

# Monitoring and evaluating children's participation rights



# Purpose of toolkit

- To map progress in implementing children's participation in a country and determine priorities for building a culture of respect for children's right to express views and be taken seriously.
- To help determine the nature of participation at the outset of a project or programme.
- To establish goals for participation and help monitor the extent to which those goals are realised.
- To monitor and evaluate the scope, quality and change associated with participation at the end of a project or programme.

## ...in other words

A framework for measuring:

a) The external environment – how a given country is progressing in fulfilling its obligations to respect and promote the right to be heard.

b) The internal environment – what is the participatory nature of particular programmes or initiatives

# Accordingly, it provides....

- A framework of 25 indicators against which to map the extent to which participation is institutionalised at all levels of society
- A framework against which to monitor and evaluate the scope, quality and outcomes of children's participation in any given services, programme, initiative or project.
- An introductory overview to M&E
- Practical tools through which to collect data from adults and children
- Advice from children and young people on how to undertake M&E

# A framework for monitoring and evaluating participation within programmes

## Scope

When do children get involved, and at what level – consultative, collaborative or child-led participation? – *What is being done?*



## Quality

Do participation activities comply with the nine basic requirements for ethical and effective? – *How is it being done?*



## Outcomes

What happens as a result of the participation activities – to children themselves and the realisation of their rights? – *What is being achieved?*

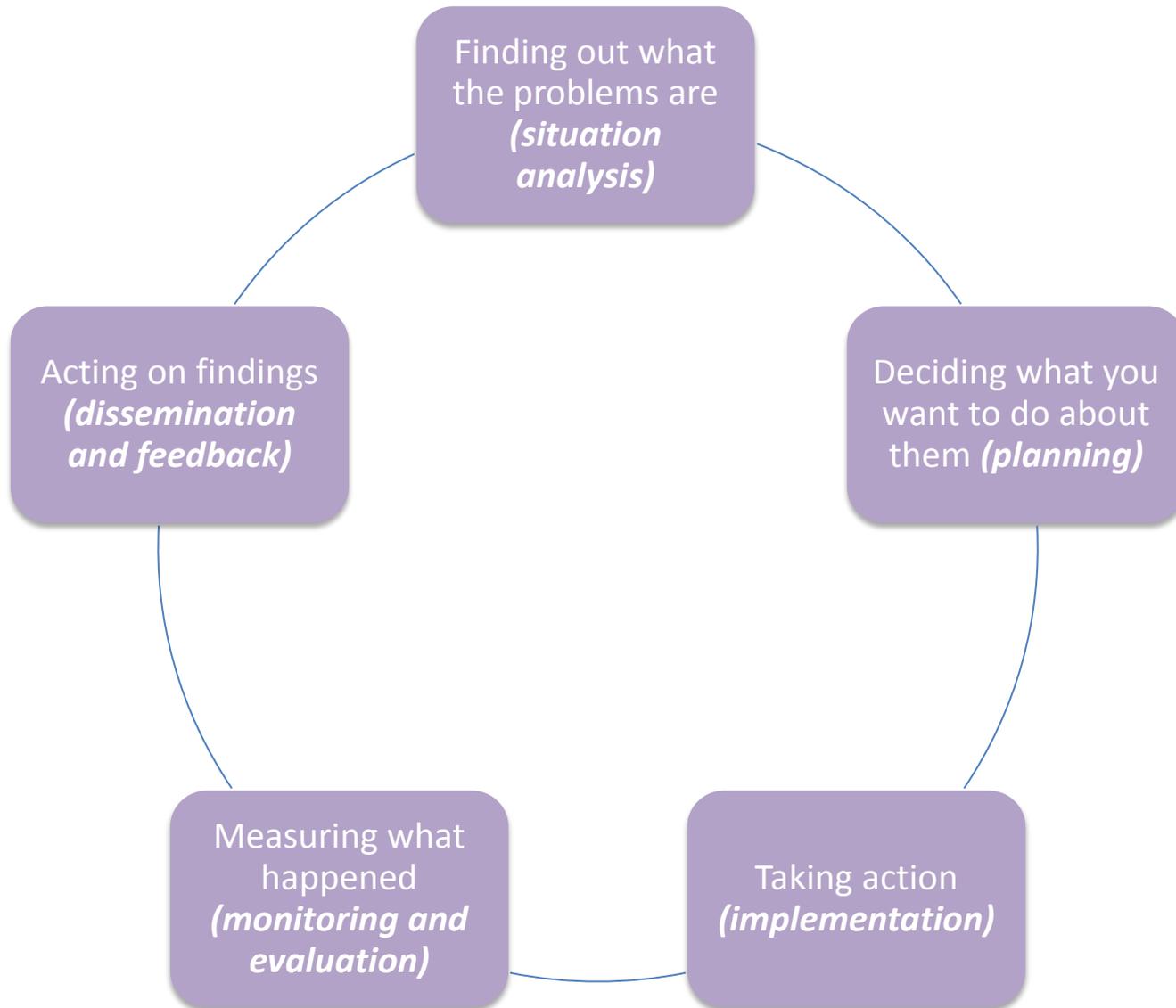
# Monitoring the **scope** of children's participation

