

## 2. Tool Child Wellbeing Measurement Framework

### CCCD & Turakura

**Target group:** Children groups 12-18 years old (10% of children groups in the community or 8-10 groups)

#### Tool

Topic	Guiding principles/ questions	1 - very bad	2 - bad	3 - fair	4 - good
<b>Safety and Security</b>					
Q1. Children know where to go when something bad happens to them.	<ul style="list-style-type: none"> <li>• What do children see as 'something bad'</li> <li>• For what issues do they need support?</li> <li>• Are the children familiar with persons, committees (CPC) and facilities in the community in the area of Child Protection and psychosocial support?</li> <li>• Do the children trust these persons, committees, facilities?</li> </ul>	No, not at all	Not really	Most of the time	Yes, always
Q2. Children feel safe when they are with their family/caregivers(s).	<ul style="list-style-type: none"> <li>• What do children consider as safe?</li> <li>• What makes children feel safe in their family, what makes children feel not safe?</li> <li>• What needs to be improved to feel always safe in their family?</li> </ul>	No, not at all	Not really	Most of the time	Yes, always

<p>Q3. Children feel safe in their community</p>	<ul style="list-style-type: none"> <li>• What do children consider as safe?</li> <li>• What makes children feel safe in the community, what makes children feel not safe in the community?</li> <li>• What are safe places in the community, and what are unsafe places?</li> <li>• What needs to be improved to feel always safe?</li> </ul>	<p>No, not at all</p>	<p>Not really</p>	<p>Most of the time</p>	<p>Yes, always</p>
<p><b>Basic needs</b></p>					
<p>Q4. Children have enough to eat every day.</p>	<ul style="list-style-type: none"> <li>• What do children consider as enough to eat?</li> <li>• How often do children eat?</li> <li>• Is there enough food all year round or are there periods that there is less food? When?</li> <li>• How often do they miss out on proper meals and what is the reason?</li> <li>• Do they also receive food somewhere else? (ECDC, School, from others in the community, friends)</li> </ul>	<p>No, not at all</p>	<p>Barely</p>	<p>Most of the time</p>	<p>Yes, always</p>



<p>Q5. Children have access to safe drinking water.</p>	<ul style="list-style-type: none"> <li>• Do children have clean water at home?</li> <li>• How far do children have to walk for clean water?</li> <li>• Do children have access to clean water when they are at school or playing outside?</li> </ul>	<p>No, not at all</p>	<p>Not really</p>	<p>Most of the time</p>	<p>Yes, always</p>
<p>Q6. Children are able to go to school.</p>	<ul style="list-style-type: none"> <li>• Is it possible for all children to go to school?</li> <li>• What are reasons that children are not attending school?</li> <li>• What is needed to ensure that all children can go to school?</li> </ul>	<p>No, not at all</p>	<p>Not really</p>	<p>Most of the time</p>	<p>Yes, always</p>
<p>Q7. Children are able to finish school.</p>	<ul style="list-style-type: none"> <li>• What are reasons that children drop-out from school?</li> <li>• What is currently being done to help children to finish school?</li> <li>• What is needed more to ensure that all children are able to finish school?</li> </ul>	<p>No, not at all</p>	<p>Not likely</p>	<p>Most likely</p>	<p>Yes, definitely</p>
<p><b>Relationships with family and others</b></p>					



<p>Q8. Parents/caregivers take good care of their children.</p>	<ul style="list-style-type: none"> <li>• What do children consider as good care?</li> <li>• What are they missing, what do they think can parents in their community do differently?</li> <li>• What would they do differently if they had children?</li> <li>• What kind of examples of good parenting do they see in their community?</li> </ul>	<p>No, not at all</p>	<p>Not really</p>	<p>Most of the time</p>	<p>Yes, always</p>
<p>Q9. Children get along with each other.</p>	<ul style="list-style-type: none"> <li>• Where do children meet and play?</li> <li>• Do all children in the community have friends to play with?</li> <li>• Are there children who are bullied or discriminated?</li> <li>• Are there often fights between children? If so, what are reasons that children fight?</li> <li>• What can be done to help children to get along with each other?</li> </ul>	<p>No, not at all</p>	<p>Not really</p>	<p>Most of the time</p>	<p>Yes, always</p>



