

Child Led Data Collection

A guide for young people
to learn how to do research
and create positive change



Save the Children

Sweden

Save the Children's Vision and Mission

WE ARE the world's leading independent organization for children.

OUR VISION is a world in which every child attains the right to survival, protection, development and participation.

OUR MISSION is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

The Manara Network is a regional network focused on coordinating and promoting information and action on children's rights in the Middle East and North Africa. Based on the belief that civil society can and should play a key role in the protection and promotion of human rights in general and child rights in particular, Manara aims to support civil society organisations and children in the MENA region in their role as advocates and active development partners for the rights of the child.

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Forward

The main objective of the The Manara Network is to advance the rights of children in MENA region by assuring that children have the opportunity to be part of exploring and presenting the challenges that they face and also to influence decision making processes in regards to issues related to children. The project “Manara Network: A Civil Society for Child`s Rights” was designed and has been implemented by Save the Children Sweden in a time when the Middle East and North Africa (MENA) has experienced the Arab Spring, a time when citizens across the region have demanded to have their voice heard and the strongest voice among them all have been the voice of children and youth. Save the Children is therefore very happy at this time to launch a tool for children and youth that gives them the possibility to collect data in a participatory manner in order to highlight challenges that they face as well as to bring in new light to issues that has not been noticed by adults and which are of a concern to children.

The Child Led Data Collection (CLDC) is one of four components of the Manara Network project, The methodology of CLDC was piloted, tested and finalized during 2011 by Save the Children Sweden (SCS) and its MANARA Child Rights Network of partners in the MENA region.

All that is included in this manual is the product of a collaborative process of piloting that began as an idea and materialised - with significant contributions and efforts from those working in the field - into this methodology. Moreover, this methodology carries with it significant contributions from a community of practitioners who invested impressive amounts of time and energy in trying and testing it, and making Child Led Data Collection do-able.

Save the Children would like to extend our gratitude to the author Lea Esterhuizen, PhD (Independent consultant), for her key role in realizing the production of this innovative methodology and manual.

We would also like to acknowledge and thank the following people for their input: The more than 500 young children researchers from oPt, Lebanon, Yemen and Morocco whose commitment and enthusiasm made this all possible; Marina Pinheiro (SCS Regional Office, Beirut) for ongoing co-ordination, liaison, assistance with training, quality assurance, support with drafting and distribution of manuals, and for her patience; and Anna Ressler (formerly SCS Regional Office, Beirut) who started this journey with impressive momentum and dedication; and Rania Zakhia (SCS Regional Office, Beirut) for her support to the team The main representatives of the Manara Network partner organisations must also be mentioned here: for their faith, training and support of the young researchers, and their willingness to develop and pilot a practical methodology from an untested concept. Special thanks to: Riad Arar (DCI, oPt), Arwa Al-Fakih (Democracy School, Yemen), Shaima Al Raiy(Soul, Yemen), Yasmine Smires and Abderrahman Bounaim (Bayti, Morocco), Raed Ataya (Nabaa, Lebanon), Rita Karam and Raneem Baassiri (formerly ALEF, Lebanon) and Enas Barhoum (formerly Mizan, Jordan).

We hope that this manual together with the findings reports adequately reflect the hard work and high quality research evidence produced by this community of practitioners, and that they are ultimately recognised as an invaluable resource and authority for those who wish to try Child Led Data Collection in the future.

Sanna Johnson
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Introduction

This manual has been developed to support young people as well as organizations to better understand 'Child Led Data Collection' (or CLDC for short). We want to help you understand the important role young people have in collecting information about their lives and telling others about their realities.

Our goal is to take something – collecting and working with research data - that seems complex and simplify it. With this manual we hope to make working with data easy for everyone, including young people. And, most importantly, we want to make it fun and interesting.

The information you will find within this manual was developed between 2009 and 2012 as part of the project, 'A Civil Society for Children's Rights in the MENA Region' led by Save the Children Sweden and funded by the Swedish International Development Cooperation Agency (SIDA). Many partners supported the project, including: Bayti (Morocco), Nabaa (Lebanon), Democracy School (Yemen) together with Soul (Yemen) and Defence for Children International Palestine Section (occupied Palestinian territories).

Different groups of young people tested and piloted the manual and shared with us their experiences and ideas for improvement. Through the community of people involved, we were able to make the needed changes and share with you a resource that we hope you will find unique and useful.

We understand that not all research and advocacy projects have the impact they hope to have and that many do not change lives. But we are trying to change that and offer something different. Young people participating in data collection will learn new skills, meet new people and learn more about what is needed to create positive change. This experience can change the way you see your world, it can change

the choices you make and it can create opportunities for you in the future.

By working together with other young people, you can build new relationships, grow as researchers and become advocates for positive change. This is also a special opportunity for adults to support young people in the process of collecting and working with data and for young people to share your unique skills, perspectives and insight; and for us all to support the young to speak for the young.

Should you choose to participate in CLDC, whether as a young researcher or as a support organization or a sponsor, we hope that you enjoy witnessing the power of evidence-based advocacy led by young people themselves.

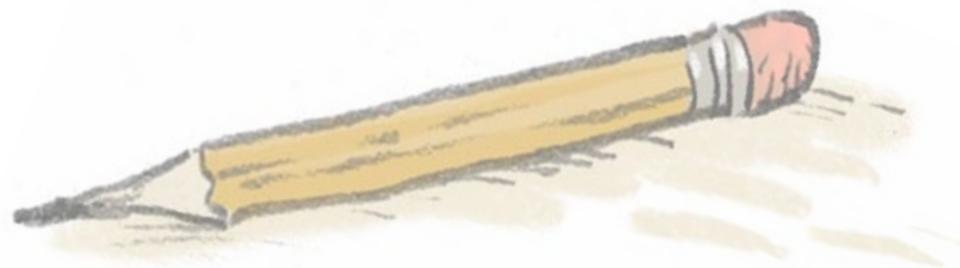
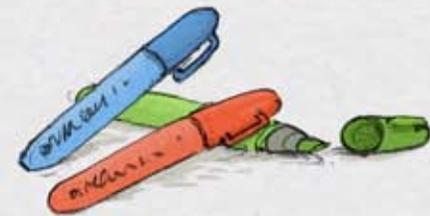


Table of Contents

Getting Started	6	Step Eleven: Understanding the Results	71
Step One: What is Child Led Data Collection?	10	Step Twelve: Presenting the Findings	80
Step Two: Are you ready for Child Led Data Collection?	13	Conclusion	89
Step Three: Planning for Data Collection	16	Glossary	91
Step Four: Creating your Research Team	19	Appendixes and Supporting Documents	97
Step Five: Identifying your Interviewees/storytellers	24		
Step Six: Preparing for and doing the Interviews	27		
Step Seven: Working with Your Interview Data	42		
Step Eight: Working with Survey Monkey	55		
Step Nine: Preparing for the Survey	57		
Step Ten: Doing the Survey	62		



Getting Started



Getting Started

How to use this manual...

This manual has been developed for both young people and adults. Young people can use it to better understand data collection and learn, step by step, how to do it. Adults, or civil society organizations, can use the manual to support young people and help guide and support them as they work on Child Led Data Collection.

For the most part, both adults and young people will find all of the information in the manual useful. However, there are some parts of the manual where information may be more important or relevant to one group, particularly in the first few chapters. We have therefore created the following markers to help guide you:

For Young People: will indicate sections of the manual specific to young people.

For Adults: will indicate sections of the manual specific to adults and civil society organizations.

You will also find occasional references to a 'Lead Team'. The Lead Team refers to the group of people that first decide to undertake Child Led Data Collection. This Team could include only young people or only adults. Ideally, a group of young people and adults (the supporting organization) will form the 'Lead Team' and together begin to develop your CLDC plan and strategy.

We have also created other markers or ways to help you work through the manual:

GOAL 

Goal: Describing the goals and objectives of each chapter.

More Information and Tips: Providing you with more details and information related to the section.

Activity >>

Learning Activity: Activities or exercises are provided throughout this guide to support your learning and understanding.

Example: Where needed, we have provided you with examples to further support your learning and understanding.

Definitions are provided throughout each chapter and we have also provided you with a glossary of terms at the end of the manual. If you come across a term or concept that you do not understand and you cannot find in the glossary, we encourage you to speak to other young people and the adults involved to find the information you need.

Appendixes: Important resources and links to websites, information and more are provided at the end of the manual. We encourage you to spend time exploring these resources and learning all you can about research, data collection and advocacy.

Abbreviations can also be found throughout this manual. We have used them as little as possible. There are, however, a few terms that are used frequently, including:

Abbreviation	In full...	And this is...
CLDC	Child Led Data Collection	A form of research done with young people
YR	Youth Researcher	15-18 year olds who conduct the research
SM	Survey Monkey	Easy to use software package used to run surveys online

Structure: This manual has been set up as a step by step guide to lead you through data collection, including: What is it? Who can do it? How to do it?

CLDC is divided into a series of different steps. We say that these different steps together make up the CLDC cycle - all the activities needed to start and finish CLDC.

Please spend time reading through the manual and finding inspiration. Take time to consider: What are the issues you feel passionate about? What are the things young people are concerned about? What problems need to be better understood? What change needs to happen? Open your mind and consider the possibility that change is possible. Data collection can open the door to learn new skills, meet new people, build important partnerships and, believe it or not, it can also be a lot of fun!

STEP 1:

What is Child Led Data Collection?



What is Child Led Data Collection?

In this step, our goal is to better understand 'research' and to define "Child Led Data Collection".

GOAL 

Activity >>

Objective: To determine your current understanding of 'research'.

Step one: As an individual or in a group discussion, please answer the question, "what is research?"

Step two: Record the answers on a piece of paper, flip chart or board.

Step three: Explore, "have you ever done research?"

If no, please read the definition provided below.

If yes, "what were you researching and what steps did it involve?"

Step four: After all the ideas and experiences have been shared, please consider some of the following definitions:

What is Research?

Research can be defined as: careful study and investigation for the purpose of discovering new knowledge or to update our existing knowledge.

Research can take many forms and be used for many different purposes. For example: if you are asked to write a paper or essay about earthquakes, you will need to do some research to learn more about earthquakes. You might search on the internet, read books, look for newspaper or magazine articles and talk to experts. Or, maybe you want to learn how to cook one of your favorite foods. You will need to look in books or talk to members of your family to learn about the ingredients and techniques. Or, maybe you want to purchase a new item (like a radio or computer) but you are not sure which one to buy. You might ask friends, look for reviews on the internet or read magazines.

All of these things are forms of research.

Activity >>

Now that you have read a definition for 'research' please ask the question again, "Have you ever done research?" Please discuss the examples and your experiences.

In summary: Sometimes 'research' can sound overwhelming and challenging. But once we realize that it is something we have all done, we can learn from our past experiences, put our knowledge into practice and prepare ourselves to learn and do more.

What is Child Led Data Collection?

Let us look at Child Led Data Collection (CLDC) in two parts:

Data Collection: is a stage in research that involves collecting information (or data) to better understand a situation or circumstance. Information can be collected in different ways. For example: surveys (questionnaires or sets of questions that people fill out and answer) or interviews (face to face sessions in which individuals or groups of people share their ideas or experiences).

Child Led: Typically, most research about children is done by adults. In this case however, children and young people are directly involved in doing the research.

CLDC is about young people doing research about young lives and things that are important to young people.

There are some additional terms that you should know before you get started, including:

ADVOCACY: A process of speaking out on issues of concern in order to influence change-makers and affect people's current lives. It is often a series of actions taken to change the "what is" into "what should be".

ANALYSIS: The process of taking something big and complicated and breaking it down into smaller, logical pieces. To look at something very carefully so you can understand it and define what is important about it.

DATA: 'Information' which is collected from many people or sources, and carefully organized. While doing research you collect 'data'.

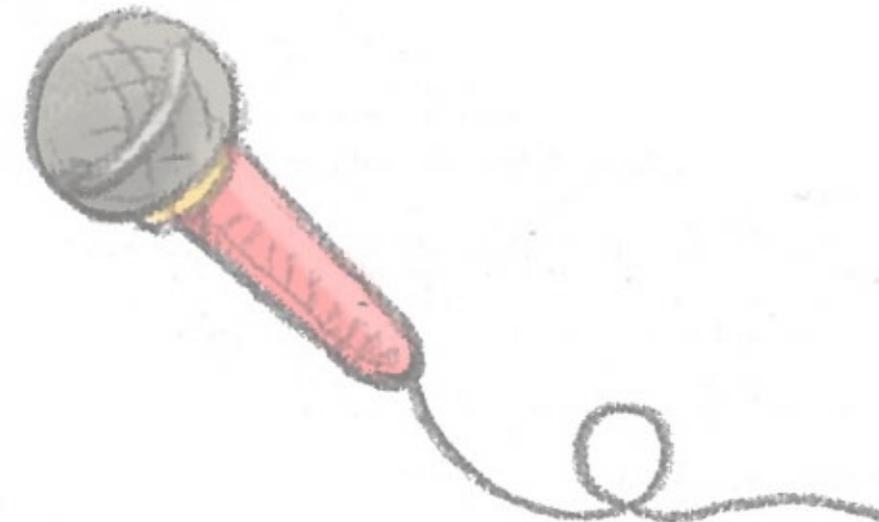
EVIDENCE: To demonstrate that something is true you need to provide 'evidence' or proof. Our goal in research is often to produce 'evidence' or proof that explains a situation or an idea. 'Data' is one form of research evidence.

FINDINGS: After you do your research (for example: interviews and surveys) your results or the things you learned during the research can also be called your 'findings'.

INTERVIEW: An activity where one person (the interviewer) asks another person (the interviewee) a series of questions.

SURVEY: A series of questions, often with multiple choice answers (sometimes called a 'questionnaire'). Often used in research and given to many people to answer or 'fill out' so that researchers can collect data and better understand a situation or idea.

(More definitions can also be found in the Glossary at the end of the Manual)



STEP 2:

Are you ready for
Child Led Data Collection?



Are you ready for Child Led Data Collection?

Step Two will help you learn about the skills and support you need to get started with Child Led Data Collection.



You are reading this manual because you have an interest in gathering good information (or ‘evidence’) about the lives and needs of young people in your community/country. This is an important starting point. Next, it is worth considering what else you need in order to get started with CLDC. Here is a short checklist that may help you to decide if you are ready:

Activity >>

For Young People:

Please answer the following questions with a ‘YES’ or ‘NO’.

1. Are you 15 - 18 years old?
2. Will your parents or the main adult(s) who support you, be supportive if they knew you would be doing this?
3. Do you speak at least one of the native languages spoken in your area?
4. Will you be comfortable collecting (and knowing) information about

the personal lives and experiences of 8 - 18 year old young people living in your neighbourhood?

5. Can you respect the privacy of the people you may interview? For example: you will need to protect the identity and privacy of young people you interview and keep their details a secret from someone who may want to know who they are and what they shared with you.
6. Are you interested in learning about the everyday needs and experiences of young people in your country?
7. Are you interested in trying to use what you learn to help improve the lives of young people in your country?
8. Are you interested in spending a few hours of your spare time each week working on this project, when it could last up to 6 months?

For Adults (or organizations):

Please answer the following questions with a ‘YES’ or ‘NO’.

1. Do you currently work to support positive change in young people’s lives?
2. Can better evidence of the everyday needs and experiences of young people (from 8 - 18 years old) help to improve the work you do?
3. Do you have direct contact with 8 - 18 year old young people?
4. Does your organization either work nationally or belong to a national network of civil society organizations who work with young people?
5. Does the Director of your organization understand why it is worth gathering better evidence of young people’s needs and experiences,

and engaging teenagers actively to work with you?

6. Are there at least 2 people in the organization each of whom could be actively involved in supporting CLDC for at least 1 day per week over a period of 6 months?

7. Do you believe that young people (from 15 - 18 years old) are capable of gathering and working effectively with research data?

8. Do you believe that it is possible to support 15 - 18 year olds to lead a research process and make choices and decisions of their own, without you needing to take over and make decisions for them?

9. Can you think of other civil society organizations with which your organization could collaborate to better support the young researchers?

10. Has your organization ever done research before?

These questions introduce a basic setting that can make it easier for young people to become researchers and for adults to support Child Led Data Collection. Hopefully you have answered 'YES' to all of the above questions. However, these are ideal conditions, and if you answered 'NO' for one or more of the above questions, don't be discouraged. Read on to learn more so that you can decide for yourself if you wish to be involved.

Which Skills Will We Need?

Don't worry too much about your research skills and experience.

In general, organizations who have done some form of research before will find it easier to support young researchers, especially when it comes to problem-solving and overcoming challenges during fieldwork.

For young researchers or young people who would like to get involved, this manual and especially the exercises included will help you to develop the skills you will need.

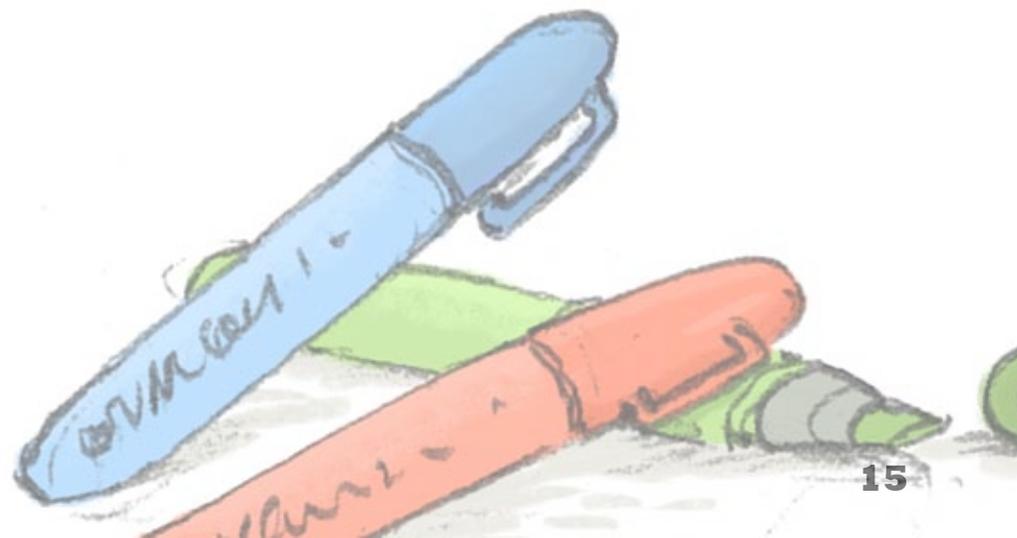
You will learn to:

- * Interview young people effectively
- * Analyze(sort and summarize) interview data
- * Develop and work with a survey
- * Gather survey data and understand the survey results
- * Combine interview and survey data
- * Present your findings to others

Do not worry if you do not have experience with any of this. You only need to be interested in learning these skills.

If you answered 'yes' to all or most of the questions at the beginning of this chapter and if you are excited about learning the different skills needed for data collection, then there is a good chance that you are ready to get started.

Now, you need to make a plan...



STEP 3: Planning for Data Collection



Planning for Data Collection

Child Led Data Collection is more than just collecting data. It involves many different steps and activities and you need a network or collective of people and organizations to make it work. Each step requires different resources. This chapter will walk you through some of the planning and preparations needed for CLDC.



Making A Plan

These steps can be completed by a young person or group of young people who have a project idea or by an organization that wants to support Child Led Data Collection. In most instances, young people will find it easiest to work together with a supporting organization, very early on, to develop a plan and complete the steps outlined below:

- 1. Establish your Team:** As early as possible in your planning, you should aim to create a 'Leading Team'. Ideally this team will include both young people and a supporting organization/group of adults. Try to assemble a team where all the players have similar goals and interests.
- 2. Define Goals and Create a Plan:** As a 'Lead Team', identify your goals and objectives. Explore the purpose of your project and what you need to make it happen. This will include thinking about the costs related to each step and how you can keep costs low (for example: by using volunteers).
- 3. Safety:** Remember, we can never compromise on project safety or support for young researchers when you are doing CLCD work. You

will need policies and plans to ensure everyone is safe and protected, including a plan to deal with incidents or emergencies. Young researchers should also help with planning and make suggestions about how particular stages could be improved and made safer.

4. Partnerships: You will need to find the right partners to help make your project happen. Try to identify and approach civil society organizations or even government agencies that work nationally. Look for partners who are excited about youth participation and about improving the information available about children's everyday needs and experiences.

5. Learn from the Past: Establish good contact with civil society partners and young researchers who have done this before - they can support you and help you problem-solve when you face unexpected challenges. See Appendix A for more information.

6. Think Ahead: At the very beginning, think about whom you want to influence and who will be able to use your research findings to improve the lives of young people. Who are the people and organizations that will be able to create change? Contacting them early on makes it more likely that these audiences will be interested in what you find out about young people, their needs and experiences later in the process.

7. Venue: Find a place or places where the team and young researchers can meet and work together. The space should be youth friendly (a place where young people will feel comfortable and free to participate), accessible and welcoming. Ensure that there is always a well-informed adult support person at every meeting.

8. Information and Handouts: You will need some simple materials to explain what your project is all about. There are useful explanations and resources found in Appendix C. These short pamphlets or

posters will help you when it comes to explaining to different people and organizations what you are doing and why.

9. Internal Advocacy: The last thing you want is to get started with your project and then find that the manager of your organization or school principal is unaware and unsupportive of the project. Ensure that the head of each of the schools, youth clubs as well as the partner organizations understand the value of the project and are 100% behind you!

10. Be patient: Fieldwork never goes according to plan, and it shouldn't! The whole purpose of research is to find new information and to learn new things. Because of this, research is unpredictable and we always need to be willing to adapt, change and learn about what works and what does not work.

In addition to making a plan, you will also need to explore the resources you will need to complete your project. As a team you can together explore the needed resources but in many instances, you will find that the adults and supporting organizations will be in the best position to secure resources.

What Resources Will We Need?

In the pages that follow, we will lead you through the different elements of Child Led Data Collection with each step requiring its own planning and resources.

In the following activity, we ask you to start your planning process. It is not necessary to have all the resources in place before you start your project. At first, it can seem a bit overwhelming but we have listed them so that you can identify, early on, what you may need and start to think ahead about your overall plan. Also, our list may not be 100% complete, depending on your team and your project you may need to add to it or modify it.

Some things may not be clear or understandable just yet (especially if you have not read the entire manual) but do not worry. As you read on, learn more about each step, the information below will make more and more sense.

Activity >>

Objective: To record and document your project plan.

Step one: Invite your 'Lead Team' to a 'planning meeting'.

Step two: Ask one member of the team to take notes.

Step three: Begin to explore the different steps and needed resources discussed in this chapter.

Step four: Ensure the note taker carefully records the discussion. We have provided a sample template to support your planning process in Appendix B.

Step five: It will likely take more than one meeting to discuss all of the initial planning details. As your plan develops, be sure to update your notes and go back to them occasionally to ensure you are on track and not forgetting anything important.

Step six: As you complete the identified tasks, update your notes so that you can map your progress. This can also be a useful tool to use at the start of meetings as a 'recap' to go over what has been accomplished and what still needs to be done.

STEP 4: Creating Your Research Team



Creating Your Research Team

Now that you know you are ready for Child Led Data Collection, you have a plan and the resources to get started; it's now time to find your young researchers...

In this step you will learn how to recruit the young people who will be on your research team.



Practical Tips For Recruitment

1. Spend time and effort letting people and organizations know you are looking for young people to become young researchers.
2. Give them all the information they need so that they understand what it is all about.
3. Ensure that every single young person who is selected to be a young researcher gives you a signed Informed Consent Form that they and their parent or guardian have signed.

Finding Your Young Researchers

Let's start right from the beginning. How many YRs do you need to find? The different steps of CLDC require different numbers of YRs. So let's look at this more carefully:

Step	Total Number of YRs
Planning for CLDC	0 YRs (but you will have young people on the 'Lead Team')
Creating your Research Team	0 YRs (but you will have young people on the 'Lead Team')
Preparing for and doing the interviews	30 Yrs (allows 4 to 'drop-out'), leaving 26
Analyzing the interviews/data	Minimum of 8 (8-16 will be able to work well together)
Working with Survey Monkey	Minimum of 8 (8-16 will be able to work)
Preparing for the survey	Minimum of 8 (8-16 will be able to work well together)
Doing the survey	120 (allows 16 to 'drop out'), leaving 104
Understanding the results of the survey	Minimum of 8 (8-16 will be able to work well together)
Presenting the findings	Minimum of 8 (8-16 will be able to work well together)

Early on in CLDC, you begin with a smaller team of YRs. This smaller team then recruits friends to work with them for the survey work (Step 9), and so the research team then grows quite dramatically.

You may want to think of the young people in the 'Lead Team' as your core researchers, or the group that will be involved from the beginning until the end. These young people are especially important because they learn the skills, become experienced and can then explain and teach their peers and friends about the project and the opportunities that exist.

What Do We Look For When Recruiting Young Researchers?

When you advertise about CLDC and the opportunity to become a young researcher (through schools, youth and sports clubs and other places where 15-18 year olds spend time), you need to be open and honest about the qualities you are looking for in each young researcher. This same list of qualities will help you to select your research team amongst all the different applicants.

Here are our suggestions and what you should look for in your YRs:

- * **Interest:** A strong interest in learning about young people's lives in the country and in the region.
- * **Change Maker:** A strong interest in contributing to positive change in young people's lives.
- * **Staying power:** Ideally you want to find young researchers who will 'stick with it' and remain involved in CLDC from start to finish. But you cannot easily measure 'staying power'. So we would suggest a minimum of three meetings with your applicants if this is possible (perhaps one interview, and 2 training sessions). Those who arrive on time, attend all three sessions and who qualify under the other recruitment criteria should be considered strong applicants.
- * **Good team work:** each promising candidate should show that they can support others in a team activity, listen to and take the opinions and

contributions of others seriously, and work collaboratively without either dictating how the group tackles a challenge or remaining quiet. Good team work can be measured during the recruitment process by running group exercises. Team work is essential given the small size of the initial team of 26 peer researchers.

- * **15 – 18 years old:** Our experience and test projects show that this is a good age range to consider for young researchers. However, you should feel free to consider the skills and maturity of young people you work with to decide what can work best for your project.
- * **Regional representation:** Ideally you want a young research team with young researchers from across the country. But try to avoid recruiting young researchers who are so spread out that in certain cases they will not be able to work in pairs. Recruit so that there is always at least two young researchers working in the same area.
- * **Gender balance:** As much as possible, you should aim for the same number of boys and girls. However in settings where parents will not allow boys to work with girls, 14 girls will need to be recruited along with 12 boys or the other way around.
- * **Diversity:** Try to include young people from different backgrounds in your young research team. Wherever possible, it is useful to have young researchers from different social and ethnic groups and to include young researchers from minority groups. This is because it is the young researchers themselves who decide who to interview, so the more varied the research team, the more diverse your first interviewees will be.

These are the qualities and characteristics you should look for in your young researchers. What follows is a checklist of what they should receive from you by way of information in order to be able to make an informed choice about whether they want to be involved.

Activity >>

Objective: To identify and develop the information you will share with your team of young researchers.

Step one: Organize a ‘Lead Team’ meeting.

Step two: Review the chart below.

Step three: Develop a plan for creating your ‘information pack’.

Step four: Develop and distribute your information packs (one per applicant).

Note: There are two documents available (see Appendix C) that cover all the needed resources and can be useful during your recruitment process.

Tick when covered	Information items	Details needed
	The why?	Explain: What is CLDC; why is it needed; and what does it aim to achieve?
	The what? (what is each YR going to be doing?)	Roles and responsibilities: to gather & analyze data and report on children’s experiences and needs. Values: to respect and protect the stories and privacy of each child. How: by participating in a regional network of young researchers working on CLDC & supporting each other within the team.
	The who? (who will be involved and working with the YRs?)	Introduce: your ‘Lead Team’ and each of its members. Explain: Together you will facilitate recruitment & training and help with each step of CLDC. Provide: a key contact person and contact details.
	The how? (how exactly does CLDC work: methods and tools available to guide the YRs?)	The why?
	The how much time will this take?	We suggest: 5 afternoons each month for 6 months. This includes training workshops (often full days). Important to explain that research cansometimes be delayed because of unexpected changes, so team members should try to be flexible.

Tick when covered	Information items	Details needed
	The so what? (what are the benefits of participating?)	Benefits include: New skills, work with national young research team, participate in regional network, learn more about children's everyday lives in the country you live in, and help to ensure that organizations and people who have the power to improve children's lives can better understand (from your research findings) what it is that most needs changing.
	The what's next? (timetable and when will you have your next contact/first meeting)	To be decided by the "Lead Team"
	Any questions, please contact...	Provide: a contact person with a phone number as well as a physical address where children can have face-to-face contact with someone able to answer any further questions.

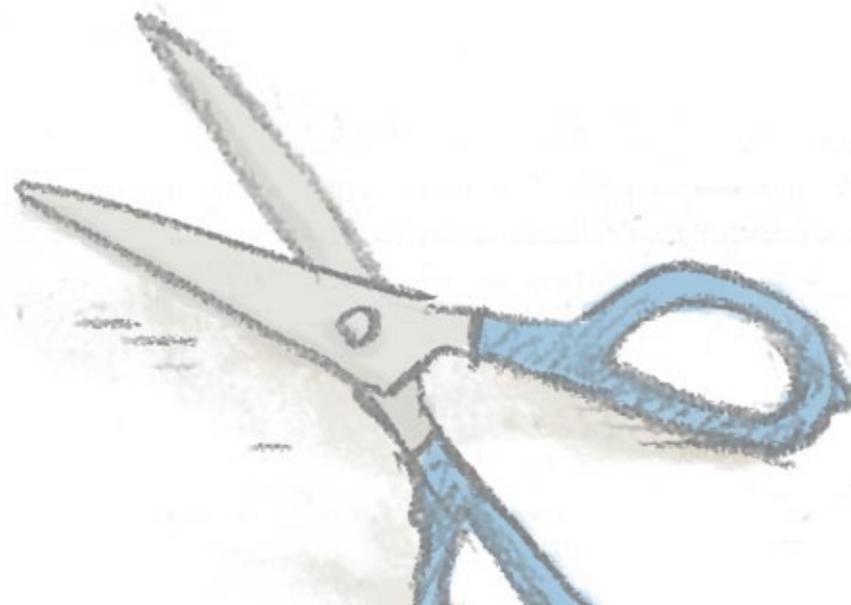
After you have shared the details and information above with young people, you then need to ensure they understand the information and 'consent' (or agree) to being part of the project. When a young person wants to become a young researcher, we need to get their formal permission. To do this, we ask them to sign something called a 'consent form'. This process is called getting the young person's 'informed consent'.

What is 'Informed Consent'?

The Informed Consent procedure needs to provide the successful applicant with a clear sense of the what, how and why of the project so that they can be confident about what is expected of them, what comes next, and feel prepared for the adventure that will follow.

The consent form (or the consent section in the application form) repeats some of the information mentioned above and ensures that each young researcher completely understands how CLDC works and gives details about their roles and responsibilities.

Once you have selected your research team, please ensure you provide them with this important information, ask them if they have any questions and, if they are ready, ask them to sign the consent form (provided in Appendix C).



STEP 5:

Identifying Storytellers



Identifying Storytellers

Now that you have selected your young researchers and obtained their consent, what's next?

In this step you will decide which young people will be selected to be interviewed. You will learn more about 'informed consent' and how it relates to 'interviewees'. And you will set up times to conduct your first interviews.

GOAL 

'Interviewees' refers to the young people you will be interviewing. As the person asking the questions, you are the 'interviewer' and the young person answering the questions is the 'interviewee' or storyteller.

In CLDC the young researchers themselves decide who will be interviewed and each young researcher chooses a list of young people they would like to invite to do an interview. But, as a young researcher, you cannot simply decide to interview all your friends or relatives. There is a structure you need to follow.

Activity >>

Objective: To develop the list of young people you will interview.

Step one: Bring together your team of 'young researchers'.

Step two: Explain the purpose of the meeting (to determine who will be interviewed) and share the following details:

Each name on the YR's list will need to refer to a young person who:

* is 8-18 years old

* is ready, willing and able to speak comfortably to a pair of young researchers about their everyday life and how they would change it if they could

* is likely to agree, together with a parent or guardian, to be interviewed (and sign the Informed Consent form).

* either lives locally or in your previous neighbourhood

* recognizes you but who is neither a close friend nor a relative

* speaks the same language(s) as you do

Step three: Explain that each researcher needs to think of 16 possible young people to interview. Including:

1. Four storytellers of 8-10 years old (two girls, two boys)
2. Four storytellers of 11 – 13 years old (two girls, two boys)
3. Four storytellers of 14-16 years old (two girls, two boys)
4. Four storytellers of 17-18 years old (two girls, two boys)

Explain that not every person will be interviewed, it is likely only four, but just in case some people are not available, you need to have alternatives in mind.

Please use the table provided in Appendix D to help YRs map out their interviewees.

Step four: Consider the diversity of the group. Try to ensure an equal balance of girls and boys and consider storytellers who are part of minority groups. Ask the researchers to work with other members of their team and support them to identify and consider ways to include a diverse group of young people.

Step five: Ask each researcher to consider everything that has been explained (for example: age, gender, diversity) and choose their ‘top 4’ people to interview. These should be the people they feel most comfortable interviewing.

Step six: Record and document the list of people indentified by each young researcher. This is the list of young people who will be approached for an interview.

Informed Consent for Each Interviewee

It is not only the young researchers who need to go through the process of ‘Informed Consent.’ The young interviewees/storytellers also need to sign a form and get their parent or guardian to sign it too. But before either the young interviewee or storyteller or her/his parent can be expected to sign anything, they need to fully understand CLDC and how they are being asked to contribute to the project. Again, we call this process of providing information and then getting a signed agreement to participate, the process of getting ‘informed consent’. There is an Informed Consent Form ready to use (see Appendix E).

Things to keep in mind:

- * Create an ‘information package’ that you can give to each person you would like to interview. The information should include details about the project, what you are asking the young people to do, how their interview/information will be used, and more. Include a consent form and contact details if they have any questions. Give them enough time to review and consider all the information you have provided. All information should be provided in a language and format both the young people and their parent/guardian will understand.
- * Explain clearly how their full names and details will never be shared beyond the young research team and the steps you and your team will take to protect their privacy.

- * Always leave enough time for the potential interviewee or storyteller to ask questions.
- * No child or young person should ever feel pressure or forced to participate in any interview. Their participation should be 100% voluntary and they should know that they can change their mind at any point, even if they have signed the consent form.
- * Under no circumstances should an interview go ahead without a signed informed consent form. Otherwise we cannot prove that this young person really did understand what they were participating in and how their information would be used beyond their interview. This is unethical. Should you discover later that one or more interviews were conducted without collecting the forms first, these interviews cannot be used and all recordings or transcripts should be destroyed or returned to the young interviewee.

Once an interviewee has agreed to be interviewed and signed the consent forms, work together to find a good time and place to meet and do the interview. Be considerate of school, work and play schedules and their other commitments.

Think carefully about the place you can hold each interview, so your interviewee feels comfortable. You can also ask your interviewee to choose a place they would feel comfortable to be interviewed, but avoid a private home so that others in the house don’t feel tempted to participate or interrupt your interview.



STEP 6: Preparing for and doing the Interviews



Preparing for and doing the Interviews

In this step you will learn what to do before, during and after your interviews. You will learn more about the questions you will be asking and have the opportunity to practice your interviewing skills. We will also address safety and protection issues.



So far you have:

1. Recruited your young research team
2. Created lists of people each researcher would like to interview.
3. Collected all the signed consent forms from these interviewees or storytellers
4. Made an appointment or time when each interviewee would like to do the interview, and considered a place where the interview can happen.

This section will explore:

- What to do before an interview (first things first)
- How to start the interview
- How to guide an interview
- How to end an interview
- What do to after the interview

First Things First

Before you start any interview, there are some important things you need to be aware of:

Safety and Protection

You and your team need to consider both your own safety as young researchers, and also the safety of the young people you will be interviewing.

You need to:

- Discuss all of the issues listed below before you start any interview
- Explore different scenarios together as a team and talk about how you might handle each one
- Have a least one adult support person available at all times to help you with difficult situations and provide you with guidance and support
- Share your individual concerns and fears ahead of time and make a plan to ensure you feel safe and protected at all times

For Adults: Be sure to have a well trained child protection focal person(s) for all projects, with clear communication lines, policies and procedures in place. Ensure that young people understand who to talk to and how to reach this person(s).

Please see Appendix F for a child protection checklist.

Support System

You are surrounded by people who can help.

As a young researcher on this project you will have access to different sources of advice and support. We would suggest you draw on this advice and support when needed:

Your young research partner

She or he will know all about what has happened in the interviews you have done together and what is planned for the upcoming interviews. So they may have some helpful ideas and advice to offer.

