Tools for Reflection, Monitoring and Evaluation of Quality work in Children’s Participation in Peace Building

Introduction: This document shares participatory tools for use with and by children, young people and supportive adults, many of which were introduced during the regional working sessions on ‘Looking forward: Building peace – Children and young people’s initiatives’ (2011/ early 2012). These tools support the development, monitoring and evaluation of quality children’s participation in peace building initiatives. Most of these tools are part of a pilot toolkit that has been developed to support practical implementation of a ‘Framework for Monitoring and Evaluating Children’s Participation’.

The tools shared enable children, young people and adults to reflect, monitor and evaluate the:

- **Scope** of children’s participation in peace building: what degree of participation has been achieved and at what stages of programme development (*What is being done?*)
- **Quality** of children’s participation in peace building: to what extent have participatory processes complied with the agreed standards/requirements for effective practice (*How is it being done?*)
- **Outcomes** of children’s participation in peace building: what has been the outcome – on young people themselves, on families, on the supporting agency, and on the wider realisation of young people’s rights within families, local communities and at local and national governmental level (*What has been achieved?*)
- **Sustainability** of children’s participation in peace building – what type of partnerships have Child Groups formed with other institutions and how can they be strengthened to institutionalise children’s participation in peace building initiatives?

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1 Developed by Claire O’Kane December 2011
2 A Toolkit for Creating a Step Change in Monitoring and Evaluating Children’s Participation developed by Claire O’Kane 2011,
3 A Framework for Monitoring and Evaluating Children’s Participation: A participatory draft for piloting, 2011 by Gerison Lansdown (see http://www.crin.org/resources/infodetail.asp?id=25808) which is being piloted in 2012: A supplementary booklet introducing monitoring and evaluation with children and young people has also been developed by Claire O’Kane for sharing with children, young people or adults who may be new to monitoring and evaluation
Overview of the tools shared in the toolkit:

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Introductory tool to gain an overview of the children's participation in peace building project:

**Time line of the children's participation in peace building initiative** is a very useful tool to use at the outset of any monitoring or evaluation activity to gain an overview of the children's participation in peace building initiative. The timeline can provide a simple illustration of the history of the initiative, 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

*Flipchart paper, tape, coloured pens.*

- Introduce the timeline activity to children and young people (or other stakeholders) who are involved in the children's participation in peace building initiative. Explain that preparing a visual timeline of their project may enable them to share the history, successes and challenges achieved over time; and to reflect on the nature and outcomes of children's participation in peace building.
- 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/ milestones in relation to their children's participation in peace building work.
  - They can think about when and why their participation in peace building work started. The date (month/year) can represent the start of the time line (on the top left hand side of the vertical line).
  - Along the long the time line they can highlight key milestones/ successful initiatives/events/processes on children's participation in peace building 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 on peace building over time.
- the extent their objectives on peace building have been met/ not met
- concrete results that have been achieved through their peace building work, and discussion of which ones may be partially or significantly due to children's active participation
- the strengths and benefits of children's participation in peace building initiatives.
- the weaknesses and challenges of children's participation in peace building initiatives.
- their ideas for the future - what ideas do they have to strengthen the quality and outcomes of their participation in peace building initiatives?

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 time line and/or to re-produce their time line on more durable material, such as cloth.

Figure 1: Life line (time line) of Bhima Sangha, working children's union, India
Reflecting on, monitoring and evaluating the SCOPE of children’s participation in peace building:

**Visual programme cycle to analyse the scope of participation**[^4]. It explores what is being done. At each stage of the programme cycle children and young people can discuss and identify the extent to which they were involved (not involved, consulted, collaborators, or child or young people initiated/managed).

60 - 90 minutes

*Flipchart paper, pens, post-its in two colours*

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.

- Introduce the programme cycle. Ask children and young people (or other stakeholders) if they can describe the different stages of a programme cycle. Record the ideas views shared. Introduce the main stages of the programme cycle (see below) - situation analysis, strategy planning, programme design and planning, implementation, monitoring and evaluation.

