



A Passport to Participatory Planning

A Resource Pack to bring street-connected children's voices into NGO planning, monitoring and evaluation

In association with



Foreword from Aviva

Cover photo courtesy of Helen Veitch, Children Unite. With thanks to the children from Mwanza, Tanzania who are planning an advocacy campaign in this photo.

As a global insurer with more than 27,000 employees and 31 million customers worldwide, we are committed to making a real contribution to society through our business activities and community development programmes.

Our purpose as a business is to free people from fear of uncertainty and few face more fear or uncertainty than street children. That is why we have worked to create a lasting impact for street children since 2009 by partnering with the experts, supporting research and acting as a catalyst for change by bringing together multiple sectors to collaborate on creating sustainable solutions. Our original goal was to help 500,000 children by 2015. Thanks to the help of our partners, employees and customers, we have already reached more than 820,000 children, but there is so much more to do.

After supporting the 2011 report by the UN High Commissioner for Human Rights on: 'the protection and promotion of the rights of children working and/or living on the street', we are now actively engaging with the recommendations from that report. One way we took action was by commissioning a pioneering participatory study, PASSPORT, led by Dr Thomas de Benítez, in response to the UN call "to ensure that children, as experts on their own lives, participate in information gathering, analysis and dissemination of research".

By taking on this in-depth participatory assessment we aimed to learn, alongside our partners, from the children, their communities and individuals on the front-line of service delivery. We wanted to know what matters to young people, how they believe the programmes they're involved in are working and how they could be made more effective.

We encountered surprises along the way and learnt a lot about supporting our partners more effectively. As a business we know how important it is to have deep insight into what matters most for our customers. Yet one of the biggest surprises for us has been how novel the qualitative, participatory evaluation approach is amongst donor-NGO partnerships. In order to realise the benefits of taking this approach across our Street to School partnerships and to contribute to the development of this area of practice amongst NGOs working with street-connected children more broadly, we have created this resource to support the integration of participatory approaches into ongoing monitoring and evaluation.

We were delighted to work with Sarah Thomas de Benitez, Felix Holman and Helen Veitch to develop a resource which gives practical advice on how to include street-connected children in planning, monitoring and evaluation of the services they receive.

We hope that by sharing our experience of including this valuable element within the way we shape, monitor and evaluate our programmes, we can shed light on the value of true child participation to all parties. We believe, now more than ever, that by carefully listening to the voice of the beneficiaries in our programmes, just as we do with our customers, we can have a much greater and sustained impact. We have learnt a great deal from this process and hope that this resource will add to the existing materials and that organisations using this resource will provide feedback so we can further develop PASSPORT Plus.

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Units and Activity Sheets

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Introduction

This resource pack offers non-government organisations (NGOs) working with street-connected children an opportunity to involve these children in planning, monitoring and evaluation of the services they receive. It gives practical advice that is based on a deep understanding of the constraints but also the great possibilities of working with this group of children.

How can NGO staff use this resource?

- It is best to start with Unit A (getting to know children) and work through to Unit D (planning with us) over the course of a semester or year. This sequence is desirable to maximize NGO learning, but is not necessary – and staff can start at any stage if they wish to try out a specific activity.
- The resource is not a 'menu' but rather offers the 'essence' of child or youth participation in NGO service planning, monitoring and evaluation – so that each NGO can develop and adapt new, further activities to respond to street-connected children's needs, organizational needs, and the local context.

Who is this open-access resource pack for?

Non Governmental Organisations (NGOs) who:

- Provide support for children in street situations and who have a basic planning, monitoring and evaluation system already in place
- Want to bring children's voices into regular service assessment

- Want to improve service effectiveness and to better inform their planning, monitoring and evaluation
- Have staff experience in hands-on work with children and who are familiar with participatory facilitation
- Have scarce resources, probably based in the global south
- Are Members of the Consortium for Street Children or
- Are Partners of Aviva's 'Street to School' Programme

Front-line staff, Facilitators and researchers:

- Looking for step-by-step guidance to street-connected children's participation in monitoring, evaluation and planning of services.

Children

- The group of children this resource is aimed at are 'street-connected'; the street is a central point of reference for them. These children are sometimes known as 'street children', they have developed strong bonds with people, places and activities in the street that affect their development (how they grow) and identity (who they are) and their behaviour (how they react of cope with risks that are specific to the street). They can be children or youth. Usually they live, work or spend (or have spent) large chunks of time on the streets (some of them live with their families and work on the street, others live, sleep or eat on the street on their own). They may have dropped in and out of formal education. This is reflected in the options for delivering the different activities.

Introduction continued

In what physical conditions can it be used?

- On the streets or in NGO-run buildings (each Activity Sheet specifies appropriate locations) such as a shelter or drop-in centre.
- It is assumed that most NGOs will not have strong or secure internet connections, and that some will have insecure electricity supply – so we have not relied on computers or electrical equipment (projectors/TV) to run activities – although we assume that cameras are available.
- On-street activities might be run in a quiet corner of the street (a hang-out area, park, piece of waste ground) but activities could be interrupted and there may be noise and distractions that will make it hard for Facilitators to work with children for long. Activities are likely to have to take place on the ground rather than on a table. Some children may well feel more comfortable on the streets than in the NGO building as the street is, effectively, their 'home'.

What does the pack contain?

- 12 'Activity Sheets' – packaged into 4 'Units' – that recognize and build on children's strength, and understand that identity development in the streets creates challenges and opportunities. The activities also take account of temporary, erratic, or inconsistent participation by children.
- Each Activity Sheet addresses an aspect of 'street connections' that is vital to children's daily lives and important for service providers to take into account. Units progress from understanding young people and their priorities (Unit A), to including their aspirations in service planning (Unit D).
- A visual guide to the Organization of all 12 Activity Sheets.
- Guidance for NGO staff (in particular Facilitators of activities) in using the 4 Units to make the activities transformative experiences for children and useful inputs to NGO evaluation and planning.
- Reporting formats in each Activity Sheet to help Facilitators bring findings together to inform evaluation and planning and a Guide to Data Analysis to help NGO staff to use the findings.
- Ethical considerations, to help ensure that children, Facilitators and NGO staff take a safe and ethical journey of learning.

Introduction continued

Where did it come from?

- **PASSPORT 'Plus'** emerged from a recommendation made to Aviva in the final report of **PASSPORT 2012** – a participatory project with street-connected children in which 4 NGOs participated (YouthLink, Save the Children India, CRY and ADV Italy) in 3 countries.
- www.aviva.com/corporate-responsibility/community-development/street-school/ourapproach/
- The recommendation was to develop a toolkit for NGOs to help build capacity for in-house participatory research with street-connected children. This **PASSPORT** resource pack adapts activities from **PASSPORT 2012** and imports from other projects: by StreetInvest (member of Consortium for Street Children with expertise in training of staff working directly with street-connected children), Children Unite (expertise in participatory approaches with children), Save the Children (expertise in children's participation) and Consortium for Street Children (expertise in street-connected children).

Guiding principles that are Rights Based and ensure:

- Accountability to young street-connected people as '**end users**' of services
- **Empowerment** of participants in activities to inform planning, monitoring and evaluation
- Respect for the best interests of the child (UN Convention for the Rights of the Child)

Main ingredients:

- **A participatory approach** in which street-connected children are involved in generating and analysing information about NGO services they receive
- Understanding children in street situations as facing **complex problems** in their development. They have experienced multiple deprivations, live unpredictable lives. There are no obvious responses or measures of success. As they experience change, unexpected results often occur. This means that for planning and evaluation, perceptions need to be taken into account as well as more objectively observed and measured changes.
- Children's (or adult) perceptions are how they feel and understand their experiences. Perceptions are important to capture for service evaluation because they give additional information, often explaining why something happens. They cannot replace the evidence – the 'what happens' – but rather they can complement and improve the evidence by offering explanations about 'why and how it happens'.
- **Systemic thinking**, which focuses on change processes rather than on snapshots, and on inter-relationships rather than on linear cause-and-effect.
- **Developmental Evaluation**, an approach that helps NGOs develop projects which are intended to produce change in the circumstances or lives of people who face **complex problems**. It provides information quickly about the effects of changes.

2. Glossary of Terms

Terms explained in the glossary have been highlighted in **blue** in the text of this document.

Agency	Children's agency refers to their capacity to be active and to act on the social world, rather than be seen as passive recipients of what happens to them.
Anonymity	Due to the sensitivity of some of the topics being discussed in activities, this resource recommends obscuring the identity of the child participants (anonymising) so that their contributions cannot be traced directly back to them.
Child	Any person under the age of eighteen years (as defined by the United Nations).
Child protection	Protecting a child from violence, abuse, neglect and/or exploitation through preventative and responsive guidance, policy and action.
Complex problems	Issues that are difficult to define; have tangled root causes; involve stakeholders with diverse values, interests and positions; vary from person to person, community to community; are constantly evolving; and have no obvious answers or measures of success.
Confidentiality	Imposes a boundary on the amount of personal information and data that can be disclosed without the consent of the child.
Developmental Evaluation	An approach that helps NGOs develop projects which are intended to produce change in the circumstances or lives of people who face complex problems. It provides information quickly about the effects of changes.
End User	The ultimate consumer of a service, especially the one for whom the service has been designed (in this resource, in most cases this will be street-connected children).
Empowerment	Strengthening an individual's personal ability to make choices, build assets and develop confidence and self-belief.
Informed consent	The process of fully informing children and young people (and their parents or carers if appropriate) of the purpose of the activity and what their involvement will be, before they decide whether or not they want to participate in the activity. Informed consent is an explicit agreement, which requires participants to be informed about and have an understanding of the activity. It must be given voluntarily and be renegotiable, so that children may withdraw at any stage of the activity.

2. Glossary of Terms continued

Participatory research	When the people whose lives are being studied are involved in collecting and analysing the data.
Planning, Monitoring and Evaluation (PME) Approach	The PME methods, tools and concepts and the way they are implemented within a specific context of a programme or organisation. It is also about the underlying values, principles and agenda that come with such methods, tools and concepts.
Pseudonym	A fictitious name, in this resource it is suggested that pseudonyms are used by children to obscure their identities.
Resilience	The capacity to withstand considerable hardships, to bounce back in the face of great adversity, and to go on to live relatively normal lives. Some people see resilience as the capacity to face, overcome and be strengthened or even be transformed by difficulties.
Street-connected children	Children for whom the street is a central point of reference. Sometimes known as 'street children', they have developed strong bonds with people, places and activities in the street, that affect their development (how they grow) and identity (who they are). They can be children or youth. Usually they live, work or spend (or have spent) large chunks of time on the streets (some of them live with their families and work on the street, others live, sleep or eat on the street on their own). They may have dropped in and out of formal education.
Systemic Thinking	Thinking that focuses on processes of change, rather than on snapshots, and on inter-relationships rather than linear cause-and-effect. It recognizes that young people with multiple deprivations live non-linear, dynamic and unpredictable lives.
Well-being	A state in which an individual realises their own potential, can cope with everyday life and function productively.

3. Guidelines for Organisations

The following guidelines are for staff from the NGO that is expecting to use this resource – who are likely to be staff with responsibility for planning, monitoring and evaluation.

Identifying a lead person: it is recommended that NGOs identify one person to take overall responsibility for implementation of this resource – a lead person or manager with responsibility for planning, monitoring and evaluation within the organisation. The following issues will need to be addressed by the lead person.

Existing Policies and Procedures: it is expected that the following policies and procedures are already in place for NGOs using this resource:

- **Child Protection Policy and Procedures:** these procedures will need to link to all the activities run with children (see section 11 Ethical Considerations);
- **A clear Planning Monitoring and Evaluation System:** data from the activities outlined in this resource will feed into the organisation's planning, monitoring and evaluation system.

A commitment to involving children in decision-making: managers and colleagues in the NGO need to support those (such as Facilitators) involving children in decision-making. The NGO should be committed to children's rights and recognise that the long-term benefits outweigh any extra resources needed to run these activities.

Resource implications: the participation of children in decision-making is an ongoing process that requires commitment in terms of staff time and resources as follows:

Extra costs: such as expenses (travel and food) for children to attend meetings or other related events. Equipment such as flip-charts, cameras or digital recorders (some phones can act as voice recorders and cameras) are necessary for recording data during activities. Some organisations may also want to give a small 'gift' to children to thank them for participating.

Training (of staff or children): this may be needed so that real **empowerment** can be achieved and is a long-term investment (for example on children's rights or facilitation skills).

Staff time: as well as the time to run the activities with children, staff may also need to allocate time to receive or deliver training, for communicating with children (to set up activities) and for preparation and piloting of activities. After the activities have been run staff time may also be needed for transcription and analysis of data from the activities; and for incorporating data from activities into planning, monitoring and evaluation of services.

3. Guidelines for Organisations continued

Please note that all of the above resource implications will contribute to long-term benefits for the organisation in terms of improved relationships with children, improved and more targeted services for children, improved learning for NGO staff and enhanced planning leading to the potential for more cost-effectiveness and improved reporting to donors.

Finding Skilled and Experienced Facilitators: it is recommended that two people act as Facilitators for all activities; one to take a lead on activities and another to co-facilitate. As some of the activities may be held with single sex groups, at least one of the Facilitators should be the same sex as the single sex group of children. Also, in some of the activities the second Facilitator may need to take a 'note-taking' role. This is made clear in the relevant Activity Sheets. At least one of the Facilitators should be experienced in using participatory facilitation techniques – by this we mean someone who has run participatory activities with street-connected children before. It is very helpful if Facilitators understand the kind of experiences street-connected children have gone through – so they may have worked with street-connected children for some time or they could have been a street child themselves. However, facilitation is not the same as teaching or training. It is important that Facilitators are confident and comfortable using participatory and creative facilitation techniques with groups of children. Facilitators should be able to:

- get children working together to solve problems;
- give children space to join in or have their say;
- adapt, improvise and listen to children's ideas so that everyone feels included
- work with respect to build children's self-esteem so that they feel confident to participate in the activities
- have energy and inject a sense of fun and enthusiasm into the activities

Background of children: This resource is specifically designed for NGOs working with **street-connected children** (children for whom the street is a central reference point – one which plays a significant role in their everyday lives and identities).

Age of children: This resource is designed for use with children between the ages of 8 to 18 years old. In general, group work is more successful if the children in the group are about the same age. Consequently we suggest activities are run with children aged 8–12 years, 13–15 years or 15–18 years – if this is possible. These are just suggestions however, NGOs can work with older or younger children if they think the activities are suitable.

3. Guidelines for Organisations continued

Sex of children: because of the sensitive nature of some of the topics being discussed some activities will need to be discussed in single sex groups of children rather than mixed groups. If this is not possible please be aware that in mixed groups, boys tend to dominate discussion. Facilitators will need to have a number of strategies to address this.

Testing the Activity Sheets: it is expected that Facilitators test or pilot each activity with adults (staff from the NGO) BEFORE it is run with children. In testing each activity Facilitators should make use of the reporting forms in each Activity Sheet. This will allow a comparison between data from adults and data from children. Testing the activity in full, with conditions as close to the 'real thing' has a number of benefits:

- it gives the team data on how to adapt the activity to the local context
- it enables a wider group of staff to engage more thoroughly with the process
- it enables the team to identify ethical issues (risk assessment) that may need addressing before the activity is implemented with children
- it allows the team to develop appropriate 'children-friendly' language for complex concepts or words
- it gives the NGO data on staff predictions of children's opinions and knowledge that can be used in analysis to compare with children's actual opinions and knowledge (see Facilitator's Reporting Form on each Activity Sheet).

Creating children-friendly environments: all activities should take place in a children-friendly environment (i.e. children should feel comfortable in the space). In this resource two possible locations for activities are suggested: on the street or in a room. Additionally, it is advisable to provide adequate snacks and drinks for children to eat and drink during breaks in the activity and is a good idea to provide some kind of thank you or incentive to children once they have completed the activity (or a number of activities) such as a gift, a group photograph or a certificate of appreciation.

Timing: street-connected children are often working children. It is important to factor in the times of day or the time of week when children are available, when they are not tired or are not thinking about other commitments to family/carers/siblings. Staff's local knowledge of the context of the children your NGO works with, should help in identifying suitable and convenient timings for activities – bearing in mind these may not be the 'normal' working hours of the NGO.

Feedback: Facilitators are asked to send their feedback to the Consortium for Street Children. Feedback data from those who use this resource will help improve it. Please send an email to info@streetchildren.org to receive the feedback questions putting the phrase '**A PASSPORT to Participatory Planning**' in the subject heading.

4. Guidelines for Facilitators

The following guidelines are for Facilitators of activities with street-connected children (refer to Activity Sheets 1–12) and aim to help Facilitators prepare for implementing the activities.

Ethics and Child Protection?

Section 11: Ethical Considerations outlines the key ethical issues that the facilitation team may have to face when running activities with children. Although they cannot cover all ethical issues that arise during activities, the guidelines outline the key issues that may need to be addressed and suggest responses for NGO staff and the facilitation team. It is strongly suggested that all Facilitators familiarise themselves with the ethical considerations and are involved in risk assessment procedures for the activities in this resource.

Activity Sheets 1–12 are organised as follows:

Facilitators Notes: notes for Facilitators have been added in a right-hand or left-hand column on each Activity Sheet. These notes outline specific information for Facilitators regarding the activity such as ethical issues that Facilitators may need to be aware of, reminders or instructions on how to document the activity.

Main Aim: outlines the main aim of the activity, what will happen etc.

Recommended Conditions for this Activity:

- Age limits: any age limitations for participants
- Sex of children: some activities are more suited to single sex groups of children because of the sensitivity of the topic

- Group size: most activities are for groups of children, two activities are for individuals
- Time: the length of time the activity should take
- Location: some activities need to be undertaken inside, some outside.

Objectives of this Activity:

All activities have objectives in four fields:

- 1. Children's Participation:** to give children the opportunity to influence decisions about their own lives. Good participation by children should be based on mutual respect, open and equal dialogue and exchange of information with adults and other children.
- 2. Children's Empowerment:** to enable children to feel valued and listened to. To help them recognise their own capabilities and how they can affect decisions and choices in their day-to-day lives.
- 3. NGO planning:** to enhance and develop (more) effective service planning and delivery by involving children in a 'whole system' approach, allowing them to express themselves through their experiences and comment on services and mechanisms that support them.
- 4. NGO learning:** to create opportunities for new learning and recognition of talents and skills of both staff and children (beneficiaries).

Materials the Facilitator will need: this section outlines materials needed to run the activity (e.g. flip-chart paper, pens) as well as materials Facilitators need to prepare in advance.

4. Guidelines for Facilitators continued

Ground Rules: it is expected that all participants in each activity abide by some 'ground rules' to ensure the activity runs smoothly and that everyone is able to participate fully. Ground rules should be established by participants at the beginning of each activity. The following is one example of how to develop ground rules

Ideas Avalanche (10 minutes to implement) this activity allows the group to establish a 'deal', which everyone agrees to in order to make the activity work. The responsibility for 'making it work' then rests with everyone in the group and it gives a reference point if problems arise later.

Ask the group for their ideas on the rules they think will help to make the activity work well and run smoothly. As people call out their ideas write them up on a flip chart. It is crucial that you write up all ideas and suggestions to value them, even if they seem impossible or unrealistic. Once all ideas are written up discuss which ideas are most practical, whether any are impossible because of safety issues or the law, and which ones should be discussed further. Use the following suggestions if the group do not volunteer many ideas: listening to each other, respect, keeping it safe, having breaks. It is worth noting that during activities children are expected to comment only on themselves (rather than other members of the group) to avoid criticism and judgment of others.

Point out that it is everyone's responsibility, not just the Facilitator's to keep the 'deal'! You may want to ask one of the group of children to act as a 'ground rules representative' and monitor whether ground rules are being broken at any point during the activity.

Anonymity and Confidentiality: due to the sensitivity of some of the topics being discussed in activities, it is strongly suggested that the real names of child participants in activities are not used in records or reports to protect the children's identities. Children will be given the opportunity to choose their own **pseudonym**. In addition as children may talk about dangerous or illegal activity or situations of abuse, Facilitators will need to be aware of NGO policy on confidentiality and any thresholds in place. See Section 11 Ethical Considerations for more information on children's anonymity and confidentiality.

Icebreakers: the purpose of an icebreaker is to prepare the group of children for the main activity, to break down barriers or inhibitions and make children feel comfortable with each other. One ice-breaker is recommended for each activity and should take from 5–15 minutes to run with the group. Facilitators are encouraged to adapt icebreakers to their local context or use other icebreakers they have that are more suitable to the group's experiences and background. Facilitators can encourage children in the group to run icebreakers themselves.

Main Activity: this section outlines instructions for Facilitators in how to run the main activity. The objectives (above) relate to this main activity.

Reflection: this section offers suggestions for how Facilitators can run a short reflection activity with the group – using visual reflection activities ('see') and listening or talking activities ('hear') and instructions on how the reflection data should be documented.

4. Guidelines for Facilitators continued

What happens next: Facilitators should undertake the following activities during each activity as follows:

Managing Expectations: thank the children for taking part in this activity and explain that the information and ideas they have provided will help the NGO to develop better services for children. Please also explain that the NGO may not be able to offer all the support it would like to children, and that it may take some time for any changes to take effect.

Confidentiality: Remind participants that they can discuss what others say in activities with their friends (or people outside the group) but that they should not use the real names of the participants. Equally that because children all used **pseudonyms**, no-one outside of the session will know exactly WHO put forward ideas or made statements during the activity. If photos were taken during the session remind children that photographs were taken of children's drawings and ideas not of their faces and that no-one will be able to be seen who took part in this activity from the photographs.

Analysis and Dissemination: Explain that you (the Facilitator) would like to share the information children provided during this activity at staff planning sessions, so that staff can see what happened during this activity. If applicable, explain that the NGO also wants to use information the children provided (including photographs of the children's work) in reports to their supporters (i.e. people who give money to the NGO to support its work).

Validation: Ask each child to look at all the information they provided during the activity once again. Ask each child if they are happy with the information they provided during the activity – does it really explain what they meant or how they felt? Make any changes necessary to the documentation of the activity (take another photo if necessary).

Consent: Ask each child if they are happy for the information they provided to be shared with other people (as above). Make a note of any child who does not give their consent, ask if there are any changes they would like to be made to the information they provided and ensure this is noted down. Reassure all children that it is not a problem if they do not give their consent – that nothing negative will happen as a result and thank them again for taking part and giving you (the Facilitator) an opportunity to get to know them a little better.

Finishing up: this section gives suggestions for how Facilitators can continue reflection activities – using physical activities ('feel') as the last activity with the group.

Facilitator's Reporting Form: It is very important that Facilitators gain good quality data from activities. Consequently a 'reporting form' has been included in each Activity Sheet, which needs to be completed by Facilitators as soon as possible after the activity is finished.

