

# KIT OF TOOLS

For Participatory Research  
and Evaluation with Children,  
Young People and Adults

A compilation of tools used during a Thematic Evaluation  
and Documentation on Children's Participation in Armed Conflict,  
Post Conflict and Peace Building, 2006-2008



**Save the Children**

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**Save the Children**

2008

## The vision

Save the Children works for:

- a world which respects and values each child
- a world which listens to children and learns
- a world where all children have hope and opportunity

## The mission

Save the Children fights for children's rights.

We deliver immediate and lasting improvements to children's lives worldwide.

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# Acknowledgements

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Four countries in four regions where Save the Children Norway is working have participated in a Thematic Evaluation on Children's Participation in armed conflict, post conflict and peace building—Bosnia-Herzegovina, Guatemala, Nepal and Uganda. This evaluation has taken place from November 2006 to October 2008 and has involved an assessment of children's participation as well as research and documentation of children's experiences of conflict, post conflict and peace building.

A key feature of this evaluation and research process has been the active involvement of children, young people and adults from clubs, groups and associations in schools and local communities in the four countries. The participation of the girls and boys involved has been made more meaningful and inclusive by building their capacity to apply and use a variety of child friendly tools among their peers as well as with adults.

These tools are contained in this 'kit' which has been developed collaboratively by the global researchers and the four country teams over the course of this evaluation. It has been enriched, adapted and expanded by contributions from the children, young people and adults.

Each of the tools has its own history about how and where it originated. Many of the tools may have already been adapted for use in other, different contexts. We therefore extend our acknowledgment and appreciation to all the practitioners who have played a role in developing, sharing and adapting participatory tools such as these.

We especially thank the children, young people and adults who have applied, adapted and assessed the tools with support from national researchers, Save the Children and NGO partner staff in each country; and who have shared new tools with the global team. We thank them all for their dedicated work and contributions!

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# Preface

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Save the Children Norway is happy to publish this *Kit of tools* as a contribution towards ongoing efforts to support meaningful participatory research and evaluation with children, young people and adults. We hope this kit will make it easier to include children and young people in studies, evaluations and research such as the thematic evaluation we have undertaken in Save the Children Norway and, that it will provide you with ideas, inspiration and practical advice on the use of child friendly methods and tools.

In this research and evaluation process the methods and tools that have been used have helped the empowerment of children, young people and adults. They have allowed for the strengthening and improvement of children's own work and groups during the process and have made possible the documentation of children and young people's experiences of and opinions on the atrocities that they have faced as a result of armed conflict in their respective countries. At the same time, however, they have been able to work on plans and document activities that reflect their hope and opportunities for the present and the future. This has helped work to support children and young people in their longing for peace and their peace building initiatives.

It is worth underlining that our experience with the methods and tools includes training of children, young people as well as adults. It has meant opening up opportunities for children and young people to apply the tools with their peers and participate in assessing information gathered from using the tools. This has added value to the research in terms of the richness of the results and the fact that children and young people have acquired new skills in the process as well as opportunities for increased self-esteem.

Finally, it is also important to record that the use of these tools is not limited to specific areas, such as armed conflict and peace building. Most of the tools contained in this 'kit' can be applied and adapted for participatory work with children in any context. We hope you will find them useful!

Oslo, the 11<sup>th</sup> of April 2008  
Annette Giertsen  
*Senior Adviser child participation*  
*Save the Children Norway*

# Welcome to the *Kit of Tools*

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## What is the Evaluation and Documentation?

Save the Children Norway has undertaken a two-year thematic evaluation and documentation of children's participation in armed conflict, post conflict and peace building (2006-2008) in four countries: Bosnia-Herzegovina, Guatemala, Nepal and Uganda.

It was a **process led evaluation** through which Save the Children has been able to assess and document:

- its work on children's participation
- the support given to children and young people in developing and strengthening the work of their associations, clubs and groups
- children's understanding of conflict and peace building
- the diverse experiences of armed conflict and its impact on girls and boys in the four countries
- their experiences of peace building and the support given to their involvement in peace building initiatives
- the application of a new way of working, namely: Formative Dialogue Research
- the lessons learned

The **main aims** of this evaluation and documentation have been to:

- improve Save the Children Norway's work on children's participation
- strengthen current and future projects and policies
- promote the rights of children affected by armed conflict
- ensure that children's rights are prioritised in peace building through making children's documentation of their experiences and contributions a part of their nation's history

The **main method and tools** used have included the use of Formative Dialogue Research and child friendly tools. The time span of the evaluation and documentation—over a period of two years—and the use of Formative Dialogue Research has allowed for the active involvement of children as advisors, peer researchers, active respondents, development workers, peace agents and documenters.

**Formative dialogue research (FDR)** has been applied by all country teams throughout the thematic evaluation. FDR promotes the use of dialogue, reflection and critical thinking—over a period of time—amongst children, young people, parents, teachers, community members, researchers, NGO partner staff, Save the Children staff and other key stakeholders (for example, government officials, media). Its aim has been to increase knowledge and awareness which can then be used to improve ongoing projects and programs during the evaluation process. The *added value* of FDR is that it focuses on the process and allows different groups of people to listen to and to discuss further the views expressed by others ('inter-views').

*NOTE: a special section on FDR is included in Appendix One page 102.*

The participatory tools shared in this Kit of Tools aim to assist participatory and reflective research and evaluation with and by children and young people. These tools go well with FDR as they allow for reflection, dialogue, analysis and action planning among the different groups involved. In addition, through the use of the FDR methodology key differences in perspectives between groups of adults, and/or between adults and children can be identified and further explored (for example, through discussion in Advisory Group meetings and/or through organizing key stakeholder meetings). Key suggestions made for strengthening projects and programs as a result of the process can then be identified and implemented.

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## KEY PHASES OF THE THEMATIC EVALUATION PROCESS:

Phase I: Outreach Consultations (November 2006-January 2007)

Phase II: a) Exploring Children's Diverse Experience and Ideas (February-April 2007)

Phase II: b) Strengthening Capacity and Action Planning towards a Vision (April-July 2007)

Phase III: Ensuring a Focus on Quality (August-December 2007)

Phase IV: Documentation and Dissemination (January-October 2008)

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### Complementary Guidelines and Mechanisms for Ethical, Meaningful and Inclusive Participation:

A commitment to safe, ethical, meaningful, and inclusive participation by girls and boys of different ages and backgrounds—in all phases of the evaluation—was integral to the thematic evaluation. A set of **ethical guidelines**, and an **analytical and documentation framework**, including checklists for children and young people (see appendix 3), were also developed. *These can be used as complementary guidance materials to this Kit of Tools*—see [www.reddbarna.no/chp](http://www.reddbarna.no/chp)

The **ethical guidelines** are underpinned by and should always be used in conjunction with the organizational Child Protection Policy and the Save the Children Practice Standards in Children's Participation (2005). The guidelines focus on:

- ensuring that Practice Standards on Children's Participation are fully incorporated in the process
- developing some general principles for good child participation practice
- exploring possible risks faced when working with children in conflict situations and ways of dealing with them
- ensuring that Child Protection issues are dealt with appropriately and sensitively
- ensuring that the diversity of children's experiences is captured
- ensuring that issues which reflect or reinforce child-adult power relations are dealt with
- exploring discrimination and ensuring non-discrimination is practiced
- ensuring effective communication and co-ordination

Continuous reflection and action planning to ensure quality, ethical and inclusive participation practice was a key feature of the evaluation process. It was achieved through regular communication: among children, young people and adults who are involved in community based peace initiatives; among children and adult representatives who are periodically engaged in local and/or national level advisory groups (to guide the thematic evaluation work); and between the global researchers and country research teams via monthly updates, the virtual interest discussion groups, and key national workshops.

## What is in this Kit of Tools?

*'While facilitating, if games and an entertaining process are used we can see that even major issues can be actively explored. There has been deep concentration and discussion through the participatory approach which is very impressive.'*

Feedback from Nepali Child Club members during the national capacity building workshop, May 2007

This is a 'kit of tools' which have been used by children, young people and adults during the Thematic Evaluation and Documentation on children's participation in armed conflict, post conflict and peace building..

The tools are organised according to the timescale of their use during each key Phase of the thematic evaluation:

- Phase One: Outreach Consultations (November 2006-January 2007)
- Phase Two (a): Exploring Children's Diverse Experiences and Ideas (February-April 2007)
- Phase Two (b): Strengthening Capacity and Action Planning towards a Vision (April-July 2007)
- Phase Three: Ensuring a Focus on Quality (August-December 2007)

For ease of reference the tools are also organised in alphabetical order at the end of the document—see APPENDIX/PAGE 118

For each tool the objectives are explained, the time and materials needed, key steps to be taken and facilitators notes. There is also a section where users have made their comments on the usefulness, or otherwise, of the tool.

This compilation of tools was started by the global researchers and Save the Children Norway global adviser in the preparatory phase of the evaluation prior to the International Start Up Workshop held in Uganda in November 2006. The Kit of Tools continued to expand, grow and be adapted throughout the thematic evaluation process. This final version has greatly benefited from contributions from each of the 4 country teams involved in the thematic evaluation. New tools have been added and 'older' tools adapted based on the experiences of their use and development within countries.

Children and young people aged 10–18 years old from diverse backgrounds (including children from urban, rural and IDP<sup>1</sup> camp backgrounds; children from different ethnic, religious and caste groups; school going and working children; formerly abducted child soldiers; child mothers; and a smaller number of children with disabilities) have been actively involved as advisers, peer researchers, documenters and advocates during the thematic evaluation. Children younger than 10 years have also been involved as active respondents. Experience has shown that these tools work well in different socio-cultural political settings among children from diverse backgrounds. Many of these tools also work well with younger children (6–14 years). *The capacity building workshop that took place in Nepal in May 2007 identified the following tools that were useful for working with children under the age of 10 years: risk map, body map, drama, poetry, drawing, painting, play, songs, 'H' assessment.*

In addition, the following tools have been shown to be useful, through work in each of the 4 countries, for the following purposes:

- **exploring and documenting experiences and opinions:** tree analysis, body map, stories of most significant change, peace albums, peace building balloon, focus group discussions, value lines
- **exploring children's participation in peace building:** visioning / the tree, circle analysis, peace building balloon, stories of most significant change, poetry, drama
- **evaluating or assessing projects and processes:** H assessment, time line, spider tool, Save the Children Norway Key Quality Elements
- **planning:** visioning / the tree, circle analysis, spider tool, creating the ideal agent of peace

Enjoy using!

---

<sup>1</sup> Internally displaced people

# Phase I: Outreach Consultations



## An Overview of Tools Used

*The aim of this PHASE was to work with existing children's groups and initiatives to share information about the thematic evaluation and to consult with a wide group of girls and boys in diverse field locations on their preferred research methods, their suggestions to keep children safe during research and, their suggestions to ensure quality processes.*

### Tools for use with adults and children in target communities:

- **Share Child / People Friendly information** on the thematic documentation and evaluation process (with adults and children).
- **Share ethical guidelines** with adults and children for common understanding, expansion (according to any of their own suggestions), acceptance and ownership
- **Initial discussions / sensitization with community leaders, religious leaders, parents and other important stake holders** (for example, teachers, head teachers, local government officials) to gain their support for the research/ evaluation process and children's active role in the process. Seek their views on: the benefits of children's participation, the benefits of the research/ evaluation process and their suggestions to keep girls and boys (of different ages and abilities) safe during the process.

### Tools for use with children and young people:

- **'H' Assessment of Children's Groups / Child Led Initiatives:** strengths, weaknesses, suggestions to improve their children's group or initiatives, *including the use of **Tableau Vivant (freeze frame)** used to assess the individual and collective strengths of children's organizations and initiatives*
- **Focus Group Discussions with Children on the Thematic Evaluation Process and their Meaningful and Safe Contributions** to explore children and young people's views/ suggestions about how they would most like to contribute to the thematic evaluation and documentation in ways which ensure inclusive, meaningful and safe opportunities for their participation. [Possible link to election of 1 girl and 1 boy from key geographic areas to on-site reference/ advisory group]

# Tools for use with Children and Young People



## 'H' Assessment of Children's Groups / Child Led Initiative

The 'H' Assessment is a simple monitoring and evaluation tool to explore the strengths (or successes) and weaknesses (or challenges) of any initiative/ group/ process and to suggest action ideas to improve the same.



### KEY OBJECTIVES:

- To explore the strengths or successes of children's groups or initiatives
- To explore the weaknesses or challenges of children's groups or initiatives
- To share action ideas to improve children's groups or initiatives

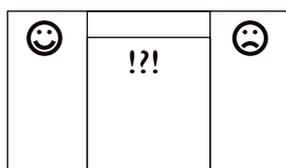


**TIME NEEDED:** This simple activity can be undertaken with groups of children, young people and/ or with adults in a fairly short period of time for example, approximately 40-45 minutes. If there are a number of groups undertaking the activity, allow a bit longer for sharing and discussion of the findings (for example, 60-75 minutes).



### KEY STEPS:

- Make a "H" shape on large flipchart paper.



- In the left hand column draw a happy face 😊, in the right hand column a sad face 😞 and below the middle "H" bar draw a light bulb (to represent 'bright ideas').
- In groups (of same age children, young people, or men/ women) enable the participants to fill in the chart accordingly:
  - 😞 *What are the strengths (or successes) of your children's group or initiative?*
  - 😊 *What are the weaknesses (or challenges) of your children's group or initiative?*
  - !?! *What ideas/ suggestions do you have to improve / strengthen your children's group or initiative?*
- If the activity has been undertaken with different groups of participants enable each group to present their 'H' assessment and facilitate wider discussion on the findings:
  - *What are the key benefits and challenges of children's groups or initiatives?*
  - *What are the key action ideas to strengthen children's groups or initiatives?*
  - *How can these action ideas be put into practice?*



## FACILITATORS NOTES:

This is a very simple tool and can be used periodically by the children's groups or initiatives to monitor the strengths and weaknesses of their initiatives, and to plan concrete actions to improve the same.



## COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

This is a simple and very useful evaluation tool which can be easily and quickly by used by children and young people for different purposes.



## MATERIALS NEEDED:

Flipchart paper, flipchart pens.

From Bosnia-Herzegovina:

**TABLEAU VIVANT** is an instrument which enables depiction of a changed condition in a community through a drama scene of the life story of children/young people shown in 3 still frames (or tableau vivant). The first frame identifies weaknesses that a child or children's initiative has; the second frame, the actions that were undertaken to strengthen the child's capacities or the children's initiative; while the third frame describes the changed condition. The tool Tableau vivant can be used in an assessment of the individual and collective strengths of children's organisations and initiatives. It can be combined with the «H» Assessment.





## Focus Group Discussions with Children on the Thematic Evaluation Process and their Meaningful and Safe Contributions

**Use of focused group discussions with group of girls and/or boys (in similar age groups) to explore children and young people's ideas about how they would like to contribute to the thematic evaluation and documentation, and to share their considerations about how to ensure the participatory process is both meaningful and safe.**



### KEY OBJECTIVES:

- To introduce key background information to groups of children and young people about the thematic evaluation and documentation.
- To explore girls and boys views about the thematic evaluation and ideas about how they would most like to contribute to the thematic evaluation and documentation process (for example, key research areas, preferred research methods, their roles, how to ensure inclusive participation, any initial ideas for child led documentation).
- To explore any risks, fears or challenges children and young people think they may face as a result of their involvement in the thematic evaluation process, and to share ideas and suggestions to minimise such fears and risks.
- To explore children and young people's views about support that is needed to ensure that the participatory process is both meaningful and safe.
- To compile, analyse and document children and young people's views from the focus group discussions.
- To develop updated country research plans incorporating children and young people's views and suggestions, and to undertake follow up visits to the field to keep children and young people informed and to support their ongoing active participation in the process.



**TIME NEEDED:** The focus group discussions are likely to take 30-45 minutes with each group of participants. However, time will be required to compile, analyse and document the views from focus group discussions with different groups. Analysis can be used to update the country research plans. Furthermore, follow up visits will be required to keep children and young people informed about the process and to supporting their active participation.



### KEY STEPS:

- Begin the discussion with introductions so that people get to know each other. Agree on some ground rules for the discussion, if felt appropriate.
- Share key background information on the thematic evaluation and documentation process on children's participation in armed conflict, post conflict and peace building with the group (for example, where the idea came from, which countries are participating, that the research and evaluation will be supported over a one year period with an emphasis on enabling children and young people of different ages, in diverse locations to actively contribute to the research and the documentation process etc).
- Present the key ethical issues related to children's participation in the research and evaluation. For example, ethical approach, right to information, participation is voluntary and so on.
- See if the children and young people have any key questions about the thematic evaluation and always try to answer their questions! If you do not have a ready answer to a particular question then explain that you will find out and come back to them within a given timeframe with an answer.
- Explain the nature of this tool—that focus group discussions with groups of girls and boys (of a similar age ranges) will be organised to enable children and young people to share their views and ideas about the thematic evaluation and documentation process, about how they would most like to contribute, and their ideas to ensure the process is both meaningful and safe.
- With each focus group explain what will be done with the information collected and the views of children and young people and how children will benefit from their involvement in the process. Explore how children's contributions can be acknowledged while taking into account protection issues, confidentiality and so on.

- With each focus group explain that whilst seeking, listening to and being influenced by children and young people views and ideas regarding how they would most like to contribute to the thematic evaluation and documentation process, it may be possible that some of the ideas or suggestions made by children and young people's may not be feasible due to either limitations of resources (available to the country study teams), to time or to contextual factors (for example, significant risk). However, all suggestions will be taken seriously and clear reasons for not being able to take forward any particular suggestions will be given (either during the discussions and/or at a later date when views from a number of focus group discussions with different groups of children and young people are brought together).
- Enable discussion and exploration of girls and boys views on:
  - *The benefits of undertaking a thematic evaluation and documentation on children's participation in armed conflict, post conflict and peace building (for example, the benefits for children, communities, society?)*
  - *Any key research areas/ questions that they would they like to explore?*
  - *How they would like to be actively involved in the research, evaluation and documentation process? What roles would they like to play?*
  - *How to ensure that girls and boys of different ages, abilities and backgrounds, including children with disabilities (and children from different ethnic groups) can be actively included? (inclusive participation)*
  - *How to ensure that girls and boys of different ages, abilities and backgrounds, including children with disabilities (and children from different ethnic groups) can be actively included? (inclusive participation)*
  - *What kinds of research methods or processes would they like to be used during the study? What kinds of tools are useful in working with girls and boys of different ages and abilities?*
  - *What kind of support they require to be involved as active participants (for example, as peer researchers, as documenters)? To what extent do they want adults to support them and what specific support do they require from adults?*
  - *What kind of risks or fears do they think they may face if they are actively involved in the research, evaluation or documentation process?*
  - *What can be done to address these risks or fears? (for example, what kind of preparation can be undertaken or support provided to minimise these risks)?*
  - *How can they contribute to creative documentation of children's views during the thematic evaluation? What kind of support would they need?*
  - *How can they make best use of the findings and views expressed by children, young people and adults during the thematic evaluation (at local, district, national and global levels)?*
  - *Do they have any other suggestions to ensure inclusive, meaningful and safe participation of children and young people in the thematic evaluation and documentation process?*
- Re-explain to the groups that the suggestions from all the different groups (for example, from different age groups in each geographic location) will be brought together to inform the development of the research plans and processes. Feedback to children and young people will be ensured and ongoing support for girls and boys' active participation in the research, evaluation and documentation process will be supported. Furthermore, clear reasons will be provided as to why any of children and young people's suggestions cannot be taken forward.
- Compile, analyse and document the views and suggestions made by children and young people in various focus group discussions. Develop an updated country research plan incorporating children and young people's views and suggestions and ensure follow up field visits to both inform children and young people of the outcomes and to actively support their ongoing participation in the process.



### FACILITATORS NOTES:

- Researchers must acquaint themselves with the previous and current socio-political, economic and cultural context of the area in which the evaluation and documentation is being carried out. It is also important to understand the context of the conflict and its impact on various aspects of the lives of the children, their families and communities, as well as an understanding of the policy environment and existing decision making structures at the local / community, district and national level.
- Equipped with this knowledge and information the researcher is then in a better and more informed position to understand children's views on the various issues under discussion. For instance, on the benefits, key research areas, questions; on the roles children would like to play; on ways of ensuring inclusive participation; the kind of research methods or processes to employ; the kind of support required and the kind of support possible; the kind of risks or fears envisaged and so on.
- These focus group discussions may be best facilitated with groups of children and young people in their own field locations. The most suitable time and place for meeting should be agreed with all the stakeholders participating in the discussions.
- Focused group discussions tend to yield best results when the numbers of participants are limited to 6-10 girls or boys of similar age group or background. Thus, different focus group discussions with girls and boys of different age groups (for example, 6-10 year olds, 11-14 year olds, 15-18 year olds) could be organised.
- It is important to disaggregate the views of different age groups or of girls and boys. It is also important to always record and respond to concerns raised by girls and/or boys of different ages.
- The **proposed election of 1 child or young person representative** (1 girl and 1 boy from key geographic areas) to be part of the Advisory Group could be linked to the process of undertaking these focus group discussions.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

Initial consultations with children, young people and adults can be crucial to gain further knowledge and insights to the particular socio-cultural political situation in each context—in order to adapt and develop safe and meaningful opportunities for girls and boys to participate (global researcher).



### MATERIALS NEEDED:

Child friendly background information on the thematic evaluation and documentation.

Welcome

Phase

I

Phase

IIa

16

17

Phase

IIb

Phase

III

Appendix

I-3

# Phase IIa: Exploring Children's Diverse Experiences and Ideas

## An Overview of Tools Used

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### Tools for use with children and young people:

- **Body Map of Children's Diverse Experiences** living in Conflict/ Post-Conflict/ Peace Building Contexts.
- **Tree Analysis of Conflict:** Exploring root causes of conflict and impact of children, their families, communities and nation
- **Risk Mapping:** exploring risks that girls and boys (of different ages) face in their local communities. *This includes an example of how the body and risk map can be combined to explore children's emotions in relation to their experiences of conflict, post-conflict and peace*
- **Time line of children's peace or participation initiatives:** highlighting key successes/challenges faced.
- **Wall of Wonder** is an adapted version of the timeline developed in Nepal to explore the impact of sequential events over time.
- **Peace Album:** as a tool to support child led research and documentation of their poetry, drawings, stories, newspaper cuttings etc
- **Flower Map of People who Support Children:** Identify which people provide support to girls and boys (of different ages) during difficult times, and how?
- **Drama** to explore and highlight girls and boy's experiences (for example, how children help protect themselves, their peers or their families) and/or to show meaning of peace
- **Visioning Exercise: Children's Roles as Agents of Peace**—What vision are they working towards? What vision of their families/ communities/ nation? What is their vision of their role as change agents/ agents of peace?
- **Circle Analysis of Children's Roles in Peace Building**
- **Balloon exercise:** Exploring concept and practice of children's participation in peace building
- **Preference Ranking of Activities or Peace Initiatives** undertaken by children's groups / child led initiatives / organizations (undertake separately with different age groups of girls and boys).
- **Stories of Most Significant Change:** Dialogue and individual drawings to illustrate stories of 'most significant change' that have been brought about through children's initiatives (for example, to child/ family/ community / nation—child's choice). Development and sharing of individual stories and collective dialogue to identify stories of significant change that they would like to use to illustrate the value and impact of their initiatives at different levels.

**Ongoing support for child led documentation/ media initiatives** to document/ report on children's experiences and views; and for **enhanced networking** for children to share experiences and views and increase collective analysis, action and advocacy planning.