- Explain that this activity will enable children, young people (or other stakeholders) to consider their children’s participation in peace building project and to analyse the scope of children’s participation at different stages of the programme cycle. They will have the chance to explore how children and young people are being involved in each stage of the programme cycle.

[^4]: 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.
- 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 and young people (or other stakeholders) what these words mean. If you have enough time encourage the children to briefly act out a role play to illustrate what each of these words mean.
  - **Children not involved** means no children were spoken to, or asked their views;
  - **Consultative** means that children were consulted and asked their views, but were not involved in designing the consultation;
  - **Collaborative** means that children contributed to design the methods for the situation analysis, that their views were heard, and they were involved in the analysis;
  - **Child led/ initiated or managed** means that children themselves initiated, managed or led the process (this may also have been with adult support).

- 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.
- Clarify that these titles are not in order of importance or quality. Sometimes it may be more meaningful for children and young people to be consulted, sometimes they may want to collaborate jointly with adults and sometimes they children and young people may want to initiate or manage things themselves. It depends on each specific context and children and young people's interests. Children and young people need to describe themselves how they were involved and to discuss how meaningful their involvement was.

- Explain to children, young people (or other stakeholders) that they are going to consider each stage of the programme cycle, to discuss and identify a) to what extent children and young people were meaningfully involved in each stage; and b) how they would like to be involved.

- For each stage of the programme cycle children and young people should discuss their children's participation in peace building project and record a) brief details about how they are currently involved in this stage of the programme cycle on a yellow post it. This post-it should be placed in the section that most reflects the extent to which they think children and young people were involved (not involved; consulted; collaborative; child led/managed).

- The children and young people should also discuss and record b) how they would like to be involved on a green post it and place it in the section that best reflects how they would most like to be involved.

- Repeat this process for each stage of the programme cycle.

- At the end facilitate a discussion about key findings:
  - In which part of the programme cycle are children and young people most meaningfully involved? Least meaningfully involved? What are the reasons?
  - Discuss and make notes about which children are involved? Girls or boys? Which age group? What kind of background? Are any children with disabilities involved?
  - What are their views about the importance or relevance of children's active participation in every stage of the programme cycle? Which type of involvement is most meaningful to children at different stages of the programme cycle? And why?
  - For their children's participation in peace building projects what are their ideas to strengthen children's participation in any (or all) stages of the programme cycle?
<table>
<thead>
<tr>
<th>Situation Analysis</th>
<th>Children Not Involved</th>
<th>Children Consulted</th>
<th>Collaborative</th>
<th>Child led / managed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Planning</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Programme development and design</td>
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<tr>
<td>Implementation</td>
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<tr>
<td>Monitoring and Evaluation</td>
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</tbody>
</table>

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.
Reflecting on, monitoring and evaluating the QUALITY of children’s participation in peace building:

**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 are met. The activity also encourages sharing of ideas on how to improve the quality of children’s participation, sharing ideas about what more can be done to meet each of the basic requirements.

60 - 90 minutes

For each age group 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 for each sub-group. Flipchart paper and pens.

- Introduce the pots and beans activity that will be used to explore the quality of the participation process in children and young people’s peace building initiatives.
- Explain how 9 requirements for effective, meaningful participation have been defined in a General Comment by the Child Rights Committee on Children’s Right to be Heard at a global level. These requirements build upon Save the Children’s 7 Practice Standards in Children’s Participation.
- Children and young people will have the chance to explore one requirement *(one pot)* at a time. Using visual images to briefly introduce the titles on each of the 9 pots:

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5 See Save the Children (2005) Practice Standards in Children’s Participation. Also note, as part of global indicator monitoring Save the Children have to report on practice standards 2) voluntary, 4) inclusive and 6) safe which correspond to the basic requirements 2, 6 and 8.

