



Child Friendly Participatory Assessment Tools

A toolbox of ideas

Table of Contents

I. Identifying Issues

- 1. Risk Mapping.....3
- 2. Body Mapping.....4
- 3. Use of Puppets.....5

II. Prioritizing Issues

- 1. Diamond Ranking.....6
- 2. Pairwise Ranking/Matrix Ranking.....7
- 3. Dot Voting.....8
- 4. On the Line.....9
- 4. Paper Houses.....10

III. Analyzing Issues

- 1. Why? Why? Why?.....11
- 2. Tree Analysis.....12
- 3. Venn Diagram.....13
- 4. Spider Webs.....14

IV. Action Planning

- 1. Rocks and Carts.....16
- 2. How? How? How?.....17
- 3. Visioning.....18

Identifying Issues: Risk Mapping

Objective: To enable girls and boys to identify positive and negative aspects of their local communities.

Materials needed: Basic materials: Chalk, Big sheets of paper, Tape, Pencils or pens; Alternatively for more creative approaches to risk mapping: clay, cardboard, colored paper, art/craft supplies, sticks, string, glue, etc.

Steps:

1. Give a group of children a large piece of paper and pencils or chalk. Ask them to build a map of their community highlighting all the important places in their community. *(Alternatively, children can literally 'build' their community using clay, material found in the environment and/or cutting out three dimensional houses, buildings, trees, etc.)*

2. Ask the children to highlight/ draw the places they like and/or feel safe in their community (e.g. each child could put a happy face or tick mark by the places they like). Enable group discussion on the issues raised.

3. Ask the children to draw/ highlight the dangerous places in their community, places where they don't feel safe / they are scared/ or places where accidents happen (e.g each child could place a sad face or cross mark by these places). Enable group discussion on the issues raised.

4. Ask children to indicate 3 things in their community that they would most like to change (e.g. each child could place a star by three things they would like to change). Enable group discussion on the issues raised.

Variations: Risk Mapping can be used to assess one location, for example a school or a playground. It may also be used to identify issues during movement, for example when children walk to school or walk to night commuter centers. Facilitators would ask children what the positive and negative things they experience as they walk to a particular location and on return. Time of day and who the child walks with, for example alone, with friends or a parent are essential in capturing information.

NOTE: It is essential that a facilitator is present during the risk mapping exercise to clarify picture descriptions. For each drawing and/or 'map' a facilitator should note down key words describing the picture so as not to mistake pictures/buildings/people as something the child did not include or draw.

Identifying Issues: Body Mapping

Objective: To enable discussion of issues affecting girls and boys

Materials: Chalk if using pavement, Or flipchart, tape, flipchart pens, markers, crayons, paints, etc.

Steps:

1. Find a clean area on the ground or place large sheets of paper on the floor. Ask for a volunteer child to lie on the sheets so that the shape of their body may be drawn around. Draw around their body shape with chalk or (non-permanent!) pencils/ pens.

2. Enable the children to sit around the 'body' shape and explain that this child is a girl or boy from their community.

3. Encourage the child to design the child highlighting good and bad things that experience, see, hear about – record these issues inside or outside the body shape through images or words:

e.g. when drawing:

- the *eyes* ask children what do they *see* in their homes/ schools/ communities that make them happy/ sad/ worried? ;
- the *ears* what do they *hear* that makes them happy/sad/worried;
- the *hands and arms* what do they touch/ play with that makes them happy/sad/ worried;
- the *stomachs* what do they *eat / drink* that makes them happy/sad/ worried
- the *feet and legs* where do they go that makes them happy/sad/ worried etc.

4. Encourage girls and boys of all different age-groups to express their views. Enable discussion on the issues raised.

NOTE: It is essential that the body mapping is done with a facilitator who can clarify what the child is drawing. Pictures should be described in a notebook by a Facilitator in order to interpret the drawings later. Adults may interpret a picture of a man standing behind a tree as someone the child might know...a friend or a father. The child, however, might have drawn a ghost representing the spirit of their father. Or, the person might be a stranger the child doesn't know but is aware of this person watching them. The emotions of the child to this picture should also be captured. A ghost can be seen as both positive and negative depending on how the child views the issue.