**Moving from assessment to action planning:** an example from Bosnia-Herzegovina on how the 'H' Assessment can be combined with other tools in order to move from assessment to action planning building on the strengths identified in the 'H' Assessment.

## Tools for use with adults

(parents/ step-parents/ guardians, community and religious leaders. &/or other key stakeholders, for example, teachers, local government officials, NGO and Save the Children representatives):

The tools listed above can also be adapted, in addition to the use of any / all of the proposed tools below:

- **Focus Group Discussion and/or Interviews** on how girls and boys (of different ages) and other family members have been affected by conflict and/or post conflict/ peace building context. Discussion on the role of children in promoting peace and child rights.
- **'H' Assessment of children and youth participation/ child led initiatives:** strengths/benefits, weaknesses/disadvantages and suggestions to improve (including reflections on which children have been included/ excluded from such initiatives)
- **Stories of Most Significant Change as part of ongoing Monitoring and Evaluation round / b):** As described above, but used with adults. Dialogue and recording of individual stories to describe 'most significant change' that has been brought about through children's initiatives (for example, to child/ family/ community / nation). Development and sharing of individual stories and collective dialogue to identify stories of significant change that they would like to use to illustrate the value and impact of children's initiatives at different levels.

# Tools for Use with Children and Young People



## Body Map of Children's Diverse Experiences

The body map is a participatory tool which can be used to explore children and young people's views concerning different ways in which living in conflict, post conflict or peace building contexts has affected their lives.



### KEY OBJECTIVES:

- To explore girls and boys views and experiences with regards to the different ways in which living in conflict, post conflict or peace building contexts has affected their lives.
- To analyse and record disaggregated information concerning the experiences of girls and boys of different ages and backgrounds in different contexts.



### TIME NEEDED:

This tool takes approximately 40-60 minutes to facilitate with groups of children and young people.



### KEY STEPS:

- Large sheets of flipchart are stuck together. A child or young person is asked to volunteer to lie on the sheets to have their body shape drawn around to create a large body map which represents children and young people.
- The body image (and body parts) is used as a focus to explore and record participants views regarding the different ways in which living in armed conflict, post conflict or peace building contexts has affected their lives. For example, key questions relating to the body map include:
  - (Head) How has conflict, post conflict or peace building contexts affected their mind, the way they think, and/or their learning? (explore both positive and negative examples)
  - (Eyes) What have they seen with their eyes as a result of living in conflict, post conflict or peace building contexts? How has the context affected the way people see children and young people? How has the context affected their perceptions of the world?
  - (Ears) What have they heard as a result of living in conflict, post conflict or peace building contexts? How has the context affected the way people listen to children and young people; or the way children and young people listen to adults?
  - (Mouth) How has the context affected the way people communicate to each other and the way adults communicate with children and young people and/or the way children and young people communicate with one another?
  - (Main Body) How has the conflict, post conflict or peace building context affected their health? What forms of abuse have girls and boys been subjected to?
  - (Heart) How has the conflict, post conflict or peace building context affected the feelings people have for different people in their community/nation? How has it affected their own feelings and people's feelings towards them? Who did they get support from in times of need?
  - (Arms/ Hands) As a result of the conflict, post conflict or peace building context what kinds of activities are they more or less involved in? (for example, forced work/unforced work/forced to carry/use guns/study/play etc)? Does anyone use their hands in a negative way (for example, to beat them or harm them?)
  - (Legs/ Feet) As a result of the conflict, post conflict or peace building context are there any changes in where children and young people do or do not / can or cannot go? (for example for work, study, income generation or through internal displacement—for example, to leave/or return to their village, to live in/or leave an Internally Displaced Persons [IDP] camp etc)?

- Enable general discussion on the body:
  - *What are your views about these various impacts of living in conflict, post conflict or peace building contexts? What are the most negative impacts? What are the most positive impacts?*
  - *Do you think the impacts described here are similar for all groups of girls and boys in the community? And/or have are some children (girls or boys of different ages) more or less impacted by the context?*
- Ensure careful documentation of children's views.
- When analysing the results from different body maps produced from discussions with different groups of girls and boys (of different ages or from different geographic backgrounds) it will be useful to analyse differences in views and experiences according to gender, age, dis/ability, ethnicity, geography, socio-economic background, socio-political context, living context (for example, internal displacement from homes and villages) etc.



### FACILITATORS NOTES:

- To enable the views and experiences of girls and boys of different ages and backgrounds to be heard it would be best to facilitate the body map exercise separately with groups of girls and boys in key age groups (for example, 6-10 years, 11-14 years, 15-18 years).
- To ensure effective documentation and disaggregated information gathering of children's views it would be useful to have two people recording children and young people's views during this activity. One person could capture children and young people's views alongside key body parts on the body map. The other person could take more detailed records of children's views (noting gender, age, key background information of the participant) in a notebook.
- While exploring children and young people's views and experiences encourage them to share positive and negative examples of how the conflict, post conflict and peace building context has affected them. For example, post examples may highlight children's resiliency and the ways in which children and young people positively cope with adversity faced.
- In country contexts where it is relevant encourage reflection and sharing of different experiences of being internally displaced—for example, having to move from homes and communities, issues related to poverty, living in IDP camps and/or of returning home. What were the benefits and disadvantages in each respective setting; what were the challenges faced in being internally displaced and/or returning home.
- *Also where possible, encourage reflection and sharing of children's experiences of when they were part of armed militia groups, and/or their experiences of returning to their families and/or communities.*

**Consider using the Body Map in combination with the Risk Map on page 23 of the Kit of Tools to explore children's emotions in more depth. See Risk Map for more details of how these 2 tools were combined in Bosnia-Herzegovina.**



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

The body map is a simple, interesting and effective tool to use with girls and boys in different situations (global researcher).



### MATERIALS NEEDED: ASDASDA

Flipchart paper, tape, flipchart pens.



## Tree Analysis of Conflict

**A simple participatory tool to enable exploration of the root causes of conflict and its impact of children, families, communities and the nation.**



### KEY OBJECTIVES:

- To explore people's views on the root causes of conflict in their communities and/or society
- To explore people's views on the impact of conflict on children, families, communities and the nation.



### TIME NEEDED:

This simple tool can be facilitated with groups of participants in 30-45 minutes.



### KEY STEPS:

- Create a drawing of a tree trunk with roots going to the ground and branches leading up to the sky. Explain to groups of children, young people and/or adults that the visual image of a tree will be used to explore the root causes of conflict in their communities and/or society (*the roots*), as well the impact of the conflict on children, families, communities and the nation (*the branches*).
- Alongside the roots enable participants to explore and record what they see as the 'root causes' of conflict. For each of the causes given encourage the participants to explore the root cause of this cause.
- Alongside the branches enable participants to explore and record the impact of the conflict on the lives of children, families, communities and nation. Encourage the participants to reflect and record any positive impacts (if any), in addition to the negative impacts.
- Enable a general discussion on the tree analysis and add any further points that the participants would like to make.



### FACILITATORS NOTES:

- When exploring the impact of the conflict, *wherever relevant*, enable exploration of experiences relating to displacement from their homes/villages, the experiences of living in IDP or refugee camps and/or other places. Enable sharing on the negative and positive impact of such experiences on girls and boys (of different ages), as well as on their family members.
- When exploring the impact of conflict, you can sensitively explore whether girls and boys (of different ages) face more/ less or different forms of abuse as a result of conflict.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

**The project group from Konjic, Bosnia-Herzegovina had the following comments when they used this tool:** It's useful for working with younger children since they do not have to write but can rather draw their vision; children can decide where they want to place their vision—whether to place it on the top or bottom of the tree which can be an indicator of the system of values of children and young people. The weaknesses of the tool were identified as: time consuming, its application is restricted and requires additional analysis if children use drawings.

The recommendation is for this tool to be applied with other tools, for example the body map, to allow children to express their feelings.

*(Taken from Summary Report of Capacity Building Workshop, Save the Children Norway, June 2007)*

**Feedback from participants in Uganda** (*from national reflection workshop*): The tree analysis impressed me so much—it is a simple tool that gathers so much information.



### MATERIALS NEEDED:

Flipchart paper, pens



## Risk Mapping

**This participatory tool enables children and young people to explore the risks they face in their local communities. It can also be used to identify protection factors in their local communities, while also identifying the risks they most want to change.**



### KEY OBJECTIVES:

- To enable girls and boys to identify positive and negative aspects of their local communities
- To enable girls and boys to identify key risks which they would like to change
- To support child led action planning



### TIME NEEDED:

This tool can be facilitated with small groups of children in approximately 45 minutes.



### KEY STEPS:

- Give a group of children or young people a large piece of paper and pens or pencils. Ask them to collectively build a map of their community/camp highlighting all the important places in their community.
- Ask the children and/or young people to highlight/ draw the places they like and/or feel safe in their community/camp (for example, each child could put a happy face or tick mark by the places they like). Enable group discussion on the issues raised.
- Ask the children to draw/ highlight the dangerous places in their community/camp, places where they don't feel safe / they are scared/ where they face risks or places where accidents happen (for example, each child could place a sad face or cross mark by these places). Enable group discussion on the issues raised.
- Ask children and/or young people to indicate 3 risk areas in their community/camp that they would most like to change (for example, each child could place a star by three things they would like to change). Enable group discussion on the issues raised, for example has their children's group every tried to address any of these risks? Do they think something practical can be done to address the risks?
- Enable a broader discussion with regards to action that needs to be taken to address and protect girls and boys from different forms of risk and abuse.



### FACILITATORS NOTES:

- To enable the views and experiences of girls and boys of different ages and backgrounds to be heard it is best to facilitate the body map exercise separately with groups of girls and boys in key age groups (for example, 6-10 years, 11-14 years, 15-18 years).
- Where children are or have been internally displaced—for example, living away from their homes or communities or in IDP or refugee camps—you can enable identification of particular risks (including abuse) and challenges faced whilst living in these different settings; as well as children's suggestions as to how to address these risks/ abuse faced.

**Here's how children from a project in Srebrenica in Bosnia-Herzegovina combined the use of the Body Map and the Risk Map.** First they identified the areas in their town that are not safe for children and then they used the Body Map to explore their feelings relating to insecurity in these places in their local community. The combination of the 2 tools enabled them to express their feelings about how they felt when they were in these unsafe areas.

The children then made plans to use these 2 tools for public advocacy. They used the Risk Map when they presented their action plans to the local Mayor and representatives from the Ministry of the Interior. *For a visual presentation of this advocacy activity please see the Redd Barna website on children's participation: [www.reddbarna.no/chp](http://www.reddbarna.no/chp)*

 **COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):**

**What the children say:** These tools are excellent and help us to assess the safety and security of children in the local communities (*children from Srebrenica project, Summary Report of Capacity Building Workshop, Save the Children Norway, June 2007*)



**MATERIALS NEEDED:** FLIPCHART PAPER AND PENS, AND/OR CHALK



## Time Line of children's peace or participation initiatives

Use of a participatory tool to explore and share significant processes, successes and challenges achieved over time through children and young people's peace or participation initiatives.



### KEY OBJECTIVES:

- To explore significant processes, successes achieved and challenges over time through children and young people's peace or participation initiatives.
- To highlight concrete results arising from their peace or participation initiatives
- To provide a simple illustration of the history of children's peace or participation initiatives through a visual time line.



### TIME NEEDED: APPROXIMATELY 45 MINUTES



### KEY STEPS:

- Working with groups of children and young people who have their own children's group, peace or participatory initiative—introduce the time-line activity which provides an opportunity to elicit and discuss significant events or processes over time.
- Draw a vertical line up (or horizontal line along) the length of flipcharts (2-3 stuck together).
- Using time as a reference point enable the children and young people to think about and document key processes/events/ initiatives in relation to their peace or participation initiative. For example:
- *They should think about when and why they started their peace or participation initiative—the date (month/year) can represent the start of the time line (on the top left hand side of the vertical line). Key words can be used (on the right hand side of the line) to indicate key events or factors which enabled them to start their initiative.*
- *Along the time line they can highlight key ☺ milestones/ successful initiatives/events/processes which have taken place over time. At each point highlight the date (month/year), as well as key words to indicate the milestone/ success.*
- *They can also highlight key ☹ challenges faced at different points or periods in time.*
- Further dialogue and discussion can be facilitated during and following the production of the time line with regards to:
  - concrete results that have been achieved through their participation and/or peace initiatives (expected or unexpected, positive or negative)
  - the strengths and benefits of children and young people's peace or participation initiatives.
  - the weaknesses and challenges of children and young people's peace or participation initiatives.
  - their ideas for the future—what ideas do they have for scaling up their activities; what long term perspectives do they see for their involvement in peace-building. [Note: where relevant if formal peace processes fail how can they as children still contribute to peace building in their communities?]



### FACILITATORS NOTES:

- The timeline can provide a useful record and visual documentation of key history relating to the processes, successes and challenges of children's groups and initiatives. Children and young people can be encouraged to develop and maintain updated versions of their timelines. In some situations children and young people may wish to develop more visual artistic versions of their time line and/or to reproduce their time line on more durable material, such as cloth.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

**Feedback from participants in Uganda** (from national reflection workshop): We learnt about the challenges and achievements faced by clubs and associations through the time-line.



### MATERIALS NEEDED:

Flipchart paper, tape and flipchart pens

(If produce more creative durable version: Long strips of white cloth, coloured cloth paints)



## Wall of Wonder

In Nepal the research team adapted use of the Time Line and event analysis to create the 'Wall of Wonder' as a participatory tool to explore and analyse the impact of significant events and processes on the history of a children's organization or participatory initiative. Children analyse events and processes identifying significant breakthroughs and turning points. They develop a visual 'wall of wonder' of the history of their organisation.



### KEY OBJECTIVES:

- To explore sequential events and history of the children's organization or participatory initiative.
- To analyze positive or negative impact/consequences to the organization from various events (including the impact of conflict), that marks a breakthrough or turning point for the children's organization or participatory initiative.
- To prepare the overall history of the organization.



**TIME NEEDED:** THE WALL OF WONDER IS BEST BUILT OVER TIME, AND CAN BE PERIODICALLY UPDATED. HOWEVER, AT MINIMUM IT MAY NEED AT LEAST 2-3 HOURS, ESPECIALLY IF MORE CREATIVE FORMS OF EXPRESSION (FOR EXAMPLE, PAINTING) ARE USED



### KEY STEPS:

- Encourage Child Club/ group members to list down the events that have had a significant impact (positive or negative) on their organization/ participatory initiative. Events or processes that have resulted in some kind of breakthrough for their organization.
- Support children in collecting any relevant magazines, news papers, photos containing information about the events that have had a significant impact on their organization or participatory initiative.
- Spread a long length of cloth (or flipcharts stuck together) on the ground or the wall.
- The children should divide the cloth/paper into parts; durations of time you want to document (for example, month/ year)
- Record the significant events and analysis of the impact that they have had on the children's organization/ initiative on the cloth.
- Wherever available, paste on relevant photos, newspaper articles. (*Note: If materials or information are found at a later date they can be added*)
- If relevant photos or newspaper cuttings are not available children and young people can be encouraged to draw or paint in the events and their impact. Paintings can be a very effective way of illustrating the history of the organization.
- Support collective discussions, analysis and documentation of children's views (and any differences in views) concerning which events had a significant impact on the children's organization/ initiative. Why? And, How?



### FACILITATORS NOTES:

- As with the timeline, the Wall of Wonder can provide a useful record and visual documentation of key history relating to important events and their impact on children's organizations and initiatives. Children and young people can be encouraged to develop and maintain updated versions of their Wall of Wonder.
- Properly store the material to prevent damp and fading.



## COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

As described by the Nepal team the strengths of this tool are that it assists children, young people and adults in recalling the history of their organization and the impact of different events (including the impact of conflict on the organization). The tool can be used flexibly, such that if events or new materials are found once the wall of wonder is produced they can still be added at a later date. The Wall of Wonder can also provide a useful visual for sharing with wider stakeholders. Limitations of the tool are that it can take time to design, especially when using paintings. It may be difficult for children and young people to choose and agree amongst themselves which events have created a turning point/significant impact on the history of the organization and why. If children record the negative impact that the conflict has had on their organization they may face potential threats from the rebel groups if they see their Wall of Wonder.



## MATERIALS NEEDED:

- Long clothes or paper
- Color pencils, or paintings colors, brush
- Adhesives, tapes, pins etc
- News cuttings, photos related to their organization etc



## Peace Album

**The development of a Peace Album by children's clubs/ associations/ groups as a tool to support child led research and documentation of their experiences through their poetry, drawings, stories and their collection of newspaper cuttings. This is an example of a tool developed in UGANDA during the thematic evaluation.**



### KEY OBJECTIVES:

- To encourage child led documentation and collection of poetry, songs, stories, drawings, newspaper articles on issues relating to their experiences and views of conflict and peace.
- To use the 'Peace Album' as a source of materials to encourage discussions and analysis among children to inform research analysis and child led advocacy work
- To provide a rich source of creative information documented by children and young people—which could significantly contribute to publishing a child led publication.



### TIME NEEDED:

Peace Albums are best built over time with contributions by different children within a Child Club or association.



### KEY STEPS:

- Provide Child Clubs/ Associations with basic materials for producing their own Peace Album (manila folder, strong paper, binder, glue)
- As part of their ongoing Club/ Association activities encourage children to develop their own poetry, songs, drawings, stories concerning their experiences or views on conflict or peace—and to stick them in their peace album.
- To ensure safety and confidentiality of the information collected—particularly for contributions relating to conflict and/or other negative experiences encourage children not to write their names, but just to write *girl/ boys, age (and any other important background details for example, living in an IDP camp)*.
- Their contributions can be shared and discussed among the Club/ Association members to encourage reflection and analysis of key messages.
- Children can also gather, save and discuss relevant newspaper articles in their Peace Albums.
- Encourage the children and young people to use their Peace Album as a rich and creative source of materials to discuss and analyse to inform research analysis and child led advocacy work. For example, the children may wish to present some of their poetry in school assembly's or in district level meetings.
- Encourage the children to analyse and present contributions from their Peace Albums during wider workshops of children and young people and/or to share on Save the Children Norway website [www.reddbarna.no/chp](http://www.reddbarna.no/chp)
- The Peace Albums provide a rich source of creative information documented by children and young people—which could significantly contribute to publishing a child led publication (see comments below from the Uganda experience).



### FACILITATORS NOTES:

- Ensure that the Peace Albums are stored in a safe place and that children and young people (with adult support) are able to monitor who has access to look at them.
- Continue to monitor that children's identity is protected when sharing contributions from Peace Albums.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

- The Peace Albums have been an extremely effective tool developed and used by Peace Clubs (school based groups) and Child Associations (out of school young people) in **Northern Uganda**. Each of the 12 Clubs/ Associations who have been actively involved in the thematic evaluation have produced their own Peace Albums bringing together rich, creative contributions (poetry, songs, drawings, newspaper cuttings, case stories) written (and/or collected) both by children who are members of the Clubs/ Associations, and with some contributions from other children. The Peace Album have made use of low cost available local materials and has contributed to child led documentation, research and advocacy in a significant way.
- The children and adults involved in the Clubs/ Associations in Northern Uganda recognise that the Peace Albums have great value—they are considered as ‘*story/ poetry banks*’ which can be drawn upon to support children’s active contributions to school assembly’s, to special events (for example, Day of the African Child), and to magazines or radio programs.
- Children and young people have been encouraged to discuss and analyse key messages from their Peace Albums within their Clubs/ Associations, in schools, and in wider settings—including the National Workshops.
- During the National Capacity Building workshop and the National Reflection Workshop children and young people were encouraged to share contributions from their Peace Albums as part of a ‘Wang Oo’ (*cultural story telling tradition where elders and children gather together in a circle and sit around the fire to share proverbs and stories*).
- In Northern Uganda children and young people were supported to publish a collective edited version of their Peace Albums as a creative example of child led documentation and to support child led advocacy work on children’s participation and peace.



### MATERIALS NEEDED:

- Manila paper folders, strong paper, string holders to hold peace album together, glue



## Flower Map of People who Support Children

A simple visual tool to explore which people provide support to children and young people.



### KEY OBJECTIVES:

- To explore children and young people's views on who they seek and gain support from during times of conflict, difficulty or distress and the kinds of support they do and/or do not receive.



**TIME NEEDED:** THIS TOOL CAN BE FACILITATED WITH INDIVIDUALS OR SMALL GROUPS OF CHILDREN AND YOUNG PEOPLE IN 30-45 MINUTES.



### KEY STEPS:

- Enable small groups of girls and/or boys (of a similar age group) to draw the centre of a flower which represents them.
- Ask the children/ young people to draw petals to go around the centre of the flower to represent which people they seek support from during times of conflict, difficulty or distress. The petals should be drawn bigger for the people they most often seek support from and/or the people who support them most. The name/characteristic of the people (for example, parents, friends, teacher etc) should be written inside. The petals should be drawn smaller for people they occasionally seek support from and/or for people who provide less support—again ensure that the names/characteristics of the people are written inside the petal.
- Enable the children to share their flowers explaining which people provide most support to them during difficult times, and the kinds of support provided.
- Enable group discussion on:
  - the characteristics of people that enable them to be most helpful or supportive (as well as negative characteristics that make it harder for some people to provide support to children and young people)
  - the kinds of support most sought by children and young people during times of conflict, difficulty or distress
  - any kinds of support that are lacking
  - the role that children and young people play in supporting their peers, siblings etc.



### FACILITATORS NOTES:

- This tool needs to be facilitated in a very sensitive manner with small groups of girls or boys (of a similar age range)—as sensitive issues may be raised by girls and/or boys.
- This activity can be usefully followed by use of the next tool—drama to illustrate how children and young people play a role in self protection or protection of their peers.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):



### MATERIALS NEEDED:

- Flipchart paper, pens or alternatively coloured card, scissors and glue can be used whereby children cut out the shape and size of their petals and stick them down accordingly.



## Drama

**Use of drama for children and young people to illustrate the ways in which they protect themselves and/or their peers during times of conflict, distress or difficulty. Drama can also be used to explore the meaning of peace.**



### KEY OBJECTIVES:

- To enable children and young people to illustrate the ways in which they protect themselves and/or their peers during times of conflict, distress or difficulty.
- Or To use drama to explore the meaning of peace.



**TIME NEEDED:** APPROXIMATELY 45 MINUTES FOR GROUPS OF CHILDREN AND YOUNG PEOPLE TO PREPARE AND PERFORM SHORT DRAMAS.



### KEY STEPS:

- Enable small groups of children and young people to think about and discuss the ways in which they protect themselves during times of conflict, distress or difficulty and/or the ways in which they protect their peers, friends or siblings.
- Encourage the children and young people to develop and present short dramas to illustrate the ways they protect themselves or their peers.
- Following the drama enable group discussion on:
  - The roles undertaken by children and young people
  - The strengths and capabilities demonstrated by children and young people
  - Whether adults in the community and broader society recognise the active roles that children and young people are playing and the ways in which they are enhancing their own protection and the protection of their peers.
- How to gain greater recognition of and support for children and young people's active role.

