feeling sad or upset, can upset the circle, and how everyone needs to work together to balance this. This is related to the classroom environment as well as to principles of non-violence and strong communities
- If the group is having trouble working together, ask for suggestions from the group, for example, counting together and sitting down on three

THE LAUGHING STICK

PURPOSE: The Laughing Stick is a fun game that helps to connect the group together through a common rhythm and activity

TIME: 20-30 minutes

NUMBER OF PEOPLE: 8-50

TOOLS: A stick or other item that can be passed easily

INSTRUCTIONS:

Participants are separated into two teams and organized facing one another. One team has a stick. The team with the stick calls a person from the other team over to their side. That person has to walk across to the other team, take stick and then walk backwards to their team without smiling. If they are not able to succeed they must join the opposing team.

KEY POINTS:

- Fun and strategic, the team must work together to make the participant laugh
- Can be used when people are feeling down and to help with the emotional character and well-being of participants
- Encourages laughter after a serious conversation

THE MAGIC CARPET

PURPOSE: The Magic Carpet encourages participants to work together as a team in a new and different way

TIME: 15-20 minutes

NUMBER OF PEOPLE: As many people as can fit safely on your carpet – usually 8-10 people per carpet

TOOLS: A carpet, tarp or blanket

INSTRUCTIONS:

Step 1: Ask everyone to stand on the carpet. Explain that we are about to take off on a magic carpet ride across the desert.

Step 2: Ask everyone to close their eyes and imagine that they are taking off, flying high in the air...they see camels and trees, etc. Paint a picture of some of the things they may see as they soar through the air. You can add in different elements to teach different lessons.

Step 3: It is now time to come in to land. But now, because of all the wonderful things you have seen and learned on your journey you need to make some changes. As a group you will need to try to flip the carpet to the other side, without losing anyone.

Step 4: As the participants are trying to flip the carpet over, walk around and remind them to watch out for their friends, so that no one falls off. Draw parallels to other things that are going on. For example, don't let the youngest child fall off, she is special.

Step 5: Once the carpet has been safely flipped over and everyone is on the other side discuss some of the themes from the journey as a group.

KEY POINTS:

- The magic carpet is a good way to look at old challenges in a new light
- It is about being creative, innovative and supporting everyone as we find new ways of working or living
- There are many different ways to work out problems, and if you have more than one team, then you may see different strategies used – there is no right and wrong
- We need to make sure that no one is left out when we make changes, and we need to work together to find ways to do this

APPENDIX E: CAPE ADVISORY MEMBERS

Susan Bissell, UNICEF New York

Neil Boothby, Child Protection in Crisis, Columbia University

Jo Boyden, Oxford University

Maja Cubarrubia, Plan Thailand

Andy Dawes, University of Cape Town

Stuart Hart, International Institute for Child Rights and Development

Karin Heissler, UNICEF New York

Ravi Kakara, UNDP

Gerison Lansdown, International Institute for Child Rights and Development

Manuel H. Manrique, Centro Internacional de Educacion y Desarrollo Humano (CINDE)

Bill Myers, Human and Community Development at the University of California, Davis

Derek Peterson, Institute for Community & Adolescent Resiliency

Benedito Rodrigues dos Santos, Universidade Catolica de Brasilia

Luis Rossi, Formerly with Plan Brazil

Kim Sabo Flores, Evaluation Access

Jane Warburton, Oak Foundation

Mike Wessells, Child Protection in Crisis, Columbia University

Suzanne Williams, International Institute for Child Rights and Development

The CHILD AND YOUTH-CENTRED ACCOUNTABILITY: A GUIDE FOR INVOLVING YOUNG PEOPLE IN MONITORING AND EVALUATION OF CHILD PROTECTION SYSTEMS is designed to be used by protection organizations, facilitators, local governments, young people and other child protection actors to promote and foster strong accountability to children, youth and their communities in the M&E process with respect to protection for young people.

It specifically highlights approaches, tools, insights and lessons from the Child-Centred Accountability and Protection Evaluation (CAPE) Project, a multi-institutional pilot project in Brazil, Colombia and Thailand, focused on assessing how the impact of child protection services and programs addressing sexual abuse and exploitation can be measured and evaluated from a child-centred perspective.

This initiative was led by the International Institute for Child Rights and Development and funded by the Oak Foundation.

For more information:

Visit www.iicrd.org