Your team of fellow researchers

You will all be facing similar challenges and will also have the opportunity to develop a supportive community that strategizes together and learns from each other. This team can also hold debriefing meetings where you share what you have experienced, learned, found challenging and approaches you came up with to face those challenges.

Your adult support people, partners and/or organizations

The organization supporting the young researchers will be experienced in working with children and doing research. So it is quite likely that the coordinator or contact person working with you will already be familiar with challenges as well as strategies for facing these. You will be receiving more specific details of who you should contact and which forms of contact are preferable, when you receive your first research training on interviewing.

Asking the ‘Right’ Questions

When you ask direct questions about violence or trauma, sometimes you can make the interviewee feel stressed or upset. This can be very difficult to manage if you are not trained and very experienced in researching trauma or working with people who have had extremely uncomfortable experiences. To prevent this situation, we have set up the questions you will ask in a way that tries to avoid anything that may upset your interviewee or force them to talk about experiences that make them anxious.

For Example:

There is a special way to support the interviewee to talk about difficult issues by using what we call ‘Magical Powers’ questions. By using ‘Magical Power’ questions, we invite the young person to imagine that they could fix their life or change any part of it to make it better. This form of questioning invites young people to

focus on the positive but still gives you (the interviewer) important insight and information about their current reality and the challenges they face. This is because the parts of our lives we most urgently want to change are usually the parts that are currently unpleasant or causing us stress.

It is important that, as interviewers, you do not ask direct questions about violence and trauma. Such questions can leave the young person being interviewed with no choice except to remember back to the negative experience and stay in that state while they describe it to you. This approach upsets the interviewee, produces data that is often incomplete (interviewees sometimes have to stop the interview because it is too upsetting), and can leave the young person in a vulnerable or uncomfortable state of mind.

However, there are times that the person you are interviewing may decide to share a story or details about a traumatic or stressful experience. Or other unplanned situations can also arise. In any situation, you should be prepared and know which actions you will take.

Activity >>

This is a group activity and needs a lead facilitator.

Objective: To understand some of the challenges you may face during interviews and explore different ways to manage them.

Step one: Bring the research team together and explain that today you will be discussing ‘safety and protection’ issues.

Step two: Review with the team all the resources you have developed for safety and protection, for example: policies, procedures (e.g. that all interviews will be done in pairs), emergency contact cards; key contact person and contact details; etc. See Appendix F. Ask if anyone has any questions.

Step three: Explain: while we will do our best to avoid stressful or traumatic situations, we also need to be prepared to handle different situations.

Divide the group into 5 smaller teams.

Give each team one of the following scenarios:

Team 1: Imagine the person you are interviewing begins to get emotionally upset during the interview.

Team 2: You find (as the interviewer) the story difficult to hear and start to feel strong emotions.

Team 3: You and/or the interviewee start to feel unsafe or unwelcome where you are doing the interview.

Team 4: Someone other than your research partner or the interviewee arrives and wants to disrupt or participate in the interview.

Team 5: You become concerned that the interviewee or someone they know is in danger and needs help. For example: the interviewee tells you they are being abused.

Alternative:

Ask team members to 'role play' each of the above scenarios (give them several minutes to prepare) and then, together as a team, explore the following questions for each scenario.

Each team should explore the following questions:

1. In this situation, what are your main concerns?
2. What actions do you want to take? And why?
3. How will you respect the interviewee and their rights in this situation?
4. Is there anything else you are concerned about?
5. Given this situation, is there something you could have done earlier to avoid it? Something you would have done differently from the start?

Give each group 20-30 minutes to work on their answers.

Step four: Invite each group back and to share their ideas with the full team. Ask if other team members have anything to add or share. Ensure the child protection focal person (adult) is there to support and inform the conversation. This is a good opportunity to ensure the team members understand the procedures and resources that are in place and how/when to use them.

Step five: After each group has presented, ask the team if there are any other safety issues or scenarios they are worried about. Together, as a team, explore any other issues that may arise.

Step six: Summarize the group conversation and identify any additional steps or resources that are needed based on the team's discussion and recommendations. Ensure the conversation is followed up and all concerns are addressed and resources are made available to team members prior to starting their interviews.

For practical suggestions, please see: Appendix G – Managing Emotions during a Difficult Interview.

Be Ready

Before you leave for your first interviews, there are a few things you should make sure you have. Please see Appendix H for your pre interview checklist and needed materials.

Starting the Interview

Now you have done everything you can to prepare for the interview. Right now, imagine yourself sitting beside the interviewee. What information do they need to know before you start the interview? How can you best prepare them and ensure your interview is a success?

Here are some tips:

Before you start to record or write down any information, discuss the following details with the interviewee (These details are also provided in Appendix I).

Introductions

Introduce yourself and your partner, and any other people that may be with you. Share some details about yourself, for example: how you got involved in this project and maybe something fun like your favorite food or sport. Ask them to also please share their favorite food or sport.

The Project

When they signed the 'consent form' they should have learned all about the project. But take a few minutes at the beginning of the interview to explain why the research is happening and provide a brief description of the project. Explain the unique role young people (like you) are playing and how other members of your team are also meeting with and interviewing other young people. Always provide opportunities for the interviewee to ask questions.

Their Rights

It's important to remind the interviewee that they have rights. You can

share with them the two page 'know your rights' pamphlet in Appendix J. In keeping with the rights every child and young person has, every interviewee:

- * Has the right to have their privacy protected. This means that no identifying details will be linked to the answers they share with the young researcher who interviews them.
- * Has the right to interrupt, take a break or stop the interview at any time. They have the right to ask that all or some of the information they have provided not be included in the project or any of its reports
- * Has the right to choose to withdraw from the project at any stage (even if she or he has already signed an Informed Consent form)
- * Has the right to submit a formal complaint about the behaviour of anyone involved in the project (as a young researcher or contact person), should they feel that someone has behaved in any way that has made them feel uncomfortable, under pressure or unable to give a particular answer or share a particular experience in whichever way they choose.



Their Protection

Explain that it is not your goal to ask them hard or stressful questions about their lives. They should never feel like they have to talk about difficult or sad things. And then explain, however, if they do share information with you that makes you worried that they or someone they know could be hurt or harmed, that you will need to tell an adult support person. Let the interviewee know that they will be part of this process (for example: you will let them know that you are concerned and need to tell someone and that any action/decision you or the adult takes will be with the interviewee's full knowledge and permission – not behind their back). Explain that you need to do this because you and the organization you work with have a duty to support and protect the interviewee in whichever ways possible.

Explain your 'Equipment'

Explain how you will record the interview. If you have a voice recorder, let them look at it, see how it works and maybe do a 'test' so they can hear their voice.

Explain your 'Process'

Walk them through the interview and explain that you are especially interested in:

- * their everyday life (including both work/school days and rest days)
- * changes they would wish to make to that everyday life

Explain that you are less interested in:

- * long term dreams
- * answers which they think are expected, or 'correct' or the 'right answer'.

Please explain to each one of your interviewees that you need to collect real-life needs and experiences, and that there are no right or wrong answers. We only want honest answers about personal experiences.

Final Questions

Ask the young person you are interviewing if they have any questions about anything you have just described or about the interview you are about to do together. Then ask if they feel they are ready to start the interview. Do they need to go to the washroom or would they like a drink? Once the interviewee is ready, explain that you will now be starting the voice recorder and that you will begin with the first question...



During the Interview

How can you be the best interviewer you can be?

In this section we are going to share with you different tips and exercises to help you learn and develop your interview skills. This is one of the most important steps in the CLDC cycle – if you do a good interview, the interview data will be good and therefore the final CLDC findings are also more likely to be clear and specific.

Some things to remember:

The interview is a 'contagious environment' - your mood will always affect the interviewee's mood and attitude towards the interview. So...if you can learn to be relaxed and confident, the young interviewees will be too.

Listen carefully for information that is missing and things that don't easily make sense, and ask about these politely.

If you are not sure what to do or how to say something during an interview, ask yourself how you would like to be treated or how you would respond if asked a particular question. Put yourself in the shoes of the interviewee.

Over the next week, watch friends and members of your family when they are listening to a story you are telling them. Which gestures (for example: body language, expressions, etc.) do they use? Which ones make you feel good and like someone is really listening? Which ones do you feel are disrespectful? Do any of them make you feel uncomfortable? Keep notes so that you can learn to avoid the expressions and body language that may negatively affect your interviews.

The interviewer is the learner, the interviewee is the teacher. Good interviewing is about maximizing your learning but letting the interviewee get on with their story, and encouraging (only when they need encouragement) the interviewee to teach you all they want to teach you about their life. As the learner, your job is to:

1. check if you have understood them correctly (when you are in doubt)
2. ask when they have skipped something or something obvious is missing
3. ask questions when something doesn't make sense or isn't clear
4. make them feel respected and that all they have to say is both interesting and valuable
5. make them feel relaxed and free to tell you about their lives

What makes a good interviewer?

We want every young researcher to become a very good interviewer. But what does this mean? An excellent interviewer is calm and confident because she or he:

Tick As You Develop These Skills	A Good Interviewer...
	Knows the questions very well, so that they don't have to look at the interview guide too much
	Has learned not to think or judge or jump to conclusions when collecting stories but just to listen for the detail
	Is friendly and helps the storyteller/interviewee to relax and talk freely
	Doesn't interrupt or speak too much because she/he is too busy actively listening (not just to what is said, but also to what isn't said or to what doesn't make sense)
	Doesn't use leading gestures (the things we do when we 'speak' with our hands or arms) or expressions that may suggest to the interviewee that there is a right answer and a wrong answer
	Makes interviews feel fun!
	Makes the interviewee feel important and that what they are sharing is very useful

Active Listening

An interview is not a conversation, so the interviewer needs to drop their thoughts about their own experiences, responses, judgments, and actively focus on the interviewee's account. The researcher's attention should be concentrated on the interviewee in order to gather detailed information.

Activity >>

This is a group activity and needs a lead facilitator.

Objective: To learn that listening when interviewing is an active process.

Step one:

Explain that there are three rules of 'active listening':

1. What did the storyteller or interviewer say? What experiences or choices did the interviewee share with you? If they have shared a long or complicated experience or story, check with the interviewee if you have clearly understood it by summarizing it for her or him.
2. What didn't the storyteller or interviewee say? Are there any obvious gaps or events, places or people that you feel they skipped out altogether and that you believe may be important? Sometimes there are very important reasons why we won't mention particular details about our lives, these details may be left out because they deal with events, places or people associated with difficult memories or because we are afraid that the person listening will like us less if they

know these details, or perhaps we have just forgotten about these details because of being more focused on something that happened just an hour ago. In any of these situations, a good interviewer will spot gaps or common things that are missing in this interview, and gently ask the interviewee about them just in case they are important.

3. What doesn't make sense? Sometimes we say one thing in the beginning of an interview, and something different about the same person or event later on in the interview. This is called a contradiction, and often there are good reasons why the story has changed. A good interviewer will notice when this happens and politely ask the interviewee about it, without suggesting they are being deliberately confusing. Here is an example: "I thought I heard you say that your Math teacher was someone you would like to spend more time with, but now you mention that sometimes she is not very nice. Can you explain how that works?"

Step two:

As the facilitator, develop a story about yourself, who you are and a little about your background, but leave out something obvious that the others will be able to pick up and question (for example: say that you lived and worked your entire life in one country (for example: Egypt), that you have never traveled (but the training is taking place in, for example, Lebanon). You may also want to include a contradiction (a statement or story that is changed or reversed during the interview).

Step three:

Ask the team members if they found anything missing or confusing about your introduction and if they would like to ask any further questions. Be ready to restate your entire introduction, so they can listen again and apply 'active listening'.

Step four:

Divide the participants into teams of two. Ask each person to prepare an introductory story about themselves and share it with their team-mate. The 'interviewer' or listener should apply 'active listening' and consider the following:

- * Clarify what you understand from what was said
- * Ask her or him to fill in some gaps if there was information you believe was missing
- * Ask her or him to explain anything that did not make sense to you, (any contradictions or confusing parts) that you could not easily work out on your own.

Each team member should have a turn at both sharing the introductory story and at listening/asking the questions.

Step five:

In a large group, ask participants to share their experiences and thoughts about this exercise and to share anything new they have learned.

Leading Gestures

To improve your interview skills you will learn to use gestures (facial expressions and body language) that comes naturally to you, but which also encourages the interviewee to be free to say anything. And you will learn to avoid those gestures that can lead them to believe that you either approve or disapprove of what they have said, or that you want and expect a particular answer or story.

Activity >>

This is a group activity and needs a lead facilitator or it can be done in pairs of two.

Step one:

Ask participants to imagine the following scenario:

You ask your friend to come to dinner. You are very excited and want very much for them to come. As you ask the question, you are smiling and nodding your head in agreement. Because of your nodding and smiling, the only answer they feel they can give you is a 'yes'. But what if your friend has homework, or a sick mother in hospital or another good reason she cannot come to dinner? Have your gestures made it difficult for her to be honest about what is going on in her life?

Step two:

Ask the participants to get into teams of two.

Step three:

Ask one person to be the interviewer and the other person to be the interviewee.

Step four:

Ask the interviewee to answer the questions honestly and openly

Step five:

Instruct the interviewer to ask the following questions, using the gestures described below (it is best if the interviewee does not see these details ahead of time):

1. Please tell me about your family?

[as the interviewee gives their answer, use a facial expression that shows that you are surprised and maybe have never heard anything so shocking]

2. What is one of your most favourite foods and why?

[as they give their answer use a facial expression to show that you really dislike the food they are describing]

3. What is one of your favourite places to visit?

[as you write down their answer shake your head in disagreement and use a facial expression to show you feel their answer is silly or strange]

4. What is one of your fondest memories – something you have experienced that was positive and very special?

[as they are answering, do not look at them, look at your watch/the clock, look under the table for something, or look in your bag for an item. Deliberately make it look like you are distracted or bored]

Step six:

Back in one large group: ask the interviewees to share how they felt during their interview. Did they feel badly about any of their answers? Did they feel they were being respected and treated well? Did they feel they were being listened to? Ask participants to go into detail about why they felt the way they did.

Step seven:

Explain to participants that while these were extreme examples, we all need to be very aware of our physical gestures and facial expressions and how they will be viewed by interviewees. It is good to know that we all have little things we do (with our faces or hands, or perhaps with pens or objects we play with), sometimes without realizing it. We need to learn what our usual gestures are and we need to learn to restrain ourselves because these gestures can negatively affect the freedom of the interviewee.

Step eight:

Invite participants to go back into their teams of two and to 'redo' the interview. Using the same questions, but with better awareness about their gestures, facial expressions and body language. Each participant should have a turn as interviewer and as interviewee.

Step nine:

After each interview, the two should discuss any gestures the interviewee noticed. This should be an open and respectful conversation and an opportunity for each team member to try and learn more about themselves and become better interviewers.

Step ten:

Provide time for 'group sharing' and participants to share what they have learned about themselves through this exercise. Encourage participants to continue to practice interviewing each other and helping each other improve.

Interviewing – Values and Benefits

Interviews provide an important and unique opportunity to learn about the realities of life for another person or group of people.

If you want to improve a situation and make a positive change, you need to learn more and understand more.

Without interviews or consultations, you risk making decisions that are ineffective or worse, cause more harm than good.

Activity >>

This is a group activity and needs a lead facilitator or it can be done in pairs.

Objective:

To learn why interviews are so valuable and excellent opportunities to truly learn about the experiences, needs and choices of another person.

PART A

Step one:

Ask participants to get into teams of two.

Each team member should introduce themselves to the other. They should only share their:

- * Age
- * Area they live
- * Number of people in their home

DO NOT share any additional details and DO NOT allow the other team member to ask any further questions.

Step two:

After the introductions, ask each team member to 'design a better life' for their partner. They can write the details down on paper or use markers and paper to draw a diagram (allow five minutes for this exercise). Ask them to include details such as where will they live; who will they live with; where will they work; go to school and spend their free time.

Remember: the team members cannot talk to each other nor ask questions.

Step three:

Ask each team member to share their 'better life' with their partner who must sit quietly and listen. The partner who is listening cannot interrupt, pull faces or make any comment.

Step four:

In a large group (all team members) ask participants to imagine that all these suggestions for a 'better life' were actually going to happen to them. None of them will have any say and all of them would have to accept the changes. Explore the following questions as a team:

When you were hearing about your 'better life':

- * How did you feel?
- * Which changes did you like?
- * What concerns, if any, did you have?

When you were designing the 'better life' for your partner:

- * What did you find challenging or frustrating?
- * What would have made it easier?
- * What did you learn from this experience?

PART B

Step five:

Share a copy of the Standard Questionnaire (Appendix K) with each participant. Explain that this is the same guide and questions they will use during their 'real' interviews. Give everyone a few minutes to read it and ask questions.

Also share the Q and A 'Interview Tips' with participants (Appendix H)

In addition to becoming familiar with the guide, this following exercise will also show you how interviews can support the team to gather additional information about the situation of children.

Step six:

Ask participants to go back into their teams of two. Each person will take turns asking and answering the questions found in the guide. Allow 20 minutes maximum for each interview.

Remind team members to try and put into practice what they have learned about 'active listening' and 'leading gestures'.

Step seven:

After everyone has had a turn as both interviewee and interviewer, ask each person to revisit the 'better life' they created for their partner. Ask them to explore:

- * Based on the interview, are there any changes you would make?
- * What would you change and why?
- * Do you still need more information? And what more would you like to know?

Step eight:

Ask the teammates to present their revised 'better life' plans to each other but this time allow them to ask questions, make comments and suggest changes. Ask them to work together to develop the final plan.

Step nine:

As a large group, ask participants to reflect on and discuss:

- * What have you learned about your partner's everyday life and the ways in which they would like this to change?
- * What did you find easy, fun or frustrating about this exercise?

Step ten:

Invite participants, over the next few days/weeks, to continue practicing with each other. And give each other feedback about gestures and other helpful tips.

Explain: You can also try using the interview guide at home, with a brother or sister or neighbour to get familiar with the questions and how they are worded and ordered. When it comes to actually doing the four interviews it will be much easier for you as young researcher and for your storytellers if you know the interview guide very well, and only have to look at it to check if you have left anything out.

Ending the Interview

You will notice that the last phrase in the last question of the research guide is a positive one (about each person's favourite place). That is because we want to leave every young person interviewed feeling as good as possible about what they have just done.

It is also extremely important to make time to say an unrushed and grateful goodbye to every young person you interview.

Always end the interview by reminding the storyteller about the important contribution they have just made. You need to explain that the stories and information they have provided are very important and have moved us closer to a proper understanding of what is happening in the lives of children and young people in your country, and of what needs to change to make those lives better.

You also need to leave them with contact details and invite them to get in touch if they have any further thoughts, if they want to learn more about what we are doing, or if they want someone to talk to about something difficult that is happening. Please explain that we will be able to refer them to some people who can help.

Case Studies

As a young researcher, you will come across cases or young interviewees whose experiences are unexpected, unique or a little complicated (for example: they are not easy to understand unless you explain using a story). You may also find one or two stories that capture the experience of many young people or, in other words, they are 'typical' of other stories you have heard before. In these instances, it is very helpful if you include a few extra details so that this experience or story can be saved and possibly used later to illustrate and explain your final research findings. But what extra details do you need?

You will collect the following details from your participant:

1. Why is this 'case study' interesting?
(For example: is it unexpected, unique or typical?)
2. What happened? (what are the details of the story)
3. When did it happen?
4. Did it happen more than once?
5. How did it affect the young person?
6. Did they take any action to address it?
7. What help would they have like to have had?

Remember: keep your digital recorder on when you gather your case study.

There is a CASE STUDY FORM with these questions which all young researchers should have with them at every interview, see Appendix L.

After the Interview

With your research partner...

It is useful for each young researcher to have an informal 'debriefing' with your research partner after each interview.

A debriefing is an informal meeting where you talk about your experience; explore what worked well, what may not have worked and what needs to improve to make the next interview even better. It is also a time to see if any follow up is needed or if any protection issues need to be addressed.

Once you and your research partner have left the place where you

were conducting the interview, take some time to talk about it and to make notes of anything that was new, surprising or difficult.

Also take some time to make notes about the interview. If there was something that really stuck out for you, write it down so you do not forget it. Sometimes we hear stories we have not heard before or that really stay with us. In such cases, discussing the interview with your research partner helps to take a step back from the account and assume the role of researcher rather than participant.

With the research team...

Debriefings are group meetings that focus on sharing, (peer to peer) learning and problem-solving. These meetings, especially when they are held frequently, ensure that each young researcher doesn't feel isolated or alone when facing a particular challenge.

Activity >>

Objective: To facilitate an effective team debriefing.

Step one:

Explain that the team is together to 'debrief' and share experiences about your interviews. Our goal is to share, learn and problem solve as a team.

Step two:

Introduce some/all of the questions below for team discussion:

- * First word that comes to mind when each researcher thinks about the interviews they have been doing?
- * What have each of you found exciting, interesting or powerful so far?

- * What has been challenging?
- * How did the researcher in each case deal with this challenge at the time?
- * How have other researchers dealt with this challenge, if at all?
- * How can this kind of situation be made easier next time?
- * What help is available from others to make these situations easier for me next time round?
- * What parts have been challenging for the interviewees?
- * How have these challenges been dealt with by different researchers to make interviewees more comfortable?
- * How can these be made easier next time?
- * What help is available from others to make these situations easier for the interviewee next time round?

Step three:

Be sure to document the conversation and make careful plans for any follow up that is needed (e.g. additional resources/tools for interviewers). Provide clear timelines and designate who will take on the identified tasks.

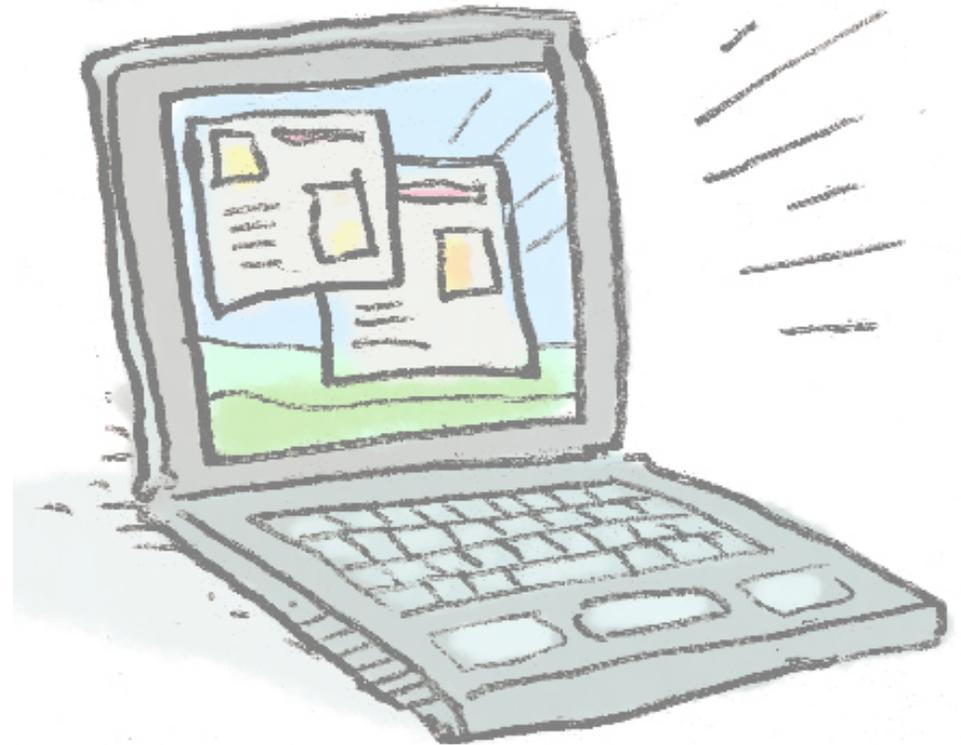
Step four:

Thank participants for being so open and honest and sharing their experiences.

On your own...

Talking about an interview with your research partner can help as much as a debriefing meeting with your fellow young researchers. But there may also be particular interviews that still stay with you and that get 'stuck' in your head. In these cases, there are a number of techniques you need to learn to help you manage your own reactions to a difficult interview (see Appendix G). You are not alone and you should reach out to your adult contact person or someone you trust to get the support you need.

It is worth remembering that not every interview will be difficult. Most of the interviews you do will be very interesting and enlightening.



STEP 7: Working with Your Data



Working with Your Data

In this step you will learn how to save, share, organize and analyze your data which you have just collected during the interviews.



Now your team has completed as many as 100 interviews with young people. You have valuable interview information saved as audio files and notes taken by the interviewers – what's next? How do you begin to sort through it all?

Save It!

One of the first things you want to do is create a safe place to save all your important information and files.

There is a website called 'YouSendIt' (www.yousendit.com) where you can create an account and send files to team members/partner organizations.

Select one or two people in your team to take on the responsibility of setting up an account and collecting all the files. This is because you do not want things to become confusing and have many people setting up many different accounts.

These two people will then need to visit the website and follow the instructions to register for a FREE SIGN UP. (Appendix M provides further instructions for setting up an account and ways to share your files with others involved in the project.)

As a team you should decide:

- * Which organizations/individuals should have access to the files?
- * What is the best way to organize and label the files so that they are easy to find?
- * Where and who can save 'back up' files or extra copies?
What rules do you, as a team, have for sharing and distributing files?

Transcribe It!

'Transcribing' refers to the process of typing out the voice/audio recordings.

As soon as the recorded interviews start coming in, you need to start the process of transcribing. You may want to find volunteers that are able to help with this work

The analysis process described in the next step cannot take place without transcribing all the interviews. To make the analysis easier and to keep all the wonderful detail included in each interview together, there is a TRANSCRIBING FORM that should be used to type out each interview (see Appendix N).

Practical tips:

Transcribing happens word for word - you want to be able to quote exactly what an individual told you, so this means that as you are typing it you need to try to type EXACTLY WHAT WAS SAID, and not a summary of what was said.

You can exclude any words that don't make sense, like "Um".

Transcribing takes time and is tiring, so organise a team of people who can support each other and do it. We suggest that at least 5 people who type relatively fast should be involved in the transcribing, but a team of 10 people would end up doing just over 10 interviews each and this is even less tiring!

Start transcribing as soon as your interviews start coming in - this will mean that the transcribing is then finished a short while after the interviews are finished. The analysis can then be started soon after the interviews have ended.

Assign a number to each of your transcriptions. This will help you later on during the analysis.

Analyze It!

Analysis is about looking at all the pieces (different parts of your interviews and data) and trying to organize and summarize it all. Through analysis you are trying to better understand what all the data is telling you and summarize this understanding in a way that you can share it with others.

Data analysis is about finding patterns in groups of information.

For example: it may seem uninteresting when you read that one 10 year old girl doesn't like to ride on buses, but when you find that 40% of all the girls under 12 who were interviewed in your region don't like to ride on buses, then you have a trend that tells you: there is something uncomfortable about riding on buses for girls of this age group.

How does the analysis process work?

To find patterns, you need to order each piece of information (for us, the data collected from your interviews) using a theme or a keyword. This is called 'coding', because the themes or keywords we use are the codes and by using codes we can then summarize all our data. This process can be broken down into four clear steps...

1. NOTICING and NOTING
(entering information from transcripts into the Analysis Chart)
2. SORTING and X-RAYING
(cutting up the Analysis Chart, making and categorizing piles)
3. FITTING TOGETHER
(entering our labels into the Profile Chart)
4. STEPPING BACK
(examining what you have done)



The slide below shows how you go from your big pile of transcripts to the neat set of answer options you will need for your survey, with the four steps of the analysis process in between:

1. NOTICING and NOTING



4. STEPPING BACK



2. SORTING and X-RAYING



3. FITTING TOGETHER



Just like a puzzle...

This process works just like a large puzzle that you first get in a series of small boxes (the interviews).

The first step is to open up all the boxes, spread out the puzzle pieces and examine them closely. What do you NOTICE (step one)?

What you start to look for is a set of categories or ways of grouping the pieces. So in the case of a puzzle of a house, you would quickly notice that there are pieces that are mostly blue with clouds (sky), pieces that have leaves and branches and grassy slopes (trees and hills) pieces that have bricks, windows, and roofs and doors (houses) and pieces that have faces, arms, legs, clothing (family).

Then you SORT (step two) all the pieces in all the boxes into these groups or categories: sky, trees, houses, family.

Then you work with one group at a time. In the sky group of puzzle pieces, when you look very carefully (with 'X-RAY eyes') you see that some of the pieces are very similar – share the same light blue colour, while others are more purple, others orange, and some are almost red.

You then start to fit those of a similar colour together and once you have blocks of colour, you spot that these blocks also FIT TOGETHER (step three) into an image of a sky at sunset. You follow the same x-ray and fitting together process with all of your categories.

Then you STEP BACK (step four) and look at all your hard work. At first it may not seem so obvious and maybe you have to leave those puzzle pieces on your bedroom floor for a few days to play with them and try different combinations, but slowly you start to see how all the categories relate to each other – how the sky fits around the trees and hills on one side and the buildings of the town on the other, and how a family stands in the foreground smiling at you.

So...that is how it works. The sections below go through each step of the analysis process in detail, so that you and your fellow young researchers know exactly how to do this. But before we dive into the details of each step, a little about what is needed...

What do we need to start our analysis?

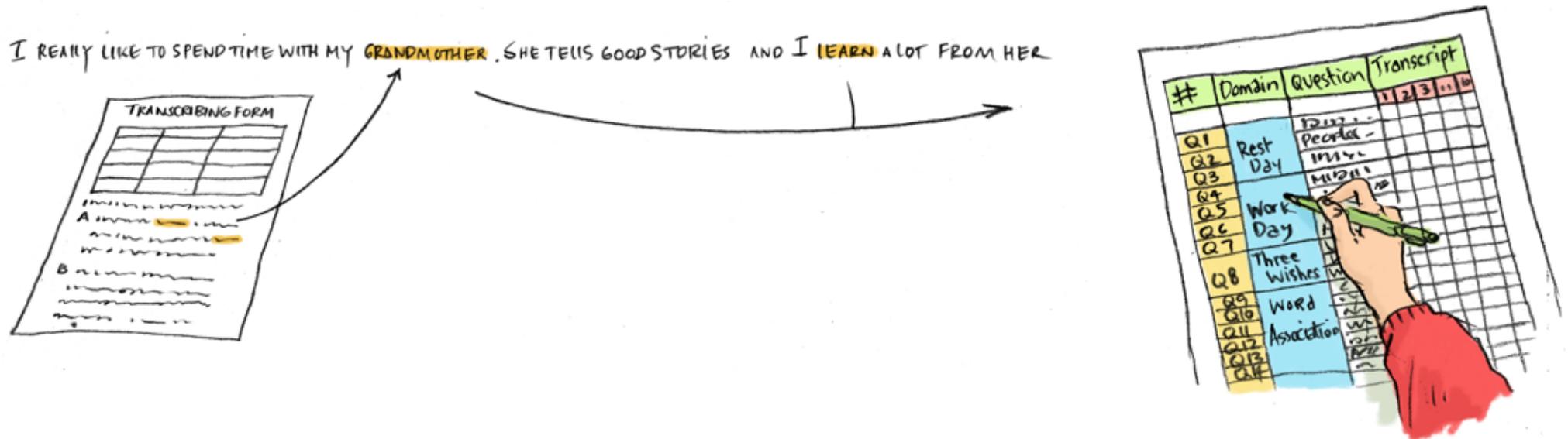
The following are the physical bits and pieces you will need to do the analysis:

- * An Analysis Chart
- * A Profile Chart
- * Print outs of all the interview transcripts
- * Scissors
- * Pens
- * Access to a photocopier or a camera (to backup or save your hard work)
- * Envelops

Once you have all these bits and pieces you can start your four step analysis.

Analysis Step 1: Noticing and Noting (The Analysis Chart)

First you read through all of your interviews at least once, picking out the most important points made in the answers to each question. It often helps to underline these important points or mark them in a particular colour so that you can come back to them easily. Work through all the interview transcripts and underline all the important points. Make sure you don't underline too much - this step should involve selecting only those parts that clearly summarize the point being made by your interviewee each time.



Then you move onto inserting these important points, in a shortened form, into your chart.

Please see Appendix O for a copy of the Analysis Chart.

Please note: The columns (up and down) are the different interviews, and the rows (side to side) focus on the answers to a particular question.

For example:

One interviewee shared the following: "the man next door is grumpy and sometimes he tries to hit me or my brother over the fence, so I would use my magic powers to see him less every week."

In the analysis chart there is a row labelled: “Less of... People”, where you will write down all relevant answers. In this example you would write the words “neighbour (hits)” in this row.

This is because ‘neighbour’ is a short way of referring to the man next door, and ‘hits’ is why this interviewee would like less contact with him on an average rest day. Always note a short reason in brackets to explain why the interview wants more or less of something.

This is all part of the process of noticing (underlining) and noting (summarizing and entering into the analysis chart).

Label each cell in the analysis chart. Every interview transcript has a label which looks like this: **64-LEA-Q1**.

64 = this is the number of the interview transcript. Every interview transcript gets its own number.

LEA = this is the first name of the interviewer. If there are two interviewers with the same name you can also use the first letter of the interviewer’s surname. For example: if you have two young researchers called Rania, you would write RaniaZ for Rania who has the surname Zakhia.

Q1 = this is the number of the question.

Every note or cell you fill in, which is related to this interview, needs to be marked with this same label in the top right hand corner.

Make a backup copy of the chart

After all the cells are filled in and you have labelled everything, you need to make an exact copy of your analysis chart.

In the next step you are literally going to cut this chart up into pieces.

If you do not make a copy and a mistake is made, you will have to repeat and redo all of ‘step one’. We suggest that you photograph or photocopy the chart. If the chart is too big, you may need to photocopy different parts onto different sheets of paper and then stick them together using glue or sticky tape.



Analysis Step 2: Sorting and X Raying

You have so far inserted 104 interviews vertically (top to bottom) into the cells of your Analysis Chart. In other words, each interview is now a column (top to bottom) in the chart.

What you need to do now is to look horizontally (side to side on the chart) through all the replies to each question.

It is a little bit too much work to expect everyone working on the analysis to look carefully at the whole chart (because there are 104 interviews and a large number of points made for each interview!!). We suggest that each person is assigned a few questions each to ‘sort’ through. If you are working on the analysis in a team of eight young researchers, each of you will have to take 3-4 questions.

The best way to do this is to cut up the chart and give each person

the rows (or cells) that match the question(s) they have been assigned.

REMEMBER: the chart you are cutting is a second copy to the master copy.

You can then cut this long strip up into separate cells/pieces. This will make it easier to spread them out on the floor and to start to organize them into categories or to 'sort' them (see the next section for more information about 'sorting').



TIP: only work on one question at a time and try not to mix up all the pieces of paper. This is one reason you carefully labelled everything at the beginning. You may find it useful to keep your pieces of paper neatly organized in labelled envelopes, each envelope containing the cells for one question.



TIP: Before you start to create categories or 'sort', read through all of the responses first. As you read them, think about the differences and similarities you are finding.

Sorting

Now you have to sort through your cells (or responses), look for similarities and pile them together into 'categories'.

As you read through your cells (or responses) there will be some obvious similarities that start to develop. Start by writing down – on individual pieces of paper – some of the similarities you have found. These similarities will be called your 'categories'.

For example:

Maybe you are finding many responses about, 'my grandmother'; 'my mother'; 'my friend'.

These three 'categories' should be written down on individual pieces of paper. Then, each cell (or response) you find related to grandmother, mother or friend, should be placed near the paper and piled together. You will therefore have three different piles: one for grandmother, one for mother and one for friend.

Remember: these are just examples.

As you read more, you will add more similarities (or categories) and you may even change your mind. This is OK and expected; try different groupings out and see what fits with the data you have.

How many categories (or piles) can we get out of the 104 responses?

You may have up to 20 categories (or piles) from your responses. There may be some cells (or responses) that don't fit into any of the piles. This is also to be expected, so just leave these 'odd' cells to one side.

X-Raying

Once you have your cells (or responses) sorted, you want to think very carefully about the categories or piles you have developed. In other words, you want to 'x-ray' them and examine them with your researcher's mind and carefully analyze them.

X-ray your Categories

You need to confirm your categories and make sure you have found the best single word or very short description that summarizes what each category or pile has in common. Sometimes it is easy. As seen in the previous example: you have created the categories, 'grandmother', 'mother' and 'friend'.

Important: Category names need to be specific and not general. Don't be tempted to start to form broad categories (like 'relatives' or 'places outside home'). This will result in survey findings that are too general and therefore not useful.

One way to know if you are being specific enough is to ask: "can I tell a story about this category?"