*Alternatively, use drama to introduce a simple notion of how our individual behaviour can either promote conflict or peace. This is an **example of a tool used in NEPAL** during the thematic evaluation.*

- A simple drama can be presented to illustrate how changes in individual behaviour can promote peace, respect and non-discrimination, rather than conflict, abuse or discrimination.
- Request a small group of participants to work with the facilitator in advance to prepare the following drama. In part one of the drama two men—a driver and his assistant are on their way to work. They call in at a tea shop and comment upon the beauty of the lady selling tea. However, they insult her tea and are rude to her. They then drive the bus to pick up people waiting. A man gets on the bus. They then pick up a lady. However, the man harasses the lady on the bus. An old man with disabilities is calling for the bus to stop. However, the bus driver ignores him and passes by. In part two of the drama the same two men visit the tea shop. They are kind and respectful to the tea lady. They then drive the bus to pick up the people waiting. A man gets on the bus. Then they pick up a lady. The bus assistant ensures that she has space on the bus and is treated well. They then see the old man calling for the bus. The bus assistant gets off the bus and assists him in getting on the bus.
- Children/ adults present the drama.
- The participants are encouraged to reflect on what they saw in this drama and the lessons learnt.

### **An example of how drama has been used in GUATEMALA:**

Young people performed a drama depicting a school classroom. Students ask the teacher questions about the internal armed conflict in Guatemala. The teacher does not know how to respond. *Through the use of drama the children and young people bring out one of their most significant findings which is that the subject of the internal armed conflict is not addressed in the school curriculum.* (Taken from Summary Report of Capacity Building Workshop, Save the Children Norway, May 2007).

*Another example of how drama has been used to seek support for children's role in peace building can be found on page 91 of the Kit of Tools.*



#### **FACILITATORS NOTES:**

- Drama can be used in diverse ways by children, young people and/or adults to express different experiences, challenges, ideas. Encourage children to use drama in whatever way they prefer.



#### **COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):**



**MATERIALS NEEDED:** none!

# Exploring Children's Participation in Peace Building

The following 3 tools are recommended for exploring children's participation in peace building—the visioning exercise, the circle analysis and the peace building balloon. Experience from the capacity building workshops held in the 4 countries participating in the Thematic Evaluation in May and June 2007 illustrated that the peace building balloon is the most useful tool to explore and extract information about children's involvement in peace building.

The peace building balloon is however quite a conceptual exercise as it provides an overall summary of various factors which help and hinder peace building. It can therefore be quite a difficult activity for children, young people and adults to complete without prior reflection and discussion on their role in peace building.

A suggested order for undertaking these 3 key activities which explore children's role in peace building is therefore:

- Visioning exercise: Meditation and drawing your vision of peace (which represents the fruit on the tree—tree exercise part I)
- Circle analysis of what children are doing/ can do to promote peace building
- Tree exercise part II—building the roots of the tree—post-its to represent individual, children's association, NGO and Save the Children strengths upon which we can draw to promote peace building
- Peace building balloon—exploring the concept of peace building, which people are involved, in addition to factors which hinder or enhance peace-building, and specifically children's participation in peace building; summary of visioning exercise can be placed in the sun; and risks can be highlighted in the cloud.
- Tree exercise part III—developing the trunk—strategy for peace building

**The use of other tools already outlined on previous page such as the Stories of Most Significant Change, poetry, drama etc., may also be used to explore and to highlight children's role in peace building.**

The order suggested above will help participants to be able to draw upon their own vision and practical experiences to reflect and analyse on the concept and practice of peace building in the balloon exercise.



## Visioning Exercise: Children's Roles as Agents of Peace

A meditation—visualisation exercise can be used to help children, young people (and adults) to dream about their children's groups, their communities and their roles as agents of peace in the future. The participants draw their dreams/visions on 'fruit shape' paper. The pictures of their dreams are shared and a tree image is used to explore what individual and collective strengths they have to build upon (the roots), and what strategy / action planning is still required to work towards their dreams.



### KEY OBJECTIVES:

- To help children, young people (and/or adults) to visualise and creatively express their role as agents of peace
- To support children, young people (and adults) in identifying individual and collective strengths that can be built upon to support their role as agents of peace.
- To support children, young people (and adults) in identifying support, action plans and strategies to help strengthen their role as agents of peace, and their children's peace initiatives so that they may more effectively move towards their vision.



**TIME NEEDED:** approximately 75-90 minutes (40 minutes for visualisation and 40 minutes for creating tree and action planning)



### KEY STEPS:

- Children/ young people (and/or adults) are encouraged to find a quiet place to lie/sit down comfortably, to close their eyes, and to breathe deeply. They are asked to imagine how their children's peace initiatives and children's groups could develop in the future. They should dream about their role as agents of peace in their local communities, and even broader in their national communities.
- Encourage them to dream about their role, their initiatives, their groups, the kinds of interactions they have in their families, schools, communities, as well as with government officials or other key stakeholders. Dream about their role and the kinds of changes that they can see in their families, schools, communities, nation as a result of their positive efforts. How are children and adults interacting with each other? How are adults from different backgrounds interacting? dream, dream... give a few minutes silence to dream and visualize...
- After 5-8 minutes of meditation the children / young people are asked to draw their individual dreams on a 'fruit shape' paper. Fruit shape paper, pencil and crayons are given for the task.
- Once the drawings are complete (allow 10-15 minutes) the shape of a large tree (on big sheets of flipchart stuck together) is placed in front of all the participants. Collectively the participants build the tree where:
  - *The fruit represents their vision/dream (individual and collective)*
  - *The roots will represent their individual and collective strengths*
  - *The trunk will represent their strategy and action planning to strengthen what they are doing, and to gain more adult support to reach their vision.*
- Each child/ young person is encouraged to present their dream—their fruit and to stick it on the tree.
- Collectively, the participants are then supported to explore and record their suggestions for the roots of the tree—use different colour post-its to represent and record different levels: individual strengths, the strengths of their children's clubs/ associations; the strengths of NGO partners; and strengths of Save the Children Norway.
- Finally, the participants share their ideas for the trunk—the strategy and action planning ideas, including any additional support needed from adults (including Save the Children Norway) that will help them to strengthen their peace initiatives/groups and to move towards their vision.

One way of developing the strategy is do a how? how? how? exercise. Strategic and practical suggestions for action can be presented and then explored further by asking the question HOW? and HOW again about how exactly children's participation in peace building can be promoted.



### FACILITATORS NOTES:

- Following the workshop efforts could be supported to further develop the 'visualisation of the vision. For example, the children and young people could be supported to work with mural artists to create large scale visual images/ murals in their local communities/ town.
- The use of the visioning tool can be used to complement other activities and tools—for example, the balloon activity in Phase IIa and/or any activities or tools that require an element of visioning to strengthen existing initiatives or support action planning.
- *Don't forget that it may be a good idea to break up the visioning exercise into 3 steps—the vision, the roots and the trunk—and combine this with use of circle analysis and peace building balloon as outlined above*
- **As illustrated by the feedback from Uganda below, due to difficult experiences faced during the conflict period there is a possibility that some participants may still see negative things when visioning. Psycho-social support should be made available for anyone who needs it.**



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

**Feedback from participants in Uganda** (from national capacity building workshop): The visioning was very impressive. We learnt how to explore our vision and what would happen if there was peace. I liked this session very much and I learnt what is at the back of people's minds... The facilitation was very good and I had the chance to improve my art and everyone had the chance to share their drawings on peace... I was amused by the visioning session where we could sleep and dream. I dreamt of peace and we had gone back to our original place in the village.

*However, during the visioning session in Northern Uganda some people showed fear which is understandable when you think about the difficult experiences they have faced and lived through. They saw peace in their vision, but some fears (such as seeing rebels approaching and having their houses burnt down) were also seen, as they see what has happened to them in their past. We can keep encouraging our friends and support them to overcome difficult experiences that they have faced and to have hope for the future. We hope people can develop a vision of peace, but it is also understandable when people want to express their fears.*



### MATERIALS NEEDED:

- Shapes of fruit cut out on A4 paper
- Sets of coloured crayons
- Pencils and erasers
- Large shape of tree drawn out on flipchart stuck together (Flipchart paper, pens and tape)



## Circle Analysis of Children's Roles in Peace Building

This tool uses a visual image of individual children in the middle of 8 concentric circles representing: the individual child, the family, the child club/association, the school/ workplace, community, district, national, and international (from inner—outer circle) to explore a) what roles children ARE playing in promoting peace / peace building (at different levels), and b) what roles children CAN play in promoting peace / peace building (at different levels).

*This is a good tool for exploring children's visions and understanding of peace and peace building and their roles in peace building.*



### KEY OBJECTIVES:

- To explore what children are doing to promote peace/ peace-building at different levels (individual, family, child club/association, school/ workplace, community, district, national, and international)
- To explore what children can do to promote peace/ peace building (at different levels)
- To explore what support children need in order to undertake additional peace-building activities that they think would be effective



**TIME NEEDED:** 40—60 minutes



### KEY STEPS:

- On flipchart prepare two sets of the visual tool: A child is in the middle of 8 concentric circles representing: the individual child, the family, the child club/association, the school/ workplace, community, district, national, and international (from inner—outer circle).
- Groups of children are given two of these concentric circle images. On the first they discuss and list what they are currently doing to promote peace at each different levels.
- On the second they discuss and list what children could do to promote peace at different levels.
- Present the findings and discuss what support children need in order to undertake additional peace-building activities that they think would be effective.



### FACILITATORS NOTES:

- This tool can also be used with adults. It can be used to explore adult's level of awareness about what children are doing to promote peace (at different levels); as well as exploring what adults think children can do to promote peace (at different levels) and how they can most effectively support them.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

- **Feedback from Nepali Child Club members** (during the national capacity building workshop): The circle analysis on children's role in promoting peace was also a very useful tool to reflect both on what they are doing and the potential of what they can do. Links between this and the visioning exercise, as well as the peace building balloon can also be made. When using the circle analysis we should also encourage them to reflect on what they can also do at an individual level, within themselves and in their behaviour with others to promote peace. Children and young people seem to be more clear about peace building and their role.
- **Feedback from participants in Uganda** (from the national capacity building workshop): I learnt a lot of things from the Circle Analysis. We learnt about what children are doing and can do to promote peace. (And, from the national reflection workshop): We learnt how children can promote peace in Northern Uganda and how they can improve their participation in peace building through the circle analysis.



### MATERIALS NEEDED:

Flipchart paper, pens, tape.



## Balloon Exercise: Exploring Concept and Practice of Children's Participation in Peace Building

Use of the visual image of a hot air balloon to explore children's (and/or adults') understanding of peace-building and their experiences of children's participation in peace-building.



### KEY OBJECTIVES:

- To explore the meaning (and components) of peace-building
- To briefly explore which adults and children are involved in peace-building
- To briefly explore the vision of children's participation in peace building
- To explore factors which prevent and/or hinder peace-building, and more specifically children's participation in peace-building
- To explore factors which enable peace-building, and more specifically children's participation in peace-building
- To briefly explore risks faced when participate in peace building and strategies to minimise or overcome



**TIME NEEDED:** 4-60 minutes



### KEY STEPS:

- On a large sheet of flipchart paper draw the image of a hot air balloon (large circle divided into segments) with a basket which is pegged to the ground with pegs. Above the hot air balloon are a series of arrows which would help lift it into the sky. In the top right hand corner there is a sun. In the left hand side corner there are clouds.
- Introduce the visual image to the participants. Explain that this is a hot air balloon which represents peace-building, and children's participation in peace-building. When the pegs (barriers) are removed peace-building will be possible and children and adults will be able to move freely in their balloon towards their vision of peace.
- Divide the participants into groups (5-8). Groups could be divided according to age and gender. For example, female young people, male young people, women and men's groups. In each group the participants are asked to explore and record various parts of the visual image:
  - *The segments of the hot air balloon:* components of peace-building (what the concept of peace building means to them); what is needed to bring an end to conflict, to restore and to maintain peace?
  - *The basket:* which people are involved in peace building
  - *the sign by the basket:* which children should be given the opportunity to participate in peace building (age, gender, ethnicity, background etc)
  - *The pegs (blue):* Factors which prevent or hinder peace-building
  - *The pegs (red):* Factors which prevent or hinder children's participation in peace building
  - *The arrows (blue):* Factors which enable peace building
  - *The arrows (red):* Factors which enable children's participation in peace building
  - *The sun:* Their vision / purpose of children's participation in peace building.
  - *The clouds:* Risks children face when they participate in peace building.
- Enable each group to share their balloon. Encourage collective discussions on:
  - the meaning of peace building
  - sharing of experiences regarding factors which help or hinder their participation
  - identification of support which would enhance their participation in peace-building
  - identification of strategies which help minimise or overcome risks faced whilst participating in peace building.
- Enable further discussion regarding:
  - their vision—how can children contribute to peace?, how would they like to see their work/ involvement in peace building develop over time? what ideas do they have for scaling up (increasing both the quality and scope/quantity) of their peace building activities? *Consider also the visioning*

exercise listed under Phase IIb, strengthening capacity and action planning, as a possible complimentary activity to support visioning among children and young people on how they see their role and work in peace building.

- once peace is achieved what kind of support is required to enable reconstruction and healthy functioning of communities?
- where relevant what kinds of support are required for displaced children/families or formally abducted children (girls and boys) to allow their successful reintegration into their families and communities?
- what is the role of children and communities in promoting peace even if formal peace talks or peace agreements fail.



#### FACILITATORS NOTES:

- In some cultural contexts children and young people may never have seen or heard of a hot air balloon. Consider, therefore, adapting use of this visual image and develop an alternative visual image that people will better understand. Alternatively you may want to tell a story which explains to participants what a hot air balloon is!
- While discussing the basket concerning which children can be involved in peace building, you could also facilitate a broader discussion with regards to who are the different actors who are involved in peace building processes.
- If requested by children open up the discussion as per the last discussion question above to explore 'what children and communities can do to bring peace back into their communities even if formal peace talks fail'?



#### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

**Feedback from Nepali Child Club members** (during the national capacity building workshop): The balloon exercise is effective and useful to explore what peace building is, and to analyse children's role in peace building. We learnt a lot from the balloon exercise—it was useful to explore what hinders peace building. However, time is needed on this activity.



**MATERIALS NEEDED:** Flipchart paper and different colour pens



## Preference Ranking of Activities or Peace Initiatives

Use of preference ranking for girls and boys of different ages to explore which activities or peace initiatives they most prefer and the reasons why.



### KEY OBJECTIVES:

- To enable girls and boys (of different ages) to explore which activities undertaken through their children's group/ participation or peace initiative they most prefer and the reasons why.



**TIME NEEDED:** Approximately 45 minutes



### KEY STEPS:

- Introduce the preference ranking activity to groups of boys and/or girls (of key age groups) as a tool which will enable them to explore which of the activities undertaken through their children's group/ participation or peace initiative they most prefer and why.
- Ask the children and young people to list the activities undertaken through their children's group/participation or peace initiative.
- List the various activities (either with a name or a symbol if all participants cannot read)
- Draw a matrix (see below). Draw (symbol) or write each of the activities along the top of the matrix, and down the side of the matrix (in opposite order).

### Matrix

ACTIVITIES	Activity 1	Activity 2	Activity 3	Activity 4
Activity 4				X
Activity 3			X	
Activity 2		X		
Activity 1	X			

- Ask participants to compare two activities at any one time, indicating which activity (out of the two) they prefer (for whatever reasons). Ensure that all the participants are involved in the discussion and that there is consensus regarding the decision. *Example:*

ACTIVITIES	Activity 1	Activity 2	Activity 3	Activity 4
Activity 4	1	4	3	X
Activity 3	3	3	X	
Activity 2	1	X		
Activity 1	X			

- Note:** A different colour could be used to record the preference of boys and girls, so that any differences in gender perspectives can be captured.
- Count the scores (*Example: Most Preferred: Activity 3 (3 points), 2<sup>nd</sup> = Activity 1 (2 points); 3<sup>rd</sup> = Activity 4 (1 point); least effective = Activity 2 (0 points).*)
- Enable quality discussions on the reasons for their preferences. Which activities were most and least preferred by either the girls or the boys? Why? What were the reasons? Record the various views discussed.
- Enable discussion on how to ensure support for key activities most preferred by different age groups of girls and boys.



### **FACILITATORS NOTES:**

- To enable the views and experiences of girls and boys of different ages and backgrounds to be heard it would be best to facilitate the preference ranking with girls and boys in key age groups (for example, 6-10 years, 11-14 years, 15-18 years).
- Ensure that someone documents children and young people's views during the discussions and debates regarding their preferences.



### **COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):**



### **MATERIALS NEEDED:**

Flipchart paper, pens (different colours)



## Stories of Most Significant Change

The ‘Most Significant Change’ method involves collecting “stories” about change at regular intervals and interpreting / discussing them in a participatory way (through group discussions etc).

The use of Stories of Most Significant Change as a tool during the evaluation process will help the direct involvement of children and young people (and adults). It could be used at regular intervals—for example, every 3 months or so—to help those involved in the process to search for significant program results. It will also help thinking about the value of these results—are they good, bad, what should be done about then etc? In this way children and young people will be able to express, document and make use of their views about the benefits and/or disadvantages of programs to “change” or improve them. This will contribute to a process of research through informed discussion or formative dialogue research.

Stories are a valuable part of ‘MSC’ for several reasons: They encourage everyone, whatever their experience, to participate. They are likely to be remembered as a whole. And, they can help keep discussions based on what is concrete rather than what is abstract. Storytelling is an ancient and cross-cultural process of making sense of the world in which we live and is familiar to all peoples. In evaluations, stories are an ideal way for people to make sense of all the different results of a program. They also help understanding of the values of those who participate in programs or benefit from them—key stakeholders (see Dart and Davies, 2003<sup>2</sup>).

The ways in which children and young people creatively express their “stories”—for example, through art, letters, poems, photography, drama—can be promoted and supported. This collection of children’s stories may contribute to child led documentation and media coverage of the history and impact of their own peace building and child rights initiatives. For example, children and young people may decide to produce and disseminate their stories for wider awareness raising and advocacy work. This could be done through a gallery display of their drawings, illustrated children’s books / magazines of children’s stories of significant change, and/or radio broadcasts of ‘stories of most significant change’.



### KEY OBJECTIVES:

- To help individual girls and boys (and men and women) in different contexts to reflect on and share their own personal stories of most significant change resulting from their involvement in child participation or peace building initiatives.
- To help discussions (dialogue) and analysis of the values expressed by children and young people (and/or adults) with regards to the main benefits of their participatory or peace building initiatives, as well as any unexpected results (negative or positive).
- To creatively document and disseminate children’s stories of most significant change to contribute to child led documentation and advocacy.
- To help children and young people build upon the analysis that they have shared with each other to improve their child participation and peace building initiatives. This will contribute to the *formative dialogue research* process.



### TIME NEEDED:

This tool can be used every 3-6 months with children and young people—both individually and collectively through their children’s groups (in different locations) during the thematic evaluation process. This tool can also be used with adults (for example, children’s parents, community members, NGO facilitators, local or national leaders etc). The actual process of helping girls and boys to reflect on and create their stories of most significant change is likely to take 1-2 hours. First individual stories should be developed. This should be followed by a collective (group) sharing and analysis. Time and support throughout the process will also be required to allow for child led documentation and the creative dissemination of children’s stories of most significant change.

2 Dart, J. and Davies, R. (2003) A Dialogical, Story-Based Evaluation Tool: The Most Significant Change Technique. American Journal of Evaluation, 24(2), 137-155.



## KEY STEPS:

- Children/ young people are individually given sheets of paper, pencils and crayons or paints and paint-brush. They are asked to think about stories / examples which illustrate the most significant changes (either positive/successes or negative/challenges) that have occurred as a result of their child participation or peace-building initiatives.
- Each child should think about and decide on the most significant change story that they would like to share. They could draw a picture to illustrate the change that has taken place (and could record key details of what, where, who, how on a separate piece of paper). Or, they could write a poem, a story or a letter.
- In small groups each person presents and explains their picture/ story of significant change. They are encouraged to share a brief description of what happened, where, when, who was involved (enough detail so the story can be confirmed); as well as a brief explanation as to why they chose this story, why it is most significant to them.
- Notes from the sharing of stories should be recorded (by the facilitators and/or the young people themselves) on an accompanying sheet of paper / flip chart. The age, gender and background of the person should be recorded, *but all names should be changed to maintain confidentiality.*
- After the individual 'story-telling, discussions among the groups of children should be facilitated to explore similar and/or different experiences, as well as analysis of the values and results expressed by children and young people regarding their participation or peace initiatives. Such analysis could be used by the children and young people to identify and inform action planning to improve their own participation and/or peace initiatives.
- If stories are then shared with a wider group—for example at network meetings at district or local level—children and young people in each group can be helped to discuss and choose 1-3 stories from their group which best illustrate the most significant changes they feel have been achieved through their participation initiatives which they would like to share.
- Creative child led documentation and dissemination of children's stories of most significant change can be encouraged throughout the thematic evaluation process. This has been mentioned earlier—for example, the production of an illustrated children's book/ magazines, a gallery exhibition, and/or anonymous radio broadcasts of examples of significant change achieved through their participation initiatives.



## FACILITATORS NOTES:

- **This tool can also be used with adults** (for example, parents, community members, NGO facilitators etc) to seek their views regarding the most significant changes arising from children's participation initiatives.
- **Use of photography:** If time and resources (access to cameras—disposable or otherwise) allow, children / young people could be given access to cameras and asked to take photos which illustrate the changes they feel are the most significant (in addition to, or rather than art or written stories). *However, care needs to be taken to ensure that children's identities are protected.*
- Where children's groups exist in **isolated locations a 'postcard version' of this tool could be developed and adapted.** For example, each of the children's groups could be given a set of three stamped postcards to fill in and post to the Save the Children office every 3-6 months. Each card could have a symbol, a drawing or text to illustrate its purpose: for card 1 ☺ the group should describe its *most significant success* in relation to their child participation initiative; for card 2 ☹ the group should describe the *most significant challenge* it has faced and any attempts to overcome it; and on card 3\* the group should write *their action plan ideas* for the next 3-6 months to achieve their goals and overcome challenges. These three postcards could be posted regularly to the Save the Children office supporting the children's initiative. Save the Children researchers could analyse the cards from different children's groups and document the important outcomes and learnings. This mechanism would encourage the children to take responsibility for monitoring and evaluating their own group, while at the same time permitting both local and wider scale documentation of activities and processes. Ongoing visits by the facilitators/local researcher would still be necessary, but the postcards would complement any existing monitoring and evaluation approaches.

- Use of stories of most significant change may also be useful to capture the positive impact of children and families when they have returned to their own homes and communities following the restoration of peace and security.

### **COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):**

**Feedback from Guatemala included:** it is applicable to any age group and improves the participation of children and adolescents; it helps extended and in-depth analysis on issues linked to the information provided in the stories and contextualises the findings; develops feelings of interest, solidarity, being listened to by others and the sharing and understanding of similar experiences—for example, when war leaves behind feelings of pain, sadness and resentment; it also promotes discussion; it can contribute to the healing process; promotes creativity; provides more information because it is anonymous; it is applicable to the post conflict context; it provides opportunities for analysing specific situations that happened during a period of armed conflict; its findings are authentic as they represent first hand information; it helps to articulate experiences of a difficult past while encouraging participants to look towards a different future—this can help to enhance children’s role as promoters of peace through the visualisation of scenarios different to those of conflict; it is a means of maintaining the historical memory of armed conflict from the perspectives of families and communities; it provides ideas of accountability in the context of the individual, family and community; through the stories children can encourage adults to understand the causes and effects of conflicts.

However, there can be fear about sharing the stories. This can sometimes be a result of children being informed by adults of the risk posed by remembering cruel events that took place during the war.

**Feedback from participants in Uganda** (from national reflection workshop): We liked sharing stories of most significant change.

