### Toolkit for Creating a Step Change in Monitoring and Evaluating Children's Participation

**Supporting the implementation of the Framework for Monitoring and Evaluating Children's Participation**

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Introducing the Toolkit to the Reader

The toolkit has been developed to support practical implementation of the Framework for Monitoring and Evaluating Children’s Participation. The Framework is intended for use by practitioners and children and young people working in participatory programmes, as well as by governments, NGOs, civil society or children's organisations seeking to assess and strengthen the extent, quality and impact of participation by children and young people in decision-making within society. Some organisations may be supporting programmes which focus on children's participation as a goal, increasing opportunities for children to realise their rights to participate and as a principle of child rights programming. Other organisations may be focusing on children's participation primarily as a principle or as a means to achieve change in child protection, education, health, humanitarian response, or the environment, for example. The Framework is intended to be useful for monitoring and evaluation of a variety of children's participation processes.

The Framework is divided into two discrete but linked parts. Part one, which is optional by organisations involved in the pilot, focuses on measuring the extent to which the environment at the national and local level is conducive to respect for children's right to participate. Some tools are included to help map whether the necessary legislative, policy, social and cultural changes have been made to support children's right to participate. Part two is concerned with measuring the scope, quality and outcomes associated with specific participation processes or initiatives. This toolkit especially helps organisations to prepare for and to meaningfully involve children and young people in implementing pilots using part two of the Framework.

The Framework will be piloted by 13 initiatives in different regions of the world over an 18 month period from September 2011. This process is being supported by a planning group comprising a number of international and national NGOs. The initiatives are address a broad range of different programmes, practices, objectives, age groups, and children’s experiences, with a strong focus on child participation.

1 A Framework for Monitoring and Evaluating Children's Participation: A participatory draft for piloting. May 2011 by Gerison Lansdown: This toolkit has been drafted by Claire O’Kane, June 2011. A supplementary booklet introducing monitoring and evaluation with children and young people has also been developed for sharing with children, young people or adults who may be new to monitoring and evaluation.

protection. The toolkit emphasises the importance of actively involving children and young people in monitoring and evaluation processes. It highlights the importance of children and other stakeholders determining from the outset the most relevant indicators or objectives concerning the programme that they are involved in so that the matrices can be adapted and made more relevant to their specific contexts. It provides guidance on how to collect, organise and analyse the data, together with suggested participatory tools that are relevant to the matrices in the Framework. The piloting will help determine the effectiveness of the Framework and tools, and will help strengthen them. Each NGO involved should also benefit by identifying and building upon lessons learned from monitoring and evaluating children’s participation.

In strengthening the Framework and toolkit for use by a range of agencies, including child managed organisations, NGOs, INGOs, UN agencies and Governments we can significantly contribute to building a body of evidence associated with promoting and respecting children’s right to express their views and be taken seriously.

**Orienting the reader on what the toolkit covers:**

This toolkit includes two main sections - preparing for the pilots, and undertaking the pilot. Practical steps for each are described in the toolkit. In addition symbols (see next page) are used to help the reader locate tools, practical tips, case studies and/or relevant resource materials. Space is also left for readers to record their own notes and reflections.

**The objectives of the toolkit are to:**

- Support planning for and practical implementation of the Framework for Monitoring and Evaluation of Children’s Participation by different agencies;
- Enable children and other stakeholders to identify the objectives, benchmarks or indicators that are most relevant to them;
- Share relevant child friendly tools and methods that enable the views and perspectives of girls and boys (of different ages, abilities and backgrounds), as well as adults to be considered;
- Provide guidance which enables different stakeholders to listen to each other's views and to negotiate on perceived results;
- Support systematic data collection, documentation and analysis of the pilot evaluations;
- Enable pilot projects to provide effective assessment and feedback on the Framework and tools.
Symbols are used in this toolkit to help organize the information:

- ☀️ is for main sections of the toolkit and 🌸 is for sub-headings in the toolkit
- 🌟 is for main practical steps in preparing for, or undertaking the pilot
-💡 shares practical tips or ideas to help solve challenges that may faced while evaluating children’s participation.
- 🧵 shares case studies or useful resources that we can learn from
- ⚙️ is for core tools and 🔨 is for complementary tools that can be used during the evaluation;
- ⌚️ is for how long the tool takes to use; 👣 is for practical steps; and 👘 shares what materials are needed
- 📋 is for facilitators notes on using tools; and 📜 is for your own reflections or notes.
Preparing for the Pilot

An overview of key steps for preparing for the pilot:

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<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tr>
<td>One</td>
<td>Familiarise yourself with the Framework, the toolkit, and the aim of the pilot</td>
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<td>Two</td>
<td>Establish a core monitoring and evaluation group to agree the process and time frame for the pilot</td>
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<td>Three</td>
<td>Identify objectives of children’s participation, indicators and sources of data</td>
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<td>Four</td>
<td>Build the capacity of your core monitoring and evaluation group</td>
</tr>
<tr>
<td>Five</td>
<td>Develop your M&amp;E plan and/or integrate into your existing M&amp;E plan (including workplan)</td>
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**Step One: Familiarise yourself with the Framework, the toolkit, and the aim of the pilot**

Each organisation participating in piloting the Framework and toolkit has its own history, vision, aims, organisational structure, and set of activities involving different stakeholders in diverse contexts. To make the most of the pilot monitoring and evaluation process, the organisation should identify how it can best build upon its existing organisational structures, mechanisms and processes to facilitate systematic monitoring and evaluation processes involving children and other stakeholders in meaningful ways. By sharing insights and lessons learned during the pilots, we can all learn more. For the purpose of the pilot, organisations are requested to identify a specific programme or project where children’s participation has been a key principle, a process and/or a goal, so that the outcomes of children's participation can be monitored and evaluated over a relatively short period of time (within 18 months). The programme or project should have clear objectives relating to children's participation that may be monitored or evaluated in a meaningful way within this time frame. Where-ever possible, projects involving girls and boys of different ages, with a particular focus on the most marginalised children, including children with disabilities are being encouraged.
At the start of the process it is very important that you take the time to read and understand the 'Framework for Monitoring and Evaluation of Children's Participation' to better understand the type of information that could be collected, especially in terms of the scope, quality and outcomes of children’s participation (while also knowing that you can add and use your own indicators). Where-ever relevant you may need to translate and share the Framework in local languages to make it more accessible to children, young people and staff members.

If your organisation supports children’s participation processes or initiatives in different thematic areas, it will be useful to understand the reasons for your selection of any particular programme or project for the evaluation. Furthermore, it is important to discuss with key stakeholders (managers, staff, children, community members) why you want to be involved in monitoring and evaluating children’s participation, especially with children, young people and their parents or caregivers to support informed consent and commitment to the process.

**Step Two: Establish a core monitoring and evaluation group to agree the process and time frame for the pilot**

To guide and support implementation of the pilot each participating organisation will need to establish a core monitoring and evaluation group. The size and composition of the core M&E group will depend on the size and geographic spread of the programme or project that you are seeking to monitor and evaluate. However, it is recommended that the group includes different stakeholders, including a manager, at least 2 staff members and children and young people’s representatives. Through regular meetings with children and young people you can share information about the pilot, and can identify girls and boys who may be interested to be actively involved in the evaluation as evaluators, advisers or peer researchers. Their informed consent, as well as necessary support from their parents/caregivers will be essential. To ensure local support for the pilot, you may also want to consider involving other relevant stakeholders (teachers, parent’s representatives, community leaders, local officials, religious leaders, additional children and young people etc) in an advisory group that guides and supports the core M&E group.

Each organisation also needs to consider whether the monitoring and evaluation will be conducted as a self-evaluation just involving members (staff, volunteers, children and young people) from within the organisation or programme - or whether they have any opportunities to involve an independent evaluator or a peer evaluator in their core M&E group? Self-evaluation increases opportunities
for organisational reflection, learning and participatory programming. However, extra efforts must be made to collect un-biased data that reflect the views of different stakeholders. If the resources (human and financial) are available, an organisation may want to consider involving an independent evaluator or peer evaluator (from another organisation) who can support the core group. An independent evaluator or peer evaluator may help ensure rigour, and a level of independence. They can also support the core group in facilitating self-evaluations.

**Example: Planning, monitoring and evaluation with and by street children, Myanmar**

In 2001 World Vision supported street children in Yangon, Myanmar to be involved in a participatory evaluation of the Street and Working Children project and to influence project decision-making. Whilst eager to find out whether or not the project was achieving its stated goals, of more importance was the attempt to find a mechanism for increasing the participation of children. The intention was that this participation would continue throughout the project. The street children elected 16 children (girls and boys) to be on the evaluation team. These children received training to be evaluators, alongside 3 staff members and 2 adult evaluators. The children came up with the questions, and designed the methods and systems for answering them. Over the course of the two-week evaluation period, the children (supported by World Vision staff) determined that rather than begin and complete the evaluation process in two weeks, they would lay the groundwork for a much more thorough evaluation process, which would continue for another four months. The process allowed the children to be the primary evaluators. They spent time interviewing various stakeholders in the programme and analysed the information gathered. A 3 day workshop was organised to share the findings in participatory and visual ways; and to identify recommendations and a step by step approach to achieve them. Staff members reported being extremely impressed by the ability of the children to participate in this process and moved by what they were able to learn. Lessons learned from the process were also reflected upon and documented to ensure ongoing participatory planning processes.

Once the core monitoring and evaluation group is formed you need to agree on the overall process for the pilot, the time frame and how and where you are proposing to undertake it. The opportunities and constraints to conduct monitoring and evaluation will be influenced by the socio-political context, the human and financial resources that are available for monitoring and evaluation, and the time commitments of key stakeholders (especially children). The socio-political cultural context influences opportunities for children's participation, and thus also influences what should be taken into account when measuring success. Understanding the context also helps

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to identify threats, challenges or risks that may be faced during participatory monitoring and evaluation, so that strategies can be developed to overcome them. It is crucial to apply ethical guidelines\(^4\) and to ensure informed consent for children’s participation at times that suit them. Taking into consideration individual’s time availability and interest, the core evaluation group can explore and agree the roles and responsibilities of different members; and if established the roles and responsibilities of advisory group members.

**Roles and responsibilities of M&E Core Group Members (an example):**
The people responsible should include all staff members and partners, children and other stakeholders as appropriate.