For example:

It is easy to tell a story about dogs or a beach, but it is less easy to tell a story about animals or nature.

First: Always look at sameness first. For example: Look at responses that are exactly the same and refer to the same person (e.g., mother), place (e.g., playground), experience or activity (e.g., walking to school).

Second: If the piles are too small and there are too few that stand out, combine those that are VERY SIMILAR.

You will know your categories are good when there are very few cells (or responses) left after you have sorted and x-rayed all of them. You might face some difficulties sorting a small number of the 104 cells into a category, but, as mentioned, this is to be expected.

How can you be sure that you have the right categories?

Call a friend over, mix up the cells from a few of your categories and ask your friend to resort and 'name' them. If they create piles/categories very similar to yours, then this means that your categories work well. If your friend sorts the cells into completely different piles/categories, then you need to reconsider your choices and work them again.

Analysis Step 3: Fitting It Together

When you have sorted and categorized all of your cells (or responses), you need to fit them all together.

First: Identify the 4 biggest piles/categories you have for each of your questions.

Second: Enter them into your PROFILE CHART. Each of the four 'categories' will be entered as Profile 1, Profile 2, Profile 3 and Profile 4.

See Appendix P for the Profile Chart.

A Profile Chart looks very similar to the Analysis Chart, the difference is that you have 'Profiles' (4 of them) as columns rather than different interviews (or interview transcripts).

Your 'Profile Chart' will eventually be used to create a 'survey' or set of questions with multiple choice answers. Your 'categories' will be the multiple choice answers/options each young person can choose from.

For example:

A particular child would be asked the question:

"Which one of the following answers comes closest to how you would like to improve your school day?"

A bigger, safer playground where everyone can play at break time.

A whole classroom for each subject.

A quiet place to read.

Space to do art where you can always find art materials like paint and clean brushes.

Other or none of the above. My school day would improve if:

.....

I don't know

I don't understand the question

The questions you will use in the survey will be the same questions you used during the interviews. The main difference is that you will not be doing lengthy interviews. This time, each young person will simply choose the most relevant answer from a list (multiple choices) for each question, as seen in the example above.

By creating a survey, you will be able to hear from many many more young people and you will be able to learn more about what the main shared challenges and needs are. A survey is also easier to analyze than interviews, but we will explain this more in Steps 10 and 11.

Young researchers in different countries are also participating in projects just like yours. And all of them are using the same set of questions. This way, we can all share our findings and make comparisons across the region and between different countries.

Analysis Step 4: Stepping Back

It's time to step back and have a look at the final results of your analysis. Please consider the following:

Do you feel comfortable that the 'Profile Chart' is a good summary of the main trends in your interview data?



Thinking ahead to the survey - do you feel the categories/profiles (found in the profile chart) provide young people with good answer options for the different questions?

Are there any issues, concerns or problems that you need to discuss with your team before finalizing your analysis and completing your Profile Chart?

Practicing Data Analysis

In order to learn how to analyze your interviews, it is crucial to practice the process described in the previous pages.

These following exercises are intended to demonstrate:

that we instinctively already know how to analyze information and that we do this every day without thinking about it

how to sort data (structured information) using the Analysis Chart to help you

how to categorize data and create a Profile Chart

Activity >>

Objective: To recognize that you already do ‘analysis’ in your everyday life, and to help you practice and develop these skills.

All of us are used to recognizing patterns in the information a friend, relative or stranger gives us. This process of sorting information into categories or patterns in your head is the most crucial part of analyzing information.

For example: have you ever listened to a friend, relative or stranger tell you about a particular experience, and found yourself realizing that they only had negative things to say about this experience? This is a simple example of sorting information into patterns or categories. The categories in your head at the time were ‘positive things’ and

‘negative things’. It so happens that the ‘positive things’ category remained empty in this particular case, but had you interviewed a wide range of people about the same experience; you would most likely have had items in both categories, as some would have been more positive about the experience than others.

Step one:

Find a partner. Ask each other to: “Please tell me about your circle of close friends.”

Do mini interviews with each other and take notes. Additional questions may include:

What comes to mind when you think about close friendships?

Who counts as a close friend?

Describe one or more close friends?

How did you meet?

How old are they and are they girls or boys?

Has the friendship changed over time?

Have you had any conflicts or disagreements?

REMEMBER: Do not interrupt the interviewee and use/practice your interview skills, including active listening and avoiding leading gestures.

Step two:

After the interviews, spend some time reviewing your notes and the information they shared with you. Consider the following:

Are there any patterns or similarities between any of the answers?

Are there, for example, similarities in their interests, family details, ages, genders, personalities, how they met, etc.?

Step three:

What can you say about your interviewees' close friendships? How would you summarise what you heard in terms of particular patterns or trends?

In order to recognize patterns or some form of order in a loose set of facts or descriptions, we usually go through the following core steps:

1. We make a note of important details as we listen
2. We think back over these details and order them into groups of items that have something in common
3. We look more closely at these groups, and give each a label or 'category'
4. We summarize what we learned by telling a story or outlining a bigger picture that brings these categories together in some way.

After this process, you have a summary of the interview with the most important points of what your interviewee has told you about her or his friendships.

Step four:

Share your summary with your partner and ask them for their feedback. Remember: you are trying to learn and develop a skill. Be open to their ideas and share your feedback with them in a helpful and respectful way.

Activity >>

Objective: This exercise requires you to use the Analysis Chart to practice the sorting process.

It is extremely important that you get familiar with the Analysis Chart in order to learn an easy way of making sense of interview data.

Step one:

Print out copies of the, 'Analysis Chart' and 'Profile Chart' (examples) in Appendixes O and P.

Step two:

Summarize. When analyzing the interviews these are the steps you follow:

1. Highlight or underline passages from your interview transcripts (the most important points made by your interviewees in response to each question),
2. Translate these into keywords where the quotation is too long,
3. Insert each summarized point into the correct cell/box in the chart

4. Remember to label each cell in the top right hand corner with Transcript number-interviewer's name, question number. (e.g. 64-LEA- Q1)
5. Make an exact copy of the chart once all the cells are filled in (whether photocopy, photograph or hand-copied)
6. Cut the Analysis Chart up into strips (one strip per question), and then give each strip to a pair of young researchers
7. Each pair of researchers then finds their own working space and cuts their strip up into individual cells
8. Sort the cells into piles of items that are the same or share a common theme
9. Find meaningful labels/categories to describe what all the members of each pile have in common.
10. Select the four biggest/highest piles.
11. Insert the four corresponding labels/categories into the Profile Chart.

Step three:

Review the 'sample Analysis chart' provided in Appendix Q. In this example, we have already completed Steps 1-5 of the analysis. Your task is to finish the analysis and complete steps 6-11 from above. And instead of entering/analyzing data from 104 transcripts, we are using only 10.

Step four:

As you work on each step, review the information included in this manual and chapter to help you along. Work with your teammates and facilitator to discuss any challenges or questions you might have.

Step five:

Once you have completed step 9: sorting and categorizing the cells into piles. Ask a friend to look at your cells and create their own piles. Did they choose the same piles as you? If yes, then you are ready to continue. If no, then you need to spend some time rethinking your piles and decide how you want to move forward.

Step six:

After you have your set of piles or categories, you are ready to continue. Use the example Profile Chart provided in Appendix R to complete the steps.

Step seven:

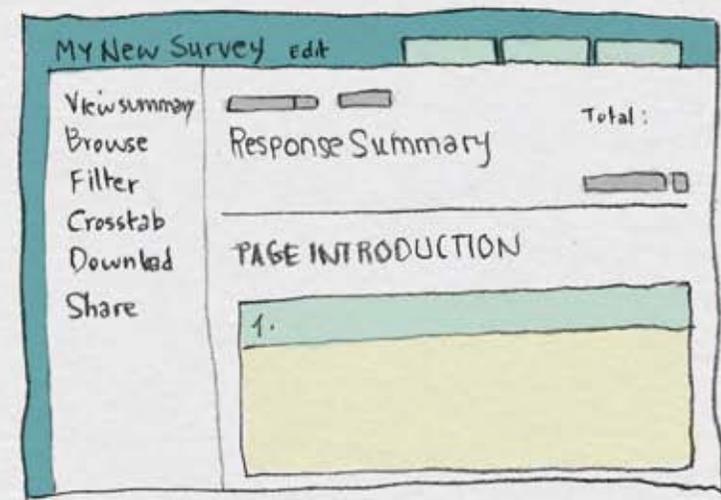
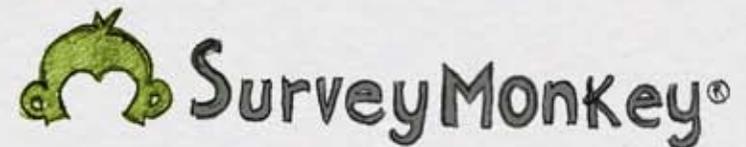
In the end you should have a completed Profile Chart. As a team discuss:

What steps did you find challenging?

Was there anything that would have made the process easier?

Did you learn anything new from this exercise?

STEP 8: Working with Survey Monkey



Working with Survey Monkey

In this step, you will be introduced to the online software (called: Survey Monkey) that you will be using to work on your survey.



Using both your Profile Chart and Survey Monkey, you will learn how to use its main functions in order to create a survey and develop a survey questionnaire.

Why do we want to use Survey Monkey?

So far you have collected information and data from about 100 young people. This is a really good start, but it's important to hear from even more people to get a full picture of the realities and needs facing young people today. To help with this, you will develop a survey that can easily be used with a larger group of young people. It is also easy to analyze the information through Survey Monkey because the software does a lot of the hard work for you.

How do we get started?

First you need to set up an account.

Select one person or organization to set up one account for the entire team.

To create an account, log onto: www.surveymonkey.com

Please see Appendix S for additional instructions about how to set up an account.

Once the account is set up, share and write down your team's:

Username:

Password:

Both the username and password are needed to access your Survey Monkey account and details.

Creating Your Survey

After you have analyzed your data, have all your profiles for each question, and your completed PROFILE CHART, you are ready to start...

Designate a few people from your team to create your survey using Survey Monkey. This will all be done using a computer and therefore it is difficult for a large group of people to work on.

The 'survey development' team should share their work with the larger group and provide an opportunity for people to comment and make suggestions.

For full details on how to create a survey using Survey Monkey, please see Appendix T.

STEP 9:

Preparing for the Survey



Preparing for the Survey

In this step you will learn how to:

- *recruit more young researchers
- *print out copies of the survey
- *make decisions about who will answer the survey questions

GOAL 

There are three things for you to accomplish in this step:

First, you need a bigger team of young researchers;

Second, you need to teach them how to make a sampling list;

Third, you equip them with the empty surveys they need to gather the data.

Developing the survey team

Up until now, your research team has included approximately 26 young researchers working in 13 pairs. Now, before starting the survey work, this team will need to grow to 104!

In the new team of 104, each young researcher will have just 10 surveys to complete with 10 separate children and young people aged from 8 to 18.

The best way to expand your team is for each of your existing 26 researchers to invite three friends to help with the project. When you invite your friends to be part of the project, make sure they understand:

- What is this project all about?
- What are you asking them to do?
- How much time will it take?

You may choose to schedule a number of ‘information sessions’ where they can learn more about the project and ask questions.

Sampling

As one of the 104 researchers you need to spend some time thinking about who you will approach to participate in the survey. This stage is called ‘sampling’ and what follows is a clear set of guidelines to help you.

Always start with thinking about age first.

This table summarizes how many children and young people need to be interviewed and from which age groups. It also tells you about how many should be girls and how many should be boys.

It is also good to consider some ‘extra’ names of young people, just in case any of the ten are unable to participate. We call this group the ‘reserves’.

Each team member should fill out the chart below with their list of young people they will ask to participate in the survey.

Age-group	Overall number in age-group	Number of girls in age-group and in reserve (just in case)	Number of boys in age-group and in reserve (just in case)	In reserve (just in case those first select can't complete the survey)
8-10 years	2	1	1	1 (girl or boy)
11-13 years	2	1	1	1 (girl or boy)
From bigger category: 8-13 years	1	This can be a girl or boy	This can be a girl or boy	
14-16 years	2	1	1	1 (girl or boy)
17-18 years	2	1	1	1 (girl or boy)
From bigger category: 14-18 years	1	This can be a girl or boy	This can be a girl or boy	
Total	10	4 girls, 4 boys, and 2 more of any gender	4 girls, 4 boys, and 2 more of any gender	4 (any gender)

Informed Consent

The informed consent process works in exactly the same way as it worked during the previous interview stage. Each young person participating in the survey needs to sign a consent form and also have their parent/guardian sign the form.

Appendix U will give you all the information you need to complete these forms.

Printing out the survey

To print copies of the survey: log onto Survey Monkey, go to 'Preview Survey' at the top right hand part of the screen (please see the screen shot on the next page).

The research team will use these empty paper copies to complete the survey, working with the 10 children and young people they identified earlier.

SurveyMonkey: Free online survey software & questionnaire tool

http://www.surveymonkey.com/

SurveyMonkey: Free online surve...

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My Surveys Address Book My Account Plans & Pricing

+ Create Survey

You have a BASIC account | To remove the limits of a BASIC account and get unlimited questions, [upgrade now!](#)

CLDC Survey for Morocco Edit

Design Survey Collect Responses Analyze Results

Edit Survey Preview Survey Send Survey →

To change the look of your survey, select a theme below.

Blue Ice ▼ Create Custom Theme

+ Add Page

PAGE 1 Edit Page Options ▼ Copy

CLDC Survey for Morocco

First some basic information

+ Add Question ▼

Q1 Edit Question ▼ Add Question Logic Move Copy Delete

***1. What is your gender?**

Girl

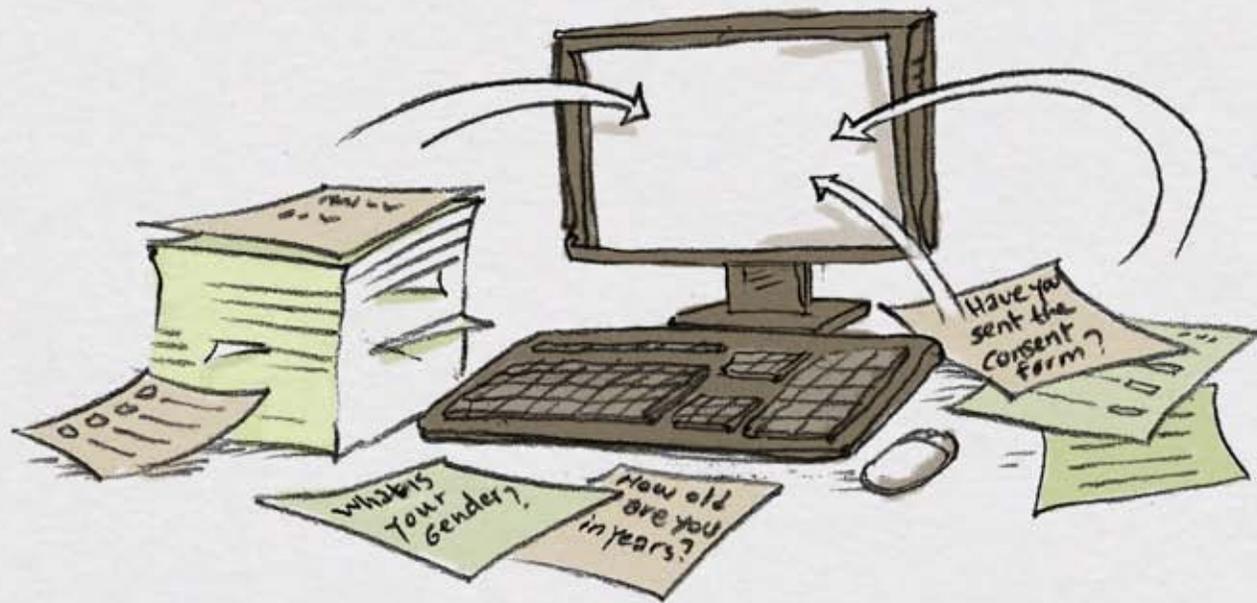
Boy

Other (please specify)

The screenshot shows the SurveyMonkey web interface. At the top, the browser address bar displays 'http://www.surveymonkey.com/'. The SurveyMonkey logo is on the left, and navigation links for 'CLDC_MANUAL', 'Sign Out', and 'Help' are on the right. Below the logo, there are links for 'My Surveys', 'Address Book', 'My Account', and 'Plans & Pricing', along with a '+ Create Survey' button. A yellow banner indicates the user has a 'BASIC account' and offers an 'upgrade now!' link. The main content area is titled 'CLDC Survey for Morocco' and includes tabs for 'Design Survey', 'Collect Responses', and 'Analyze Results'. On the left, a sidebar lists 'Edit Survey', 'Survey Options', 'Print Survey', and 'Restore Questions'. The 'Print Survey' section contains a 'Print Options' area with a 'Print Style' dropdown set to 'Optimized For Printing', three checkboxes for 'Include Survey Title', 'Include Page Numbers', and 'Print Without Page Breaks', an 'Orientation' dropdown set to 'Portrait (Vertical)', and a 'Paper Size' dropdown set to 'A4 (210mm x 297mm)'. A yellow arrow points to a 'Download Printable Survey' button, which is circled in red. A '« Back to Survey' button is also visible.

Select the 'Print' option to print out empty copies of the survey.

STEP 10: Doing the Survey



Doing the Survey

In this step we go through how to gather the data, and then enter it into Survey Monkey so that later we can analyze it and find important trends.



Before your team members go out to do their 10 surveys, make sure they have the following:

Consent Forms: every young person participating in the project must sign a consent form

Emergency Contacts: every member of the team should have information about who to contact in case of an emergency.

Project Pamphlet: An information sheet that they can share with other young people that gives information about the project and how their surveys will be used. Include a contact number if the young person has questions or needs more information.

Empty Surveys: Print outs of the empty survey that they can share with other young people.

Each team member should practice, at least twice, how they will introduce the project and invite other young people to participate in the survey. Remind team members to be friendly, answer questions and never make anyone feel like they have to participate. Any young person should feel comfortable saying 'no thank you' to the project or stopping a survey interview and withdrawing from the project.

Please see Appendix U for more information on how to complete your survey. After all the surveys have been filled out by the researchers together with their participants, it's time to 'enter the data'.

How to enter the data into Survey Monkey

Under 'My Surveys', identify your survey and click on the 'three-people image' on the right of the title of your survey in order to 'Collect' data:

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SurveyMonkey: Free online survey software & questionnaire tool

SurveyMonkey

CLDC_MANUAL Sign Out Help

My Surveys Address Book My Account Plans & Pricing + Create Survey

You have a **BASIC** account | To remove the limits of a BASIC account and get unlimited questions, [upgrade now!](#)

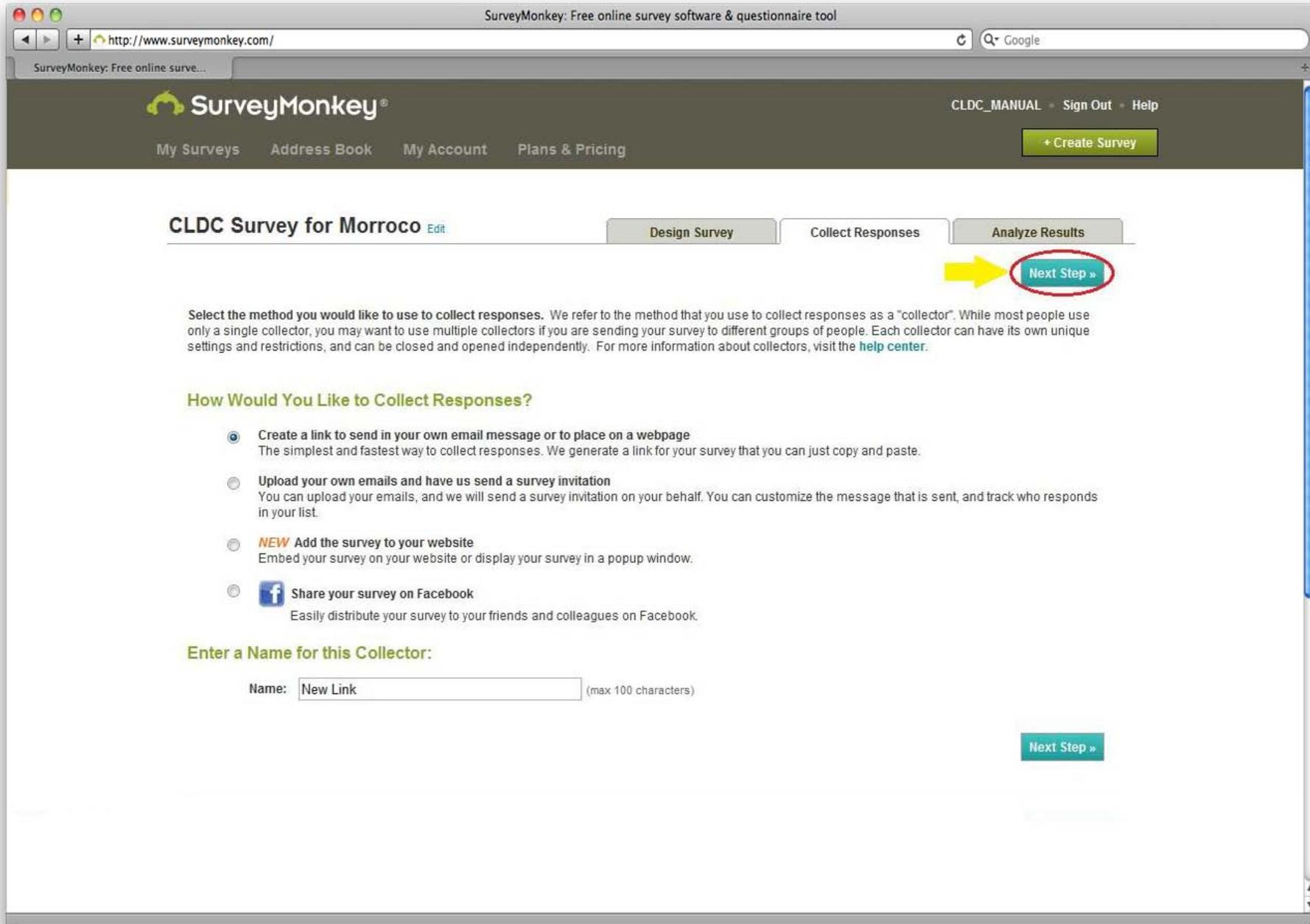
Current Folder: -- View All Surveys -- Manage Folders Title Search: Search

Survey Title Sort	Created Sort	Modified Sort	Design	Collect	Analyze Sort	Actions
CLDC Survey for Morocco	October 11, 2010 6:07 AM	26 minutes ago			0	Clear Transfer Delete
CLDC Survey	June 15, 2011 2:47 AM	8 days ago			0	Clear Transfer Delete
Activités	March 23, 2011 2:56 AM	62 days ago			36	Clear Transfer Delete
CLDC Morocco	October 4, 2010 11:50 PM	96 days ago			1,048	Clear Transfer Delete
CLDC Lebanon (Naba'a)	October 4, 2010 11:51 PM	110 days ago			1,075	Clear Transfer Delete
noor_ysraa	September 29, 2010 1:47 AM	135 days ago			0	Clear Transfer Delete
CLDC-YEMEN	October 4, 2010 11:51 PM	183 days ago			962	Clear Transfer Delete
CLDC oPt	September 29, 2010 2:15 AM	199 days ago			1,041	Clear Transfer Delete
safa_hanan	November 25, 2010 7:46 AM	209 days ago			0	Clear Transfer Delete
ASMA-AMANY	November 25, 2010 7:17 AM	209 days ago			0	Clear Transfer Delete

Showing 1 - 10 of 21

1 2 3 4 5 6 7 8 9 10

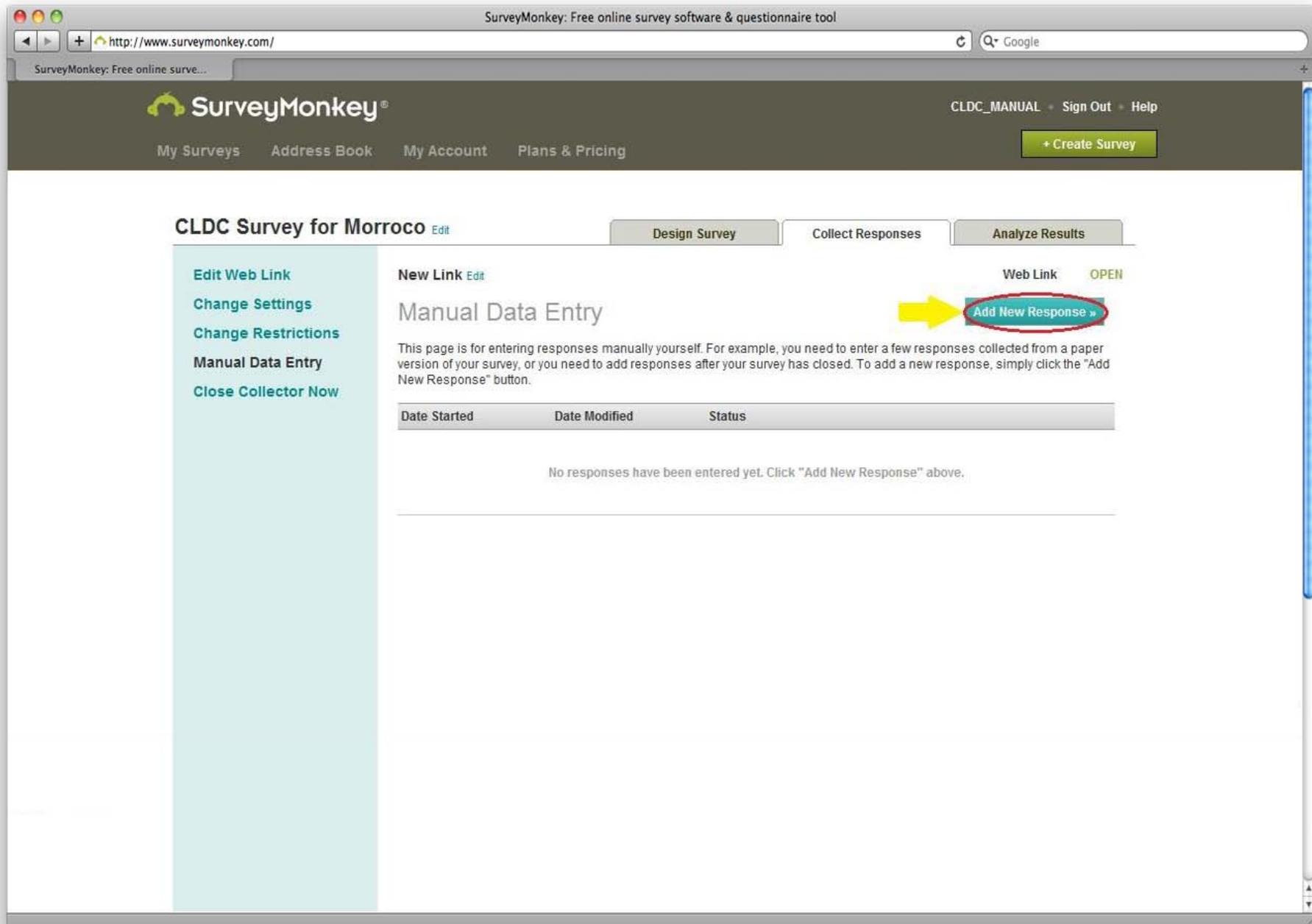
You will then get this page, click on 'Next Step':



Select 'Manual Data Entry' on the left side of the window:

The screenshot shows the SurveyMonkey interface for editing a survey. The browser address bar shows <http://www.surveymonkey.com/>. The page title is "CLDC Survey for Morroco" with an "Edit" link. The navigation bar includes "My Surveys", "Address Book", "My Account", "Plans & Pricing", and a "+ Create Survey" button. The main content area has tabs for "Design Survey", "Collect Responses", and "Analyze Results". A left sidebar contains the following options: "Edit Web Link", "Change Settings", "Change Restrictions", "Manual Data Entry" (circled in red with a yellow arrow pointing to it), and "Close Collector Now". The main content area is titled "Edit Web Link" and includes a "Web Link" tab and an "OPEN" status. A "NEW Instant Results" notification is present. The "Your Survey Web Link" section shows the collector name "New Link" and the web link <http://www.surveymonkey.com/s/QCX287C>. Below this, there is a "Customize" button and a section for HTML code: `Click here to take survey`. A "Manage Collectors" button is located at the bottom right of the main content area.

Then select 'Add New Responses':



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+ Create Survey

CLDC Survey for Morocco [Edit](#)

Design Survey Collect Responses Analyze Results

Edit Web Link

Change Settings

Change Restrictions

Manual Data Entry

Close Collector Now

New Link [Edit](#)

Manual Data Entry

Web Link OPEN

Add New Response »

This page is for entering responses manually yourself. For example, you need to enter a few responses collected from a paper version of your survey, or you need to add responses after your survey has closed. To add a new response, simply click the "Add New Response" button.

Date Started	Date Modified	Status
No responses have been entered yet. Click "Add New Response" above.		

You will then get the Survey online (as showed below). Start inserting the results from your completed surveys, one at a time. Click once in the box opposite the answer option selected on each survey. A tick will immediately appear.

The screenshot shows a web browser window with the SurveyMonkey interface. The browser's address bar shows the URL <http://www.surveymonkey.com/>. The page title is "SurveyMonkey: Free online survey software & questionnaire tool". The SurveyMonkey logo is at the top left, and navigation links for "My Surveys", "Address Book", "My Account", and "Plans & Pricing" are at the top. A "CLDC_MANUAL" link, "Sign Out", and "Help" are on the right. A green "+ Create Survey" button is also visible. The survey title is "CLDC Survey for Morocco" with an "Exit this survey" link. The current section is "2. First some basic information".

***1. What is your gender?**

- Girl
- Boy

***2. How old are you in years?**

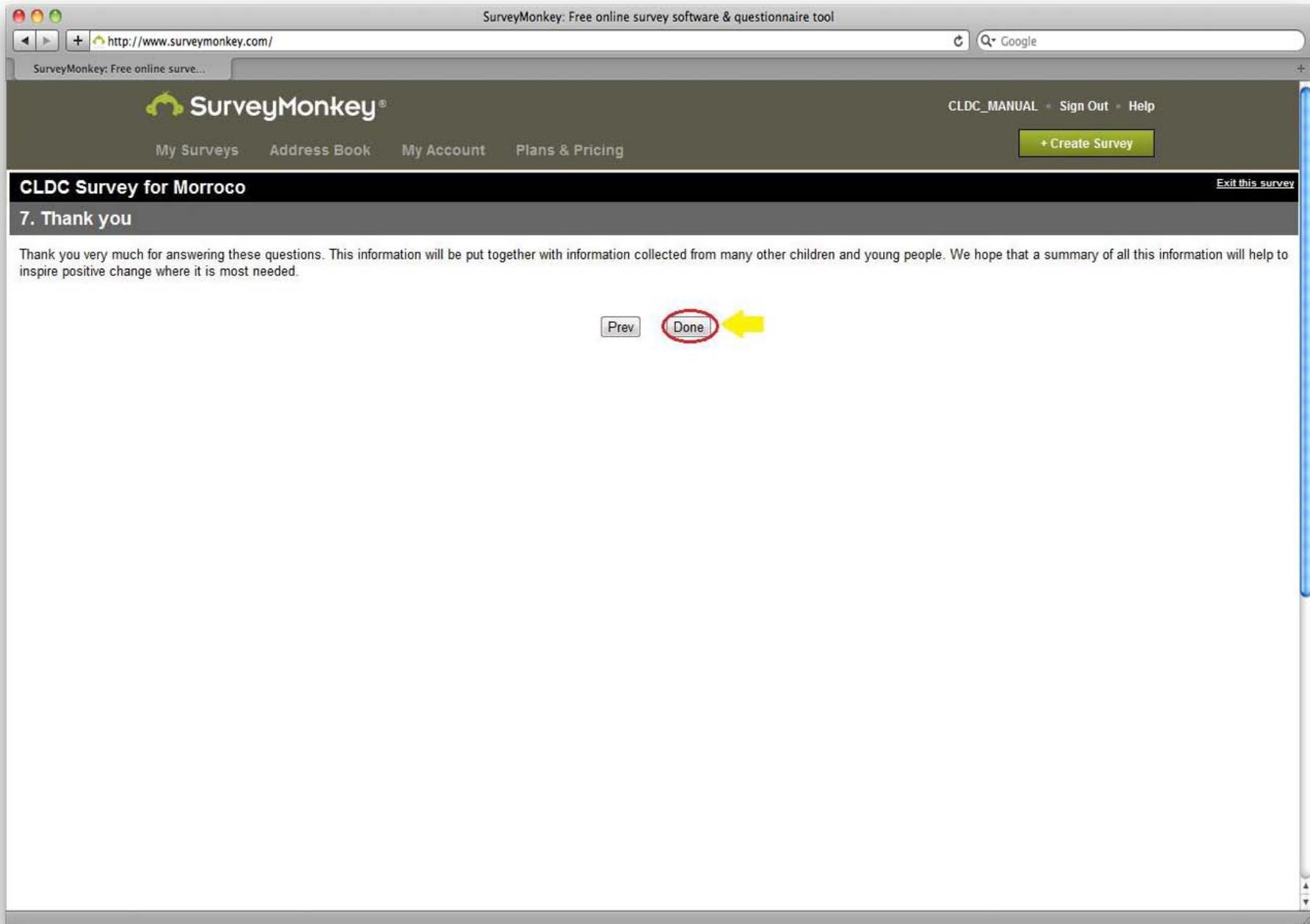
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18

I don't know/ I don't understand the question/ I don't want to answer the question

***3. Which part of the country do you live in?**

- North
- South
- East

When you complete the entry of each survey click on 'Done':



Then select 'Add New Responses' and complete another survey. Then click on 'Done'. **It's as easy as that!**

SurveyMonkey: Free online survey software & questionnaire tool

http://www.surveymonkey.com/

SurveyMonkey: Free online surve...

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CLDC_MANUAL Sign Out Help

My Surveys Address Book My Account Plans & Pricing

+ Create Survey

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CLDC Survey for Morocco [Edit](#)

Design Survey Collect Responses Analyze Results

[Edit Web Link](#)
[Change Settings](#)
[Change Restrictions](#)
Manual Data Entry
[Close Collector Now](#)

New Link [Edit](#)

Web Link **OPEN**

Add New Response »

This page is for entering responses manually yourself. For example, you need to enter a few responses collected from a paper version of your survey, or you need to add responses after your survey has closed. To add a new response, simply click the "Add New Response" button.

Date Started	Date Modified	Status	
June 24, 2011 2:01 AM	June 24, 2011 2:01 AM	Finished	Edit Response Delete

STEP 11: Understanding the Results



Understanding the Results

In this step we show you how to access the survey results, create charts and copy the survey findings into what will later become your 'Findings Report'.



You have been out there in your neighbourhoods and gathered loads of survey data from young people about their everyday lives and how they would change these if they could. You must be curious to see what the survey results can tell you? What are the most common needs and preferences of the young people that have participated?

Here is a step-by-step guide to get a summary of your findings using Survey Monkey

Step 1:

When you have entered all of your responses into Survey Monkey. Click on the tab 'Analyze Results' in the top right hand corner.

The page below should appear with a summary of all of your responses or survey results.