6 Accountability team to develop visual images for each of the nine requirements, which may need adaption to different regional or country contexts.
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 participation requirement is or is not currently met in the programme:

| 0 beans = the requirement is not met at all | 1 bean = some awareness, but the requirement is not really reflected in practice | 2 beans = Some efforts made, but not fully met | 3 beans = the requirement is fully met |

- It is very important that children and young people reflect critically on their experiences of children's participation in peace building and have freedom to freely express their views and experiences.
- In their own groups they will have the chance to explore one requirement (one pot) at a time.
- For each requirement use the descriptions below to clarify what the requirement involves. Enable children and young people to discuss its meaning in their local context before any scoring with beans. **If there is more time available (more than 60 minutes),**

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7 Groups may be mixed gender, or separated in girls and boys groups depending on the cultural context
it would be useful to use short role-plays with and by children and young people to ensure a shared understanding of each 'requirement':

1. **Participation is transparent and informative:** Children and young people from diverse backgrounds are provided with full, accessible, age-appropriate information about Save the Children organisation and its programmes, as well as information about other policy and practice issues affecting them. They have information about opportunities for their participation, the scope, and purpose. The information is sufficient to make an informed choice about whether they do or do not want to participate. The roles and responsibilities of all involved are clearly defined and understood. Clear goals and targets are agreed upon with the children concerned.

2. **Participation is voluntary:** Children should never be coerced into expressing views against their wishes and they should be informed that they can cease involvement at any stage. All participating children have voluntarily, and without coercion, agreed to be involved in the process. Children have been given time to consider their involvement, and children and young people know that they can withdraw at any time if they wish.

3. **Participation is respectful:** Children and young people's views have to be treated with respect and they should be provided with opportunities to initiate ideas and activities. Adults working with children should acknowledge, respect and build on good examples of children's participation, for instance, in their contributions to the family, school, culture and the work environment. They also need an understanding of the socio-economic, environmental and cultural context of children's lives. Persons and organizations working for and with children should also respect children's views with regard to participation in public events. Children's own time commitments are respected and accommodated during participation processes; and support from key adults in children's lives is gained to ensure wider encouragement and assistance for the participation of children and young people.

4. **Participation is relevant:** The issues on which children and young people have the right to express their views must be of real relevance to their lives and enable them to draw on their knowledge, skills and abilities. In addition, space needs to be created to enable children to highlight and address the issues they themselves identify as relevant and important.
5. **Participation is child-friendly:** Environments and working methods should be adapted to children's capacities. Adequate time and resources should be made available to ensure that children are adequately prepared and have the confidence and opportunity to contribute their views. Consideration needs to be given to the fact that children will need differing levels of support and forms of involvement according to their age and evolving capacities. Child-friendly meeting places are used where girls and boys feel relaxed, comfortable and have access to the facilities they need. The meeting places are accessible to children with disabilities. Recognition is given to the need for participation to be fun and enjoyable.

6. **Participation is inclusive:** Participation must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for marginalized children, including both girls and boys, to be involved. Children are not a homogenous group and participation needs to provide for equality of opportunity for all, without discrimination on any grounds. Programmes also need to ensure that they are culturally sensitive to children from all communities. All children should have the chance to participate, they should not be discriminated against on grounds of age, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

7. **Participation is supported by training for adults:** Adults need preparation, skills and support to facilitate children’s participation effectively, to provide them, for example, with skills in listening, working jointly with children and engaging children effectively in accordance with their evolving capacities. All Save the Children staff and managers and partners should be sensitised to children’s participation and should be provided with appropriate training, tools, supervision support and other development opportunities in participatory practice to enable them to work effectively and confidently with children of different ages and abilities. Children themselves can be involved as trainers and facilitators on how to promote effective participation; they may require capacity-building to strengthen their skills in, for example, training in organizing meetings, raising funds, dealing with the media, public speaking and advocacy.