<table>
<thead>
<tr>
<th>Who is responsible</th>
<th>What for</th>
<th>When</th>
<th>Comment</th>
</tr>
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<tbody>
<tr>
<td>Programme manager</td>
<td>For example: Overall management of the pilot; coordination with partners; ensuring inclusive meaningful participation of children; ensure budget; use M&amp;E data to improve planning etc</td>
<td>Throughout pilot. Monthly M&amp;E Core Group meetings</td>
<td>Need budget for capacity building of M&amp;E Core Group; for information finding meetings and workshops with different stakeholders, including the action planning/feedback workshops. Also budget for report (including child friendly version)</td>
</tr>
<tr>
<td>M&amp;E Officer</td>
<td>Supporting children and staff to review objectives, to identify and adapt relevant indicators from Framework matrices; to support capacity building or core M&amp;E group; active role in data gathering, analysis, documentation and feedback. Including note taking during the M&amp;E events</td>
<td>Monthly core group meetings (Aug’11 - Dec’12)</td>
<td>Budget for monthly M&amp;E core group meetings; and for stakeholder meetings at key intervals.</td>
</tr>
<tr>
<td>Field Staff</td>
<td>Support children’s meaningful participation in M&amp;E, informed consent and planning at times that suit them; Awareness raising and support from parents, caregivers and others; Support logistical planning for stakeholder meetings, Workshops with children and other stakeholders (dates 2011/</td>
<td>Workshops with children and other stakeholders (dates 2011/</td>
<td></td>
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</tbody>
</table>

including feedback to stakeholders.

<table>
<thead>
<tr>
<th>Role</th>
<th>Role Description</th>
<th>2012)</th>
<th>2012)</th>
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<tbody>
<tr>
<td><strong>Children's representatives</strong></td>
<td>Active role in pilot M&amp;E process. Participate in monthly core group M&amp;E meetings to develop M&amp;E plan, to gather data from children and adults, to be involved in analysis, documentation and feedback.</td>
<td>Ensure ethical guidelines are applied including informed consent and parental consent; and planning at times that suit children. Choice to 'opt out' at any time.</td>
<td>Ensure ethical guidelines are applied including informed consent and parental consent; and planning at times that suit children. Choice to 'opt out' at any time.</td>
</tr>
<tr>
<td><strong>Parents representatives</strong></td>
<td>Advisory role in gaining support from parents, caregivers and elders in community.</td>
<td>Quarterly M&amp;E Core Group meetings</td>
<td>Quarterly M&amp;E Core Group meetings</td>
</tr>
<tr>
<td><strong>Local governance Representative</strong></td>
<td>Advisory role in M&amp;E planning and coordination with relevant government stakeholders.</td>
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**Step Three: Identify objectives of children's participation, indicators and sources of data**

The core monitoring and evaluation group need to review and agree the **objectives of children's participation in the programme/project** and the **indicators** against which they will be measured, particularly in the outcome section of the **Framework**. For your selected project your core M&E group need to reflect on your programme/project outcomes and indicators, and to see how relevant they are to the outcome headings and indicators shown in the various matrices in the Framework. **Where-ever relevant you may want to add your own outcome headings or indicators to the matrices to make them more relevant to your local context, and/or to the particular purpose of your project or programme.**

It is very important that each agency maximise opportunities to **build upon your existing monitoring and evaluation systems and processes**. Review your existing monitoring and evaluation systems, processes and methods, and identify relevant indicators and sources of information that are appropriate to the **Framework** and matrices.

**Effective monitoring and evaluation requires baseline information, against which we can measure change. Useful baseline data should be collected against a set of indicators against which you would also collect your monitoring data. Indicators in the matrices can be used for gathering baseline information and ongoing monitoring on the scope, quality and outcomes of children's participation.**
Every programme will have different goals and objectives. Thus each agency will need to identify relevant baseline data and indicators regarding the specific goal and objectives of the programme/project. For example indicators for the issue (e.g. child marriage, reduced violence in schools) that children and adults are trying to change is required, in order to be able to compare any changes gained during the project or programme.

Analysis of relevant reports and statistics: It is crucial to identify existing reports that may already contain quantitative or qualitative data and information that are relevant to the monitoring and evaluating the programme that you are concerned with, as well as the nature of the children’s participation processes. Please identify and list all relevant sources of information (internal and external) that may provide relevant data or information to inform the evaluation findings. For example:

- Baseline and/or situational analysis reports relating to the situation at the start of the programme (data that is relevant to the thematic area that the programme/project is focused on, e.g. child protection, child labour, education, health, HIV, Government budgets and/or children’s participation rights at the start of the project).
- Programme strategies and plans to better understand the project goals and objectives. Such programme strategies and plans can also be useful to review how much children’s views are referred to; and/or how much emphasis there is on children’s participation processes, and children’s right to participate.
- Minutes of regular meetings (including children’s group meetings or network meetings); training workshop reports on children’s participation with adults or children (and evaluations from the training);
- Consultation findings; reports of research carried out with and by children
- Policies (and any references to children’s consultation findings);
- Progress reports; Field visit reports; monitoring and evaluation reports; case studies;
- Media reports (newspaper cuttings) etc.
- External reports (secondary reports) concerning relevant policies, laws, budgets, service provision, institutional change, periodic reports on child rights to the UN Committee (NGO/children’s/State party) etc.
This toolkit shares details of **participatory tools** that can be used to gather data that is relevant to the matrices in the Framework. Many of the core tools shared within this toolkit, fall within the Participatory Rural Appraisal (PRA) family of approaches and methods which enable local people to present, share and analyse their knowledge of life and conditions, to plan, act, and monitor and evaluate\(^5\). PRA approaches emphasise key principles, behaviour and attitude for practitioners, including evaluators that enable them to become active listeners. PRA methods including mapping, matrices, drawings, and drama can be effective in transforming power relations among adults and children, enabling children to influence the agenda, flow and content of discussions. Use of PRA methods are also complemented by other more traditional monitoring and evaluation methods including: observation, interviewing, focus group discussions and analysis of secondary data. Use of multiple methods, can help gather valid data as different results can be triangulated.

**Observation:** Good observation skills are crucial throughout field work and the monitoring and evaluation process. Through observation you may notice which children speak more or less, for example whether proportionately more boys or girls, older or younger children are active? Whether children with disabilities are involved? Which children have most confidence? You may also observe the degree to which parents or community members listen to children’s views. All these observation are crucial and can be triangulated with other data collected to inform the monitoring and evaluation findings. It can be useful to develop an ‘observation checklist’ to remind yourself of what you want to observe and record. The core M&E group members are encouraged to keep diaries to record their own observations, ideas, thoughts and feelings. This diary will also help you to identify and cross-check findings, and to record on gaps in information, or ideas for new areas to explore.

**Key Informant Interviews:** Interviewing is also key to effective monitoring and evaluation processes. Interviews can build upon the ‘natural’ process of conversations to better understand and find out more about people’s thoughts, ideas, actions, and observations. Interviews with children can be more effective during or following use of other more participatory methods (time line, mapping, drawing, drama etc) when they have built more trust, and may be more confident to share more about the issues being explored. Furthermore, children and young people can be effective peer interviews - interviewing each other about decisions concerning them, and their participation, and or about the ways that adults do or do not listen to them.

\(^5\) Robert Chambers, 1995, PRA Training Session, INTRAC Participatory Monitoring and Evaluation Course.
Focus Group Discussions e.g. with adults on their perceptions of the benefits and challenges of children’s participation

A focus group discussion (FGD) is a purposeful, facilitated discussion between a group of participants with similar characteristics. FGDs are usually carried out within a fixed timeframe, and focus on a limited number of questions. Advantages of Focus Group Discussions relate to their reliance on interaction among the participants⁶. Such interaction: highlight people’s’ attitudes, priorities, language and frames of reference; encourages communication; helps to identify group norms; and can encourage open conversation about sensitive subjects.

At every stage of the monitoring and evaluation process it is important to review and identify any other relevant reports or data that may be used to cross-check, or to triangulate with other data findings.

The importance of critical reflection: For any changes identified we need to consider whether all children (or adults) have benefited? It is important that we look at even or uneven outcomes on different groups of people? Which children (or adults) really benefit and why? When we are gathering information for monitoring and evaluation it is also important that we explore unintended outcomes, as well as intended outcomes. We should enable people to share any negative, as well as positive outcomes. We should encourage children and adults to reflect on risks or harm that have arisen as a result of children’s participation. People should feel safe to share negative outcomes, or critical feedback and suggestions without fear of negative repercussions. It is thus very important that we approach each interview, discussion or activity with an open mind, and are ready to listen attentively to people’s experiences and perspectives - positive and/or negative. We may also need to encourage genuine dialogue among different stakeholders, so that differences in perspectives can be further explored in safe environments.

Step Four: Build the capacity of your core monitoring and evaluation group

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⁶ See Kitzinger J. (1994) ‘The methodology of focus groups: the importance of interaction between research participants’, Sociology of Health 16 (1): 103-21
Capacity building of the core monitoring and evaluation group will be needed to make sure the members know how to undertake monitoring and evaluation, that they understand the aim of the pilot, and how to use the Framework and Toolkit. Depending on the needs of the core M&E group members you may want to facilitate a training on: The programme cycle and indicators for monitoring and evaluation; the Framework and participatory tools; effective facilitation and communication skills; interview, focus group discussions and/or observation skills; ensuring an ethical approach; documentation, analysis and/or reporting.

Example: Building the capacity of child reviewers, Southern India:
In July 2002 a review team made up of 3 child reviewers and 2 adult reviewers undertook a participatory review of Young India Project’s (VIP) in Andhra Pradesh. The project supported formation of children’s clubs and councils in 40 villages for children to address child rights issues affecting them. It was supported by Save the Children UK. The core review team included a 15-year-old girl, a 16-year-old boy, a 13-year-old girl and two adults (one male, one female). A larger group of 61 representatives of child committee members (26 girls and 35 boys aged 12-18 years) from the project were involved in developing the indicators and the methodology for the review process. In addition, a one day workshop with the committee members and child reviewers was organised to introduce (and ‘try out’) a range of participatory tools that could be used during the review process. Children’s views influenced choice of which participatory tools to use. The core review team (children and adults) were involved in an additional one day preparation workshop to sequence use of the different tools, and to identify which tools were most effective for gathering data on each indicator. The child reviewers also prepared themselves on how to introduce the review to different stakeholders, and how to ask open questions. Over a 5 day period, the child and adult review team used participatory tools, interviews and Focus Group Discussions with children, parents and community members. Each day the child reviewers reflected on and recorded key findings: they also reflected on challenges faced while conducting the evaluation activities and with support from the adult review team members discussed solutions to improve their skills as effective evaluators. Additional training on recording and analysis was provided, and at the end of the week the child reviewers analysed and presented their initial findings to a wider stakeholder group (involving children, parents, project staff and community members). It was recognized that children and young people made excellent reviewers. They were able to gather information from children and adults in systematic and effective ways, to analyse information gathered, and to make recommendations.