5. A Guide to Data Analysis and Interpretation

In this resource, children and Facilitator group together and translate relevant **information collected** during each of the activities (in other words analyse) into **findings** that can inform NGO **Planning, Monitoring and Evaluation** (PME). Participants also validate their findings in the same session. Findings from most activity sessions consist of a combination of 4 elements:

- A **Facilitator's Report** for each Activity Sheet, which includes **reference data** to help the NGO's PME team understand basic characteristics of participants (e.g. sex, age, ethnicity), as context for interpretation of findings;
- **Group scores or rankings** (except in Activity Sheet 8 and 11 which are individual sessions and can be used to identify patterns);
- **Visual** (group) **products** such as Body Maps, Charts, Circles, Trees & Maps;
- **Photos** of (group) scores and products as evidence and for presentation to NGO PME.

These materials should be presented together, in a set for each activity session, to the NGO. They are the tools the NGO's PME team will use to **interpret** the findings from each activity session. These findings are **not** intended to inform academic research, which requires specific researcher skills, research design, framework & questions, method selection etc.

All of the resource pack's 12 Activity Sheets contain:

- 4 Objectives. **Objective No. 3** is aimed at **information** that can most usefully feed into an organization's PME system;
- A Facilitator's Reporting Form. This Form enables the Facilitator to present a **Facilitator's Report** containing a check list and **findings** that can be handed directly to the NGO for PME purposes.

For NGO use and interpretation of the findings:

- **Unit A** Activities (Well-being, My Connections and **Resilience**) can be used to:
 - **Assess** if and how the NGO addresses issues participants identify as important to their **well-being**, relationships, management of adversity and ambitions (to feed into general programme planning)
 - **Develop baseline information** for individual participants (to feed into individual planning)
- **Unit B** Activities (Keeping Safe & Healthy, Ways of Learning) can be used to:
 - **Assess** if and how the NGO addresses issues that participants identify as important to their safety, health and learning (to feed into specific service or project planning)
 - **Develop monitoring & evaluation indicators** to track improvements in children's safety, health & learning through service provision

5. A Guide to Data Analysis and Interpretation continued

- **Unit C** Activities (My Participation, My Change, Ranking Services) can be used to:
 - **Assess** structure, nature and perceived effects on children of service delivery (to feed into general service or project planning)
 - **Develop monitoring & evaluation indicators** to track effects of changes in service combination and delivery on children.

- **Unit D** Activities (My Street & Home Connections, My Hopes & Ambitions) can be used to:
 - **Plan services or projects**, using children’s perceptions of their own contexts and aspirations
 - **Develop individual life plans**, enabling NGO and children to plan together

The Facilitator and NGO share an obligation to children to use the information collected and to present their validated findings responsibly. This means recognizing the strengths and limitations of the information collected for subsequent use, as follows:

Strengths	Limitations
Accountability: Information is gained directly from children who are end users of services.	Limited input: Perceptions of end users are an important ingredient – but are only one of the inputs needed for PME.
New insights: Open-ended, exploratory inquiry, in a safe environment, can produce surprising insights that are rarely caught or recorded with other forms of questioning.	Size and selection: Number of participants is usually small and selection is not random, so findings cannot be generalized to a wider population of children.
Transparency: Information is collected using an ethical, participatory approach, and photos are taken of products (drawings, rankings etc.) to be used directly as an input to PME.	Limited depth: Activities do not seek to raise difficult or traumatic personal experiences that require therapeutic support.
Validation: Information is validated by participants during and at the end of information gathering and data processing.	Conditions of data collection: Quality of information depends on Facilitator skills and NGO support for a regular and participatory process.
Illustrative: Information collected can be used powerfully in reports etc. to illustrate and support the NGO’s work.	Evidence: Information collected cannot be used to demonstrate effectiveness or efficiency of the NGO’s work.

Note: It is important not to make claims that cannot be substantiated by the data or the way the data was collected. For example, selection of children for Activity Sheet 8 will affect how the NGO can use the findings: if random sampling is used, findings can be generalized more easily, but if children are chosen, then findings can be indicative and illustrative, but should not be generalized.

5. A Guide to Data Analysis and Interpretation continued

Planning, Monitoring and Evaluation (PME):

An NGO that wants to take account of children's views in evaluating and planning their services, needs to put – or already have – a system in place capable of:

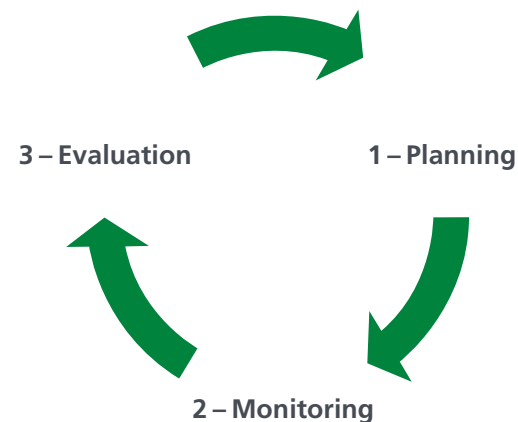
- Supporting regular consultations with children, at times that are suitable for inputting their information into on-going service monitoring and evaluation;
- Feeding information generated by children into wider service or project evaluation;
- Using results of that information to influence service or project design and planning.

This means that a staff member, team or department should be responsible for the NGO's PME. At its most simple, a PME system consists of the following:

1 Planning: Problem(s) identified, goals set and a series of actions designed to reach the goals over a specific period of time.

2 Monitoring: Information collected periodically during implementation of the project or service cycle to measure progress, keep things on track and/or make conscious changes in light of information received.

3 Evaluation: Assessment at one point in time to find out how far the project met its goals during a specific period (e.g. 6 months, 1 year or the life of the project). Findings from the evaluation are considered and decisions then made to inform the next stage of planning, as follows:



In the real world, the complexity of street-connected children's lives and the turbulence of NGO work (buffeted by socio-political conditions, resource constraints and opportunities), mean that a PME system must be flexible and adaptive. Planning for data collection, analysis and take up by the NGO similarly need in-built flexibility and adaptability.

6. Organization of Units and Activity Sheets



A. Getting to know us	1. My Well-being 2. My Connections 3. My Resilience	Benefit: Uncovers hidden drivers – That shape street-connected children’s daily lives and needs – Provide reference information about children – Help create baseline for service evaluation.
B. How to look after ourselves	4. My Ways of Learning 5. Keeping Safe 6. Keeping Healthy	Benefit: Strengthens children’s capacities – To have control over their daily lives – Provide information about their daily lives and development – Generate information for service evaluation.
C. Our support services	7. My Participation 8. My Story of Change 9. Ranking Services	Benefit: Strengthens evaluation of support services – Children consulted as ‘end users’ of NGO services – Provide information about experiences of services – Generate information about service combination
D. Planning with us	10. Reaching Out – Street Connections 11. Reaching Out – Home & Community 12. My Hopes and Ambitions	Benefit: Enables services to be responsive to street-connected children – Children’s voices at the centre of planning – Provide information about children’s contexts and for planning service development – Generate information to help NGO and individual children plan together for the future

A: Getting to know us

B: How to look after ourselves

C: Our support services

D: Planning with us

Unit A comprises three Activity Sheets:

Activity Sheet 1: **My Well-Being**

Page 22 – 25

Activity Sheet 2: **My Connections**

Page 26 – 30

Activity Sheet 3: **My Resilience**

Page 31 – 34

Introduction

Unit A is the best place to start. Its three activities are designed to explore and share understandings of important aspects of street-connected children's lives – aspects usually missing from evaluation and planning because they are difficult to measure. They can be carried out in as little as 3 hours altogether or over a period of weeks.

Their use will help NGO staff understand children better, providing baseline information about children's ideas about their own well-being, their relationships and the ways in which they deal with adversity and stress.

A: Getting to know us

B: How to look after ourselves

C: Our support services

D: Planning with us

Unit A comprises three Activity Sheets:

Activity Sheet 1: **My Well-Being**

Page 22 – 25

Activity Sheet 2: **My Connections**

Page 26 – 30

Activity Sheet 3: **My Resilience**

Page 31 – 34

Activity Sheet 1: My Well-Being

Notes

- ① If you are holding this group outside on a pavement or concrete surface, you could use chalks directly onto the pavement surface.
- ② Spend 5 minutes brainstorming and writing some ideas down on the flip chart
- ③ Pay particular attention to 2. Child Protection and 3. Privacy and Confidentiality in the Ethical Considerations)

Main Aim:

To explore our understandings of well-being, developing a trusting, informed relationship between street-connected children and NGO staff for evaluation of support services.

Recommended Conditions for this Activity:

- Sex of children: Girls and boys together
- Group size: Max. of 10 children
- Time: 1 hour
- Location: On-street or off-street. Activity needs a flat surface for drawing or writing

Objectives of this Activity:

1. To give street-connected children the opportunity to explore and share understandings of well-being with NGO staff members, positioning children's vision of well-being at the centre of NGO thinking.
2. To enable children to express and reflect on things that are important to their own well-being and recognize their **agency** (children's capacity to act in the social world).
3. To provide the NGO with a deeper understanding of issues that affect street-connected children's well-being, setting the scene for child-centred evaluation of support services.
4. To enable NGO staff to develop trusting and informed relationships with street-connected children based on mutual understandings of well-being.

Materials the Facilitator will need:

- Equipment: Camera or digital phone with camera
- Stationery: 2 large pieces of paper (e.g. 3–4 pieces of A2 size paper taped together), post-it notes, pens, *pencils*, sticky tape flip chart paper
- ①
- Templates: Smiley Face Ranking Sheet

Explanation of Session to Participants: This session is an opportunity to share ideas about what makes you feel good about yourself – like having positive emotions, achieving things, being comfortable, eating good food, enjoying good relationships, feeling active, having goals – and many other things that make you feel good about who you are. Sometimes we call this 'well-being'. *What would you call it...?* If we can understand more about what makes children feel good about themselves, then we may be able to improve the support we, as an NGO, offer to children. You can be a part of this. Today we'll be making a map of a body to help our conversation.

- ②
- ③ **Ethical Considerations and Agreement on Ground Rules:** Explain **confidentiality**, ask participants to give their **consent** and invite each to choose a **pseudonym** (follow the procedures in Section 11: Ethical Considerations). Agree ground rules (see Section 3: Guidelines for Facilitators).

Activity Sheet 1: My Well-Being

Recommended Icebreaker: Who Are We? This activity helps people break down barriers in making relationships. Being able to make relationships is an element of wellbeing. Give each child a piece of paper with a picture or name of an animal (like a dog, cat, mouse and/or others that make distinctive noise). With their eyes closed, ask each child to move around the room making the noise associated with the animal picture, and to find others making the same noise. Form a group with the others making the same kind of noise. You will end up with two groups. These can form the groups for the main activity.

① Main Activity in 11 Steps: *My body my well-being*

Body Maps

1. Ask children to sit in two groups of five.
2. Within each group, hand out one large piece of paper to each group.
3. Ask one participant from each group to volunteer to lie down on the paper and someone else to draw around the outline of their friend's body.
4. Using different coloured pens, ask the children to identify 10 things that contribute to THEIR own well-being. Inside the drawing of the body, children can write or draw things that are directly related to the physical body (e.g. health/appetite/being strong/hygiene). Outside the drawing of the body, children can write or draw other issues that affect their feelings of well-being (e.g. relationships with family/self-confidence/dreams/faith).

- ② 5. *Spend 10 minutes discussing the different ideas with all children. Highlight to the group that it is a combination of factors that add up to 'feeling good' (note this is not the same as 'looking good'!) and that this can be different for different people. Remember, there are no right or wrong answers!*

Discuss

- ③ 6. Talk through the ideas that have emerged from the maps and *discuss*.
7. Now pin up (or place on the ground) a clean flipchart with the heading of one idea (or it may be a theme that includes 2–3 similar ideas e.g. shelter/safe place to stay). Do this for each of the themes that have emerged. Choose a maximum of 10 themes
8. Invite discussions on each of the themes. Ask each participant to summarise their thoughts or ideas on each theme into one sentence and write it on a post-it note and place on the flip chart. All the participants can do this together, but ask individuals to share their sentence, one by one, with the whole group at the end of this session. Examples might look like this: EG: LOVE 'I know my friends love and care about me' or SAFETY 'I feel happier when I have somewhere safe to sleep at night'.
- ④ 9. *AND/OR: If children would prefer to draw something simple that symbolises the word/theme, these can also be pinned onto the flip chart. EG: LOVE is symbolised by a drawing of a heart.*

Notes

- ① The sentences will throw up personal stories that reveal information about the child's life but may also touch on services currently offered by the NGO. Remember the 'best story' can be as revealing as the worst (Appreciative Inquiry Approach: see Glossary)

- ② Take a photo of the two body maps.

- ③ Talking through ideas: try using prompts if discussion is slow or difficult such as: **WORK/LOVE/SPIRITUALITY/CONFIDENCE/SAFETY FOOD/HYGIENE/SHELTER/FRIENDS/SUPPORT FROM NGOS/SUPPORT FROM SCHOOL/SUPPORT FROM FAMILY.** This is not a complete list, but can provoke ideas and thoughts.

- ④ Take a photo of all the completed flip charts.

Activity Sheet 1: My Well-Being

Notes

- ① Take a photo of the final ranking.

Ranking

- ① 10. Ask the children to RANK what they think is the most important issue affecting their well-being. There are 3 choices of Smiley Faces that can be drawn on post-it notes and placed next to the themes with written statements.

Most Important



Important



Not important



Reflection

- Visual (SEE) reflection: ask children to look at the body map they made and their rankings, to remind themselves of what they did.
- Listening/talking (HEAR) reflection: using the body map as a reminder, ask children to explain to the group what was important for them and what was surprising or new. Facilitate a discussion on these issues and write children's answers on flipchart paper (without using their names).

What happens next:

It is important to share this section with children so they know what is happening next and what you are going to do with the information. Explain and confirm children's understanding of the following issues using Section 3 Guidelines for Facilitators:

- Managing Expectations
- Confidentiality
- Analysis and Dissemination
- Validation
- Informed Consent

Finishing up

- Thank participants for helping you and the NGO to understand their well-being and for their ideas about how to improve their well-being.
- (FEEL) reflection: explain that the activity is finished. Suggest we each give OURSELVES a big feel-good-congratulatory hug (this is fun because hugging YOURSELF looks ridiculous but feels good!)

Links to future sessions

Activity Sheet 9 explores the SCOPE of children's participation. If you find that activity helpful, you may want to design your own 'Stage Two' Activity Sheet, ideally for the same group of children, to explore the QUALITY of children's participation. Materials source: <http://www.savethechildren.org.uk/resources/online-library/toolkit-monitoring-and-evaluating-childrens-participation>

Activity Sheet 1: My Well-Being

Facilitator's Reporting Form

DATE & LOCATION OF SESSION

e.g. 10 May 2014, on street – Main Square, City Centre

PARTICIPANT REFERENCE DATA ①

Ref No.	1	2	3	4	5	6	7	8	9	10
Pseudonym	e.g. John									
Age	e.g. 10									
Sex	e.g. male									
Length of time with NGO	e.g. 1 year									

ACTIVITY DATA: BODY MAP & THEMES

Photo taken of Body Map? ②	Yes/No
Theme 1 e.g. FOOD ③	e.g. I have plenty of food if I visit the Church the days they give out food' 'I have to wash the food I find in the bins, it is dirty. After I wash it I know there is no real goodness in that food'
Theme 2 etc.	
Photo taken of Healthy Tree?	Yes/No

ACTIVITY DATA: RANKING

Ranking	Most Important 😊	e.g. Health, family and friends
	Important 😄	e.g. School
	Not Important 😞	e.g. work
Photo taken of Rankings?	Yes/No	

Changes during validation? ④

Notes

① This data is useful to understand the basic make-up of the group and to be able to compare responses by age group and/or sex. As each participant chooses a pseudonym, note down their age and sex. There may be other factors that are relevant to the children's context (e.g. ethnicity, religion, whether they live on the street or work there), that you may want to introduce in future activities, to be able to see if different 'groups' produce different responses.

② VALIDATION PHOTOS: If changes have been made during validation use the photos from the validation process as the 'final' versions. Photos can be used by the NGO as evidence and illustration of the process.

③ Try to use children's own words as in this example

④ If there were any changes made by children during the validation process write them in here and take a photo of the changed data.

Activity Sheet 2: My Connections

Notes

① Bonds, ties, relationships or links are examples of other terms for 'connections'. But if the group does not understand the term connections you may want to explore the issue a little more by asking children what they would call 'connections'. Let children know that some of our connections can make us feel good, others don't make us feel so good. Some connections that are important to us can be strong while others may be weaker than we want them to be.

② Pay particular attention to 2. Child Protection and 3. Privacy and Confidentiality in the Ethical Considerations)

Main Aim:

This activity allows children to explore and express their feelings and views about their connections and relationships with the world outside and inside the NGO.

Recommended Conditions for this Activity:

- Sex of children: Girls and boys together
- Group size: Max. of 10 children
- Time: 1 hour
- Location: Centre based activity

Objectives of this Activity:

1. To give street-connected children the opportunity to talk about other relationships they have 'outside' their relationship with the NGO.
2. To explore choices children make when forming relationships; this activity gives children an opportunity to rate the value of their relationships, which can strengthen their sense of identity and belonging.
3. To help children and the NGO start to consider what services can be developed to help children strengthen 'weaker' (but important) connections. It can also show the NGO where children's connections are positioned in relation to their connections with the street.
4. To give opportunities for mutual learning and give NGO workers (centre based workers in particular) an understanding of the social relationships that make up children's lives.

Materials the Facilitator will need:

- Equipment: Digital recorder or phone with recording facility
- Stationery: Paper and pens or crayons, post-it notes
- Template: 10 x My Connections Sheet for participants, 2 x My Connections Prompts for Facilitators

Explanation of Session to Participants: Getting to know each other is at the heart of this exercise. This activity can help us understand who we all are by looking at relationships that are important to us. **This activity is for staff and children to do together**, so we can gain a shared sense of "knowing who we are". Sometimes we call our relationships – '*connections*'.

- ② **Ethical Considerations and Agreement on Ground Rules:** Explain **confidentiality**, ask participants to give their **consent** and invite each to choose a **pseudonym** (follow the procedures in Section 11: Ethical Considerations). Agree ground rules (see Section 3: Guidelines for Facilitators).

Activity Sheet 2: My Connections

- ① **Recommended Icebreaker: Fruit Salad.** Ask children to sit a circle (on chairs) with one less chair than the number of participants. Going around the circle, each child is given the name of one of three fruits, e.g., banana, mango, pineapple until everyone has a fruit name that they need to remember. Start by standing in the centre of the circle and calling out the names of one fruit. Everyone who is that fruit (e.g., all the 'bananas') must get up and quickly move to an empty chair, including the Facilitator. Those who are not 'bananas' remain seated. Whoever ends up without a chair then takes a turn in the middle, calling out the name of one group of fruit again. To get everyone to move all at once, the person in the middle calls out 'fruit salad.' Once the children understand the game, speed up the time between children claiming chairs and the next person calling out.

Main Activity in 5 Steps:

1. Give one copy of the 'My Connections Sheet' to each participant, including staff members.
- ② 2. Using the following prompts, explain clearly the themes represented in each circle, giving participants time to write their responses. Allow each child and participating adult to complete the circle you are referring to before you explain the next circle until all the circles have been completed. There is no special order, just ensure all the circles are completed.

Suggested prompts (to help participants complete their My Connections Sheet):

PEOPLE: Who is the most important person in your life? How are you related to this person? (relationship-focused rather than specific person)

GROUPS: Do you belong to a group? If so, which group is most important to you? Where does the group spend most of its time? (to find out where the group is located – is it on the street, in the community, a church group or somewhere else?)

EVENTS: Write one important thing that happened to you during the last year. It might be about you or your family or maybe some friends.

PLACES: Write the name of ONE place that is important to you (such as school, workplace, family, street?)

ACTIVITIES: What activity that you do makes you most happy? (e.g. eating, meeting friends, sport, dancing?)

VALUES AND BELIEFS: What do you care about MOST?

AMBITIONS: What are you looking forward to? What is your dream, your ambition?

LANGUAGES: Which languages do you speak? You can include your own street slang too!

3. Ask participants to talk in pairs for 5 minutes about what they have just experienced. They do not have to reveal any information that they don't want to.
4. Ask participants to rank each of the connections they have identified in their sheet; using the Smiley Face ranking chart ask participants 'rank' each of the connections they have identified in their sheet to find out how *important* each connection is to them child.
- ③ 5. Repeat the exercise but this time ask the participants to use the Smiley Face ranking chart to show how *'strong'* the relationship/connection is.
- ④

Notes

- ① This activity creates a sense of energy while requiring careful listening in order not to be caught out!
- ② Explain to the participants that you will talk them through the exercise and that they should complete one circle at a time, only after you have explained it. As you go through each 'circle' refer to the 'My Connections' Guidelines

- ③ Explain that 'important' can be a relationship or connection that is difficult as well as easy.
- ④ Explain that 'strong' in this context means a connection that is 'firm', 'lasting' or 'meaningful'. As opposed to a 'weak' connection that is easily broken or difficult to maintain.

Activity Sheet 2: My Connections

Notes

- ① With permission these discussions can be audio recorded
- ② Encourage quick energiser to finish on a positive note – clap of hands, quick song!

① Reflection:

- Visual (SEE) reflection: Ask the group to look at their My Connections Sheets and remind themselves of the things they wrote down.
- Listening/Talking (HEAR) reflection: Ask the group:
 - Was this fun/different/interesting?
 - What have you learnt about the different connections you have described?
 - Are there any connections you would like to strengthen?
 - What could we (the NGO) do to help strengthen these connections?