Identifying Issues: Use of Puppets and or Dramas

Objective: To enable girls and boys to highlight issues, likes and dislikes affecting them

Materials: A set of puppets including female, male children and adults; children can make their own puppets out of paper bags, socks, or other materials. Arts and crafts material as buttons, yarn, and cloth can be used to make the puppets. Scissors, tape, glue will also be needed if children make their own puppets.

Steps:

1. Introduce a girl and boy child puppet and members of the community/caretaker puppets to the children.
2. Ask the girls and boys to share their views about what things make this girl or boy puppet happy/ sad/ worried? List the issues raised.
3. Break the children into small groups and ask them if they can develop a small drama or puppet show to illustrate some of the issues that make them sad/worried.
4. Break the children into small groups and ask them if they can develop a small drama or puppet show to illustrate some of the issues that make them happy.
5. Encourage discussion on the puppet shows/ dramas on the issues raised.

Variation: The puppet show can also be done in pairs rather than in a large group. Two or three children can work together and share their stories/issues with each other through the use of the puppets. The facilitator should be present to listen and observe the children's puppet show. Pay special attention to intonation of a child's voice and specific gestures that a child acts out through the puppet/drama.

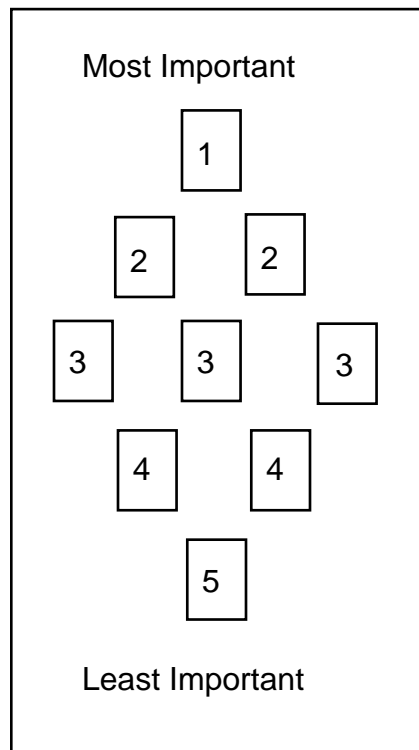
Prioritizing: Diamond Ranking

Objective: To discover the top priorities that concern children

Materials: Cards, post-its, flipchart, sheet of paper with diamond ranking shape drawn on it

Steps:

1. Enable children to develop a list of 9 priorities of issues that affect them. (Or identify issues that they want to promote)
2. Draw or write each of the priorities on a piece of card (or post-it)
3. Make the shape of the diamond ranking and ask the girls and boys to place the cards according to their highest and lowest priority of which issue they want to address. Ensure that all the children get to express their view and that all play a role in determining the final agreement of the placement of cards.



4. Discuss the layout of the cards and the reasons for the priorities.

Prioritizing: Pair wise Ranking/Matrix Ranking

Objective: To identify the key priority issue through a simple matrix.

Materials: Flip charts, markers, masking tape, sticking gums

Steps:

1. Ask participants to list the general issues/ problems that they need to prioritize.
2. Draw a matrix (see below). Write all the problems/ issues along the top of the matrix, and down the side of the matrix.
3. Ask participants to compare two problems at any one time, indicating which is the priority out of the two. Ensure that all the participants are involved in the discussion and that there is consensus regarding the decision
4. Count up the scores for each issue. Discuss.

Matrix Ranking

Problem issues	Problem 1	Problem 2	Problem 3	Total	Priority
Problem 1	*	Problem 1	Problem 1	2	Problem 1
Problem 2	Problem 2	*	Problem 3	1	Problem 2
Problem 3	Problem 1	Problem 2	*	0	

Prioritizing: Dot Voting

Objective: To use voting as a means to prioritize an issue

Materials: Paper, flipchart pens (different colours), stickers can also be used.