8. **Safe and sensitive to risk:** In certain situations, expression of views may involve risks. Adults have a responsibility towards the children with whom they work and must take every precaution to minimize the risk to children of violence, exploitation or any other negative consequence of their participation. Children must be aware of their right to be protected from harm and know where to go for help if needed. Investment in working with families and communities is important in order to build understanding of the value and implications of participation, and to minimize the risks to which children may otherwise be exposed. Children involved in participation work are aware of their right to be safe from abuse and know where to go for help if
Careful assessment is made of the risks associated with children's participation in speaking out, campaigning or advocacy. Depending upon the risks identified, steps may be needed to protect children's identity or to provide follow-up measures to give protection (e.g. to ensure their safe reintegration into their communities).

9. **Participation is accountable:** A commitment to follow-up, evaluation and feedback is essential. For example, in any research or consultative process, children must be informed as to how their views have been interpreted and used, and, where necessary, provided with the opportunity to challenge and influence the analysis of the findings. Children are also entitled to be provided with clear feedback on how their participation has influenced any outcomes. Wherever appropriate, children should be given the opportunity to participate in follow-up processes or activities. Monitoring and evaluation of children's participation needs to be undertaken, where possible, with children themselves. Sustainability of support is discussed with children. Adults will provide clear feedback to children regarding the extent/limit of their commitment to support children's ongoing initiatives and organisations. If ongoing support is not possible, adults will provide children with resources and support to make contact with other agencies who can support them.

- For each requirement ask questions on key indicators (see below) to encourage the children and young people to discuss how many beans they think should be placed in the pot. How well is the requirement met in their children's participation in peace building initiative? Encourage them to reflect and discuss honestly, recognising weaknesses, as well as strengths. A note-taker should capture the main discussion points.

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<th>Requirement:</th>
<th>Questions on key indicators:</th>
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<tr>
<td><strong>1. Participation is transparent and informative</strong></td>
<td>Do children and young people have enough information about the programme to make an informed decision about whether and how they may participate in the peace building initiative? Is information shared with children in child friendly formats and languages that they understand? Are the roles and responsibilities of everyone involved clearly explained and understood?</td>
</tr>
<tr>
<td><strong>2. Participation is voluntary</strong></td>
<td>Is children's participation voluntary? Have children and young people been given enough information and time to make a decision</td>
</tr>
<tr>
<td>Question</td>
<td>Details</td>
</tr>
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<td>------------------------------------------------------------------------</td>
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</tbody>
</table>
| 1. Participation is voluntary                                           | About whether they want to participate or not?  
Can children/ young people withdraw (stop participating) at any time they wish? |
| 2. Participation is respectful                                         | Are children and young people's own time commitments (to study, work, play) respected and take into consideration?  
Do the ways of working with children consider and build upon local cultural practices?  
Has support from key adults in children's lives (e.g. parents, carers, teachers) been gained to ensure respect for children's participation in peace building?  
Are adults respectful towards children and young people and their peace building initiatives? |
| 3. Participation is relevant                                            | Are the issues being discussed and addressed of real relevance to children's own lives?  
Do children feel any pressure from adults to participate in activities that are not relevant to them? |
| 4. Participation is child-friendly                                     | Are child friendly approaches and methods used?  
Do the ways of working build children's self confidence among girls and boys of different ages and abilities?  
Are child friendly meeting places used? Are such places accessible to children with disabilities? |
| 5. Participation is inclusive                                           | Are girls and boys of different ages and backgrounds including younger children, children with disabilities, children from different ethnic groups etc given opportunities to participate?  
Is the process inclusive and non-discriminatory?  
Are children and young people encouraged to address discrimination through their participation? |
| 6. Participation is supported by training for adults                    | Are the staff from Save the Children and the NGO partners child friendly or not?  
Do the staff have confidence to facilitate children's participation in peace building?  
Are staff able to effectively support children's participation in peace building in your community? |
| 7. Safe and sensitive to risk                                           | Do you feel safe when you participate?  
Have risks been identified and ways to keep you safe been put into action?  
Do you know where to go for help if you feel unsafe while participating in the project? |
| 8. Participation is supported by training for adults                    | Are children supported to participate in follow up and evaluation processes of their children's |
**accountable**

| participation in peace building initiatives?  
Do adults take your views and suggestions on peace building seriously and act upon your suggestions?  
Are you given any feedback from Save the Children about any requested support needs or follow up to children and young people’s peace initiatives? |