What happens next:

It is important to share this section with children so they know what is happening next and what you are going to do with the information. Explain and confirm children's understanding of the following issues using Section 3 Guidelines for Facilitators:

- Managing Expectations
- Confidentiality
- Analysis and Dissemination
- Validation
- Informed Consent

Finishing up

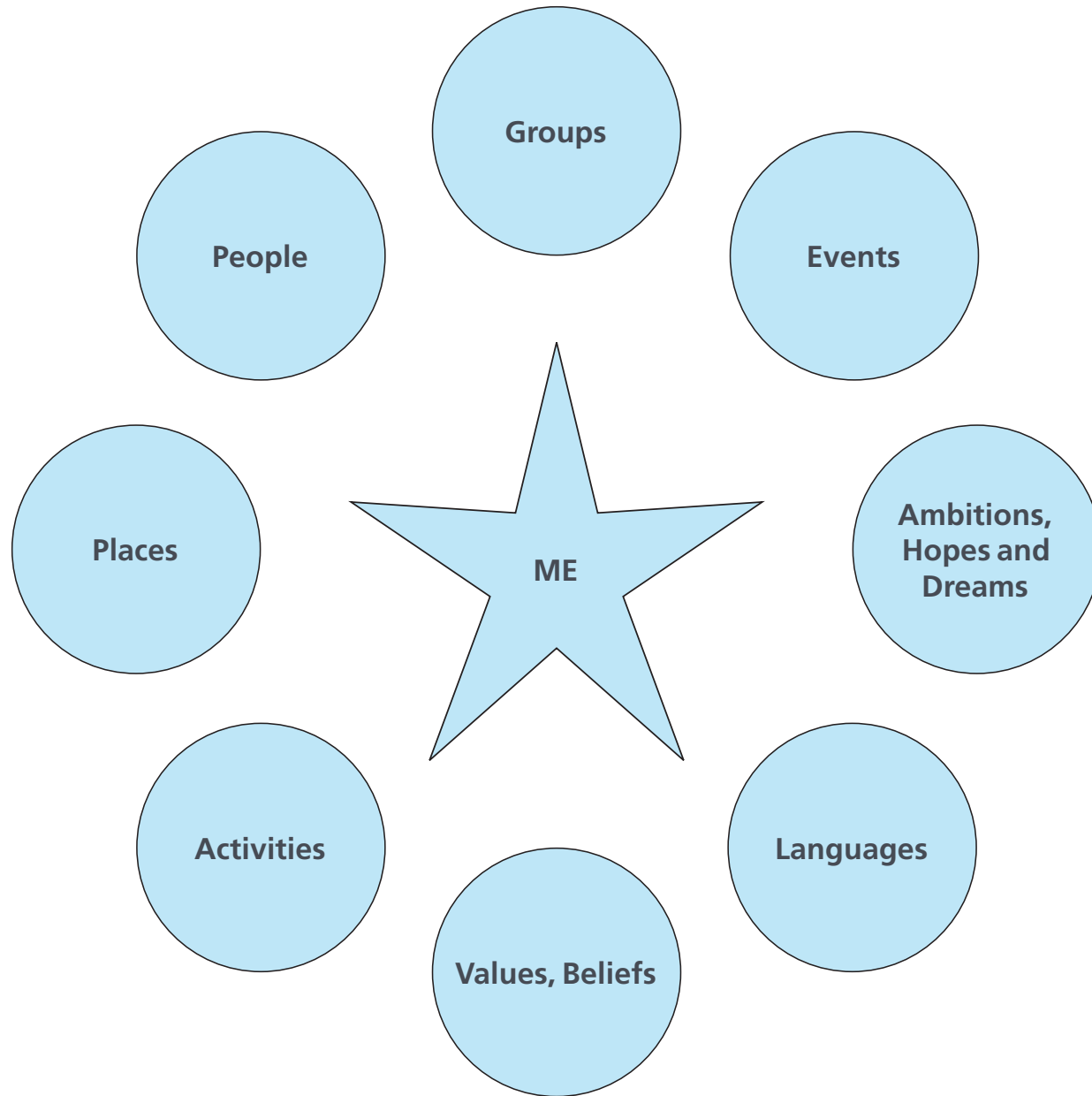
- Thank participants for helping you and the NGO to understand their connections on the street and for their ideas about how to improve their connections.
- (FEEL) reflection: Do some of your connections make you happy? Let's all join hands and make a connection now with the new group we have *created!*

②

Links to future sessions:

- The 'My Connections' completed sheets can be used as a baseline for further one-to-one work with children to see what has changed in the child's connections over time.
- 'My Connections' sheets can be used for children to explore if different connections are positive or negative and what can be done to strengthen weak connections.
- Activity Sheet 11 explores relationships with home and community. Each child's My Connections sheet can be kept on file (with permission from the child) for further one-to-one discussions and used to develop support strategies for the child, particularly if family reintegration is being considered.

Activity Sheet 2: **Templates: My Connections Sheet**



Activity Sheet 2: My Connections

Notes

① This data is useful to understand the basic make-up of the group and to be able to compare responses by age group and/or sex. As each participant chooses a pseudonym, note down their age and sex. There may be other factors that are relevant to the children's context (e.g. ethnicity, religion, whether they live on the street or work there), that you may want to introduce in future activities, to be able to see if different 'groups' produce different responses.

② Compare children's and staff rankings; make a note where the NGO is referenced in rankings.

③ Have photos been taken of each completed My Connections Sheet? If changes have been made during validation use photos from validation process as the 'final' versions. Photos can be used by the NGO as evidence and illustration of the process.

④ If there were any changes made by children during the validation process write them in here and take a photo of the changed data.

Facilitator's Reporting Form

DATE & LOCATION OF SESSION

e.g. 10 May 2014, on street – Main Square, City Centre

PARTICIPANT REFERENCE DATA ①

Ref No.	1	2	3	4	5	6	7	8	9	10
Pseudonym	e.g. John									
Age	e.g. 10									
Sex	e.g. male									
Length of time with NGO	e.g. 1 year									

ACTIVITY DATA:

ITEM		Children (in own words)	Staff
First Ranking of 'important' connections ②	Most Important 😄		
	Quite Important 😊		
	Not Important 😞		
Photos taken of each completed sheet? ③	Yes/No		
Ranking of how 'strong' the connection is	Most Strong 😄		
	Quite Strong 😊		
	Not Strong 😞		
Factors (connections identified by participants as most important to them)		e.g. Gangs (Group), Friends (People)	e.g. Values & Beliefs
		e.g. Work, Drugs (Activities)	e.g. Languages, Events
Any changes after validation? ④			

Activity Sheet 3: My Resilience

① Main Aim:

To give street-connected children an opportunity to talk about what resilience means to them and the resources they use to build their resilience. This session also provides data to the NGO that can help them in providing or developing services and activities that help children build resilience. Resilience is the ability to manage or recover from difficult or traumatic events (adversity).

Recommended Conditions for this Activity:

- Sex of children: Girls and boys together
- Group size: Max. of 10 children
- Time: 1 hour
- Location: On-street or off-street

Objectives of this Activity:

1. To give children the opportunity to talk about how they demonstrate resilience by dealing with or overcoming adversity in their everyday lives.
2. To enable children to recognise their strengths in overcoming difficulties and feel supported by sharing through stories.
3. To identify the role the NGO (in particular children's relationships with staff or street workers) can have in helping to reinforce children's resilience.
4. To give NGO staff insights (sometimes unexpected) into the dynamic lives street-connected children lead.

Materials the Facilitator will need:

- Equipment: Camera or a digital phone with a camera
- Stationery: Pens, paper, post-it notes, flip-chart sheets
- Template: Template 1 Coping and Getting Stronger – copy this chart onto a large piece of paper

Explanation of Session for Participants: In this session you will be invited to talk about your experiences, or maybe those of a friend if you prefer, at a time when you have overcome difficulties. We will look at what helps keep you strong and who or what gives you support through tough times?

② Ethical Considerations and Agreement on Ground

Rules: Explain **confidentiality**, ask participants to give their **consent** and invite each to choose a **pseudonym** (follow the procedures in Section 11: Ethical Considerations). Agree ground rules (see Section 3: Guidelines for Facilitators).

- ## ③ Recommended Icebreaker: *The Water Seller*.
- Facilitator asks two participants to step forward to act out a situation that the group can comment on. The scenario is: ACTOR 1: a young girl is selling water; this is her main source of income so it is a precious resource. ACTOR 2: a busy shopper looking at her phone bumps into the girl. ACTOR 1: She trips and falls and the water pouches tumble to the ground. FREEZE THE ACTION: Ask the group what happens next? Explain there could be various scenarios... Ask the group to briefly summarise what they think they would have done in that situation.

Notes

- ① This activity also gives an opportunity for children to understand the concept of resilience as 'Keeping Strong' and its importance in their lives
- ② Pay particular attention to 2. Child Protection and 3. Privacy and Confidentiality in the Ethical Considerations)

③ Possible outcomes to explore with the group:

- The girl is upset at the passer-by and has to pick up the water pouches, dust herself down and carry on. [Girl is used to this and feels powerless to do anything but get on with selling what is left]
- The passer by walks on [Girl learns to keep alert for others that might bump into her again]
- The passer by stops and helps the girl pick up the pouches [Girl realises that it was an accident and that she should be more aware of where she walks when selling water].

Notes

- ① You may need more than one sheet of paper to allow enough space for comments and post-it notes.
- ② See bibliography for more definitions of resilience.
- ③ Describing a difficult situation, particularly if it is currently happening, may make children upset – see 2.2 in Section 11 Ethical Considerations for what to do when a child becomes upset.
- ④ Scribe to note down comments
- ⑤ Refer to smiley face symbols in Facilitators Reporting Format at the end of this Activity Sheet
- ⑥ Take a photo of the post-it notes for PEOPLE after step 3 is completed. Take a photo of the post-it notes for OTHER FACTORS after step 4 is completed.
- ⑦ Refer to smiley face symbols in the Facilitators Reporting Format at the end of this Activity Sheet
- ⑧ Remind participants that if resilience can be described as the ability to recover from a negative event, being strong and able to handle setbacks is important for everyone and crucial for them [as street-connected children] to survive the hardships they face.
- ⑨ Explain that sometimes seeing something in your head can trigger some other memories, feelings, thoughts.

Activity Sheet 3: My Resilience

Main Activity in 4 Steps: COPING AND GETTING STRONGER

- ① 1. Put the copy of Template 1 Coping and Getting Stronger on the wall or on a *flipchart* stand. Talk through the example given in the template. Explain to the children the difference between 'coping' and 'getting stronger'. Explain that so much depends on how you are feeling on a particular day; and the context of what is going on around you. *Explain again* that resilience is when we recover from a difficult experience better than we had expected – does this help us get stronger as we grow through our experiences and help us think about our futures?
- ② 2. Ask children, in turn, to give an example of what they (or a friend) did or are doing to **survive** a particular experience (or something they are going through at the moment) and if there are things they did or are doing now to **get stronger** or to learn from the experience.
- ③ Ask each child, in turn, to say if any person helped them cope or even become *stronger*?
- ④ Ask each child, in turn, to say if anything else helped them cope or even become stronger?
- ⑤ 3. Ask each child to take a post-it note and rank on a scale of 'Most important', 'Quite Important' and 'Not Important', how important PEOPLE are in helping them keep strong.
- ⑥ 4. Ask each child to rank on a scale of 'Most important', 'Quite Important' and 'Not Important' *the* OTHER FACTORS that help them to overcome their difficulties.
- ⑦

Reflections

- Listening/talking (HEAR) reflection: Ask children to sit in a circle and to explain their immediate thoughts (i.e. moving quickly from one child to the next) on what they have learnt that is surprising or *new*? ⑧
- Visual (SEE) reflection: Ask the children if, when they did the role-play earlier on, they could see the experience happening to themselves? If children answer yes, explore with them how it makes them *feel*? ⑨

What happens next:

It is important to share this section with the children so they know what is happening next and what you are going to do with the information. Explain and confirm children's understanding of the following issues using the text in the notes column as a guide:

- Managing Expectations
- Confidentiality
- Analysis and Dissemination
- Validation
- Informed Consent

Activity Sheet 3: My Resilience

① Finishing Up

- Thank participants for helping you and the NGO to understand their resilience.
 - (FEEL) reflection: Ask the children to stand in pairs. The Facilitator and co-facilitator should demonstrate this activity first, as follows: Facilitators stand behind each other, the person in front slowly falls back and is caught by the other. Now ask the children to do the same activity. Slowly!
- ②
- Option Two (FEEL) reflection: 'Reporters': children get in pairs to talk about the ideas that have come from the *Icebreaker* and the Main Activity and then feed these back to the group

Template 1: COPING AND GETTING STRONGER

EXAMPLE			RATING		RATING
COPING	GETTING STRONGER	PEOPLE: WHO ELSE HELPED ME KEEP STRONG?	Smiley Face Scale	OTHER FACTORS: WHAT ELSE KEEPS ME STRONG?	Smiley Face Scale
③ <i>(name) had to sell water all day long to earn enough to eat</i>	<i>(name) saved enough money to rent a place</i>	<i>Friends</i>	<i>Most important</i> 	<i>Having a safe place to save my money</i>	<i>Quite Important</i> 

Notes

- ① This is a short energiser exercise which enables participants to show trust and support of others; this should be run with two adults.
- ② Both options can be used if there is time.
- ③ Add the name of the child who sold water in the role play in the first column

Notes

- ① This data is useful to understand the basic make-up of the group and to be able to compare responses by age group and/or sex. As each participant chooses a pseudonym, note down their age and sex. There may be other factors that are relevant to the children's context (e.g. ethnicity, religion, whether they live on the street or work there), that you may want to introduce in future activities, to be able to see if different 'groups' produce different responses.
- ② Make a note if children refer to staff at the NGO and their ranking
- ③ Have photos been taken of the flip chart? If changes have been made during validation use photos from validation process as the 'final' versions. Photos can be used by the NGO as evidence and illustration of the process.
- ④ Make a note if the services offered by the NGO are ranked
- ⑤ Have photos been taken of the flip chart? If changes have been made during validation use photos from validation process as the 'final' versions. Photos can be used by the NGO as evidence and illustration of the process.
- ⑥ If there were any changes made by children during the validation process write them in here and take a photo of the changed data.

Activity Sheet 3: My Resilience

Facilitator's Reporting Form

DATE & LOCATION OF SESSION

e.g. 10 May 2014, on street – Main Square, City Centre

PARTICIPANT REFERENCE DATA ①

Ref No.	1	2	3	4	5	6	7	8	9	10
Pseudonym	e.g. John									
Age	e.g. 10									
Sex	e.g. male									
Length of time with NGO	e.g. 1 year									

ACTIVITY DATA:

Rankings of how <i>important</i> PEOPLE are ②	Most Important 😊 Quite Important 😐 Not Important ☹️	
Photos taken after Stage 3? ③	Yes/No	
Rankings of how important 'OTHER FACTORS' are ④	Most Important 😊 Quite Important 😐 Not Important ☹️	
Photos taken after Stage 4? ⑤	Yes/No	
People and things identified by children as important for managing difficulties:	e.g. my mum, the security guard;	
Other factors identified by children as being important for managing difficulties:	e.g. dancing, hanging out with my friends	
Any changes after validation? ⑥		

A: Getting to know us

B: How to look after ourselves

C: Our support services

D: Planning with us

Unit B comprises three Activity Sheets:

Activity Sheet 4: My Ways of Learning

Page 36 – 40

Activity Sheet 5: Keeping Safe

Page 41 – 45

Activity Sheet 6: Keeping Healthy

Page 46 – 53

Introduction

Unit B builds both on information gained in Unit A and on the participatory process for gathering that data. Unit B's three activities generate information about ways in which children deal with problems in the street: how they learn, how they stay safe and how they try to keep healthy. The process for uncovering information is at the same time designed to help street-connected children strengthen their control over their daily lives.

Information yielded will provide a valuable input into evaluation by NGO staff of whether and how the NGO's services have addressed safety and health priorities identified by street-connected children. It will also help NGO staff to identify whether ways used to communicate information to children are a good match for the ways in which the children prefer to learn.

A: Getting to know us

B: How to look after ourselves

C: Our support services

D: Planning with us

Unit B comprises three Activity Sheets:

Activity Sheet 4: **My Ways of Learning**

Page 36 – 40

Activity Sheet 5: **Keeping Safe**

Page 41 – 45

Activity Sheet 6: **Keeping Healthy**

Page 46 – 53

Activity Sheet 4: My Ways of Learning

Notes

- ① If you know of other games that are similar in nature (auditory, visual or kinesthetic) please use these games instead.

Main Aim:

To recognize and validate different ways of learning, helping street-connected children to identify how they prefer to learn and what kind of support would help them to learn or improve their learning skills.

Recommended Conditions for this Activity:

- Sex of children: Girls and boys together
- Group size: Max. of 10 children, activity works best if they are of a similar age
- Time: 60 – 90 minutes
- Location: On-street or off-street.

Objectives of this Activity:

1. To give street-connected children the opportunity to explore and share different ways of learning.
2. To enable children to identify and appreciate the ways in which they prefer to learn
3. To provide the NGO with information about how children view the relationship between having fun and learning, and what kind of support would help them to learn and improve their learning skills.
4. To enable NGO staff to understand and appreciate the variety of ways in which children like to learn.

Materials the Facilitator will need:

- Equipment: Camera or phone with camera
 - Stationery: Marker pens for use on Activity Chart
 - Template: 1 piece of flip-chart paper with a copy of Template 1: Activity Chart (below) drawn on it.
- ① *Other: Three games, that can each be played in 10–15 minutes, can be home-made and relevant to the daily lives of participating children, as follows:*

1 – Auditory (Listening) game: e.g. 'Name the Characters'

Read or tell a story that has many people, animals or objects in it. Afterwards see how many of the animals/people/objects children can remember. Then read the story again, this time asking the group to identify those they remembered and those they did not.

2 – Visual (Seeing) game: e.g. 'Pairs or Memory Cards'

Buy or make a set of flash cards (choose a learning theme interesting to the children) in which each card is one of an identical pair. Lay all the cards face down on a surface and ask each child in turn (or they can play in teams) to flip 2 cards face up. If the two cards match, the cards are 'won' and withdrawn from the game. Continue until all pairs have been found. Encourage children to help each other.

Activity Sheet 4: My Ways of Learning

3 – Kinesthetic (Doing) game: e.g. 'Roll out the Marble': Participants are divided into 2 teams (standing in 2 lines), each child has a sheet of paper. Each child creates a 'cradle' with their piece of paper. Drop a marble onto the first piece of paper in the line. The aim of the game is to pass the marble down the line, rolling it through/across the paper, passing to next sheet without touching – to end of the line – and then back. If the marble is dropped, the team have to start again.

Explanation of Session to Participants: Explain to the group that this is an opportunity to find out and share ideas about how they and their friends like to learn and how they might be able to use that information to improve their learning skills. It is not a test about how much they know or how fast they can complete an activity. It is also a chance for the NGO to hear their ideas about learning and think about what we might be able to do to support them in learning. Explain that for this session they will be playing some games and then doing some scoring or ranking (ranking is ordering a number of things by deciding what's 'best', what's 'next-best' down to what's 'worst').

① Ethical Considerations and Agreement on Ground

Rules: Explain **confidentiality**, ask participants to give their **consent** and invite each to choose a **pseudonym** (follow the procedures in Section 11: Ethical Considerations). Agree ground rules (see Section 3: Guidelines for Facilitators).

Recommended Icebreaker: 'Fire Scenario' Ask everyone to think about what they would do if they were in a closed space with which participants are familiar (such as a shopping mall/church/cinema) and they smelled smoke. What are they likely to do first – yell, run or look around? Ask each child to say which he or she would do. Ask them to consider how the three reactions are different. Suggest these reactions show different styles of learning...

Main Activity in 7 Steps: MY WAYS OF LEARNING

1. Explain to children all 3 games and say that each reflects a theme: e.g. 'Name the Characters' is about listening; 'Memory Cards' is about seeing; 'Roll the Marble' is about doing. Then explain how each game is played. Stick on a wall or lay out on the floor the Template 1: Activity Chart so everyone can see it.
2. Ask children to vote (by putting their hands up) to choose which game they would like to play first – going through each of the 3 games in turn. Count and note down on the Activity Chart the number of votes made for each game.
3. Explain that they will start with the game that got the most votes. Then, they will play the least favourite game (the one with least votes), and finally *the middle choice*. There is a reason for this order – ask children to be thinking why you've chosen it – and you can *discuss this in a reflection session later*.

Notes

- ① Pay particular attention to 2. Child Protection and 3. Privacy and Confidentiality in the Ethical Considerations).
- ② A helper would be useful to set up and lead the games, so that the Facilitator can focus on encouraging children to express themselves freely.
- ③ So the order of play will be, in order of preference: 1, 3, 2
- ④ Try to make decisions and rankings of games collaborative not competitive. Remember that children can have limited tolerance to certain ways of learning (e.g. listening) and may be sensitive about not being as (apparently) competent as others.

Notes

- ① Confirm which game involved 'Listening'? Which involved 'Seeing'? Which involved 'Doing'?
- ② In this 'seeing' reflection – you can say that some people learn more easily through demonstrations, pictures and reading. Too much movement or action may be distracting for children who learn in this way.
- ③ In this 'listening' reflection – you can say that some people learn more easily by taking part in discussions, listening and talking things through. Too much noise may be distracting and children who learn in this way may learn best in a quiet environment.
- ④ It is a good idea to make sure 3 themes are covered:
 - Each person has different ways of learning – some find making words easier or more fun, others may prefer learning through moving or doing. One way is not better than the other – and sometimes we can use different ways to help us learn.
 - We may be put off some learning because we find it 'hard' or 'boring', but using another 'way' of learning sometimes helps us understand better or enjoy it more.
 - Some things can be hard to learn, but there are things we can do to make it easier – like telling people that we find it easier to learn in your own way or a different way.

Activity Sheet 4: My Ways of Learning

4. Play game 1. Immediately the game is over, ask children to rank this game on the Activity Chart (using Smiley Faces):
 - Enjoyment: Enjoyed a lot OR Enjoyed a bit OR Didn't enjoy.
 - Learning: Learned a lot OR Learned a bit OR Didn't learn.
5. Repeat for game 3. Ask children to rank on the Activities Chart in the same way, and finally, repeat for game 2.
6. Once all the games have been played and ranked, add up the scores for each of the 3 games as a group – for both enjoyment & learning, then reflect on the scores by asking the following questions:

- ①
 - Did children agree that each game used a *different way of learning*?
 - Were enjoyment scores the same as learning scores for all 3 games? If the answer was YES – do children think they learn better if they enjoy the WAY of learning? If the answer was NO – do children think they may sometimes enjoy things that don't allow them to learn much? Or sometimes do they learn things even when they don't enjoy them very much?
 - Ask all children to say which way of learning (or combined ways) they preferred most.

7. Take a Photo of the completed Activity Chart.

Reflection

- ② • *Visual* (SEE) reflection: Look together at the Activity Chart to remind participants of what they have done.
- ③ • *Listening/talking* (HEAR) reflection: Ask each child to share his or her own preferred way of learning. Ask children to reflect on what were the important points for them from this session. Ask if anything surprised them or was new for them about different ways of learning. Ask children why they think you put their least favourite game 2nd? Explain that the idea was they could do the game they like least before they got tired – and leave a more popular game until last so they had something fun to do even when they were tired. Do they think that was helpful?
- ④

What happens next:

It is important to share this section with children so they know what is happening next and what you are going to do with the information. Explain and confirm children's understanding of the following issues using Section 3 Guidelines for Facilitators:

- Managing Expectations
- Confidentiality
- Analysis and Dissemination
- Validation
- Informed Consent

Activity Sheet 4: My Ways of Learning

Finishing up

- Thank participants for helping you (and the NGO) to understand more about their preferred ways of learning and their ideas about how to improve their learning skills.
- *Kinesthetic* (FEEL) reflection: Ask children to see if they can copy you – with one hand pat the top of your head, with the other rub your tummy in a circular motion. It is hard to do different things with your hands at the same time! ①

Notes

① In this ‘feeling’ reflection – you can say that some people learn more easily through moving and doing. Sitting still for long may be unhelpful for children who learn best this way. They prefer a ‘hands-on’ approach to learning involving active exploration.