# Three dimensions to explore:

- 1) When do children get involved?
- 2) At what level do children get involved?
- 3) Which children are involved?



# I. When do children get involved?



## 2. At what level

### Consultative participation

- Adult initiated
- Adult led
- Recognises the value of children's perspectives and experience

### Collaborative participation

- Adult initiated
- Involving partnership with children
- Empowering children to influence both process and outcomes

### Child led participation

- Issues of concern identified by children themselves
- Adults serve as facilitators rather than leaders
- Children have control over the process

	<b>No participation</b>	<b>Consultative</b>	<b>Collaborative</b>	<b>Child-led</b>
<i><b>Finding out what the problems are</b></i>		Children are asked to give their views	Children are asked to contribute to the process of finding out what problems they face in life	Children undertake their own research with other children to identify issues of concern
<i><b>Deciding what to do</b></i>		Planning takes account of issues raised by children	Children are involved in deciding what programmes to prioritise and develop	Children decide for themselves what issues they want to work on
<i><b>Taking action</b></i>		Children are invited to take part in the programme	Children work with adults to design and implement the programme	Children manage the programme and have responsibility for its implementation
<i><b>Measuring what happened</b></i>		Children are consulted on whether they think the programme achieved what it planned to do	Children work with adults to decide how to evaluate the programme	Children determine what should be evaluated and, with adult support, undertake the evaluation of the programme
<i><b>Acting on findings</b></i>		Children invited to suggest responses to the findings	Adults involve children in the implications of the findings and explore next steps	Children reflect on the findings and make proposals for next steps

### 3. Which and how many children were involved

	<b>Age range</b>	<b>Balance between boys and girls</b>	<b>Overall numbers involved</b>	<b>Numbers of children with disabilities</b>	<b>Numbers of children out of school</b>	<b>Other marginalised groups of children</b>
<b>Finding out the problems</b>						
<b>Deciding what to do</b>						
<b>Taking action</b>						
<b>Measuring what happened</b>						
<b>Acting on findings</b>						

# Tools to use for collecting data

- Focus group discussions
- Footsteps
- Visual programme cycle participatory mapping
- Walking through the project cycle
- An 'H' assessment
- Circle analysis

*With younger children: puppets, drawings or paintings*

# Footsteps

## What is it?

- ✓ Footsteps is a method to determine various steps that have been taken to reach a goal.
- ✓ You can use this tool for planning (looking forward) as well as monitoring (looking back).

**45–60 minutes**

## Resources

*flipchart paper, Scissors, Post-it notes, pens and paper*



Before introducing the activity to the children, cut some paper or a chart into the shape of a footprint. The tool may need 10–15 such footsteps.