### **MATERIALS NEEDED:**

- Sheets of paper
- Pencils and erasers
- Crayons or paints
- *If resources are available—cameras can also be distributed to help children take photographs which illustrate significant change.*

There will also need to be adequate resource material and people available to support the proposed wider child led documentation and dissemination of stories of most significant change—for example, the book, gallery exhibition, radio broadcasts etc).

*Development and dissemination of stamped postcards IF using the postcard monitoring version.*

## Combining Tools to move from assessment to action planning: an example from Bosnia-Herzegovina:

**As outlined on page 13 and 19 of the Kit of Tools, Bosnia-Herzegovina combined the ‘H’ Assessment with other tools as follows in order to move from assessment to action planning building on the strengths identified in the ‘H’ Assessment:**

- Use the ‘H’ assessment to explore the strong and weak sides of children’s participation
- Use the Stories of Most Significant Change to develop stories on the results of the ‘H’ assessment, especially the strengths of children’s participation
- Develop role plays or drama based on these stories and play them out using a technique called ‘frozen figures’. *This technique presents a scene from a story which another group has to explain based on what they see. The 2<sup>nd</sup> scenario then involves a scene of the solution*

**This combination successfully incorporates analysis with drama and action planning. This combination of tools has proved useful when working with different age groups of children.**

**The project group from Konjic used the ‘H’ assessment and story telling**—children presented the strengths and weaknesses of child participation. The weaknesses were then presented and further explored through the use of a **Frozen Figures** tool. **Drama** was then used to present the activities undertaken by the children (the strengths). A final scene was then enacted which presented the changes achieved through action (the results).

**The project group from Blatnica used drama**—around 40 children were able to participate in the use of this tool. The tool helps all children, regardless of his/her individual abilities, to find their place in the drama and to actively participate in its preparation and realization. One group prepared the scenario for the drama, the other group the costumes and scenery, the third group prepared the dance choreography, the fourth group did the dance, the fifth group prepared the dialogue and so on.

**The project group from Vogosca used action planning**—children from 2 school classes developed the action plan for their school. This action plan was developed in 90 minutes. The action plan was comprised of 4 activities which were planned to be implemented in the subsequent 90 days. This action planning was supported by strategic planning which was done in 3 steps (vision, obstacles, and strategic directions). **See example below—strategic planning**

**STRATEGIC PLANNING is a tool that enables creation of a peace building action plan in a short time period. The work method consists of 5 participants per group where they discuss and make final decisions. Strategic planning is a five step process (see below).**

1. The first step entails participants creating a vision of peace. Each participant in the group writes down on a piece of paper 5-10 ideas, which are shared with other group members after 15 minutes. Participants separate the same/similar ideas and select the 10 most original ones which are then written down on individual cards. One idea is written on one card. Each idea is defined in a maximum of 5 words. After collecting all the groups cards the ideas are grouped according to similarity and are placed in horizontal columns. Each column of ideas is then named by participants—for example, advocacy.
2. As a second step, group members identify obstacles on the way to the realisation of the ideas. Identification is done by the participants—each participants writes down the obstacles for each vision. These obstacles are gathered and grouped in a cluster so that more/similar obstacles can be identified.
3. In the third step in a plenary discussion participants suggest ideas for overcoming the obstacles for the realisation of the vision. Ideas are grouped according to similarity and purpose and are selected in three or four groups. The strategic goal and action is determined for each.

4. In the fourth step the participants are divided in 3 or 4 new groups, according to the strategic goal and action. Each group suggests activities to be realised during a period of one year—for each given strategic action per quarter year (every three months).
5. In the fifth step plenary discussion takes place where participants voice their opinions about the proposed activities planned per quarter year. When an agreement is reached and proposed activities adopted each group continues to work on an operational plan for the first 90 days or a detailed plan for the first quarter which includes the following: title of the activity, method of realisation, number of participants, deadline for realisation of the activity, responsible person and budget.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

The tools are very useful for work with children: they stimulate and motivate children to actively participate in the work; they enable collection of quantitative and qualitative data; they involve children of different ages; and they enable the active participation of all children regardless of their individual differences.

(Taken from Summary Report of Capacity Building Workshop, Bosnia-Herzegovina, Save the Children Norway, June 2007)

**Ongoing support for child led documentation and media initiatives** to document and report on children's experiences and views; and, for enhanced networking for children to share experiences and views and increase collective analysis, action and advocacy planning.

#### Children's radio project in Guatemala:

After applying the tools in the various groups linked to the radio project a 'radio magazine' was developed. This brought together all the experiences and results generated in the workshops in which the various tools were applied. The radio programme—once finalized—will be distributed among different organizations and will be transmitted on both local and national radio.

*During a workshop, consider supporting children to design a radio programme by developing questions and asking them to the participants. Think of general questions, questions for individual interviews and other scenarios such as radio drama etc.*

#### Children's access to a local radio station in Uganda:

In Northern Uganda, in phase II of the evaluation process, links were created between Radio King, a local radio station in Gulu district, and the children's peace clubs and associations which were actively involved in the thematic evaluation. Each week-end, children's representatives (from different peace clubs and children's associations) hosted their own 30-60 minute radio program to highlight their views and experiences concerning children's participation, conflict and peace. Initially the children shared information about the tools and experiences from the thematic evaluation. They then used the radio program strategically to present key points from their children's memorandum, encouraging further dialogue and debate on the importance of children's participation in the formal peace talk process, and other priority memorandum issues.

#### Children's Peace Albums, Uganda

As described on page 28 children in Northern Uganda have also used their Peace Albums in strategic ways to present their views and experiences. In particular they have used poetry, drawings and stories as powerful mediums to allow their voices, fears and hopes to be heard. In the Gulu District peace album articles (stories, poetry and drawings) from the school based peace clubs were included in an NGO newsletter of children's voices. In addition, peace album items selected with and by children and adults involved in each of the clubs and associations have been brought together with the children's collective memorandum as a child led publication for ongoing use by children, young people and adults in advocacy.

# Tools for Use with Adults

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The tools outlined below are for use with **key adults in children's lives**—parents/step-parents/guardians, community and religious leaders and/or other key stakeholders: for example, teachers, head teachers, government officials, NGO and Save the Children representatives.

The aim of working on these tools with adults is to find out from them:

- their experiences and feelings about how children and other family members have been affected by conflict, post conflict and peace building
- their understanding of peace-building (what it means, who is involved, what helps and hinders peace building)
- their view about the role and value of children expressing their views, forming their own associations, promoting peace and children's rights;
- what, in their view, are the strengths, benefits, weaknesses, disadvantages of children's participation, children's peace initiatives and/or other child led initiatives
- what are their suggestions for improving children's participation and children's peace initiatives;
- what, in their view, has been the impact and the most significant changes that have been brought about through children's participation and children's peace initiatives—for example, to the child, to the family, the community, projects, organizations, policies, nation .

## Key Tools:

- **Focus group discussions and/or Interviews** with adults (see guidance below)

*In addition, many of the tools described on the previous pages for use with children and young people can be adapted and used with groups of adults to explore their perspectives including use of:*

- **Body Map of Children's Diverse Experiences** living in Conflict/ Post-Conflict/ Peace Building Contexts. *[Facilitators Notes: Can facilitate in same way enabling adults to explore how they think girls and boys have been affected. Remember to enable discussion about how different groups of children (girls/boys of different ages, ethnic groups, different backgrounds etc) may have been differently affected.]*
- **Tree Analysis on Conflict:** Exploring root causes of conflict and impact of children, their families, communities and nation. *[Facilitators Notes: Can facilitate in the same way with adults].*
- **Risk Mapping:** exploring risks that girls and boys (of different ages) face in their local communities. *[Facilitators Notes: Can facilitate with parents, community members, teachers, local NGO staff to enable their identification of what they think is risky for children and why. Can explore differences in perspectives between adults and children's risk maps].*
- **Drama** to explore and highlight how children participate and/or protect themselves, their peers or their families *[Facilitators Notes: Drama can also be used to enable adults to explore the dynamic relationships between adults and children, such as how adults do or do not listen to children's suggestions and ideas].*
- **Balloon** to explore understanding of peace building and experiences of children's participation in peace building *[Facilitators Notes: Can be facilitated in the same way enabling adults to explore their understanding of the meaning and components of peace-building, and then focusing on their views regarding children's participation in peace-building, factors which hinder or enable, the risks and vision].*
- **Time line of children's peace initiatives/ child led organizations:** highlighting key successes/ challenges faced. *[Facilitators Notes: Can be facilitated with parents, community members, NGO or Save the Children staff to explore their understanding of and views regarding the history, success and challenges of children's initiatives].*
- **Circle Analysis:** Analysis of how children are or can be involved in peace building at different levels. *[Facilitators Notes: Can be facilitated with NGO partner staff, Save the Children staff or community members to explore their perspectives].*

- **Stories of Most Significant Change as part of ongoing Monitoring and Evaluation round 1b):** Dialogue and recording of individual stories to describe ‘most significant change’ that has been brought about through children’s initiatives (for example, to child/ family/ community / nation). Sharing of individual stories and collective dialogue to identify stories of significant change that they would like to use to illustrate the value and impact of children’s initiatives at different levels. [*Facilitators Notes: Can facilitate in same way with adults—parents, community members, NGO or Save the Children staff, local officials*].
- **H’ Assessment of children and youth participation/ child led initiatives:** strengths/benefits, weaknesses/disadvantages and suggestions to improve (including reflections on which children have been included/ excluded from such initiatives) [*Facilitators Notes: Can facilitate in a similar way enabling adults perspectives to be shared*].

**Note: Through the use of the FDR methodology** key differences in perspectives between groups of adults, and/or between adults and children can be identified and further explored (for example, through discussion in Advisory Group meetings and/or through organizing key stakeholder meetings). Key suggestions made for strengthening projects and programs as a result of the process should be identified and implemented.



## Focus group discussions and/or Interviews with adults on Children's Diverse Experiences and Ideas

Use of focus group discussions with key groups of adults (parents/step parents, community members, teachers, head teachers, NGO or Save the Children members) and/or interviews (for example, with government officials, community or religious elders, rebels etc) to explore their views on how girls and boys have been affected by conflict/ post conflict/ peace building, and the role of children in promoting peace and child rights.



### KEY OBJECTIVES:

To explore adult's views and experiences on some/all of the following areas:

- how children (and other family members) have been affected by conflict, post conflict and peace building
- their understanding of peace-building (what it means, who is involved, what helps and hinders peace building)
- their view about the role and value of children expressing their views, taking action to promote peace and children's rights;
- their views on key protection issues that they fear children may face through their involvement in peace initiatives and how to overcome them
- their views on the strengths, benefits, weaknesses, disadvantages of children's participation and children's peace initiatives
- their suggestions for improving children's participation and children's peace initiatives; what, in their view, has been the impact and the most significant changes that have been brought about through children's participation and children's peace initiatives—for example, to the child, to the family, the community, projects, organizations, policies, nation.



**TIME NEEDED:** 45-90 MINUTES



### KEY STEPS:

- Begin with introductions to ensure all individuals present know each other. Agree on some ground rules for the discussion, if felt appropriate (for example, a reminder of confidentiality).
- Share key background information on the thematic evaluation and documentation process on children's participation in armed conflict, post conflict and peace building with the group. Explain that children and young people's views are being actively sought, as well as the views of key adults (parents, community members, teachers, NGO and Save the Children staff, government officials etc).
- Explain that this focus group discussion and/or interview is a chance for them as adults to explore and express their views and experiences in relation to peace building, children's experiences of conflict/post conflict, as well as their views concerning children's participation and children's role in peace-building. [Note: explain that if they are willing they may also participate in using some other participatory tools to explore their views].
- Explain that whilst ensuring confidentiality their views may also be shared with children and young people and other key stakeholders, and that we hope further opportunities to explore both similarities and any differences in opinion (for example, between adults and children, or between adults) may be enabled as part of the research—**as a concrete example of the use of Formative Dialogue Research (FDR)**.
- Explore adults views on some/all of the following key areas:
  - *How have children (and other family members) been affected by conflict/ post conflict? What impact has it had on children's growth and development, their opportunities and future? Which children have been most adversely affected? How has it affected relations between children and adults in families/ communities/ nation?*
  - *What does peace-building mean to them? Who is involved? What kind of efforts are required to restore and sustain peace? What helps and hinders peace building? Can and should children have a role in peace building?*

- Once peace is achieved what is needed to reconstruct and/or to support the development of healthy well-functioning communities?
  - (Wherever relevant) what kind of support is required to enable the return and reintegration of displaced families (Internally Displaced Persons or refugees)?
  - (Wherever relevant) what kind of support is required to enable the return and positive reintegration of formerly abducted child soldiers (girls and boys)?
  - If formal peace talks/agreements fail what can people and communities do to bring back peace?
  - What are their views regarding children's role and the value of children expressing their views (for example, in families, schools, communities, national level policy developments)? What role do they think children should play in promoting peace and/or children's rights (for example, in their communities, homes, schools, nation); do they think children should have a role and an influence in formal peace building processes/ peace agreements?
  - What kind of risks do they feel children will face and what fears do they have about children's active involvement in peace building activities? What can be done to address these risks or fears? Note: Value Line Discussions can also be used to explore adults' fears about children's participation—see Phase IIb below
  - What is their understanding of children's participation? What are their views and experiences on the strengths, benefits, weaknesses, disadvantages of children's participation and children's peace initiatives? Which children should have an opportunity to participate (for example, age/ gender/ disability/ ethnicity/ socio-economic background)
  - What are their suggestions for improving children's participation and children's peace initiatives;
  - What, in their view, has been the impact and the most significant changes that have been brought about through children's participation and children's peace initiatives? For example what impact—positive or negative—have there been to the child, family, community, projects, organizations, policies, nation as a result of children's participation? What concrete results have been achieved? Can they provide an illustration of the most significant change/s?
- Ask participants to summarise what they see as the most important views/ perspectives expressed by them individually and/or as a group during these discussions. Enable further clarifications/ illustrations of key view points.
  - Explain next steps in the research/evaluation process and seek their co-operation to be part of further research/ dialogue opportunities in the future.



#### FACILITATORS NOTES:

- Plan ahead to determine which areas of questions are most important to explore with key stakeholders. Develop and adapt FGD/interview schedule accordingly.
- For focus group discussions ensure that groups of adults (3-8) share similar characteristics. For example, organise discussions with groups of parents/step-parents/guardians (perhaps separately with mother and fathers to explore any differences in gender perspectives); groups of teachers; community members; NGO staff; Save the Children staff.
- For interviews undertake either individually or in pairs (for example, with head of NGO, government officials, religious or community leaders, political leaders, members of rebel group etc).
- As with all other research activities ensure informed consent and confidentiality of views.
- Start with broad, open questions.
- Continue to use open questions (what?, how?, why? which? When?) and seek further information and illustration (can you explain further why? which? How? When?; can you provide examples, illustrates to explain what you mean?)
- In Focus Group Discussions encourage all members to express their views and sensitively explore differences in perspective.
- Explore adults views on different experiences of children and the roles of children and young people according to age, gender, dis/ability, ethnicity, location (internally displaced, urban/rural community), background (for example, school going/ non-school going; rich/poor) etc.
- [Note: Wherever relevant, explore adults views regarding the experiences of children abducted as child soldiers/wives for the commanders; as well as their experiences of how such girls and boys are treated

once they escape or are released; how should these children be treated by families and communities? How can they best be supported to reintegrate into families and communities to lead healthy and productive lives?

- *Exploration of key issues focused on during the FGD or interviews may be further explored and/or complemented by use of additional participatory tools described in the Kit of Tools (for example, use of body map, balloon exercise, time line, H assessment, stories of most significant change).*
- **Through the use of the FDR methodology** key differences in perspectives between groups of adults, and/or between adults and children can be identified and further explored (for example, through discussion in Advisory Group meetings and/or through organizing key stakeholder meetings).

 **COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):**



**MATERIALS NEEDED:**

Note pad and paper to record and/or audio-recorder.

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Phase

II<sub>b</sub>

Phase

III

Appendix

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# Phase IIb: Strengthening Capacity and Action Planning towards a Vision

## An Overview of Tools Used

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### Tools for use with children and young people:

- **Spider Tool:** Self Assessment and Planning of Child Led Organisations/ Initiatives (*for example, through 4-5 day workshop with small groups of child representatives from 3-6 CLOs to enable both assessment and action planning to strengthen the CLO/I; integrate workshop with use of life skills activities and use of visioning exercise*).
- **Life Skills activities** (self-identity, communication, negotiation, conflict resolution, team work, trust building etc): to strengthen life skills—activities can be interspersed during the spider tool workshop.
- **Introducing Life Skills with the ‘Snail’**
- **‘Special me’ Individual Shield**
- **Human Knots**
- **‘Tiger, Goat, Grass—Man and Boat’**
- **Communication Game**
- **Paper Chain Exercise:** experiential game on organizational development and inclusion
- **Win-Win Games:** which encourage cooperation and power sharing between children and adults
- **Visioning Exercise: Children’s Roles as Agents of Peace** (main description in previous phase above)
- **Matrix Card Exercise to Develop the Analytical and Documentation Framework**, including analysis of which tools are used and are most useful to gather information on the main THEMES of the thematic evaluation (conflict, peace building, children’s participation etc). This exercise helps to identify gaps in information collection so far which can inform research and action planning. *This exercise should be presented together with the Analytical and Documentation Framework and the Child Friendly Checklist*

## Tools for use with adults

(parents/step-parents/guardians, community and religious leaders, &/or other key stakeholders, for example, teachers, local government officials, NGO and Save the Children representatives):

- **Facilitate increased sensitization on child rights, children's participation and children's role as agents of peace:** seek increased support for child led initiatives and partnerships with adults to enhance peaceful developments and realization of children's rights.
- **Value Line discussions** can be facilitated to explore controversial statements concerning children's participation and their role in peace building, particularly those which bring out adults' fears or doubts.
- **Visioning exercise with adults:** exploring their vision of peaceful communities/ nations where everyone's views and role are respected, including girls, boys, women and men). Children's vision could also be shared with them and their increased support sought.

*Initial round of consultation with Save the Children Norway and NGO partners on Save the Children Norway Key Quality Elements in Child Participation, as part of ongoing Monitoring and Evaluation:* see whether these are being met in the evaluation and, if not, what needs to be done to meet them. Scoring exercises on Save the Children Norway KQEs (and/or on Save the Children Alliance Practice Standards) can be undertaken both in terms of the evaluation, as well as to assess other Save the Children child participation projects and programs.

Note: Adult's perspectives (particularly Save the Children Norway and NGO partner representatives) could also be sought using the **spider tool**. The paper chain exercise described above is also a useful tool with adults. In addition, the use of more traditional tools such as Focus Group Discussions, Interviews, a Desk Review and Baseline studies can be undertaken to assess the process, status and vision of children's participation in general within the country program and how the role of children is seen and supported both in theory and in practice.

# Tools for Use with Children and Young People

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## Spider Tool

The Spider Tool is intended to promote reflection, analysis, sharing, dialogue and action planning within child led organisations and initiatives. The Spider Tool was originally developed in Nepal as a participatory method for monitoring the status over time of community based organisations. The Spider Tool process involves participants working together to assess the strengths of the organisation according to a number of core dimensions (Key Quality Elements). The results of the assessment are transferred to a spider web diagram that illustrates how the participants see the organisation. This helps to focus the participants on the areas that need to be addressed. The assessment sets the ground for organisational change.

The Spider Tool has been adapted and developed by Save the Children since late 2003 through collaborative work with child led organisations and local NGO partners.



### KEY OBJECTIVES:

- To help children, young people (and adults) to assess children's initiatives and organisations according to a number of core dimensions (Key Quality Elements)
- To help children, young people (and adults) to assess what they are trying to achieve, what they feel they are good at and areas they feel should be improved
- To help reflect upon the learning process that children, young people and adults go through as they work together on collective initiatives
- To help children, young people and adults to use their assessments to plan changes and action to improve their organisation and their collective efforts (including peace initiatives).



### TIME NEEDED:

We would recommend that 4-5 days are set aside for use of the Spider Tool (either consecutively or over a series of weekends), to ensure adequate time for longer discussions and analysis informing the spider tool assessment by children and young people's representatives, as well as action planning based on the analysis. The availability of more time also means that other relevant capacity building exercises—for example, core life skills, visioning—can be integrated into the workshop.

There are good examples of life skill activities on the following pages. These can be used with the Spider Tool. For example, get groups to consider 3-5 Key Quality Elements at a time or in any given session. Intersperse consideration of these elements with life skill activities—one every hour or so.



### KEY STEPS:

Please see full set of 3 publications, including *Facilitators Guide to the Spider Tool* published by Save the Children: Feinstein, C. and O'Kane, C. (2005) *The Spider Tool: A Self Assessment and Planning Tool for Child Led Initiatives and Organisations*.

- Enable small groups of children and young people's representatives from child led initiatives or organisations to meet together to undertake spider tool assessment and planning.
- Introduce the Tool
- Introduce Quality Thinking
- Introduce the Spider Web
- Introduction action planning and support needs
- Develop the Spider Web
- Plan for Action
- Evaluation of the Spider Tool
- Follow Up
- Evaluation of the Workshop



## FACILITATORS NOTES:

- See Feinstein, C. and O’Kane, C. (2005) *The Facilitators Guide to the Spider Tool: A Self Assessment and Planning Tool for Child Led Initiatives and Organisations*. Save the Children. The Facilitators guide includes:
- *Introducing the Spider Tool to local partners*
- *Training of adult/child facilitators*
- *How to use the Tool and with whom*
- *Key Facilitation Tips*



## COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

*‘The Spider Tool is very useful to look at our work and to look at problems.’ (pilot project, South Asia regional workshop)*

*‘It is a good evaluation tool..We had good discussions and reflection on the past... it was good to hear people’s views, where we are at and what we need to improve on’ (pilot project, Wales, UK)*

*‘It was so good to discuss our problems and suggestions, especially as we planned to train the adults and get them to respect and value the children’ (pilot project, Afghanistan).*

*Capacity Building Workshop, Bosnia-Herzegovina, June 2007:*

*Key Strength of the Tool:* a useful tool that can help in planning and improving conditions in organizations or institutions which work on children’s issues. Children can work gradually on the issues in order to improve them.

*Key Weakness:* it is not suitable for children under 10 years and children with special needs. It doesn’t gather data but only assesses and demands detailed explanation and good preparation to explain its purpose. *This was however found to be the best tool during the Capacity Building Workshop and scored the best marks in the evaluation form.*

**Feedback from Nepali Child Club members** (during the national capacity building workshop):

- The Spider Tool made us more aware of the situation. We found the chance to analyse ourselves and our Child Clubs, it has been effective to learn more about our strengths and our weaknesses. We reflect on ourselves like a mirror. Self evaluation is useful.
- Children and local facilitators have learnt how to develop ‘parameters’ (Key Quality Elements). These KQE depend on the local context.
- Before we thought our Club was very good, but after developing the KQEs and evaluating where we are for each, we discovered our weaknesses. At first we wanted to say we were at ‘4’, but after in-depth discussions we recognised our weaknesses.
- The spider tool is useful for self evaluation and planning. It helps with organisational development. We should develop action plans which focus on a certain time period. We should make sure we follow up with the action plan.
- It is good to plan to use the Spider Tool every 6 months so that we can evaluate our organisational development and identify how the weaknesses have been improved. We should always develop action plans to improve our Child Clubs.
- If all the members are not active, use of the Spider Tool give encouragement to address this problem and to see how to improve. We have been able to identify things which we need to improve and have discussed how to improve.
- We tried to compare our strengths and weaknesses with other near by Child Clubs
- We can inspire and learn from each other, for example some Child Clubs are strong in resource mobilisation and documentation; others are strong in adult support and coordination—the Child Clubs can learn from each other.
- The **main challenge of using the Spider Tool is that it takes time** to explain, and it takes time to develop the parameters (KQEs) and time to use. Within a short period we cannot find out the real situation, so it is better to take more time in using the tool. First it is important to take time to allow everyone to understand how to use the tool. Once people understand how the tool is used then it is very easy to develop the KQEs.
- It was suggested that the Child Clubs could build up their Spider webs over time, that different KQEs

could be discussed and analysed during their regular Child Club meetings (e.g. 3 KQEs during a meeting), so that the Spider web could be built over time. This would allow for quality discussions and concrete action plans, without taking too much of children's time in any one session.