7 See the supplementary Introductory Booklet on Monitoring and Evaluation with Children and Young People.
Step Five: Develop your M&E plan and/or integrate into your existing M&E plan (including workplan)

Detailed planning for implementation of the pilot monitoring and evaluation process needs to be undertaken by each organisation. The process and plans will be different for each organisation, depending on the nature of the programme being evaluated, the stakeholders, the socio-political context, children and adults time availability, budget and other factors. In determining which stakeholders will be involved in the evaluation process it will depend on: the nature of your programme/ project, who is usually involved, and what your objectives are. It will be useful to involve children in discussions to help identify and list relevant stakeholders, including stakeholders who influence decisions affecting children's lives (e.g. parents, relatives, caregivers, community members, teachers, employers, religious leaders, local officials, national officials etc). The core M&E group should discuss and identify ways to involve and seek the views and opinions of each of these stakeholders.

Developing an M&E plan is useful for implementation of any M&E process, including the pilot process for monitoring and evaluating children's participation. An M&E plan helps to identify the methodology and data sources that can be used to regularly gather data on relevant indicators.

If your organisation already has an M&E plan for the programme you are evaluating you will need to review the existing indicators for children’s participation, to see how you can effectively integrate more indicators and a more systematic and inclusive process for monitoring and evaluating the scope, quality and outcomes of children’s participation. If you do not have an M&E plan, then the pilot process provides an opportunity to develop an M&E plan for monitoring and evaluating the scope, quality and outcomes of children's participation. The M&E plan can also inform a more detailed implementation work plan for the pilot.
**M&E Plan** (with illustrated examples):

- **Project/programme name:**
- **Project objectives:**
- **Project period:**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>DATA SOURCE</th>
<th>METHOD OF DATA COLLECTION (how?)</th>
<th>DATA ACQUISITION</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Frequency (when?)</td>
<td>Coverage (who?)</td>
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</tbody>
</table>

**Children’s participation**

Indicators for the scope of children’s participation:

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8 The details included are for ILLUSTRATION ONLY. Children and adults in each project need to develop their own indicators and M&E plans.
<table>
<thead>
<tr>
<th>Set of indicators on scope of children's participation (see page 25 of the Framework)</th>
</tr>
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<tbody>
<tr>
<td>Children's meeting reports; Proposal; Children's drawings and poems.</td>
</tr>
<tr>
<td>Visual programme cycle analysis with children's representatives and adults; 'H' assessment; Secondary data analysis.</td>
</tr>
<tr>
<td>Within initial 3 months of project; at 12 months and at 18 months.</td>
</tr>
<tr>
<td>Girls and boys age 6-18 years (diverse background) from 10 communities; NGO staff</td>
</tr>
<tr>
<td>M&amp;E Core Group members (children and adults)</td>
</tr>
<tr>
<td>Budget for refreshments during children's group meetings; and transport for regular M&amp;E Core Group meetings.</td>
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<thead>
<tr>
<th>Indicators for Quality of children’s participation (see pages 29 - 34 of the Framework):</th>
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</thead>
<tbody>
<tr>
<td>See set of indicators on quality of children's participation - the 'basic requirements' on p.29 - 34 of the Framework</td>
</tr>
<tr>
<td>Children's meeting reports; 'H' assessment; M&amp;E reports.</td>
</tr>
<tr>
<td>Pots and beans activity with girls and boys aged 5-7 years, 8-12 years, and 13-18 years; Interviews; observation; Secondary data analysis</td>
</tr>
<tr>
<td>Every 6 months</td>
</tr>
<tr>
<td>Girls and boys age 6-18 years from (inc. Working children and school going); parents</td>
</tr>
<tr>
<td>M&amp;E Core Group members (children and adults)</td>
</tr>
<tr>
<td>Refreshment for children's meetings.</td>
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</tbody>
</table>

<p>| Indicators for Outcomes of children’s participation (see examples of indicators on pages 37-39 of the Framework): |</p>
<table>
<thead>
<tr>
<th><strong>e.g. Children have enhanced self-confidence</strong></th>
<th><strong>Baseline KAP survey; Body map before/after; Stories of MSC; M&amp;E reports.</strong></th>
<th><strong>Self-confidence scoring; Body mapping (before and after); Stories of most significant change; interviews; observation</strong></th>
<th><strong>Baseline scoring at start of project: at 12 months and 18 months; stories every 3 months</strong></th>
<th><strong>Girls and boys age 6-18 years from (diverse background, including children with disabilities); parents</strong></th>
<th><strong>M&amp;E Core Group members (children and adults)</strong></th>
<th><strong>Refreshment for children’s meetings; and FGDs with Parents/carers</strong></th>
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<tr>
<td><strong>e.g. Parents / caregivers have more understanding of the importance of listening to children.</strong></td>
<td><strong>Baseline KAP survey; Body map before/after; Stories of MSC; M&amp;E reports.</strong></td>
<td><strong>Body mapping (before and after); Stories of most significant change; Children in context analysis; interviews; observation</strong></td>
<td><strong>Baseline KAP survey at start of project; Stories of MSC every 3 months; Children in context after 12 months.</strong></td>
<td><strong>At least 100 Parents/caregivers from across 10 communities; children</strong></td>
<td><strong>M&amp;E Core Group members (children and adults)</strong></td>
<td><strong>Budget for baseline survey, and stakeholder meetings/workshops (transport, refreshment)</strong></td>
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9 Knowledge, Attitude and Practices
| e.g. Decreased beating of children by parents | Baseline KAP\(^{10}\) survey; Body map before/after; Stories of MSC; M&E reports. | Body mapping (before and after); Stories of most significant change; Children in context analysis; interviews; observation | Baseline KAP survey at start of project: after 12 months or 18 months | NGO programme manager and M&E officer | Budget for baseline survey, and stakeholder workshops |
| e.g. Child law is amended to make corporal punishment illegal. | Children's Forum recommendations and advocacy papers; Secondary data analysis. | Children in context analysis; interviews; secondary data analysis. | At 12 months and 18 months. | Policy makers, programme managers; Children's advocacy group | Budget for children's meetings and report photocopies etc |
| e.g. % of reduction in school drop out (“children who participate do not drop out”) | Baseline and evaluation reports; school reports. | Baseline; Monitoring reports; Interviews; Annual evaluation and final evaluation. | Baseline, at 12 months and 18 months | Students Teachers | Budget for baseline data collection and annual evaluation budget. |

**Another programme objective**

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\(^{10}\) Knowledge, Attitude and Practices
**Timing:** The pilot evaluation process can be carried out over a 12 - 18 months depending on how each organisation decides to organise its work. Monitoring will be carried out on an ongoing basis. The core M&E group can identify what data may be gathered on a monthly, bi-monthly or quarterly basis. In terms of evaluation it is recognised that some of the programme/ project objectives, especially those relating to policy change or changes in institutional space for children's participation for example, may not be achievable in an 18 month period. However, we will still encourage monitoring and evaluation of any initial indications of change. Furthermore, many of the indicators, tools and methods may be applied in ongoing processes beyond the timeframe of the pilot.

**Option A:** an organisation may take opportunities to build monitoring and evaluation activities into ongoing project processes, and ongoing children's meetings and other stakeholder discussions over a period of time. For example, the capacity of a core M&E group of staff/ volunteers and children in monitoring and participatory evaluation may be built. Regular monitoring can be built into ongoing project processes. Furthermore, data gathering for evaluation may be undertaken over a period of 6 or more weeks by incorporating regular participatory evaluation activities (60 - 90 minutes) into regular weekly children's meetings; and/or into periodic meetings and interviews with parents, community members or local officials etc. Analysis findings from the core M&E group could also be shared and further discussed with children and stakeholders in regular meetings, in addition to bringing key stakeholders together to share their perspectives and negotiate the findings.

**Option B:** an organisation may decide to organise periodic workshops and/or FGDs and interviews involving key stakeholders to gather the evaluation data. A core M&E group is formed and their capacity would be strengthened to organise and facilitate monitoring and evaluation workshops and/or FGDs for key stakeholders (girls and boys aged 8-12 years, 13-18 years; as well as parents, caregivers, teachers and/or employers, local officials etc) to share their views and perspectives using a sequence of core tools to explore different aspects of the participation process and outcomes. Such workshops may be organised periodically for monitoring or evaluation purposes (e.g. every 3, 4, 6 or 12 months).

**Option C:** a creative mixture of Option A and B. Each organisation may have different creative ideas on how to implement the monitoring and evaluation process in ways that best suit their particular context. We encourage each organisation to share their ideas with others to enhance peer learning 😊
To get a sense of how much time it may take to use a number of the tools shared in this toolkit some draft session or workshop plans are included in annex two and three. These draft plans outline sessions that may be conducive for use with children or adults in regular sessions over a period time. They also include draft workshop plans for half - two day workshops with key stakeholders. However, as emphasised above they are just examples. Every organisation is encouraged to develop their own detailed process and plans, in consultation with children and other key stakeholders to ensure relevance to their contexts.

When developing an implementation work plan for the pilot consider each of the steps outlined in the toolkit and plan according to your own available resources and time availability. Carefully consider the times and places that most suit girls, boys and adult stakeholders to be part of monitoring or evaluation activities. If the programme involves school going children you may want to consider organising more evaluation activities during the school holidays, or week-ends when children may have more free time. If the programme involves working children, find out times that most suit them to participate. In terms of the place to meet, if there is enough space to conduct the evaluation activities in the place where they have their regular children's meetings, this may be most convenient (especially for working children). However, if the space is not sufficient, then discuss with girls and boys to identify other suitable locations that are accessible and safe for them to meet to share their views and experiences. Also staff should ensure that their roles and responsibilities in the pilot are integrated into their individual workplans.

It may be relevant to listen to the views of specific stakeholders in their own groups, for example, to facilitate the participatory activities or Focus Group Discussions with girls aged 8-12 years, and separately for boys aged 8-12 years, for mothers, fathers, local government officials etc. At key stages in the monitoring and evaluation process it will also be beneficial to bring different stakeholders together to listen to each other's perspectives, and where necessary to negotiate. Considering the power imbalance between adults and children such processes need to be child friendly, with agreed positive ground rules at the outset to ensure that it is safe for girls and boys (from different backgrounds) to freely express their views and experiences, without fear of negative repercussions.

**Identify what resources will be needed:** Financial resources to support costs related to capacity building; and the costs related to outreach monitoring and evaluation activities and/or for bringing concerned stakeholders together for the monitoring and evaluation activities, discussions or interviews. Transport and/or refreshment costs may need to be considered. You also need to remember the costs for meetings to discuss and/or share the findings. In option A the costs may be significantly lower if the activities are
integrated into ongoing regular meetings of children and other concerned stakeholders. Option B may involve more costs for venue, refreshment, lunch during the workshops or FGDs, as well as any transport costs incurred by key stakeholders or core M&E group members. Communication costs for contacting key stakeholders also need to be considered. Some funds will be needed for the evaluation materials (flipchart paper, different colour pens, crayons, stickers, post-its, and notebooks for recording the findings) and access to computers. In addition, costs of printing, disseminating and discussing the child friendly finding reports also need to be built in.
Undertaking the Pilot

An overview of key steps for undertaking for the pilot, which build upon the preparatory steps:

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**Step Six: Introducing the evaluation and the pilot to the stakeholders**

*You may have different ways to introduce the framework to stakeholders, this is one example.*

*Icebreaker introductions:* It is important to gain trust and to introduce the purpose of the monitoring and evaluation and pilot exercise to key stakeholders. With children and young people, especially, using icebreaker introductions or energizers can put children at ease. Even if the children already know each other, they may enjoy an energizer introduction game.
**Time line of the programme/project** is a very useful tool to use at the outset of the monitoring or evaluation activity to gain an overview of the programme or project which is being monitored or evaluated. The timeline can provide a simple illustration of the history of the programme or project, capturing major events, different phases of children's consultation or participation processes, successes and challenges over time, and to what extent the objectives have been met/ not met.