<p>Q10. Children with a disability are able to participate in the community.</p>	<ul style="list-style-type: none"> <li>• How are children with a disability treated in the community?</li> <li>• Are children with a disability able to join school and play?</li> <li>• What is being done to ensure that children with a disability can join in school and play?</li> <li>• What is needed more to ensure that children with a disability can join in school and play?</li> </ul>	<p>No, not at all</p>	<p>Not really</p>	<p>Most of the time</p>	<p>Yes, always</p>
<p><b>Agency</b></p>					
<p>Q11. Children have a voice in the community.</p>	<ul style="list-style-type: none"> <li>• Can children participate in community activities?</li> <li>• Did they experience that the community listened to what children brought up?</li> <li>• What are reasons that children are not listened to?</li> </ul>	<p>No, not at all</p>	<p>Not really</p>	<p>Most of the time</p>	<p>Yes, always</p>



## Instructions

In the following sections, you will find more instructions on how to sample and facilitate the focus group discussions for collecting data for measuring child wellbeing.

## Sample

Because it is not possible to include all beneficiaries in the data selection, a sample is taken.

These are the guidelines for making a sample:

- Each group should consist of approximately 12–15 members.
- If the group is bigger (e.g. a SHG of 25), a random sample can be made.
- For **children groups**, a smaller group of **8–10 children** can be selected if preferred.
- The aim should be to use this tool with the same groups throughout the project. The group name gets recorded in the datasheets.
- When it is not possible to use the same group, another group is selected.
- By selecting the same groups throughout the whole project phase, it is avoided that later founded groups affect the results.
- Most groups in the community are bigger than 15 members. The 12–15 members selected for the exercise may differ from year to year as long as the same group is selected.
- Make sure that both genders are included in the group, if possible.
- Take a random sample of 10% of the total number of groups, with a minimum of 8–10 separate groups. If there are fewer than eight groups, all groups should be included in the sample.
- Try to include various groups in the sample if that fits the tool. For example, Self-Help Groups (SHGs), Cluster Level Associations (CLAs) or Community-Based Organisations (CBOs), youth groups or children's groups, could be included in the CSI. This doesn't apply to group-specific tools like the Family Farmer Statement and the Youth Statements.



## Facilitation

The facilitator or enumerator has an essential role in conducting the focus group discussions. The tools are participatory by nature, as groups come together to discuss different topics. The facilitator is responsible for explaining the tools well, guiding the conversation, making the participants feel at ease, and encouraging them to speak out to give their honest opinions. The facilitator does the exercise together with a note-taker. The facilitator introduces the questions and leads the discussions. The note-taker records the scores and takes notes of the reasons for giving certain scores.

All the participatory tools use the same methodology; therefore, the same instructions apply to all tools. Be aware that the target groups are not the same for every tool. The facilitator and the note-taker can take the following steps to prepare and conduct the focus group discussion:

### 1. Preparation

- Make sure that the tools are translated into the local language.
- The facilitator and the note-taker prepare a printed version of the tool and data form or Kobo to record the data.
- If applicable, last year's average scores can be prefilled on the data form.

### 2. Facilitating the group exercise

- The exercise should take approximately an hour and 15 minutes to keep everyone on board. Long discussions may need to be ended if time runs out.
- First, the facilitator introduces the tool to the group and explains what it is about and what topics it entails.
- Second, the facilitator explains the meaning of the scores. For each topic, there is an *"ideal situation"* (or *"nearly ideal situation"*) or a *"good situation"* (4). The highest rating implies that for this aspect, no further improvements in the situation are needed or even possible. The lowest rating is a *"far from ideal situation"* or a *"very bad situation"* (1). A lot of improvements are needed to move towards the ideal situation. In between, there are two other scales: *"first steps"* or *"bad"* (2) when the situation is better than the *"far from ideal situation"*, but there is still a long way to go. And *"moving on"* or *"fair"* (3) when steady progress is made toward the *"ideal situation"*, but one or more serious issues are still lacking to consider the situation *"nearly ideal"* and clear further action points can still be defined. The exact meanings of the scores are described in the tools (e.g. Food Security (CSI), score 4 = Children are consistently well fed and eat regularly). For some of the tools, the two *"in-between scales"* are not precisely defined but should be used intuitively; the group can discuss if the situation is still closer to the *"far from ideal situation"* or closer to the *"(nearly) ideal situation"*.