**Feedback from participants in Uganda** (from national reflection workshop): We were trained in the Spider Tool. The Spider Tool excited us... We gained knowledge. We shared our experiences with different groups. We learnt our weak points and we planned action to make correction possible to strengthen our clubs/ associations... We can continue to use the spider tool to assess our strengths and weaknesses and to strengthen our clubs. **The main weakness of the Spider Tool is it takes TIME to understand and to use.**



**MATERIALS NEEDED:**

Large space (room)

Pin board or large wall

Different coloured chalk, pens or wool (2 different/ distinct colours for each CLI/O)

Tape or blue-tack (to mark the scales)

Flipchart and flipchart pens



## Introducing Life Skills with the ‘Snail’

To use the visual image of two snails to introduce the concept of life skills.



### KEY OBJECTIVES:

- To introduce the concept of life skills to children and young people



**TIME NEEDED:** APPROXIMATELY 30 MINUTES TO INTRODUCE THE CONCEPT OF LIFE SKILLS



### KEY STEPS:

- Explain to groups of children and young people that the concept of life skills will be introduced, as development of each child’s life skills will enable both their own personal development, and their contributions to peace and other collective initiatives.
- Introduce a visual image of two snails. One snail is hiding in his/her shell, afraid to face or deal with difficult situations. The other snail has her/his head stretched high and is smiling, coping well with all experiences. These images help to introduce the concept of life skills.
- Ask the participants to suggest what makes the difference between these two snails. List their suggestions.
- Sum up: In life we need to have confidence and skills that enable us to deal with difficult situations or challenges. We need to be ready to hold our heads high, to communicate with people, to cope with our emotions, and we must be able to respond effectively to different situations.
- Life skills refer to a large group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively and develop coping and self management skills that may help them lead healthy and productive lives. Life skills may be directed towards personal actions and actions towards others, as well as actions to change the surrounding environment.*
- There are five core areas of life skills: 1) decision making and problem solving, 2) critical thinking and creative thinking, 3) communication and inter-personal skills, 4) self awareness and empathy, 5) coping with stress and coping with emotions.*
- To have strong children’s groups or peace initiatives we need to think about both our individual strengths and weaknesses, and our collective strengths and weaknesses. It is important that all members are encouraged to develop their life skills. Furthermore, children’s groups give children good opportunities to develop life skills.



### FACILITATORS NOTES:



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):



### MATERIALS NEEDED:

- Flipchart paper and pens
- Visual image of two snails.



## 'Special Me' Individual Shield—Life Skills

**Use of an individual shield for girls and boys to recognise their own individual strengths and interests.**



### KEY OBJECTIVES:

- To help children recognise their individual strengths and interests, as well as what they want to improve about themselves.



**TIME NEEDED:** 25- 30 MINUTES



### KEY STEPS:

- Each child is given a paper with a 'shield' with 3 sections. In each section the girls and boys are encouraged to write or draw: my good qualities, my favourite activity, and one thing about myself I would like to improve AND/OR learn.
- Each child presents their shield.
- Brief discussion about recognizing and building upon each other's skills and talents, and enabling learning opportunities in order to strengthen our life skills.



### FACILITATORS NOTES:

This is a very positive tool which should be used to end sessions—for example, plan this tool into a workshop program so that it can be used just before a lunch break or at the end of a day etc.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):



### MATERIALS NEEDED:

Photocopies of sheets of paper with a shield divided into four sections.  
Crayons or pencils.



## Human Knots—Life Skills game

Use of a game in which participants in small groups are enabled to form a human knot. The group have to cooperate with one another to solve the problem of un-doing the knot.



### KEY OBJECTIVES:

- To enable groups of people to work together to solve a problem
- To reflect on the benefits of cooperation and problem solving skills



**TIME NEEDED:** approximately 10-20 minutes



### KEY STEPS:

- Enable children and young people to form small groups (for example, 5-6 people). Each group stands in a close circle and are asked to close their eyes. They are then asked to create a knot by reaching out and holding the hands of other members in the circle (each person should be holding one other persons hand with each hand).
- The participants are asked to open their eyes and are requested to work together to undo the knot to form a circle, without letting go of one another's hand
- At the end of the game the group members are encouraged to reflect on what skills they demonstrated in this game (for example, working together, solving problems together, talking to each other, listening to each other).
- They are encouraged to reflect and share how such problem solving skills are useful to their individual development and to their collective peace and/or participatory initiatives.



### FACILITATORS NOTES:

- In cultures where it is not appropriate for girls and boys to hold hands, enable girls and boys to form their own separate groups.
- Enable children and young people of roughly same height to work together in small groups.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):



**MATERIALS NEEDED:** none



## 'Tiger, Goat, Grass—Man and Boat'—Life Skills

A puzzle involving a man, his boat, a tiger, a goat and some grass is introduced to the children/ young people to see if they can think creatively to solve the problem.



### KEY OBJECTIVES:

- To encourage creative and critical thinking thus enhancing the life skills of children and young people



**TIME NEEDED:** approximately 10-20 minutes



### KEY STEPS:

- A puzzle is introduced to a group of children and young people and they are encouraged to think creatively and critically to solve the problem:
- There is a man and his boat, a tiger, a goat and some grass. The man wants to take the tiger, the goat and the grass to the other side of the river in his boat. However, his boat is small. He can only fit one animal or the grass in the boat at a time. Also, he is scared as he realises that if he leaves the tiger alone with the goat—the tiger will eat the goat, if he leaves the goat alone with the grass—the goat will eat the grass. How can the man get all 3 safely across the water?
- Encourage children to creatively think and to share their proposed solutions.



### FACILITATORS NOTES:

- *The Solution: The man first takes the goat across the river and leaves him the other side. Then he goes back and collects the grass. When he reaches the other side he drops of the grass, and takes the goat back to the original side. He leaves the goat on the original side and takes the tiger across the river. Then he goes back and collects the goat, bringing all 3 safely!*
- To enable thinking and determination of different solutions it can be helpful if simple cut out shapes are made for each of the man and his boat, the tiger, the goat and the grass.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):



### MATERIALS NEEDED:

Simple cuts out of a man and his boat, the tiger, the goat and the grass



## Communication Game—Life Skills

Sitting back to back in pairs so that they cannot see one another, children and young people are asked to explain a drawing to their partner to draw. The game enables analysis of good and/or poor communication.



### KEY OBJECTIVES:

- To enable children and young people to think about and apply key aspects of good communication



**TIME NEEDED:** approximately 30-40 minutes



### KEY STEPS:

- The participants are divided into pairs. One is A and the other B. A and B sit back to back so that they can't see each other.
- A is given a drawing and is asked to explain it to B. B tries to draw the picture.
- A and B then compare their drawings—whether it was similar or not and why?
- What did they learn from this game? What tips can they identify for good communication.



### FACILITATORS NOTES:

- Develop simple drawings for example using key shapes (circles, triangles, squares) of different sizes on the page.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):



### MATERIALS NEEDED:

Paper and pencils

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## Paper Chain Exercise—Life Skills and Organisational Development

Groups of children, young people and/or adults are formed into teams to make paper chains. Analysis of the lessons learnt from the game enable a focus on key life skills and key aspects of organisational development.



### KEY OBJECTIVES:

- To observe how people work together in teams and how they cope with adversity.
- To enable reflection on key values and skills involved in working as team/organisation, including planning, communication, cooperation and inclusion of all team members



**TIME NEEDED:** APPROXIMATELY 45 MINUTES



### KEY STEPS:

- Children, young people (and adults) are divided into equal groups (5-7 in each group). One observer is allocated with each group.
- The groups are told that they have to make paper chains. Each group will be given equal number of old newspapers and glue. The groups are given 5 minutes to name their group and to estimate how many paper chains they think they can make within a 10 minute period.
- The team names and targets are recorded for all to see.
- The game is started. An observer with each group carefully observed how they work together.
- After 5 minutes the observers explain that there has been an unfortunate accident and blind folds the eyes of one of the members in the group.
- After another 3 minutes the observer say there has been another accident and they also tie the arm behind the back of one other participant. They continuing observing the group activity until the time is up.
- At the end of 10 minutes ask all teams to stop their work. Start counting the knots in the chain and see if target met.
- Gather all the participants together and briefly seek the views and experiences of team members who loss use of their hands or eyes during the game: How did they feel? How did they cope with their disability? How did their team members include or exclude them from the ongoing work? What kind of support / encouragement was given/not given?
- Give each group a flipchart paper and pen ask them to discuss and record:
- Whether they met/did not meet their target? Why?
- What did they learn from this game?
- Enable feedback from each of the groups and briefly discuss how they apply these learnings to their children's group? *[This game is usually very useful for exploring issues of team work, planning, communication, inclusion, decision making etc.]*



### FACILITATORS NOTES:

This is a high-energy, interesting and dynamic tool which gives participants the chance to reflect on team working, issues of inclusion/exclusion etc.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

**Feedback from Nepali Child Club members** (during the national capacity building workshop): Paper chain game was enjoyable and useful to explore issues of inclusion. The paper chain game gives clear messages about team work, planning, role division, inclusion of people with different abilities—however, we can think more about how we link it to the peace building process.

**Feedback from participants in Uganda** (from national capacity building workshop): We liked the paper chain game and it helps us think about how to strengthen our Clubs and Associations and make them more inclusive.



**MATERIALS NEEDED:**

- Old newspapers
- Glue
- Cloth/ scarves to use as blindfolds (2 for each group—thus approximately 8-10)
- Flipchart paper and pens



## Win-Win Games

Games which encourage win-win, power sharing and cooperative solutions and which therefore contribute to building better adult-child partnerships. These games are useful to encourage children and adults to experience and learn the benefits of win-win approaches. Win win games include: a) Arm wrestling, b) X,Y,XY game, and c) Open fist



### KEY OBJECTIVES:

- To promote win-win solutions where everyone benefits (rather than one side winning and one side losing, or both sides losing)
- To encourage learning that win-win solutions often mean the sharing of power and information, negotiation and compromise.
- To encourage adult-child partnerships



TIME NEEDED: 30-45 MINUTES



### KEY STEPS:

#### a) Arm wrestling:

- Ask for 2 volunteers to arm wrestle. They each sit down with a table between them and take the 'arm wrestling' position. Explain that this is a chance for them to win sweets. They will be given just 1 minute. Within that minute every time one person's hand touches the table the other person (who has successfully arm-wrestled) wins a sweet. Start the game [Note: often in the first round the participants arm wrestle seriously so that they can win as many sweets as possible OR they are so evenly balanced in power that neither of them win sweets]
- Ask for 2 new volunteers who think they can cooperate with one another to win more sweets. This time they will only have 30 seconds to arm wrestling. However, they will be given 1 minute beforehand to communicate and develop their strategy. Other participants should observe if they are co-operating with each other or not and, if they are cooperating, whether it results in them winning more sweets.
- Ask if there are 2 more volunteers who think they can cooperative more effectively to win even more sweets in just 15 seconds. They will also be given 1 minute to communicate and develop their strategy. [Note: If both participants agree to fully share their power they will give no resistance and will let the other person tap their hand numerous times against the table and will share the sweets won].
- Reflect on the lessons learnt from this game.

Alternatively, this game can be played in the same way but involve the whole group of participants divided into arm wrestling pairs. The same steps apply as above. Volunteers will have to give sweets to each of the pairs—according to who wins, how they cooperate etc.

## b) X,Y,XY game

- Divide the participants into two teams. Give each team 3 cards: X,Y,XY. Each team has to show one of their cards. Depending upon the cards displayed by each team they score or lose points:

TEAM A	TEAM B	NOTES
X (= 1 point)	Y (= 1 point)	They score 1 point if they show an X or Y and it is different to the other team
Y (= 1 point)	X (= 1 point)	They score 1 point if they show an X or Y and it is different to the other team
X (= 0 point)	X (= 0 point)	They score 0 point if they show X or Y at the same time as the other team
Y (= 0 point)	Y (= 0 point)	They score 0 point if they show X or Y at the same time as the other team
XY (= 2 points)	X or aY (= 1 point)	If a team shows XY when the other team shows an X or a Y, the team showing XY gets 2 points, the team with an X or aY gets 1 point
X or aY (= 1 point)	XY (= 1 point)	If a team shows XY when the other team shows an X or a Y, the team showing XY gets 2 points, the team with an X or aY gets 1 point
XY (- 2 points)	XY (- 2 points)	If the teams show XY at the same time they both loose 2 points

- Play 5 rounds of the game and see what scores each team get [Often they have lost points as they may both play XY at the same time in their efforts to try to win].
- After 5 rounds ask each team to nominate a leader. The leaders have to negotiate a strategy that gives a win-win result for both teams to win more points.
- Play 5 more rounds and see if the teams each win more points.
- See the difference in scores in round two. Discuss the lessons learnt.

## c) Open Fist game

- Ask the participants to form pairs and to name themselves A and B.
- Ask A to close their fist and ask B to get A to open their fist.
- You may see that A often resists keeping their fist tightly closed.
- Stop the game and ask the participants to find a win-win solution (for example, by good communication with B asking A 'please can you open your fist?').
- Reflect on lessons learnt—the importance of cooperating and communicating, rather than using power to fight or to resist.



### FACILITATORS NOTES:



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

**Feedback from Nepali Child Club members** (during the national capacity building workshop): The win-win games were useful in peace building.



### MATERIALS NEEDED: SWEETS!



## **Visioning Exercise: Children's Roles as Agents of Peace**

**During the Thematic Evaluation the visioning exercise was introduced as part of Phase II b) Strengthening Capacity and Action Planning towards a Vision. Experience during the capacity building workshops held in each participating country in May-June 2007 however illustrated that this tool worked well as part of a series of 3 tools to explore and highlight children's participation in peace building—together with the circle analysis and the peace building balloon. The visioning exercise has therefore been included earlier in this version of the Kit of tools on page 34.**

**However, the visioning exercise can also stand alone as a good tool in itself to help children and adults explore their roles as agents of peace.**



## Matrix Card Exercise to develop the Analytical and Documentation Framework

A tool makes use of cards and ranking to build upon and explore the analytical and documentation framework. It includes an analysis of which tools are used—and are most useful—to gather information on the main research areas, and to identify gaps in information collection so far which inform research planning.



### KEY OBJECTIVES:

- To increase understanding of the analytical and documentation framework
- To analyse which tools are useful for which purposes
- To identify key gaps in information collected so far, so that action planning for the research can address such gaps



**TIME NEEDED:** 60-90 minutes



### KEY STEPS:

#### Part a) Building the research, analytical matrix:

- The main topics of the thematic evaluation (namely: conflict; peace-building; children's participation/ organisation; adult's views on children's experiences/participation; FDR and research process) are each separately written up on large cards (as key building blocks of the research/ thematic evaluation). They make the top of the matrix.
- A set of smaller cards (in a different colour) list all the various research tools being used (for example, body map, risk map, tree analysis, spider tool, peace building balloon, peace circle analysis, visioning, interviews, FGD, stories of most significant change, poetry, drama, drawing or painting, case studies, other reports, newspaper cuttings etc).
- Key sections/ tips from the draft analytical and documentation framework are also written up (each point on its own card).
- Build the matrix with and by children (and adults).
- **STEP ONE:** For each research tool ( body map, risk map, spider tool etc) ask children which research topic heading it fits under—for example, is this tool used to gather information about conflict or peace building or participation or adults views or the research process/FDR? If a tool ( focus group discussions) fits under various headings then make extra copies of this card and place it under each appropriate heading.
- **STEP TWO:** Once the matrix is built, for each of the main 'building block' headings (conflict, peace building etc) use stickers (1—3 stickers) to rate whether: a lot, some, or a little information has so far been collected on this topic. Place the rating (stickers) on the building blocks.
- Based on the rating identify key gaps—which most need to be addressed in next phase of the research.
- **STEP THREE:** Use another colour sticker (or star) to highlight tools which are most useful to use when gathering information with or from children under 10 years of age and/or with children with disabilities, children from minority groups etc.
- **STEP FOUR:** each group can then explore further WHY the tools with the most stars under peace building helped to support children's participation in peace building, and provide 1-2 examples of how and why

#### Part b) Sharing guidance on analysis and documentation:

- Go through each of the tip/ analytical framework points on the cards to give more guidance on analysis and documentation.
- Discussion (and use of stickers) can also be undertaken to clarify the roles and responsibilities of country research team, local research teams and children's associations/ clubs.
- The child friendly checklist can also be shared.

**A useful example from Bosnia-Herzegovina for PRESENTING the matrix exercise once completed to other participants:**

- Hang up each group's matrix along a washing line (constructed with string hung up between flip charts, for example)
- ask one volunteer from each group to sit under their matrix and explain tool-by-tool why the most stars were placed under a particular theme (peace building, participation etc). Therefore, why that particular tool was useful for gathering information on that theme and which tools have weaknesses
- ask for new volunteers every so often
- the procedure is repeated for assessing which tools are most useful for involving children below the age of 10 years, for using with children from ethnic groups and so on. Again, this helps to pinpoint strengths and weaknesses
- pull out the information presented and ask children to help draw up a table of figures on a large sheet of flipchart paper which show where the most and least information has been collected (flipchart 1) and which tools were most useful and for what (flipchart 2)



**FACILITATORS NOTES:**



**COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):**

**Feedback from participants in Uganda** (from national capacity building workshop): We learnt about the tools, grouping them under different headings and finding out which tools we use for each heading and which we have gathered more or less information on.



**MATERIALS NEEDED:**

Coloured cards, stickers, pens  
Analytical and Documentation Framework  
Child Friendly Checklist

# Tools for use with Adults

The tools outlined below are for use with key adults in children's lives—parents/step-parents/guardians, community and religious leaders and/or other key stakeholders, for example, teachers, head teachers, government officials, NGO and Save the Children representatives.

The aim of working on these tools is to seek increased support for child led initiatives and partnerships with adults to enhance peaceful developments and realization of children's rights and to explore their visions of peaceful communities and nations. Save the Children practice standards and key quality elements will also be explored to see whether they are being met in this evaluation and, if not, what needs to be done to change this.

## Key Tools:

- **'Scoring' of Save the Children Norway key quality elements (and/or Save the Children Alliance Practice Standards)**
- An initial assessment of Save the Children Norway Key Quality Elements in Child Participation can be undertaken with and by Save the Children Norway staff and partners in terms of whether the KQEs are being met in: a) the evaluation; and b) Save the Children and NGO partners projects and programs. This can be done through a scoring exercise of Save the Children Norway KQEs (and/or Save the Children Practice Standards) which assesses the level of their implementation (low or high). For assessing implementation of the Save the Children Norway KQEs a matrix can be used for each KQE which provides: 1) a general score, 2) a score for accountability, 3) a score for mainstreaming. For each KQE with a low score, action needs to be planned to improve implementation. *[Facilitators Notes: see guidance below]*
- **Value Line Discussion:** Take a stand—strongly agree- strongly disagree on controversial statements concerning children's participation and their role in peace building—especially statements which bring out adult fears or doubts about children's participation. *[Facilitators Notes: see guidance below]*
- **Spider tool**—adults' perspectives (for example, NGO or Save the Children staff, parents, community members) of the strengths and weaknesses of child led initiatives and organizations. It would be interesting to compare scores and perspectives shared by adults with those of children and young people, and to explore any significant differences in perspective. The Spider Tool assessment also leads into practical action planning sessions. *[Facilitators Notes: see earlier guidance on Spider Tool and Save the Children publications]*
- **Paper Chain** game to explore adult perspectives on issues of inclusion, communication and team work to enhance action planning towards more inclusive, democratic developments within child led organizations and initiatives. *[Facilitators Notes: see earlier description of this tool. It can be facilitated in the same way with adults enabling them to reflect on lessons learned to strengthen existing children's initiatives and organizations].*
- **Win Win games** to explore the benefits of co-operation and power sharing between children and adults *[Facilitators Notes: see earlier description of these games which can also be used with adults].*
- **Visioning exercise with adults:** exploring their vision of peaceful communities/ nations where everyone's views and roles are respected, including girls, boys, women and men. The visions of children could also be shared with the adults and their increased support sought for helping children to achieve their visions. *[Facilitators Notes: can facilitate in same way as described earlier. Support adults and children to share their visions, to explore and build upon similarities and differences in a positive manner.]*

- **Focus Group Discussions to help increased exploration of issues and support for children's participation and children's role as agents of peace:** explore adults views of the benefits of children's participation, especially in peace building, and any concerns which need to be overcome to ensure increased support for child led initiatives and partnerships with adults to enhance peaceful developments and realization of children's rights. *[Facilitators Notes: see guidance below]*

In addition, the use of more traditional tools such as Interviews, a Desk Review and Baseline Studies can be undertaken to assess the process, status and vision of children's participation in general within the country program and how the role of children is seen and supported both in theory and in practice.



## Scoring of Save the Children Norway's Key Quality Elements (KQE)

Use of a matrix and scoring exercise (primarily with Save the Children staff, NGO partners and/or children and young people wherever appropriate) to assess the level of implementation of Save the Children Norway's Key Quality Elements for Children's Participation in the evaluation process and/or in existing programs and projects, and action planning to improve their implementation.



### KEY OBJECTIVES:

- To assess the level of implementation of Save the Children Norway's Key Quality Elements in either: a) the thematic evaluation process and/or b) child participation projects or programmes
- To identify key areas of weaknesses and to plan action to improve implementation of Save the Children Norway's Key Quality Elements



**TIME NEEDED:** 45-90 minutes. However, we do recommend that this activity is undertaken periodically. For example, the assessment could be repeated after a 3 month period to ensure that the implementation of key quality standards improves as well as to monitor planned improvements from any earlier assessments.



### KEY STEPS:

- Decide in advance which child participation process or programme you wish to assess. For example you could assess: a) level of quality child participation in the thematic evaluation and/or b) level of quality child participation across Save the Children's programmes or c) level of quality child participation in one or two specific projects. Action plans can then be developed based on the assessment to ensure better implementation of the KQEs.
- Introduce Save the Children Norway's Framework to Increase Quality Work in Children's Participation (2005). This document outlines key quality elements (KQEs) to increase quality work in children's participation. These KQEs were mostly developed by children and young people during a pilot project with child led groups in Nicaragua and Mozambique in 2004-05. *The KQEs were updated in a global Save the Children Norway child participation meeting in October 2007. The updated KQEs are shared in this Kit of Tools.* The KQEs highlight characteristics of a well functioning child led group, as well as the processes and conditions that lead to this.
- For each KQE refer to the Save the Children Norway's Framework document and make use of the matrix below to discuss and assess level of implementation from low (x) medium low (xx), medium high (xxx), high (xxxx). For each KQE give an overall score (x—xxxx) and the main reasons why.