Template 1: Activity Chart

Games	Enjoyment Rankings	Learning Rankings
	Enjoyed a lot 😄	Learned a lot 😄
	Enjoyed a bit 😊	Learned a bit 😊
	Didn't enjoy 😞	Didn't enjoy 😞
Listening Game e.g. STORY-TELLING	Individual Scores for each Smiley Face	Individual Scores for each Smiley Face
Seeing Game e.g. MEMORY CARDS	Individual Scores for each Smiley Face	Individual Scores for each Smiley Face
Doing Game e.g. ROLL OUT THE MARBLE	Individual Scores for each Smiley Face	Individual Scores for each Smiley Face

Activity Sheet 4: My Ways of Learning

Notes

① This data is useful to understand the basic make-up of the group and to be able to compare responses by age group and/or sex. As each participant chooses a pseudonym, note down their age and sex. There may be other factors that are relevant to the children's context e.g. ethnicity, religion, whether they live on the street or work there, that you may want to introduce in future activities, to be able to see if different 'groups' produce different responses.

② Validation: if changes have been made during validation use photos from validation process as the 'final' versions. Photos can be used by the NGO as evidence and illustration of the process.

Facilitator's Reporting Form

DATE & LOCATION OF SESSION

e.g. 10 May 2014, on street – Main Square, City Centre

PARTICIPANT REFERENCE DATA ①

Ref No.	1	2	3	4	5	6	7	8	9	10
Pseudonym	e.g. John									
Age	e.g. 10									
Sex	e.g. male									
Length of time with NGO	e.g. 1 year									

ACTIVITY DATA

GAMES	Enjoyment	Learning	Learning Preference
Listening Game e.g. STORY-TELLING			
Seeing Game e.g. MEMORY CARDS			
Doing Game e.g. ROLL OUT THE MARBLE			
Taken Photo of ranking? ②	Yes/No		

Activity Sheet 5: Keeping Safe

Main Aim:

To share understandings of safety, helping children in street situations to improve their own safety and finding ways they would value support to keep safe.

Recommended Conditions for this Activity:

- ① • *Sex of children:* Single sex groups
- Group size: Max. of 10 children
- Time: 1 hour
- Location: On-street or off-street

Objectives of this Activity:

1. To give street-connected children the opportunity to explore and share understandings of safety.
2. To enable children to consider and find ways to improve their own safety when they're on the street.
3. To provide the NGO with information about ways in which children would value support in keeping safe.
4. To enable NGO staff to find out how children understand safety in the street.

Materials the Facilitator will need:

- Equipment: Camera or phone with camera
- Stationery: 3 large sheets of paper, a small pack of post-it notes, pens, crayons or colouring pencils, sticky tape or glue, a piece of chalk

- Template: for the ice-breaker Facilitators will need one sheet of A4 paper with a large copy of 'We are a safe place' (as below) printed on it. Also, several pocket-sized copies of 'We are a safe place' – at least one for each participant to take away.

Explanation of Session to Participants: Explain to the group that this is an opportunity to share their ideas about how they and their friends keep safe on the street and how they might be able to improve their safety. It is also a chance for the NGO to hear their ideas and think about what the NGO might be able to do to support them in keeping safe. Explain that for this session they will be using writing or drawing and ranking. Explain that if, during the session, anyone remembers something that causes them distress you will want to give them some support. Explain that unfortunately unsafe places and conditions exist and that it is normal to feel fear about them, because we need to protect ourselves. Tell them that the NGO has a staff member on call ready to talk in private with them if they want to do that.

Ethical Considerations and Agreement on Ground

Rules: Explain **confidentiality**, ask participants to give their **consent** and invite each to choose a **pseudonym** (follow the procedures in Section 11: Ethical Considerations). Agree ground rules (see Section 3: Guidelines for Facilitators).

Notes

- ① It is best to do this activity in separate groups, recognising that girls may feel inhibited discussing gender-based factors in relation to their safety if boys are in the group. There may be other similar factors that the Facilitator may want to take into account in bringing a group together, such as age and/or similarity of experiences in the street.
- ② Be aware that children may not agree with your explanation of what is safe or unsafe. Do not be judgemental. Focus on understanding children's own opinions about safety.
- ③ Pay particular attention to 2. Child Protection and 3. Privacy and Confidentiality in the Ethical Considerations).

Activity Sheet 5: Keeping Safe

Notes

- ① Hold the pack of post-it notes and give out an additional post-it note if needed. If there are only 1 or 2 people in the group, invite each person to write or draw on 4 or 5 post-it notes. Make sure all participants contribute at least one idea.

- ② Be particularly alert to any distress in this group. This group's discussion of unsafe places is more likely to trigger distress than the Group 2 discussion. See Section 11 Ethical Considerations 2.2 for what to do if a child becomes upset.

- ③ Hold the pack of post-it notes and give an additional one if any children want another. If there are only 1 or 2 people in the group, invite each person to write or draw on 4 or 5 post-it notes. Aim for a total of about 6-12 post-it notes. Make sure all participants contribute at least one idea.

Recommended Icebreaker: We are a Safe Place.

Take the 1 sheet of A4 paper with a copy of 'We are a safe place' printed on it. Cut it into as many pieces as there are children in the group (so 8 pieces if there are 8 children). Hand one piece to each child and ask the group to bring their pieces together and make the template whole again. Glue or use sticky tape to attach the newly restored template onto the middle of one of the large sheets of blank paper. Ask children to say what they see on the template 'We are a safe place'. Then draw a big circle around the template, with room to write inside. Ask children to say how they feel when they are in a safe place. Write down children's responses inside the big circle. Invite children to draw things in the circle that make them feel safe. Invite a discussion to reach a common understanding on what being safe means. Ask them how they feel when they are not safe. Write children's responses outside the big circle. Invite a discussion to reach a common understanding on what not being safe means to them. Finally, draw a big chalk circle on the floor around the whole group and explain that for this exercise, we are all in a safe place.

Main Activity in 3 Steps:

Step 1:

1. Ask children to discuss and agree a specific location on the streets where they feel safe (e.g. under the bridge near the railway station; behind the church/temple)
2. Ask the group to think about the sorts of people and things that make them feel safe in that location (e.g. market stall owners, place to put belongings, an NGO drop-in centre).

- ① 3. Invite *each person to write or draw a different sort of person or thing on one post-it note.*
4. Invite the group to look together at the types of person or things and ask participants to rank them as 'always safe', 'usually safe' or 'occasionally safe'.
5. Ask the group write on another post-it note any disagreements within the group on rankings. If some people or things have equal ranking, place the post-it notes side-by-side.
6. Stick the post-it notes, in order of ranking, from 'always safe' downwards, on to a single larger sheet entitled SAFE PLACES. Stick the sheet on to a wall or on the floor where everyone can see it.
- ② **Step 2:**
 1. Invite children to discuss and agree a specific location on the streets where they feel unsafe (e.g. by the traffic lights on 54th street)
 2. Ask children, as a group, to think about the sorts of people and things that make them feel unsafe there (e.g. security guard; traffic; violent people etc.).
- ③ 3. Invite *each person to write or draw a different sort of person or thing on one post-it note*
4. Invite the group to look together at the types of person or things and ask participants to rank them as 'never safe', 'rarely safe' or 'occasionally safe'.

Activity Sheet 5: Keeping Safe

5. Ask the group to write on another post-it note any disagreements within the group on rankings. If some threats have equal ranking, place the post-it notes side by side
6. Stick the post-its, in order of ranking, from 'never safe' downwards, on to a single larger sheet entitled UNSAFE PLACES. Stick this sheet next to the Safe Places sheet – on to a wall or place carefully on the floor where everyone can see both sheets.

Step 3:

1. Reflect together on the 2 large sheets of paper, side by side, and the rankings of safe and unsafe places, people and things. **①** *Take a photo of each sheet – and then a photo of both sheets together.*
2. Ask children to discuss the rankings and ask if all children agree with the choices and rankings. If there is any disagreement, invite explanations and ask the group if they want to make changes.
 - a. If one or some participants do not agree – don't change the ranking, but **②** *recognize and record their difference of opinion.*
 - ③** b. *If the whole group does not agree – then rearrange the ranking accordingly, and take a second photo of this sheet.*
 - c. If the whole group does agree – the rankings are now validated.

3. *Finally, ask each child in turn to share one idea of how they can improve their own safety – either on their own or with the help of others.* If anyone struggles to find an idea, suggest broad ideas such as: **④**

- AVOIDING unsafe areas (e.g. at less safe times? More time in safe areas?)
- PROTECTING each other (e.g. can you buddy-up?)
- USING mobile phones (e.g. text or phone friends, have key numbers on speed dial, or just to pretend you're asking for help?)
- NGO (e.g. using the NGO's services or contact point?)
- OTHER TRUSTWORTHY ADULTS or SERVICES (e.g. welfare centres, churches, informal support groups such as market workers)

Reflection

- Visual (SEE) reflection: Look together at the Safe and Unsafe Sheets to remind participants of what they have identified and decided on together.
- Listening/talking (HEAR) *reflection*: Invite children to recall the important points for them. Invite them to say if anything *surprised them or was new for them.* **⑤** **⑥**

Notes

- ①** Do not include children in the photos, to hide their identities. This is 'round 1' of photos.
- ②** Make a note of this to report in the reporting format at N below
- ③** Children may need to vote on the rankings if a consensus cannot be reached within the group. This is 'round 2' of photos

- ④** Do not be judgemental – be interested in children's own ideas about safe and unsafe. Sometimes there is a difficult choice to be made around this. For example: Young people involved in commercial sex or selling drugs tend to hang out in 'dangerous places'. If this sort of difficulty emerges in the session, be ready to remind young people that a staff member of the NGO is on call if they want to talk to someone.

- ⑤** Make sure at least 3 themes are covered:

- Recognition that there are risks to safety in spending time on the street
- Thinking about how to make yourself safer helps to reduce your risk of harm
- We can all play an important role in helping to keep each other safe.

- ⑥** Record these surprises or new insights for the Facilitator's report.

Activity Sheet 5: Keeping Safe

What happens next:

It is important to share this section with children so they know what is happening next and what you are going to do with the information. Explain and confirm children's understanding of the following issues using Section 3 Guidelines for Facilitators:

- Managing Expectations
- Confidentiality
- Analysis and Dissemination
- Validation
- Informed Consent

Finishing up

- Thank participants for helping you and the NGO to understand their safety concerns and for their ideas about how to improve their own safety.
- (FEEL) reflection: Ask the group to form a circle and shout out together '*We are a safe place. We will protect each other!*' Hand out pocket-sized copies of 'We are safe place' to remind themselves to work together on the streets to keep safe.

Template 1: 'We are a safe place'



Activity Sheet 5: Keeping Safe

Facilitator's Reporting Form

DATE & LOCATION OF SESSION

e.g. 10 May 2014, on street – Main Square, City Centre

PARTICIPANT REFERENCE DATA ①

Ref No.	1	2	3	4	5	6	7	8	9	10
Pseudonym	e.g. John									
Age	e.g. 10									
Sex	e.g. male									
Length of time with NGO	e.g. 1 year									

ACTIVITY DATA

Street Location Chosen		
First Rankings of People / Things ②	Always Safe Usually Safe Occasionally Safe	Never Safe Rarely Safe Occasionally Safe
Photos taken of UNSAFE & SAFE PLACES (round 1)? ③	Yes/No	
New Rankings after discussion ④	Always Safe Usually Safe Occasionally Safe	Never Safe Rarely Safe Occasionally Safe
Photos taken (round 2)? ⑤	Yes/No	
Validation Process –Comments, Changes, Disagreements	"..." "..."	
Ideas on how children can improve their safety. ⑥	1– 2– 3– 4– 5–	
Changes during Validation? ⑦		

Notes

- ① This data is useful to understand the basic make-up of the group and to be able to compare responses by age group and/or sex. As each participant chooses a pseudonym, note down their age and sex. There may be other factors that are relevant to the children's context (e.g. ethnicity, religion, whether they live on the street or work there), that you may want to introduce in future activities, to be able to see if different 'groups' produce different responses.
- ② Compare children's and staff choices (from pilot) – note similarities & differences. Note where the NGO is referenced in rankings.
- ③ Have photos been taken of each sheet and both sheets together? Use photos as evidence and illustration of the process.
- ④ Compare first rankings with new rankings – note reasons for change. Make a note of where the NGO is referenced in rankings.
- ⑤ Was there disagreement about the unsafe and safe places first time round (round 1)? If so, ensure photos have been taken of each sheet and both sheets together – if changes have been made? Use photos as evidence and illustration of the process.
- ⑥ Compare children's and staff choices (from pilot) – note similarities & differences. Make a note of where NGO is referenced in these ideas
- ⑦ If there were any changes made by children during the validation process write them in here and take a photo of the changed data.

Activity Sheet 6: Keeping Healthy

Notes

① It is best to do this activity in separate groups, recognising that girls may feel inhibited discussing gender-based factors if boys are in the group. There may be other such factors that the Facilitator may want to take into account in bringing a group together, such as age and/or similarity of experiences in the street.

② Be aware that children can have limited control over some of the things that make them sick, including health risks associated with unprotected sex. Be aware that some topics can cause distress. Use drawing of boy & girl to deflect from personal and make sure children do not 'accuse' others (e.g. of drug use). Children should be reminded only to comment on themselves and the drawn boy & girl (not each other).

③ Pay particular attention to 2. Child Protection and 3. Privacy and Confidentiality (in the Ethical Considerations).

Main Aim:

To share understandings of physical health, helping children identify health risks and finding out what support would help them to improve their prevention strategies.

Recommended Conditions for this Activity:

- ① • *Sex of children:* Single sex groups
- Group size: Max. of 10 children
- Time: 1 hour
- Location: On-street or off-street

Objectives of this Activity:

- 5. To give street-connected children the opportunity to explore and share understandings of physical health.
- 6. To enable children to identify health risks and find ways to keep healthy and improve their prevention strategies.
- 7. To provide the NGO with information about ways in which children would value support in keeping healthy.
- 8. To enable NGO staff to find out how children understand and address health risks and prevention strategies.

Materials the Facilitator will need:

- **Equipment:** Camera or digital phone with camera
- **Stationery:** 2 large sheets of plain paper, several small packs of post-it notes, pens, crayons or colouring pencils, sellotape

• Templates:

- 1 piece of flip chart paper with Template 1 drawn on it (a boy and a girl)
- 1 piece of flip chart paper with Template 2 drawn on it (a tree with no branches)
- 1 x Template 3: What Makes Me Healthy printed or drawn on A4 six paper
- 1 x Template 4: What Makes Me Sick printed or drawn on A4 size paper

- **Other:** 1 empty bucket or wastepaper basket, a piece of fruit for all children.

② **Explanation of Session to Participants:** Explain to the group that this is an opportunity to share their ideas about how they and their friends keep healthy and active on the street and how they might be able to improve their physical health. It is also a chance for us (the NGO) to hear their ideas and think about what we might be able to do to support them in preventing health risks and keeping active. Explain that if, during the session, someone remembers or thinks of something that causes them distress then you would like to give them some support. Tell them that the NGO has a staff member on call ready to talk in private with them if they want that.

③ **Ethical Considerations and Agreement on Ground**

Rules: Explain **confidentiality**, ask participants to give their **consent** and invite each to choose a **pseudonym** (follow the procedures in Section 11: Ethical Considerations). Agree ground rules (see Section 3: Guidelines for Facilitators).

Activity Sheet 6: Keeping Healthy

- ① **Recommended Icebreaker: 'Circle of Food'** In a circle, the first child begins "My name is _____, my favourite food is _____ and when I eat it, it makes me feel _____". The next person in the circle then introduces him or herself, his or her favourite food as well as the previous person and his or her favourite food. *The activity builds as each child takes a turn.*

Main Activity in 8 Steps:

1. Stick up Template 1 (a large drawing of a girl & boy) on the wall or on the floor where everyone can see it.
- ③ *Ask for suggestions for a name for each child. Ask children to vote for the suggestions and write the most popular names under the drawing of the girl and boy.*
2. Invite participants to think about 'what keeps me healthy and active'. *Use the examples in Template 3 What Makes Me Healthy* to prompt discussion of their situations on the street.
- ④
3. Lay Template 2 (drawing of a tree marked HEALTHY) on the floor. Distribute pens, pencils, crayons and post-it notes to the group and ask everyone to write or draw things they do to keep healthy and active in the street (1 answer per post-it note). Invite participants to stick their post-it notes onto the branches of the HEALTHY tree. The post-it notes should look like leaves of the tree!
4. Read out the answers on the 'Healthy' tree. Once all the answers are read out, discuss how children keep healthy and active in the street. At the end of your discussion, look back at the tree:

- a. Is there anything missing? If so – add new leaves with the new information
- b. Ask the group to rank 3 most important things to keep healthy on the street
- c. Ask if all children *agree with the choices made?* ⑤
5. Invite participants to think about 'what makes me sick'. Use the examples in Template 4 to prompt discussion of their situations on the street. ⑥
6. Lay out another large sheet of paper on the floor (mark it as 'SICK') and put the bucket or waste basket in the middle of it. Distribute pens, pencils, crayons, post-it notes to the group and ask everyone to write or draw things that make them sick in the street (1 answer per post-it note). Invite participants to put their ideas on what makes them sick into the bucket or waste basket.
7. Read out the answers from the 'what makes me sick' bucket and place them on the piece of paper. Once all the answers are read out, discuss what makes children sick in the street. At the end of the discussion, look back at the 'sick' post-its:
 - a. Is there anything missing? If so – add new post-its with the new information
 - b. Ask the group to rank 3 things that make them most sick on the street
 - c. Ask if all children *agree with the choices made?* ⑦
8. Ask each participant in turn to share one brief idea of how they propose to improve *own health* – either on their own or with the help of others. ⑧

Notes

- ① This activity introduces eating habits to the group to help children start discussing health.
- ② It is a good idea to offer all children a piece of healthy, delicious fruit!
- ③ You could also ask for suggestions on what the girl & boy had for breakfast that kept them healthy?
- ④ You could make and show pictures of the healthy attributes shown at Template 3 that are relevant to your local context
- ⑤ Make a note of topics of discussion and disagreements as well as the rankings. At the end take a photo of the final Tree.
- ⑥ You could make and show pictures of the sick attributes shown in Template 4 that are relevant to your local context.

- ⑦ Make a note of topics discussed and disagreements, as well as the rankings. At the end take a photo of the paper with the post-it notes and the sick bucket.

- ⑧ If anyone struggles for an idea, make suggestions like washing their hands or doing some kind of local sport.

Activity Sheet 6: Keeping Healthy

Notes

- 1 It is a good idea to make sure 3 themes are covered:
 - It can be hard to stay healthy, and to keep your friends healthy, but there are things you can do to reduce the risks of ill health.
- You may have to deal with lots of things that can make you sick – and they can change as you get older or if you are a boy or a girl: unclean or insufficient food and water; increased risk of violence; unprotected sex; lack of shelter; lack of warm clothes; limited access to health care and health information; taking drugs and/or alcohol/smoking. Taking small steps to inform and protect yourself can help to reduce your risks of ill-health
- We can all play an important role in helping to keep each other healthy and active.

Reflection

- Visual (SEE) reflection: Look together at the 'Healthy' and 'Sick' pages to remind participants of what they have done.
- 1 Listening/talking (HEAR) *reflection*: Ask children what they thought were the most important points for them. Invite them to say if anything surprised them or was new for them. Ask children to repeat their idea of how they would like to improve their own health – either on their own or with the help of others.