Step 2:

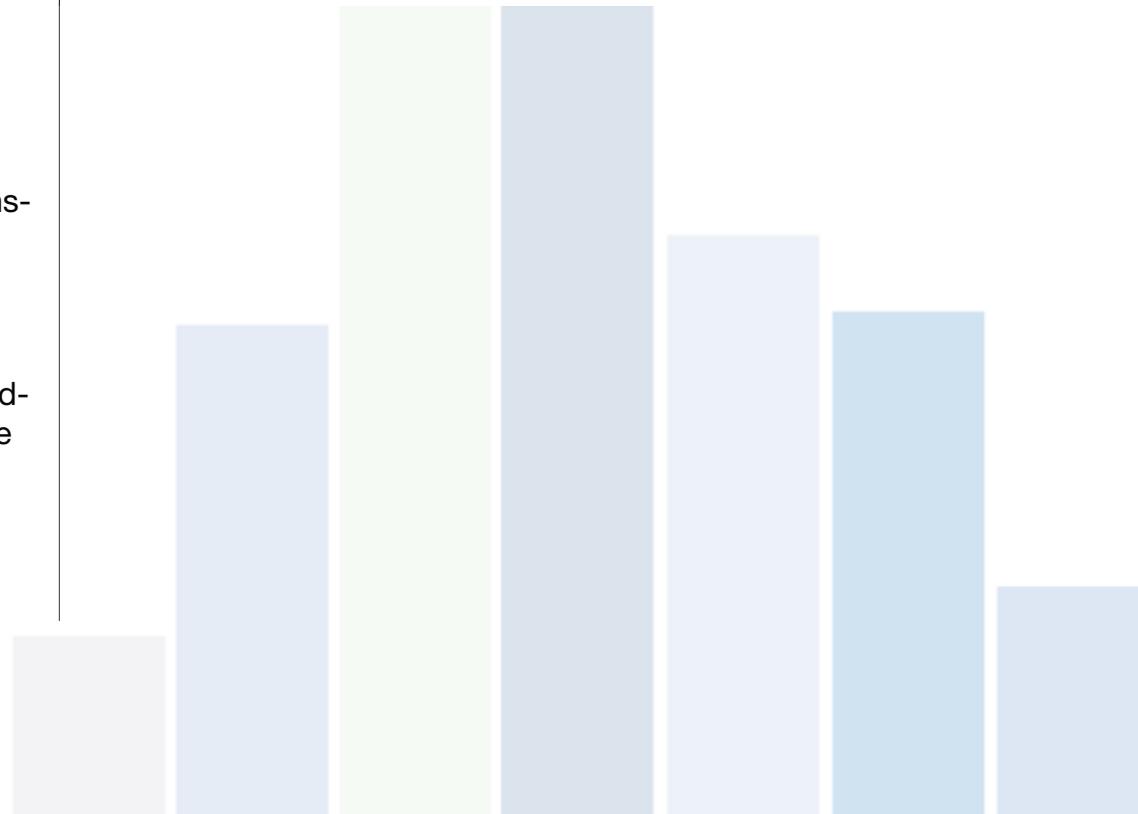
Next, open a new WORD document and save it with the title of 'Findings Summary for [Your country's name]'. This is where you will store your results and where you can later discuss the patterns that you see.

Step 3:

The clearest way to represent your survey findings is in the form of charts or diagrams that summarise all your responses, into either pie charts or bar charts (see Glossary for definitions).

So the next step is to go through the results, question by question, and to create a chart for each question which you then save in your separate WORD file you have just created.

Go back to the Survey Monkey 'Analyze Results' tab and with each question you will now make a chart to summarise your findings. Next to the first question 'What is your gender?' on the right side – click on the button 'create chart'. You will see something similar to the screen shot below.

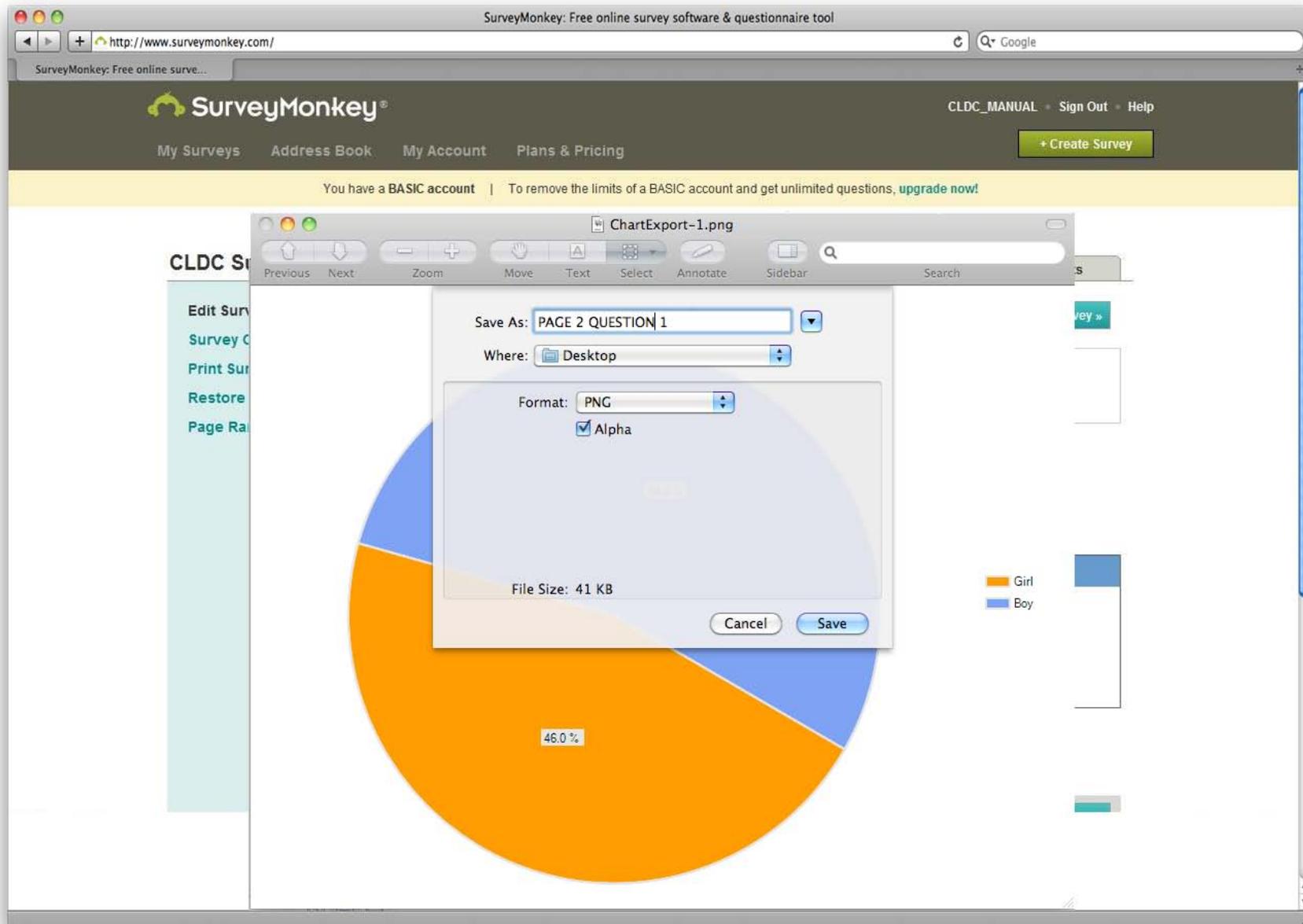


Step 4: Now we want to add the percentages onto each pie chart so that we can be accurate when deciding which responses had the lowest or highest frequencies. So click on 'chart settings', next to chart type.

The screenshot shows the SurveyMonkey 'Create Chart' interface. At the top, the browser address bar shows 'http://www.surveymonkey.com/'. The SurveyMonkey logo and navigation links are visible. The main content area displays a pie chart for the question 'What is your gender?'. The chart has two segments: a blue segment representing 53% and an orange segment representing 47%. Below the chart, the 'Chart Settings' section is visible, with 'Pie Chart' selected as the chart type. The 'Data Labels' section is highlighted with a red box, showing 'Percents Only' selected for the 'Data Labels' dropdown and 'Inside' selected for the 'Position' dropdown. A red arrow points to the 'Inside' dropdown. The 'Chart Title' is 'What is your gender?' and the 'Show Title' dropdown is set to 'Show Title'.

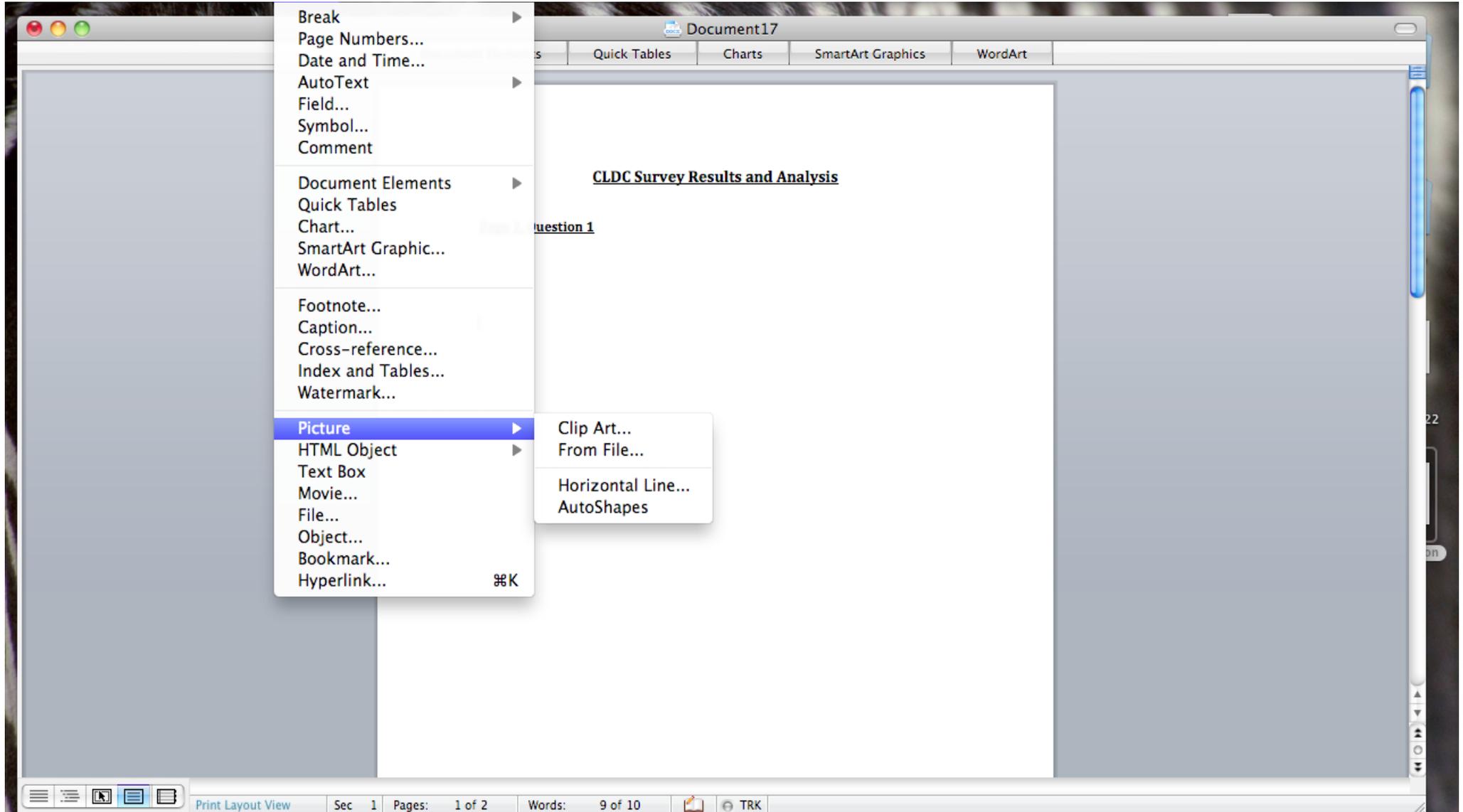
Step 5: You will see the labels that appear – Chart Title and Data Labels – change the Data Labels to 'percents only' and in the box next to it – change the option to 'inside', so the percentages show up inside the pie chart rather than on the outside.

Step 6: Next to chart settings, click on the green button that says 'Download chart'. Download your chart and open it.

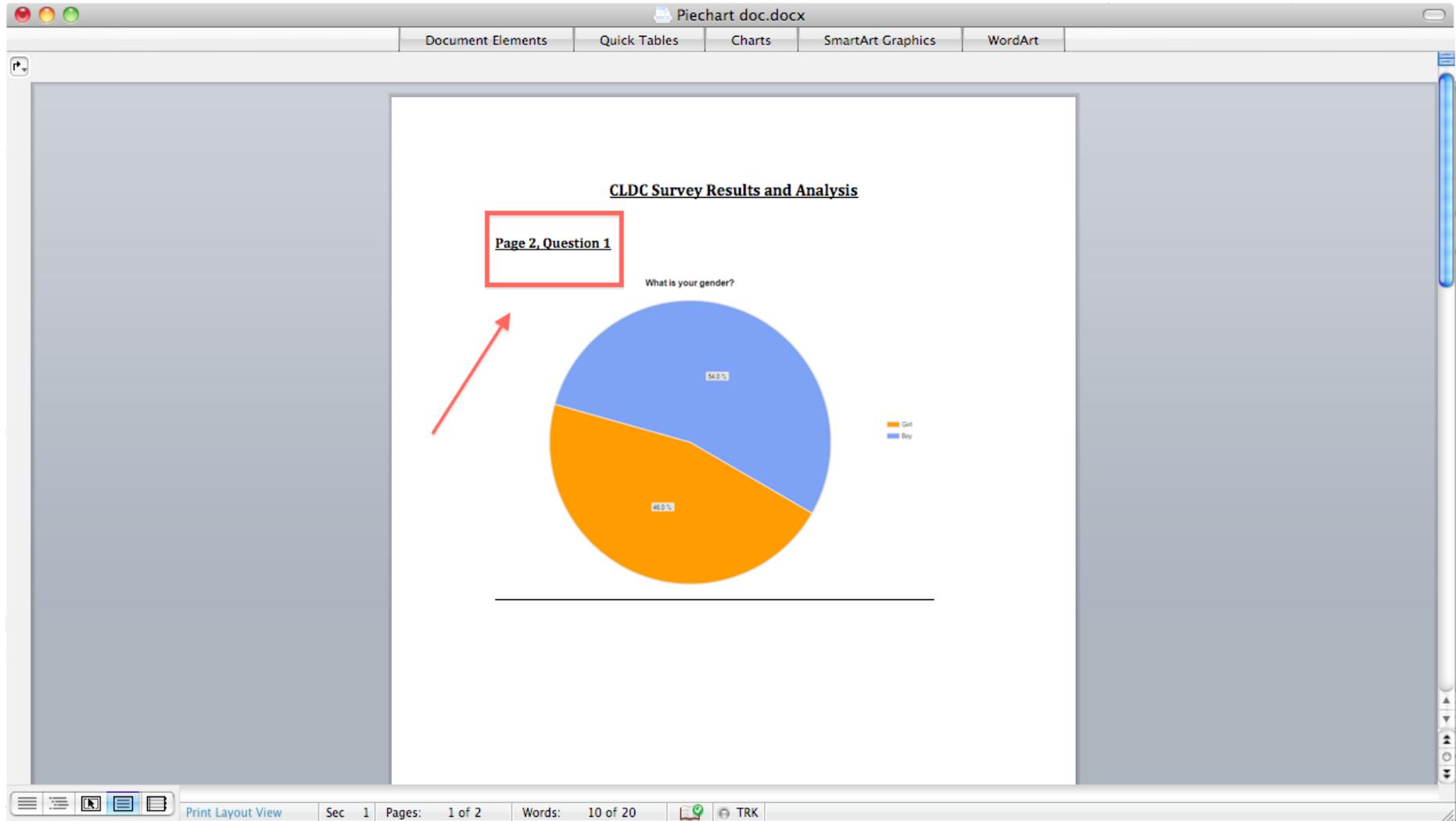


Step 7: Save your pie chart as the page number and question number (for this page 2, question 1) on to your desktop. (If you are not sure what the page number is look at the top or bottom of the survey monkey 'analyze results' tab as there is a drop down menu there with all the pages on. It ranges from page 2 to page 6).

Step 8: Then you will insert it in to your word document you made earlier. Go back to your word document you opened earlier and go to the insert tab at the top of the page. Go to the option Picture and chose 'from file' – here you can select your saved pie chart under its page number and question number. See below:



Step 9: Add a title above each pie chart so you remember which question each pie chart represents.



Step 10: Now go back to Survey Monkey tab – ‘Analyze Results’ and go to the second question and create a chart. You are going to create, save and add a chart for each question of the survey into your WORD document.

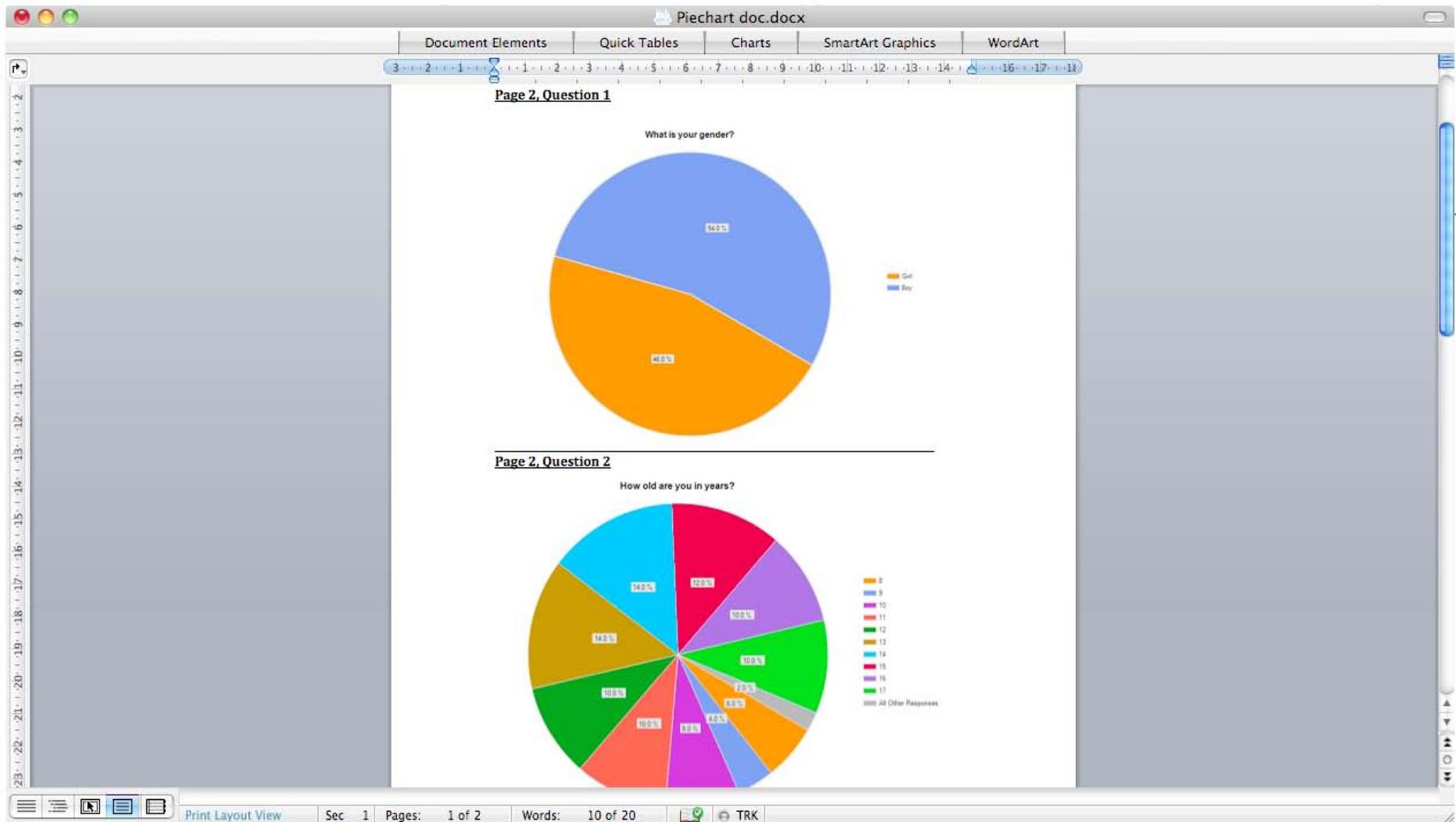
Again, click create chart for question 2. Then click chart settings. You should see something like this screen shot below.

The screenshot shows the SurveyMonkey 'Create Chart' window. The chart is a pie chart titled 'How old are you in years?'. The chart is divided into 10 segments, each representing a different age group. The segments are labeled with percentages and counts. The largest segment is 'Boy' at 54.0% with 27 responses. The smallest segment is 'All Other Responses' at 10.0% with 5 responses. The chart is set to 'Pie Chart' type. The 'Chart Settings' section includes 'Chart Title' (How old are you in), 'Data Labels' (Percents Only, Inside), and 'Group remaining as' (All Other Res). The 'Choices' section includes 'Include' (10 Choices) and 'Sort By' (Don't Sort). The 'Download Chart' button is visible.

Age Group	Percentage	Count
Boy	54.0%	27
10-12	10.0%	5
13-15	10.0%	5
16-18	10.0%	5
19-21	10.0%	5
22-24	10.0%	5
25-27	10.0%	5
28-30	10.0%	5
31-33	10.0%	5
34-36	10.0%	5
All Other Responses	10.0%	5

Remember to change the Data Labels to 'percents only' and the Labels to be inside.

Then download your chart and save it as page 2, question 2 and insert it in to your WORD document:



Remember to add a title so that you can see clearly which question the pie chart represents.

Step 11:

Create pie charts for page 3, questions 3, 4, 5 and 6. Enter them into your WORD document with the proper title: Page 3, Question #

Step 12:

Go on to the next page, page 4: Average School Day/Work Day.

Step 13:

Create pie charts for Page 4, Question 1- 6. Download and insert them in to your WORD document with the proper title: Page 4, Question #

Step 14:

Then go to Page 5 and create a bar chart for Page 5, Question 1 and download it and insert it into your WORD document with the title Page 5, Question 1. This is the only bar chart you will create because a pie chart does not work for questions that allow the person being surveyed to pick more than one option, as in this question about three wishes or improvements.

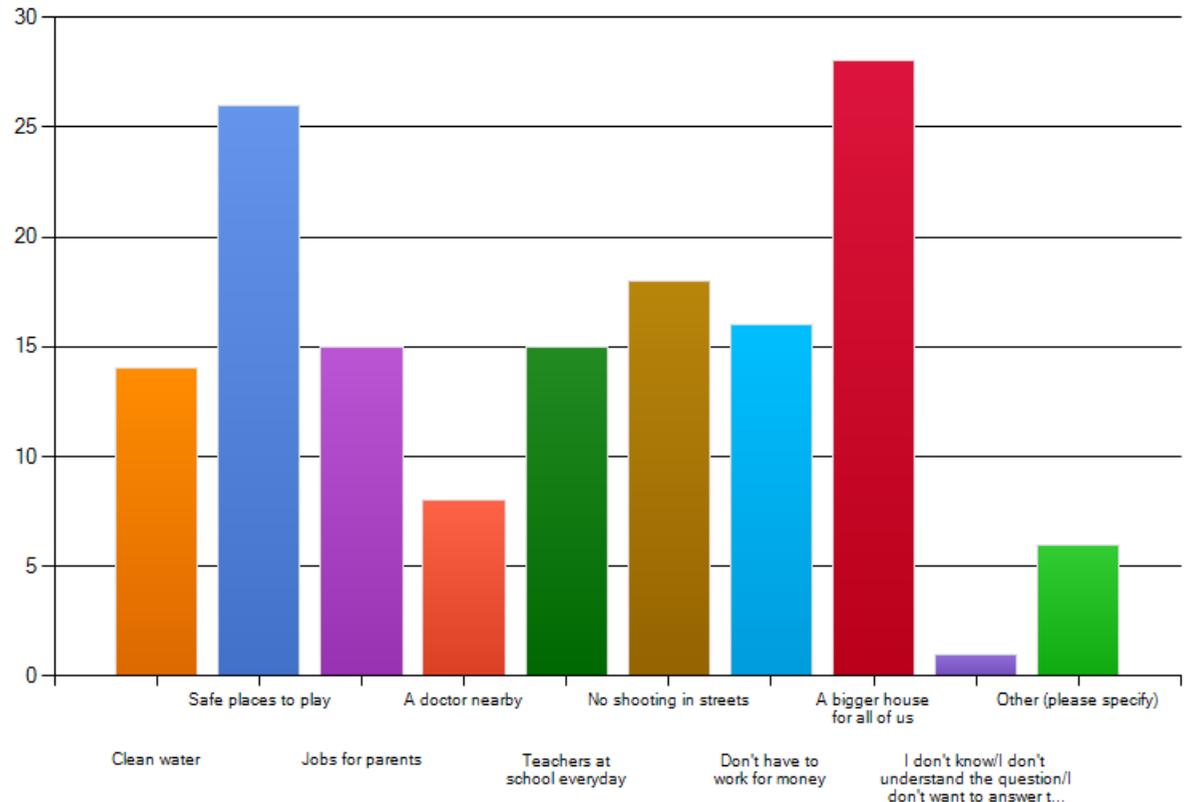
Step 15:

Then go to Page 6 and create a pie chart for each question 1 – 11 and download and insert each pie chart into your WORD document.

When you have finished downloading and saved all the questions into your Survey Summary Word doc it is time to start describing your findings.

But first, it makes sense to save and send a backup copy of your WORD document. It should already have the file name 'Findings Summary [Your country's name]', so click on 'Save' and wait for the file to be updated and saved under the same file name. Then email it to the partner organization supporting your work on the project and to any other organization/s involved.

**If you could make just three improvements to your everyday life what would they be?
Please make just THREE choices.**



STEP 12: Presenting the Findings



Presenting the Findings

In this step we will go through how you combine all your findings - from the interviews and from the survey - to produce a 'big picture' and a report that offers your audience both stories and statistics.



We will also briefly explore some options and tips relating to 'advocacy' and ways that you can present your findings powerfully to an audience.

Developing pie charts is a good first step, but then you need to be able to communicate these findings to those who are in a position to do something about them. If these findings are shared in a format that is clear and emphasizes the most striking findings, then your audience is much more likely to understand them, remember them and feel motivated to do something about them. Before you go on, it is important to understand: What is the difference between Qualitative and Quantitative data?

QUALITATIVE: refers to information that can tell us more than just numbers or statistics. It tells us about the context in which something happened, the people involved and how and experiences unfolded. Qualitative research provides us with case studies or stories that we can use to illustrate and provide more detail in support of quantitative findings.

QUANTITATIVE: refers to information that can be counted or expressed in numbers (for example: statistics and percentages). The collection of quantitative data or numbers is an important part of this project as it can be used to show the strongest trends and therefore those issues that deserve to be acted on urgently.

In detail, here are the things you will learn in this section:

When and where should you use your qualitative findings?

Sometimes the numbers or statistics aren't enough to give your audience a clear picture or understanding of what the young people who participated shared with the research team. You often need to bring these numbers 'to life' by using stories or qualitative data. In this section you will learn when and how to select the best stories to help your audience remember and relate to your findings.

What should a 'findings report' or presentation include?

This section will give you some guidance on how to structure a report of your findings. This report or presentation will just be the 'summary' of your findings. You will use this summary to develop your advocacy plan and messages.

How do you describe these findings to others?

We will also help you share your most important findings with others, by creating an advocacy plan, presentation and/or research report.

But let's start from the top: by returning to our monkey!

Describing Quantative Research Findings

When your WORD document has a pie chart for every question, it is now time to start describing your findings. What this involves is simply putting what you see into words.

Here is how you can explain and put your charts into words:

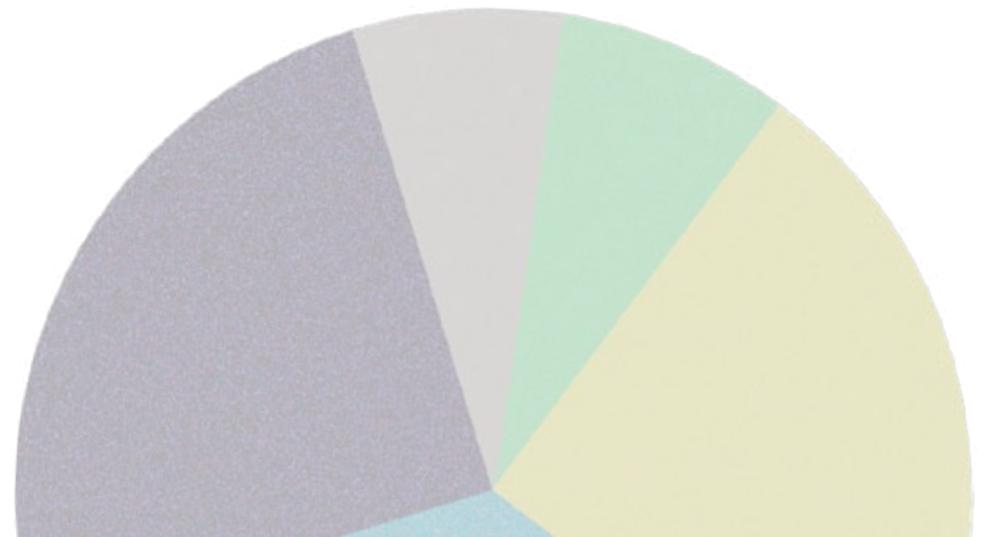
1. Always start your description by repeating the question.
2. Then describe the response that was the most common or frequent (biggest slice(s) of the pie or the highest percentage).
3. For now you can ignore the slice that refers to the 'other' responses. (You will be analyzing these 'other' responses and reporting on them later on. This is described in more detail in the next section.).
4. Then describe your second most common response.
5. Always describe responses that achieve a frequency of 20% or more.

For example:

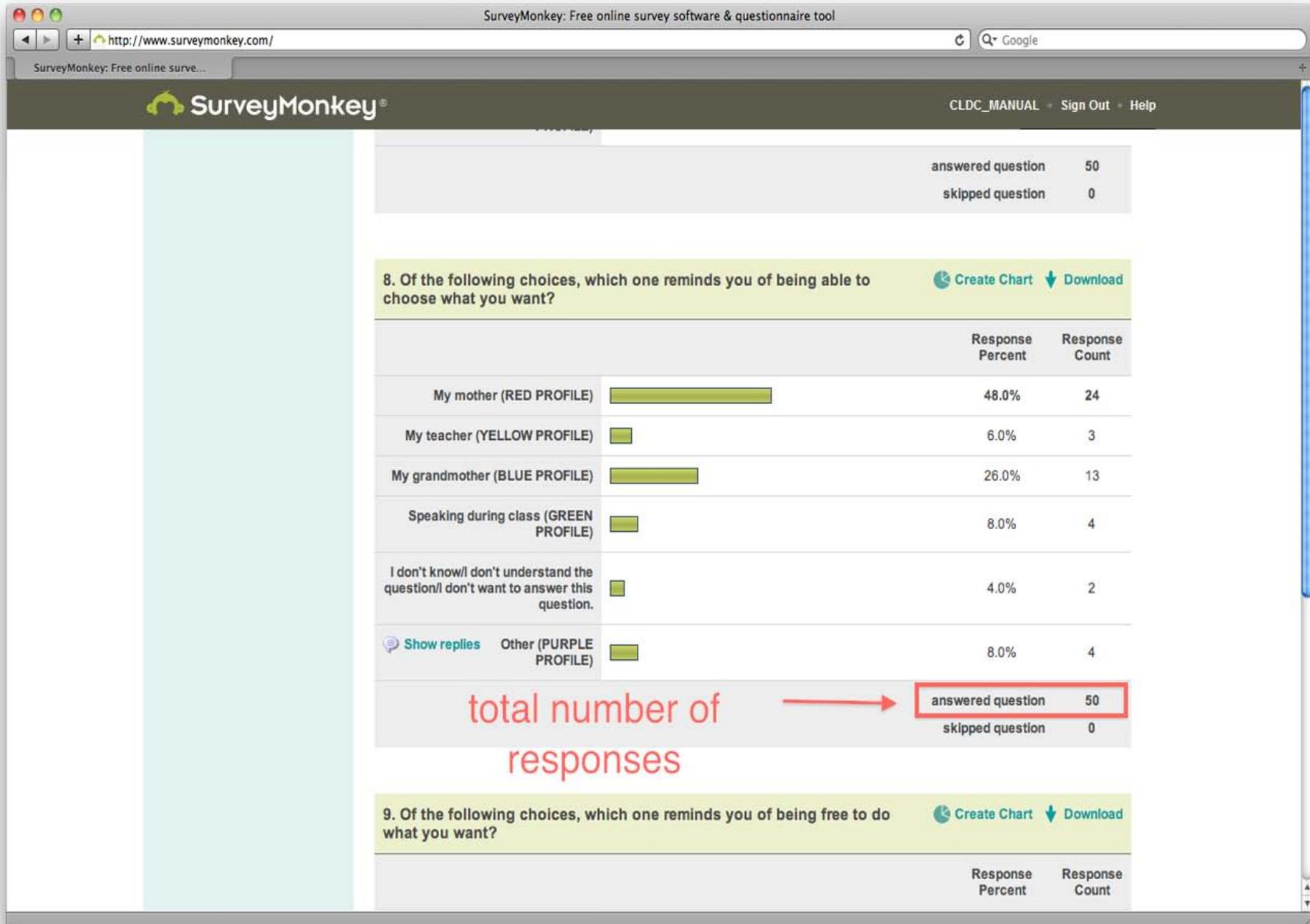
In this pie chart, you would include both Working (26%), and 'Taking care of my little brother' (26%) in your description of the findings for this question.

6. End your description by telling the reader how many children and young people answered this question. This number can be found in Survey Monkey.

When you select the 'Analyze Results' tab, you will see a series of percentages listed for all the responses to a given question. At the end of this list for each question, two numbers are noted, namely 'answered question' first and below it is the number of people who 'skipped question'. The first number - those that answered the question - is the number you need to note here.



In this screenshot, you can see where to find the total number of young people who answered this question.



Please review Appendix V for additional information and to see many examples of how you can ‘describe your findings’.

You might be wondering how to work with all the detailed responses you collected under each survey question using the ‘other’ option? Well, that is easy...

First you need to access all the ‘other’ responses. This is how you do that:

- * In Survey Monkey select the ‘Analyze results’ tab.
- * Under each question, you will see a percentage opposite the final response option ‘other’. To the left of this is an option in blue font ‘Show replies’.
- * Click on this option, and you will immediately get a bubble popping up with all your ‘other’ replies. You can then simply highlight all these replies with your mouse and copy and paste them into a Word document.

Now follow the same process you used for analyzing the qualitative interview responses (Step 7), except that you are not working with a Profile Chart but entering the categories directly into your Findings Summary. So, in the context of analyzing the ‘other’ responses for each question, you would follow these four steps:

1. Noticing and Noting: entering information from Survey Monkey into an Analysis Chart
 - you can simply use an empty copy of the same Analysis Chart you used previously, except this time you will end up with fewer boxes filled in.
2. Sorting and X-Raying: cutting up the analysis chart and making piles/categories.

3. Fitting Together: entering our categories into our Findings Summary as the most common ‘other’ responses gathered.

4. Stepping Back: describing how these frequently mentioned ‘other’ responses extend our understanding of what children and young people need or would like to change.

You may find it helpful at this point to have a quick look at how this works in the examples provided in Appendix V. Try reading through the description of the findings for Question 4.

When and Where To Use Our Previous Qualitative Findings

We have now seen how much value is added when we start to use the qualitative responses collected under the option ‘Other’. But we can also make use of the qualitative data we gathered during our previous stage of data gathering - in other words, the stories (or case studies) we gathered during our initial interviews.

It often helps to describe and give more details about a quantitative finding in order to remind your reader or audience that a statistic is telling us about particular lives, rather than just being an abstract number.

For example: when we asked interviewees, “Where would you like to spend less time?” - 34% of them referred to wanting less time in ‘abandoned places.’

But what is meant by ‘abandoned places’? How can we be sure that anyone reading our report will truly understand what this means?

This is the perfect time to ‘tell a story’.

Generally speaking, we dig into our qualitative interview data for stories when:

- * A particular finding is unexpected. For example: most people assume young people enjoy 'sports'. But what if your results show that many young people want to spend less time doing sports? A story from one of your interviewees can help the reader understand this in more detail.
- * A particular finding is complex or it is a bit confusing. For example: If young people express that 'wearisome activities outside home' is an activity that they want to avoid.
- * There are many different reasons or experiences behind a particular response. In other words: there wasn't a common reason why this response was popular.
- * A particular finding has a very high frequency or percentage. In other words: many of the children and young people surveyed chose this particular response.

So this is what we can do...

1. In order for 'abandoned places' to feature as an option in our survey, it would have been mentioned many times in the original interviews. This means that if we return to our Analysis Chart, we should see several cells or boxes referring to 'abandoned places' (although slightly different words could have been used during the noting stage). And, because we noted the transcript number for every one of our boxes, we can then return to the original transcripts themselves to find a story.

2. Then we need to decide whether we include one or more stories to illustrate our findings. We can only make this decision once we have read all the stories referring to 'abandoned places'.

3. If many of the stories are similar, then we simply find the clearest account of what often happens or can happen in abandoned places, and insert this as a quotation (word for word from the transcript).

For example:

"...often in buildings that are empty, there are unsafe places and children can hurt themselves ..."

(Male, 9 years old, Rabat, March 2010)

4. If you read all the stories about 'abandoned places' and you discover that there are a number of different reasons that young people have mentioned this in their answers, then you need to explain this. You can use different kinds of experiences and share a range of stories or contexts. But you need to avoid making your discussion too long and detailed.