<b>Name or project/programme/ process being assessed (and date):</b>	Score: low (x), medium low (xx), medium high (xxx), high (xxxx)	
<b>KEY QUALITY ELEMENTS</b>	<b>GENERAL SCORE</b>	<b>MAIN REASONS</b>
1. Process is given the same priority as products		
2. Children are involved from the very start of the project		
3. Implementation of child participation work is based on inclusiveness, equity, respect, honesty, transparency and non-discrimination and promotes principles of sharing leadership and decision making		
4. Children who participate benefit in terms of individual development		
5. Child participation is based upon and promotes children's rights		
6. Participation is relevant to children in terms of content and methodologies. It is informed, voluntary and enjoyable		
7. Protection is a priority during the process of child participation		
8. Adults ensure that children's views and proposals are taken into consideration		
9. The values, beliefs and positive cultural/traditional practices of children and families are recognised and respected		
10. Staff members have the knowledge, skills and attitudes that are necessary to promote and support child participation		

- Enable the participants to discuss the scores and the reasons for each score.
- Enable the participants to develop a SMART action plan towards full implementation of each KQE and thus better quality work on children's participation.
- Set a date (for example, 3 months from now) to repeat the exercise to ensure better implementation of each KQE.



### FACILITATORS NOTES:

- Stars/ stickers can be used to rate each KQE.
- In the table the participants can include: their rating (1-4 stars/stickers) for each KQE, as well as their reasons for such rating.
- As an alternative to the Save the Children Norway KQEs, the Save the Children Practice Standards on Children's Participation can be used to assess quality of child participation processes. IF using the Practice Standards one general score will be sufficient.
- Ensure that action plans to improve implementation of the KQEs are time bound and that necessary management support (from Save the Children and NGO partners) is gained.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):



### MATERIALS NEEDED:

- Save the Children Norway Framework to Increase Quality Work in Children's Participation (document which describes brief history of how Key Quality Elements were developed and what each of them means in practice).
- Save the Children Practice Standards on Children's Participation (optional)
- Flipchart paper and pens.
- Stickers or stars



## Value Line Discussions

Use of a value line to help active discussion and debate on issues relating to children's participation and people's viewpoints on them—'where they stand'. A statement is made and participants are asked to take their position on a line representing a continuum from strongly agree—strongly disagree. Participants are encouraged to share their position, to dialogue and influence one another.



### KEY OBJECTIVES:

To enable dialogue and debate on issues relating to children's participation (including children's participation in peace building). The aim is to explore different ways of seeing issues and positions, to increase consciousness about the opinions we have and why and to show that it is possible to change our minds based on new information and insights.



### TIME NEEDED:

approximately 30-60 minutes depending upon the number of statements to be explored.



### KEY STEPS:

- Set up a long line in the room using markers (for example, chairs, or cards on the floor) to indicate five points along a continuum from: strongly agree (one end of the line), to agree, neutral (in middle of line), to disagree, to strongly disagree (at the other end of the line).
- Explain to the participants that this exercise will help them to explore their position on key controversial statements concerning children's participation, including children's participation in peace building. A statement will be read out and participants will be asked to take their position along the line or continuum to show their position with regard to the statement. Once everyone has 'taken a stand' along the line, participants will be encouraged to share their reasons for their position. Dialogue among the participants should be facilitated and if any participants want to change position (for example, as a result of hearing new opinions or insights) they may do so.
- **Prior to reading the first statement it is important to remind all participants that everyone has the right to express their view and for different views to be respected.**
- Read out a statement (*for example, Children can not influence peace agreements*) and ask each participant to take their position on the line showing whether they strongly agree (SA), agree (A), no opinion (NO), disagree (D) or strongly disagree (SD).
- Once everyone has taken their position ask volunteers in each position along the line to share their reasons for their stance. Encourage all other participants to listen to the person giving their reasons. Ask others standing in the same position if they have any other reasons for this position which they would like to share. Then move on to explore the views of other participants holding a different position.
- Encourage dialogue between groups of people holding different positions.
- Ask the participants if, having heard different perspectives, whether any of them would like to change their position. If any do move ask them the reasons why.
- One of the facilitators should make a note of the number of participants in each position (SA, A, N, D, SD) and the key reasons for such positions.
- Once discussion has been completed on one statement ask the participants to return to a central position before the next statement is read out (*for example, Younger children can not be involved in the thematic evaluation*).
- Repeat the process above for each new statement. Use about 5 statements in total.
- At the end of this activity you can provide a summary of key view points expressed.



## FACILITATORS NOTES:

- **This activity can be facilitated with a variety of adult stakeholders** (for example, parents, step parents, teachers, community members, NGO staff, Save the Children staff etc) **and/or with children and young people**. It can be best facilitated with medium size groups (for example, 7-10), but can also be used with larger groups (up to 25) by inviting just some of the participants in each position to share their perspectives and asking others in the same position to add any additional points/other reasons for that position.
- Prior to starting this exercise you need to decide which statements to use. Ensure that the statements are made in such a way so as to provoke a debate. Possible statements for discussion could include:
  - Children are not capable of influencing formal peace agreements
  - Younger children (under 10 years) can not be involved in the thematic evaluation
  - Only school going children have knowledge and skills necessary to influence society in a positive way.
  - Children with disabilities have a lot to contribute and should have equal opportunities to participate and be part of children's associations
  - Children who have been affected by war should be actively included in children's groups
  - Child abuse should be discussed publicly
  - Child Club members are more likely to be recruited by the Maoists (in Nepal)
  - Spread of HIV increases during times of conflict (Uganda)
  - Many displaced people will not return to their village until there is a formal peace agreement (Uganda)

However, please develop your own statements according to local contexts etc., and some key controversial or critical issues that merit further debate and dialogue.

- **NOTE:** While value line discussions are useful to support debate and exploration of differences of opinion, **it is helpful if the final statement used is one that participants are more likely to agree with** in order to end the activity with some kind of consensus and good feeling amongst the participants. For example, *it is useful to promote peace activities with children.*

*Rather than ask people to stand in a line, another option is to facilitate the value discussions by asking participants to take their position in four corners (each corner representing either: strongly agree, agree, disagree or strongly disagree). This helps participants to face each other and debate with each other.*



## COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

**Feedback from Nepali Child Club members** (during the national capacity building workshop): The value line was interesting to explore the social values and norms related to statements.

**Feedback from participants in Uganda** (from national capacity building workshop): Through the line discussion there was a debate as to whether HIV is escalating due to the conflict—we could strongly agree, agree, disagree, strongly disagree.... In this exercise we were all gathered together and we heard what people think.



## MATERIALS NEEDED:

A large enough room for people to take their position and to dialogue.

Some kind of markers for example, chairs with SA, A, NO, D, SD on them (representing strongly agree, agree, no opinion, disagree, strongly disagree)



## Focus Group Discussions and/or Interviews

**Use of Focus Group Discussions (and/or interviews) to help increased exploration of issues and support for children's participation and children's role as agents of peace. Adult's views regarding the benefits of children's participation and peace initiatives can be explored; any concerns which need to be overcome can be identified—to ensure increased support for child led initiatives and partnerships with adults to enhance peaceful developments and realization of children's rights.**



### KEY OBJECTIVES:

- To explore adult's views regarding the benefits of children's participation and peace initiatives.
- To identify adult's concerns regarding children's participation and peace initiatives—and to identify strategies to minimise or overcome such concerns
- To explore ways in which adults can provide increased support for children's participation and child led peace initiatives



**TIME NEEDED:** approximately 45—60 minutes depending upon time availability of the adults.



### KEY STEPS:

- Begin with introductions to ensure all individuals present know each other. Agree on some ground rules for the discussion, if felt appropriate (for example, a reminder of confidentiality).
- Explain that this focus group discussion and/or interview is a chance for them as adults to explore what they see as the benefits of children's participation and children's peace initiatives, as well as any concerns, so that they may further explore how best adults can better support the strengthening of children's participation and peace initiatives. *Explain that these discussions will build upon earlier discussions and/or participatory activities carried out with adults (as well as with children and young people).*
- Also explain that whilst ensuring confidentiality their views and suggestions will be shared with children and young people and other key stakeholders, and opportunities to take forward positive suggestions will be undertaken—**as a concrete example of the use of Formative Dialogue Research (FDR).**
- Explore adults views on the following key areas:
  - *What are the main benefits of children expressing their views, forming their groups/clubs and participating in decisions affecting their lives? What are the main benefits of their peace initiatives?*
  - *What concerns do they still have regarding children's participation and peace initiatives?*
  - *What can be done to overcome and/or minimize these concerns?*
  - *How can adults provide increased support for children's participation and child led peace initiatives?*
  - *How can adults support the active involvement of the most marginalized groups of children (including: working children, children with disabilities, orphans, formerly abducted children—child soldiers and child mothers etc).*
  - *What kinds of partnerships can be built or strengthened between adults and children / young people to increase opportunities for children's participation in decisions affecting their lives, including the formal peace building processes?*
- As a group summarize the main views and suggestions.
- Identify the concrete efforts they themselves can take to further support children's participation and peace initiatives. Identify any additional support that may be needed from NGOs/Save the Children to enhance their efforts.



### FACILITATORS NOTES:

- ***These focus group discussions should build upon findings from earlier focus group discussions with adults (phase II a), as well as any participatory exercises undertaken (for example, H assessment, time line, balloon exercise).*** Key questions should be identified which help further exploration of issues raised, in particular focusing on how adults can provide increased support to children's participation and child led peace initiatives.

- For focus group discussions ensure that groups of adults (3-8) share similar characteristics. For example, organise discussions with groups of parents/step-parents/guardians (perhaps separately with mother and fathers to explore any differences in gender perspectives); groups of teachers; community members; NGO staff; Save the Children staff.
- For interviews undertake either individually or in pairs (for example, with head of NGO, government officials, religious or community leaders, political leaders, members of rebel group etc).
- Explore adults' views on how to support the participation of girls and boys of different ages and abilities, including children from most marginalised groups.
- **Through the use of the FDR methodology** key differences in perspectives between groups of adults, and/or between adults and children can be identified and further explored (for example, through discussion in Advisory Group meetings and/or through organizing key stakeholder meetings).

 **COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):**



**MATERIALS NEEDED:**

Note paper to record main suggestions/findings.

# Phase III: Ensuring a Focus on Quality

## An Overview of Tools Used

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### Tools for use with children and young people:

- **Analysis Game:** to introduce the idea of categorizing data into areas or themes to support the analysis of research
- **Circle Analysis to Identify which Children have been Actively Involved in the Thematic Evaluation Process.**
- **Time Line of Thematic Evaluation Process** to explore key milestones, successes and challenges faced, particularly in relation to supporting the active participation of children and young people
- **Body Map—before and after—and Stories of Most Significant Change** to explore and illustrate individual impact of involvement in the Thematic Evaluation.
- **Exploring Diversity of Children’s Experiences in the Body Maps**
- **Focus Group Discussions to explore Diverse Experiences**
- **Building an Ideal Agent of Peace:** to identify and highlight the qualities, values, skills and knowledge needed to be an effective peace worker and to discuss the support children and young people need in their role as agents of peace *[This tool can also be used with adults as below]*
- **Human Knots:** a game to promote cooperation and team work in order to overcome problems or conflict
- **The Fable of the 2 Mules:** a visual story board to explore the benefits of cooperation rather than conflict
- **Drama to seek support for children’s role in peace building:** to promote and support children’s role in peace building and to identify and mobilize key supporters for this at the different levels
- **Market Barometer:** to create and present activities for the promotion of peace building
- **Visual Mapping to Strengthen Adult-Child Partnerships:** to increase children’s voices and influence in peace building and children’s rights
- **Diversity Game: short line, long line—**to encourage inclusion and team work
- **Children’s Identification of Most Significant Messages and Recommendations**
- **Introducing Advocacy and Clear Messages**
- **Supporting Children to Develop their own Memorandum**
- **Role Play—Building Children’s Advocacy Skills**

## Tools for use with adults

(parents/step-parents/guardians, community and religious leaders. &/or other key stakeholders, for example, teachers, local government officials, NGO and Save the Children representatives):

- **Building an ideal agent of peace:** Identify knowledge, skills, values needed to be an agent of peace. Discussion on role of children and young people as agents of peace.
- **Focus Group Discussions among adults to enable strategies to enhance children's role as agents of peace** (at local, sub-national, national, regional and international levels)
- **Stories of Most Significant Change as part of ongoing Monitoring and Evaluation** (*final round with adults*).

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Phase

II<sub>a</sub>

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Phase

II<sub>b</sub>

Phase

III

Appendix

I-3

# Tools for Use with Children and Young People

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## Analysis Game

Participants are asked to categorise different objects and to justify such categories as a way of introducing one important aspect of research analysis.



### KEY OBJECTIVES:

- To introduce the idea of categorising data into key areas/ themes to support further analysis



**TIME NEEDED:** 25-40 minutes



### KEY STEPS:

- Divide the participants into groups. Give each group a set of 12 objects (could include stones, leaves, plastic bottles, post it notes, scissors, note pad, tape etc)
- Ask the participants to divide the objects into two categories and to explain each category
- Now ask the participants to divide the objects into three categories and to explain each category.
- For the last time ask the participants to divide the objects into four categories and to explain each category.
- Ask the participants what they have learnt from this game?
- Explain to the participants that categorising research information into key themes—in order to present, explain and analyse—is an important part of research analysis.



### FACILITATORS NOTES:



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

*'I really liked this game about God's natural creations and man-made things it helped us understand analysis in a simple way'. (Adult participant in Uganda Reflection Workshop)*



### MATERIALS NEEDED:

A set of 10-12 materials that you can gather in and around the workshop area—such as post it notes, plastic bottles, scissors, pen, stones, leaves etc.



## Circle Analysis to identify which children have been actively involved in the thematic evaluation process

Use of a simple participatory tool to identify how many and which children, young people and adults have been actively involved in thematic evaluation process.



### KEY OBJECTIVES:

- To explore how many and which children, young people (and adults) have been actively involved / consulted / or informed in the thematic evaluation process and the main reasons why
- To explore which children, young people (and adults) have not been reached (have been excluded from) the thematic evaluation and the main reasons why
- To have dialogue and action planning on what would make the thematic evaluation process more inclusive
- To identify which children's views are represented in the thematic evaluation findings (number, age range, gender, background etc).

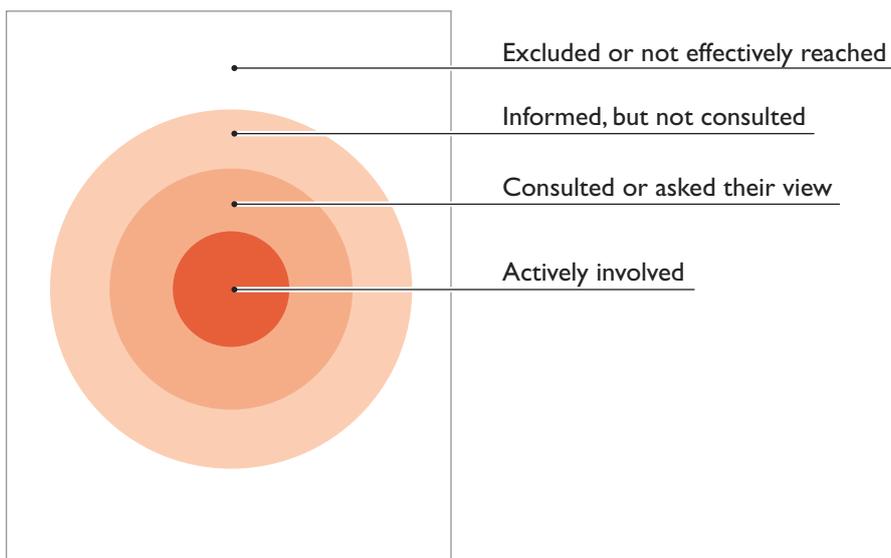


**TIME NEEDED:** This tool can be used over time in the Child Clubs/ Associations to gather an accurate record of the overall numbers and background of children, young people and adults who have been engaged in the thematic evaluation process.



### KEY STEPS:

- Introduce the visual image of three concentric circles within a page/ flipchart.
- Each Child Club/ Association should complete the Circle Analysis to identify how many, where and which girls, boys, women and men and where have been:
  - a) actively involved in the thematic evaluation process (how many, where and which—describe key background details: proportion of girls/ boys; in different age ranges: under 10 yrs, 10-14, 15-18, 18-25, >25; school going/ out of school; living in rural or urban location; whether living in IDP camp or village; whether formerly abducted or not; whether any have disabilities)
  - b) consulted or asked their view in the thematic evaluation / research process (how many, where and which girls, boys, men, women)
  - c) informed, but not consulted in the thematic evaluation process (how many, where, and which girls, boys, men, women)
  - d) excluded or not effectively reached in the thematic evaluation process (who? Where? Why?)



- Ensure that Child Club/ Association name (and date of circle analysis) is clearly labeled.
- On back (or an extra sheet) list the kinds of peace activities that the Child Club/ Association is involved in.

- Discuss the findings from the circle analysis
- Why were some girls and boys (age groups/ specific backgrounds) more or less active than others?



#### **FACILITATORS NOTES:**

- Enable sensitive exploration with regards to the exclusion/ inclusion of key marginalised groups of children in various contexts including: children with disabilities, orphan children, formerly abducted child soldiers (boys, as well as girls who may also be child mothers), non-school going working children, domestic workers, children of different ethnic or religious groups etc).



#### **COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):**



#### **MATERIALS NEEDED:**

Paper, pens, different coloured pens.



## Time Line of Thematic Evaluation Process

Use of a time line to explore key milestones, successes and challenges faced during the thematic evaluation process, particularly in relation to supporting the active participation of children and young people



### KEY OBJECTIVES:

- To explore key milestones, successes and challenges faced during the thematic evaluation process
- To explore factors which help or hinder children's active participation in research /evaluation processes
- To identify how to build upon the achievements, and how to overcome the challenges faced.



**TIME NEEDED:** 60-90 minutes



### KEY STEPS:

- The national research team should prepare an overall time line of the thematic evaluation process—key activities undertaken—when and where—and one or two examples of key challenges faced, how they were overcome, and key successes
- Give the participants time in their Clubs/ Geographic area groups etc to discuss and to use post-its to identify and add to the time line to share:
  - key challenges faced during different phases of the thematic evaluation (use red colour on post-its) and examples of how they were overcome (*again on post-its*)
  - key successes experienced during different phases of the thematic evaluation (use blue pen on post-its) and lessons learnt by children and adults
- Once the post-its have been placed encourage participants to stand around the time line and provide a brief explanation of the time line.
- Then, facilitate an overall discussion to explore which challenges still need to be addressed and how? Also discussion on how the achievements so far can be built upon to maximise the development of positive outcomes, strengthening of Child Peace Clubs and Associations and children's participation in peace building.



### FACILITATORS NOTES:



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

**Feedback from participants in Uganda** (from national reflection workshop): We learnt about the challenges and achievements faced by clubs and associations through the time-line.



### MATERIALS NEEDED:

Flipchart paper, different colour pens, post its



## Body Map—before and after—and Stories of Most Significant Change

**Use of a before and after Body Map and Stories of Most Significant Change to explore and illustrate the impact on individuals of their involvement in the thematic evaluation.**



### KEY OBJECTIVES:

- To explore changes in individual (knowledge, values and skills) as a result of their involvement in the thematic evaluation
- To share stories of Most Significant Change which illustrate the impact



**TIME NEEDED:** approximately 60 minutes



### KEY STEPS:

- Introduce this 'body map—before /after exercise'—Working together in the thematic evaluation has been like travelling together on a long journey. We may have learnt new knowledge, gained new skills and strengthened values or attitudes through our involvement in the thematic evaluation process.
- Give participants (children/adults) who have been actively involved in the thematic evaluation a sheet of paper with the shape of a body outline on it.
- Each individual should think about any changes in them—any differences before and after their involvement in the thematic evaluation in terms of their knowledge, skills or attitudes/ values. They should make a note of such changes on their body map—either through images, words or a combination of both. Think about and develop 'stories of most significant change' that illustrate some of the changes recorded on their body map.
- Once participants have made their individual body maps and developed their stories divide them into groups—for example: 1 or 2 girls groups, 1 or 2 boys groups, 1 men's group, 1 women's group. In their groups they should share their stories of most significant change (and their body maps). Each group should also identify one story to share with the wider group.
- All sit in a circle for sharing of stories. One story is shared from each group.
- Discuss and identify key lessons learnt



### FACILITATORS NOTES:



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

**Feedback from participants in Uganda** (from national reflection workshop): We liked the before/ after body map.

**Feedback from Guatemala** (from national reflection workshop): From the testimonies of children and youths it is possible to identify them as a new generation who have grown up in the post-conflict stage. As a result, many of them have limited information on what happened during the internal armed conflict. In some cases, they were oblivious of the events or they had heard some information about them. Their participation in the evaluation led them to investigate more, to get more information and to question themselves which has given them a new vision on what the internal armed conflict meant and its consequences.

**Testimonies of change from Bosnia-Herzegovina** (from national reflection workshop):

**Boy/Vogosca, 11 year old**—In the beginning I worked a lot less, but observed more. Now I'm more active and I work more.

**Girl/Konjic, 17 year old**—Before I didn't know the correct way to express my words, before I would over-react in a time of conflict, and just now I'm acquiring my own approach to dialogue.

**Boy/Konjic, 17 year old**—TE has taught me a lot of things, about myself, my strength, it strengthened me, and I realized that I can achieve more on my own. Before we didn't know a lot about rights, but now we know that we can achieve whatever we want.

**Girl/Blatnica, 12 year old**—I felt somewhat discriminated against, lost and rejected, but now I am confident and I know more.



**MATERIALS NEEDED:** Paper with body shape (for each participant), pens, crayons



## Exploring Diversity of Children's Experiences in the Body Maps

This exercise brings together earlier findings from children's body maps which shares their experiences of living in conflict/ post conflict settings and encourages discussion and analysis of the different experiences of girls/ boys, older or younger children or children from different backgrounds (for example, children who live in IDP camps or children who were abducted and directly involved in armed conflict).



### KEY OBJECTIVES:

- To recognise the diversity of children's experiences.
- To identify different experiences of girls and boys, and children from different backgrounds (for example, due to caste, ethnicity, rural/ urban/ IDP setting or other experience such as whether they were abducted and directly involved in armed conflict)



**TIME NEEDED:** 60-90 minutes



### KEY STEPS:

- National research team presents a large 'Body Map' that summarises points raised during Capacity Building workshop
- Discussion if anything is missing, needs to be added
- Exploration of 'diversity issues'—*whether girls or boys, different age groups, ethnic / caste groups, children from different backgrounds (for example, children with disabilities, rural/ urban, children associated with armed forces etc) are differently affected by the conflict. Use colour coding stars on body map to highlight which experiences are more/less experienced by girls/boys, younger/older children, children with disabilities etc.*<sup>3</sup>
- Identify and discuss any key differences in children and young people's experiences.



### FACILITATORS NOTES:



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

- In Uganda different experiences of girls/ boys; children who were formerly abducted by the LRA; children living in IDP camps; and children of different ages were explored. It was a very useful exercise to highlight and identify some key differences in the experiences of girls and boys, of different ages, in different circumstances (for example, abducted, living in IDP camps, returnees to their village).



**MATERIALS NEEDED:** Flipchart paper and different colour pens

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3 Groups of children who may have diverse experiences can be identified in each country.



## Focus Group Discussions to explore Diverse Experiences

Use of focus group discussions among girls and boys who share similar background / experiences to explore diverse experiences of different groups of children according to various factors: gender, age, caste/ ethnicity, rural/ urban/ IDP setting, whether associated with armed forces etc.