# What to do?



- Ask children to consider why they have been participating in any particular programme. What is its main goal?
- Then ask one child to write this goal on a sheet of paper. This sheet is placed on the ground at a spot far away from the children.
- The first 'cut out footprint' is placed on the ground. One child puts her/his foot on it. This signifies the first stage towards achieving their goal. Now all children discuss what this first stage was and write it on the footprint.
- This exercise is repeated until all the key stages of children's involvement and action towards reaching the goal have been completed.
- Children and young people can be encouraged to reflect and to discuss the following:
  - were they involved from the earliest stages (for example, were they involved in identifying and assessing the problems/ concerns? )
  - Were they involved in discussions and decisions about how to solve the problem?
  - Which children were involved?
  - Which stages of the activity were hardest or easiest to do? Why?

# Group activity:

## Visual programme cycle mapping

- Break into groups
- Identify a programme that one of you has been involved in and describe what took place.
- Using the two handouts of charts, discuss when, how and which children were involved in the project or programme. Try and be as honest as you can. The process is designed to help you reflect and consider your work and how you might strengthen it.
- Colour in the boxes on both charts that you think most accurately reflect how the children were involved. Use post-its to explain the nature of children's participation.
- Discuss whether there are ways you could strengthen the participation.

# Monitoring the quality of children's participation

# Requirements for quality participation

Effective and meaningful participation must comply with the following requirements. It must be\*:

- Transparent and informative
- Voluntary
- Respectful
- Relevant
- Child-friendly
- Inclusive
- Supported by training
- Safe and sensitive to risk
- Accountable



*\*CRC General Comment No 12, The Right of the Child to be heard*

# Example: Quality participation

	Questions to use as prompts when using this table	Requirement not been considered	Awareness of the requirement but not reflected in practice	Efforts made to address the requirement but no systematic procedures for implementation	Requirement fully understood implemented and monitored
<b>Participation is child-friendly</b>	<b>Are child friendly approaches and methods used?</b>				
	<b>Do ways of working build children's self confidence ,among girls and boys of different ages and abilities/</b>				
	<b>Are child friendly meeting places used?</b>				
	<b>Are these places accessible to children with disabilities?</b>				

# Tools to use for collecting data

- Pots and stones
- Interviews, focus group discussions
- Questionnaires or surveys

*With younger children: drawing, painting, magic carpet, child led tours, games*

# Pots and stones – What to do

- Consider one basic requirement at a time.
- For each pot 0, 1, 2, or 3 stones placed in pot to indicate how much requirement is/ is not met.
- Discuss, share evidence and make a collective decision.
- If the score is less than 3, then share suggestions on how to improve the quality to score 3.

Rating	Assessment
0 stones	<i>The requirement is not met</i>
1 stone	<i>Some awareness, but the requirements is not really reflected in practice</i>
2 stones	<i>Efforts are made to address the requirement, but no systematic procedures are in place.</i>
3 stones	<i>The requirement is fully understood, implemented and monitored</i>

# Group activity: Pots and stones

- Go into the same groups with people from the same projects working together
- Read the handout describing the nine basic requirements for quality participation
- Now look at the handout with the chart, and discuss which boxes reflect your project more accurately





# Monitoring the outcomes of children's participation

# Outcomes of children's participation

- Personal outcomes eg *changes experienced by children, family and others - enhanced skills, more confidence, greater self esteem., changed attitudes*
- External outcomes – *changes in the realisation of rights through participation – objectives and indicators will be determined in each individual programme*

# Illustrative example

Children and young people in a local children's club are concerned that there are no play areas in their community where all children of all ages can play safely. They decide to work with the local community to explore the possibilities and advocate for investment in safe and creative play spaces.