Steps:

1. Make a list of all the issues raised by both boys and girls.
2. Ask each of the boys and girls to make a dot by their two top priorities according to two criteria:
 1. Their importance
 2. What is easiest for them to change

(Enable girls and boys to use a different colour pen so that gender differences can be observed)

3. See which gets the most votes. Discuss.

Variation: Pictures or symbols can also be used to illustrate issues especially if children cannot read or are very young. Display pictures or symbols around the room and ask children to take stickers and place a sticker by the picture that is the most important to them. A different color sticker should be used to illustrate what is the easiest for them to change.

Prioritizing: On the Line

Objective: to establish the most important key issues children are faced with through the use of simple objects and a 'priority-line'

Materials: tape, string, (to create a line) or chalk or a stick to draw a line on the ground. Any objects from the environment that can serve as symbols and place on the line. In addition, 10 small sticks.

Steps:

- 1.** In a group, children are asked about key issues that concern them...either positive or negative depending what is needed to prioritize.
- 2.** Ask children for each issue listed to illustrate it through the use of an object they find in the environment that can serve as a symbol. For example: children might indicate that one of the issues they are concerned about is a night club near their school. Children might illustrate this by using an empty soda bottle.
- 3.** Draw a line on the ground. Either use tape, or chalk, or string to make a long line.
- 4.** Ask the children to place the objects representing key issues on the line according to importance. Indicate that one end of the line is "strongly agree" and the other end of the line is "strongly disagree".
- 5.** Ask each child to come to the line and to place the object that is most important to them nearest the "strongly agree" and the other objects behind it according to importance. Allow each child the opportunity to express themselves through this process. Keep track of the number of times an item is placed at the front.
- 6.** As children place items on the line start a discussion with the group until the items on the line are agreed upon by all the children.
- 7.** To further understand the issues and the severity of the issues, ask children to rank the issues using sticks. For example, if the item at the front of the line is "Street Children" ask children if there were 10 children in your community how many of the children would be street children?" Place the number of sticks by the item. Continue to repeat this exercise with each issue using 10 sticks...asking each time, "How many children would be..."

Prioritizing: Paper Houses

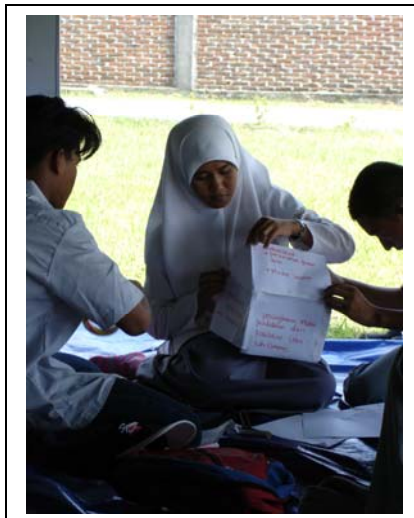
Objective: To illustrate children’s priorities and needs in development, emergency and reconstruction programs and policies

Materials: Sheets of paper, pens, tape, crayons

Steps:

1. Ask children to divide into small groups of no more than 5 children.
2. With a facilitator in each group, discuss with children their concerns and issues regarding a particular event; for example if the government is to resettle IDPs to a new area, ask the children to discuss their concerns about this move. Or, if an organization is trying to understand what children think are important factors during the reconstruction of a school.
3. Create a list of all the issues the children bring up.
4. Ask child to now construct a paper house (three dimensional). At the bottom of the house have the children write the least important issue. On the walls of the house have the children write the second most important issues that need to be addressed. On the roof of the house have the children write the most important issue they need to be addressed.
5. Display houses and have each group present their house and issues.

Variation: Rather than write the priorities of each issue according to need, children can write issues according to: floor—the foundation of the issue, walls—what keeps the house standing or the support needed; Roof—what is needed to protect children. Example: Children may write down as the foundation (floor) that they need food and water to survive; the support (walls) come from their caretakers, or teachers at school; and protection (roof) children might indicate that they need love and kindness from their parents.



Analyzing: Why? Why? Why?