45 - 60 minutes

- Introduce the timeline activity to children, young people, or other stakeholders who are involved in the programme/project. Explain that preparing a visual timeline of the programme may enable them to share the history, successes and challenges achieved over time; and to reflect on the nature and outcomes of involving children.
  - 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 the programme/project. For example:
    - They can think about when and why this programme started. 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 milestones or key phases in the way children have been involved over time.
    - 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:
    - different phases or changes in the way of working with and by children, young people and adults over time.
    - the extent their objectives have been met/ not met
    - concrete results that have been achieved through the programme, and discussion of which ones may be partially or significantly due to children's active participation in the programme
    - the strengths and benefits of children's participation processes and initiatives.
    - the weaknesses and challenges of children's participation processes and initiatives.
    - their ideas for the future - what ideas do they have to strengthen the quality and outcomes of their participation?
The timeline can provide a useful record and visual documentation of the history of the programme. Wherever relevant, children and young people can be encouraged to develop and maintain updated versions of these programme/project timelines. Also, some children may wish to develop more visual artistic versions of their timeline and/or to re-produce their timeline on more durable material, such as cloth.

**Child led tours / transect walk:** Child led tours can also reveal interesting information. Children can be asked to take the monitors or evaluators on a tour around their community, to show and to explain where and how children have participated, and changes that have been brought about by children and young people through their participation. *For example, children may show the water and sanitation developments that they have influenced, while also describing the ways they had to negotiate with village leaders to get changes*.  

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Step Seven: Using the tools for monitoring and evaluating the scope, quality and outcomes of children’s participation

This part of the toolkit describes participatory tools and methods that can be used to gather information on the **scope, quality and outcomes** of children’s participation with reference to the matrices in PART TWO of the Framework. Organisations can choose to use these participatory tools, or they may choose to use other relevant creative participatory tools or monitoring or evaluation methods that they are already familiar with. What is important is that we collectively learn from processes, methods and ethics than enable effective implementation of the Framework with and by children and other stakeholders to monitor and evaluate children’s participation. *A format is attached in annex one for you to record and share other participatory tools that are conducive for use with and by children and adults when gathering information relating to the scope, quality and outcomes of children’s participation.*

**Measuring the SCOPE of children’s participation:**

This section shares tools that can be used to gather information on the scope of children’s participation. Please refer to pages 20-25 in the Framework where further information and indicators on the scope of participation are shared.

**Walking through the programme cycle can be used to analyse the scope of participation**\(^2\). It explores what is being done. At each stage of the programme cycle the children can discuss and identify the extent to which they were involved (not involved, consulted, collaborators, or supported to initiate/ manage). It will be important to explore which aspects of the programme cycle children find most relevant to participate in, and to explore whether they prefer to be consulted, collaborating or managing different aspects of process. Furthermore, while undertaking this exercise it is crucial that girls and boys are made to feel comfortable and free to express their views and experiences. They should be encouraged to think critically.

\(^2\) It may be useful to do the activity with staff first, and then to do it with children to explore similarities and differences in their perspectives and the reasons why.
Introduce the programme cycle. Ask children and young people (or other stakeholders) if they can describe the different stages of a programme cycle. Record children's views shared. Introduce the main stages of the programme cycle that are used in the Framework – situation analysis, strategy planning, programme design and planning, implementation, monitoring and evaluation.

- Explain that this activity will enable children (or other stakeholders) to analyse the scope of children's participation. To explore how children are being involved in each stage of the programme cycle.
- Place the images and their corresponding words in a line on the floor: 'children not involved', 'consultative', 'collaborative', and 'child led/initiated/managed'. Explore with children (or other stakeholders) what these words mean. If you have enough time encourage the children to briefly act out a role play to illustrate what each of these words mean.
- Recreate the matrix with flipchart on the wall using large headings for each part of the programme cycle; and the columns with visual images for not involved, consultative, collaborative, child led/initiated/managed.
- Explain to children (or other stakeholders) that they are going to have the chance to 'walk' through the programme cycle, to discuss and identify to what extent children were meaningfully involved in each stage.
- Children need to describe themselves how they were involved and to discuss how meaningful their involvement was. There are no right or wrong answers or positions, as it may not always be relevant for children to be involved or to manage certain aspects of the process. Thus, it is crucial that everyone is open and ready to reflect on children's involvement and what kind of involvement would be most meaningful, and for which reasons.
- For each stage of the programme cycle each child is asked to stand by the visual image which best illustrates the extent to which they think children (themselves or other children) were involved. For example whether they or other children were involved or not; and if they were involved, whether the process was consultative? Collaborative? Or child led/initiated/managed? Make a note of what proportion of children are standing by each visual image.
- Examples from the matrix in the Framework can be used to illustrate the differences, for example, in the situation analysis phase: *Children not involved* means no children were spoken to, or asked their views; *Consultative* means that children were consulted and asked their views, but were not involved in designing the consultation; *Collaborative* means that children contributed to design the methods for the situation analysis, that their views were heard, and they were involved in the
**Situation Analysis**

**Children Not Involved**

**Children Consulted**

**Collaborative**

**Child led / managed**

**Analysis:** *Child led/ initiated or managed* means that children themselves initiated, managed or led their own research or situation analysis to identify issues concerning them (this may also have been with adult support).

- Once children are in position, standing by the visual image that they think best things indicates the extent of children's involvement, they should be encouraged to share their views to explain their position and to provide evidence. Listening to each other's point of view you can see if any of the children (or other stakeholders) want to change position. See if they can reach a consensus about where children are in the matrix for that particular stage of the programme cycle. Record children's final positions (and the proportions of children in different position) and their views about how meaningful their participation was. Do they think this was the most useful form of involvement, or would they like to have been more or less involved? And why?
- Record children's feedback and examples of evidence on the large matrix on the wall (and in the evaluator's notebook).
- Repeat this process for each stage of the programme cycle.
- At the end facilitate a discussion about key findings:
  - In which part of the programme cycle are children most involved? Least involved? What are the reasons?
  - Discuss and make notes about which children are involved? Girls or boys? Which age group? What kind of background? Are any children with disabilities involved?
  - What are their views about the importance or relevance of children's active participation in every stage of the programme cycle? Which type of involvement is most meaningful to children at different stages of the programme cycle? And why?
  - What are their ideas to strengthen children's participation in any (or all) stages of the programme cycle?
<table>
<thead>
<tr>
<th>Strategic Planning</th>
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<tbody>
<tr>
<td>Programme development and design</td>
<td></td>
<td></td>
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<tr>
<td>Implementation</td>
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<td></td>
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<tr>
<td>Monitoring and Evaluation</td>
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</table>

Flipchart paper, pens, post-its. Large print-outs of the visual images illustrating not involved, consultative, collaborative, or child led/initiated/managed. Large printed out versions of every stage of the programme cycle, to re-create the matrix on the wall.

If necessary adapt the visual images and/or use local language words for each stage of the programme cycle. This activity may also need to be adapted to ensure inclusion of children with disabilities.

In the final plenary discussions, a 'H' assessment (see below) can be used to draw together overall findings, regarding the strengths and weaknesses of children's participation in every stage of the programme cycle, and children (or other stakeholders) suggestions to improve.
'H' assessment is a very simple tool that can be used with and by children, young people or other stakeholders to explore the Strengths, Weaknesses and Suggestions to improve children's participation. For the purpose of gathering information on the 'scope' matrix it can focus on children's participation in different stages of the programme cycle, and can bring together plenary discussions in the previous activity.

20 - 40 minutes

- Make the shape of a 'H' in the middle of a large sheets of flipchart paper and write in headings (name of the programme/project); Strengths, successes; Weaknesses, challenges, threats; and Suggestions and opportunities to improve.

<table>
<thead>
<tr>
<th>Name of programme/ project (date)</th>
<th>Suggestions to Improve:</th>
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- Ask the children to fill in the name of the programme/project that is being evaluated in the top middle panel. Add the date and the number and background of stakeholders involved in the 'H' assessment (e.g. 5 boys & 6 girls aged 8-12 years)

- Under ask them to think about and list all the strengths regarding the ways in which girls and boys (of different ages or abilities) have been involved in different stages of the programme cycle. Encourage them to discuss and share success examples, and why these examples indicate strengths or success.
- Under the ☺ ask them to think about and list the weaknesses, challenges or threats regarding the ways in which girls and boys (of different ages or abilities) have been involved in different stages of the programme cycle, and why they consider these to be weaknesses.
- Under (!) Suggestions and opportunities to Improve: Children and young people should share and list their suggestions and opportunities to improve meaningful, inclusive participation of children in different stages of the programme cycle.

**Measuring the QUALITY of children’s participation:**

This section shares tools that can be used to gather information on the quality of children’s participation. Please refer to pages 26 - 34 in the Framework where further information and indicators on the quality of children’s participation are shared.

**Pots and Beans can be used to score and discuss the quality of the children’s participation process.**

Pots and beans can be used by children and young people (and others) to score how well each of the nine ‘requirements’ for effective and meaningful participation which are described in the matrix are met. The activity also encourages sharing of ideas on what more can be done to meet the quality standards.