What happens next:

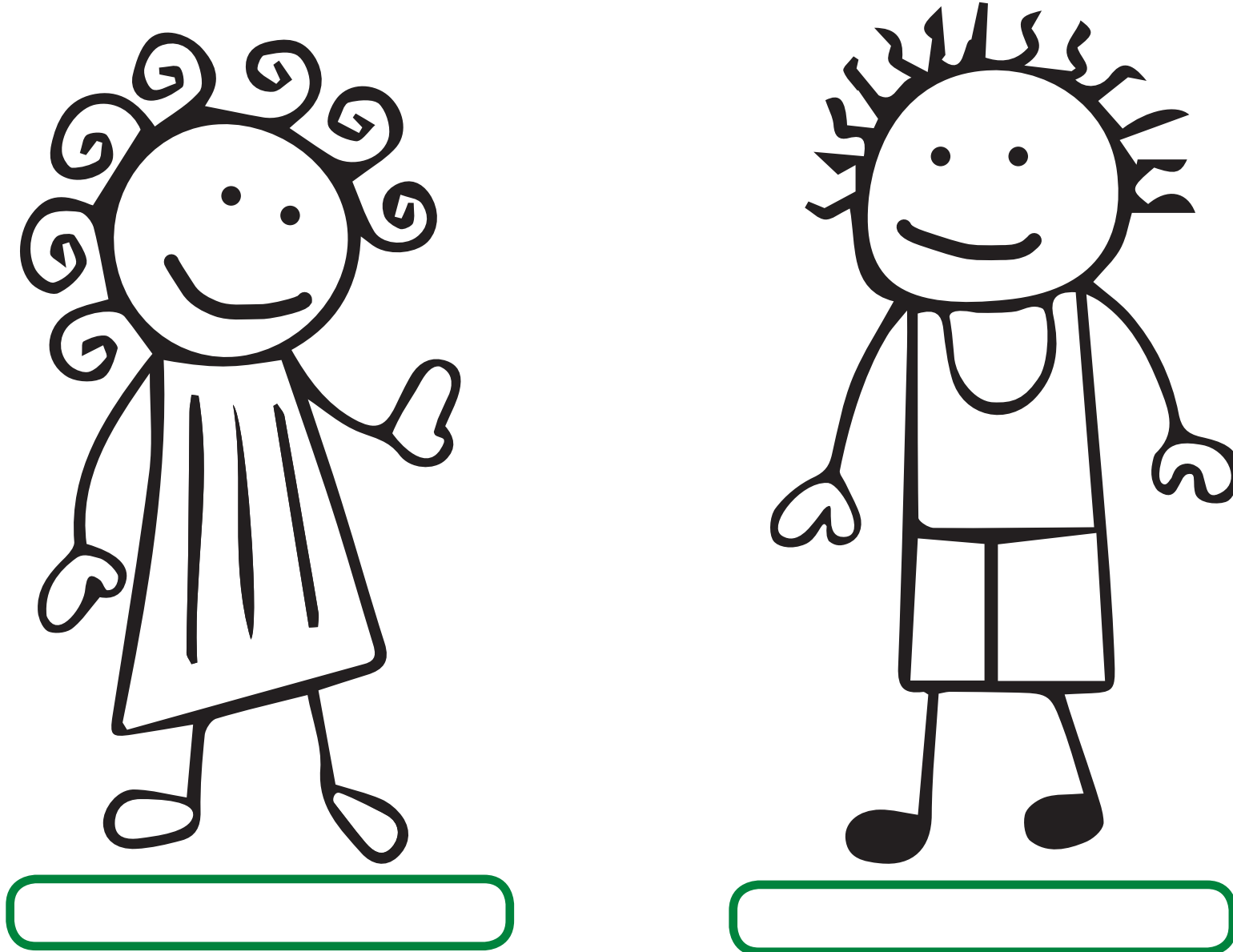
It is important to share this section with children so they know what is happening next and what you are going to do with the information. Explain and confirm children's understanding of the following issues using Section 3 Guidelines for Facilitators:

- Managing Expectations
- Confidentiality
- Analysis and Dissemination
- Validation
- Informed Consent

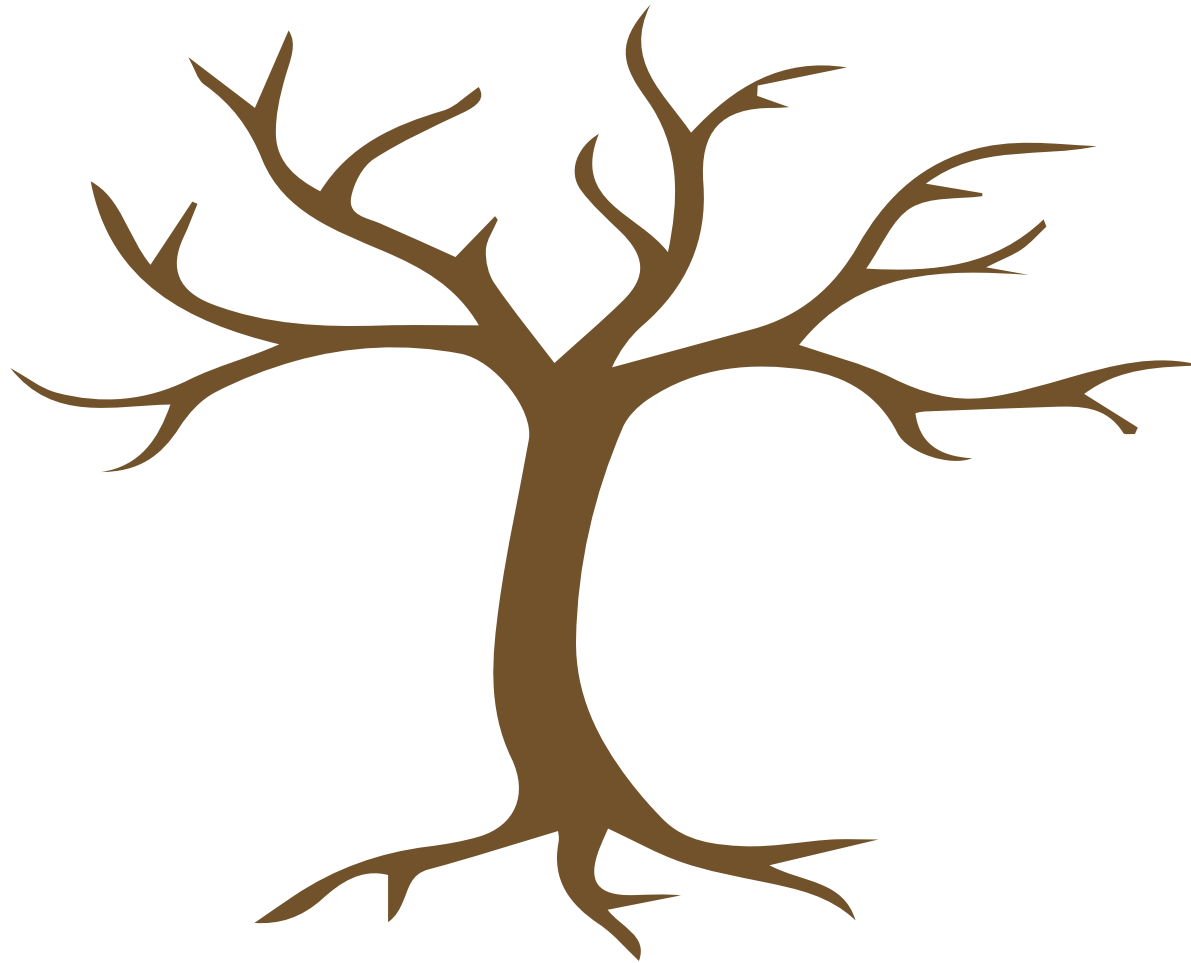
Finishing up

- Thank participants for helping you (and the NGO) to understand their health concerns and their ideas about how they would like to improve their own health.
- (FEEL) reflection: 'Knee and Elbow' Tap. In pairs, children stand facing each other. Give children one minute to tap with their hand the other child's knee or elbow. Each tap gives them a point. The other person is trying to do the same and they should try and avoid being 'tapped'.

Activity Sheet 6: Template 1, Drawing of Girl and Boy

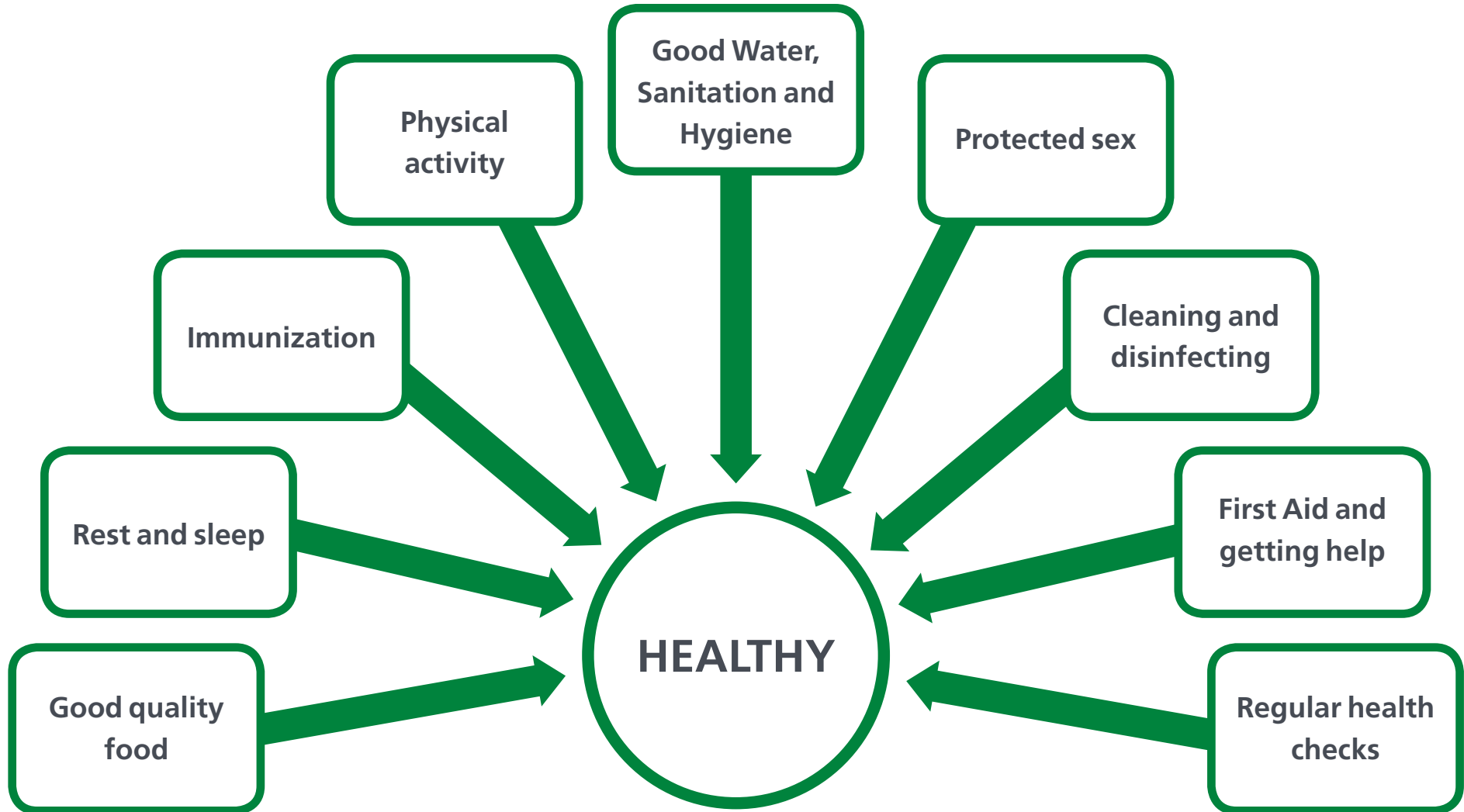


Activity Sheet 6: **Template 2, Tree Drawing** (marked Healthy)

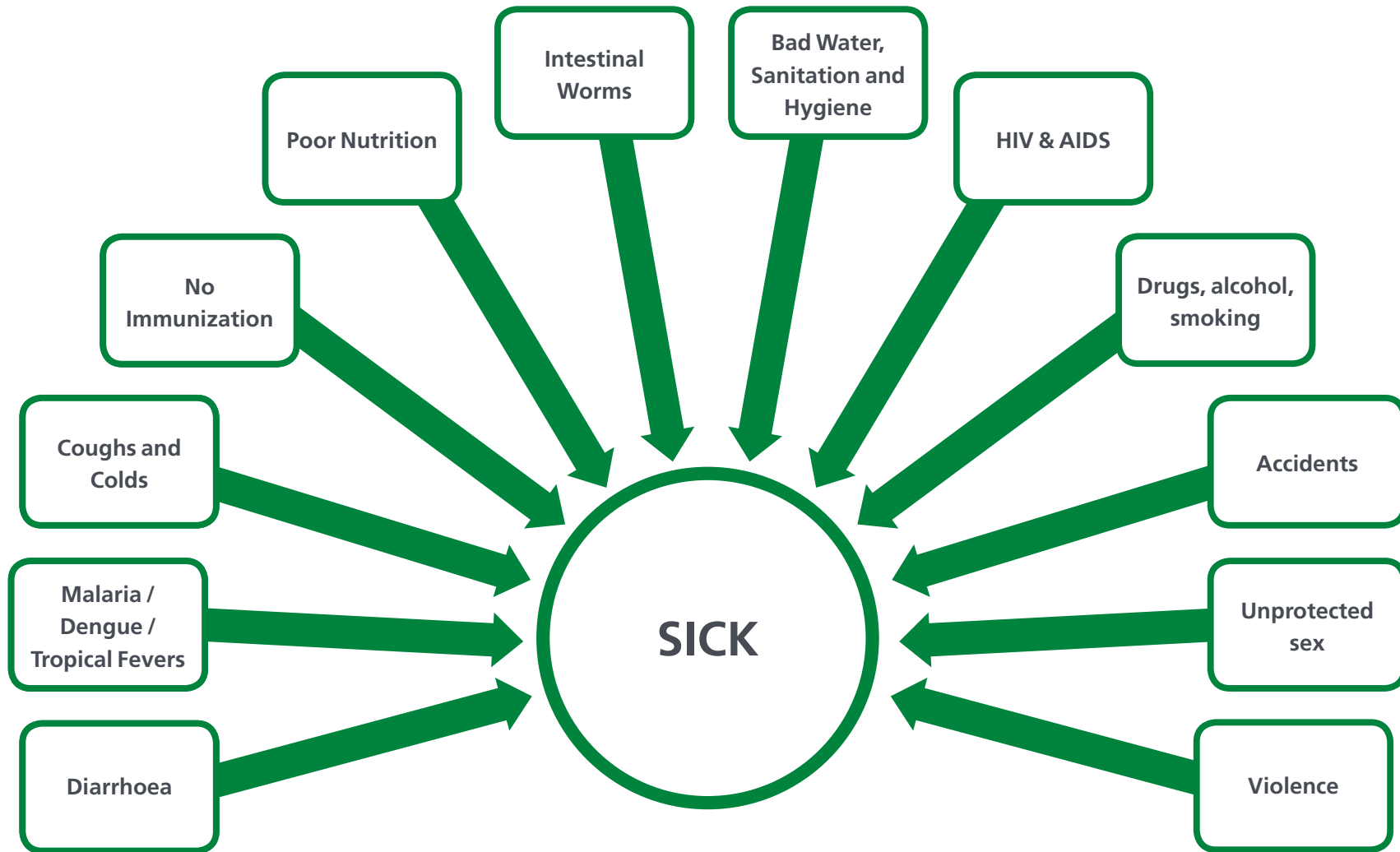


Healthy

Activity Sheet 6: **Template 3, What Makes Me Healthy?**



Activity Sheet 6: Template 4, What Makes Me Sick?



Activity Sheet 6: Keeping Healthy

Facilitator's Reporting Form

DATE & LOCATION OF SESSION

e.g. 10 May 2014, on street – Main Square, City Centre

PARTICIPANT REFERENCE DATA ①

Ref No.	1	2	3	4	5	6	7	8	9	10
Pseudonym	e.g. John									
Age	e.g. 10									
Sex	e.g. male									
Length of time with NGO	e.g. 1 year									

ACTIVITY DATA

What Makes Me Healthy? ②	Top 3 Choices: 1 – 2 – 3 –
Does everyone agree? ③	Yes/No Comments: "....."
Photo taken of Healthy Tree? ④	Yes <input type="checkbox"/> No <input type="checkbox"/>
What Makes Me Sick? ⑤	Top 3 Choices: 1 – 2 – 3 –
Does everyone agree? ⑥	Comments: "....."
Photo taken of sick bucket and paper? ⑦	Yes <input type="checkbox"/> No <input type="checkbox"/>
Ideas on how children can improve their health. One idea per participant. ⑧	"....." "....." "....." "....."

Notes

① This data is useful to understand the basic make-up of the group and to be able to compare responses by age group and/or sex. As each participant chooses a pseudonym, note down their age and sex. There may be other factors that are relevant to the children's context (e.g. ethnicity, religion, whether they live on the street or work there), that you may want to introduce in future activities, to be able to see if different 'groups' produce different responses.

② Use participants' own words.

③ Write down the topics of discussion/ disagreement. Compare children's and staff choices (from pilot).

④ Have photos been taken of the healthy tree? If changes have been made during validation use photos from validation process as the 'final' versions. Photos can be used by the NGO as evidence and illustration of the process.

⑤ Use children's own words.

⑥ Document topics of discussion/ disagreement. Compare children's and staff choices (from pilot).

⑦ Have photos been taken of the sick bucket and paper? If changes have been made during validation use photos from validation process as the 'final' versions. Photos can be used by the NGO as evidence and illustration of the process.

⑧ Compare children's and staff choices (from pilot) – use their own words. Document if/where the NGO is referenced. Write down common ideas.

A: Getting to know us

B: How to look after ourselves

C: Our support services

D: Planning with us

Unit C comprises three Activity Sheets:

Activity Sheet 7: My Participation

Page 56 – 61

Activity Sheet 8: My Story of Change

Page 62 – 66

Activity Sheet 9: Ranking Services

Page 67 – 70

Introduction

Unit C builds both on the confidence established in Unit A and the participatory process for gathering data in Unit B. In Unit C children are consulted about their involvement in the NGO's services, the changes they feel this has caused, and the importance they attribute to the different services they have received over a specified period of time. The process for

generating this information is designed to help street-connected children strengthen their input into the design and delivery – as well as evaluation of - services they receive.

Information yielded will help NGO staff to identify whether the service mix they offer is a good match for children's preferences.

A: Getting to know us

B: How to look after ourselves

C: Our support services

D: Planning with us

C

Unit C comprises three Activity Sheets:

Activity Sheet 7: **My Participation**

Page 56 – 61

Activity Sheet 8: **My Story of Change**

Page 62 – 66

Activity Sheet 9: **Ranking Services**

Page 67 – 70

Activity Sheet 7: My Participation

Notes

- 1 Establish how long is 'long enough' with the NGO before inviting children to take part in this activity (e.g. this year/this semester/since Christmas).
- 2 A volunteer 'scribe' will be really useful for this activity to record children's examples of their participation in the different stages of the service cycle.
- 3 Pay particular attention to 2. Child Protection and 3. Privacy and Confidentiality in the Ethical Considerations

Main Aim:

To assess the scope of street-connected children's participation in the services they receive and to identify ways in which their participation might be improved, particularly in service planning, monitoring and evaluation.

Recommended Conditions for this Activity:

- Sex of children: Girls and boys together
- Group size: Max. of 10 children (who have been receiving support from the NGO for *long enough to discuss their participation meaningfully*)
- 1 Time: 60 – 90 minutes
- Location: Best where there is a wall and a large flat floor space

Objectives of this Activity:

1. To give street-connected children a voice in the services they receive.
2. To enable children to increase their understanding of participation in service delivery and think about how they could improve the quality of their participation.
3. To provide the NGO with information about the scope of **children's participation** in their services and ideas on how it might helpfully be increased.
4. To enable NGO staff to improve their understanding of children's feelings about participating in different stages of service provision.

Materials the Facilitator will need:

- Equipment: Camera or phone with camera
- Stationery: Chalk, sticky tape, marker pens
- 2 • *Templates*: Use Template 1: Service Cycle to make a drawing on A2 size paper as a reference for chalk drawing. Template 2: Participation Matrix

Explanation of Session to Participants: This session is an opportunity to talk about your participation in the services that we (the NGO) provide. We want to know whether you are asked your opinions about the services you receive from us, and whether your opinions are listened to when decisions are being made about the services you receive. It is also a chance for us (the NGO) to find out how you feel about your participation in services during the period under review (e.g. this year/this semester/since Christmas). We will be doing some moving around in this activity.

Ethical Considerations and Agreement on Ground

- 3 **Rules:** Explain **confidentiality**, ask participants to give their **consent** and invite each to choose a **pseudonym** (follow the procedures in Section 11: Ethical Considerations). Agree ground rules (see Section 3: Guidelines for Facilitators).

Activity Sheet 7: My Participation

Recommended Icebreaker: Our Voices. Ask children to stand in two parallel lines each facing a partner about two feet apart. At a signal from you, ask one child in each pair (i.e. all children in one of the lines) to communicate their favourite sport and one thing they enjoy about it to the child opposite. At the next signal each child takes a step backwards and children in the first line are asked to continue to tell their pair more things they like about their favourite sport. As they move further away (taking more steps backwards at your signal), invite them to mime to each other instead of talk. Continue to use body language and gestures to communicate more about their favourite sport, until they arrive at either side of the room. Then ask the pairs to get together to explore what they did to keep being 'heard' when they moved into mime. Repeat the whole exercise, but with the non-speaking member of each pair now asked to communicate to their pair their favourite music and what they enjoy about it. Again ask the pairs to get together at the end to explore what they did to keep being 'heard' when they moved into mime. Finally, as a group, discuss how 'our voices' can be expressed in different ways and that we can all get a chance to speak even when there's lots of noise. The learning is that we can adapt our voices to different situations in order for all of us to be 'hard'.

Main Activity in 14 Steps:

- ① 1. Ask participants to *name the services they receive from the NGO* and then ask the group to vote for the 2 most important services for them. Divide children into 2 groups – each one looking at 1 of the 2 services they chose as most important.
- ② 2. Invite each group to perform a short role-play, in which they are the NGO staff and they pretend to provide the service to children. Each group can perform their role-play in turn. Then invite discussion on the service.
- ③ 3. Say that NGOs often call what they have role-played 'service delivery' – which means when children are using the service. Ask children if they have another name for 'service delivery' that they would prefer to use. Note it down.
- ④ 4. Chalk 5 large circles on the floor/pavement, numbered 1 to 5 and with arrows between them, in the form of the Template 1 Service Cycle. Say that NGOs call all of this together the 'Service Cycle'. In Stage 3, put the name the children chose for 'service delivery'. Don't put any other names just yet. Explain that this is what they have just role-played and discussed.
- ⑤ 5. Using the examples they role-played, *ask children what the NGO would need to do first – at Stage 1 – to find out 'WHAT DO CHILDREN ON THE STREETS NEED?'*. Ask them to think of examples. Ask children what they would call this first stage and write it in the Stage 1 chalk circle.
- ⑥ 6. Do the same for Stage 2 – to find out 'WHAT WOULD CHILDREN NEED TO PREPARE FOR THIS SERVICE' Ask them to think of examples. Ask what they would call this Stage 2 and write it in the Stage 2 chalk circle.
- ⑦ 7. Ask participants *what the NGO should do to find out if the service is working well*. Ask them to give examples. Say that NGOs often call this '*monitoring*'. Ask children if they have another name that they would prefer to use for monitoring. Write it in the Stage 4 circle.

Notes

- ① Make sure you already have a list from the NGO, to use as a memory jogger. However, participants may identify a sub-service and/or call a service by a different name. Do not correct them, simply listen and use the children's words and terms.
- ② Children may need some ideas to get started e.g. children's situations in the street – how many children are there? How do they live? What do they do for work? How old are they? (questions that are all about the way they're living).
- ③ Such as deciding where, how and who... you need (buildings, materials, staff)? How much money it costs and who will do what?
- ④ Such as finding out if the building's being used, if children are attending, if children are happy....?
- ⑤ You can explain that monitoring means finding out what happened after some time – is the service doing what you hoped it would do?

Activity Sheet 7: My Participation

Notes

- ① For example, did children finish the school year? Improve their eating? Stop taking drugs? etc.
- ② All children may choose the same box, or they may be in different boxes – respect their views.
- ③ Ask children to remind everyone what each Stage means when they arrive there.
- ④ Take a Photo of the Matrix once it has been completed.

8. Finally, do the same for Stage 5 – what could the NGO do to find out ‘WAS THE SERVICE USEFUL?’ *Ask them to think of examples.* Ask what they would call Stage 5 and write it in the Stage 5 chalk circle.
9. Invite children to walk, hop or skip through the chalk circles from Stages 1 to 5 – representing the **5 different stages of the service cycle.**
10. Next introduce the ‘Participation Matrix’, sticking Template 2 on a wall. Explain the **4 rankings of participation** using the pictures across the top of the Participation Matrix: Children not involved; Children told; Children and staff work together; Children take the lead
11. Start a brief discussion, asking children to think about their own involvement in the 2 role-played experiences, as examples of the participation rankings.
12. Ask children to approach the Stage 1 chalk circle and to think about their role-play. Then ask them to stand close to the circle’s centre if they felt they ‘took the lead’ (category ‘D’ in the participation matrix) in the ‘finding out needs’. Standing further away from the centre if they were not involved in ‘finding out needs’ (category ‘A’ in the participation matrix). Ask children to choose 1 of the 4 categories in the Matrix and put a tick (✓) for each child *in the relevant box* of the Matrix.
- ②
- ③ 13. Then ask all the children to walk towards *Stage 2* chalk circle. And repeat the exercise. Repeat for all 5 Stages of *the Service Cycle.*
- ④
14. Once all 5 stages are complete, invite the group to stand or sit in the middle of the floor (in the middle of the 5 chalk circles) from where they can also see the Participation Matrix on the wall.