For example:

Explain that there are different reasons for the emphasis on abandoned places, and that the most typical experiences associated with abandoned places tend to mention:

- * physical dangers - such as "holes in floors and stairs that end in mid-air" (Male, 9 years old, Casablanca, March 2010).
- * unexploded mines
- * criminal activities
- * scary adults
- * darkness

5. When referring to the interview data, you should try to include a quotation (the exact words used by the young person interviewed). Including some of the actual text from an actual interview proves to the reader that this story was taken directly from evidence that was gathered.

Your detailed notes made on your original Analysis Chart will make this process of finding good quotes and examples much easier.

Now let's move on to consider...

How To Combine Qualitative and Quantitative Findings

This is a simple process:

1. Start with a clear description of your quantitative findings from Survey Monkey. Always start with the pie chart first;
2. Include, where appropriate, some qualitative quotations and stories to illustrate;
3. Work through the most common responses found in the 'other' option. Here too it is useful to insert quotations or the exact words and phrases used, especially to describe those 'other' responses that were mentioned the most often by young people.
4. And finally, mention how many respondents or young people answered this particular question.

Advocacy Basics

You have done a lot of work. You have used different formats and research tools and now you have all of your results in one clear document. After you have analyzed the main findings of your interviews and what the main needs of children are, it is time to advocate for change.

What is advocacy?

Advocacy is about:

- * Changing attitudes, behaviour, and knowledge.
- * Changing or shaping policy.
- * Changing how people do things.
- * Improving children's rights.

Advocacy is about making a positive and lasting difference in the lives of children.

You are not doing research so that there is another report, with interesting statistics and information, sitting on a shelf somewhere. You want your efforts to create change and to make a positive impact in children's lives.

For this reason, you need to think carefully about 'advocacy' and how you make your research more than just a report.

It is now time to think about how you want to use your material.

You need to consider:

- * Who is your audience (the people you want to read the report)?
- * What actions do you want them to take?
- * What is the best way to communicate with them and convince them to take these actions?

For more information about ‘advocacy’ and a step by step guide to develop you own advocacy plan, please visit:

<http://resourcecentre.savethechildren.se/content/library/documents/one-step-beyond-advocacy-handbook-young-people-and-children>

to download ‘One Step Beyond - An Advocacy Handbook for Children and Young People’.

This resource is available in Arabic and includes learning exercises and activities.

Findings Report Or Presentation

You have already created a Word document which we have referred to as your ‘Summary Findings document’. This document is perfectly suitable and you may share and distribute it ‘as is’. However, you and your team may decide that you want a more professional document to reflect the evidence and support the advocacy work you need to do.

This is where a Research Report becomes useful. A Research Report has all the information you will need:

- * for your advocacy plan and messages

- * for anyone who wishes to check your findings and the evidence backing them up
- * for those young researchers who choose to investigate the needs and experiences of children and young people in the years to come
- * for those practitioners and policymakers who wish to learn from all your findings and not merely the most urgent needs and priorities this research has highlighted.

Note: The Example Summary Findings Document (see Appendix V) is not a research report. This is a detailed description of your findings and does not emphasize any particular finding.

However a ‘Research Report’ includes an executive summary, recommendations and conclusions and detailed description of your findings. And it does emphasize some findings more than others.

How do we know which findings are the most important?

This will be obvious once you review the findings on Survey Monkey- and when you are putting your Summary Findings Document together. You will notice that a high percentage of young people will share the same concerns and preferences. These will be the findings you need to emphasize and give special attention to.

For example:

If most children would like to spend less time at school and at the same time most children would like to spend less time with teachers during a school day, this might indicate that children are not happy at school. This means that some school policies need to change and school teachers need more training.

Also if you see that most children would like to have more spaces to play and at the same time most of them would like to spend more time with their friends and more time playing, this means that you need to advocate for the authorities to build playgrounds to respect children's right play. Other types of findings that deserve emphasis are ones that may not be shared by the highest percentage, but are still shared by an unexpectedly high proportion of those who participated in the survey.

Please see Appendix W for a 'Research Report' outline.



Conclusion

CLDC as a community of collaborators

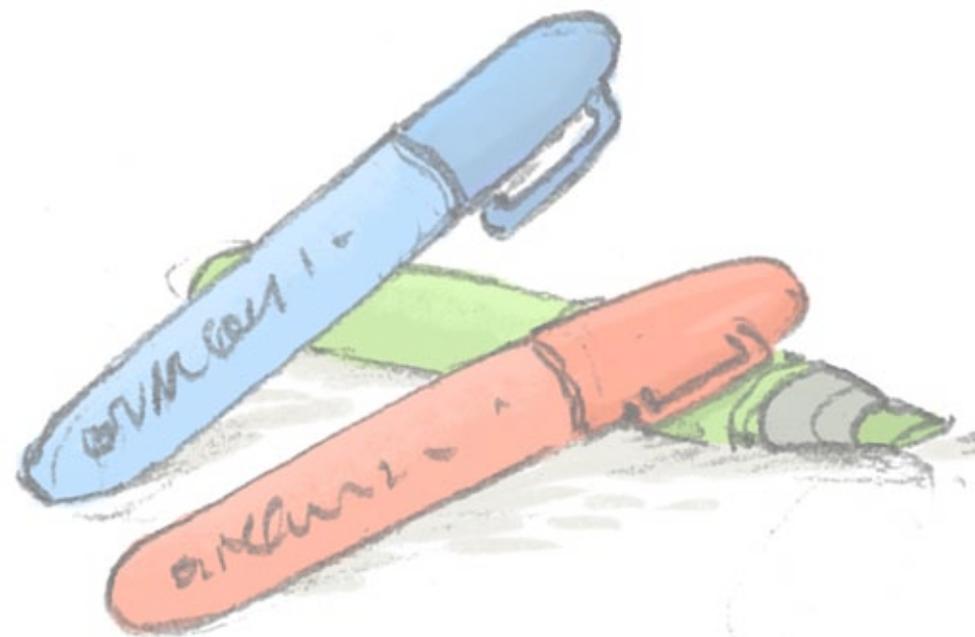
You have come a long way: from step 1 when you developed a better understanding of Child Led Data Collection, through preparing all the necessary resources for your own CLDC project, through gathering and analyzing interview and survey data, to finally combining and sharing all your findings.

CLDC is still a new method that tries to combine through research with the active participation of young researchers. But it is imperfect and can benefit from further development and improvements. We hope that you, your organization or your fellow young researchers will all participate actively in constantly improving this method so that it better meets:

- * the ever-changing needs of young people who are interested in research and want to do more to create change in young people's lives,
- * the ethical obligation we all share to enable, respect and deepen the participation of young people in better understanding their own needs and in advocating for better lives.

We invite you to be part of this exciting community of CLDC practitioners, because without your practical insights and ongoing suggestions, this method could remain locked in the pages of this manual and therefore limited in its impact. From the outset, CLDC was built by a network of civil society actors who were impassioned about youth participation and the need for better evidence on the realities faced by young people in the MENA region. Their learning and contributions are evident on every page, as we hope yours will be in future CLDC manuals and resources.

We believe that with each CLDC experience, the community of those involved will be able to take both the youth participation and the quality of the evidence one step further. So give it a try and help us all to further build on what we have learned!



Glossary

Glossary

A

ADVOCACY: A process of speaking out on issues of concern in order to influence change-makers and affect people's current lives. It is often a series of actions taken and issues highlighted to change the "what is" into a "what should be".

ADVOCACY MESSAGE – should seek to inform, persuade and move people to take action. Should also describe the action the audience is being encouraged to take. The audience needs to know clearly what it is you want it to do.

ANALYSIS - The process of taking something big and complicated and breaking it down into smaller, logical pieces. To look at something very carefully so you can understand it and define what is important about it.

AUDIENCE – group of people to whom the advocacy messages will be addressed.

B

BAR CHART – A bar chart or bar graph is a chart with rectangular bars with lengths proportional to the values that they represent. The bars can be plotted vertically or horizontally. A bar chart is one of many ways in which we can summarize the findings for a specific question.

BODY LANGUAGE - is a form of non-verbal communication. It is the gestures, movements, and facial expressions with which a person communicates with others.

C

CASE STUDY – A detailed story obtained from an interviewee.

CATEGORIES – A grouping or 'label' for common or like elements. In Data Collection, a category will be created to 'group' similar responses received by interviewees.

CHILD/CHILDREN - "every human being below the age of 18 years" (United Nation Convention on the Rights of the Child). In this manual we often refer to children as young people.

CHILD LED DATA COLLECTION: An approach to researching the experiences and needs of children that actively involves young people in preparing, collecting and analyzing data as well as describing and sharing the findings.

CHILD RIGHTS: Every child has the same human rights. Some of your human rights have to do with the basic physical needs to stay alive. For example, you have the right to food, water, shelter and basic health care. Some of your human rights have to do with how other people treat you. You have the right to be treated with dignity and respect. Some of your rights have to do with your need to be cared for, to develop and to grow and be part of your communities. You have the right to an education, to express your own ideas and opinions, to information, protection and to participate in making decisions about issues that affect you. You also have the right to not be discriminated against because of who you are or where you come from¹. All of your rights can be found in the Convention on the Rights of the Child.

CIVIC SOCIETY ORGANIZATIONS (CSOs): wide array of non-governmental and not-for-profit organizations (e.g. community groups or labour unions) that have a presence in public life, showing the interests and values of their members, based on ethical, cultural, political, scientific, and religious interests.

CONSENT/ INFORM CONSENT – capable, deliberate, and voluntary assent or agreement to, or concurrence in, some act or purpose, implying physical and mental power and free action.

CONVENTION ON THE RIGHTS OF THE CHILD - UN Convention (document) that spells out the basic human rights to which every child, everywhere is entitled. Find out more at:

<http://resourcecentre.savethechildren.se/content/library/documents/what-un-convention-rights-child>

D

DATA – ‘Information’ that is collected from many people or sources, and carefully organized. While doing research you collect ‘data’.

DATA MANAGEMENT - this is everything that happens to the data after it has been collected. This is the process of storing, organizing and distributing data.

DEBRIEFING - A debriefing is an informal meeting where you talk about your experience; explore what worked well, what may not have worked and what needs to improve to make the next interview even better. It is also a time to see if any follow up is needed or if any protection issues need to be addressed.

DIVERSITY – understanding that everyone is unique and that there are many different people and groups in our world and in our communities – this makes our world ‘diverse’. When you try to achieve ‘diversity’ in research (for example: the people you interview) you want to try and reach as many ‘different’ groups as possible. For example: people from different neighbourhoods, income levels, genders, religions, abilities and more.

E

EVIDENCE - To demonstrate that something is true you need to provide ‘evidence’ or proof. Our goal in research is often to produce ‘evidence’ or proof that explains a situation or an idea. ‘Data’ is one form of research evidence.

F

FINDINGS - After you do your research (for example: interviews and surveys) your results or the things you learned during the research can also be called your ‘findings’.

FREQUENCY - When this term is used in survey work, it means the number of times a particular answer option was selected. We say ‘the answer option “yes” carried a frequency of 202 out of a total of 340 responses’. In this manual, we often refer to percentages to describe frequencies.

G

GESTURES: the ways we move our hands and arms, to communicate to others.

GUARDIAN – a person legally entrusted with the care of another person or property.

I

INFORMED CONSENT – a process where someone is provided information and then agrees in writing to participate. The person consenting understands their roles, responsibilities, related risks and their rights.

INTERVIEW - An activity where one person (the interviewer) asks another person (the interviewee) a series of questions.

INTERVIEWER – the person conducting the interview – asking the questions and guiding the interviewee.

INTERVIEWEE - the person answering the questions, in this case 8 -18 year old young people.

INTERVIEW GUIDE -a step by step aid for the young researchers that includes all the standard interview questions together with some reminders about how to start and end the interview.

L

LEAD TEAM – The Lead Team refers to the group of people that first decide to undertake Child Led Data Collection. This Team could include only young people or only adults. Ideally, a group of young people and adults (supporting organization) will form the ‘Lead Team’ and together begin to develop the CLDC plan and strategy.

M

MINORITY GROUP - Most countries, communities or villages have a “minority group”. This means that there are fewer of them than other groups found in the community. Depending on where you live, the minority group might be indigenous people; people of a certain race or colour; people from other countries; people that are poor; refugees or people that might be new to a country, community or village. Minority groups are most often under-represented in government, in the economy and in those organizations that have the most influence in civil society.

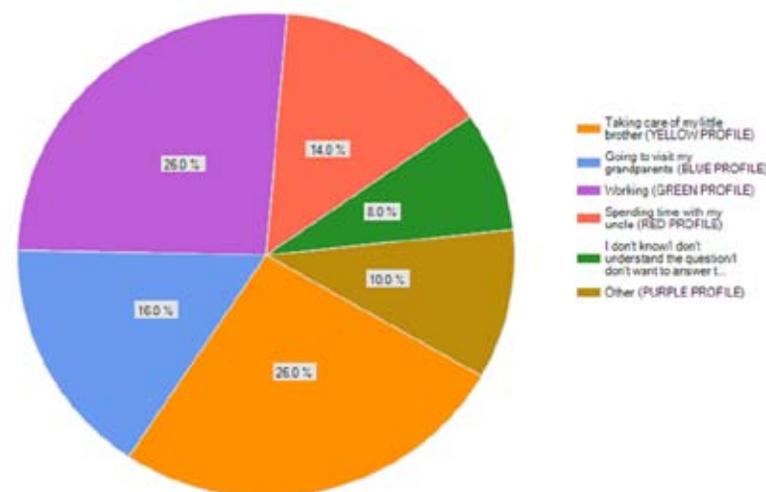
P

PARTICIPATION - is to take an active part in a process.

PARTNER ORGANIZATIONS (ALSO REFERRED TO AS ‘PARTNERS’): These are organizations that already work within civil society (outside of the government) to improve the lives of children and young people in different countries. In this project, these organizations are supporting Child Led Data Collection through recruiting, training and providing fieldwork support to the young researchers. These organizations are also referred to in the manual as ‘support organizations’.

PIE CHART – is a circular chart divided into pie slices, each of which shows the frequency, percentage or number of young people who share the same experience or desired change. A pie chart is one of many ways in which we can summarize the findings for a specific question.

IF YOU COULD CHOOSE AN ACTIVITY YOU WOULD LIKE TO SPEND LESS TIME DOING ON AN AVERAGE REST OR WEEKEND DAY. WHICH ONE WOULD YOU CHOOSE? If none of them fit, please choose ‘Other’ and explain.



PIE CHART – is a circular chart divided into pie slices, each of which shows the frequency, percentage or number of young people who share the same experience or desired change. A pie chart is one of many ways in which we can summarize the findings for a specific question.

PILOT PROJECT – this is a test run that happens in order to give a team the chance to try a new approach and change it so that it works better the next time.

Q

QUALITATIVE: refers to information that can tell us more than just numbers or statistics. It tells us about the context in which something happened, the people involved and how and experiences unfolded. Qualitative research provides us with case studies or stories that we can use to illustrate and provide more detail in support of quantitative findings.

QUANTITATIVE: refers to information that can be counted or expressed in numbers (for example: statistics and percentages). The collection of quantitative data or numbers is an important part of this project as it can be used to show the strongest trends and therefore those issues that deserve to be acted on urgently.

QUOTATION – a ‘word for word’ or exact recount or retelling of a story, interview or something we read.

R

RECRUITMENT: The process of getting young people involved in the project to become young researchers, interviewees or storytellers. This can be achieved in many ways. For example some organizations may recruit young people through local schools or youth clubs.

RECRUITMENT CRITERIA – qualities we look for in a young researcher.

RESEARCH - careful study and investigation for the purpose of discovering new knowledge or to update our existing knowledge.

RESEARCH FINDINGS – see FINDINGS.

RESPONSE (in the context of a survey) – is the answer chosen by a particular young person when asked a specific question from the list of standard questions in the survey.

S

STORYTELLER: The young people (interviewees) describing their lives to the young researchers during the interviews.

STANDARD QUESTIONS – these are questions that are asked in the same way, using the same words and in the same order across all of the countries participating in Child Led Data Collection.

SURVEY - A series of questions, often with multiple choice answers (sometimes called a ‘questionnaire’). Often used in research and given to many people to answer or fill out so that researchers can collect data and better understand a situation or idea.

SURVEYMONKEY – online survey software that helps with designing, collecting and analyzing data gathered using a survey. It is widely used because it is easy to use and presents statistical research results simply and clearly.

SUMMARY OF FINDINGS – This is the document or report that includes all the research results. It is different from the advocacy message, which addresses a particular issue and demands special emphasis and urgent action.

T

TRANSCRIBING: the process of typing everything that you hear in an audio file or recording of an interview, word for word.

U

UNETHICAL – an ‘unethical’ act is something that goes against the rules or morals of a group. It is considered to be ‘wrong’ and unprofessional.

Appendixes & Supporting Documents

Contents

Appendix A	Links and Useful Information
Appendix B	Project Planning Template
Appendix C	Recruitment Materials and Researcher Consent Form
Appendix D	Interviewee Chart
Appendix E	Interviewee Consent Form
Appendix F	Child Protection Materials
Appendix G	Managing Emotions during a Difficult Interview
Appendix H	Getting Ready for Interviews
Appendix I	Starting and Ending Interviews (speaking notes)
Appendix J	Know Your Rights
Appendix K	Standard Questionnaire
Appendix L	Case Study Collection Form

Appendix M	Using YouSendIt (file sharing)
Appendix N	Transcribing Form
Appendix O	Analysis Chart
Appendix P	Profile Chart
Appendix Q	Analysis Chart (example)
Appendix R	Profile Chart (example)
Appendix S	Creating a Survey Monkey Account
Appendix T	Creating Your Survey
Appendix U	Survey Introduction and Consent Form
Appendix V	Sample 'Summary Findings Document'
Appendix W	'Research Report' Outline

Appendix A – Links and Useful Information

Learning from the Past

There is a network called MANARA that should be useful to you (see: www.manara.org) and another network is being set up of young researchers who can support each other and share innovations and learning across borders.

Information about Children's Rights, the United Nations and more:

Explore the “What is...” series, developed by Save the Children, these booklets provide young people with useful details about their rights and more. Available at:

<http://resourcecentre.savethechildren.se/content/library/documents/what-un-convention-rights-child>

Advocacy Handbook

This handbook can be used by advocacy experts and by people who do not know anything about advocacy, by children and young people who have experience with advocacy, or want to create positive change but may have little or no experience in making a plan. The handbook is also aimed at adults who want to support children and young people in their advocacy work and who want to improve their own advocacy projects. Available at:

<http://resourcecentre.savethechildren.se/content/library/documents/one-step-beyond-advocacy-handbook-young-people-and-children>

Appendix B – Project Planning Template

Tasks:	Required Actions:	Needed Resources: (in red)
Understanding the Survey Results Due date: <input type="text"/>		manual, username and password to access SurveyMonkey account, access to computer and internet (and SurveyMonkey)
	Person(s) Responsible:	
Preparing for Interviews Due date: <input type="text"/>		Recruitment plan > access to schools Recruitment information> pamphlets, poster Informed consent > forms for young researchers (YRs) Follow-up during recruitment of YRs > individual contact persons Identify facilitator(s) for selection panel > assessment form & venue for recruitment event Identify trainers > training materials and venue for first workshop with YRs (on interviewing) Share manual with YRs so can read through it before the training > manual Each YR thinks through who they want to interview, and selects final young people to approach according to sampling requirements > sampling lists from each young researcher, informed consent forms for interviewees (x 104), print outs of interview guide including case study form on back (x 4 for each YR = 104 in total) Safety procedures > print out list of emergency contact numbers for each YR Recruit a contact person(s) to support YRs during fieldwork
	Person(s) Responsible:	
Doing the Interviews Due date: <input type="text"/>		Put together a contact list of all YRs, and schedule including a planned date, time and place for each interview > YR Contacts and Fieldwork Schedule Interviews are regularly uploaded and saved (throughout the fieldwork) > access to computer and internet for uploading and saving interview data Saved interviews are typed out ...by people who are good at typing > transcription form, transcribers (volunteers to type up each interview) Contact person gets in touch with YRs (before and after each interview) > mobile phone with adequate credit for contact persons Each young research pair records each interview > digital recorders and spare batteries
	Person(s) Responsible:	
Analyzing the Interviews Due date: <input type="text"/>		Second training and workshop (on analyzing interview data) > Trainers, training materials and venue for second workshop with young researchers Share manual with YRs so can read through it before the training> manual, Analysis and Profile Charts, highlighters or coloured pens, scissors, large sheets of paper
	Person(s) Responsible:	
Starting Work on SurveyMonkey Due date: <input type="text"/>		Read through how you prepare your survey online> Manual, computer and internet access, username and password access, SurveyMonkey account Young Researchers to enter profiles> facilitators to help
	Person(s) Responsible:	
Preparing for the Survey Due date: <input type="text"/>		Recruitment of additional YRs (each of the existing YRs invites 3 friends to join the team) > Informed Consent forms for new young researchers (YRs) Short training for new YR recruits on CLDC and data collecting survey data > manual, trainers and training materials, venue, sampling lists from each YR, username and password to access SurveyMonkey account, printouts of survey (1040) and informed consent forms (1040), print out a list of emergency contact numbers for each YR, contact person/s to support YRs during fieldwork Develop a list of all YRs with their contact details and planned interview times and locations for each contact person (YR Contacts and Fieldwork Schedule)
	Person(s) Responsible:	

Doing the Survey

 Due date:

YR Contacts and Fieldwork Schedule, mobile phone with adequate credit for contact persons, username and password to access SurveyMonkey account, access to computer and internet for uploading and entering survey data

Person(s) Responsible:

Presenting the Findings

 Due date:

Third Training (Combining and Reporting Findings & Doing Advocacy) > **trainers, training materials and venue for third workshop with young researchers**
An Advocacy Plan which details which findings you will share with which organizations and in what formats> **Findings Report and materials needed for an advocacy campaign;**
Publicity Contacts List for those who can help you publicize your campaign and the findings on which it is based; 'Those We Need to Reach List' of organizations and people who can act on the most important findings.

Person(s) Responsible:

Appendix C – Recruitment Materials

PAMPHLET (sample)

Are you curious, a keen listener and ready to drive change in young people's lives across the MENA region?

OPPORTUNITY TO BECOME A YOUNG RESEARCHER

Who are we looking for? Young people from 15 to 18 years of age with an interest in researching young peoples' lives in order to drive positive change, not just where you live, but across 17 countries in the MENA region.

Why is this happening? Because not even the United Nations knows enough about the everyday lives, needs and priorities of young people in the region, and without this knowledge effective change in young lives can't happen.

Who is involved? Save the Children Sweden together with the Manara network of regional partners active in the field of child rights, with support from the Swedish International Development Agency are working together to ensure that the young researchers have what they need to do this important work.

What part could I play in this project? If your application is successful, you will be involved in gathering evidence (stories using interviewing) about the everyday lives of young people.

How long will I be needed on the project? You can choose to be involved for between 2 months and 1 year. Young researchers are expected to put aside 5 hours of time each month to work on the project.

What part could I play in this project? If your application is successful, you will be involved in gathering evidence (stories using interviewing) about the everyday lives of young people.

How long will I be needed on the project? You can choose to be involved for between 2 months and 1 year. Young researchers are expected to put aside 5 hours of time each month to work on the project.

What benefits are in it for the young researchers? You will get training, meet and work with young people from across your region, meet policymakers and important people from organisations outside of government who will be taking what you have to say very seriously, and get experience in research and advocacy (raising people's awareness of what is happening with young people and telling them about what is needed).

Who will be helping me? We will support you by providing you with all the training you need, by ensuring that there is always an adult available when you need to talk or need some help or advice, and by providing all the tools and transport you need to enjoy this research opportunity and gather interesting stories and numbers about young people. None of the young researchers are employees, so they are not paid staff but we will make sure that all the costs of the project are covered for you.

So, what's next? If you want to apply, get in touch with:

[INSERT CONTACT DETAILS HERE, AND DEADLINE]

Applying does not mean you will get to be a young researcher, but just in case you don't get involved at this stage there will be other opportunities for which you can apply later, and we will let you know about them. Save the Children and all the partners in the Manara network are working towards the realization of children's rights in law and practice, and follow a strict child protection policy. Your parent or guardian will be required to sign a consent form (and you will need to sign too!) as part of the application process.

Application and Consent Form - For Young Researchers

I, (name of young person)
agree to participate as an applicant and if successful, as a young researcher
in this research project entitled.....
(name of the project).

I, (name of parent/guardian)
hereby grant my consent or give my agreement as parent/guardian of
..... (child's name) for her or him to
participate in this research project entitled
(name of the project)

In the context of this particular project, I understand that the above-mentioned young person, will be participating as an applicant and if successful, could be participating as a young researcher in a set of carefully designed interviews about everyday life and that will be recorded.

The recordings of these interviews will be the evidence gathered from young people about their experiences and needs which can then be used by both young people themselves and civil societies to drive positive change. Only staff and strategic partners will have access to these recordings.

Signatures confirming consent or agreement:

Signed: (person applying to
work as a young researcher)

Date:

Signed: (parent or guardian)

Date:

Signed: (representative of
the project)

Date:

Appendix D: Interviewee Chart

Here is a chart to be used by each of the young researchers to identify your interviewees:

Example:



Name: *Jane Doe*

Agreed to an interview? Y N

8-10yr



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N

11-13yr



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N

14-16yr



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N

17-18yr



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N



Name:

Agreed to an interview? Y N

Appendix E – Interviewee Consent Form

I, (name of young person) agree to participate as a storyteller or interviewee in this interview to be conducted by (name of young researcher).

I, (name) hereby grant my consent or give my agreement as parent/guardian of for her or him to be interviewed by a young researcher here in (area/neighbourhood) at a convenient time for the young person.

I also understand that I, as the young person, or that the above-mentioned young person, will be participating as a storyteller in a set of carefully designed interviews about everyday life which will be recorded using a digital recorder (recording device which records just my voice as I answer a short set of questions)

Only staff and strategic partners will have access to these recordings. They will never be available to a public audience.

Signatures confirming consent or agreement:

Signed: (young person)

Date:

Signed: (parent guardian)

Date:

Signed: (representative of the project, staff member)

Date collected:

Appendix F – Child Protection Materials

Child Protection Procedure

STATEMENT

Child abuse is a global phenomenon. It occurs in all countries and in all societies. It involves the physical, sexual, emotional abuse and neglect of children and adolescents. It is almost always preventable. All participants in CLDC are committed to prevention and timely, appropriate response to any situation raising child and adolescent protection concerns, or any instances of child abuse and incidents that might affect them.

This procedure and the accompanying checklist outline the specific steps to ensure the safe participation of children and adolescents in CLDC. In the event of an emergency and there is a conflict between local protocols and the child protection procedure, the child protection procedure will take priority.

BACKGROUND

Abuse and violence against children and adolescents occurs globally and in all settings. Accidents and incidents affecting children and adolescents usually occur suddenly and unexpectedly. These are events that cause disruption to the normal functions of work and bring significant danger or risk. They include, but are NOT limited to:

- * Assault, including physical or sexual
- * Severe verbal aggression, including threats
- * Robbery or destruction of personal belongings
- * Traffic accident
- * Serious injury

- * Natural disaster
- * Fire
- * Bomb or hostage threat
- * Explosion, gas, or chemical hazard
- * Exposure to pornographic materials in electronic or any other form

PROTECTION FROM HARMFUL INFORMATION: Guidelines for adults

Children and adolescents have the right to be protected from any information they do not need to know and for which they may not have the understanding and maturity to cope. This is especially true if the information deals with sexual matters. All adults supporting CLDC have a duty to ensure that no child is harmed as a result of information from presentations and discussions whether in spoken, written or visual form or any other kind of communication.

This means:

- * No shocking/offensive stories or case studies
- * No shocking images
- * No emotional personal testimony of abuse and exploitation
- * No role play or drama depicting rape or other sexual or violent acts
- * Sensitivity to other cultures
- * No 'bad' (improper/offensive) language

All adults should be alert to such situations and are responsible for protecting all children and adolescents participating in CLDC.

STEPS TO ENSURE CHILD AND ADOLESCENT PROTECTION

Awareness and alertness: Anyone involved in CLDC needs to be briefed on the forms and nature of abuse, importance of child protection, and their respective role in the process. Supportive adults bear the responsibility to undertake risk assessment, create safe environments and provide assistance needed, while keeping alert throughout the duration of the children and adolescents' involvement.

Disclosing child abuse or harm: In case of abusive incidents or accidents affecting their physical or mental well being, children and adolescents should immediately approach their supporting adult or a designated child protection focal person. They will organize and provide immediate assistance in accordance with the nature of the incident, while ensuring confidentiality of sensitive issues disclosed.

Taking Action: The Child Protection Focal Person or other appropriate adult, will take serious consideration of all concerns that are raised. An assessment of the specific kind of support that is needed, and assistance to the children and adolescents affected by the incident is offered without delay. This may also involve arranging a medical assessment. Family should be contacted and informed of the incident and assistance provided. An incident report is compiled to document details of the incident and clinical support persons from appropriate services are contacted and consulted. Principles of the "best interest of the child" are applied throughout the process.

Follow-up and debriefing: Relevant services shall be approached in the aftermath of an incident to develop appropriate supports for children, adolescents and others directly affected by or involved in the incident. Depending on the circumstances this may involve:

- * Supportive counseling
- * Referrals for more in-depth counseling as required
- * Support to relevant persons who respond to the incident

- * Holding a review meeting for the purpose of reviewing the incident for
- * lessons learned
- * Medical referrals

SAVE THE CHILDREN SWEDEN'S DEFINITIONS OF CHILD ABUSE

1. Physical Abuse¹

When a person inflicts bodily injury, illness/disease or pain upon a child or renders a child unconscious or subjects it to a similar condition. The term 'physical abuse' covers mistreatment such as hitting a child with or without an object; pinching, kicking, pushing, throwing or shaking a child; pulling a child's hair or scratching or biting a child; treading or stamping on a child; or forcing an object into a child's mouth. It is also classified as physical abuse if a person poisons, burns, scalds or attempts to drown or suffocate a child. All forms of corporal punishment are viewed as physical abuse.

2. Mental Abuse²

When a person subjects a child to treatment such as unreasonably severe punishment, ridicule, criticism, belittlement or disparagement, rejection, 'cold-shouldering', unreasonable demands, forced isolation from social contacts or age-appropriate activities, or constant refusal to listen to the child's opinion. Certain harmful experiences are also classified as mental abuse – such as being forced to witness (see or hear) violence in their domestic environment or immediate circle, or being forced to live in an environment in which violence and the threats of violence are frequent. All forms of physical abuse of children, including sexual abuse, also include a mental abuse aspect.

3. Sexual Abuse³

Covers all forms of sexual acts forced on a child by another person. Sexual abuse implies that the other person exploits the child's position of dependency, that the act in question is an expression of the other person's needs or desires, that the act violates the child's integrity, that the act is committed against the child's will or is an act which the child cannot understand, is not sufficiently mature or cannot give their informed consent to.

4. Sexual Exploitation¹

Actual or attempted misuse, for sexual purposes, of a child's inherently vulnerable position, in a way which derives from the other person's position of power or trust. This definition includes, but is not limited to, offering the child of monetary, social or political gain as a reward for the sexual exploitation.

¹Swedish National Committee against Child Abuse, 2001, 'Definitions of Child Abuse'.

²Ibid.

³Ibid.

⁴Secretary General's Bulletin, (ST/SGB/2003/13), 'Special Measures for Protection from Sexual Exploitation and Abuse'.

FUNDAMENTAL VALUES AND OBLIGATIONS¹

1. Fundamental Values

NGOs facilitating CLDC should have a commitment in ensuring that children are protected from all forms of abuse and exploitation. Our fundamental views and values are:

- * The term 'child' refers to every person under eighteen years of age.
- * All children are of equal worth and should never be subjected to discrimination, irrespective of the child's, or the child's parent's/guardian's, skin colour, gender, language, religious beliefs, political or other views, national, ethnic or social origin, sexual identity, property-owning status, disability, marital or other status.
- * All children are entitled to protection from abuse and exploitation.
- * Save the Children Sweden works to ensure that children are aware of their right to protection from abuse and exploitation; we will inform children of their right to this protection.
- * Save the Children Sweden has the obligation to ensure that all its staff and representatives as well as the staff of our partner organisations – irrespective of where they are based – observe the good practice standards in their behaviour towards children, both in professional situations and in their private lives.

All staff from the organization, and your partner organisations, shall strive to:

- * Plan and organise their work and their workplace in such a way as to minimise the risk that children might be exposed to abuse, exploitation or injury.
- * Not work alone with children but instead always work together with a colleague.⁶

- * Encourage an organizational environment characterised by openness on issues concerning children's vulnerability to abuse and exploitation, where any questions and viewpoints can be aired and discussed.
- * Strengthen children and their families/guardians and talk to them about what rights they have, what is and is not acceptable, what they can expect as a result of working together with your organization, and what they can do should any problems arise.
- * Work proactively to protect children, not least in connection with emergency-relief work.

1. Obligations

It is never permissible for adults, children and adolescents participating in CLDC to:

- * Hit or in any other way physically assault or exploit children.
- * Initiate sexual contact with anyone under the age of eighteen years, irrespective of what the local age of sexual consent is. It is not a defence to state that one has mistaken a child's age.
- * Violate a child's integrity in any way or to jeopardise in any way a child's physical and/or mental health.
- * Subject children to situations which they cannot understand, are not mature enough for or are not able to give their informed consent to.
- * Initiate relationships with children which in any way may be considered to be exploitative or a violation of the child's integrity.
- * In their contacts with children, to use modes of speaking or touching or make propositions, which are inappropriate or offensive.
- * Act in a way that is sexually provocative.

- * Act in a way that is intended to create feelings of guilt, humiliation, inferiority or dishonour in children, or in any other way to subject a child to emotional abuse.
- * Discriminate against children, treat children unfairly, or favour certain children at the expense of others.
- * Act as a negotiator/mediator in or take part in the process of shaping an economic agreement between a family in which a child has been subjected to sexual abuse and the perpetrator.
- * Accept, or become actively involved in, behaviour by a child that is illegal, dangerous or inappropriate.
- * Sleep in the same bed or room as the children they work with, unless this is necessary for the safety of the child and has been agreed on beforehand with the person's superior or with some other independent third party.
- * Help children with intimate or private actions which they can do for themselves¹. Such actions may only be done for a child if the child is not capable of doing them for him/herself.
- * Work alone with a child – unless this is necessary for the work in question (also applicable in transport situations) and this has been agreed to in advance with the line manager as necessary for the child's safety.

This is not an exclusive list. The principle is that young people and staff should avoid actions, behaviors, or suspicions that are seen as poor practice or potentially abusive.

CONSEQUENCES OF ABUSING CHILDREN

Legal measures may be taken against staffs who contravene this Policy.

All staff of the organization and partners should be aware that any claims that they have abused or exploited children will be investigated:

- a) in line with the legislation governing criminal investigation and prosecution in the country where they are working; and
- b) via an internal investigation at the organization, in accordance with the established reporting procedures for suspected instances of abuse or exploitation.

This policy will be reviewed regularly and revised as necessary.

REPORTING AND RESPONDING GUIDELINES

The guidelines for reporting incidents and emergencies involving children must be developed and shared with participants. Any child protection concerns and/or complaints can be written or verbally reported to the Child Protection focal person or Supporting Adult who will handle them in the strictest confidence and ensure that they are properly dealt with and responded to.

CHILD PROTECTION FOCAL PERSON

Child protection focal person(s) should be chosen well ahead of a project starting and receive full briefings in preparation for the project. They should be available throughout the planning, training and implementation, and available as needed to protect the safety and well being of children and adolescents. Any concerns will be addressed in

confidence keeping the best interest of the child in mind.

Child-protection team

List all members, including the languages they speak and their contact details.

Emergency

Fire Department	XXX-XXX-XXX
Hospital # 1	XXX-XXXX
Local child protection NGO (Helpline)	XXX-XXX-XXX

Medical and Police

Hospital #1	XXX-XXX-XXX
Hospital # 2	XXX-XXX-XXX
On site nurse or medical staff	XXX-XXX-XXX
Police emergency	XXX-XXX-XXX

CHILD PROTECTION CHECKLISTS

CHECKLIST A. Protection Priorities

Time/place known by children and NGO
With who is the interview
Recorders and batteries
Number for emergency
Confirmation of the interviewee (family and consent)
Does the interviewee have an emergency number
The pair of interviewers know each other (and who does what?)