60 - 90 minutes
• Introduce the pots and beans activity that will be used to explore the quality of the children’s participation process.
• Explain how 9 requirements for effective, meaningful participation have been defined in a General Comment on Article 12 at a global level. They can be used to guide and strengthen quality processes. Details of these requirements are included in the Framework on pages 29-34.
• Children and young people will have the chance to explore one requirement (one pot) at a time. Briefly introduce each of the 9 pots, each one representing one standard with child-friendly images\(^\text{13}\) and with indicators from the Framework. If there is time, it may also be useful to use short role-plays with and by children to ensure a shared understanding of each ‘requirement’:

1. Transparent and informative,
2. Voluntary
3. Respectful
4. Relevant
5. Child-friendly
6. Inclusive
7. Supported by training
8. Safe and sensitive to risk
9. Accountable

• For each pot they will be given a maximum of three beans (or shells or stones to avoid food waste). For each pot they will be asked to place 0, 1, 2, or 3 beans in the pot to indicate the extent to which the requirement is or is not currently met in their participation project:

\(^{13}\) Child-friendly versions of some Standards are available from the Save the Children Wales programme. Save the Children in Myanmar (2010) have also produced a user friendly version of Save the Children's Practice Standards. Some of the illustrations may be useful.
0 beans = *not at all*

1 bean = *some awareness, but standard not really reflected in practice*

2 beans = *some efforts made, but not fully met*

3 beans = *standard is fully met*

- It is very important that children reflect critically on their experiences and have freedom to freely express their views and experiences.
- Children and young people (*either in one whole group, or in smaller groups*) will have the chance to explore one requirement (*one pot*) at a time.
- For each requirement use the descriptions and indicators in the Framework to clarify what the requirement involves. Enable children to discuss its meaning in their local context before any scoring with beans.
- Encourage the children to discuss how many beans they think should be placed in the pot. How well is the requirement met in the programme or project? Encourage them to reflect and discuss honestly, recognising weaknesses, as well as strengths. A note-taker...
should try to capture the main discussion points.

- After a few minutes of discussion encourage the children to collectively decide how many beans to place in the pot. They need to share good reasons for their final decision. Make a note of the score, and the reasons.
- If less than 3 beans are placed in the pot, then also encourage the children to share their ideas and suggestions about what else needs to be done to ensure that the requirement is met. **Record all the suggestions given.**
- Move on to the next pot and repeat the process until all the requirements have been explored.
- At the end facilitate a plenary discuss about which requirements are more or less met and the reasons why. Encourage children and young people to share any other ideas about how to increase effective, meaningful children’s participation.

**A set of nine pots (or any locally available small container or can). If possible each pot can have a visual image to illustrate each of the nine requirements. Translation of the requirements into local languages. A set of 27 beans, shells or stones is needed (or more pots and beans if the activity is carried out in parallel groups of children).**

Depending upon the number of children (or other stakeholders involved) it may be better to initially do the pots and beans activity in small groups (of same age/ gender/ background children). Then each group can share their results and negotiate a collective score. Any differences in opinion can be recorded. A poster of the rating scale could also be produced and placed on the wall as a reminder.

In some contexts some of the requirements, such as ‘participation is supported by training for adults’ may be less relevant for children to rate on. Thus, identify the requirements that are relevant to get children’s ratings on, but also ensure that ratings is collected on all the basic requirements from relevant stakeholders.
**Circle Analysis to explore patterns of inclusion/exclusion** in relation to which children are/are not involved in the programme. This tool can help identify which groups of children (girls/boys, age group, background) are most actively involved in the participation process, and which children are not involved.

45 - 60 minutes

- Introduce the circle analysis that can help explore patterns of inclusion and exclusion in terms of the participation process.
- Introduce the different circles and the meaning of each circle with the children and young people (see below).

---

![Circle Analysis Diagram](image)

- Excluded/not reached in the participation process
- Informed, but not involved
- Sometimes involved and active (but not always)
- Actively involved
With children identify different symbols or colour sticker that can be used by girls and boys of different ages (e.g. < 8 years, 8-12 years, 13-18 years) and/or different backgrounds (school going, or out of school) etc.

- Give each girl and boy a colour sticker or pen according to the symbols decided.
- Ask each child to place their sticker/symbol in which ever circle they think represents them.
- Once everyone has placed their stickers/symbol they are encouraged to reflect upon the patterns of distribution:
  - Which children are in the inner circle? What does it mean to be active? How are they active?
  - Which children are in the middle circle? What does it mean? Why are they only sometimes active? What prevents them very being very active?
  - Which children are in the outer circle? Why? What prevents them from being active?
  - Are there some children who choose not to participate? If so for which reasons?
  - Are there other children who are excluded/not reached? Think about the children who are not part of this meeting today? Who are they? What is their gender, age, dis/ability, background? Are there other children are often excluded/not reached? Who are they? Why are they excluded/not reached? What can be done to involve them?
  - Can you observe any main gender or age or background differences relating to who is most actively involved? Or excluded?
  - What other factors make a difference to who is active in the participation and partnership initiatives?
  - What can be done to strengthen inclusive participatory processes?

Flipchart paper, coloured pens, different colour stickers, or different colour/shaped bindis.
Measuring the OUTCOMES of children’s participation:

This section shares tools that can be used to gather information on the outcomes of children’s participation. Please refer to pages 35 - 41 in the Framework where further information and examples of indicators on the outcomes of children’s participation are shared.

The outcomes associated with children’s participation will need to be assessed in accordance with the objectives for involving them. For example, the objective might be to promote children’s self esteem and build skills and confidence. It might be to ensure that programmes reflect children’s own expressed priorities. It might be to enable children to participate in challenging neglect or violations of their rights. It might be to change a law or policy to strengthen child protection. Indeed, it may include all these and other objectives. Each initiative will need to identify its own objectives and the outcomes that it wishes to achieve. Across all these dimensions, ideally the outcomes need to be assessed by all relevant participants - children, parents, staff, community members, government officials. In undertaking any assessment, it is also important to find concrete evidence of any change, rather than merely an assertion that the impact has been achieved - for example, how a child’s self esteem has been raised and with what effect. When measuring the outcomes of children’s participation it is essential to collect and analyse data that enables comparisons or changes - either over time (before and after their participation) or between children (in similar circumstances and with similar characteristics) who did participate and a group of those who didn’t.

In monitoring and evaluation the outcomes of children’s participation the Framework divides outcomes into two broad categories:

1. **Process outcomes**: outcomes associated with children’s participation in the project/ programme which have influenced those directly or indirectly involved in or affected by the initiative.

2. **Structural or external outcomes**: outcomes which impact on a wider constituency of children in the realisation of their rights.

*Important Notes:*
The structural or external outcomes will vary widely across programmes, depending on their focus. Thus every organisation will need to edit and add external outcomes and indicators that are most relevant to their programme/project. Some examples of indicators are included in the Framework (pages 37-41) such as legal reform to end corporal punishment; or the Government providing a transparent budget indicating levels of expenditure on children (which demonstrates increased political commitment to respect children’s rights) etc. It is crucial that each project/programme inserts its own to ensure relevance.

It is also important to recognise that some programmes will have children’s participation as an external goal. For example, a project may be working towards the establishment of children’s councils in every school. On the other hand, the project may be seeking the realisation of other rights such as ending early marriage, or eliminating child labour. In these projects, child participation is a means through which those changes are being advocated, rather than being an end in itself. For example, the goal of the programme may be to reduce infant mortality; or to improve emergency preparedness and response to natural disasters. In both types of project, the task is to measure the participatory activities that were undertaken and the extent to which they contributed towards the overall objective or goal. For example, the evaluation could consider whether a campaign run by children might have influenced a bill going through parliament, or research on the impact of early marriage and the numbers of girls involved might have been successful in bringing on board new supporters for a campaign, or a whether a growing number of schools have established a school council.

The structural or external outcomes will vary widely across programmes, depending on their focus. Every organisation will need to use external outcomes and indicators that are most relevant to their programme/project that they have included in their M&E plans.

In measuring external or structural outcomes it will be crucial to identify relevant situation analysis and/or baseline data against which changes can be monitored or evaluated. Use of existing baseline data and/or other sources of secondary data concerning each particular programme and thematic area (e.g. existing baseline or secondary data on early marriage, school enrolment, disaster preparedness etc) will be needed to help compare outcomes to identify if there are any external outcomes associated with the programme.
Further questioning and analysis will be required to explore if any such changes can be associated with children’s participation in the process or not? Or whether they are due to other factors or aspects of the process. Or both? Attribution can be very difficult. However, use of different methods and triangulated findings are encouraged.

The following tools could be considered for measuring outcomes (Body Mapping, Children in Context Analysis of Change, Stories of Change, Decision-Making Pocket Chart):

- **Body mapping** can be used to explore changes in children before and after their involvement in the programme/project. *This tool is particularly useful for measuring process outcomes.*

  60 - 90 minutes

  - Introduce the ‘before and after’ Body Mapping exercise that will enable girls and boys individually and collectively to explore changes in themselves and other children that are an outcome of their involvement and participation. These changes may be positive or negatives, expected or unexpected changes.
  - Initially girls and boys will have the chance to think about and to illustrate changes in themselves on a visual body map; then after they will have the chance to do a big ‘body map’ together to share key findings and experiences.
  - Give every child an A3 size paper with the shape of child’s body on it. The body is divided by a vertical line down the middle of the body. The left-hand side represents the child BEFORE their active participation in the project.
programme, and the right-hand side represents the child AFTER their participation (now).

- Encourage each child to think about changes in themselves that are outcomes of their involvement in the programme/project. Again remind them that they can think about and record positive or negative changes.
- You can encourage them to think about the body parts to explore and record before/after changes. For example,
  - the head: are there any changes in what their knowledge? Or what they think about/worry about/feel happy about? Are there any changes in the way adults think about children?
  - the eyes: are there any changes in the way they see their themselves/their family/their community/their school? Are there any changes in the way adults see children?
  - the ears: are there any changes in how they are listened to? Are there any changes in how they listen to others? Or what they hear?
  - The mouth: are there any changes in the way they speak? the way they communicate with their peers, their parents, their teachers or others? Are there any changes in the way adults speak to them?
  - The shoulders: are there any changes in the responsibilities taken on by girls or boys?
  - The heart: are there any changes in the way they feel about themselves? Are there any changes in their attitudes to others? Are there any changes in the way adults or other children feel about them? Or others attitudes to them?
  - the stomach: Are there any changes in their stomach? In what they eat?
  - the hands and arms: are there any changes in what activities they do? How they use their hands or arms? Are there any changes in the way adults treat them?
  - the feet and legs: are there any changes in where do they go? What they do with their legs and feet?
- Think about and draw any other changes....

- Give children time to draw or record these changes on their body map through images or words.
- After 20 - 25 minutes place large sheets of flipchart paper together on the floor, and ask all the children to come together and sit in a circle around the flipchart. Ask for a volunteer child to lie down on the sheets so that the shape of their body may be drawn around. Draw around their body shape with chalk or (non-permanent!) pens.
- Draw a vertical line down the middle of the body. Explain that this child is a girl or boy from their community. Like in their own drawings, the left-hand side represents the child BEFORE their participation in the programme/project, and the right-hand side represents the child AFTER their participation (now).
- Use the body parts to facilitate discussion on different changes BEFORE/AFTER in relation to the head, eyes, ears, mouth, heart, stomach, arms/hands, legs/feet etc.
For each body part, encourage the children to share some of the changes that they have recorded (IF they feel safe and comfortable to share). Encourage them to share expected and unexpected changes, positive and negative. **Ensure that all the children's views are recorded in detail (but anonymously) by one of the evaluation team members.**

For each change that is shared, try and get a sense from the group as to whether this change is only a change for some children (or seen as a temporary change), or whether it is identified as a significant and sustained change among many of the participating children.