- After a few minutes of discussion on each pot encourage the children and young people 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 baseline score and the reasons.
- If less than 3 beans are placed in the pot, then also encourage the children and young people to share their ideas and suggestions about what else needs to be done to ensure that the requirement is met (for example in requirement one - what kinds of information and in what formats is needed by children to ensure that participation is transparent and informed?). **Record all the suggestions given.**
- Move on to the next pot and repeat the process until all the requirements have been explored.
- At the end facilitate a plenary discussion between children and young people to share and compare their results and to discuss about which requirements are more or less met and the reasons why.
- Encourage the group members to prioritise the ‘3’ most important suggestions to improve the quality of children’s participation in peace building.

- To explore gender and age differences you may want to consider undertaking the pots and beans activity in separate age and gender groups. However, within each age group plenary discussions can enable female and male representatives to share their results and negotiate a collective score. Any differences in opinion can be recorded.
- A poster of the rating scale could be produced and placed on the wall as a reminder.
- This exercise should also be conducted with Save the Children and NGO staff involved in the programme.
Drama can be used to explore significant obstacles to children's participation in peace building and strategies to overcome such obstacles.

30 - 45 minutes

Flipchart paper and pens

- Working in groups of 6 - 10 children/young people encourage them to spend 10 minutes discussing the most significant obstacles affecting their participation in peace building work. List these main obstacles and also discuss strategies and solutions to minimise and/or overcome these obstacles.
- Give 5-10 minutes for children to develop a brief 5 minute drama which illustrates the main obstacle faced and strategies to overcome the obstacle.
- Ask each group to present their drama.
- Discuss each of the dramas and have plenary discussion on:
  - Key obstacles to children and young people's participation in peace building
  - Strategies and solutions to overcome the obstacles.
Reflecting on, monitoring and evaluating the OUTCOMES of children's participation in peace building:

For each initiative on children's participation in peace building concerned stakeholders need to be aware of their objectives and the outcomes they are trying to achieve. In undertaking monitoring and evaluation of outcomes it is important to find concrete evidence of any change, rather than merely an assertion that the impact has been achieved - for example, reduced discrimination in schools. Thus, in addition to using the participatory tools shared below, it will be useful to identify other data sources that may provide additional evidence (e.g. data from school authorities on reduced drop out from schools of children from ethnic minorities).

**Body mapping** can be used to explore changes in children before and after their involvement in the participation in peace building initiative.

- **60 - 90 minutes**

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

- 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 and young people that are an outcome of their participation in peace building initiatives. 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 participation in the peace building initiative, and the right-hand side represents the child AFTER their participation in the peace building initiative (now).

Encourage each child/ young person to think about changes in themselves that are outcomes of their involvement in the peace building initiative. 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 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 and young people 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 peace building initiatives, and the right-hand side represents the child AFTER their participation in the peace building initiatives (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 and young people'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 and young people (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 and young people which are the most significant changes from their participation in peace building processes, and why? Discuss if there are any differences in changes among girls or boys? Older or younger children? Or due to any other differences?

After this body mapping exercise, if there is time, some of the other complementary tools, 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 in peace building.

60 – 120 minutes

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

- Introduce one of the visual image of children in context (see diagram below). 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 there are from children’s participation in peace building.

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8 Use whichever visual image is more meaningful to you and the children you work with.
Initially we need to review the objectives of our children’s participation in peace building initiatives. What are our objectives? What have been trying to change and at which level (e.g. in children? In families? In communities? In Society?) through our children’s participation in peace building initiatives?

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

Write at least 3 objectives each on separate post-its and place them in the relevant circle which best illustrates the changes we were trying to achieve (e.g. increase peaceful relations in family level; reduced discrimination in the community level etc).