CHECKLIST B: Minimum protection procedures

Safe location for the interview and interviewee/ close to both of them
Communication means (focal point or telephone) – adult who accompanies but does not attend – (pre and post telephone calls to all young researchers)
Necessary information about location before interview
Information about interviews – who, where, when - should be available to all parties (including focal points & parents)
A safe itinerary (getting to the location) for young researchers and interviewees
Parents should know about date, location, etc
Make sure that the parents really understand the project – so that they can help facilitate
Consensus on minimum level of contact between focal point and research pair: At least before the interview and the after the interview (telephone call)
Training on dealing with unexpected situations – practice/rehearsal of assumed scenarios, Code of conduct – dealings with possible scenarios
Are there any known medical conditions or allergies?

CHECKLIST C: Maximum standards

Daily meetings – monitoring, encouragement, problem-solving, debriefing with focal person and psychosocial support
Consistent communication: make sure that there are means, provide means if there isn't any, call after interviews
Provide 'support package': handout explaining project, map of secure places, contact information, phone cards, cellular phones
To avoid interference by adults: beyond formal consent, orientation for parents to explain how CLDC works and how they can support the process and their young researchers

EMERGENCY CONTACT CARD

Ensure every young person participating in the project has a card with the following details:

In case of emergency... 

Please contact:

Child Protection Focal Person (names): phone numbers

Medical Emergencies:

Police:

Fire:

Other:

Other

HELP LINE CARD

The interviewer should have a contact card with a helpline number to give to the interviewee in case s/he feels in danger and wants to contact someone for help. The organization facilitating the CLDC should be able to provide this to the interviewer. It can be a helpline from the organization if available, or the number of an existing helpline which they are aware of and can provide good support and follow up.

Help Line

()

(Enter Phone Number)

INCIDENT REPORTING FORM

CONFIDENTIAL

To be completed by the affected child/young person or their representative in their presence and signed by the personnel with responsibility for the setting concerned.

PART A - Details of the affected child/young person and particulars of occurrence

1	Name of affected child/young person:
2	Address and telephone number:
3	Age:
4	Male Female
5	Location of occurrence:
6	Date of occurrence:
7	Time of occurrence:
8	Describe the accident/incident, giving the cause if possible and using a continuation sheet if necessary:
9	Please state nature and extent of any injuries, illnesses:

PART B - Actions taken following accident/incident

10	<p>Was any first aid given: Yes No</p> <p>if yes, please give details including who administered the first aid:</p>
11	<p>Was any medical treatment obtained? Yes No</p> <p>If yes, please give details:</p>
12	<p>Witnesses - where the severity of the event is NOT minor</p> <p>Please provide names and addresses of any witnesses to the occurrence and attach any statements that you have obtained from them.</p> <p>Name: Address: Name: Address:</p>
13	<p>Please give details of action taken to prevent a recurrence of the accident/incident - include revising any risk assessments, training, building works etc.</p>

PART C - Details of the person completing this form

Name:.....
 Signature:.....
 Job title (if applicable).....
 Date:.....

Signed by the child protection focal point/other personnel with responsibility for the setting where the event occurred:

Name:.....
 Signature:.....
 Job title:.....
 Date:.....

Appendix G – Managing Difficult Emotions during Interviews

CLDC does involve some tricky bits, because our lives involve tricky bits – moments when we are caught by surprise and find ourselves feeling emotional, unsafe or just like we need a break from what we are doing. This section is all about our suggestions for how to deal with these kinds of stressful moments during the interviews, such as when:

1. the interviewee begins to get emotionally upset during the interview
2. you as the interviewer find the account difficult to hear and so start to feel strong emotions
3. you (or your young research partner) and/or the interviewee start to feel unsafe or unwelcome where you are doing the interview
4. someone other than your research partner or the interviewee arrives and wants to disrupt or participate in the interview

The first two situations (situation a) and b)) can be managed using the following techniques:

The Invisible Bubble Technique

Sometimes you feel some strong emotions rising in response to what you are hearing in an interview, but you want to try to work through it without interrupting the interviewee while they are busy talking. So you try this: imagine that there is an invisible bubble that surrounds you and separates you from the story you are hearing and the world of the interviewee. Inside the bubble is all the best parts of your life

and the people you love, outside the bubble are all the difficult bits like those you are hearing about from the interviewee. Silently remind yourself that there is this thin bubble-membrane between you and that you can just quietly listen to what you are hearing while remaining safe and enclosed in your own world which is separate and easier because all the difficult bits are on the outside.

This bubble also works to remind us that the interviewer is separate from the interviewee and while we sit beside each other during the interview, and while we may even come from the same neighbourhood, we live separate lives and will return to those separate lives after the interview.

But if you try this bubble-visualization exercise and you still feel a bit overwhelmed by what you are hearing or still feel very strong emotions which are getting in the way, then try step 2 below.

Take a Small Talk Break!

This step is also useful if your interviewee becomes quite emotional while thinking about or answering a particular question. In these cases take a break! This is like pushing the pause button – stop the interview for a short while and, if possible, move to another part of the room, street or building and help your interviewee to relax by talking about something unrelated to what you have just been talking about. This is the art of what they call ‘small talk’ and sometimes it works. A bit of football or the weather or local news (try to focus on something positive) can work very well to give your minds and emotions a rest before doing the rest of the interview. Once you notice yourself feeling more in control and when you notice that your interviewee seems more relaxed, then you can gently return to where you were sitting or standing and carry on where you left off. If you find that your interviewee quickly becomes emotional again, leave the question and move onto the next one.

Sometimes, if an interview is simply too difficult for you, you may want to explore ways for your research partner to take over and start asking the questions while you take a moment to clear your mind and relax.

When the going gets (too) tough, the tough get going!

We need interviewers who are humans and not heroes. If a particular interview becomes too difficult to continue and you have tried all the steps above (including asking your partner to take your place) and you still feel deeply upset, unstable in terms of your emotions going up and down, or uncomfortable for whatever reason, then there is nothing wrong with politely explaining to the interviewee that you are going to stop there for today and that you will be in touch with them about finishing the interview at a later time.

You can then tell the support officer who is working with the research team as soon as possible about what happened and together with her or him (and perhaps with the research team) you can decide whether or not to return to finish the interview personally or if there is someone else who could do this for you. It does not happen often but in such exceptional cases, it may be worth taking one of the previous researchers so that the interviewee doesn't have to complete an already interrupted interview with two strangers.

Letting it go! Debriefing and how it works

Very experienced researchers often learn this part the hard way, because no-one really tells you how important it is to keep writing down what you are experiencing while doing fieldwork. But if you haven't learned this after years of doing research, then you may be wondering why you should bother keeping a fieldwork journal.

This is why:

Making notes – there are important things that you notice about the young people you interview.

Young people may share with you stories about their lives that are relevant but not actually part of the interview and therefore not on the recorder. And once all the stories are in, we can sew all these notes together into a big story about the contexts in which the stories were told. Context will help us to understand some of the findings, especially those findings that seem surprising.

Sharing our learning – as we go along we will start to develop our skills as well as our insights into what children and young people need and value, and that is worth sharing. When we add all these pockets of learning and insights, we end up with a wealth of preliminary knowledge about how most effectively to interview children and young people in the MENA region, and what children are experiencing and how they can best be supported. This is invaluable learning and can significantly help teams of young researchers which come after you, both in the country in which you live and elsewhere in the region.

To get it down and out - because otherwise, we are told by experienced researchers, some of the stories you gather follow you like shadows. And one shadow is enough! The very process of writing about a particular interview or interviews can help our psyche to let that story go and thereby avoid it affecting our lives and work. Some of the stories you hear can change your life in a very positive way, and that can happen even with the stories that were hard to hear. Writing about the more difficult stories helps us to hold onto what we learn from them while letting go of the difficult emotions they may have triggered in us at the time of the interview or a short while afterwards.

Appendix H – Getting Ready for Interviews

Checklist - Do you have all of the following?

Checked?	Items Needed
	Signed consent forms for all young people being interviewed (appendix E)
	Location, time and address for interview(s) – map is needed
	Emergency Contact Details (appendix F)
	Other important contact details (partner organization, school principal, etc.)
	Interview questions (appendix J)
	Recorder
	Extra batteries
	Paper and Pen/pencil
	Case Study Collection Form (appendix K)
	'Know your Rights' pamphlet (appendix I)
	Starting the Interview – speaking notes(appendix H)
	Incident Reporting Form (appendix F)

Interviewing Tips

Q1: How should I manage my time so that I do all the important bits in the 20 minutes I have?

The first two questions about typical days are very important! But they will also take you the most time, so make sure you don't spend long on the first question so that most of your time can be spent on questions 2 (typical work or school day) and 3 (typical non-work or rest day).

Q2: Are the IF ONLY MORE and IF ONLY LESS questions important?

Our biggest priority in this study is to identify what young people need, and which resources or sources of support (people, places, and activities) are the most valuable in their everyday lives.

We need them to talk about the best and the worst bits. We need to make sure to get this precious data. Because this is the information we will base a lot of the work we do after this, and this is what we will need to tell those able to change young people's lives which parts need changing.

Q3: How do I ask the IF ONLY questions?

These are really easy. Rather than asking each young person you interview which single thing they would like less of OR more of, to make it easier for them we are a little more specific:

If only you could have more of:

- these people (why?)
- these places (why?)
- these activities (why?)

If only you could have less of:

- these people (why?)
- these places (why?)
- these activities (why?)

Q4: What if the young person I am interviewing is taking too long on something and I need to move them onto the next question?

The best way to do this is to say, “Thanks, you have answered that question perfectly. Now I would like you to tell me about (and then start with the next question)...”.

Q5: And why is the word game included?

The last question which gives the young person being interviewed a word or a phrase, and asks for a place associated with each, is meant to gather information on specific places. This level of specificity allows us to almost map zones of vulnerability according to the experiences and accounts of young people themselves.

It also allows us to concentrate not on experience or wishes but specific places where young people feel valued and safe, versus unvalued and/or unsafe. They are in a deliberate order which is designed in order to start on a positive note and end on a positive note and to balance thinking about positive places and spaces with thinking about more difficult or dangerous places and spaces.

Q6: What should I do when my interviewee can't think of a particular place for a specific word or phrase?

We should never put the young people we interview under pressure. But there is a simple way to help her or him to think of a place which may not be a place of blissful happiness (perhaps because the situation they are currently living in is very difficult), but which is a place where they feel less unhappy? You can explain the word by bringing it closer their everyday lives as in the following examples:

Safe – safer than the other places where you spend time

Happy – a place where you have been happier than you have in other places

Never suggest places for your interviewee, rather give them the space to think of their own.

Q7: Which body language should I avoid?

When you want to show a friend or maybe your brother or sister, how much you agree or disagree with what they are saying, without using words, what do you do? Maybe you frown or shake your head very clearly if you disagree or maybe you smile widely while nodding if you agree. Well, whatever gestures you use, showing the interviewee that you either strongly agree or strongly disagree with what they are saying is not a good idea. This affects how honest and open they are about what they tell you, and they may start changing their answers to try to please you.

So only those gestures that gently encourage them to speak and feel free to say whatever they wish to say in response to the question are helpful. Any gestures which may indicate that a particular response has either pleased or displeased you should be avoided!

Q8: What if I get very nervous before an interview?

Try this exercise, which focuses on using a simple breathing exercise (which was invented from the yogis in the mountains!) to relax the body and focus your mind.

Read the whole exercise through to the end before trying it.

✱ Close your eyes and try to relax every muscle in your body. Imagine a white light passing up through your feet, legs, your torso, along your arms and back to your throat and up your neck to your head and out through the middle of your forehead. As the light moves through each part of your body, imagine your muscles relaxing so that all those parts already touched by this imaginary light are completely relaxed.

- * Now start to listen to just your breathing. Allow all other thoughts to slip away and let your mind and your senses only hear and feel your breathing. Start to control your breath by breathing in for the count of 2 (count 1, 2), then let the air sit still in your lungs for a brief moment without forcing anything, then breathe out very slowly and very gently for a count of 4 (count 1,2,3,4).
- * Do this 2-in-4-out breathing twice more before going on to a longer breath.
- * Now breathe in for a count of 3 (count 1,2,3) and pause letting the air sit quietly in your lungs, then breathe out for a count of 6 (1,2,3,4,5,6). Again do this 3-in-6-out breathing twice more.
- * Then let your body and especially your chest (and lungs!) relax and return to your normal breathing.
- * How does that feel? You should hopefully feel relaxed and clear-headed. If you find it helpful, this exercise can be used to help you and your body to calm down and focus before each interview. Give it a try in your everyday life sometime, when you find yourself nervous or tense, or unable to think clearly”.

Appendix I – Starting and Ending Interviews

Speaking Notes

To begin with...

Introductions

Introduce yourself and your partner, and any other people that may be with you. Share some details about yourself, for example: how you got involved in this project and maybe something fun like your favorite food or sport. Ask them to also please share their favorite food or sport.

The Project

When they signed the ‘consent form’ they should have learned all about the project. But take a few minutes at the beginning of the interview to explain why the research is happening and provide a brief description of the project. Explain the unique role young people (like you) are playing and how other members of your team are also meeting with and interviewing other young people. Always provide opportunities for the interviewee to ask questions.

Their Rights

It’s important to remind the interviewee that they have rights. You can share with them the two page ‘know your rights’ pamphlet in Appendix J. In keeping with the rights every child and young person has, every interviewee:

- * Has the right to have their privacy protected. This means that no identifying details will be linked to the answers they share with the young researcher who interviews them

- * Has the right to interrupt, take a break or stop the interview at any time. They have the right to ask that all or some of the information they have provided not be included in the project and any of its reports
- * Has the right to choose to withdraw from the project at any stage (even if she or he has already signed an Informed Consent form)
- * Has the right to submit a formal complaint about the behaviour of anyone involved in the project (as a young researcher or contact person), should they feel that someone has behaved in any way that has made them feel uncomfortable, under pressure or unable to give a particular answer or share a particular experience in whichever way they choose.

Their Protection

Explain that it is not your goal to ask them hard or stressful questions about their lives. They should never feel like they have to talk about difficult or sad things. And then explain, however, if they do share information with you that makes you worried that they or someone they know could be hurt or harmed, that you will need to tell an adult support person. Let the interviewee know that they will be part of this process (for example: you will let them know that you are concerned and need to tell someone and that any action/decision you or the adult takes will be with the interviewee's full knowledge and permission – not behind their back). Explain that you need to do this because you and the organization you work with have a duty to support and protect the interviewee in whichever ways possible.

Explain your 'Equipment'

Explain how you will record the interview. If you have a voice recorder, let them look at it, see how it works and maybe do a 'test' so they can hear their voice.

Explain your 'Process'

Walk them through the interview and explain that you are especially interested in:

their everyday life (including both work/school days and rest days)
changes they would wish to make to that everyday life

Explain that you are less interested in:

long term dreams
answers which they think are expected, or 'correct' or the 'right answer'.

Please explain to each one of your interviewees that you need to collect real-life needs and experiences, and that there are no right or wrong answers. We only want honest answers about personal experiences.

Final Questions

Ask the young person you are interviewing if they have any questions about anything you have just described or about the interview you are about to do together. Then ask if they feel they are ready to start the interview. Do they need to go to the washroom or would they like a drink? Once the interviewee is ready, explain that you will now be starting the voice recorder and that you will begin with the first question...

To end with...

It is extremely important to make time to say an unrushed and grateful goodbye to every young person you interview.

Always end the interview by reminding the storyteller about the important contribution they have just made. You need to explain that the stories and information they have provided is very important and has moved us closer to a proper understanding of what is happening in the lives of children and young people in your country, and of what needs to change to make those lives better.

You also need to leave them with contact details and invite them to get in touch if they have any further thoughts, if they want to learn more about what we are doing, or if they want someone to talk to about something difficult that is happening. Please explain that we will be able to refer them to some people who can help.

Appendix J – Know your Rights

(This is a simplified version of the United Nations Convention on the Rights of the Child)

The United Nations Convention on the Rights of the Child states that:

1. Everyone under the age of 18 has ALL of these rights. You have the right to...
2. Be treated fairly no matter who you are, where you are from, what language you speak, what you believe or where you live.
3. Have adults always do what is best for you.
4. Have all of these rights protected by your government.
5. Be given support and advice from your parents and family.
6. Life.
7. Have a name and a nationality.
8. An official identity
9. Not be separated from your parent/s, unless it is for your own good.
10. Be reunited with your parent/s if they have to move to another country.
11. Not be taken out of your country illegally.
12. Have your own opinion, which is listened to and taken seriously.

13. Find out information and express what you think through speaking, writing and art, unless this denies other people their rights.
14. Think and believe whatever you want to and practice any religion, with guidance from your parent/s.
15. Be with friends and join or set up clubs, unless this denies other people their rights.
16. Have your privacy and family respected
17. Get reliable information from newspapers, books, radio, television and the Internet, as long as it is not harmful to you.
18. Be brought up by your parents, if possible.
19. Be protected from being hurt or badly treated in any way.
20. Special protection and help if you can't live with your parents.
21. The best care possible if you are adopted or in foster care.
22. Special protection and help if you are a refugee.
23. Access to education and any support you may need if you have a disability.
24. The best health and medical care possible, and information to help you stay health
25. Have your living situation checked regularly if you are looked after away from your family.
26. Help from the government if you are poor or in need.
27. A basic standard of living: food, clothing and a safe place to live.

Appendix K – Standard Questionnaire

Order	Question
1. Rest Day	Please can you talk me through A TYPICAL REST OR WEEKEND DAY from when it starts in the morning, to when you go to sleep at night.
	<p>If only (PLEASE PROMPT FOR ALL THREE) you could have MORE of that/those...</p> <p>1.people (don't tell me who, just tell me what they do which you would like them to do less) 2.place/s 3.activity/ies, what would you change? If you need to, you can probe for more detail by asking: Why would you change that?"</p>
	<p>If only (PLEASE PROMPT FOR ALL THREE) you could have LESS of that/those...</p> <p>1. people (don't tell me who, just tell me what they do which you would like them to do less) 2. place/s 3. activity/ies, what would you change? If you need to, you can probe for more detail by asking: "Why would you change that?"</p>
2. School Day	Please can you talk me through a TYPICAL SCHOOL OR WORK DAY It would be useful if you could start with when you first wake up, what happens before school or work starts, at school/work, and through the other things that happen on most days, and ending with when you go to sleep at night.
	<p>If only (PLEASE PROMPT FOR ALL THREE) you could have MORE of that/those...</p> <p>1.people (don't tell me who, just tell me what they do which you would like them to do less) 2.place/s 3.activity/ies, what would you change? If you need to, you can probe for more detail by asking: Why would you change that?"</p>

Order	Question
	<p>If only (PLEASE PROMPT FOR ALL THREE) you could have LESS of that/those...</p> <ol style="list-style-type: none"> 1.people (don't tell me who, just tell me what they do which you would like them to do less) 2.place/s 3.activity/ies, what would you change? <p>If you wish to, you can probe for more detail by asking:</p> <p>“Why would you change that?”</p>
3. Wishes	Let's imagine that you are given THREE WISHES for you to improve your everyday life, what would those three wishes be?
4. Word Association	<p>And now we are ending with a short game:</p> <p>I mention a word, and you tell me about one EXPERIENCE, PERSON OR PLACE you associate with that word:</p>
	<p>It is useful to start this question with an example: ‘for example, if I was asked for an experience associated with the word relaxed, I think immediately of the last family meal we had with my grandparents’.</p> <p>** If your interviewee only gives you a word or is too brief, feel free to ask why this experience is associated with the word/ phrase given.</p> <ol style="list-style-type: none"> 1.Safe 2.Scared 3.Hurt 4.Happy 5.Sick 6.Unhappy
	<p>And these phrases work in the same way: I tell you a phrase and you give me an experience, person or place that comes to mind.</p> <ol style="list-style-type: none"> 1.Being listened to by adults 2.Being allowed to choose what you want 3.Being free (to do whatever you want to do) 4.Powerless (having no control over something important to you) 5.Powerful (being able to change something important to you) 6.My favourite place

Appendix L – Case Study Collection Form

	Question	Details
1	Underline the reason for gathering this case study:	unexpected unique complex typical other
2	What happened?	Tell the story:
3	When did it happen (most recent incident if happened more than once)?	Month and year if possible:
4	Has it happened more than once?	yes or no
5	How has it affected the young person?	Describe...
6	What did they do about it, if anything?	Describe...
7	What help would they have liked to have had, if any?	Describe...
8	Any other comments or details?	Note these here:

Appendix M – Using YouSendIt (file sharing website)

You will then need to follow the instructions to register for a FREE SIGN UP. Once you have established a username and password you just need to:

- * go to the home page (www.yousendit.com) each time you collect new audio files,
- * log in and enter the email address for your organisation’s head office (where you have decided to archive or hold all the audio data) and any other partner organisations you are working with on the Child Led Data Collection.
- * The audio files will then take a few minutes to upload – the website will tell you when the upload is finished.
- * A reminder email will be sent to the receiving parties (the email addresses you provided on the website) to encourage them to download the file before it expires.
- * Each of these email recipients (there should be at least three – your own organisation’s main contact’s email address, Save the Children Sweden’s email address and the transcriber) then need to create backups of all the files by simply downloading and saving the audio files on their own systems.

Appendix N – Transcribing Form

What follows is a form which may help those partners who haven’t started or completed their transcripts of the interviews, to make transcribing the recordings easier. This structure will also make the analysis of the interviewing data easier for the Young Researchers. But as with all these support materials, they are just provided as a guide.

Interviewee	Name	
	Age	
	Gender	
	Telephone number/ address	
	Region	
Young Researcher	Name	
Interview	Date	
	Place	
Transcript	Name of transcriber	
Partner Organization	Name of organization	
Country		

Question 1: TYPICAL WORK OR SCHOOL DAY

General description, from waking up to going to bed:

.....

.....

.....

.....

a) If you had magical powers: MORE OF this or these people, places and activities...

.....
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.....
.....
.....
.....

b) If you had magical powers: LESS OF that or those people, places and activities...

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.....

Question 2: TYPICAL REST DAY

General description, from waking up to going to bed:

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.....
.....
.....
.....
.....

a) If you had magical powers: MORE OF this or these people, places and activities...

.....
.....
.....
.....
.....
.....
.....

b) If you had magical powers: LESS OF that or those people, places and activities...

.....
.....
.....
.....
.....

Question 3: THREE WISHES to improve your everyday life...

Wish 1:

.....
.....

Wish 2

.....
.....

Wish 3

.....
.....

Question 4: WORD GAME

Words:

Safe.....

Scared.....

Hurt.....

Happy.....

Sick.....

Unhappy.....

Phrases:

1. Being listened to by adults.....

2. Being allowed to choose what you want.....

3. Being free (to do whatever you want to do).....

4. Powerless (having no control over something important to you)

.....

5. Powerful (being able to change something important to you).....

.....

6. My favourite place.....

Appendix P – Profile Chart

Question Number	Domain (dimension of everyday life)	Question	Profile			
			1	2	3	4
	Rest Day	People (more of...)				
Q1		Places (more of...)				
Q2		Activities (more of...)				
Q3		People (less of...)				
Q4		Places (less of...)				
Q5		Activities (less of...)				
Q6	Work Day	People (more of...)				
Q7		Places (more of...)				
Q8		Activities (more of...)				
Q9		People (less of...)				
Q10		Places (less of...)				
Q11		Activities (less of...)				
Q12	Three Wishes	Wish 1				
		Wish 2				
		Wish 3				
		Wish 4				
		Wish 5				
		Wish 6				
		Wish 7				
		Wish 8				
		Wish 9				
		Wish 10				
Q13	Word Association	Safe				
Q14		Scared				
Q15		Hurt				
Q16						

Question Number	Domain (dimension of everyday life)	Question	Profile			
Q17	Word Association	Happy				
Q18		Sick				
Q19		Unhappy				
Q20	Special Circumstances	Being Listened to By Adults				
Q21		Being Allowed to Choose What You Want				
Q22		Being Free to Do What You Want to Do				
Q23		Powerless - Having No Control Over Something Important to You				
Q24		Powerful - Being Able to Change Something Important to You				
Q25		My Favourite Place				

Appendix Q - Analysis Chart (example)

Question	Transcript Number									
	1	2	3	4	5	6	7	8	9	...104
Rest day...	1RaniaQ1	2RaniaQ1	3RaniaQ1	4RaniaQ4	5AhmadQ1	6AhmadQ1	7AhmadQ1	8AhmadQ1	9LubnaQ1	104LubnaQ1
People (more of...)	Mother	Father	Neighbour	Sibling	Father	Mother	Father	Sibling	Adult (relative, not parent)	Mother
Rest day...	1RaniaQ2	2RaniaQ2	3RaniaQ2	4RaniaQ2	5AhmadQ2	6AhmadQ2	7AhmadQ2	8AhmadQ2	9LubnaQ2	104LubnaQ2
Places (more of...)	Front Yard	Garden	Bedroom	Kitchen	Sitting Room	Bedroom	Sitting room	Front yard	Kitchen	Sitting room
Rest day...	1RaniaQ3	2RaniaQ3	3RaniaQ3	4RaniaQ3	5AhmadQ3	6AhmadQ3	7AhmadQ3	8AhmadQ3	9LubnaQ3	104LubnaQ3
Activities (more of...)	Games played with others	Mealtime/s	Playing alone/own hobby	Household tasks (such as cooking)	Watch television	Own hobby/favourite activity done alone	Mealtime/s	Games played with others	Household tasks (such as cooking)	Homework
Rest day...	1RaniaQ4	2RaniaQ4	3RaniaQ4	4RaniaQ4	5AhmadQ4	6AhmadQ4	7AhmadQ4	8AhmadQ4	9LubnaQ4	104LubnaQ4
People (less of...)	Sibling	Other adults	Father	Neighbour	Stranger/ New adults	Stranger	Neighbour	Father	Sibling	Neighbour
Rest day...	1RaniaQ5	2RaniaQ5	3RaniaQ5	4RaniaQ5	5AhmadQ5	6AhmadQ5	7AhmadQ5	8AhmadQ5	9LubnaQ5	104LubnaQ5
Places (less of...)	Kitchen	Sitting Room	Bedroom	Garden	Kitchen	Garden	Sitting Room	Sitting Room	Car	Kitchen
Rest day...	1RaniaQ6	2RaniaQ6	3RaniaQ6	4RaniaQ6	5AhmadQ6	6AhmadQ6	7AhmadQ6	8AhmadQ6	9LubnaQ6	104LubnaQ6
Activities (less of...)	Household tasks	Watching television	Mealtimes	Homework	Household tasks/duties	Gardening	Homework	Household chores	Bedtime	Watching tv
Work day...	1RaniaQ7	2RaniaQ7	3RaniaQ7	4RaniaQ7	5AhmadQ7	6AhmadQ7	7AhmadQ7	8AhmadQ7	9LubnaQ7	104LubnaQ7
People (more of...)	School-friend	Sports coach	Favourite teacher	Cook	School-friend	School-friend	Sibling	Teacher	Arts teacher	Classmate

Question	Transcript Number									
	1	2	3	4	5	6	7	8	9	...104
Work day...	1RaniaQ8	2RaniaQ8	3RaniaQ8	4RaniaQ8	5AhmadQ8	6AhmadQ8	7AhmadQ8	8AhmadQ8	9LubnaQ8	104LubnaQ8
Places (more of...)	Playground	Sports field	Classroom	Reading area	Assembly	Schoolgate	Reading area	Classroom	Classroom	Library
Work day...	1RaniaQ9	2RaniaQ9	3RaniaQ9	4RaniaQ9	5AhmadQ9	6AhmadQ9	7AhmadQ9	8AhmadQ9	9LubnaQ9	104LubnaQ9
Activities (more of...)	Playing at break	Football	Arts and Crafts	Classroom	Classwork	Playing	Playing	Schoolwork	Arts and Crafts	Maths
Work day...	1RaniaQ10	2RaniaQ10	3RaniaQ10	4RaniaQ10	5AhmadQ10	6AhmadQ10	7AhmadQ10	8AhmadQ10	9LubnaQ10	104LubnaQ10
People (less of...)	Music Teacher	Maths Teacher	Sibling	Peers (Bullying)	Sports teacher	Arts teacher	Another Adult	?	Headteacher	No one
Work day...	1RaniaQ11	2RaniaQ11	3RaniaQ11	4RaniaQ11	5AhmadQ11	6AhmadQ11	7AhmadQ11	8AhmadQ11	9LubnaQ11	104LubnaQ11
Places (less of...)	Toilet	Staffroom / teachers office	Dining area	Playground	Reading area	Classroom	Staffroom / teachers office	School gate	Teachers office	School gate
Work day...	1RaniaQ12	2RaniaQ12	3RaniaQ12	4RaniaQ12	5AhmadQ12	6AhmadQ12	7AhmadQ12	8AhmadQ12	9LubnaQ12	104LubnaQ12
Activities (less of...)	Arts and Crafts	Going to school	Playing	Science	Sport	Arts and Crafts	Playing	Maths	Sport	Arts and Crafts
Three Wishes										
Wish 1	1RaniaQ13	2RaniaQ13	3RaniaQ13	4RaniaQ13	5AhmadQ13	6AhmadQ13	7AhmadQ13	8AhmadQ13	9LubnaQ13	104LubnaQ13
	More time to play with friends or siblings	To have less expected of me at school	More time to play alone/be independent	Less time with certain people	Not sure	Easier journey to school	More cleaner water	More time to play with friends	More independence	School gate
Wish 2	1RaniaQ13	2RaniaQ13	3RaniaQ13	4RaniaQ13	5AhmadQ13	6AhmadQ13	7AhmadQ14	8AhmadQ13	9LubnaQ13	104LubnaQ13
	Safer and better places to play	More food for the family	Less time with certain relatives	Better health for my family	To have less expected of me at home	More time to study	More food for the family	Easier journey to school	More places to play	Safer places to play

Question	Transcript Number									
Wish 3	1RaniaQ13 More time to spend with my family	2RaniaQ13 Easier and safer route to school	3RaniaQ13 A person who can help me with things outside of school	4RaniaQ13 Not sure	5AhmadQ13 But my life is just the way I want it. Everyone has to do chores	6AhmadQ13 More time to play	7AhmadQ13 More electricity so I can watch tv	8AhmadQ13 Less work at home	9LubnaQ13 I don't know	104LubnaQ13 Go to school
Word Association										
Safe	1RaniaQ14 Mum	2RaniaQ14 Dad	3RaniaQ14 Imam	4RaniaQ14 Sister	5AhmadQ14 Family - Mum, Dad	6AhmadQ14 Family	7AhmadQ14 Family	8AhmadQ14 Teacher	9LubnaQ14 Uncle	104LubnaQ14 Parents
Scared	1RaniaQ15 In a place where I haven't been before	2RaniaQ15 Classroom	3RaniaQ15 Home	4RaniaQ15 Playground	5AhmadQ15 I am never scared	6AhmadQ15 Bus to school	7AhmadQ15 I am never scared	8AhmadQ15 New place	9LubnaQ15 Not sure	104LubnaQ15 Playing in the street
Hurt	1RaniaQ16 When I am not allowed to join in with friends	2RaniaQ16 Activity or sport	3RaniaQ16 A conflict	4RaniaQ16 Certain people	5AhmadQ16 I never hurt	6AhmadQ16 A time of the day	7AhmadQ16 A lack of food	8AhmadQ16 I never hurt	9LubnaQ16 A sickness inside my body	104LubnaQ16 Outside my house
Happy	1RaniaQ17 Playing with friends	2RaniaQ17 Winning a sports match at school	3RaniaQ17 School (art)	4RaniaQ17 Helping at home	5AhmadQ17 Watching television with Dad	6AhmadQ17 Playing with friends	7AhmadQ17 At school	8AhmadQ17 Schoolwork	9LubnaQ17 Art	104LubnaQ17 Doing well at school
Sick	1RaniaQ18 Illness inside my body	2RaniaQ18 Illness inside my body	3RaniaQ18 Not sure	4RaniaQ18 Family being ill	5AhmadQ18 Feeling ill	6AhmadQ18 Not going to school	7AhmadQ18 Not being able to get out of bed	8AhmadQ18 Not be able to go to school	9LubnaQ18 Not being able to move your legs	104LubnaQ18 Not happy

Question	Transcript Number									
Unhappy	1RaniaQ19 Doing jobs for Dad	2RaniaQ19 Being ill	3RaniaQ19 Doing jobs for my brothers	4RaniaQ19 School	5AhmadQ19 Playing sport	6AhmadQ19 Arts and crafts	7AhmadQ19 That I can't watch TV	8AhmadQ19 Household chores	9LubnaQ19 Not seeing my parents	104LubnaQ19 I don't know
Special Circumstances										
Being Listened to Adults	1RaniaQ20 My teacher at school	2RaniaQ20 Father	3RaniaQ20 My art teacher at school	4RaniaQ20 Siblings	5AhmadQ20 My Father	6AhmadQ20 My Mother	7AhmadQ20 Teacher	8AhmadQ20 Teachers	9LubnaQ20 Uncle	104LubnaQ20 Mother
Being Allowed to Choose What You Want	1RaniaQ21 School	2RaniaQ21 Home	3RaniaQ21 School - drawing	4RaniaQ21 Home	5AhmadQ21 Home	6AhmadQ21 Home	7AhmadQ21 School	8AhmadQ21 School	9LubnaQ21 School	104LubnaQ21 School
Being Free To Do What You Want To Do	1RaniaQ22 Playing	2RaniaQ22 Playing sport	3RaniaQ22 Drawing pictures	4RaniaQ22 Home - cooking	5AhmadQ22 Doing classwork	6AhmadQ22 Not sure	7AhmadQ22 Never	8AhmadQ22 Never	9LubnaQ22 Art	104LubnaQ22 Maths
Powerless - Having No Control Over Something Important To You	1RaniaQ23 Homework	2RaniaQ23 I don't know	3RaniaQ23 Home	4RaniaQ23 Who my friends are	5AhmadQ23 Not sure	6AhmadQ23 On the bus	7AhmadQ23 To help get more for home	8AhmadQ23 At home	9LubnaQ23 Home	104LubnaQ23 Outside of my house
Powerful - Being Able to Change Something Important To You	1RaniaQ24 School	2RaniaQ24 Playing sport	3RaniaQ24 I don't know	4RaniaQ24 Not sure	5AhmadQ24 Schoolwork	6AhmadQ24 At home	7AhmadQ24 I am not	8AhmadQ24 At school	9LubnaQ24 Doing art	104LubnaQ24 School
My Favourite Place	1RaniaQ25 Garden Playing Outside	2RaniaQ25 Sports field	3RaniaQ25 My bedroom	4RaniaQ25 Home	5AhmadQ25 Kitchen	6AhmadQ25 Garden	7AhmadQ25 Reading Room	8AhmadQ25 My bedroom	9LubnaQ25 School	104LubnaQ25 Classroom

Appendix R - Profile Chart (example)