Encourage children and young people to record the changes visually or with words on the big body map. If possible, use bright colours (red, green, blue) to illustrate or describe significant and sustained changes; and use black pen to illustrate the changes that are temporary or only for a few children.

In Plenary discuss with children which are the most significant changes from their participation in the process, and why? Discuss if there are any differences in changes among girls or boys? Older or younger children? Or due to any other differences?

If the children are willing to share their 'individual body maps' with the evaluators collect them as another source of evidence, and ensure that each has details regarding the gender, age, and background of the child (but can be anonymous without their name).

**A3 paper with a body image drawn on it. Flipchart paper, different colour pens, crayons, tape.**

After this body mapping exercise, if there is time, some of the other complementary tools shown below, for example using drama to illustrate the story of most significant change can be effective.

If any child protection concerns are raised by children during the Body Map ensure that such concerns are discussed in confidentially with the concerned children, and followed up in accordance with your Child Protection Policy and procedures.
Children in context analysis of change uses a visual diagram of children in the context of their families/caregivers, communities, sub-national, national, regional and international contexts to help identify outcomes associated with children’s participation. This tool can be useful to gather information on process outcomes and external and structural outcomes.

60 - 120 minutes

- Introduce one of the visual image of children in context (see two diagrams below14). Children exist in a wider context. They are influenced by and can influence their families/caregivers; their communities; their school/workplace; their local, sub-national or national governments etc. Girls and boys lives are also influenced by (and also influence) their culture, religion, family economy, the political situation, geography of where they live etc. Encourage children to give some examples.
- Explain that in this activity we want to better identify what kind of changes/outcomes children’s participation achieves.

14 Use whichever visual image is more meaningful to you and the children you work with.
Initially we need to review the objectives of why children's participation in the programme was supported? What were they trying to achieve through children's participation? What were its objectives?

If we are clear about the objectives, we can explore some of the current outcomes in relation to such objectives.

Discuss and identify what were the objectives of supporting children's participation processes. What were you trying to achieve or influence through children's participation? Write these objectives on post-its and place them in the relevant part of the visual diagram. For example, if one objective of the programme is to raise awareness of parents on child rights to prevent beating of children, then write this on a post-it and put it on the 'family' circle. Or if an objective of the programme was for children to contribute to community development then put this on a post-it on the 'community' circle.

Consider your M&E plan, your objectives and indicators (e.g. children's representatives are included in the village development committee; reduction in beating of children).
Now we want to explore what outcomes have been achieved in relation to these objectives. Place a large chart on the wall with columns for four possible broad outcomes: crying face ('negative change/ harm resulting from children’s participation'), sad face ('no change'), the quite happy face ('some immediate change, or only change in some stakeholders'), or the very happy face ('significant and sustained change acknowledged by children and adults'). See pages 37-41 on Framework

<table>
<thead>
<tr>
<th>Negative Change/ harm resulting from children's participation</th>
<th>No change</th>
<th>Immediate change/ lack of sustainability/ only change in some stakeholders</th>
<th>Significant and sustained change acknowledged by children and adults</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>face</em></td>
<td><em>face</em></td>
<td><em>face</em></td>
<td><em>face</em></td>
</tr>
</tbody>
</table>

Explain that it is important for children and other stakeholders to discuss any unexpected outcomes, positive or negative changes, as well as any expected outcomes arising from children’s participation processes. For example, have there been any expected or unexpected outcome at any of the levels:

- among people (children, parents, other caregivers, teachers, employers, local leaders, religious leaders, local officials, national officials, media, NGOs etc)
- within institutions (NGOs, schools, children's institutions, PTAs, Village development committees, local governance, national governance etc)
- in wider policies, laws or practices
- in civil society (for example any changes in space or opportunity for children to form or be part of groups, networks or media initiatives; any change in the way children's groups are recognised as part of civil society?)

For each objective enable discussions among children (or other stakeholders) about whether they have or haven’t achieved the planned outcomes/ changes. Discuss whether the outcomes for each objective currently fall under the crying face ('negative change/ harm resulting from children's participation'), sad face ('no change'), the quite happy face ('some immediate change/ only change in some stakeholders), or the very happy face ('significant and sustained change').
For each objective discuss and share evidence to explain your position. A summary of the evidence shared can be recorded on post-its on the chart. More detailed notes of the evidence can be recorded by one of the evaluators.

For each of these changes, again identify whether it is a change in just some stakeholders? or a significant and sustained change for many? Use sad or happy face depending upon whether the change is positive or negative.

In the plenary you can:
  - use the 'scale of change thermometer' to get a sense of how many children have directly or indirectly benefited from the children's participation process. Has it just been the children who actively participated? Or have other children benefitted? If so how? Consider what other evidence you can gather to demonstrate such change.
  - Discuss which children have most or least benefitted from the programme? Identify whether the most marginalized children have benefitted or not? If not what more needs to be done?
  - Identify which objectives have been hardest to achieve, and discuss what more can be done to influence them?

Flipchart paper, pens, tape. Large print outs of the sad face, quite happy face, very happy face.

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

After this exercise, if there is time, some of the other complementary tools shown below, for example using drama, poetry, stories, drawings or paintings etc to illustrate the story of most significant change can be effective.

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15 See p.19 of Booklet Introducing M&E with children and young people.
Stories of Most Significant Change can be shared by children (or other stakeholders) on a regular basis through stories, poetry, drawings, paintings, photos in diaries/journals/albums; or through drama, song, puppetry which could be filmed. Stories, drawings and drama can also be effective tools in gathering information on process outcomes and external and structural outcomes – positive or negative outcomes.

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

- Ideally, this tool can be used every 3-6 months with children and young people (and other stakeholders) – both individually and collectively to identify stories of most significant change as an ongoing method of monitoring and evaluation.
- Following discussions through the body map, or children in contexts, children (or other stakeholders) can be encouraged to discuss, identify and share what they see as the most significant change brought about through children's participation? and why? It is also important to listen to (and record) their reasons why they think this change is most significant.
- Encourage children to discuss their most significant change stories. Give them a choice of creative ways to express these stories of change. For example, they could use drama, songs, poetry, paintings, drawings, sculpture, photography, essays, or letters to express their stories.
- Always remember to record children's stories of most significant change in enough detail, so that they provide good evidence (that can be validated if needed). Record details about: what happened, where, who was involved, how was they change brought about, what shows the change). Also record the reasons why they think this change is most significant.

Materials depends on the choice of creative options. May want to consider the availability of: paper, paints, crayons, clay, cameras, notebooks, pencils, eraser, pens etc
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 monitoring and 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 them 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 their participation in the process, and what they can do to improve the process or outcomes.

Stories are a valuable part of 'Most Significant Change' 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 in most parts of the world. 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.


This tool can also be adapted to explore stories of most significant challenge on a regular basis, enabling children and other stakeholders to identify, and better address the most significant challenges that they face.

The collection of children's stories of most significant change may contribute to child led documentation and media coverage of the history and impact of their participation in programmes and its outcomes.
Subjective Scoring on self confidence (before/after): Children and young people can be encouraged to score changes on their self-confidence before and after their participation. For example, using a scale of 1-5. Scoring is subjective. However, aggregating individual scores from many children involved in the same processes or activities can generate useful data on general trends. Disaggregating children’s scores by age, gender or other background factors, can also help identify the types of children whose self-confidence has been strengthened most, and those who have benefitted least. Scoring exercises can also be a useful starting point for further discussion with children to identify their criteria for self-confidence. We can ask boys and girls to explain how they can recognize an increase in self-confidence. This can lead to the identification of concrete and measurable indicators.

Decision-making pocket chart can be a useful tool to contribute to baseline information about the kinds of decisions that children want to influence; and to identify who currently participates in and influences the decision-making processes. Reviewing the decision-making pocket chart over time can help to monitor and evaluate changes in areas where children have more influence in decision-making. This tool may be used with children involved in the project to explore process outcomes, or with random groups of children in the country to explore external outcomes.

45 - 60 minutes

- Explain to the children and young people that they are going to have the chance to build a chart to map out which are the decisions they most want to influence through their participation; and to consider who (which stakeholders) currently have most say in these decisions.
- Brainstorm and list the decisions that they are trying to influence through their participation.
- Write each of these decision issues/areas on a separate card (or draw a visual image to symbolise each of these decisions).

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16 See Joachim Theis (2003) Evaluating Children’s Participation
- Now brainstorm and list the different people who currently influence decision-making *(for any of the areas listed above)*.
- Write each of these stakeholders on a separate card (e.g. mother, father, teacher, local official, national government official etc). Also write a card for children and young people *(if not already mentioned)*.
- Place a large sheet of flipchart on the floor. Select a maximum of 10 decisions that are most important for children to influence through the programme. Place the cards horizontally and stick them along the top of the flipchart.
- Now select the top 10 stakeholders who influence these decisions and place them vertically down the left-hand side of the flipchart, so that a 'chart' can be made (with decisions at the top; and people down the side). Remember to also include children in the list.
- Now the children and young people will have the chance to analyse each decision, to explore which stakeholders currently have 'a lot' (green sticker), 'some say' (yellow sticker); and 'no say' (red sticker).
- Explore one decision making area at a time. Children discuss and decide which colour sticker to give each stakeholder according to how much say they have in that particular decision. Children explain their reasons for giving the colour sticker, and such reasons are recorded by the evaluator (or tape recorded).
- In plenary you can explore children's views about the decision-making pattern:
  - Which kind of decisions do they have more and less say in?
  - Why do they want to have more say in some decisions?
  - What helps make them make effective decisions?
  - How has their involvement in decision making changed over time, as they get older? And/or as their participation process evolves?
Example of a decision-making pocket chart:

<table>
<thead>
<tr>
<th>People involved</th>
<th>Decisions</th>
<th>When we play</th>
<th>Whether we stay in school</th>
<th>What type of work we do</th>
<th>When we marry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Red" /></td>
<td><img src="#" alt="Red" /></td>
</tr>
<tr>
<td>Father</td>
<td></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
</tr>
<tr>
<td>Mother</td>
<td></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Green" /></td>
<td><img src="#" alt="Yellow" /></td>
</tr>
<tr>
<td>Grandparents</td>
<td></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Yellow" /></td>
</tr>
<tr>
<td>Religious elder</td>
<td></td>
<td><img src="#" alt="Red" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Yellow" /></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Red" /></td>
<td><img src="#" alt="Red" /></td>
<td><img src="#" alt="Red" /></td>
</tr>
<tr>
<td>Elder brother</td>
<td></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Red" /></td>
<td><img src="#" alt="Yellow" /></td>
<td><img src="#" alt="Green" /></td>
</tr>
</tbody>
</table>

*Flipchart, pens, tape. Coloured stickers (if possible red, yellow and green stickers)*
If the children are familiar with traffic lights, you can explain how the sticker colours are similar to the traffic lights, *red = stop = no say; yellow = get ready = some say; green = go = a lot of say.*

This exercise is useful for providing baseline data on the status of decision making. If it is periodically reviewed you can explore which areas of decision making children have more say in compared to before; and you can explore what difference it makes. Are there any changes as a result of children’s increased say in decision-making? If so, what?