### KEY OBJECTIVES:

- To explore diverse experiences of girls and boys from different backgrounds
- To explore children's most significant experiences during conflict/ post conflict situation (positive or negative), challenges faced, how they have been treated, their positive coping mechanisms and who they have gained support from.



**TIME NEEDED:** 90 minutes



### KEY STEPS:

- Form groups of children and young people (in accordance with which children may have different experiences of the conflict / post conflict, for example: older/younger girls, older/younger boys; separate groups of children from rural/ urban backgrounds and/or different ethnic/ caste groups or children who have been formerly abducted; or children living in IDP camps etc.
- Each group is accompanied by an adult facilitator to facilitate a focus group discussion (and a note taker to record views) on the following issues:
  - What have been/are your most significant experiences during conflict/ post conflict period (positive or negative)
  - What have been/ are the greatest challenges you have faced? (*including those identified in risk maps*)
  - How have you been treated by others?
  - What have been/ are your positive coping strategies?
  - Who do you gain most support from?
  - What support /action is most needed for you to experience your rightful place and positive role in your communities and society?
- Encourage each group to feedback 3-5 significant points.



### FACILITATORS NOTES:

- *PLEASE BE AWARE: Children may feel an emotional burden being asked to re-discuss these issues again both during this session above and in a recap the following morning. This point is being raised so that adults are aware of this and so that help is available to anyone who needs it.*
- Analysis of children's risk maps could also be incorporated in this session



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

This session gathered new information and insights from different groups of girls and boys (national researcher, Uganda)



**MATERIALS NEEDED:** Notepad and pen



## Building an Ideal Agent of Peace

**Use of a body map exercise to collectively build an ideal agent of peace with the qualities/values, skills and knowledge to be an effective peace worker.**



### KEY OBJECTIVES:

- To build an ideal agent of peace highlighting the qualities/values, skills and knowledge need to be an effective peace worker
- To discuss what support children and young people require to further develop their qualities, skills and knowledge as agents of peace



**TIME NEEDED:** approximately 40 minutes



### KEY STEPS:

- Children and young people are encouraged to sit around the large sheets of flipchart paper which are stuck together. A volunteer is asked to lie on the flipchart sheets so that their body shape can be drawn around, so that they can collectively build an ideal 'agent of peace'.
- Once the body shape is created the children and young people are encouraged to think about and to creatively design (for example, through the use of visual images) what qualities/values, skills and knowledge this person has to be an ideal agent of peace.
- Looking at the ideal agent of peace that they have created the children and young people are encouraged to share their views, opinions and experiences as to whether they could become this ideal agent of peace.
- Encourage them to share what kinds of support or additional capacity building they need to further develop their own qualities, skills and knowledge to become this ideal agent of peace.



### FACILITATORS NOTES:

- This is an interesting activity which can be undertaken with groups of children, young people and/or adults.
- This activity can also be adapted to explore an ideal researcher/ facilitator; an ideal teacher; an ideal parent; ideal prime minister etc.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):



### MATERIALS NEEDED:

Flipchart paper, tape  
Flipchart pens



## Human Knots

This is a game which promotes co-operation and team work to overcome problems or conflict.



### KEY OBJECTIVES:

- To work together to overcome a problem or difficulty
- To recognise the benefits of cooperation and communication



**TIME NEEDED:** 10-15 minutes



### KEY STEPS:

- Form groups of children with about 6-8 children or young people (of same sex and similar age range) in one group.
- Ask each group of participants to stand in a circle. Ask them to take one small step forwards. Now ask them to put their arms out in front of them and to close their eyes. With each of their hands they should grasp and hold onto someone else's hand. Each person is therefore holding 2 other hands. The participants should now be entangled in a knot.
- Ask the participants to open their eyes.
- Without letting go of each other's hands the participants should try to untangle the knot so that they end up back in a circle (or possibly two circles in some cases)
- After the knot is untangled ask the participants:
  - *How did you manage to untangle the knot?*
  - *How are conflicts or problems like knots?*
  - *What did you learn from this game?*
  - *How can these lessons be applied to solving conflicts peacefully?*



### FACILITATORS NOTES:



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):



**MATERIALS NEEDED:** None



## The Fable of the Two Mules<sup>4</sup>

This tool uses a visual story board of two donkeys tied together with a rope. They have to cooperate in order to reach the grass.



### KEY OBJECTIVES:

- To explore the benefits of co-operation rather than conflict



**TIME NEEDED:** 25-40 minutes



### KEY STEPS:

- [In advance prepare copies of the 'Two mules' cartoon cut up into six sections to be given to small groups of participants]
- Divide the participants into groups of 4-6. Give each group a set of six sections of the 'two mules' cartoon. Ask them to place the pieces in order so that they tell a complete story.
- Each group then joins with another group and tells the story of the two mules as they see it.
- As a whole group discuss:
- *What was the mules problem at the beginning of the story*
- *What did they do to solve their problem?*
- *Did both mules get what they wanted?*
- *What have you learnt from this activity?*



### FACILITATORS NOTES:



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):



**MATERIALS NEEDED:** Copies of the 'Two Mules' Cartoon (in UNICEF manual)

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<sup>4</sup> Source: Quaker Peace and Service, shared in UNICEF (1997) Education for Conflict Resolution: A Training for Trainer's Manual.



## Drama to seek support for children's role in peace building

Use of drama to illustrate ways in which children and young people can identify and mobilise key supporters of children's rights, children's participation and children's participation in peace building within their communities and beyond.



### KEY OBJECTIVES:

- To explore how children and young people can work to identify and mobilise key supporters to promote and support children's participation in peace building at different levels and undertake joint activities
- Similar to the previous tool, to identify the support needed to strengthen adult-child partnerships which enhance child rights and peace building—with an emphasis on mobilising local resources.



**TIME NEEDED:** 30-45 minutes for children to prepare and perform short dramas



**KEY STEPS:** as per DRAMA tool presented on page 30-32, 40, 44 and 67 of Kit of tools

### AN EXAMPLE OF HOW DRAMA HAS BEEN USED IN GUATEMALA:

A group of young peace promoters / builders move around the scene. They approach different actors in the community and beyond—for example, parents, school teachers and educators, the local mayor, the local government representative, the president of the country to invite them to participate in activities such as workshops to build peace. The 'community' initially responds negatively to the children's invitation. The young peace promoters return and persist with their invitation. This time they receive a positive response. During the activities (workshops) the young promoters succeed in getting key adult supporters to participate and to commit themselves to undertaking joint activities.

(Taken from Report of Capacity Building Workshop, Save the Children Norway, May 2007).



### FACILITATORS NOTES:

- Encourage groups to identify and make use of local resources to encourage sustainable partnership developments.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):



**MATERIALS NEEDED:** Flipchart paper, different colour pens, tape



## Market Barometer

**An interactive and dynamic tool which allows participants to create and present innovative activities for the promotion of peace building. Participants simulate the sale and purchase of ideas (activities) in an improvised market in order to earn as much money as possible.**



### KEY OBJECTIVES:

- To allow participants to collect, through game, as many quality ideas as possible for activities that promote peace building
- To enable participants to recognise successful public advocacy which, to a great extent, depends upon persuasion skills, information levels and motivation to initiate actions.



**TIME NEEDED:** 45 minutes to create, buy and sell products, plus at least 30 minutes for reflection and analysis of the findings of the tool



### KEY STEPS:

- Participants are divided in several groups with two tasks: to sell a product and to buy a product.
- Within each group, members agree whether to buy or sell a product.

#### **The group selling a product have the following tasks:**

- To create one or more activities (not limited) aimed at promotion of peace building
- To create ways and strategies to promote activities in order to sell them as effectively as possible
- To assign value to each product (activity), which is not greater than ... (set maximum figure in local currency)

#### **The group purchasing products have the following tasks:**

To create good negotiating strategies

To set up criteria for assessing the value of a product

To define the reasons for buying certain products and for what amount

The sale and purchasing of ideas is realised in a 30-45 minute period during which sellers and buyers wear costumes and decorate their place of sale in a way to attract buyers

- After using the Market Barometer tool participants analyse which "products" were high sellers and in why
- In plenary discussion participants talk about which activities attracted the greatest interest and for what reasons.
- Final discussion is necessary so the participants can have a clearer idea about who is the target population buying the products and in which way they can be influenced. This is an important reasoning to apply to peace building activities.



### FACILITATORS NOTES:



#### **COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):**

*Training participants had a clearer idea of who their target audience was through application of Market barometer, and what sort of access is needed in areas which can be affected. All present concluded that successful public advocacy depends on persuasion skills and strategic communication which aims to be informative, convincing, motivating and mobilising.*

(From Summary Report of National Reflection Workshop, Bosnia-Herzegovina, January 2008)



### MATERIALS NEEDED:

Sheets of coloured paper, masking tape, pens, crayons for creation of posters and market displays

Participants should be encouraged to make use of all resources available in the workshop room, including furniture, for creation of their market stalls



## Visual Mapping to strengthen adult-child partnership

Use of a visual mapping exercise to illustrate how children's clubs/ associations/groups should relate and work in partnership with other associations, community groups, media initiatives, governance structures (school governance, local government, national government) at different levels. This is an exercise which increase children's voice and influence in peace building and children's rights.



### KEY OBJECTIVES:

- To explore how Child Clubs/Associations/ Groups can strengthen partnerships with other associations, community groups, media initiatives, governance structures (school governance, local government, national government) at different levels to increase their voice and influence.
- To identify support and capacity building initiatives which are needed to strengthen adult-child partnerships which enhance child rights and peace building—with an emphasis on mobilising local resources.



**TIME NEEDED:** 60-90 minutes



### KEY STEPS:

- Introduce the visual mapping exercise as a tool to illustrate how children's clubs/associations/ groups can better relate to and work in partnership with others.
- Form mixed groups of adults, children and young people (7-10 per group) to develop visual maps.
- On large sheets of flipchart paper each group develops a visual map to illustrate:
  - a) how Child Clubs/ Associations should network with one another within the district (and/or at national level)
  - b) how Child Clubs/Associations should be involved in school governance / community level committees (for example on child protection, education, HIV) / local media initiatives (for example radio, newspapers)/ district governance / national level governance or formal peace talks to increase their voice and influence in promoting peace-building and the realisation of children's rights
- → Highlight which are the most important partnerships which need to be prioritised for immediate strengthening to enhance children's role in peace building and children's rights
- Discuss what support or capacity building is needed with adults and/or children to support genuine adult-child partnerships—identify and suggest how local resources can be most effectively mobilised to support these partnerships.
- Each group presents their visual map and their recommendations about how local resources can be most effectively mobilised to support these partnerships.

Collective discussions and action planning about: a) what action ideas can be taken forward immediately, b) what priority action ideas should be taken forward with additional support, c) what action ideas should be considered if additional support can be mobilised.



### FACILITATORS NOTES:

- - Encourage groups to identify and make use of local resources to encourage sustainable partnership developments.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

**Feedback from participants in Uganda** (from national reflection workshop): The session on the relationship between associations and different partners was very interesting—for example, we looked at how Save the Children in Uganda is giving us training and workshops and we are giving them our views.



### MATERIALS NEEDED:

Flipchart paper, different colour pens, tape



## Diversity Game—short line, long line

**An experiential game to encourage children, young people and adults to work together, to be inclusive and to make use of local resources.**



### KEY OBJECTIVES:

- To encourage co-operation, inclusion and partnerships among children, young people and adults.
- To encourage effective use of local resources
- To explore how children's participation in peace building can be enhanced by strengthening adult-child partnerships and making effective use of local resources.



**TIME NEEDED:** approximately 30-40 minutes



### KEY STEPS:

- Divide the participants into two equal groups (of adults, children and young people) to play the 'Line Game'. Explain that each team includes children, young people and adults from diverse backgrounds, including people with disabilities (in each team one person is blindfolded and one person has an arm tied behind their back)
- The game will be played in 2 parts. A starting line is created.
- In part one the teams are asked to stand behind one another in a line/queue. A goal for a shorter line is established (approximately  $\frac{3}{4}$  of the length of their original line). Each team is given 2 minutes to plan how they can work together to make a shorter line (within the shorter line boundary). The game is started. Observe to see how team members co-operate to create a short line.
- *In part two of the game a goal for a long line is established (3 x the length of their original line). Each team is given 2 minutes to plan how they can work together to reach the goal of making this long line. This time they can use any resources that they have on them (i.e. making use of local resources) to help make a long line. Observe to see how team members co-operate and make use of their resources to make a long line.*
- Each team should then discuss and identify what did they learn from this game?
- How can these lessons be applied to strengthen their participation in peace initiatives and creating adult-child partnerships for peace?



### FACILITATORS NOTES:

During this game, participants often make use of some of their clothes to help lengthen the line. Thus, it may not be suitable to play this game in a culture where it is inappropriate to remove head scarves or outer clothes, or in a country where the climate is very cold.

If the workshop room is not very big, for part two of the game you may need to ask the participants to make a line that doubles back on itself, or if private outdoor space is available (and the climate is good!) you could play this game outside.



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):



### MATERIALS NEEDED:

Scarves for creating blindfold and to tie the back of the hands



## Children's Identification of Most Significant Messages and Recommendations

Supporting children and young people to work in groups to analyse and identify most significant messages and recommendations concerning peace and children's participation in peace building from use of various participatory tools.



### KEY OBJECTIVES:

- To support children and young people in analyzing and identifying most significant messages (findings) from use of various participatory tools concerning peace and children's participation in peace building
- To support children and young people in analyzing and identifying most significant recommendations that they would like to take forward in their advocacy work to promote peace and children's role as agents of peace.



**TIME NEEDED:** 60-90 minutes



### KEY STEPS:

- Display the findings from the various participatory tools used by children and young people to gather information and analysis on peace and children's participation in peace building (for example, the visioning tree, the peace building balloon, the circle analysis, the Spider Tool, the partnership mapping, the ideal agent of peace)
- Divide children, young people and adults into mixed groups and ask each group to sit by different visual displays of key activities undertaken to draw out key findings/ messages and recommendations from these particular tools
- Each group should identify:
  - Most significant findings/ messages
  - Most Significant Recommendations—Action ideas and strategies to strengthen children's organisations and enhance children's role as agents of peace
- Each group can present their findings and recommendations
- As some of the messages and recommendations from different groups may be similar, a smaller working group can be formed to further compare, analyse and identify most significant messages and recommendations to promote peace and to enhance children's role as agents of peace.



### FACILITATORS NOTES:

- The analysis of most significant findings and recommendations carried out collectively by children and young people can form the basis for children's development of their own memorandum (see page 97)



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):

**Feedback from participants in Uganda** (from national reflection workshop): We identified our most significant messages and recommendations. This session really encouraged me—children can contribute a lot to the development of peace.



### MATERIALS NEEDED:

Flipchart paper and pens



## Introducing Advocacy and Clear Messages

Use of brainstorming and sharing of key tips to develop clear messages for effective advocacy with and by children and young people.



### KEY OBJECTIVES:

- To explore and de-mystify the meaning of advocacy
- To share tips which help children and young people develop clear messages for effective advocacy



**TIME NEEDED:** 45 minutes



### KEY STEPS:

- **Part a) 'What is advocacy?'** In buzz groups discuss 'what is advocacy'? List children and young people's ideas.
  - Sum up the discussion in plenary, ensuring that the following definitions have been covered:
    - **advocacy means ...**
    - influencing to bring changes to:
    - knowledge, attitude and behaviour
    - policy
    - practice
    - addressing differences in power
    - seeking changes to bring about improved child rights
    - achieving a bigger impact
- **Part b) Importance of Developing Clear Messages:** Explain the importance of formulating key messages to the children and young. Particularly when preparing for the media, it is important to prepare a key message, which should be **clear, simple** and **direct**.
- Further principles of message development
  - Keep it simple (easy to grasp and retain, short, avoid jargon)
  - Highlight children and young people's views / perspective
  - Know your audience—Is there something they need to know? What values and beliefs do they have? What needs and priorities do they care about? (for example, some audiences prefer highly scientific evidence, others are swayed more by personal testimonies)
  - Use clear facts and numbers creatively
  - Allow your audience to reach their own conclusions
  - Present a solution if possible



### FACILITATORS NOTES:

- This introductory session is useful prior to the supporting the children and young people to develop their own Memorandum



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):



**MATERIALS NEEDED:** Flipchart paper and pens



# Supporting Children to Develop their own Memorandum

This activity provides guidance to children and young people in developing an effective memorandum based on their own agenda/ advocacy issues. Children and young people can develop a memorandum building upon their own analysis of the key messages and key recommendations.



## KEY OBJECTIVES:✓

- To support children in developing their own Memorandum (as an advocacy tool) based on their own analysis of key messages and recommendations to promote peace and children's role as agents of peace



TIME NEEDED: 90–120 minutes



## KEY STEPS:

- Explain that this session will support children and young people to develop a memorandum based on their own analysis and recommendations to promote peace and children's role as agents of peace (*based on their earlier collective analysis—see p.xyx*)
- Ask them what they think a Memorandum is? and what is its purpose? List children's ideas.
- Clarify that a **Memorandum** is a written statement/ document that brings out people's views of an issue or concern and/or demands to people in positions of power so that they may bring about change to help address that particular problem or concern.
- Children and young people should build upon the key messages and recommendations identified earlier as the basis for developing their Children's Memorandum.
- For *each significant issue/ concern* the following *key advocacy questions* can be used to guide the development of **effective messages** as part of the memorandum:
  - *Problem identification*
  - *Analysis of the problem*
  - *Problem cause*
  - *Whom you hold responsible for solving it*
  - *Why change is important*
  - *Your proposed solution*
  - *What are your contributions as children and young people*
  - *What actions you ask of others*
- Once the Memorandum has been drafted—with effective messages for each significant issue the overall memorandum may be strengthened by:
  - adding a clear introduction (about who has been involved in developing the memorandum, age range, background of children and young people and brief information on the process that they have been part of)
  - editing to ensure clarity of points and no un-necessary repetition
  - consistency in writing style and writing which encourages a 'win win' response and a positive reaction from various power holders.



## FACILITATORS NOTES:

- If the memorandum is drafted by a group of children and young people's representatives, opportunities for wider groups of children and young people to adopt the memorandum (for example through an advisory group meeting) could be created.

 **COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):**

In Uganda the children and young people developed a strong memorandum (*during the national reflection workshop*) based on this format which brought together children's advocacy messages on 5 priority issues including: 1) Ignoring Children's Views, 2) Child right negligence, 3) Land disputes, 4) Corruption, and 5) International Criminal Court. The draft memorandum was then further discussed and adopted at an advisory group meeting (a week after the national reflection workshop).



**MATERIALS NEEDED:** Flipchart paper and pens



## Role Play—Building Children’s Advocacy Skills

Use of role play to strengthen children’s advocacy skills.



### KEY OBJECTIVES:

- To strengthen children and young people’s confidence and skills in effective advocacy work



**TIME NEEDED:** 45-60 minutes



### KEY STEPS:

- Encourage children and young people to develop scenarios based on children’s identification of advocacy opportunities at local, district, national level.
- Divide children, young people and adults into mixed groups—each group develops two short role plays to illustrate a) challenges that may be faced during their advocacy initiative, b) strategies to overcome the challenges so the girls and boys are effective advocates with adults taking their views seriously.
- Each group presents their role plays and reflect on key lessons learnt from each role play.
- In Plenary identify and discuss:
  - factors that need to be kept in mind while supporting children’s participation in advocacy
  - what preparation with adults and with children/ young people helps effective advocacy
  - remind children and young people of their rights during media initiatives (for radio, newspaper, tv etc):
- Share some **helpful tips:**

**Tailored messages are created for a specific audience based on an analysis of:**

  - what will be the most persuasive for that audience
  - what information that audience needs to hear
  - what action you want that audience to take (given that different audiences have different capacities to bring about change)



### FACILITATORS NOTES:



### COMMENTS ON THE USEFULNESS OF THE TOOL (STRENGTHS AND WEAKNESSES):



**MATERIALS NEEDED:** none

# Tools for use with Adults

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*Facilitators Notes: see earlier descriptions above of all these tools. They can be facilitated in the same way with adults enabling them to bring their perspectives to the discussions.*

- **Building an ideal agent of peace:** Identify knowledge, skills, values needed to be an agent of peace. *When facilitating use of this tool with children and young people create an additional group of adults and ask them to do the same exercise. Once the children's 'agents' are complete, ask them to consider the adult 'agent' and add anything they consider useful to their agents. Adults can do the same with the children's agents*
- **Focus Group Discussions among adults to enable strategies to enhance children's role as agents of peace** (at local, sub-national, national, regional and international levels)
- **Stories of Most Significant Change as part of ongoing Monitoring and Evaluation** (*final round with adults*).

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# Appendixes



## Appendix I: Formative Dialogue Research made easy

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### A Child Friendly Summary

Save the Children Norway, an international child rights organisation that works in your country, is doing a study of children and young people's participation during situations of armed conflict, in the period which immediately follows armed conflict and in the process of building peace. This study—also known as an evaluation—is taking place from September 2006 through to the end of October 2008<sup>5</sup>.

A method called 'Formative Dialogue Research' is being used in the study to help evaluate work on children's participation, to strengthen children's participation and to support children's initiatives in peace building. What does Formative Dialogue Research mean, how is it used and how can it be useful? This document helps to answer these—and other—questions.

### I. What is Formative Dialogue Research?

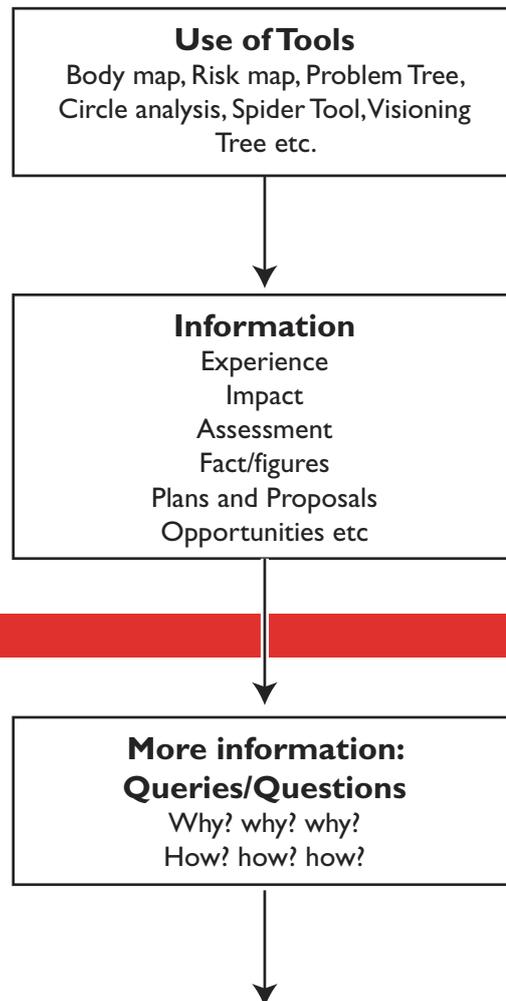
Below you will find a *flow-chart* of the Formative Dialogue Research, which will help giving an overview of the different elements of the Formative Dialogue Research and how they are related to each other.