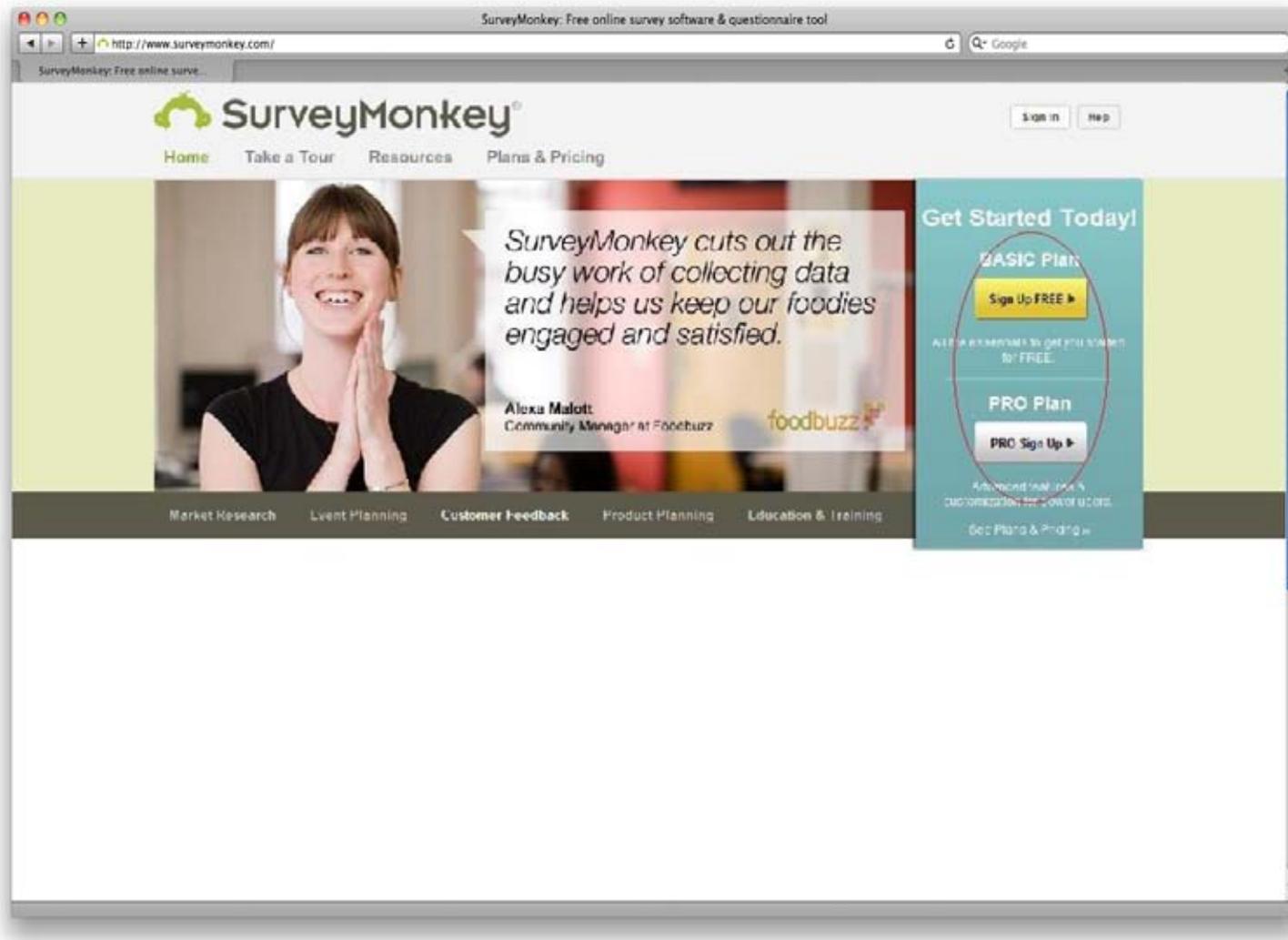
Question Number	Domain (dimension of everyday life)	Question	Profile			
			1	2	3	4
Q1	Rest Day	People (more of...)	My mother	My best friend	My grandmother	My neighbour
Q2		Places (more of...)	School	Home	Grandmother's house	Best friend home
Q3		Activities (more of...)	Play with my friends	Read	Visit my grandparents	Go to the park
Q4		People (less of...)	My school teacher	My neighbour	My uncle	My little cousin
Q5		Places (less of...)	Home	Park	At my neighbour's home	At my aunt's home
Q6		Activities (less of...)	Taking care of my little brother	Going to visit my grandparents	Working	Spending time with my uncle
Q7	Work Day	People (more of...)	My mother	My grandmother	My cousin	My best friend
Q8		Places (more of...)	At my best friend's home	At my grandparent's home	At home	At my aunt
Q9		Activities (more of...)	Playing with my friends	Playing with my brother	Visiting my cousin	Watching TV
Q10		People (less of...)	My teacher	My classmates	My brother	My colleagues that I don't like
Q11		Places (less of...)	At school	At work	At home	On the way to school
Q12		Activities (less of...)	Homework	Playing with classmates at school	Staying at my neighbour's house after school	Taking care of my sister

Question Number	Domain (dimension of everyday life)	Question	Profile			
Q13	Three Wishes	Wish 1	Clean water			
		Wish 2	Safe place to play			
		Wish 3	Jobs for parents			
		Wish 4	A doctor nearby			
		Wish 5	Good teachers who are kind			
		Wish 6	No war			
		Wish 7	If I didn't have to work			
		Wish 8	A bigger house for the family			
		Wish 9	Be able to go to school			
		Wish 10	Play more with my friends			
Q14	Word Association	Safe	My home	My parents	Playing with friends	When I sleep
Q15		Scared	A particular neighbour	Particular classmates at school	Being at work	My Maths class
Q16		Hurt	Nasty classmates	When my mother is cross	My teacher	When I burn myself in the kitchen

Question Number	Domain (dimension of everyday life)	Question	Profile			
Q17	Word Association	Happy	Playing sport	Friends	My brother	My grand- parents
Q18		Sick	Drinking dirty water	Not sleeping well	Working	Feeling old
Q19		Unhappy	My mother gets angry at me	Whel can't play with my best friend	Staying all day at home	When I fail a test or get a bad mark at school
Q20	Special Circumstances	Being Listened to By Adults	My mother	My teacher	My best friend	My cousin
Q21		Being Allowed to Choose What You Want	My mother	My teacher	Speaking during class	My grand- mother
Q22		Being Free to Do What You Want to Do	Being at home	Meeting friends	When I am drawing	Playing
Q23		Powerless - Having No Control Over Something Important to You	When there is shooting or fighting in the street	With boys from a par- ticular neigh- bourhood	Mealtime at home	In the class- room with a particupar teacher
Q24		Powerful - Being Able to Change Something Important to You	When I look after my brother or sister	When I cook a meal	I can change what I wear	When I look after the plants
Q25		My Favourite Place	My bed	The place where we play football	My friend's house	A particu- lar place in nature

Appendix S – Creating a Survey Monkey Account

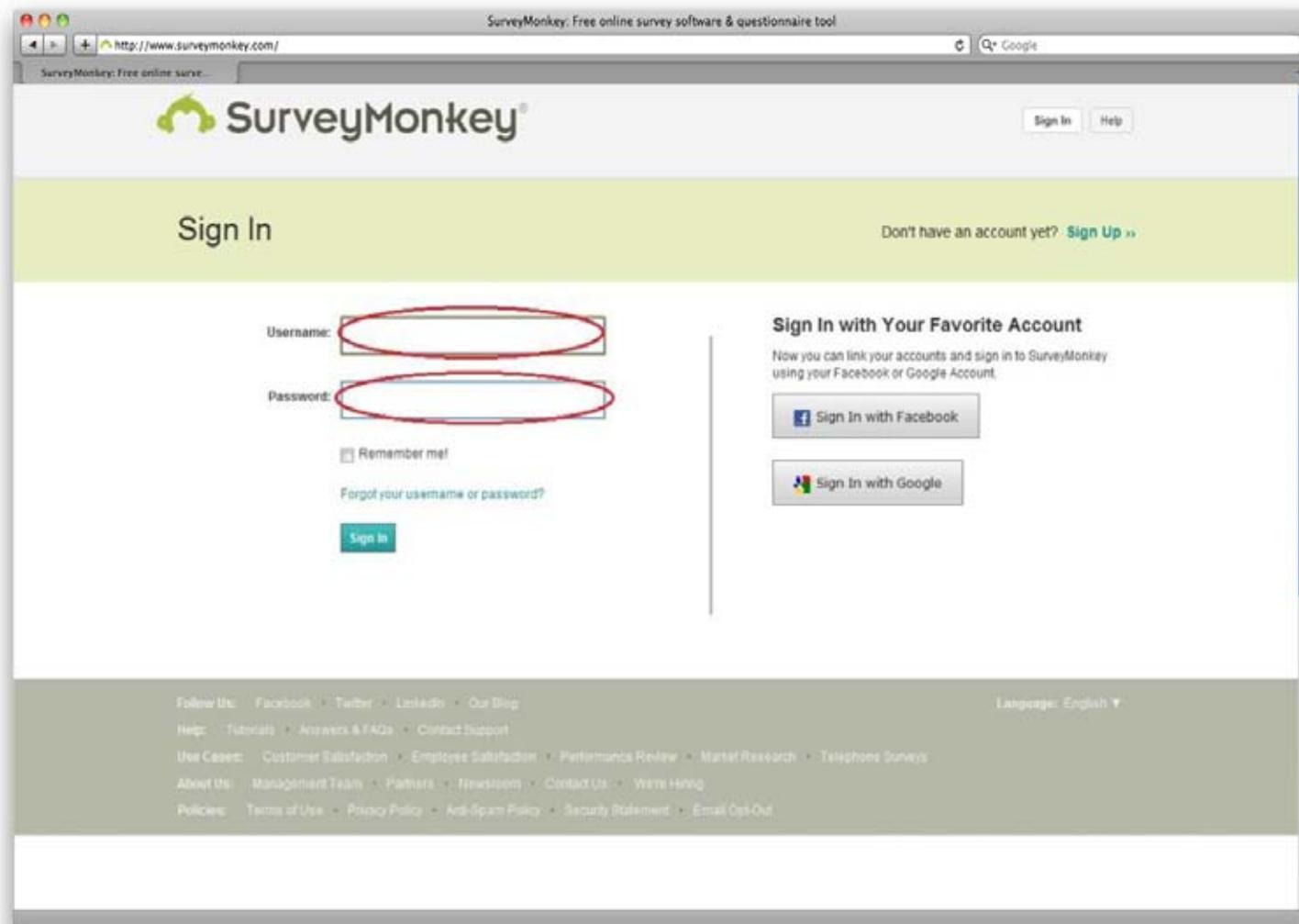
To set an account you log on into www.surveymonkey.com



You have the option to either 'Sign up Free' for a basic plan or 'Pro sign Up' for an advanced plan.

The free SurveyMonkey account has limitations and is not appropriate for the number of questions required for CLDC. But you can check the details of the different plans in the website to see which one best suits your needs, considering the size of the research and how many people will be working on the data online.

When signing in you will have to create a 'Username' and 'Password':

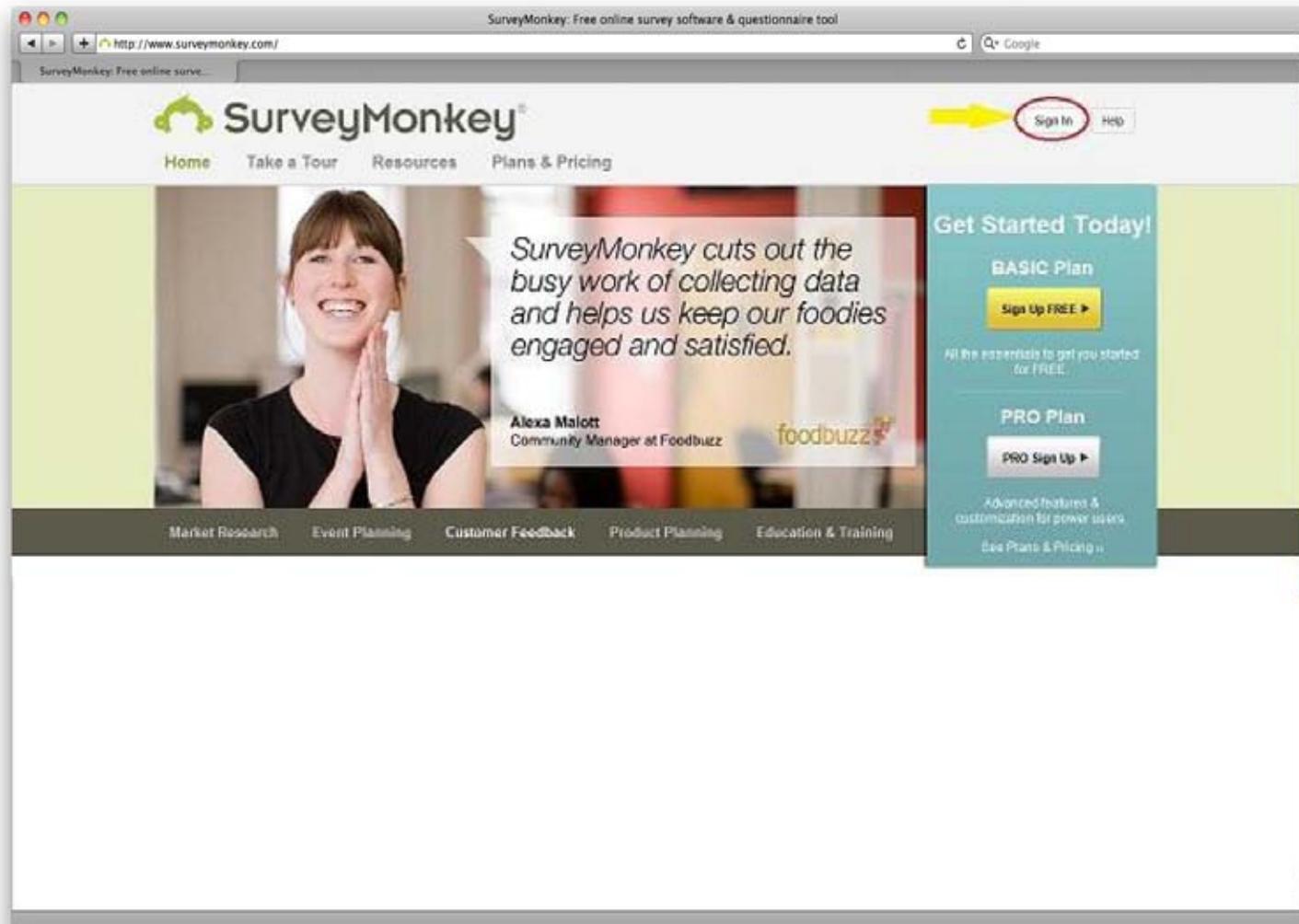


Make sure you create a Username and a Password that will be easy for the young researchers to memorize.

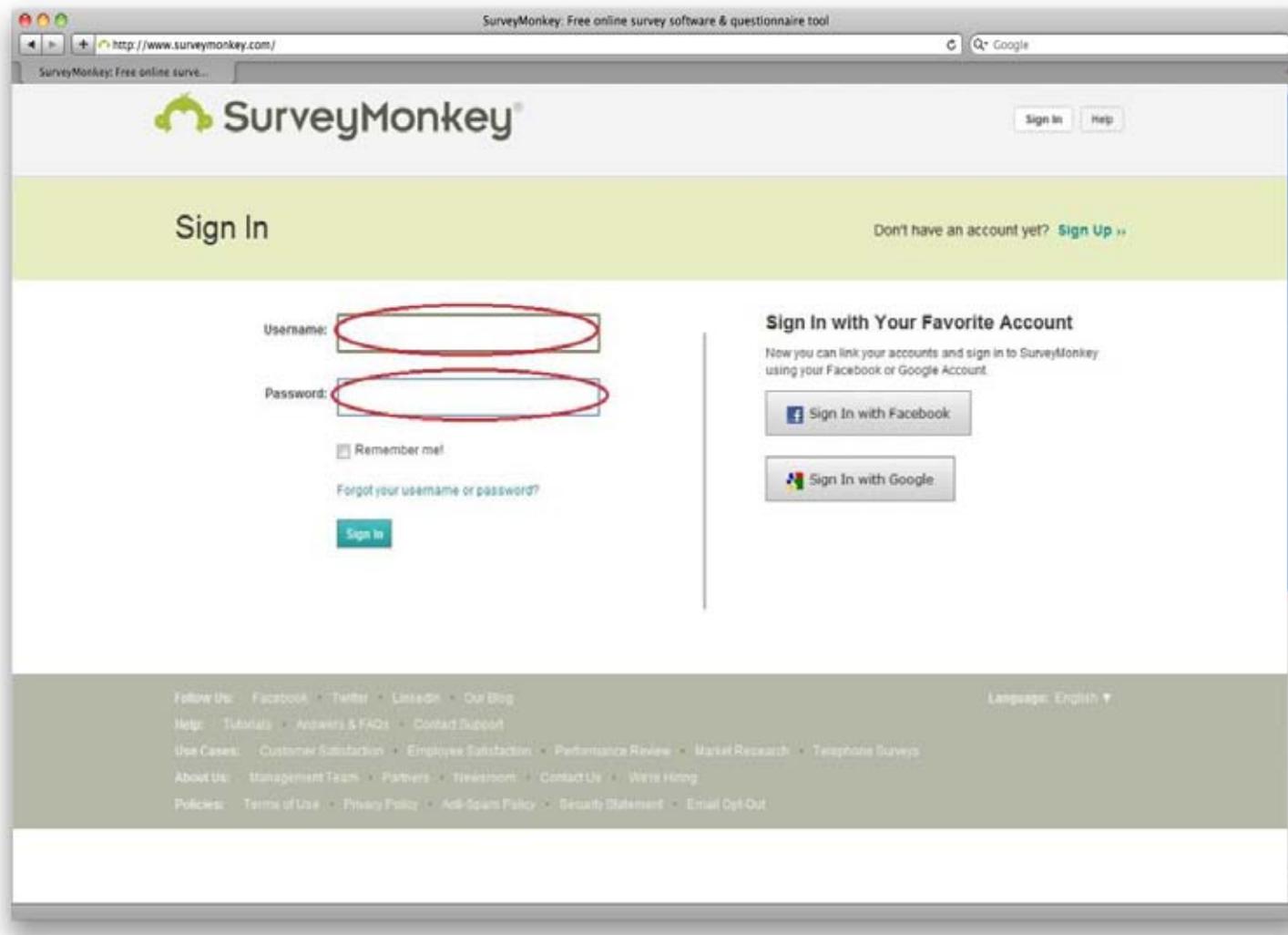
Appendix T – Creating your Survey

Step one: Visit: www.surveymonkey.com.

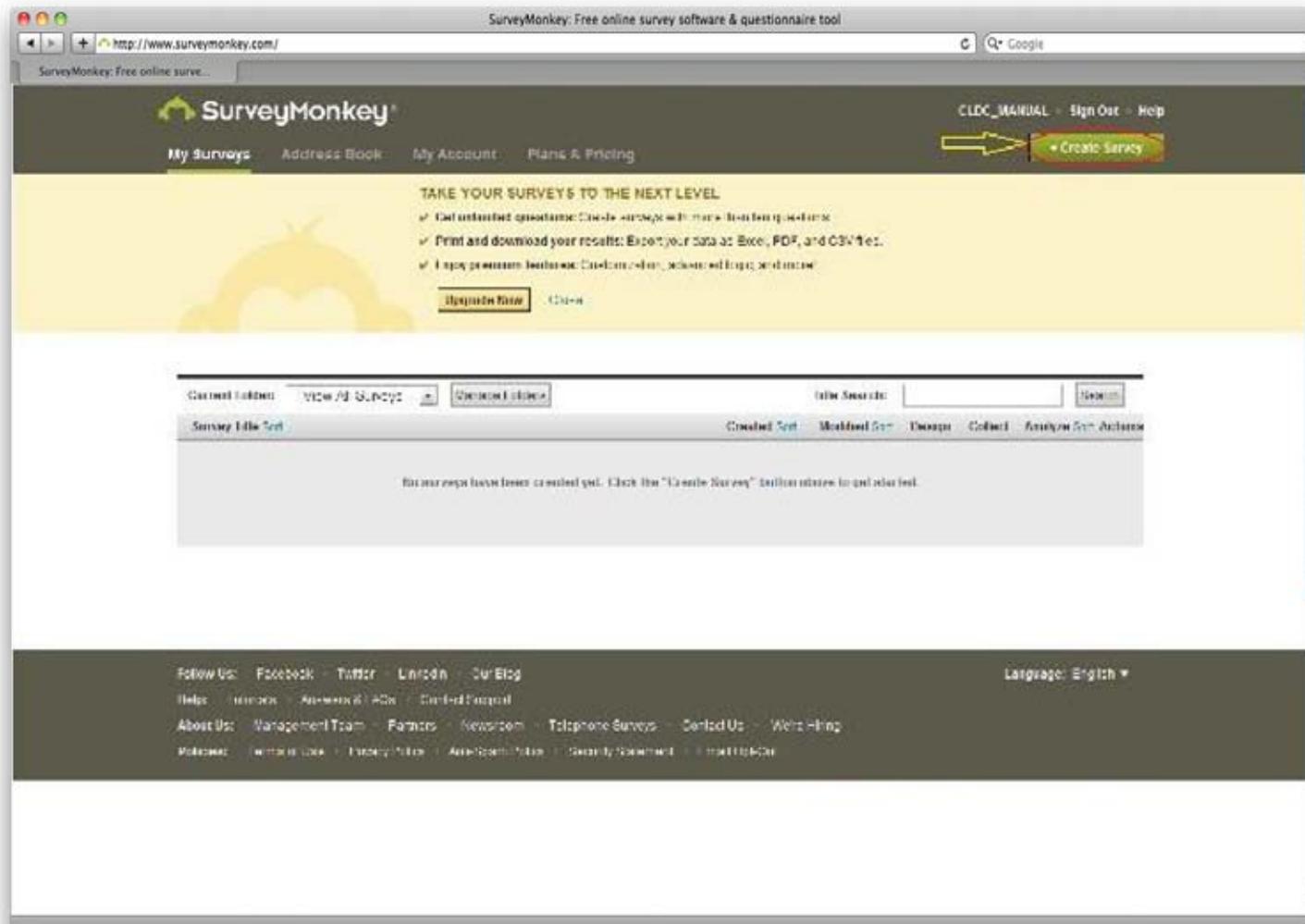
This is what the Survey Monkey home page looks like, with Sign In (top right) besides the Help function.



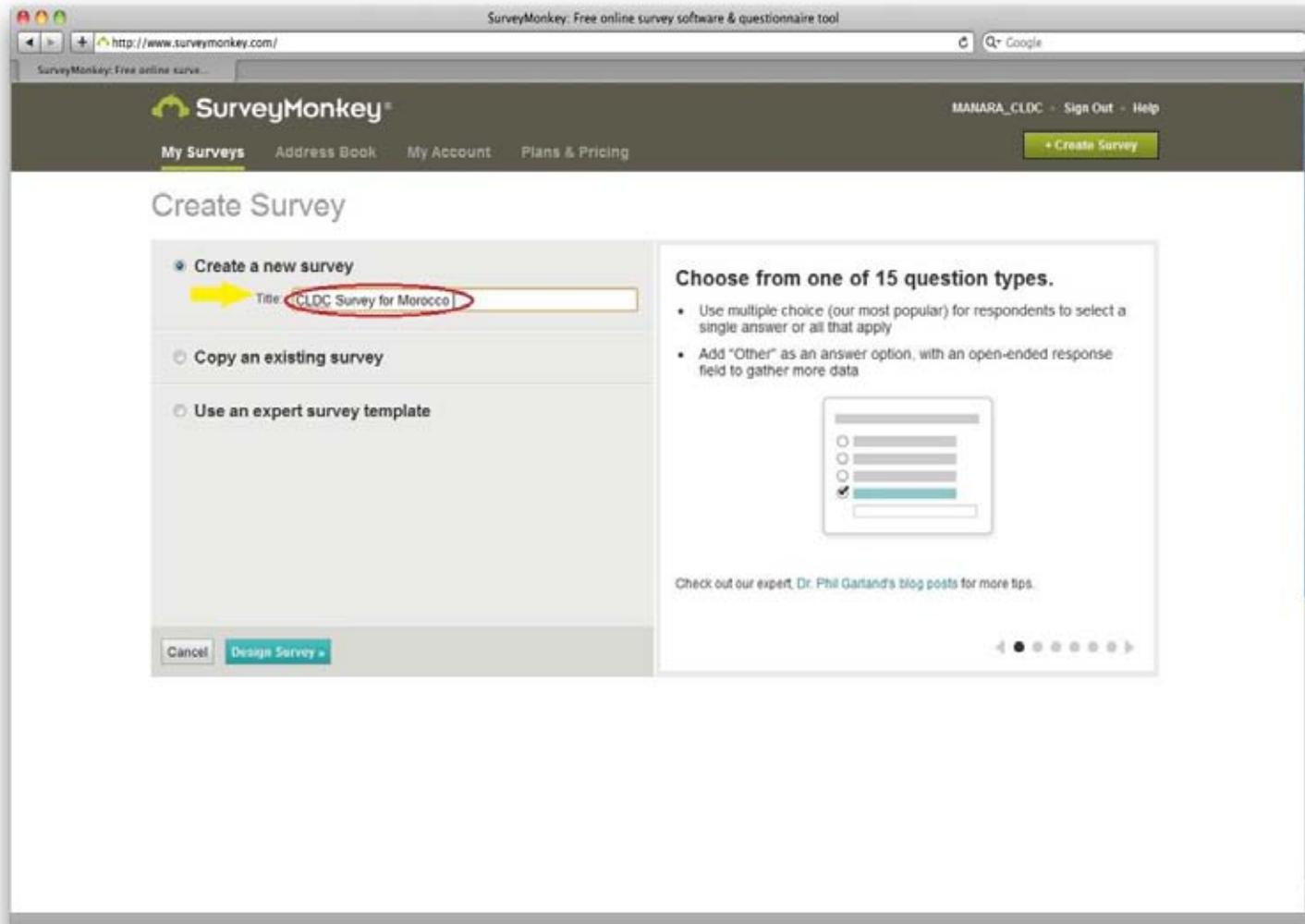
Step two: Sign into your account using your Username and Password.



Step three: Create a Survey by clicking on 'Create Survey' in the right corner:



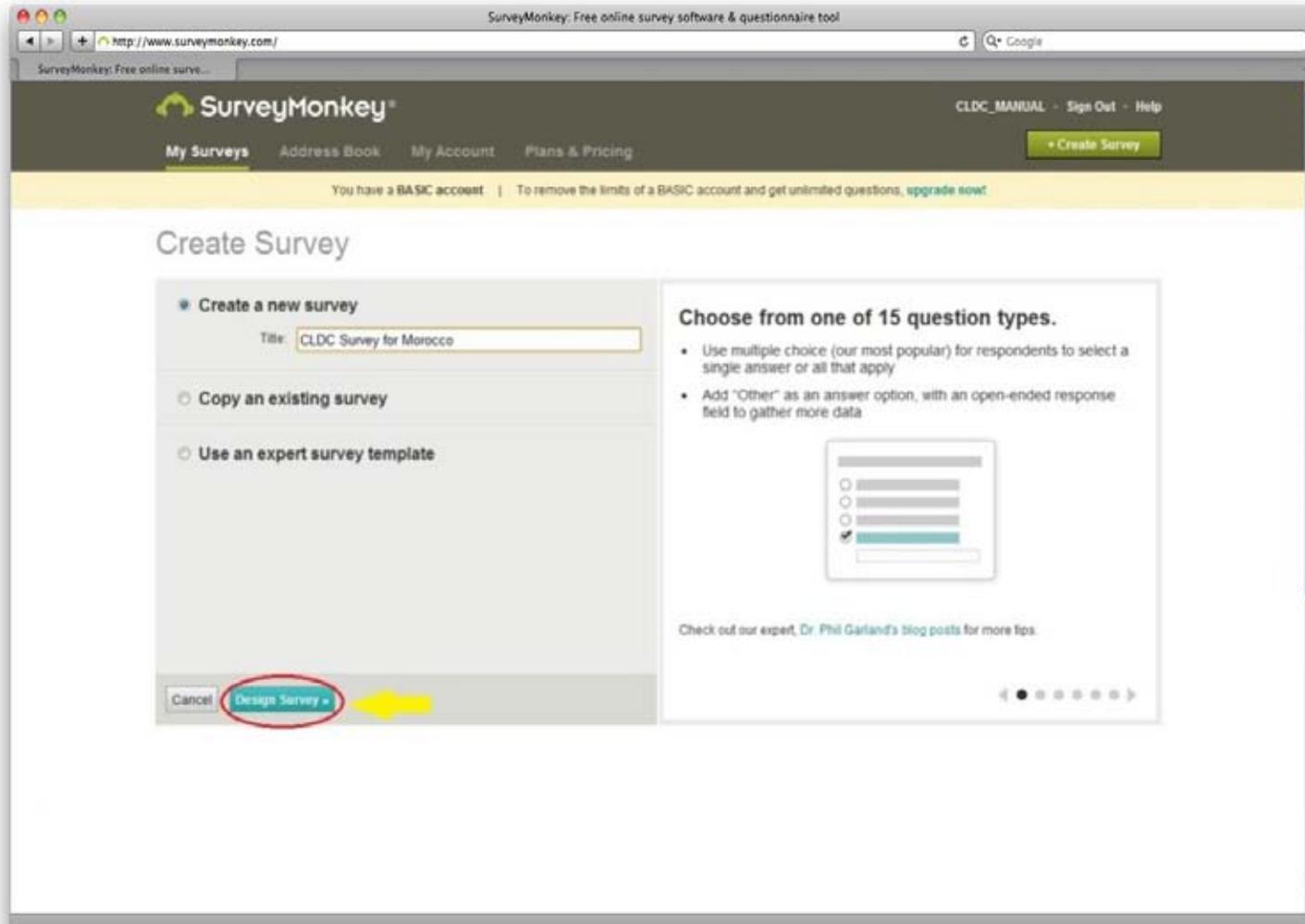
Step four: Then give a title to the Survey



Give a simple title that is easy to remember, we suggest CLDC Survey + name of the country/area/city where you are conducting the research.

As an example we created a fictional one for Morocco: 'CLDC Survey for Morocco'.

Step five: Click on 'Design Survey' down on the left side of the page.



You will then start designing your CLDC Survey, adding the Standard Questions and Answer options – which are the results of the interview analysis.

DESIGNING THE CLDC SURVEY

When designing the Survey you will use the same questions you used during the interviews (see Appendix K).

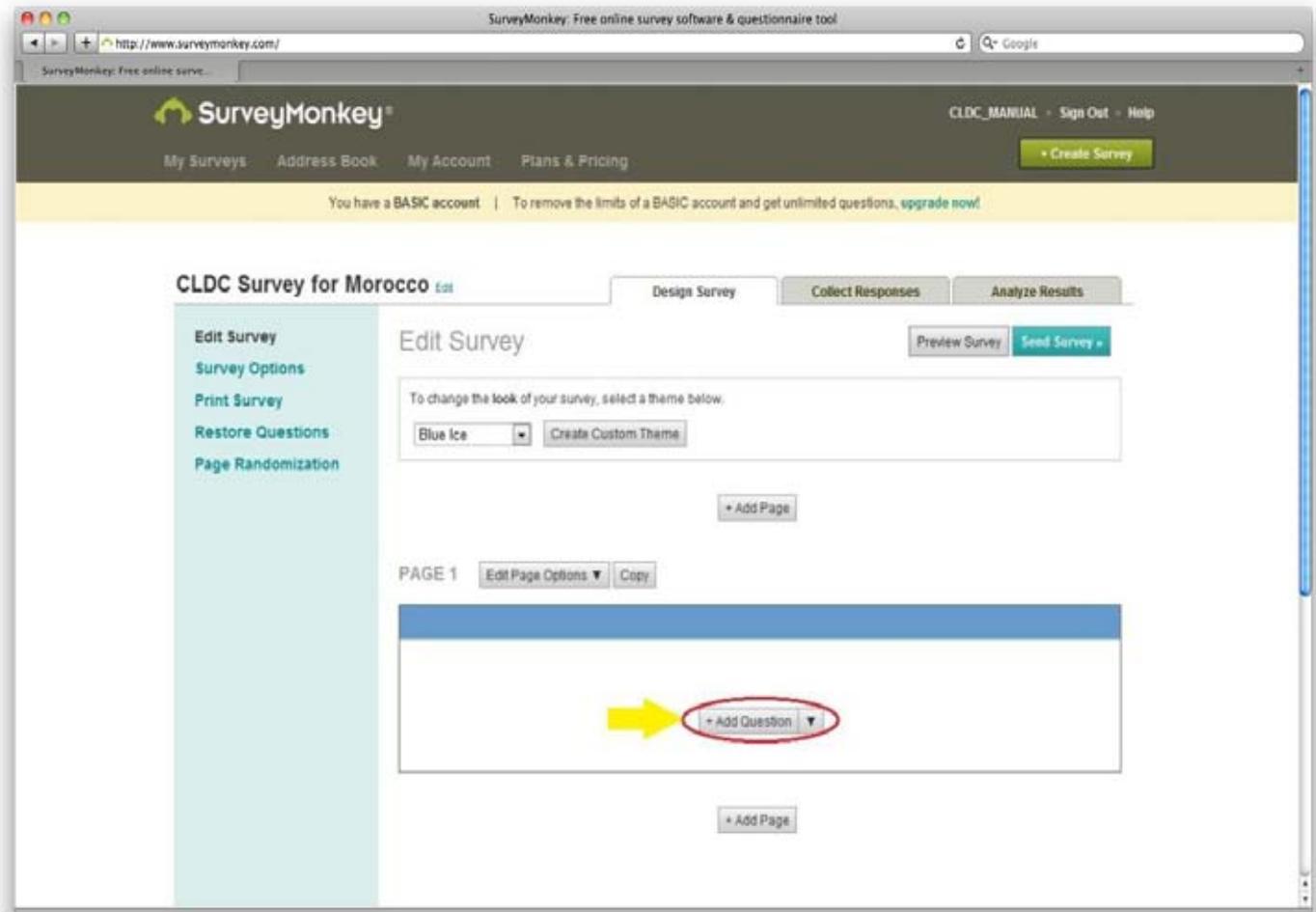
Unlike our previous round of interviews, when the young interviewee could answer each question in their own words, the survey will provide a set of answer choices (as developed in your 'Profile Chart').

Please follow the steps listed below to learn how to enter these answer choices and gather the new survey data.

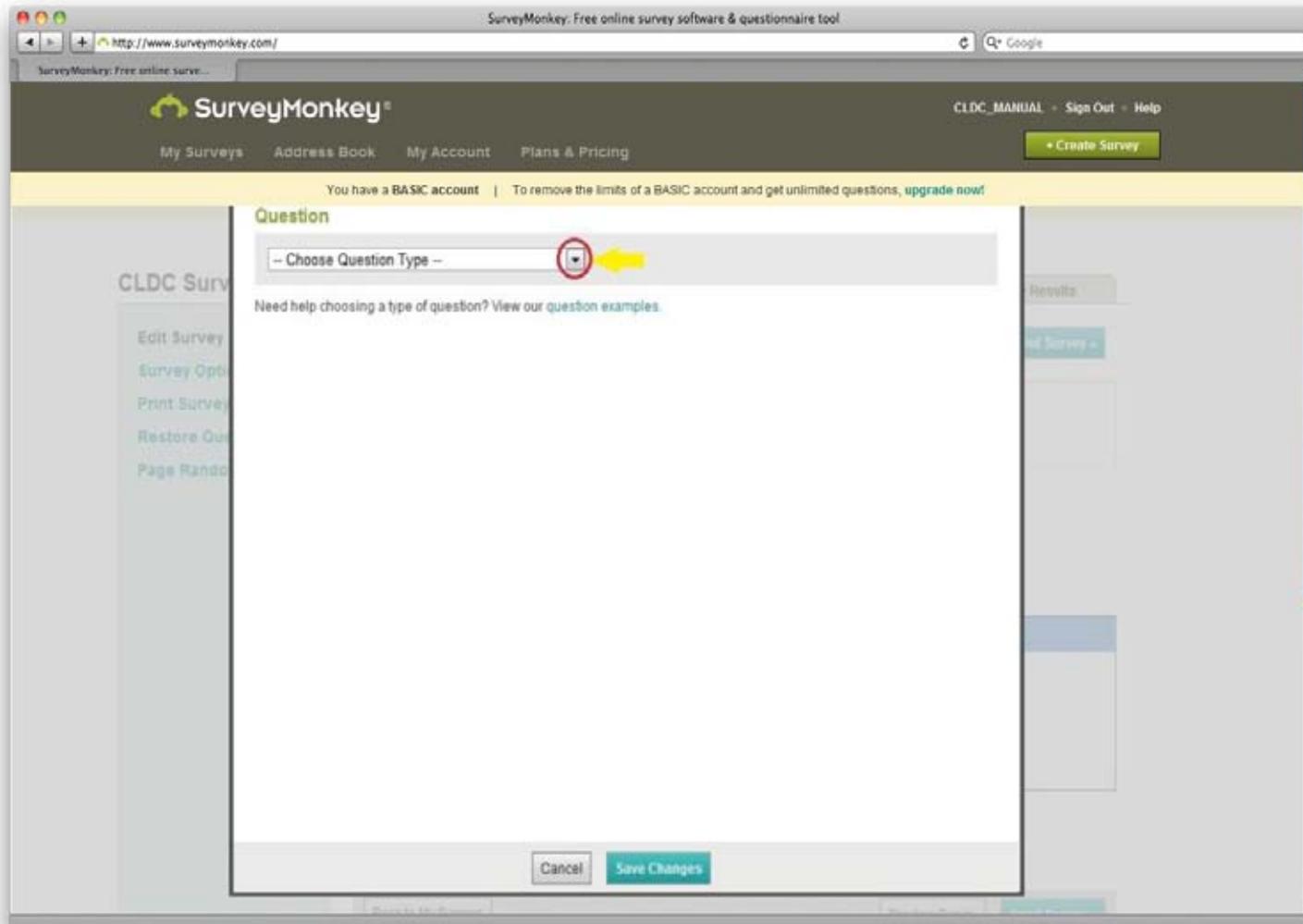
All you need to do is to insert the questions and your profiles as answer options.