**Note:** External outcomes may be explored and cross-checked through cross-checking of **data from other multiple sources:**

- Comparison to baseline or situational analysis findings
- Secondary data analysis of relevant reports: government laws, policies, strategy papers, plans; budget allocations; service provision; data on education/ health/ early marriage/ child labour/ HIV etc (by Government, UN, INGOs, research/ academic institutions); media reports; programme reports and case studies; research by children and young people etc
- Key Informant interviews
- Focus Group Discussions
- Questionnaires, Surveys or opinion polls
- Children’s own testimonies of their interactions and collaborations with adults
Step Eight (OPTIONAL): Undertaking a mapping of the extent to which children’s participation is respected in our society

This part of the toolkit is focused on implementing part one of the Framework. This part of the Framework (see pages 12 - 19) has been developed to monitor the extent to which respect for the participation rights of children and a child friendly environment exists. Five matrices have been developed, which can provide a tool to ‘map’ where a given country currently stands with regard to those rights. The 5 matrices include:

- Legal entitlements to participate
- The right of access to information
- Awareness-raising on children’s participation rights
- Opportunities to influence agendas
- Respect for children’s participation in their daily lives

To complete the matrices effectively it is important to seek the views of a range of relevant stakeholders, including government officials, UN or INGO staff, NGOs, children and young people, community members, teachers etc. The process of using these matrices can highlight the major gaps or weaknesses, and accordingly can then be used as a tool to determine programme priorities. It can also be used as an advocacy tool with governments.

Views elicited during discussions with relevant stakeholders, should also be cross-checked with data from our relevant sources. Analysis of secondary data is crucial to effective use of these matrices.

Visual Matrices using different colour stickers for different stakeholders can be completed with reference to the matrices for measuring children’s participation at the societal level.

In assessing whether, and to what extent, the indicators have been reached in the five matrices, it will be necessary to gather information from all relevant stakeholders. Thus, in using this tool it is recommended that different stakeholder groups including:
children and young people; parents; teachers; NGO project staff; government officials have the chance to contribute their ratings and views on the matrix. Also there needs to be the chance for different stakeholders to listen to each other's views and to negotiate a 'meaningful score' where there are significant differences in opinion. (See the value line discussion tool).

1 day (with the chance for different stakeholders to have a say, and to be able to influence each other).

- Introduces (part one) of the Framework. It focuses on the broader environment for fulfilling children's participation rights in their society. It is not focused on their specific project, but on broader society. It provides a series of five matrices which can be used as a tool to 'map' where a given country currently stands with regard to children's participation rights.

- If children, young people and other adult stakeholders are interesting and willing to spend time to complete these matrices, it will help them to highlight the major gaps or weaknesses in terms of an enabling environment for children's participation, and may be helpful in identifying programme or advocacy priorities to increase children's participation rights.

- The 5 matrices focus on:
  - Measuring legal entitlements to participate
  - Measuring the right of access to information
  - Measuring awareness-raising on children's participation rights
  - Measuring opportunities to influence agendas
  - Measuring respect for children's participation in their daily lives

- Place large copies of each of the 5 matrices up around the room on flipchart for everyone to see.

- As they will see for each of the 5 matrices, some general indicators have been developed (which each agency can review and use as appropriate). For each of the indicators, children and adult stakeholders will have opportunities to analyse if there is 'no provision', 'limited provision', 'moderate provision', or 'comprehensive quality provision'. Sad - very happy faces can symbolise each of these options.
Children, young people and different adult stakeholders will have the chance to move around the room, to look at the different matrices and to place a sticker by the sad → happy face to show their view about the current status of each indicator.

However, before doing this it is helpful to consider if there are any more specific indicators that could be added that are relevant to the country context.

The facilitator can enable the group to review each matrix in turn, to support common understanding, and to see if they want to add or edit any of the indicators to make them more relevant to their country.

Once stakeholders have reviewed and updated the indicators to make it more relevant to your country context, each stakeholder group will be given different colour stickers. For example:

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Colour sticker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>O</td>
</tr>
<tr>
<td>Boys</td>
<td>O</td>
</tr>
<tr>
<td>Mothers</td>
<td>O</td>
</tr>
<tr>
<td>Fathers</td>
<td>O</td>
</tr>
<tr>
<td>Community or religious leaders</td>
<td>O</td>
</tr>
<tr>
<td>NGO staff</td>
<td>O</td>
</tr>
</tbody>
</table>
• Children, young people and different adult stakeholders will have the chance to move around the room, to look at the different matrices. They will have enough stickers to place one in each part of the matrix. The will also be given a set of post-its to record their reasons (optional).
• One facilitator should remain near each of the 5 matrices, to clarify any queries or misunderstandings relating to the indicators in each matrix. The facilitator can also keep note of discussions that take place while participants are placing their stickers.
• Each participant should be encouraged to think carefully about the current status of each indicator. They may want to discuss in small groups before placing their sticker. However, when they are ready they place their sticker by one of the four faces.
• Once everyone has placed their stickers, you will probably be ready for a tea break!!!!
• In Plenary encourage participants to look at the scores, and any patterns regarding the scores given by different stakeholders.
  o What do the overall findings reveal? How enabling is the environment for children’s participation?
  o What are the weakest areas? What are the strongest areas?
  o Do all children benefit from areas where there are provisions? Or only some? IF some which children benefit?
  o Are there significant differences in opinion? If so on which indicators? Explore the reasons
  o Are there any areas where there are significant differences in ratings between children and adults? If so what are the reasons? Or any differences between other stakeholder groups?
  o Any differences of opinion can be further explored through Value Line Discussions.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local officials</td>
<td></td>
</tr>
<tr>
<td>National officials</td>
<td>O</td>
</tr>
<tr>
<td>INGO/ UN</td>
<td>O</td>
</tr>
</tbody>
</table>

Large copies of each of the 5 matrices on the wall (with space for new indicators to be added). Lots of different colour stickers (or you can use different colour pens by different stakeholder groups if different colour stickers are not available).
This activity may take quite a long time, thus ensure time for tea breaks in between. You may also want to consider facilitating 'buzz discussions' in between. Or these matrices may be completed over time, one per week during regular children's meetings. However, at some point, it is useful to bring different stakeholders together to review any different scores, and to negotiate for a final scores.

To reflect on whether the most marginalised groups of children get opportunities to realise their rights, quantitative indicators for these matrices need to be disaggregated according to gender, age, disability, ethnicity, social class, rural/urban setting and other factors.

Creative expression on the status of children’s participation rights through drama, drawings, paintings and/or poetry: As before children and young people can be encouraged to express their views and experiences on the status of their participation rights through creative expression of their choice.
Value line discussions to negotiate final scores are useful when there are differences of opinion and ratings on the matrices. Use of a value line can be useful for different people to stand (or sit) on a line to show and explain their position and their rating. Dialogue can be encouraged for different stakeholders to listen to each others' views. Based on listening to each other you can see if they can agree on a rating that they feel is justified.

45 minutes to half a day depending on the number of areas to be explored.

- Explain to the different stakeholders that we will use 'value line discussions' to explore indicators where there was quite a lot of variation among the ratings given by different stakeholder.
  - Before we begin we need to be willing to agree to some positive ground rules to respect each other's opinions. It is important that we listen to each others' views and opinions, and are open minded. By listening to each others' perspectives we may be ready to negotiate and agree a rating for any particular indicator.
  - Identify which indicators on the matrices have most variation in terms of ratings. Identify a maximum of 10 indicators that could be explored using 'Value Line Discussions'.
  - Explain that value line discussions can be useful for different people to stand on a line to show and explain their position and their rating. When people are ready to listen to each other respectfully, dialogue can be encouraged for different stakeholders to listen to each others' views. Based on listening to each other you can see if they can agree on a rating, that they feel is justified.
  - Prepare a value line where one end represents 'no provision' and the other end of the line represents 'comprehensive quality provision'.

<table>
<thead>
<tr>
<th>No provision</th>
<th>Limited provision</th>
<th>Moderate provision</th>
<th>Comprehensive quality provision</th>
</tr>
</thead>
</table>
- Exploring one indicator at a time *(where there was a big variety in the ratings)*. Ask stakeholders to stand (or sit) on the line to show their rating.
- Encourage people to share their views for their position. Once people have listened to one another's view, see if any of them want to move position.
- Try to see if the different stakeholders will agree on the 'rating' for the indicator taking into consideration the different viewpoints shared and any other sources of evidence they have been able to draw upon.
- Repeat the process with any of the other indicators where there were significant differences in opinion.
- In plenary discuss significant findings concerning differences in opinions. For example, are there any areas where there were significant differences in the opinions of children and adults? Or among any other stakeholder groups? What were the reasons for such differences in opinion.

*Figure 4: Value line discussion with children and adults in Nepal*
**Step Nine: Gathering the data and documenting the process**

As we are using different tools and methods to gather data in monitoring and evaluation, it is crucial that we have systematic ways of recording and storing the information gathered. We need to be clear about what data we are collecting and for what purpose. Depending on the purpose, we may want to group or cross-check different sources of information to explore findings concerning any one indicator, or different indicators on the same matrix.

**Practical tips for documentation:**

- Ensure that there is a note taker at each session to ensure that girls, boys (and other stakeholders) reflections and discussions are recorded in as much detail as possible (noting whether a girl/boy/woman/man is speaking). Much valuable data will be shared during discussions, which may not be captured on flipcharts. Make sure that everyone knows who their note-takers are and why they are there.
- During each monitoring or evaluation session/activity it is essential to record the following: *when* (date), *where* (location) and *who* (number of girls/boys/men/women, age range). Log all collected data accurately - but do not include individual names so that confidentiality and anonymity can be ensured.
- After each session members of the core M&E group should write up the flipchart notes while the meaning of the flipcharts notes are still fresh to avoid forgetting what something meant and/or the explanation given.
- Negotiate with children's group members about where and how to store the monitoring or evaluation activity flipchart findings safely and securely. You might want to consider making two copies, so that the children's group keeps a copy, and the evaluation team keep a copy.
- Wherever possible, take digital photos of any visual images (for example, visual programme cycle, body maps, decision-making chart, drawings etc) as an additional means of recording and keeping such findings safe.
- Ensure that all the materials and data are kept safely and securely. Store any sensitive documents in a locked cabinet or metal box; and ensure the computer and/or database is password protected.
- Develop and/or use an appropriate software for storing, accessing and analysing the data systematically (e.g. excel, SPSS)

Our documentation may include visual (non-written forms of documentation) and written documentation:
- Flipcharts (or photos of flipcharts) and evaluator notes from the visual PRA tools (Time line, Visual Programme Cycle, Pots and Beans, Body maps, Children in Context, Decision Making Chart etc).
- Matrices / tables
- Scoring (from the pots and beans, sticker rating etc)
- Drawings, photos, poetry, stories, essays
- Written notes, photos and/or film recording of children's drama
- Written notes and diaries by the evaluation core team members (observations, reflections)
- Secondary data (monthly reports, previous evaluation reports, case studies, meeting minutes, laws and policies, budgets etc).