Reflection

- Visual (SEE) reflection – Looking at the Participation Matrix, invite children to say what they think about this activity – was it very good? OK? Very bad?
- Listening (HEAR) reflection – Ask children to share their ideas about which part of the service cycle they have been most involved in? Where would they like to be more involved? And what would make them want to be more involved?

What happens next:

It is important to share this section with children so they know what is happening next and what you are going to do with the information. Explain and confirm children’s understanding of the following issues using Section 3 Guidelines for Facilitators:

- Managing Expectations
- Confidentiality
- Analysis and Dissemination
- Validation
- Informed Consent

Activity Sheet 7: My Participation

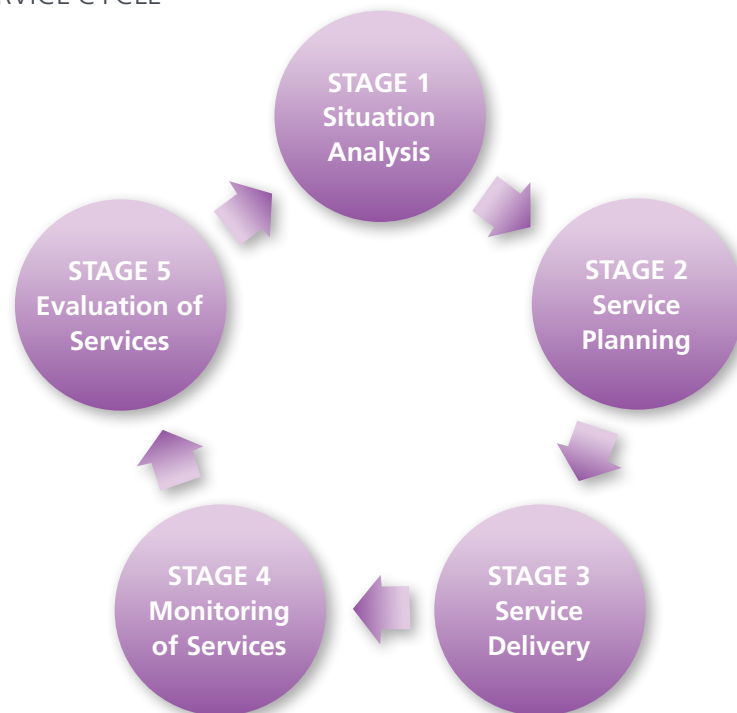
Finishing up

- Thank participants for helping you and the NGO to understand their participation in services and for their ideas about how to improve their participation.
- (FEEL) reflection: Invite all the children to again jump/hop/skip through the circle of 5 stages, making sure to jump/hop/skip on each 'stage'. Finally, all join hands in a circle and shout together "*All Voices WILL be Heard*"

Links to future sessions

- This activity explores the SCOPE of children's participation. You may want to design a 'stage 2', ideally for the same group of children, to explore the QUALITY of children's participation: <http://www.savethechildren.org.uk/resources/online-library/toolkit-monitoring-and-evaluating-childrens-participation>

Template 1: SERVICE CYCLE



Activity Sheet 7: My Participation

Template 2: PARTICIPATION MATRIX

SERVICE CYCLE	CHILDREN NOT INVOLVED	CHILDREN TOLD	CHILDREN & ADULTS WORK TOGETHER	CHILDREN TAKE THE LEAD
1 – FINDING OUT NEEDS				
2 – GETTING THINGS READY				
3 – SERVICE DELIVERY				
4 – FINDING IF IT'S WORKING				
5 – FINDING IF IT WAS USEFUL				
Totals				

Activity Sheet 7: My Participation

Facilitator’s Reporting Form: Activity Sheet 6 MY WAYS OF LEARNING

DATE & LOCATION OF SESSION										
e.g. 10 May 2014, on street – Main Square, City Centre										
PARTICIPANT REFERENCE DATA ①										
Ref No.	1	2	3	4	5	6	7	8	9	10
Pseudonym	e.g. John									
Age	e.g. 10									
Sex	e.g. male									
Length of time with NGO	e.g. 1 year									

ACTIVITY DATA	CHILDREN’S GROUP Total Rankings
Main Activity Rankings/Scores on Participation Matrix	STAGE 1 STAGE 2 STAGE 3 STAGE 4 STAGE 5
Photos taken of completed Participation Matrix? ②	Taken: Yes/No
Validation Process Comments/Changes/ Disagreements	"..." "..." "..."

① This data is useful to understand the basic make-up of the group and to be able to compare responses by age group and/or sex. As each participant chooses a pseudonym, note down their age and sex. There may be other factors that are relevant to the children’s context (e.g. ethnicity, religion, whether they live on the street or work there), that you may want to introduce in future activities, to be able to see if different ‘groups’ produce different responses.

② Have photos been taken of the completed Participation Matrix? If changes have been made during validation use photos from validation process as the ‘final’ versions. Photos can be used by the NGO as evidence and illustration of the process.

Notes

① Each child selected for this activity needs to have participated regularly in at least one NGO service during the evaluation period (the period might be 1 month, 3 months, 6 months etc.). The period should be established by the NGO prior to this activity.

② Children can be selected to participate in a range of ways: from choosing children completely at random – e.g. selecting the 2nd or 3rd number from a list of all children who fulfil the same criteria – through to deliberately selecting children

on the basis of particular characteristics. You must record in the Facilitator's Report how you selected the children

③ See bibliography for more information on MSC.

④ This is for the Facilitator, to note down 'surprises' and memory joggers during the story – to be able to ask follow-up, exploratory or clarifying questions at the end. Or to take full notes if the child says they do not want a digital recorder to be used.

⑤ Ethics are particularly important for this activity. See Ethical Considerations 2. Child Protection and 3 Privacy and Confidentiality. Ensure a Child Protection Officer is on call and close by for the duration of this activity.

Be prepared to offer understanding and support if the child chooses to talk about a negative change. He or she should be made to feel comfortable with the idea that a negative change can be as helpful to them and the NGO as a positive one can, because steps can be taken to avoid negative changes in the future or for other children.

Activity Sheet 8: My Story of Change

Main Aim:

To listen to a child's story of a change in their personal development or circumstances, which they feel has been brought about by their engagement with the NGO, and to compare this with the NGO goals and anticipated outcomes for street-connected children.

① Recommended *Conditions* for this Activity:

- Sex of children: Either
- Group size: Individual. This is a one-on-one activity – *max of 10 sessions each with one child*
- Time: Allow 60–90 minutes (take a break if more time needed by the child)
- Location: Somewhere quiet (which can be a public space) with as few distractions as possible, where the session will not be interrupted, and where the child feels comfortable.

Objectives of this Activity:

1. To give a street-connected child the opportunity to create or tell a story of change that they feel has happened to them because of the NGO
2. To enable children to recognize changes that have happened to them, talk about their achievements and acknowledge difficulties they have faced.
3. To provide the NGO with qualitative information (stories) about children's (as **End Users**) perceptions of the impact of their services. This information can be used to evaluate NGO services.

4. To enable NGO staff to understand the ideas behind
- ③ **Most Significant Change** (MSC), and think about exploring further use of this technique to evaluate the impact of NGO services on street-connected children.

Materials the Facilitator will need:

- Equipment: Voice recorder (digital or phone), music player (phone, CD player)
- ④ • Stationery: *Note pad*, chalks or pens, including 1–2 to give to the child
- Template: Template 1: My Timeline
- Other: find a story or song with a message about resilience, change and empowerment that is culturally appropriate to the child, such as rap artist NAS 'I can' – see <http://rapgenius.com/Nas-i-can-lyrics>.

Explanation of Session to Participants: Explain to the child that this session is an opportunity for them to talk about and share an important change they feel they have experienced as a result of their participation in (the NGO) services. It can be a positive or negative experience, or perhaps a mixture of the two. It might be a change in how they feel about themselves, or something they have done, or something about their plans for the future.

- ⑤ **Ethical Considerations:** Using the procedures in Section 11: Ethical Considerations explain **confidentiality** to the child. Explain that you will use a digital recorder so that they can tell their story in the way they want to and that you will write it down word for word from the recording.

Activity Sheet 8: My Story of Change

Explain that they can turn off the recorder at any point. Ask the child if they are happy for you to use the recorder. If they are not, explain that this is not a problem and ask if you can take some notes instead so that you can make sure you write things down accurately and don't forget them. Start recording or taking notes from this point onwards. Ask the child if they are happy to give their **consent** and invite them to choose a **pseudonym**. Explain relevant procedures in Section 11: Ethical Considerations paying particular attention to 'what to do when a child becomes distressed', 'reporting a child in danger' and 'opting out'.

Alternatives: If digital recordings or making notes seem too much like therapeutic sessions or otherwise makes children uncomfortable, you could use other options, such as inviting the child to:

- Write his/her own story in their own time and to share it with you when they are ready. They may want to keep a journal, to record their own ups and downs, important changes and significant events.
- Draw their most important change story and then discuss it with you.

- 1 **Recommended Icebreaker: Folding Arms.** Fold your arms in front of you and invite the child to do the same. Look them in the eye and tell them not to glance down to see which arm rests on top of the other. Then ask them to quickly unfold their arms and refold them the opposite way (i.e. if the left arm was initially on top, it should now be underneath the right arm). You do the same. Ask if the child notices any change? Share views. Did you find

it awkward? (Is it a change from an old habit?). How does it feel? (Strange, difficult, uncomfortable, funny?) If such a tiny change takes time and effort to get used to, it makes us think how important it is to recognize the bigger changes we make – and the time and effort we put into making them.

2 **Main Activity in 7 Steps: MY STORY OF CHANGE**

1. Start with a short story, or listen together to a song, with a message about resilience, change and empowerment. Ask if the child feels the story or song is relevant to themselves.
2. Ask the child to remember when they first came into contact with the NGO and invite them to explain what the main events and experiences were for them since that first contact. Invite him/her to draw a chalk 'timeline' on the floor or on paper (see Template 1: *My Timeline with the NGO*) and write or draw the main experiences they remember, from when they first had contact *with the NGO up until today*. Ask the child to briefly explain the timeline to you. If they do not want to write or draw this – the child could walk/jump along the timeline, explaining it as they jump from one experience to another.
3. Explain that for the next step, the NGO is particularly interested in their experiences in the period under review by the NGO (e.g. since Christmas, in the last school year – as agreed beforehand). Agree with the child which part of the timeline refers to the period under review – and circle the period with chalk.

Notes

- 1 The purpose of this icebreaker is to dissolve barriers between the adult Facilitator and the child participant. It introduces 'change' and how hard it can be to make changes.
- 2 It takes practice to make a child feel comfortable and to listen attentively. So take time to practice – with staff members, volunteers, other Facilitators and/or children unconnected with the project – and listen closely to what the child says. Start with a story/song that sparks thinking about personal change

- 3 Try to keep the story-telling of the timeline to 15 minutes maximum?

- 4 This will help the child to remember and visualize the main events or experiences they have had with the NGO. Add more boxes or another sheet of paper if they do not fit on the page (do not limit the child to one page). Do not be afraid to go back and add new events that happened earlier, by adding new boxes.

Notes

① Record in your note pad any 'surprises' or interesting points you might want to explore more for specific examples, noting down the actual phrases used by the child, listen attentively, and don't interrupt.

② Questions can follow the pattern of 'When you said 'xxx', I wonder if you could tell me a little more about that?' Ask questions in the order the story was related. Use the exact language used by the child – e.g. "you mentioned that you were 'chilling with Vicente and Juan in the market' – can you tell me more about that?".

Do not provide cues or additional information, but ask questions that help make sure you understand the story and that give you detailed and specific information.

③ If there is any sign of distress, follow the Ethical Considerations (Section 11) for support, repeating the offer made early in the session that they can talk to an NGO staff member if they want.

Activity Sheet 8: My Story of Change

4. Ask the child if they would like to share, in their own words, the most important change they feel they made or that happened to them as a result of their participation in the NGO *during the period under review*.

①

5. Once they seem to have finished, ask if they have anything else they want to say? Then thank them for sharing their story and say you would like to *ask them a few questions* about their story to make sure you understand it properly.

②

6. When you have asked your questions, invite the child to give their story a title – and thank them again for sharing their story.

7. Then ask the child if they would like to ask you to share an important story of change in your own engagement with the NGO. If they say yes, take the request seriously and follow the same process as the child but keep it brief (you may want to prepare for this in advance – so that you always give the same story).

Reflection

- Visual (SEE) reflection: Ask the child to look back at their timeline, to remind themselves how far they have travelled.

③

- Listening/talking (HEAR) reflection: Ask the child how they feel about having shared their story. *Sometimes it just feels good to tell a story in your own words...*

What happens next:

It is important to share this section with the child so they know what is happening next and what you are going to do with the information they have given you. Explain and confirm their understanding of the following issues using Section 3 Guidelines for Facilitators adapting these to the fact that this is an individual session rather than a group setting:

- Managing Expectations
- Confidentiality
- Analysis and Dissemination
- Validation
- Informed Consent.

Activity Sheet 8: My Story of Change

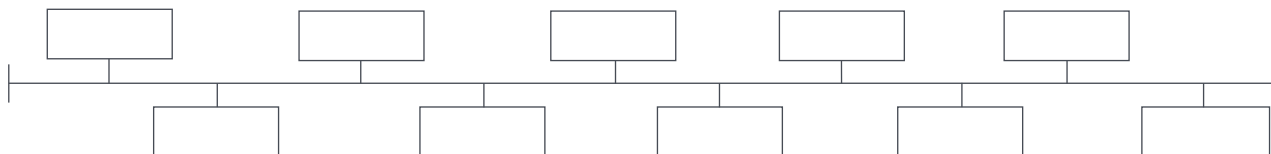
① Finishing up

- Thank the child for helping you and the NGO to understand their story of change.
- (FEEL) reflection: explain that the activity is finished. Say that their story will be helpful for the NGO to understand children's experiences better, and you hope it was a good experience for them to think about how far they have travelled so far. Finally give them a fresh piece of chalk/pen, inviting them to keep it to record their timeline / important changes again, when they want to remind themselves of how far they have travelled.

Links to future sessions

There is a second stage to Most Significant Change, which involves group selection of stories. If this introductory activity works well for children and staff, the NGO may wish to consider reading up on the second stage and taking some training in Most Significant Change (see Bibliography) and to make this technique a regular part of evaluation. Also CSC Street Girls Toolkit – Section 3 tools 2, 3, 4 and 5 offer participatory activities for monitoring and evaluation including Participatory video (Tool 4) and Impact Drawings (Tool 5).

Template 1: MY TIMELINE WITH (insert the name of the NGO)



① IMPORTANT:

Copy your digital recording to at least one secure, password-protected place under a reference number.

Make a short note, as soon as you finish the session, on:

- what you saw in the session (child's gestures, demeanour, appearance, behaviour)
- what you heard in the session (disturbances or outside distractions) that may not be in the recording
- what you felt in the session (frustrations, surprises, your own anxieties...)

Make a written transcript of the recording as soon as you can, to make sure the information is fresh in your mind and that you respect the child's requests regarding their pseudonym and any other changes to the information provided (Allow 1 hour for a 10 minute recording).

If most of the experiences are negative; to perk the child up, Facilitator should identify some positive change/s he sees in the child.

Activity Sheet 8: My Story of Change

Notes

① This data is useful to understand the basic make-up of the group and to be able to compare responses by age group and/or sex. As each participant chooses a pseudonym, note down their age and sex. There may be other factors that are relevant to the children's context (e.g. ethnicity, religion, whether they live on the street or work there), that you may want to introduce in future activities, to be able to see if different 'groups' produce different responses.

Facilitator's Reporting Form: Activity 9: RANKING SERVICES

DATE & LOCATION OF SESSION										
e.g. 10 June 2014 at the drop-in centre										
PARTICIPANT REFERENCE DATA ①										
Ref No.	1	2	3	4	5	6	7	8	9	10
Pseudonym	e.g. John									
Age	e.g. 10									
Sex	e.g. male									
Length of time with NGO	e.g. 1 year									

ACTIVITY DATA				
Session Ref. No. (Max 10)	CHILD'S CHOSEN PSEUDONYM	TITLE OF 'MY STORY OF CHANGE'	'SURPRISING' PHRASES & INSIGHTS	FACILITATOR CHECKLIST
e.g. MC No. 1				Photo of Timeline taken? – YES/NO Recording secure? YES/NO Transcript done? YES/NO Interview notes secure? YES/NO
e.g. MC No. 2				Photo of Timeline taken? YES/NO Recording secure? YES/NO Transcript done? YES/NO Interview notes secure? YES/NO

Activity Sheet 9: Ranking Services

Main Aim:

To give street-connected children an opportunity to score the support services they use, and for this to be recognized as a legitimate input into the NGO's regular evaluation of its services.

① Recommended Conditions for this Activity:

- Sex of children: Boys and girls together
- Group size: Max of 10 children
- Time: 1 hour
- Location: It is best off-street but can be done in a public space on a flat surface. You will need a wall on which to stick a large sheet of paper.

Objectives of this Activity:

1. To give street-connected children an opportunity to score the support services they access or use.
2. To enable children to explore how useful these services are to them.
3. To give the NGO quantitative and qualitative ranking information for evaluation of their services – scored by the users.
4. To enable NGO staff to learn and understand more about what children think of the support services they receive.

Materials the Facilitator will need:

- Equipment: Camera or phone with camera
- Stationery: Coloured chalks or pens, 1 large (A2 size) sheet of paper, note book (for Facilitator)

- Templates: Template 1: Service or Project Scoring Chart re-drawn on the A2 sized sheet of paper

Explanation of Session to Participants: Explain that this is an opportunity for children to score and explain how useful the services are that they use – or have used during the period under review (e.g. this year / this semester / since Christmas) – to the NGO that provides these services.

② Ethical Considerations and Agreement on Ground

Rules: Explain **confidentiality**, ask participants to give their **consent** and invite each to choose a **pseudonym** (follow the procedures in Section 11: Ethical Considerations). Agree ground rules (see Section 3: Guidelines for Facilitators).

- ### ③
- Ask *each participant* to say when they first started using the NGO's services. Check that they have all participated in at least some of the services or projects listed on the A2 sheet of paper.

Recommended Icebreaker: Ranking. Ask all members of the group to get into a line with the tallest child on the left to the shortest child on the right. Ask them to call out the number they are in the line (starting from either side). Tell them they have 'ranked' themselves by height. Then ask them to get in a line with largest hands on the left to smallest hands on the right. Ask them again to call out their number in the line and what they have just done (ranking by hand size). Then line them all up using some category (e.g. age or shoe size...) without telling them what category you have used to rank them – and invite

- ### ④
- them all *to guess* what it was.

Notes

- ### ①
- Each child in this activity should have participated at some point in the same NGO service(s) during the evaluation period (the period might be 1 month, 3 months, 6 months etc. Make sure you have dates). The period should be established by the NGO prior to the activity. And children should be selected from those who fulfil these criteria.
- ### ②
- Pay particular attention to 2. Child Protection and 3. Privacy and Confidentiality in the Ethical Considerations).

- ### ③
- Note down the answers in Facilitator's notebook – for reference, and to compare points of view of children in the NGO for similar / different periods
- ### ④
- The aim of the icebreaker is for participants to get used to the idea of ranking in enjoyable ways.

Notes

- ① This activity works just as well for a single service which is divided into several components. Each of the components can be scored separately. You will need a list from the NGO of services/projects to be evaluated.
- ② Check NGO understanding of these terms and language before the activity.
- ③ To check that participants and NGO are talking about the same services/projects

④ Use the name that children know the project/service by – making a note for the NGO so they know which project/service is being scored.

⑤ Note this information by child in the Facilitator's notebook.

⑥ Record the answers in the Notebook

⑦ Leave the final column in the Score Chart blank at this stage




⑧ 'Maybes' are not included in the final score because they are 'undecideds'.

⑨ Record the new comments in your notebook and transfer to Facilitator's Reporting Form later.

Activity Sheet 9: Ranking Services

Main Activity in 7 Steps: RANKING

- ① 1. List the *services* or projects that will be evaluated, using *terms and language that children use* themselves (rather than the NGO's terms). Ask participants to *describe these services or projects* and ask them if they have *another name* for each one. Write the agreed names of each project or service to be scored in the first column of the Scoring Chart (see Template 1) under the heading 'Service or Project', give a letter to each service or project mentioned (A,B,C etc.) and display the Scoring Chart, where everyone can see it (on a wall or the floor).
- ② 2. Tell the children that they will be ranking these services using the 1 to 3 scoring chart (see Template 1). Draw a large but simple chart on the floor with chalk as follows:

1 – NO	2 – MAYBE	3 – YES
		

- ③ 3. Look together at the 'Services' List on the wall and start with the first e.g. 'A. Help with Homework'. Ask participants to remind themselves of the activities they have taken part in that service during the period under review. Then ask each child *'Would you recommend this service to a friend?'* and to answer the question by walking to the appropriate smiley face on the chalked floor chart. There is no limit to the number of children that can stand on each score (from none to all of the children).

- ④ 4. Ask each child *Why? they have answered* in the way they have.
- ⑤ 5. Then ask children to count and call out how many of them are standing on the 1, 2 and 3 scores respectively. Record these scores against the respective service on the Score Chart on the wall (e.g. 3 children scored YES + 3 scored MAYBE + 4 scored NO).
- ⑥ 6. Move on to the next service or project (B), asking the same questions and recording the answers to 'Why' in the Facilitators notebook as well as registering the scores on the Score Chart on the wall, until they have scored *all the services* or projects listed.
- ⑦ 7. Finally, score each service in the final column by subtracting the NO scores from the YES scores (see *examples* in Template 1 in *italics*).
- ⑧ 8.

Reflection

- Visual (SEE) reflection – Ask children to look again at the Score Chart on the wall and discuss the final scores in a group. Ask if they are satisfied with the scores and if they want *to add any comments*. Take a photo of the Score Chart.
- Listening (HEAR) reflection – Ask if they think it is a good way for all children to be able to say what they think about services they receive, by deciding whether or not they would recommend them to a friend? Explain that their answers to the 'Why' question will also help the NGO understand the reasons behind their recommendations. Their opinions will be taken into

Activity Sheet 9: Ranking Services

- ① account when services are being planned and when decisions are being taken about which activities need improving and which are good. Invite children to *say how they feel* about being able to score the services they currently use or have used.

What happens next:

it is important to share this section with the child so they know what is happening next and what you are going to do with the information they have given you. Explain and confirm their understanding of the following issues using Section 3 Guidelines for Facilitators adapting these to the fact that this is an individual session rather than a group setting:

- Managing Expectations
- Confidentiality
- Analysis and Dissemination

- Validation
- Informed Consent




Finishing up

- Thank participants for helping you and the NGO to understand their ways of learning and for their ideas about how to use different ways of learning in the NGOs services.
- (FEEL) reflection: Ask children whether they would recommend this activity to their friends for scoring services – invite them to stand on the chalked smiley face as their answer to the question and add the totals.