Objective: To analyze the root causes of an issue.

Materials: Chalk or Flipchart paper, flipchart pens

Steps:

- 1.** Write the 'why' question based on an issue that children want to explore on a wide long piece of paper. *e.g. why do some children work on the streets?*
- 2.** Draw 4 or 5 arrows coming from the why? Encourage girls and boys to give different suggestions as to why? (e.g. some children work on the streets) – record the different reasons by the different arrows. *(e.g. due to poverty, as they are an orphan etc.)*
- 3.** By each of the reasons given draw some more arrows and explore why? these happen? *(e.g. why is there poverty?)*. Encourage girls and boys to give different suggestions as to why for each reason? Record the main reasons by the different arrows.
- 4.** Again repeat this process exploring the causes behind the reasons given.

Enable a discussion on the root causes (e.g. the third round of why? why? why?) of the original issue raised.

NOTE: For each layer of why use a different color to illustrate the levels.

Analyzing: Tree Analysis

Objective: To analyze the root causes and the impact of an issue affecting girls and/or boys

Materials: Flipchart paper, pens (Alternatively, colored paper, glue, tape)

Steps:

1. Draw the shape of a large tree on a large piece of flipchart paper.
2. Write an issue identified by children on the trunk of the tree (*e.g. child marriage*)
3. By the roots of the tree encourage the girls and boys to discuss and record the root causes of this problem.
4. By the branches and shoots of the tree encourage the girls and boys to discuss and record the impact of this problem (*e.g on children's lives*)

Variation: Alternatively you can ask children to construct a tree out of colored paper by giving children leaves, branches, roots, and even apples. Give each child a few leaves, branches, roots and apples. Ask children to write down the root causes to the issue on the roots. Have children paste the roots under the trunk of the tree. On the branches ask the children to write down the impact of the issue on children. Paste these coming from the trunk. On the leaves ask the children to write down the consequences that can happen because of the impact from the branch. Paste these coming from the branches. To add analyze further, children can use apples or mangos to write down action points to respond to the impact. Thus, the tree not only serves as a means to analyze an issue it can also be a starting point for taking action.

Analyzing: Venn Diagram

Objective: To analyze access and power of people on issues that children want to influence.

Materials: Paper cut into a few different size circles, large sheet of flipchart, flipchart pens, scissors.

Steps:

- 1.** For the issue that children are discussing encourage them to list all the different groups of people that they would need to influence to get the issue addressed (*e.g. parents, teachers, friends, government ministry etc*)
- 2.** For each of the groups of people identified ask the children to choose a circle according to how powerful the group is (particularly in relation to the influence they have on the particular issue they want to address). The people with more power to address the issue have a big circle, and the group of people with less power to address the issue have a smaller circle. Write the names of the groups on each of the chosen circles.
- 3.** Ask the children to choose what size circle they have (according to their power to address the issue).
- 4.** On a large sheet of flipchart paper place the circle representing the children in the middle of the page.
- 5.** Ask the children to place the other circles near or far away from the children's circle in the centre according to whether it is easy or hard for them to access and influence each particular group of people.
- 6.** The final layout should show which groups children have more access to – in order to influence them, but also how accessible or un-accessible groups of people with most power are to them. Discuss the layout and its implications.

Analyzing: Spider Webs

Objective: To examine an issue (conflict, family dynamics, community problems, social issues) and the relationship between each.

Materials: different colored string, yarn, wire, tied together cloth, rope, and other material that can be used as a “web”

Steps:

1. Ask children to think of an issue that they would like to explore. For example the conflict/war; family feud, or a community rivalry. *(This exercise is best when looking at conflicts, struggles, or the desire to change something)*
2. Ask for volunteers to represent each of the different sides of the issue. For example, if you are discussing the dynamics in a conflict, one person may represent the rebel leader, another a child soldier, another the president of the country, another a military soldier, another a child, etc. Alternatively, if children are analyzing a more local problem, for example the dynamics in their family, one person would represent the father, mother, child, siblings, neighbor, police, etc.
3. Make sure to include one person that represents all children.
4. Have participants stand in the middle of the room and they should become the character they represent.
5. Now explain to participants what each of the strings represent. For example:
 - a. Wire: Negative relationship
 - b. Blue String: A positive relationship
 - c. Rope: A broken relationship
 - d. Red Yarn: Neutral, no relationship
 - e. Yellow ribbon: dependency relationship
 - f. Etc. (any kind of relationship description can be created)
6. Start with one of the players. Ask participants: “What is the relationship of “x” with “B”. Take the string that corresponds to the relationship and tie the string around the person and connect it to the person he/she has a particular relationship with. Continue to do this with each player. Remember to explore the reverse relationship....a child soldier might have a negative relationship with the rebel leader, but the Rebel leader might have a Dependency or positive relationship with the child soldier. Both string/wire/rope etc should be used to illustrate both sides of the relationship.

7. Once the web is created, participants will be tangled inside. Have a discussion about the dynamics of the relationships and what steps can be taken to address the different relationships.

NOTE: Be sure to capture the relationships on a flipchart using different colored pens to illustrate the relationship lines between each player. This can be used later for further discussion when participants step out of the web.



Action Planning: Rocks and Carts

Objective: To enable action planning and to sensitize the participants to the idea that many problems could be solved through internal resources.

Materials: Flip charts, Colour pencils, markers, Masking tape, sticking gums, colored paper

Steps:

- 1.** Ask the participants to draw a cart and to draw/ write the problems/issues as rocks in the cart (the rocks can be drawn bigger or smaller to indicate the severity of the problem)
- 2.** Now for each rock/problem/ issue attach one Bull/Ox to pull the cart. Indicate what the bull/ ox is according what to what children can do to address the problem. If the problem is particularly big, two or three oxes can be used to pull the cart.
- 3.** Children to present and discuss their rocks, carts and ox/ bulls.

Variation: Children can cut out rocks, carts and ox/bulls as a more creative approach to the exercise.

Action Planning: How? How? How?

Objective: To develop a concrete plan to address a concern issue

Materials: Chalk or Flipchart paper, flipchart pens

Steps:

- 1.** Write the 'how' question based on an issue that children want to address on a wide long piece of paper. *e.g. how can we address the road traffic problem in our neighborhood?*
- 2.** Draw 4 or 5 arrows coming from the how? Encourage girls and boys to give different suggestions as to how ? they can address the issue (e.g. road traffic) – record the different reasons by the different arrows. *(e.g. by organizing a road crossing safety awareness campaign with children, by meeting with the traffic control authorities etc)*
- 3.** By each of the suggestions given draw some more arrows and explore how ? they will go about planning this *(e.g. how would they organize a road crossing safety awareness campaign with children?)*. Encourage all the girls and boys to give different suggestions as to how they will develop their action ideas. Record the main reasons by the different arrows.
- 4.** Keep repeating this process to identify the methods for addressing each stage of the action plan until very concrete plans have emerged.
- 5.** Enable a discussion on the emerging action plan and delegate on roles and responsibilities to deliver the action plan.

Action Planning: Visioning

Objective: To dream of a vision and to identify steps to move towards the vision.

Materials: Paper, crayons, pens, colored pencils

Steps:

- 1.** Encourage the girls and boys to sit or lie in a comfortable position with their eyes closed. Enable them to relax, to breath deeply and to dream about a world where the key problem they have faced has been addressed. Give the children time to dream about what their community looks like, feels like with the problem address. What are children doing? How are children feeling? Adults feeling? *(As the children close their eyes walk them through the community, their home, etc. and in their mind have them imagine what the place looks like, the feelings they have, the people they see.)*
- 2.** After 7-10 mins ask the children to open their eyes. Give them each their own individual drawing sheet and ask them to draw or write key images from their dream.
- 3.** Ask the girls and boys to share their vision with each other.
- 4.** Ask the children to make concrete suggestions about what they can do as a group and as individuals to take steps towards realizing this dream. Record all the children's ideas. Encourage discussion on the concrete action ideas that they can implement.