Especially as we are piloting use of the Framework and Tools to monitor and evaluate children's participation, we encourage each of the core M&E group members to keep a diary (see annex 4). The diary can help keep reflection and information about the progress of the evaluation, and can help keep track of the different sources of information gathered, to ensure cross-checking and triangulation of results. The diary\(^\text{17}\) can help record:

- What happened (evaluation activities, incidents, events, significant conversations);
- Impressions, and Reflections about the possible significance of findings;
- Thoughts, ideas about the evaluation process, what works well, challenges faced, and ideas to strengthen the Framework or Tools
- Issues and questions (including ethical concerns and their solutions)

Ensure that all the data gathered is stored safely and securely. If you do not have adequate storage space, you may want to consider purchasing a big metal box, with a lock and a key that the flipchart findings and other materials can be safely stored in. You also need to ensure that key findings from the flipcharts are written up.

\(^{17}\text{See Boyden, J. and Ennew, J. (1997) Children in Focus – a Manual for Participatory Research with Children. Save the Children Sweden.}\)
You may also want to keep one main reference folder or ledger which lists each source of information used or gathered during the evaluation, the type of information, date, who was involved, and where the information is stored. Such a 'master file' can help with organising your records, and with cross-checking of data.

Ensure careful recording and reflection during and after each monitoring or evaluation activity: It is important to make detailed records of each evaluation activity. Also to enable ongoing analysis, identification of gaps, or ideas to strengthen the evidence base, it is recommended that after each monitoring or evaluation session you:

- Maintain updated versions of the matrices based on your particular programme/project
- Reflect on and document the most significant findings
- Ensure that there are documented materials to illustrate these findings (for example, body map, interview, description of drama etc)
- Explore whether there are any key differences in experiences or perspectives amongst or between children/adults. And, if so, ensure they are documented
- Discuss and document the usefulness or otherwise of the tool(s) used and any suggestions for change or improvement

**Step Ten: Analysing and Reflecting**

**Key Guidance for Analysis**

*The principles of analysis are those of simple logic, which everyone manages to find their way about the world and solve everyday problems.*

Children and adults from the core M&E group need to work systematically and logically to use the M&E plan and indicators to gather information from different sources. We then need to systematically analyse the findings to see what they are telling us. We need to

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consider the validity and usefulness of the data that we have collected. We need to compare findings gathered from different people. Together with children we need to explore whether different stakeholders have expressed different or similar perspectives: the different reasons provided; and what this means. We also need to compare findings gathered using different methods. This is called triangulation when we cross-check the information that we have collected through different methods. It helps us see which findings match up, and which issues are controversial in terms of different findings from different stakeholders. It may help us determine which evidence is strong and which evidence is weak. It also can help us identify gaps, where we need to check up with additional sources of information.

Collate and review findings from the M&E plan vis-a-vis the Framework matrices: The core M&E group should plan to meet regularly or at strategic points of the evaluation process to collate and review their findings in relation to each of the matrices in the Framework. Look at each matrix on scope, quality, and outcomes in turn (using adapted indicators from your M&E Plan which are relevant to your project or programme). For each indicator review the information gathered so far, and discuss:

- current information and findings. Ensure that these finding are disaggregated according to gender and age; and where appropriate disaggregate according to other relevant factors including: sibling order, ethnicity, caste, religion, disability, HIV status, socio-economic status etc.
- the ’quality of evidence’\(^1\). Attribution can be difficult. We need to try to ascertain not only if there are changes, but if these changes can be attributed to children's participation rather than to a range of other possible factors. We need to gather and triangulate information from different sources, and we may need to gather additional information, through follow up interviews and/or through further secondary data analysis to really ascertain if changes are resulting from children's participation. If we are not sure we should also be honest about the strengths and weaknesses of our analysis.
- any key information gaps or weak areas of evidence
- ideas to gather other relevant information and/or stronger evidence

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\(^1\) See 'Quality of Evidence star rating tool' on p.19 of the introductory booklet on M&E with children and young people
the 'scale of change' especially in terms of external or structural outcomes

which children or adults have benefitted most? Which have least benefitted? Have the most marginalised children benefitted? Why/ why not?

next steps to:
- gather additional information; or to further disaggregate data;
- document their findings and analysis for each of the matrices in the Framework;
- discuss initial findings and recommendations with different stakeholders and/or feedback key findings to concerned stakeholders.

lessons learned in terms of the process, tools and framework

lesson learned in terms of the project or programme and how to act upon them to improve their programmes

It is crucial that the core M&E group create opportunities for wider groups of children, young people, staff and other key stakeholders to reflect on lessons learned from the process and findings of monitoring and evaluating children's participation to maximise opportunities for acting upon the findings to improve the project or programme. Key findings could be shared in creative ways, using large visuals, drama or puppet shows etc, encouraging stakeholders to share their reflections and action ideas on how to act upon the findings.

Key sessions to develop recommendations or action plans involving relevant stakeholders could be facilitated to identify necessary areas of action planning to act upon the evaluation findings.

- Brainstorm and list ideas, suggestions or recommendations for action to respond to monitoring and evaluation findings.
- If there are a lot of recommendations or action ideas, stakeholders may want to consider prioritising key areas of action for immediate action, and other areas for longer term action.
- If there is still a long list of action areas for immediate action, participants may want to prioritise which to do first.
- Once priority areas are identified the 5 Ws and 1 H can be used to inform concrete action planning on areas for immediate action: What? Why? Where? When? Who? How?; and separately for issues to be addressed over the longer term.

See 'Scale of Change thermometer tool' on p.19 of the introductory booklet on M&E with children and young people
Case example: Sharing the results and developing recommendations, South Asia\textsuperscript{21}: Children who were involved in a regional study on Children's Citizenship in South Asia supported by Save the Children, were included in a final presentation of the results. The presentation was attended by a wide variety of people from Save the Children, UN agencies and NGOs. Children's representatives presented their own findings and feelings. Once the presentation had taken place separate groups of children and adults were formed to discuss the recommendations. Their comments and ideas were then fed back into the report.

Step Eleven: Writing up and Reporting

The findings from monitoring and evaluating children's participation belong to the core evaluation group. In terms of developing and sharing reports on the process and findings from monitoring and evaluating agencies may want to consider different ways of sharing the findings, both through written, and more other creative mediums. This group needs to decide what kind of reports would be most relevant to develop and use to improve their programming. For the purpose of sharing lessons learned during and from piloting the Framework and tools with the inter-agency group separate guidance is shared in the next section.

For the former, you may want to consider developing formal monitoring or evaluation reports\textsuperscript{22} which may be useful for organisational learning and follow up action planning, and for sharing with relevant donors and supporters. In addition or as an alternative to these more formal monitoring and evaluation reports, it is also useful to actively involve children and young people in developing creative child friendly reports which may highlight key aspects of the process and findings through drawings, photos, cartoons, art work, posters as well as through words. Alternatively, children and adults may want to share key findings through more interactive methods, for example, using theatre for development, or puppet shows etc. Encouraging children to document the history, achievements, and lessons learned can be cause to celebrate offering chances for creativity and cultural expression\textsuperscript{23}. Drawings, paintings and photos can be displayed in the community; or children may develop and display wall newspapers of their findings.

\textsuperscript{22} See Introductory Booklet on M&E with children and young people.
\textsuperscript{23} See also Tearfund (2004) Roots Resources: Root 7 Child Participation.
Example: Developing and updating a visual time-line of Bhima Sangha, Working Children’s Union in Southern India:
Working children who are members of Bhima Sangha, a working children’s union in Southern India have developed and updated a pictorial time line of the history of their child led organisation and significant events over time. They have sketched their timeline through pictures as a mural on the wall, and have copied it onto a large cloth. Every six months members update the time line, as a living history of their organisation. It has proved useful to share with new members, and other interested stakeholders.

It is important that each agency finds ways to share feedback of the evaluation findings with all key stakeholders, especially children. Children and adults should be given timely and clear feedback on the impact of their involvement, the outcome of any decisions, and next steps. Key challenges or weaknesses in programming identified through the evaluation should be acknowledged and commitments given about how lessons learned will be used to improve the programming in the future. Use of child friendly reports or other creative methods can be encouraged. Developing and sharing child friendly reports can increase accountability to children and communities.

Example: Developing and sharing child friendly evaluation report: In Myanmar an external evaluation of Save the Children in Myanmar’s emergency response to Cyclone Nargis was undertaken in February 2009 by a multi-disciplinary team. A focus on the meaningful participation of children was integrated into the evaluation, including the commitment to develop and disseminate a child friendly report on key findings. Using cartoons and visual images a publication was developed in English, translated into Myanmar language and distributed to children and other community members in programme areas, especially to those children who had actively participated in the evaluation.
Step Twelve: Sharing feedback on the Framework and tools

To ensure lessons learned regarding the process of piloting use of the Framework and Toolkit are identified and used to improve the Framework and Toolkit, we encourage careful documentation and communication of lessons learned with the inter-agency steering group at global level. A format for periodic reporting (annex five) and a format for reporting and sharing final feedback is included as annex six (separate document). The feedback requested includes:

- Background information on your pilot
- Overall feedback from agencies/organisations on the relevance and usefulness of a) the Framework for Monitoring and Evaluating Children’s Participation; and b) the Toolkit
- Overall feedback from children and young people on the relevance and usefulness of a) the Framework for Monitoring and Evaluating Children’s Participation; and b) the Toolkit
- Specific feedback about the Framework for Monitoring and Evaluating Children’s Participation
- Specific feedback about the Toolkit
- Overall lessons learned during implementation of the Framework and Toolkit
- Practical tips to improve facilitation and use of the Framework or Toolkit with children of different ages, abilities and backgrounds; and/or with other groups of adult stakeholders
- Any other comments or suggestions to improve the Framework and Toolkit

In addition to documenting and sending written reports of feedback to the inter-agency steering group members at global level, other channels of communication and sharing will be established. It is important that opportunities for participating agencies should be established during the piloting process to enable mutual sharing of lessons learned and practical tips at regional and/or global levels. For example, electronic communication methods may be used for more regular sharing and communication (via email, internet chats or SKYPE calls). Though different languages may be barrier, more visual forms of feedback can be encouraged.