Notes

- ① Record children's feelings in your notebook and transfer to Facilitator's Reporting Form later.

Template 1: Service or Project Scoring Chart

Service or Project	1 – NO 	2 – MAYBE 	3 – YES 	Final Score
A. e.g. Homework Help	e.g. 4	e.g. 3	e.g. 3	= 3(YES) – 4 (NO) = -1
B. e.g. Breakfast	e.g. 2	e.g. 1	e.g. 7	= 7(YES) – 2 (NO) = +5
C.				

Activity Sheet 9: Ranking Services

Notes

① This data is useful to understand the basic make-up of the group and to be able to compare responses by age group and/or sex. As each participant chooses a pseudonym, note down their age and sex. There may be other factors that are relevant to the children's context (e.g. ethnicity, religion, whether they live on the street or work there), that you may want to introduce in future activities, to be able to see if different 'groups' produce different responses.

- ② Use children's own words where possible.
- ③ Have photos been taken of the Score Chart on the wall? If changes have been made during validation use photos from validation process as the 'final' versions. Photos can be used by the NGO as evidence and illustration of the process.
- ④ Use exact phrasing / words.

Facilitator's Reporting Form: Activity 9: RANKING SERVICES

DATE & LOCATION OF SESSION

e.g. 10 June 2014 at the drop-in centre

PARTICIPANT REFERENCE DATA ①

How child was selected	e.g. random sample
Pseudonym	e.g. John
Age	e.g. 10
Sex	e.g. male
Length of time with NGO	e.g. 1 year

ACTIVITY DATA

Scores for each Service (No. Of YES – No. of NO)	A: B: C: etc.
Answers to the 'Why' questions for each service ②	A: "...", "...", "..." B: "...", "...", "..." C: "...", "...", "...", etc.
Taken Photo of Score Chart on wall? ③	Yes/No
Additional Comments by participants ④	"..." "..." "..."
Scores of the Activity	

A: Getting to know us

B: How to look after ourselves

C: Our support services

D: Planning with us

D

Unit D comprises the final three Activity Sheets:

Activity Sheet 10: **Reaching Out: Street Connections** Page 72 – 75

Activity Sheet 11: **Reaching Out: Home and Community** Page 76 – 79

Activity Sheet 12: **My Hopes and Ambitions** Page 80 – 84

Introduction

Unit D invites NGO staff, Facilitators & children to put children's voices into planning. These 3 Activity Sheets can provide information about children's contexts both on and off the street, and their hopes and ambitions to help staff plan services that take these into account. Making services more responsive to the perceptions (and realities) of street-connected children.

The process for generating this information is designed to help street-connected children strengthen their input into planning of the services they receive.

A: Getting to know us

B: How to look after ourselves

C: Our support services

D: Planning with us

Unit D comprises the final three Activity Sheets:

Activity Sheet 10: **Reaching Out: Street Connections** Page 72 – 75

Activity Sheet 11: **Reaching Out: Home and Community** Page 76 – 79

Activity Sheet 12: **My Hopes and Ambitions** Page 80 – 84

Activity Sheet 10: Reaching Out – Street Connections

Notes

① These images are easy to download from Google Images/Clipart as they are generic images. Photos of maps can be taken. Add new cards for subsequent years/semesters, depending on feedback from this activity.

② It is good to have time to prepare the group for this meeting; liaising with a young person who is already attending the centre and is happy to suggest to his peers on the street that they might like to spend an hour chatting to the staff; finding out a time that suits the participants.

③ Pay particular attention to 2. Child Protection and 3. Privacy and Confidentiality in the Ethical Considerations)

Main Aim:

To understand children's experiences of the streets from their perspectives through experiences that are 'told' and 'mapped' by children themselves.

Recommended Conditions for this Activity:

- Sex of children: Girls and boys together
- Group size: Max. of 10 children
- Time: 1 hour
- Location: On-street or off-street with a flat surface for drawing or writing

Objectives of this Activity:

1. To give children an opportunity to inform NGO staff of their street connections and experiences from their own perspective.
2. To give children an opportunity to comment on the services they receive in relation to the realities of the street.
3. To give the NGO staff an understanding of the 'time, space and place' elements of street-connected children's lives.
4. To give the NGO staff an opportunity to see the street through children's eyes and explore how they can adapt their street work practice to be more flexible and reflective; for organisation staff to prioritise *listening* as an intervention in itself.

Materials the Facilitator will need:

- Equipment: a voice recorder (a phone or digital recorder)
- Stationery: 2 x Sets of Pre-prepared laminate cards (playing card size) with *SIMPLE illustrations* of common features in the city centre such as retail store, market, police station, post office, school, church, mosque, bars, traffic lights, restaurants, street food stalls etc. Plus BLANK CARDS and pens for any new locations that you did not think of and the children would like to add.

Explanation of Session to Participants: *Explain that*

② *this session is an opportunity* for (the NGO) to understand what the street means in children's everyday lives and that it is particularly important for us (the NGO) understand this from their perspective. Explain that, for children who don't regularly come to the centre it is an opportunity for (the NGO) to get to know them better and how we (the NGO) can support them when they are out and away from the centre.

③ *Ethical Considerations and Agreement on Ground*

Rules: Explain **confidentiality**, ask participants to give their **consent** and invite each to choose a **pseudonym** (follow the procedures in Section 11: Ethical Considerations). Agree ground rules (see Section 3: Guidelines for Facilitators).

Recommended Icebreaker: Never Have I Ever. Ask everyone to sit in a circle, including facilitator and staff members. To start each round, each player holds out all ten fingers and places them on the floor. Go around the circle

Activity Sheet 10: Reaching Out – Street Connections

and one at a time, each person announces something that they have never done, beginning the sentence with the phrase “Never have I ever...” For example, a person could say, “Never have I ever been in an aeroplane.” For each statement that is said, all the other players drop a finger if they have done that statement. So, if three other people have been on a plane before, those three people must put down a finger, leaving them with nine fingers. The goal is to stay in the game the longest (to be the last person with fingers remaining). Playing this game, along with the benefit of getting to know each others’ experiences better, can be very humorous (e.g. saying silly statements such as, “I’ve never sat on a giraffe”

Main Activity in 5 Steps: THE STREET MY

① WORLD

- ② 1. Split the participants into two groups. *Ask each group to take a piece of large paper and draw the street/square/public place the group knows the best.*
2. Ask each group to place the illustrated cards in appropriate places on their maps.
3. Encourage an open discussion and assure all gathered that you are there to listen and learn and not to *judge*.
- ③ 4. Take a photo of the two maps.
5. Follow up discussions: Ask the group’s permission to record the discussion they are about to have (refer to Section 11: Ethical Considerations). Ask each group specific questions about the map to explore their experiences of the street, e.g.

- Which spaces or places do you feel safe?
- Which spaces or places are day or night spaces?
- Who is important or powerful on the street?
- Who are the people of significance or power on the street?
- What types of relationships do children have with these people (of power and significance)?
- Is the NGO engaging with these people (of power and significance) on behalf of the children? If not, what could be done?
- Where are the ‘gaps’ in services or activities on offer?
- Is there anything new they would like to share with the NGO?

Reflection

- Visual (SEE): Ask children to walk around and have another look at the other group’s map.
- Listening (HEAR): Ask group to nominate a spokesperson who gives a quick description of their map to the whole group.

Further Activity suggestion if there is time:

Children can be asked to map a ‘typical journey’ on the street – with a dotted line to show where they travel in and around the street/during the day/during the evening.

Notes

- ① **Street language:** Start to document ‘street terms’ for future reference. Consider pairing older children with younger to assist with feedback/literacy
- ② **Assure the children this is not a competition to see who can draw the best! It is a simple way to see the street.**

- ③ **If children disclose illegal activities (e.g. where they buy drugs) this information should remain confidential. If this is a problem for the NGO (check the NGO’s policy on confidentiality) then ask children to place the card on the map and mark with X and they can share their experiences verbally (both good and bad) associated with that place/person to a single member of staff away from a more public forum.**

Activity Sheet 10: Reaching Out – Street Connections

What happens next:

It is important to share this section with children so they know what is happening next and what you are going to do with the information. Explain and confirm children's understanding of the following issues using Section 3 Guidelines for Facilitators:

- Managing Expectations
- Confidentiality
- Analysis and Dissemination
- Validation
- Informed Consent

Finishing Up

- Thank participants for helping you and the NGO to understand their street connections and for their ideas about how to improve the services the NGO offers street connected children.
- (FEEL) reflection: Ask children to point to a place on the map where they have had some fun times and, in two minutes tell us why it was a happy memory!

Links to future sessions: this activity can work well alongside Activity Sheet 4: Keeping Safe

Activity Sheet 10: Reaching Out – Street Connections

Facilitator’s Reporting Form Activity Sheet 10: Reaching Out – Street Connections

DATE & LOCATION OF SESSION										
e.g. 10 May 2014, on street – Main Square, City Centre										
PARTICIPANT REFERENCE DATA ①										
Child’s Ref No.	1	2	3	4	5	6	7	8	9	10
Pseudonym	e.g. John									
Age	e.g. 10									
Sex	e.g. male									
Length of time with NGO	e.g. 1 year									

ACTIVITY DATA	GROUP 1	GROUP 2
Textual comments about ‘spaces on the street’	“ ... ” “ ... ” “ ... ”	
Textual comments about ‘people on the street’ children interact with.	“ ... ” “ ... ” “ ... ”	
Photos taken of 2 x maps? ②	Yes/No	Yes/No
Validation Process Comments/ Changes Any disagreements/ Dissent		

Notes

① This data is useful to understand the basic make-up of the group and to be able to compare responses by age group and/or sex. As each participant chooses a pseudonym, note down their age and sex. There may be other factors that are relevant to the children’s context (e.g. ethnicity, religion, whether they live on the street or work there), that you may want to introduce in future activities, to be able to see if different ‘groups’ produce different responses.

② Have photos been taken of the two maps? If changes have been made to the maps during validation use photos from the validation process as the ‘final’ versions. Photos can be used by the NGO as evidence and illustration of the process.

Activity Sheet 11: Reaching Out – Home and Community

Notes

① It is important in any of the discussions involving children on an issue that is sensitive, painful, difficult to always commence each session with a clear idea of the child's age and ability to understand questions; their emotional development; the limits of confidentiality and consent; and indeed, the training and education of the Facilitators interviewing the children; also to be sensitive to the culture, language, beliefs and other possible barriers that may impede children's participation;

② This may be an opportunity as well, for the child to comment on the services they have received to date in 're-connecting' them with their family, or those who represent 'home' to them.

③ It is particularly important that a Child Protection Officer is on call and close by for the duration of this activity as it may bring up some difficult issues for the child.

Be prepared to offer understanding and support if the child decides they do not want to restore contacts with their family. chooses to talk about a negative change.

Main Aim:

A one-to-one activity for NGO staff to understand children's views and prioritise their participation in services that are aiming to bring children closer to their families.

Recommended Conditions for this Activity:

- Gender: Girls or boys
- Type of session: individual
- Time: 1 hour
- Location: A private space off the street

Objectives of this Activity:

1. To give the child an opportunity to express their feelings and views about their relationships at home AND those on the street (in a one-to-one setting).
2. To give the child an opportunity to comment on services that deal with relationship strengthening at home or with families.
3. To enable NGO staff to explore what the NGO could do to support the child's decision-making journey.
4. To give the NGO a better understanding of the child's current situation and where they might wish to be in the future.

Materials the facilitator will need:

- Equipment: voice recorder (this can be a phone with a recording facility)

- Stationery: Paper and pens or coloured crayons, 10–15 x small card squares (approx. post card size)
- Templates: Template 1: Overlapping Circles, use Template 2: Statements, to make post cards with one statement written on each

① **Explanation of the Session to the Participant.** Explain to the child that this activity is an opportunity to talk about their day-to-day feelings and experiences that affect their decisions to be connected to the streets. You will be playing a card game that looks at 'home' and 'street'. Also that, if they are willing, you would like to start to explore options to restore contacts (or *not*) with their family (or people who are important to the child who represent 'home' to them).

③ **Ethical Considerations:** Using the procedures in Section 11: Ethical Considerations explain **confidentiality** to the child. Explain that you will use a digital recorder so that they can tell their story in the way they want to and that you will write it down word for word from the recording. Explain that they can turn off the recorder at any point. Ask the child if they are happy for you to use the recorder. If they are not, explain that this is not a problem and ask if you can take some notes instead so that you can make sure you write things down accurately and don't forget them. Start recording or taking notes from this point onwards. Ask the child if they are happy to give their **consent** and invite them to choose a **pseudonym**. Explain relevant procedures in Section 11: Ethical Considerations paying particular attention to 'what to do when a child becomes distressed', 'reporting a child in danger' and 'opting out'.

Activity Sheet 11: Reaching Out – Home and Community

Recommended Icebreaker: Postcard from the Street.

Ask the child to imagine sending a post card showing a glimpse of their life on the street. Discuss what will they will draw to show their family (or those who represent 'home' for them) about their life on the street or their connections with the street? Discuss what the message might be that they write to their *family* on the reverse side of the post card? After discussing, ask the child to draw the picture and add the message on the reverse. Spend 5 minutes discussing what they have just done in preparation for the main activity which explores the relationship between street and home '*connectedness*'.

Main Activity in 4 Steps: THE JOURNEY BETWEEN STREET AND HOME

1. Using Template 1 as a guide, draw two overlapping circles on a large piece of paper.
2. Explain that one circle represents 'STREET' and the other is 'HOME'. There is an overlapping space in the middle – this is a shared space. *Ask the child to think of key words for what 'home' and 'street' mean to them.*
3. Ask the child to look at the statement cards (See Template 2), read to the cards aloud if required, and ask them to place each statement card in the circle where they feel it belongs. If you think they are not sure, or if they feel it is something that happens in both 'spaces' then place in the overlapping space.

4. At this point ask the child *if you can record the next discussion*. Use the cards to discuss the following core questions:
 - Are there more cards in one circle than the other?
 - If so, ask the child why that there are more cards here (either home or street)
 - How often they go home? Do they move between home and the street freely?
 - Would they like anything to change?
 - What can the NGO do to help them strengthen their connections with home?
 - Who else would the child like to help them make decisions about their next steps (to connect with their family/relatives/the place they call home)?

Reflection

- Visual (SEE) reflection: Look at the Overlapping Circles together. Talk to the child about their thoughts on the activity. Prompt discussion with questions such as: Can you see spaces that are empty or Circles that have more statements in them?
- Listening/talking (HEAR) reflection: Tell me your thoughts now that you have seen the circles. Is there anything that surprises you?

Notes

- 1 Be aware that some children may have 'replaced' their birth family with other people who they feel close to and who represent 'home' or 'family' for them.
- 2 Seek permission to take a photograph of the Post card for reference (both sides) and ask child they can keep the original if they like it.

- 3 If working outside, try drawing the circles in chalk on the ground.
- 4 This is particularly important if 'home' does not mean where their birth parents or family lives.
- 5 Refer to Ethical Considerations 'Recording Children's Voices'

Activity Sheet 11: Reaching Out – Home and Community

Notes

- ① Points for reflection for NGO staff:
What do these tell us about the services on offer to support children's relationships with home and community?
Where is the child in the decision-making or mediation process i.e. who do they consult first – the child or the family?

What happens next:

It is important to share this section with children so they know what is happening next and what you are going to do with the information. Explain and confirm children's understanding of the following issues using Section 3

Guidelines for Facilitators:

- Managing Expectations
- Confidentiality
- Analysis and Dissemination
- Validation
- Informed Consent

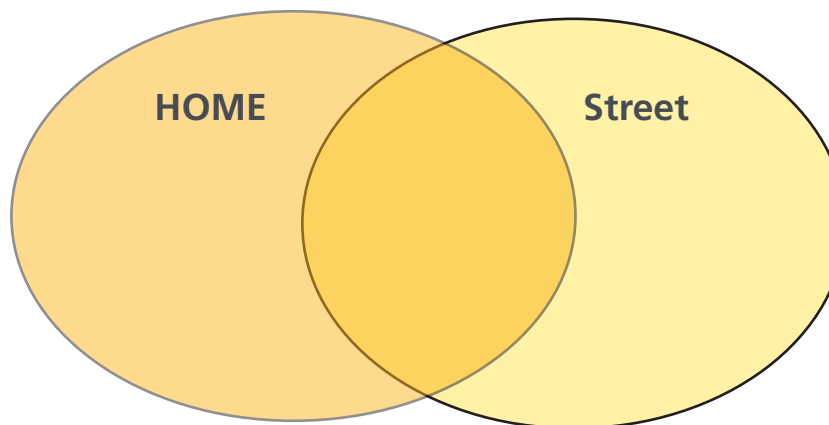
Finishing up

- Thank participants for helping you and the NGO to understand their journey from home to street and for their ideas about how to improve the services the NGO offers street- connected children.
- (FEEL) Reflection: Point to where the majority of statements 'sit' within a circle. Discuss that this is the 'place' where, at the moment, they feel strongly connected.

Link to further sessions: If the discussions in this session have opened up new areas for the child to explore, arrange for a follow-on session. If this activity hasn't been done before, consider how you might fit this activity into the day-to-day activities with children the NGO works with and

- ① how it could be used as part of a base line *assessment*

Template 1: Overlapping Circles



Activity Sheet 11: Reaching Out – Home and Community

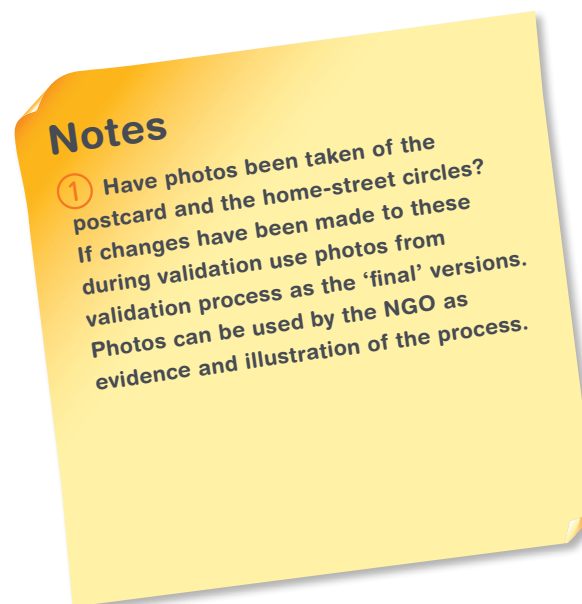
Template 1: Statements. Write the following statements on post card sized cards

The most important people in my life are here... / This is where I can earn money... / There is more freedom here... / This is where I feel my friends are... / This is where I feel comfortable/where I belong... / This is where I learn... / This is where I feel safe... / I feel most supported here... / This is where I have the most fun... / This is where I am listened to...

Facilitator’s Reporting Form Activity Sheet 11: Reaching Out – Home and Community

DATE & LOCATION OF SESSION	
e.g. 12 June 2014 at the drop-in centre	
PARTICIPANT REFERENCE DATA	
Child’s Ref Data	
Pseudonym	e.g. John
Age	e.g. 10
Sex	e.g. male
Length of time with NGO	e.g. 1 year

ITEM	CHILD’S COMMENTS	NOTES
Textual comments arising from the ‘Post card’ exercise	e.g. “I drew a picture of my village” “I told my auntie I was safe” “...”	Qualitative / illustrative
Photo of Postcard from the Street		Taken: Yes/No
Photo of Home Street Circles Diagram ①		Taken: Yes/No
Textual comments arising from where the child feels most connected	e.g. “I feel safest at home but my friends are on the street”	Qualitative
Validation Process Comments/ Changes Any disagreements/Dissent	“...” “...”	Qualitative / illustrative



Activity Sheet 12: Hopes and Ambitions

Notes

- 1 Pay particular attention to 2. Child Protection and 3. Privacy and Confidentiality in the Ethical Considerations).
- 2 This is a physical activity that requires no reading or writing, the process of deciding what to do gets the groups to talk about the issue.

Main Aim:

To understand and appreciate children's hopes and ambitions for their future.

Recommended Conditions for this Activity:

- Sex of children: Girls and boys together
- Group size: Max. 10
- Time: 45 – 60 mins
- Location: On-street or off-street. Activity needs a flat surface for drawing or writing

Objectives of this Activity:

1. To give street-connected children the opportunity to share their hopes and ambitions with others.
2. To enable children to feel good about their hopes and ambitions for their future.
3. To provide data that can be used by the NGO to help plan services to support children in achieving their ambitions.
4. To enable NGO staff to recognize children's expressions of 'hope' as crucial for supporting well-being and nurturing ambitions.

Materials the Facilitator will need:

- Equipment: Camera (phone with camera)
- Stationery: 1 or more large sheets of paper (size A2), small pieces of paper, sticky tape, scissors, pens, colouring pencils
- Templates: Template 1: Tree

Explanation of Session to Participants: This session is an opportunity for children to share their hopes and ambitions. These words can have different meanings for different people. We usually think of hope as a belief that something good may happen. Ambition is about what we want to be, the achievements we want to make. Both are important, because without hope we cannot move forward, and without ambition we do not know which way to go... If we can understand more about children's hopes and ambitions, then we may be able to improve the support we (the NGO) offer to children. We want children to be part of this. In this activity we will, together, bring a drawing of a tree to life through our ideas.

1 Ethical Considerations and Agreement on Ground

Rules: Explain **confidentiality**, ask participants to give their **consent** and invite each to choose a **pseudonym** (follow the procedures in Section 11: Ethical Considerations). Agree ground rules (see Section 3: Guidelines for Facilitators).

- 2 **Recommended Icebreaker: Freeze Frame.** Divide the group into two and explain that you will be asking them to pose in a freeze frame of a scene. Explain that they will need to use their imaginations first to decide as a group what they are trying to depict and then devise a way to represent it as a freeze frame. Ask one group to depict a scene where some football/basketball supporters are watching a match and their team scores a goal/basket (a scene of celebration). Ask them to act out this scene and freeze in the middle of their celebrations. Ask the other

Activity Sheet 12: Hopes and Ambitions

group to depict a scene where a family is watching their child get an award (at school or at a community event). Ask the group to act out this scene after the child has received the award. **Don't tell each of the groups the scene of the other group.** Have a 'showing' time where the two groups take it in turns to show their 'freeze frame' while others try to guess what's going on.