Now discuss and identify changes that have been brought about at different levels (in children, families, schools, communities, at district level, national level etc) through children and young people’s participation in peace building. Write each change (positive or negative) on a separate post-it and place in the relevant circle.

Consider if there have been any other unexpected changes or outcomes of the project and add these to the visual circle.
Now we want to explore the nature of the changes, and the extent to which are objectives have been met.

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').

<table>
<thead>
<tr>
<th>Different levels</th>
<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>
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Explain that it is important for children and young people and other stakeholders to discuss any unexpected outcomes, positive or negative changes, as well as any expected outcomes arising from children’s participation in peace building. 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 and young people (and other relevant 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:

- Discuss how many children and young people have directly or indirectly benefited from the children's participation in peace building initiatives. 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?
Stories of Most Significant Change resulting from children and young people’s peace building initiatives can also be shared by children and young people (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.

*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

- 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 in peace building? and why? It is also important to listen to (and record) their reasons why they think this change is most significant.
- Encourage children and young people 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 and young people’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.
Reflecting on the SUSTAINABILITY of children's participation in peace building:

Venn Diagram to help children and young people identify important partners who influence their Child Group and peace building initiatives, and to identify strategies to gain increased support from them thus enhancing their sustainability.

60 minutes

Large flipchart paper, Coloured paper to cut circle shapes in different sizes (at least four sizes), glue, scissors, tape, pens.

- Explain that this tool will enable them to identify important partners who influence their Child group and peace building initiatives, and to identify strategies to gain increased collaboration and support from them.

- Working in small groups spend about 10 minutes to discuss, identify and list stakeholders who have a positive or negative influence on Child Group and/or children’s participation in peace building processes or activities.

- Come back in a large group and share your findings to create a list of all relevant partners (e.g. local NGO, teacher, religious leader, Women's Group, Youth Group, Local Government Official, police, local military commander, national government etc.)

- Identify the importance of each partner to the Child Group: For each partner, decide how important their influence / support is to Child Group and children’s participation in peace building processes. Their current influence may be positive or negative. Place the partner's name on a large, medium, small or very small circle depending on their importance. The most important partners are each written on their own circle. For example:
- Start building the Venn (Circle) Diagram: Write the Child Group's name on one of the large circles and place it in the middle of a large flipchart paper.

- Arrange partners near or far away from the Child Group to indicate the degree of partnership between them: Discuss and place each of the circles near or far away from the Child Club to illustrate the degree of partnership. For example if there is a lot of collaboration between the Child group and the Village Development Committee for children's participation in peace building activities then place the circle with the Village Development Committee close to the Child Group. If the Child Group, Youth Group and Women's Group work collaboratively on peace then place all three circles close to one another. Or for example if there is no partnership between the Child Group and the local Government official in supporting children's peace building initiatives then place the circle with the local Government official far away from the Child Group.
Discuss the Circle diagram findings: what are your main findings? Who are good allies and partners of the Child Groups for peace building initiatives?

Discuss and record on post-its the types of support you get from each of these stakeholders and if there are any ways to strengthen such support.

Are there any important influential partners in terms of peace building who the Child Group has not formed a positive partnership with? If so, why? How can partnerships be built with such stakeholders to ensure sustainable opportunities for children and young people's role in peace building.

Share ideas to strengthen alliances where partnership is currently weak: Discuss how partnerships can be strengthened with these influential stakeholders? How can they be approached and encouraged to positively support Child Group and children's role in peace building processes? Can other allies (stakeholders whom Child Groups have good partnerships with) support the Child Groups in reaching out to and getting better support from partners where partnerships are weaker?

Discuss and prioritize action efforts to strengthen partnerships with all influential partners.

Children and young people may identify influential partners for peace building that currently have a negative impact on the group. The group may lack confidence or power to approach or gain positive support from them. However, as indicated in this exercise, children and young people can be encouraged to identify 'allies' supportive partners who may support them in approaching other relevant stakeholders, or who may approach relevant partners on their behalf.