- Every group member receives four stones or beans (or something similar). After introducing the statement for rating, the facilitator invites the members to put 1, 2, 3 or 4 stones/ beans in front of them, representing their opinion.
- Most tools have **guiding principles/ questions** (considerations) for each topic or category. These questions can help the facilitator guide the conversation and clarify the topic and can help the group to determine what score they want to give. The facilitator does not need to use all questions. **The group does not have to answer all the guiding questions.** They can be seen as helpful tools in having a good discussion.
- For most tools, the statements ask about a reflection of the community instead of the individuals, except for the Farmer Family Statements (PIP). This allows the participants to better reflect on sensitive issues without becoming too personal. The facilitator should keep this in mind.
- The stones/ beans should be **placed at the same time** to avoid participants copying each other. The facilitator could count down.
- When everyone has placed their stones/ beans, the facilitator can ask people why they gave this score. In this way, there can be a discussion about the positive and/ or negative remarks that help people determine their end score. Group members are free to add or remove stones during the debate.
- Please note that the participants are not obliged to give a reason.
- The note-taker makes notes of the reasons for the partner's reflection.
- The note-taker can also make notes of possible actions that need to be taken by the implementing partner. This is for the partner's reference.
- When doing the scorecards repeatedly with the same groups, the scores can be compared to the score of the previous discussion. The facilitator should bring the old scorecards or write the last score on the form. Comparing the scores can be helpful for the discussion; this is up to the facilitator.
- During the discussion, the participants are invited to give their ideas to improve the situation for the coming year. This is how group members play an active role in data collection, sensemaking and planning for the next steps.
- Sometimes, participants give an answer or reason to their score that does not fit the question (it may serve another question better). In that case, the facilitator can help the participants by explaining the question or referring to another question. The facilitator must be very familiar with the tools.
- The facilitator should listen well to the stories being told and see if the score corresponds to that score. The facilitator should not tell the participants to change their scores but can help decide the appropriate score by asking questions and guiding the conversation.





**Scoring:**

- When the discussion is finished, and everyone is satisfied with the number of stones/ beans placed, the note-taker or the facilitator writes the number of participants who scored a one, two, three and four and the total number of participants (because people may leave during the session).
- For example: 1 participant gives a 1, 4 participants give a 2, 5 participants give a 3 and 3 participants give a 4. The total number of participants is 13. The total score is 36 ( $1 \times 1 + 4 \times 2 + 5 \times 3 + 3 \times 4$ ), divided by 13 gives an average score of 2.8. (The calculation can be done later at the office and is done automatically in the datasheets and Kobo).
- Kobo sheets and MS Word forms are available to collect the scores.

**Additional guidance for facilitating children groups:**

- The session with children should be led by a facilitator who knows the children and who is trained as a children's group facilitator.
- The facilitator should ensure the group is a safe space for children to speak out.
- A group of **8-12 children** should be sampled for the tool. Because most children's groups are bigger, a random sample from the group can be drawn every time the tools are conducted to avoid the same children getting selected every time and because children leave the groups when they get older.
- It is essential to take note of children who influence other children and to avoid that from happening.
- The facilitator should keep explaining the scoring to the children during the process, not only at the start.
- The facilitator should explain to the children that giving a score of 1 is okay to prevent children from thinking they score poorly themselves.
- The facilitator explains to the children that the information they give is safe and that their names are not mentioned.
- It is essential to include enough breaks to keep the children's attention. Games, dances, and songs can be helpful to keep them engaged.

The facilitator and note-taker should be alert to see if children need after-care after the session. This should be noted to ensure that follow-up is provided.