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5 For more information about the thematic evaluation, see [www.reddbarna.no/chp](http://www.reddbarna.no/chp)

# FLOW CHART OF THE FORMATIVE DIALOGUE RESEARCH

## RESEARCH



## DIALOGUE

People meet on equal terms with equal opportunities for dialogue; they respect each others views; and use dialogue to find a ways of living together

## FORMATIVE

Improvement of Project while doing the evaluation

Positive changes in the situation during the evaluation

### Formative

means that the people doing the research and evaluation are allowed to influence and propose changes in a project *during* the process. This is new! In most research changes are made *after* an evaluation has been completed. When searching for information and participating in dialogues, people will often become more aware of their experiences and opinions, and will also develop new knowledge and insight, including ways of developing and improving their work. In FDR this knowledge is used to improve and strengthen the project work during the evaluation. The people doing the research may also encourage further discussion and debate between the participants, for example between children and adults, when there are differences of opinion which may need to be discussed or resolved. It is a way of working that changes or improves what is being done in a project in an open way.

*For example: The children's radio project in Guatemala produced a programme on peace building. When they looked at the methods and results they realised that the message on peace building had not been adequately transmitted. Why was this? Probably because children did not understand the message, because it was not trans-*

mitted in their mother tongue. This gave an answer and helped to review the method used and make the changes necessary to improve the radio programme. The radio programme is now broadcast in the local language.

## **Dialogue**

means that two or more people or groups come together and talk. The special thing about dialogue is that it means that people meet on equal terms: the opinions of one group or person have the same value and weight as the opinion of others and, all are given the same opportunity to talk without being interrupted. The parties do not need to agree but recognise that there are different opinions and show each other respect. Often this way of talking leads to initiatives to find solutions to the problems they have in common. Dialogue may also be used to find out which projects are going well and why, and why other projects are not going so well. Why? why? why? questions are very important to help find out the real cause of problems and how? how? how? questions are important to find practical solutions.

*For example: Young people in Srebrenica were concerned about the effect of the massacre that took place in July 1995 when around 8,000 Bosnian males, ranging in age from teenagers to elderly men, were killed during a period of 4-5 days by the Army of Republika Srpska. Young people from the region, together with internally displaced and returnee children, who are all members of a child right organisation initiated and organised a round table conference some time afterwards. They wanted to discuss some important issues for children living in Srebrenica and invited community leaders, local stakeholders and religious leaders to talk together with them. All of them actively contributed to the round table discussion. One major result was that the older people involved in the discussion changed their opinion about children and young people and started to recognise children's thoughts about the issue as well as their ideas for improvement, and their importance..*

Dialogue is also an important tool in research which helps to better understand everything about children's experiences. When we ask why? how? which? when? questions we often start to rethink and reflect, which result in new information, and we get more detailed information from children, young people and adults. Researchers may also organise dialogues between different groups participating in the research and in that way receive even more information.

## **Research**

means to search and re-search to find out new things about what is going on or what has happened in order to get a better understanding of a situation and work to improve it.

Different tools are used to collect different information from different groups of people. For example, the Body map and Risk map are easy and effective tools to use with and by children to find out more about their experiences and ideas—for example, of living through armed conflict. Children also use poetry, songs, drama and drawings to share their experiences and views. Other tools can be used to build capacity and skills and to help action planning by and with children. For example, the Visioning Tree and the Spider Tool. And, other tools can be used to improve the way of working, such as building an ideal agent of peace or ideal facilitator or researcher and Stories of Most Significant Change.

Children in different groups or clubs can learn to use the different tools to gather information from other children and adults. They collect the information on paper, flipcharts or cloth. All information gathered when using tools such as these is then written down. The information collected is looked at to discover what are the most significant findings, whether there are any differences in experience for different groups of children (for example, for girls and boys, older and younger children, children from different ethnic groups and so on), what are the key recommendations from children and/or adults to improve programmes and what action needs to be taken to make sure the recommendations are implemented.

Once several tools have been used by different groups of children and adults, the groups can come together to discuss the most significant findings from each of the tools. What are the things in common? What are the main differences in views and experiences? Are there differences between younger and older children or between children who go to school and those who don't? This information can then be used

to decide upon the most important messages and recommendations as well as to identify areas of missing information and to make plans to get this information.

*For example: Young participants in a workshop in Uganda found that **the most significant messages** from the body maps and the preparation of a strategy for peace building were: the importance of outreach programmes, of respecting children's voices, the need for reducing the number of people living in the camps, the need for forgiveness and for no discrimination against those who have taken part in the armed conflict. **The recommendations** they developed were: Less people should live in the camps and more people should settle in their original homelands to reduce child abuse, rape, defilement, etc; there should be a law that punishes those who discriminate against returnees (children who have been abducted by the rebel group of the LRA); outreach programmes should be organised and include drama, song, dance, and games to sensitize the community; warlords, rebels and government should be forgiven for crimes they have made; and children's voices should be considered in peace building.*

*When all three elements are used as mentioned above, we talk about applying the Formative Dialogue Research method*

## 2. Learning more about Formative Dialogue Research

### **What are the researchers doing?**

The tasks of the people who do the research vary. One task is to ask and find out WHY different things happen. For example, children in one club have learnt how to cooperate, how to agree on which changes they want for themselves and their community and how to set up an action plan to make these changes happen. Children in another club may have learnt to talk in larger groups, but they have not learned the skills necessary to plan action to achieve change. The researcher should ask: Why does this happen? Why are the children in one club learning the skills they do and why are children in another club learning other skills? When we ask why, we start thinking about the way we are doing things and to think if there are better ways to work together with children. In that way we will be able to improve our work.

### **How to make dialogue happen?**

Formative Dialogue Research also helps to prepare dialogue between different persons and groups. Different groups in a local community may have clear opinions about each other. However, these opinions may not be based on facts as the different groups do not talk to each other. Other people may be able to cooperate and work well together. But, then, they may also have disagreements or have different opinions about a particular issue or way of working. Formative Dialogue Research helps different groups and different opinions to come together in a dialogue to see where there is common ground, what are the different opinions and what do they mean; and, what are the possibilities for better future understanding and cooperation. Formative Dialogue Research has been used in this way by the different groups involved in the evaluation. The dialogue it is able to generate gives a basis for mutual understanding and for finding solutions or agreements that all parties feel comfortable with.

*For example: Children who were part of children's peace clubs in Northern Uganda were not happy that adults were deciding which children should go to national workshops. The children wanted to decide that among themselves. They asked for a meeting with the adults, where they presented their views. The adults recognised that the children and young people were right and changed their behaviour letting children and young people decide through organising their own elections. Knowing about the dialogue and how to practice it, gave the children confidence to address the issue.*

## 3. How can Formative Dialogue Research be useful?

Formative Dialogue Research has been useful in the evaluation because:

- Information is collected in an open way and it helps people to agree and to take common positions on particular issues

- It includes people and helps them participate more in order to find solutions to problems
- It makes it easier to find the challenges and make the necessary changes so that initiatives and projects can be implemented with less problems
- It makes it possible to change ways of seeing things which helps to avoid tension and conflict and to build harmony and cooperation instead
- It helps to empower people as they access and exchange information and take action
- It makes it possible to build confidence between people
- It makes the people who do the research more responsible for sharing feedback and information with the children involved

## 4. Formative Dialogue Research and different tools

***When we are using tools such as Body mapping or the Focus group discussions are we using the Formative Dialogue Research method?***

Not necessarily. Different tools can be used in different situations, in different ways and for different purposes. But, yes, they may also be used to collect information for use in Formative Dialogue Research. For example, the information collected from the tools may be used in different ways. It may be used to improve the way we are working; or, to get more information by presenting the information collected to other persons or groups and receiving their opinions; or, by organising an open meeting or a round table conference where the information collected can be presented and discussed. The tools help us to collect information which in turn is used as part of the Formative Dialogue Research method.

However, when different tools such as Focus Group Discussions and Stories of Most Significant Changes are used *on their own*, this does not mean that the Formative Dialogue Research method is being used.

*Formative Dialogue Research is like a river*—it represents an overall process, as well as being a tool. If we identify challenges (troubled water) we can use dialogue to understand and to address such challenges. Use of other participatory tools such as body mapping, stories of most significant change and visioning are all very suitable to a Formative Dialogue Research approach—as they encourage reflection and dialogue. They are like fish swimming in the river, helping us to cross. One of the key differences in using Formative Dialogue Research is that we are trying to identify how we can solve some of the challenges now; identifying what can be done to improve as we go. There is a need to keep up a dialogue, asking what? How? Who? Why? questions.

## 5. Who takes part in Formative Dialogue Research?

Those who take part are:

- the staff members working in the projects and the staff members in Save the Children / Save the Children Norway, some of whom are part of the research teams in each country
- children and young people;
- parents and community members; other people, organisations and institutions who have an interest in the results of the study such as the government, armed opposition groups, civil society, other aid agencies, peace networks and media.

# Appendix 2:

## Ice-breakers, Energizers and Approaches

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### Icebreakers

**'Reporters'**—children/young people get in pairs to find out information from their partner that they feed back to the group. For example, person's name, aim for the workshop, where they are from, something they like doing, how long they've been involved in their organization, one thing that no-one knows about them

**Collect name and aims**—list aims on a flipchart so that you can come back to them at the end of the workshop to see whether children's expectations have been met

**Ground rules—'Making it work'**—children and young people come up with ideas that make a set of rules for the good functioning of the workshop. A common set of rules are agreed upon and recorded on a flipchart

### Energisers

**Paper, Scissor, Rock game.** Two teams. Each team decides if they are paper, scissor or rock. The teams face each other and show their symbol. Paper beats rock, rock beats scissor and scissor beats paper.

**The Ship is Sinking and Points of Contact.** Children move around the floor singing 'the ship is sinking, oh no the ship is sinking'. When a number is called (3, 5, 6 etc) they have to make a group (lifeboat) with the same number of people as the number called.

In 'points of contact' 6 people in a group have to co-operate with each other to make the number of points of contact with the floor as per a number called out (6, 24, 48 etc).

Helps with unity, agreement and co-operation.

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

**House, mouse, earthquake.** Groups of three are made. One person is left out. In the groups of three, two people hold hands and form a house. The third person is inside and is the 'mouse'. The one person left out (neither a house nor a mouse) calls out either 'house', 'mouse' or 'earthquake'. If 'house' is called, then the children forming a house have to scatter and make another house. With 'mouse' the mouse has to find a new home. And in 'earthquake' everyone has to change position. The person calling can squeeze into the game and at any moment become a house or a mouse so that another person is left to do the calling. The game helps to wake everyone up. It helps to mix the crowd—differences of being a girl or boy, younger or older fade away.

**Seven Up.** Everyone gets in a circle. One person places his/her hand on his/her chest and calls 'one'. Depending on which direction his/her fingers point—to the left or to the right—the person to the left or right calls 'two' and points either to the left or the right with hand on chest. This continues up to 'six'. For 'seven' the hand has to be placed on the top of the head but no sound is made. The game continues with those who make a mistake leaving the game.

**Tony I love you.** This is an exercise that goes 'toe-knee-eye-love (heart)-you'. When I say 'toe' you have to bend and touch your toes with both your hands. When I say 'eye' you have to touch both your eyes. When I say 'love' you have to touch your heart. When I say 'you' you point to someone else who takes over the

calling. The pace of calling quickens and can also be changed around 'eye-toe-love-knee' and so on.

**Animal noise groups.** Individuals are each given a piece of paper with a picture or name of an animal (like a dog, cat, or any other noise). With their eyes closed they move around the room making their animal noise until they make groups of people making the same animal noise as them.

**Corridor run:** Two files of people making a 'corridor' big enough so that a person can run in between. While running bowed forward, the persons on both sides give him/her a gentle clap on the back. One runs at a time, until all have had the chance to run through the 'corridor'.

**'B' bow.** The group stands in a circle and sings 'Bring back my Bonnie to me'. Each time a 'b' appears in the song, everybody has to bow their knees and stand up again.

**The crocodile and the lion:** a big square is made on the floor/round which indicates the pond of the crocodiles. Outside the pond is the area of the lions. Lions and crocodiles never attack at the same time, so, when the participants hears 'lion' they have to move quickly into the pond to avoid being eaten by the lion, and when they hear 'crocodile' they have to move quickly out of the 'pond' into the land to avoid being eaten by a crocodile. This may be complicated when the lion / crocodile are said quickly one after each other, and also when the name of one of the animals is repeated.

## Approaches

### **My dream as a child**

All participants stand in a circle and all are asked to shut their eyes and think back to when they were younger and remember what were their dreams, what did they want to be or do in life. The group is told to make a costume that reflects their dream. They are given old newspapers, glue, scissors, staple machine and tape. When finished all stand in a circle and everyone, each at a time, is asked to come to the centre to present their dream. This is a way to inspire people and strengthen identity.

### **Bring the drawing forward:**

Two rows of people looking at the back of the person in front. The person at the back receives a drawing and starts to draw this with her/his finer on the back of the one in front. This continues till the last person in the row has received a drawing and s/he has to draw what s/he received on a paper.—Use topic for drawing relevant for what is being worked on.

### **Pictionary and ...**

Two / three groups; all are gathered although each group is sitting together. One member from one of the groups draws a paper with an issue/ thing. This has to be drawn on a flip chart or be mimed. The group of the person has to find out what the correct issue/thing is.—Use issues/things relevant for what is being worked on.

### **Recaps:**

All stand in a circle; some are invited to take a small paper, which mentions one of the key issues that were discussed the day before. People gather in groups of two/three around those who have the paper and the group has to mime the issue, while the rest of the group is guessing.

**Wool Ending game:** One person starts with a ball of thread and throws it to someone in the group while saying something s/he likes / appreciates with that person and/or about the workshop—this continues until all persons have received the ball—making a network among the participants

# Appendix 3: Checklist for children and young people for analysing and documenting information collected

## Introduction:

This checklist provided guidance to children and young people (from clubs, associations, groups) who participated as researchers in the thematic evaluation on children's participation in armed conflict, post conflict and peace building. **A more detailed analytical and documentation framework was also developed for adult researchers** (see [http://www.reddbarna.no/default.asp?V\\_ITEM\\_ID=11749](http://www.reddbarna.no/default.asp?V_ITEM_ID=11749))

The document includes:

- Background information on the thematic evaluation and its main themes;
- A Checklist to support the analysis and documentation of information collected during the evaluation

## Background information on the Thematic Evaluation:

**The evaluation aims** to help strengthen children and young people's capacities and contributions to peace building initiatives. It aims to support children's voices to be heard in peace processes and tries to encourage action to make children's rights a reality in peace agreements.

### The main objectives are to:

- Contribute to learning in order to improve the programs and projects involved in the evaluation
- Contribute to documenting children's experiences of armed conflict and post conflict and their contributions to peace building
- Provide material for use in advocacy, especially that by children and young people, and provide inspiration and guidance for children involved in peace building

The thematic evaluation provides many opportunities for children's active involvement—as researchers, advisors, documentalists, advocates.

**Formative Dialogue Research (FDR)** is being used during the evaluation as a technique which allows the equal participation of everyone, people to express their opinions and as a means of exploring a problem and finding a solution to it.

## The main *themes* of the evaluation:

- **CONFLICT:** Children's Diverse Experiences of Conflict and Post Conflict: How does it affect children's everyday lives, their minds and bodies, their views of future etc.
- **PEACE BUILDING:** How do children define peace building activities, what is their vision of peace, what are they doing in peace building and what concrete results have they achieved, which activities do they think have been most effective in creating peaceful co-existence in their communities, what obstacles or risks have they faced and how have they been overcome, what support do they need from adults? What long term perspectives and visions do they have for their involvement in peace building?
- **PARTICIPATION & ORGANISATION:** Based on their experiences, what helps children to participate and organise themselves? What are the obstacles to participation and how have they been overcome? How can children's participation, child led peace initiatives and child led organisations be strengthened?
- **ADULT'S VIEWS ON CHILDREN'S EXPERIENCES & ROLES:** Views of the community

(including parents, step-parents, teachers, community leaders), project staff, partners and other stakeholders (for example local or national government officials) on children's experiences and their roles as peace makers.

• **PROCESS OF RESEARCH/ EVALUATION and FORMATIVE DIALOGUE RESEARCH:**

What factors help and prevent research with and by children in conflict and post-conflict situations in safe and meaningful ways? What are the strengths and weaknesses of the different methods and tools in different situations and for different purposes, including FDR?

## A Checklist to support analysis and documentation by children and young people:

### General Tips:

- Each time you collect information from children or adults—make sure that you record: *when* (date), *where* (location) and *who* (number of girls/ boys/ men/ women, age range). Record all data accurately, *but do not include individual names so that the names and identities of the participants can be protected.*
- When doing interviews or collecting stories (for example, Stories of Most Significant Change):
  - IF a child or adult shares *negative experiences* it is important to protect their identity and not disclose their name. You may like to discuss with them using an alternative or different name for their story.
  - IF a child or adult shares *positive experiences* you should discuss with them whether or not they want to use their real name or, as above, if they prefer that an alternative or different name is included.
- Many of the tools used lead to the production of drawings, poems, maps and other illustrations. Try to make copies of these materials so that your children's club/ group / association can keep one copy, and you can give the other copy to the project area/ national research team.
- Store all your research findings safely and securely. Ask adults for help to do this.
- In your children's group / club find time to discuss and document your experiences of taking part in the evaluation—both good and bad—and the most significant findings from using the different tools.
- Document the most significant findings under the main themes of the evaluation—as above.
- When recording the findings from different tools highlight:
  - the most significant findings
  - any differences in experiences for particular groups of children (for example, due to gender, age, ethnicity, background)
  - poems, maps, stories, drawings that illustrate the findings and the differences
  - recommendations from children and/or adults to improve programs
  - action taken to address recommendations
- If you have access to a camera take photos—for example of the body maps, risk maps, tree analysis, drawings etc. This is another way of keeping such findings safe.

**Before you end the workshop or activity with groups of children, young people and/or adults—for example, a workshop or activity when you use one or more tools such as the body map or drama or H assessment etc:**

- Encourage everyone to identify the most significant findings from the use of the tool. Make sure that these findings are recorded properly.
- Make sure you have copies of the materials to illustrate these findings (for example, body map, interview, description of drama etc).
- Discuss whether there are any differences in experiences or perspectives amongst or between children / adults. If so, make sure these differences are recorded properly.
- Discuss the findings and think about recommendations to improve the project or program you are involved in and advocacy work you can carry out with the support of adults. Remember to share these recommendations with the adults who are supporting your participation in this evaluation—for example, in your school, through the local NGO or the national researcher.
- Think about what has been difficult for you when you have carried out the research activities—for example, using drama, making a risk map etc. What did you manage to do to overcome any difficulties?

**You may also be able to meet every so often together with adults once you have used several tools. During these meetings you can:**

- Look at the most significant findings from each of the tools used (body mapping, risk mapping, stories, FDR etc). What are the things in common? What are the main differences in views and experiences? Are there differences between younger and older children or between children who go to school and those who don't? Make sure that your discussions about the things in common and the differences and your analysis of this are recorded properly
- Decide what the main recommendations are with regard to children's experiences of armed conflict and post conflict, children's participation in peace building, the views and roles of adults, your involvement in the research—both positive and negative—and the most significant changes that have occurred as a result of your participation, your views on the use of FDR
- Identify areas of missing information and plan how to get this information
- Ask the adults who support you to help you organise meetings with other key adults in your community so that you can discuss your findings and recommendations with them

**Planning your documentation, advocacy and media initiatives:**

- Think about how your club/ group/ network of Clubs can document and share your findings with other people in creative and interesting ways.
- Share these ideas with the adults who support you to find out which ideas they can support. Make plans with them to make these ideas 'happen'.
- Get support and guidance from the adults who support you to make sure that you can produce good quality material that can be used for a long time and displayed in public, for example
- Make sure that you discuss first with adults any risks involved in exposing the identities of the children involved. If there are any risks make sure that you protect the identities of the children. Always get permission from children before you use their names, words, drawings etc

**GOOD LUCK AND ENJOY!!!**

# Alphabetical List of Tools

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- Analysis Game (Phase III—with children)
- Balloon (Phase IIa—with children)
- Body Map (Phase IIa—with children: of children's diverse experiences)
- Body Map and Stories of Most Significant Change (Phase III—with children: exploring diversity of children's experiences)
- Body Map—Before/After (Phase III—with children)
- Building an Ideal Agent of Peace (Phase III—with children)
- Children's Identification of Most Significant Messages and Recommendations (Phase III—with children)
- Circle Analysis (Phase IIa—with children: of children's role in peace building)
- Circle Analysis (Phase III—with children: of who is included and excluded)
- Diversity Game: Short Line/Long Line (Phase III—with children)
- Drama (Phase IIa—with children: to explore and highlight children's experiences)
- Drama (Phase III—with children: to promote and support children's role in peace building)
- Exploring Diversity of Children's Experiences in the Body Maps (Phase III—with children)
- The Fable of the Two Mules (Phase III—with children)
- Flower Map (Phase IIa—with children)
- Focus Group Discussions (Phase I—with children: to explore children's views and suggestions on the Thematic Evaluation)
- Focus Group Discussions (Phase III—with children: to explore diverse experiences of specific groups)
- Focus Group Discussions and/or Interviews (Phase IIa—with adults: on how children are affected by conflict, post conflict and peace building)
- Focus Group Discussions and/or Interviews (Phase IIb- with adults: on children's diverse experiences)
- 'H' Assessment (Phase I—with children: of children's groups, child led initiatives and organisations)
- Human Knots (Phase III—with children)
- Introducing Advocacy and Clear Messages (Phase III—with children)
- Life Skills Activities (Phase IIb—with children)
- Market Barometer (Phase III—with children)
- Matrix Card Exercise (Phase IIb—with children)
- Peace Album (Phase IIa—with children)
- Paper Chain (Phase IIb—with children)
- Preference Ranking (Phase IIa—with children)
- Risk Mapping (Phase IIa—with children)
- Role Play—Building Children's Advocacy Skills (Phase III—with children)
- Save the Children Norway Key Quality Elements (Phase IIb—with adults)
- Spider Tool (Phase IIb—with children)
- Stories of Most Significant Change (Phase IIa—with children)
- Supporting children to develop their own Memorandum (Phase III—with children)
- Time Line (Phase IIb—with children: of children's peace initiatives and child led organisations)
- Time Line (Phase III—with children: to explore key milestones, successes and challenges in the Thematic Evaluation)
- Tree Analysis (Phase IIb—with children)
- Value Line discussions (Phase IIb—with adults)
- Visioning (Phases IIa and IIb—with children: children's role as agents of peace)
- Visual Mapping: Strengthening Adult-Child Partnerships (Phase III—with children)
- Wall of Wonder (Phase IIa—with children)
- Win-win games (Phase IIb—with children)

Welcome

Phase

I

Phase

IIa

**II2**

**II3**

Phase

IIb

Phase

III

List of  
Tools



## Children's Participation in Armed Conflict, Post Conflict and Peace Building, 2006–2008

Save the Children Norway's Thematic Evaluation on children's participation has taken place in four countries: Bosnia-Herzegovina, Guatemala, Nepal and Uganda. It is based on the active involvement of girls and boys who are members of children's organisations, clubs, associations and groups.

The overall purpose has been to contribute to strengthening children and young people's capacities regarding peace building initiatives and to promote the inclusion of children's voices in peace processes.

Children and young people have been actively involved as advisers, peer researchers, active respondents, development workers, peace agents, documenters and advocates. In partnership

with adult researchers, they have been using a range of participatory tools to explore their experiences of armed conflict, their understanding of peace building, the factors which limit or support children's active participation in peace building, and received support for peace building initiatives. Adults' views on these issues have also been explored.

'Formative dialogue research' has been used as an overall research methodology to encourage dialogue on differences in perspectives between adults and children, and/or among children. It is also being used to support ongoing efforts to strengthen children's participation initiatives based on the knowledge gained during the research process.