# Example: Personal outcomes associated with participation

		No change	Immediate change / lack of sustainability/change only for some stakeholders	Significant and sustained change acknowledged by children and adults
For children	Acquisition of skills and knowledge			
	Enhanced self esteem and self confidence			
	Greater rights awareness			
	Sense of efficacy and empowerment			

# Example: Structural or external outcomes

		No change	Immediate change /no sustainability/change only for some stakeholders	Significant, sustained change acknowledged by children and adults
<b>Enhanced opportunities for play</b>	Inclusive environment			
	Numbers of children using the play space			
<b>Improved quality of play opportunities</b>	Approval rates of play space by children			
	Appropriateness of facilities			
<b>Safe and accessible play environment</b>	Confidence levels of parents			
	Numbers of serious injuries or accidents			

# Tools for gathering data on outcomes

- *Generic tools* - interviews, focus groups, surveys, observations
- Body Mapping (before and after)
- Red, amber, green traffic lights
- Children in context analysis of change
- Stories of most significant change
- Self confidence rating
- Decision-making chart
- Red ribbon monitoring
- Tracking of school attendance
- Secondary data

*With younger children:*

- *Puppets and drama*
- *Drawing and painting*
- *Scrap books*



# Red ribbon monitoring

- A tool developed and used by children in India
- When children have identified and raised key concerns that need to be addressed by the local authorities they tie a “red ribbon” around a prominent tree in their village to indicate that their concerns have been raised with the concerned local authorities. One red ribbon for each of the key concerns raised by children is tied around the tree. The actual concern raised (*e.g. early marriage*) may be written on the ribbon.
- The children and young people meet regularly to discuss and monitor whether the concerned local authorities have taken action to address the concerns that they have raised. If the local authorities take action to address the concern then the children take down the “red ribbon” from the tree and replace it with a “white ribbon”.

# Body Mapping (before and after)

- Use «body map » shape for children to consider changes before and after their participation.
- Children can do individually first
- Then build a large body map to share findings.
- Use body parts to facilitate discussions.



# Body Mapping (before and after)

*Head:* any changes in their knowledge? what they think about/ worry about/ feel happy about? Any changes in the way adults think about children?

*Eyes:* any changes in the way they see their themselves/ their family/ their community/ their school? Any changes in the way adults see children?

*Ears:* any changes in how they are listened to? how they listen to others? what they hear?

*Mouth:* any changes in the way they speak? the way they communicate with their peers, their parents, their teachers or others? Any changes in the way adults speak to them?

*Shoulders:* any changes in the responsibilities taken on by girls or boys?

*Heart:* any changes in the way they feel about themselves? any changes in their attitudes to others? Are there any changes in the way adults or other children feel about them? Or others attitudes to them?

*Stomach:* any changes in their stomach? In what they eat?

*Hands and arms:* any changes in what activities they do? How they use their hands or arms? Any changes in the way adults treat them?

*Feet and legs:* any changes in where do they go? What they do with their legs and feet?

Think about and draw any other changes....

# Positive findings from pilot

- Children have the capacity to engage fully in the process
- Consistent evidence of both improved personal outcomes for children and progress in realisation of rights
- Process of children's engagement in the M&E has strengthened agency's understanding of scope and quality of participation
- Framework strengthens awareness and understanding of M&E
- Children enjoyed using the tools
- Helped identify the strengths and weaknesses in practice
- Raised awareness of the importance of the need for indicators on children's participation

# ....and challenges to be addressed

- It takes time
- Need baseline data
- Everyone finds it hard to define goals and indicators
- Must involve children all through the process
- Must get community leaders to engage as supporters not barriers to participation
- Often hard for children to challenge or criticise adults – and adults must learn to accept criticism
- Participation can have harmful results – need to be honest about this and learn from it

# Children's experiences

*'We understood different concepts better, like democracy, representation and accountability'* CWC India

*'We felt our level of engagement was mostly consultative and collaborative. We want to be involved at every stage of the programme cycle'* World Vision Zambia

*'We thought that the biggest violations of the basic requirements were respectful and inclusive participation'* World Vision Zambia

*'We found there are lots of ways of showing and expressing ourselves to our parents, guardians, government officials, and community leaders'* AMWCY Nigeria

*'We enjoyed the process. And felt empowered and enthusiastic regarding our brand of participation – Neighbourhood Parliaments of Children',* NCN India

## Follow up

- Available in English, French, Spanish and Arabic
- <http://www.savethechildren.org.uk/resources/online-library/toolkit-monitoring-and-evaluating-childrens-participation>
- Child to Child Digital Hub on child participation