Main Activity in 7 Steps: HOPES AND AMBITIONS TREE

1. Draw a tree on the large sheet of paper, just the trunk and branches, no leaves (see Template 1).
- ① 2. Invite each child to *draw their own BIG leaf – big enough for drawing and writing on it.*
3. Ask each child to write or draw on the leaf an answer to the following question: What is your biggest *hope* for the future?
- ② 4. Then ask each child to cut out their leaf, turn it over and write or draw on the other side of their leaf an answer to the question on AMBITION: What do you want to be doing *in a few years time* or when you are grown up?
- ③ 5. Invite all children to colour or decorate their leaves.
6. Ask each participant to stick his or her own leaf, ambition side up, by one corner of the leaf to a branch of the tree, so that one side of the leaf is upwards (and shows the answer to the question What do you want to be?) and the other side of the leaf can be seen by lifting the leaf up and reading or looking at the underside to see the answer to the question 'What is your biggest HOPE for the future?'

7. When all the leaves are stuck on, assemble all participants to reflect on the tree they have '*brought to life*' with leaves.

Reflection

- Visual (SEE): Ask children to all look together at the Tree that they have brought to life with their hopes and ambitions.
- ⑤ • Listening/talking (HEAR): *Ask children to talk about their hopes and what it is like seeing all of them on the tree. Ask if they can see a relationship between hopes and ambitions. Ask the group if there was anything new or surprising for them when they talked about their ambitions.* Take a photo of the 'hope' tree and the 'ambition' tree.
- ⑥

Notes

- ① Encourage creativity – different kinds, sizes and colours of leaves welcome.
- ② Give examples that help explain the difference between hope & ambition: e.g. I HOPE my father gets a job/I grow tall; My AMBITION is to fly a plane/ to be a teacher. It can be a hope for him/herself, their family, society or the planet. The idea is that hope is forward looking and can be a big idea.

- ③ Or enough time in the future for the ambition to be more than a short-term goal.
- ④ You might want to say that thinking and creating ideas around hope and ambition literally brings something to life!
- ⑤ Turn the leaves downside up, to see the 'hopes'.
- ⑥ Write down ideas in your notebook, using exact words / phrases if possible.

Activity Sheet 12: Hopes and Ambitions

What happens next: it is important to share this section with children so they know what is happening next and what you are going to do with the information. Explain and confirm children's understanding of the following issues using Section 3 Guidelines for Facilitators:

- Managing Expectations
- Confidentiality
- Analysis and Dissemination
- Validation
- Informed Consent

Finishing up

- Thank participants for helping you and the NGO to understand their hopes and ambitions and for their ideas about how to improve the services the NGO offers street connected children.

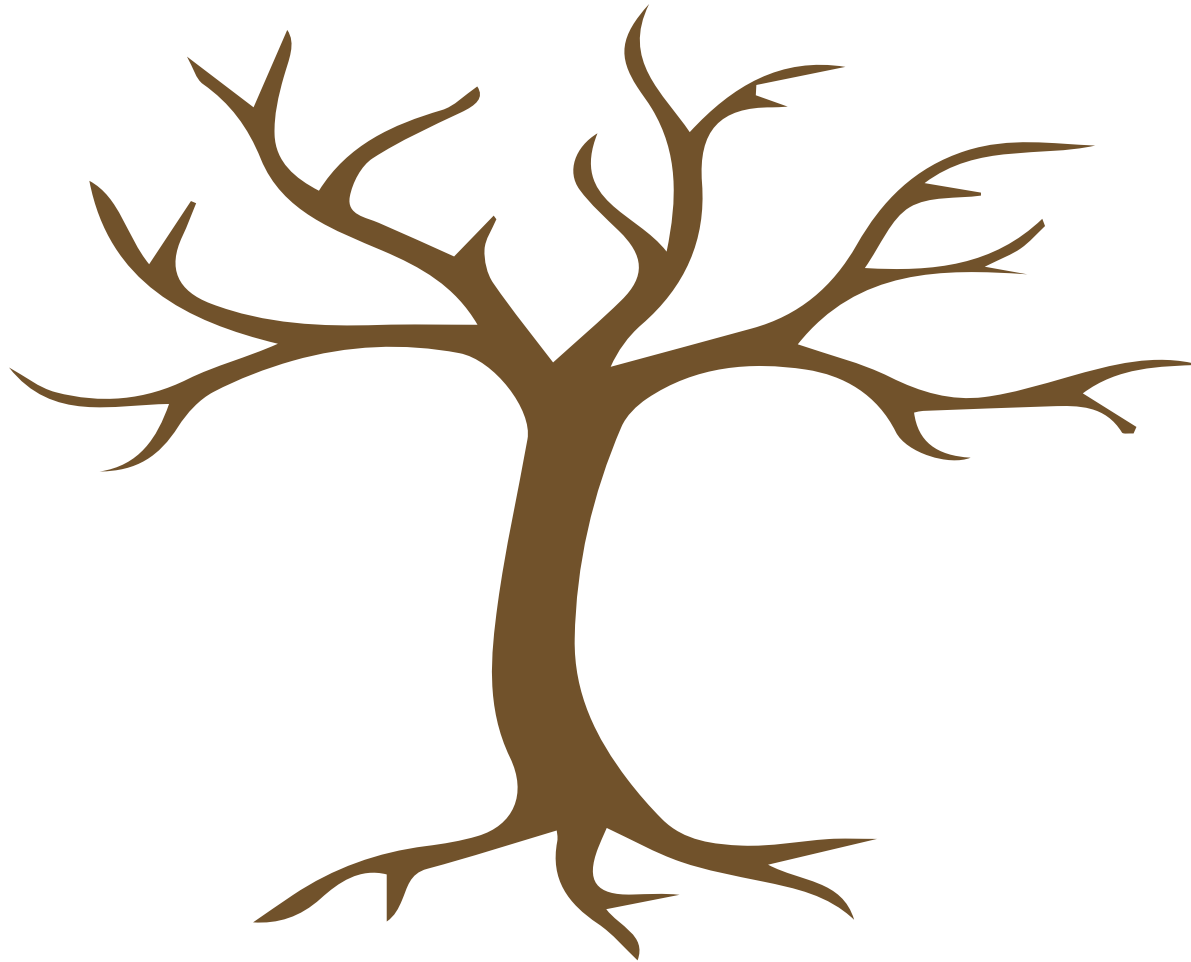
- (FEEL) reflection: Now that we've finished, how about we stand in a circle with our backs together, as strong as a tree trunk and stretch our arms up, like branches, as high as we can. And thinking about our ambitions, let's all shout together 'YES, WE CAN!'

Links to future sessions

- The Consortium for Street Children's Toolkit for Street Girls (2014) has activities in section 2 for exploring short and long term goals (Unit 8: Tool 26) reaching long term goals (Tool 27) and for exploring barriers to reaching goals (tool 28).
- 'Baby steps': If there is a sense that a hope or ambition is achievable (e.g. buying a bicycle, as opposed to being a pilot) one-to-one support by a staff member/outreach worker might be able to assist children in realising something tangible.

Activity Sheet 12: **Template 1, Tree**

This can be adapted to a shape better known locally by children without leaves



Activity Sheet 12: Hopes and Ambitions

Notes

① This data is useful to understand the basic make-up of the group and to be able to compare responses by age group and/or sex. As each participant chooses a pseudonym, note down their age and sex. There may be other factors that are relevant to the children's context (e.g. ethnicity, religion, whether they live on the street or work there), that you may want to introduce in future activities, to be able to see if different 'groups' produce different responses.

② One photo with Ambitions side up + second photo with Hopes side up. If changes have been made to the maps during validation use photos from validation process as the 'final' versions. Photos can be used by the NGO as evidence and illustration of the process.

Facilitator's Reporting Form

DATE & LOCATION OF SESSION

e.g. 10 May 2014, on street – Main Square, City Centre

PARTICIPANT REFERENCE DATA ①

Child's Ref No.	1	2	3	4	5	6	7	8	9	10
Pseudonym	e.g. John									
Age	e.g. 10									
Sex	e.g. male									
Length of time with NGO	e.g. 1 year									

ACTIVITY DATA	CHILDREN'S STATEMENTS
Textual comments about 'Hopes'	"..." "..." "..."
Textual comments about 'Ambitions'	"..." "..." "..."
2 x <i>photos taken of Tree</i> – ② 1 of each side?	Taken: Yes/No
<i>Validation Process</i> <i>Comments / Changes</i> <i>Any disagreements / Dissent</i>	"..." "..."

Conclusion

Ethical Considerations

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11. Ethical Considerations

The following points have been identified as the key ethical issues NGO staff (in particular Facilitators) may face during implementation of the activities in this resource. They include suggestions for appropriate responses to these issues by NGOs and facilitation teams.

1. Risk Assessment

There are particular risks in bringing a group of street-connected children together who may be facing exploitation and abuse in their current lives or have faced exploitation and abuse in their recent past. As risk can be quite context specific, NGOs implementing the activities in this resource are expected to make a risk assessment for the group of children participating in the activities. This assessment should focus on the group dynamics for the duration of each activity (rather than before or after the activity) when the facilitation team is responsible for the welfare of each child participating. The following are suggested steps for making a risk assessment:

Step One: List the key risks.

This can be done by thinking of the key things that can go wrong in terms of the group dynamics, thinking about the background and experiences of the group of children you are bringing together (as well as the adult Facilitators), these could be in the following areas:

- a) Physical (accidental injury or purposeful aggression between participants requiring medical treatment)
- b) Emotional (children becoming anxious or distressed and requiring counselling)
- c) Abusive (abusive behaviour between participants)

Step Two: for each risk think of the ways you could counter or minimize each risk. These might be quite simple things or they might link in to your child protection procedures.

Step Three: Assess the level of risk, looking at:

- a) The severity of the risk
 - High = major injury or trauma causing long term disability or severe emotional distress
 - Medium = an illness or trauma causing short term disability or emotional distress
 - Low = other minor injury, illness, distress or anxiety
- b) The Likelihood of the risk
 - High = certain or near certain
 - Medium = reasonably likely
 - Low = very seldom or never

11. Ethical Considerations continued

Fig 1. Example Risk Assessment Table

Activity	Dangers / Hazards	Minimizing methods	Level of risk
Activity 1	Anxiety about the exercise.	Talk to the children before the activity to prepare them.	low
Activity 3	Stigma on fellow children. Children not opening up to tell their story.	Focus/remind children of the ground rules. Remind children of confidentiality.	high
Activity 5	Given the time they have spent at the project some may not recognise easily the change that has happened in their lives.	Have probing questions ready so that children give more information	medium
Activity 7	Children may be tired by this time (last activity) to give adequate feedback	Use energisers to refresh the children	medium

2. Child Protection

2.1 Appoint a Child Protection Co-ordinator: NGOs are asked to appoint a member of staff (not one of the Facilitators) who can act as a 'Child Protection Co-ordinator' for the duration of the activity. The primary task of the Child Protection Co-ordinator is to connect any child protection concerns that arise during the activity to the child protection procedures for the NGO. This person should be available, if needed, during the activity for children to talk to and should be able to refer children to appropriate services if necessary (they should not be involved in the activity but would need to be based somewhere close-by 'on call'). It is important that the Child Protection Co-ordinator has experience of counselling and feels comfortable talking to children, also that they are familiar with the NGO's child protection procedures as they may need to make use of them.

2.2 What to do if a child becomes distressed: If a child becomes distressed during the activity, one of the Facilitators should ask the child:

- a) if they want to stop talking (they may want to just listen to discussion)
- b) if they want to leave the activity
- c) if they want to talk to a friend
- d) if they want to speak to the Child Protection Co-ordinator

The activity may need to be temporarily stopped or the child in distress may need to leave the activity depending on their answer.

11. Ethical Considerations continued

When a child has left the activity or is just listening the Facilitator may want to:

- reassure the other children that the child is being looked after (if they have left the discussion);
- acknowledge that discussions sometimes raise issues for children that are difficult for them to handle and that the Facilitators do not expect children to continue in the discussion if they are upset;
- state that the child who is upset has not failed in any way.

2.3 Reporting a child in danger: If the child mentions that they are in immediate danger during the activity, the Facilitator should ask the child if they want help. If they want help, the activity should be temporarily stopped and the Facilitator should call on the appointed Child Protection Co-ordinator. The NGO should ensure that the child receives the help they require within the hour and that the child protection issue is addressed appropriately (reported to the authorities if necessary).

3. Privacy and Confidentiality

3.1 Identification and initial contact with children: the NGO is asked to identify and initially contact all children who could potentially take part in activities individually (with parents/carers if appropriate) and discuss the following issues with them:

- The purpose and nature of the activities they will be involved in, the methods and timing and the possible benefits, harms and outcomes;
- **Consent** is explained fully and children (also parents or carers if appropriate) encouraged to ask questions about the activities;
- If children withdraw from any of the activities this will not be held against them in any way;
- Who children can speak to if they have any questions or complaints about the activities.

3.2 Anonymity: due to the sensitivity of some of the topics being discussed in activities, it is highly recommended that children's identities are **anonymous** and the real names of child participants in activities are not used. During the ground rules discussion, Facilitators should ask children to choose their own pseudonym (nickname) that they and the whole group can use instead of their real name – for the duration of the activity. Facilitators should document the **pseudonym** and the real name of participants but this data needs to be kept **confidential**. Choosing a pseudonym does not have to be a particularly 'serious' activity – names can be anything from favourite colours to film stars. Just ensure the pseudonyms are all different and they do not identify the child in any way (i.e. do not use known nick names for children).

11. Ethical Considerations continued

3.3 Confidentiality: in the ground rules for each activity, Facilitators should explain to participants that they can discuss what others say in activities with their friends but that they should not use the real names of the participants. Children should be encouraged to say when they don't want others in the group to share particular information about themselves. NGO policy on their thresholds regarding **confidentiality** will need to be explained to children. For example, some NGOs working with children are obliged to tell the authorities (police) if children disclose information indicating they are in immediate danger or they are committing a crime.

3.4 Informed Consent: for each activity children will be asked to validate the data collected, they will be informed how this data will be used and who it will be disseminated to. Permission will be sought from all participating children to use their data for planning, monitoring and evaluation purposes (including their quotes, as well as drawings or written statements and photographs of these documents). Permission will also be sought to use the data for marketing or fundraising purposes for the NGO.

3.5 Photographs: no photographs of children's faces should be used in any materials produced by the NGO – this would enable children to be identified and would consequently break **confidentiality**. Photographs of children's drawings, however, are encouraged throughout the activities as a part of data collection. When Facilitators take photographs of children's drawings they should

explain that children's faces are NOT included in the photograph and they should allow children to see the photograph if they want to.

3.6 Voice Recordings: children should always be asked if they are happy for a voice recorder to be used. Suggest that children 'try' the recorder to see how it works if this helps with gaining their consent. Once consent is gained explain that children in the group can ask for specific things they have said not to be included in the transcript of the session. Facilitators will need to note these down carefully. If consent is not given to use a voice recorder explain that this is not a problem but ask if you can take notes instead so that you can make sure you write things down accurately and don't forget them. Start recording or taking notes from this point onwards

3.7 Opting Out: If any child does not want to continue participating in the activity they do not need to give a reason to leave. Facilitators should reassure the child that no negative consequences will result from leaving the activity and thank them for their contribution to date. Facilitators or the Child Protection Co-ordinator should try to speak to the child at a later date to address the reasons for leaving the activity. Similarly if any child does not give their consent for use of their data Facilitators should reassure the child that no negative consequences will result from their withdrawal of consent and thank them for their contribution to date.

11. Ethical Considerations continued

3.8 Data Security: it is recommended that data from activities (drawings, notes and tapes) should be kept on password locked hard disks and stored in a locked cabinet under the supervision of the Lead Facilitator. Also that the Facilitators will be the only people able to identify the children and that all data from activities is destroyed after 5 years.

3.9 Accountability: it is recommended that one staff member (a Manager) takes overall responsibility for implementing this resource and managing the other staff (Facilitators, etc.) involved in the activities.

3.10 Complaints: the Child Protection Officer is the main focal point for complaints from child participants and Facilitators of activities. On receiving a complaint the Child Protection Officer should instigate the complaints procedures for the NGO.

4. Disseminating and implementing the findings

4.1 Impact of findings: it is expected that the findings from the activities will be fed into planning, monitoring and evaluation systems for the NGO. Consequently it is hoped that services for street connected children will be improved as a result of these activities.

4.2 Reporting back to child participants: NGOs implementing this resource are asked to find creative ways to report on the impact of findings to child participants. This could be through a newsletter, a poster or exhibition, through meetings or events. Reporting back to child participants shows children that the NGO values their contribution, that their opinions have been taken seriously and have affected change.

12. Bibliography and links to further resources

The following bibliography is presented thematically, working chronologically through this resource and includes links to websites where possible.

Passport 2012

- Many of the materials in this resource are based on PASSPORT 2012 – pioneering studies in India, Canada and Italy which sought to give a voice to street-connected children and young people and were based on the belief that to have a more sustained impact we must listen carefully to those who benefit from our work. For more information see www.aviva.com/corporate-responsibility/community-development/street-school/our-approach/

OHCHR Report

- Office of the High Commissioner for Human Rights (2011) Report of the United Nations High Commissioner for Human Rights on the protection and promotion of the rights of children living and/or working on the street, Geneva: OHCHR Available at: <http://www.ohchr.org/Documents/Issues/Children/Study/OHCHRBrochureStreetChildren.pdf>

Developmental Evaluation

- Patton, M.Q. (2011) *Essentials of Utilization-Focused Evaluation*. Sage
- For more information on Appreciative Inquiry see: www.appreciative-inquiry.co.uk/

Participatory Research

- James, A., & Prout, J. (1997). A new paradigm for the sociology of childhood? Provenance, promise and problems. In A. Prout, & A. James (Eds.), *Constructing and Reconstructing Childhood* (Second ed.). London: Falmer Press.
- Mayall, B. (2004). Sociologies of Childhood. (M. Holborn, Ed.) *Developments in Sociology. An Annual Review*, 20, 43.
- Beazley, H., & Ennew, J. (2006). Participatory Methods and Approaches: Tackling the Two Tyrannies. In V. Desai, & R. Potter, *Doing Development Research*. London/ Thousand Oaks/New Delhi: Sage Publications.
- Save the Children (2003) *Participation – Spice it Up* www.savethechildren.org.uk/resources/online-library/participation---spice-it

12. Bibliography and links to further resources continued

Activity 1: My Wellbeing

- StreetInvest (2013) *Wellbeing Tool Guidelines*
www.streetinvest.org/resources
- Nevill, C. (2009) *Feelings Count: Measuring children's subjective wellbeing for charities and funders*, New Philanthropy Capital, London
- Save the Children (2014) *A Toolkit for Monitoring and Evaluating Children's Participation*
www.savethechildren.org.uk/resources/online-library/toolkit-monitoring-and-evaluating-childrens-participation

Activity 2: My Connections

- StreetInvest *Core Training Module: Introduction to Street Work* www.streetinvest.org/resources

Activity 3: My Resilience

- Henderson, N. and Milstein, M. (2003) *Resiliency in Schools: Making it Happen for Students and Educators*. Thousand Oaks, CA: Corwin Press.
- Gilligan, R. *Promoting Resilience in Child and Family Social Work*, University of Goteburg.
http://cms.it.gu.se/infoglue/DeliverWorking/digitalAssets/781/781781_Paper_Robbie._Gilligan.pdf
- Gilligan, R. (2003). Promoting Children's Resilience: Some Reflections. *Paper presented at the Launch Event for the Glasgow Centre for the Child and Society*. Glasgow.

- Grothberg, E. (1995). *A Guide to Promoting Resilience in Children: Strengthening the Human Spirit*.

Activity 4: Keeping Safe

- Consortium for Street Children (2014) *Street Girls Toolkit: Tool 4: My right to stay safe on the street*.
www.streetchildrenresources.org

Activity 5: Keeping Healthy

- Consortium of Street Children (2014) *Street Girls Toolkit: Unit 4 – Tool 15: What can make me sick; what can keep me healthy*
www.streetchildrenresources.org

- Clare Hanbury's 10 health topics for children at
www.childrenforhealth.org/the-collection/

- Icebreaker 'Circle of foods' adapted from
www.educationworld.com/a_lesson/lesson/icebreakers_for_kids.shtml

Activity 6: Ways of Learning

- For more information on learning styles see
www.education.com/reference/article/childrens-learning-styles/
- Icebreaker 'Fiery Theater Scenario' from
www.everydaylife.globalpost.com www.everydaylife.globalpost.com/ice-breaker-activities-identify-learning-styles-28889.html

12. Bibliography and links to further resources continued

Activity 7: My Participation

- Save the Children (2011) *Toolkit for Creating a Step Change in Monitoring and Evaluating Children's Participation* <http://resourcecentre.savethechildren.se/library/toolkit-creating-step-change-monitoring-and-evaluating-childrens-participation>
- World Vision (2001) *Creating Space for Children's Participation: Planning with Street Children in Yangon, Myanmar*. www.worldvision.com.au/Libraries/3_3_1_Children_PDF_reports/Creating_Space_for_Children_s_Participation_-_Planning_with_Street_Children_in_Yangon_Myanmar.pdf

Activity 8: My Change

- Davies, R and Dart, J. (2005) *The 'Most Significant Change' (MSC) Technique: A Guide to Its Use*
- Wengraf, T (2001). *Qualitative Research Interviewing: Biographic Narratives and Semi-structured Methods*. Sage: London
- Icebreaker source: Scannell, E. and Newstrom, J. (1994) *The Complete Games Trainers Play*. McGraw-Hill

Activity 9: Ranking Services

- PASSPORT 2012 research in Italy: 'RI-CERCANDO INSIEME! (Researching Together!)', L'Albero della Vita, Milan, Italy by Carlotta Zanaboni (in Italian only). www.aviva.com/corporate-responsibility/community-development/street-school/our-approach/

Activity 10: Reaching Out – Street Connections

- StreetInvest Core Training Module: Introduction to Street Work www.streetinvest.org/resources
- International Methodology of Street Work Throughout the World; Dynamo International 2008: www.travailderue.org/publications/publicaciones-red/
- Keenan, Caroline (2007). 'Meeting Youth Where They Live: Participatory Approaches to Research with Marginalized Youth Engaged in Urban Agriculture.' *Children, Youth and Environments* 17(3): 198–212.

Activity 12: My Hopes and Ambitions

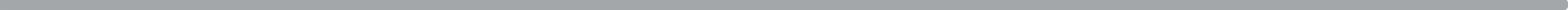
- PASSPORT 2012 research in Italy by Carlotta Zanaboni RI-CERCANDO INSIEME! (Researching Together!), L'Albero della Vita, Milan, Italy by Carlotta Zanaboni (in Italian only). www.aviva.com/corporate-responsibility/community-development/street-school/our-approach/

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Notes

Notes



Lined writing area consisting of numerous horizontal grey lines for taking notes.

My own notes

Notes

Lined area for notes.



Facilitators are asked to send their feedback to the Consortium for Street Children. Feedback data from those who use this resource will help improve it. Please send an email to info@streetchildren.org to receive the feedback questions adding the phrase 'A PASSPORT to Participatory Planning' to the subject heading.

