



Child wellbeing matrix (2.1)

Description:	In a simple way, this tool helps to raise understanding about the wellbeing of children through creative drawing & reflections.
Goals of the session:	To develop a common understanding of what makes children happy and unhappy in the target area and who plays a role to address the identified issues. This can give valuable information while designing a program that aim to improve the wellbeing of children.
Target group:	Children (10-18 years old), parents, and other social service providers (such as teachers). In small groups of 6-8 people, the groups can consist of men and women (boys and girls) mixed, or separate, depending on the topics being discussed.
Preparation time:	30 minutes
Duration:	1-2 hours
Materials:	Use flipcharts, pens, and markers. If these are not available, local materials, such as sticks and stones, can be used to draw on the ground.
Copyright:	Freely usable.

Process

Make groups of 6-8 people, depending on the topics that will be discussed, the groups can consist of men and women mixed or separate.

First, make a drawing of a happy child and an unhappy child on the center of the flipchart. Then, let the groups discuss what makes a child happy or unhappy in the target area and what are the things that contribute to the wellbeing of children, according to them. Write their answers on the flip chart. Additionally, write on separate cards who plays a role to address/contribute towards those identified issues. Stick these cards next to the item identified as contributing to happiness or unhappiness.

Alternative ways of using the tool: prepare drawings of a child at different stages of development (for example 0-7, 8-12 years) and discuss what a child needs for development/ wellbeing at that stage of development. Discuss what goes well, what does not go well and who contributes to child development/ wellbeing.

Reflection: let the groups discuss, with each other, the key issues that affect the wellbeing of children. What are the causes? Is there consensus among the stakeholders? Who has a role to play?

With the children: make groups of 6–8 people. Depending on the topics that will be discussed, the groups can consist of boys and girls mixed or separate. However, with the children, the age should be divided into children of 10–14 years-olds together and children of 15–18 years-olds together in groups. As a facilitator, it is important to make the children feel comfortable and safe. Some topics might be sensitive to talk about, so it is important that everyone feels safe and comfortable enough to participate and share their experiences. This is also why sometimes boys and girls can form separate groups.

First, make a drawing of a happy child and an unhappy child on the center of the flipchart. Then, let the groups discuss what makes them a happy or unhappy child in the target area and what are the things that contribute to their wellbeing, according to them. Write their answers on the flip chart. Additionally, write on separate cards who, according to the children, plays a role to address/contribute towards those identified issues. Stick these cards next to the item identified as contributing to happiness or unhappiness.

General collective reflection: after all groups have made a map of things that cause them to be happy or unhappy, let all the groups discuss what they have come up with and share why these things causes happiness or unhappiness to them. Additionally, you can ask them what can be done to increase their happiness and decrease their unhappiness. For example, who has a role to play into the (un)happiness of the children. Lastly, let the groups discuss, with each other, the key issues that affect their wellbeing



For more tools and information, go to our [Participatory Toolbox](#).