Use the screen shots of Survey Monkey below to do this:

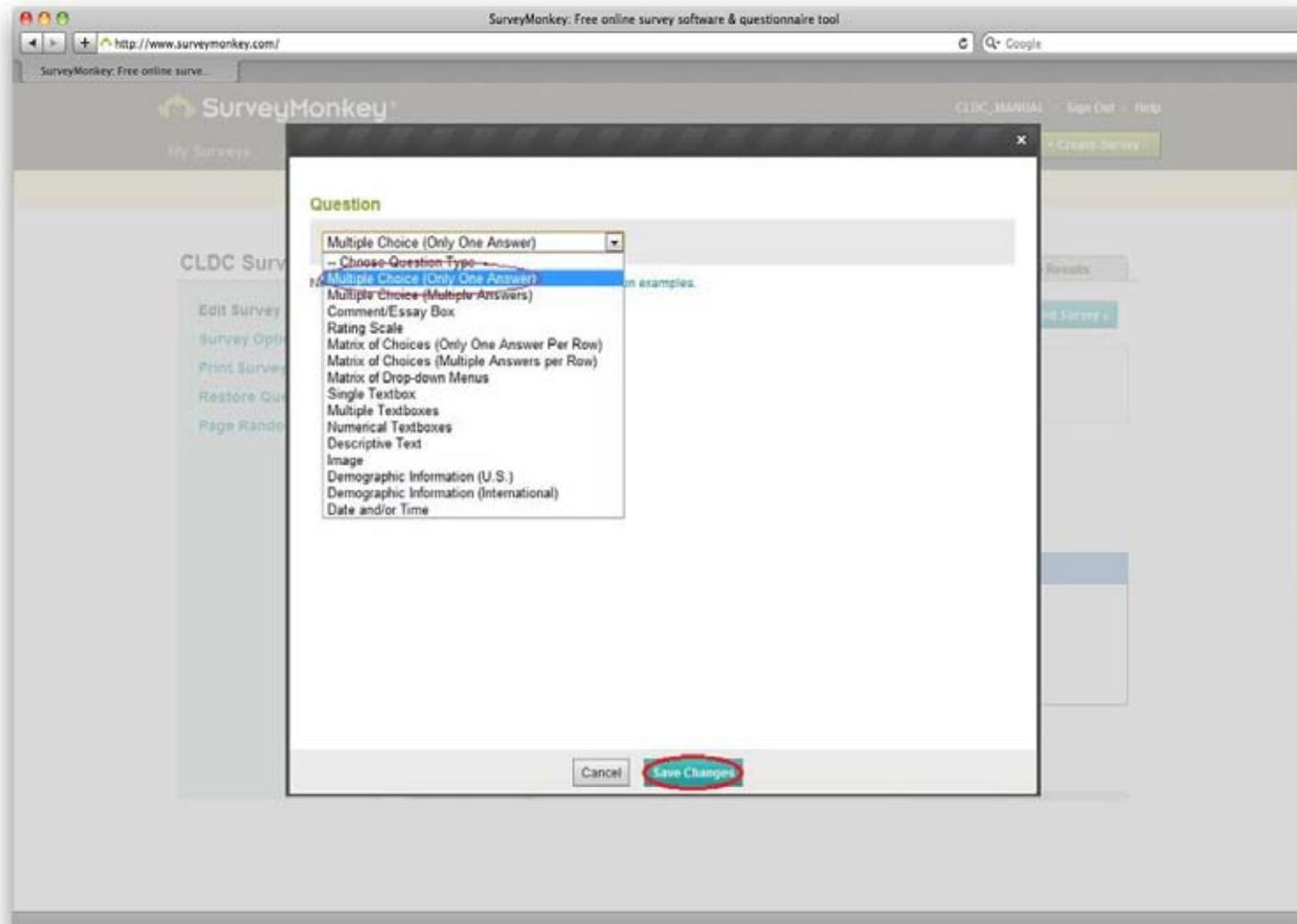
a) Choose 'Add Questions' to start editing your Survey:



b) Then you will have to choose the type of question:



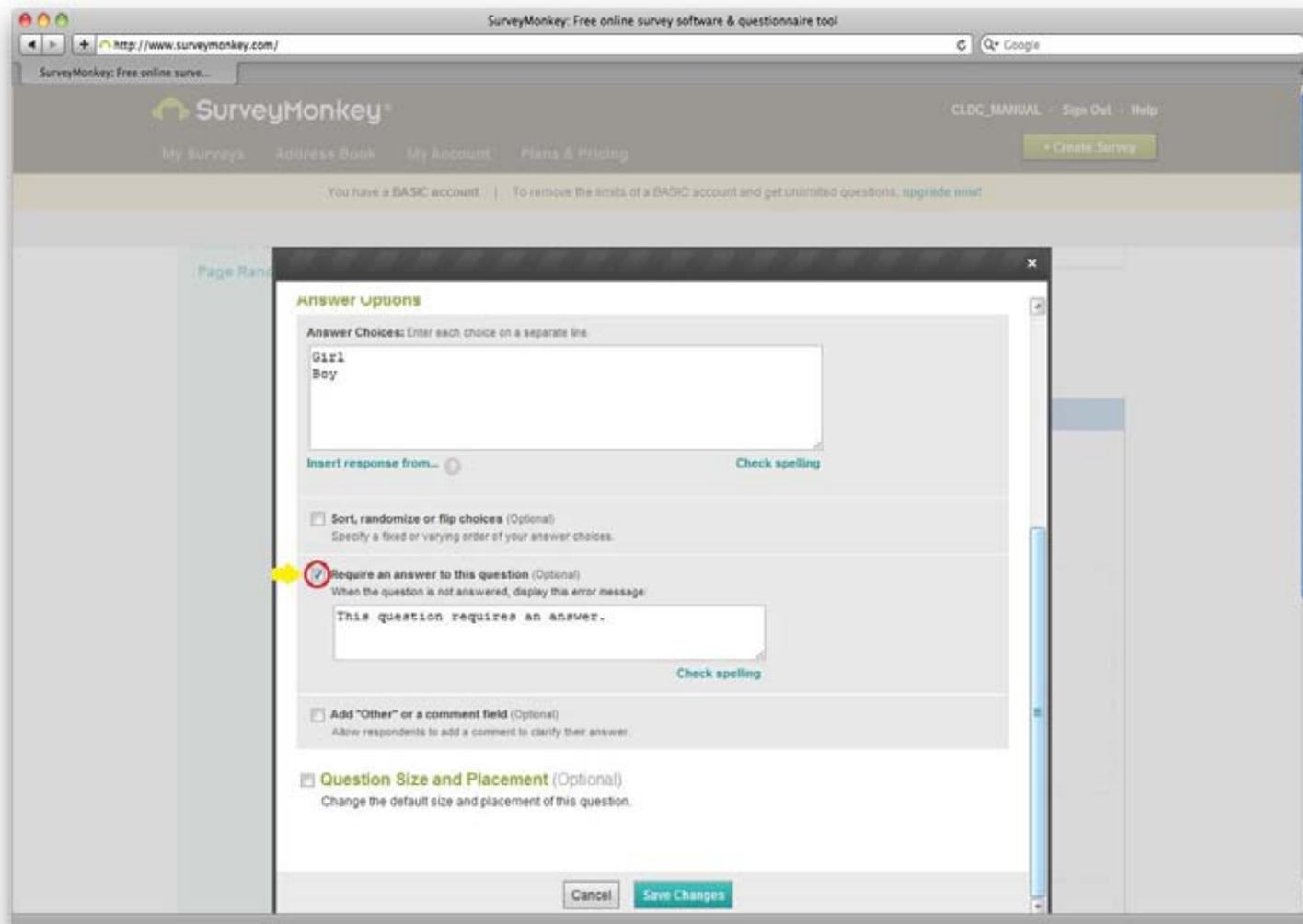
c) As type of question, always choose 'Multiple Choice (Only One Answer)'¹:



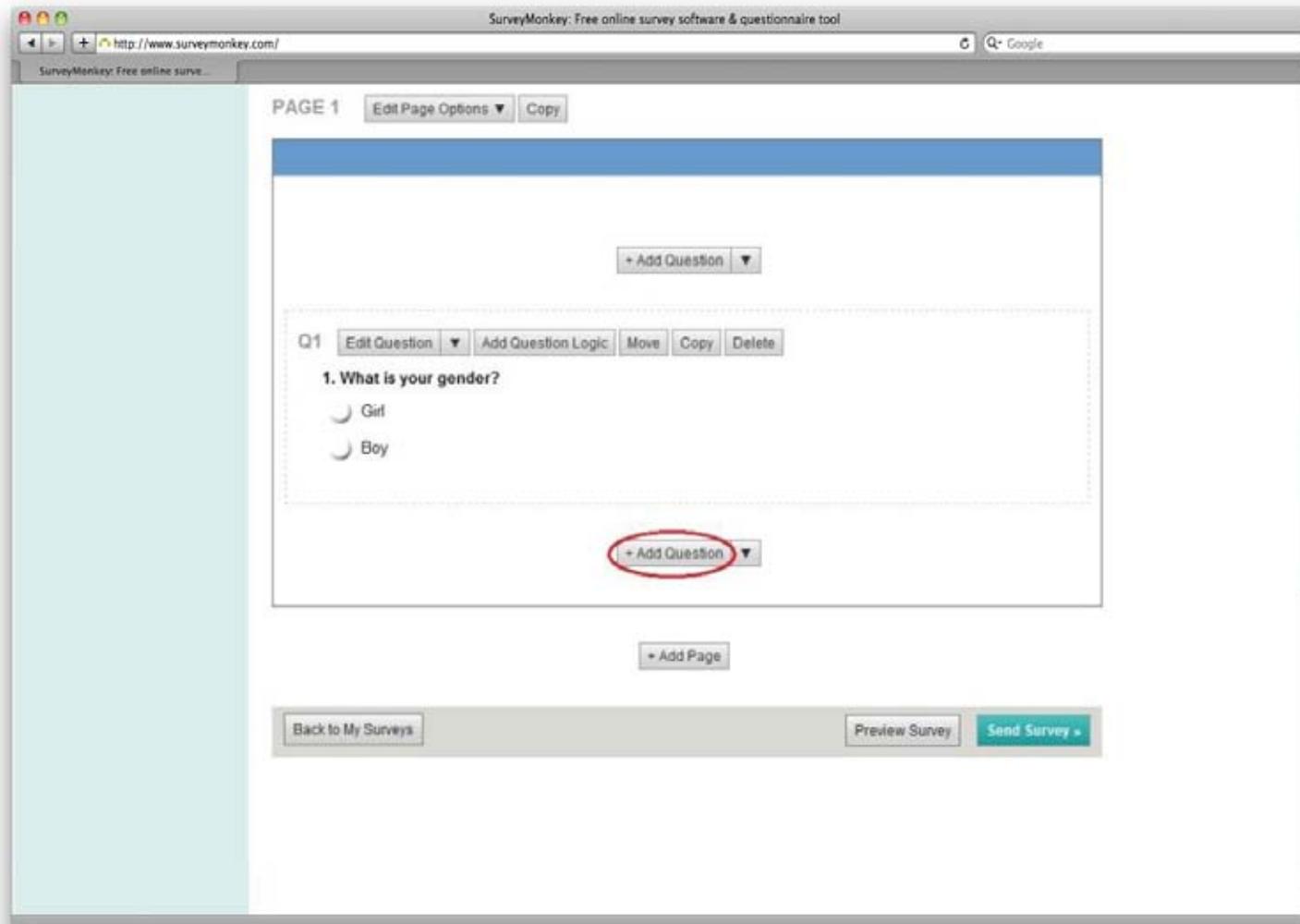
d) Before adding the questions and answer options, you will start by adding 3 questions on basic information: 'What is your gender'; 'How old are you in years?' and 'Which part of the country do you live in?' Create a Multiple Choice answer for the Gender question.

The image shows a screenshot of the SurveyMonkey web interface. A modal dialog box titled "Question" is open, allowing the user to configure a new question. The "Question" section has a dropdown menu set to "Multiple Choice (Only One Answer)" and a "Pick a display format" dropdown set to "Display Choices as Buttons (1 column)". The "Question Text" field contains the text "What is your gender?", which is circled in red. Below this field are "Insert response from..." and "Check spelling" options. The "Answer Options" section has a label "Answer Choices: Enter each choice on a separate line." and a text area containing "Girl" and "Boy" on separate lines. The word "Girl" is circled in red, and a yellow arrow points to it. At the bottom of the dialog are "Cancel" and "Save Changes" buttons.

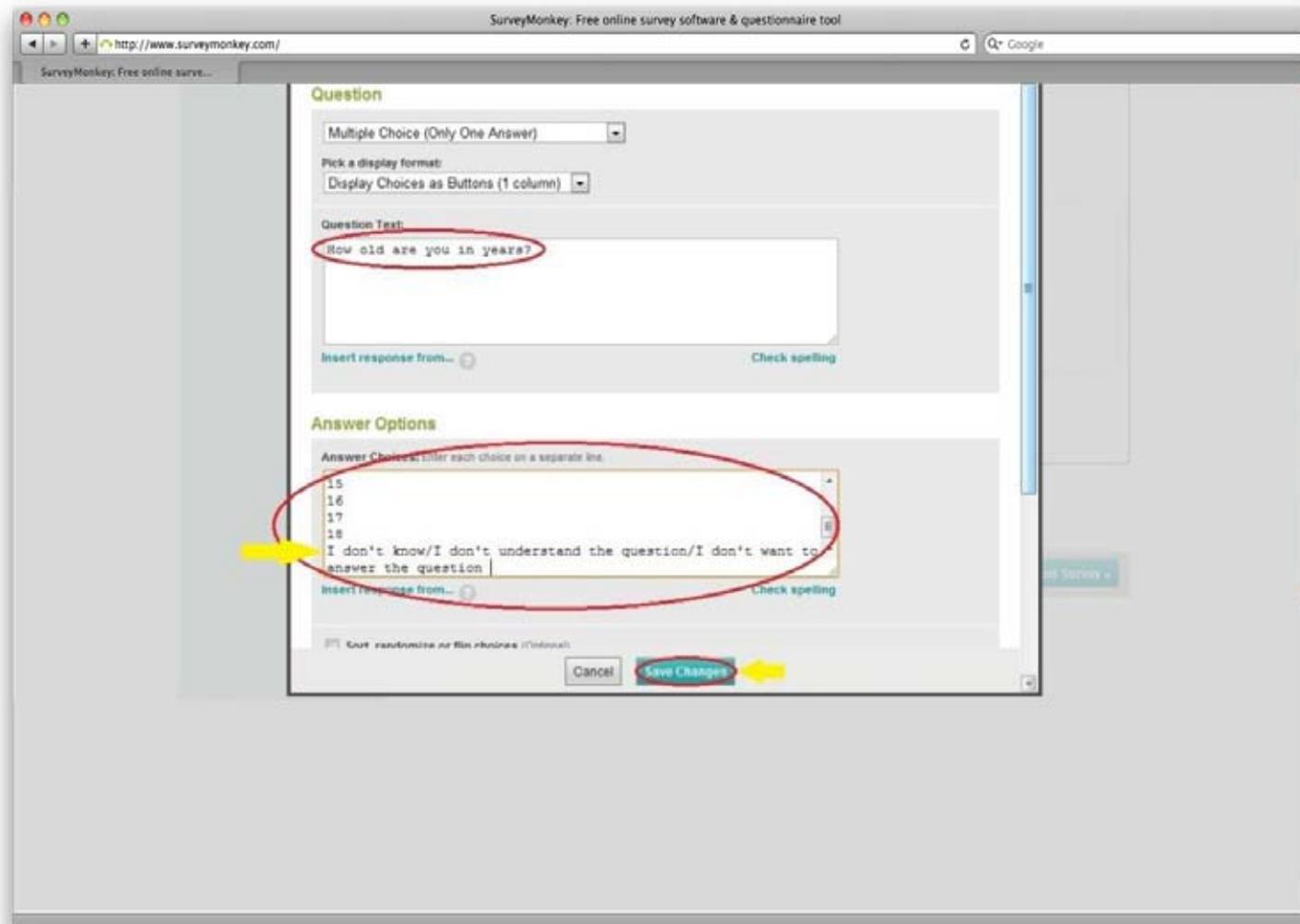
e) Scroll down the window and chose click on 'Require an answer to the question':



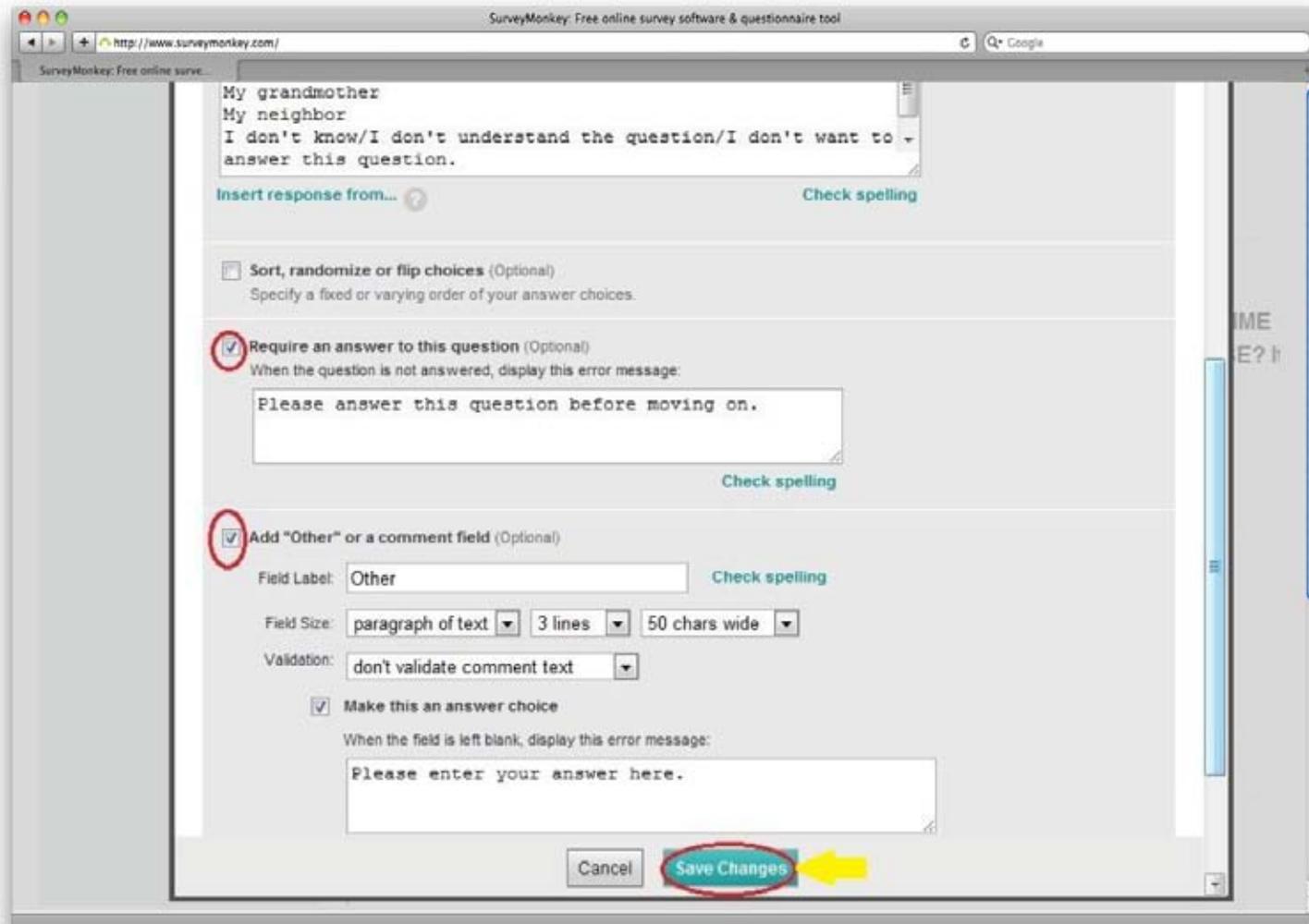
f) After you add and saved the first question on Gender choose 'Add question' again:



g) Add the next question 'How old are you in years? As answer options add the numbers from 8 to 18 and after 'I don't know/I don't understand the question/I don't want to answer the question' and 'Save Changes'.

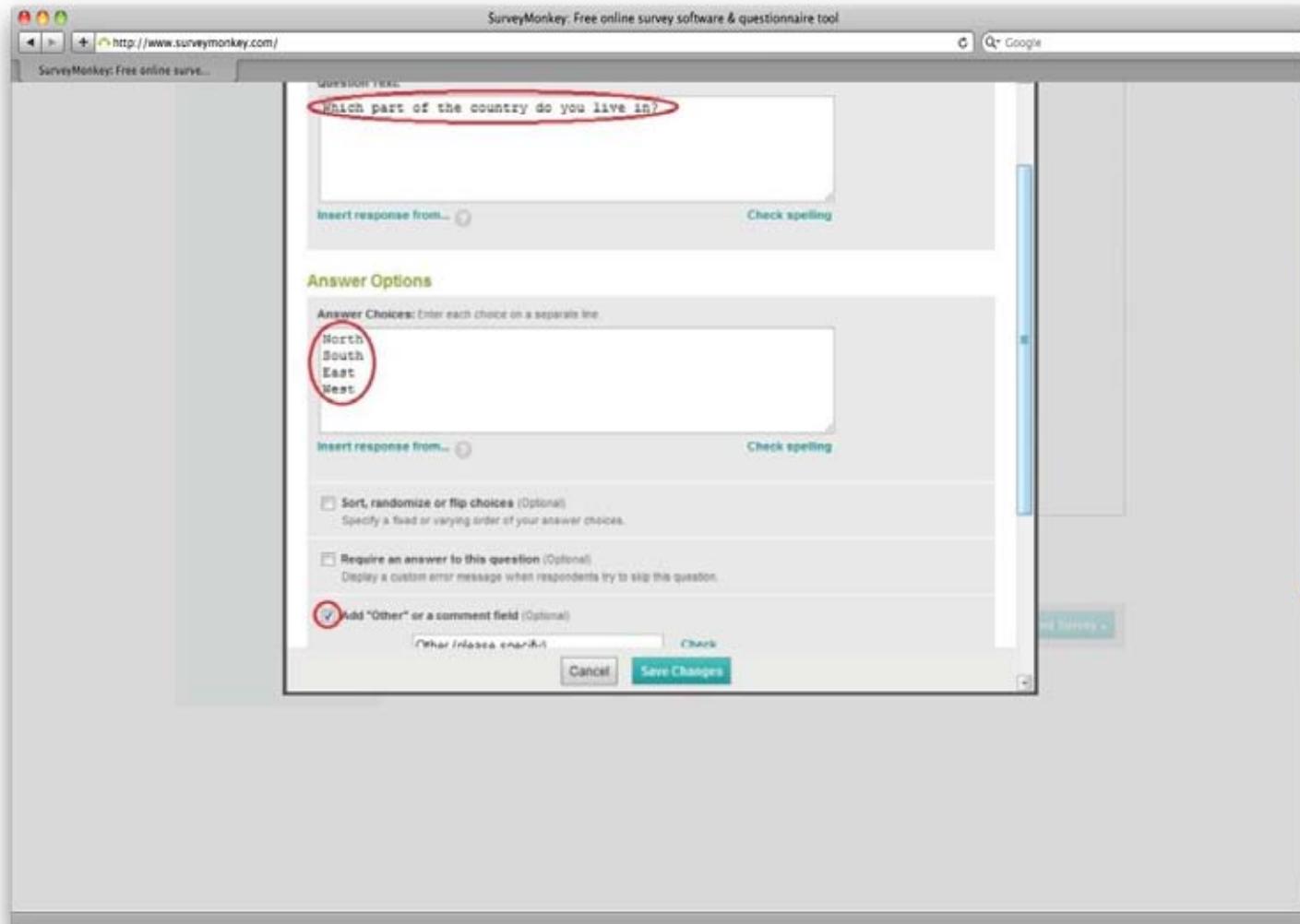


h) Scroll down the window and chose to 'Require an answer to the question' and also for all the following questions of the survey you will also chose to 'Add "Other" or a comment field (Optional)':

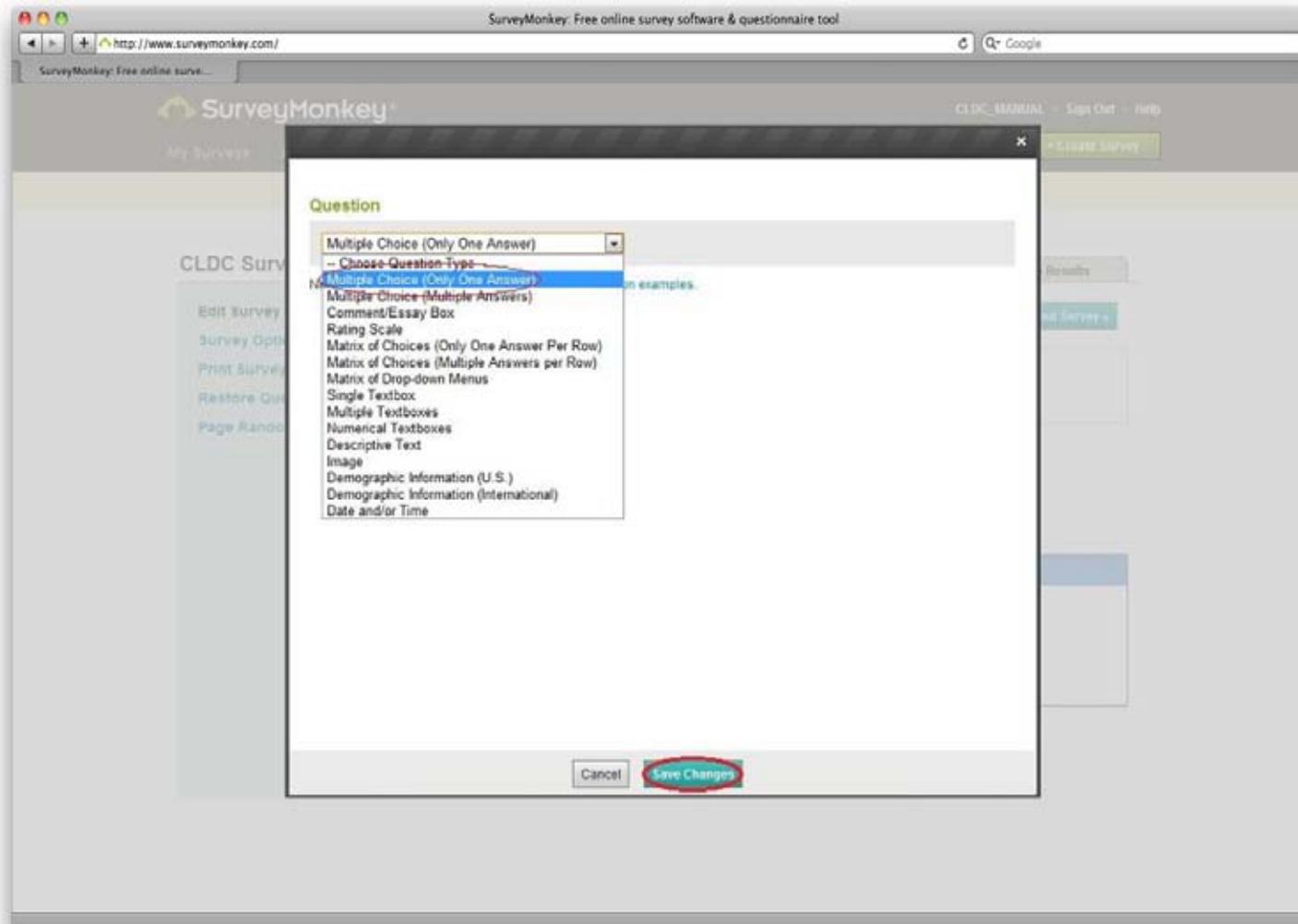


In the option which follows ‘When the field is left blank, display the error message:’ we would suggest that you add a polite message as your text. For example: “Please complete this question - your answer will help us develop findings which can inform meaningful and positive change.”

i) Follow the same steps and add the question ‘Which part of the country do you live in’. As answer option to that question choose regions or neighbourhoods that are relevant to the area where your research is taking place, and remember to click on ‘Add “Other” or a comment field’:



j) Then you will have to choose question type1: Choose 'Multiple Choice (Only One Answer)' and then 'Save Changes':

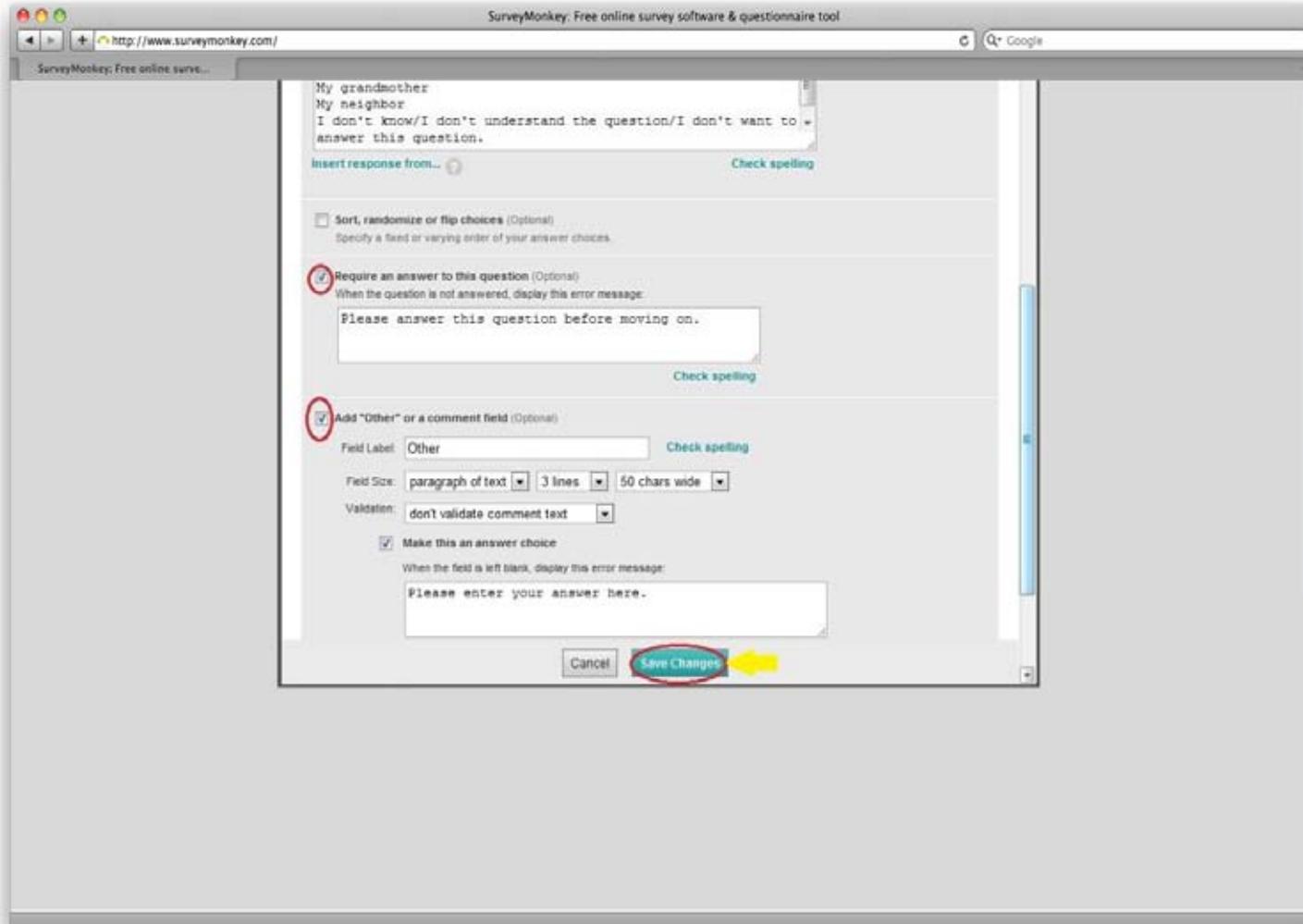


k) Then add the question in the space for 'Question Text' and the profile from your Profile Chart in the space for 'Answer Options'. After adding the four answer options (profiles) add:

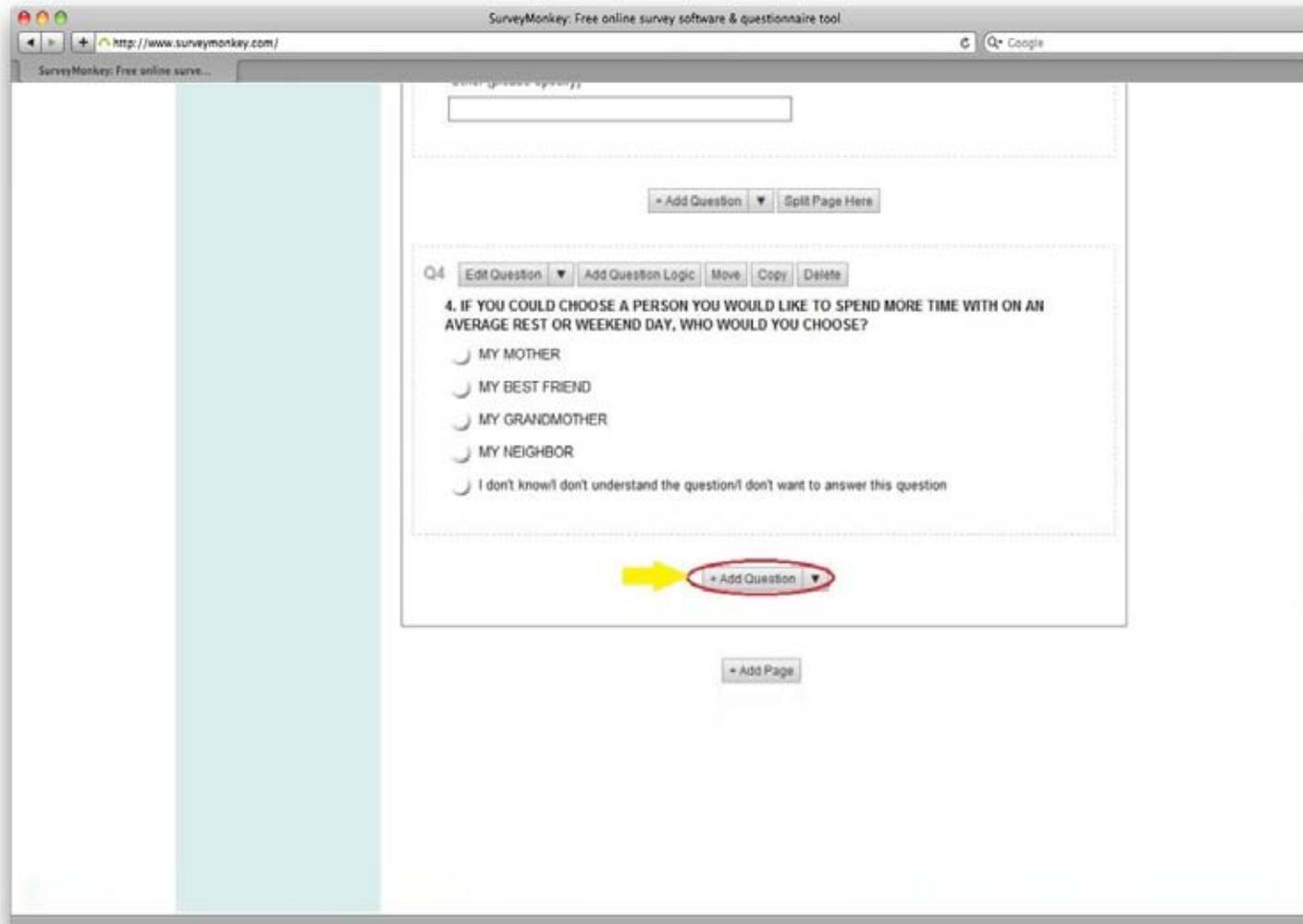
'I don't know/I don't understand the question/I don't want to answer this question'

The screenshot shows the SurveyMonkey question editor interface. The 'Question' section is set to 'Multiple Choice (Only One Answer)' with 'Display Choices as Buttons (1 column)'. The 'Question Text' field contains the text: 'IF YOU COULD CHOOSE A PERSON YOU WOULD LIKE TO SPEND MORE TIME WITH ON AN AVERAGE REST OR WEEKEND DAY, WHO WOULD YOU CHOOSE?'. The 'Answer Options' section contains the following choices: 'MY MOTHER', 'MY BEST FRIEND', 'MY GRANDMOTHER', 'MY NEIGHBOR', and 'I don't know/I don't understand the question/I don't want to answer this question'. Red ovals and yellow arrows highlight the question text and the 'I don't know...' option respectively. The interface includes 'Insert response from...' and 'Check spelling' buttons for both fields, and 'Cancel' and 'Save Changes' buttons at the bottom.

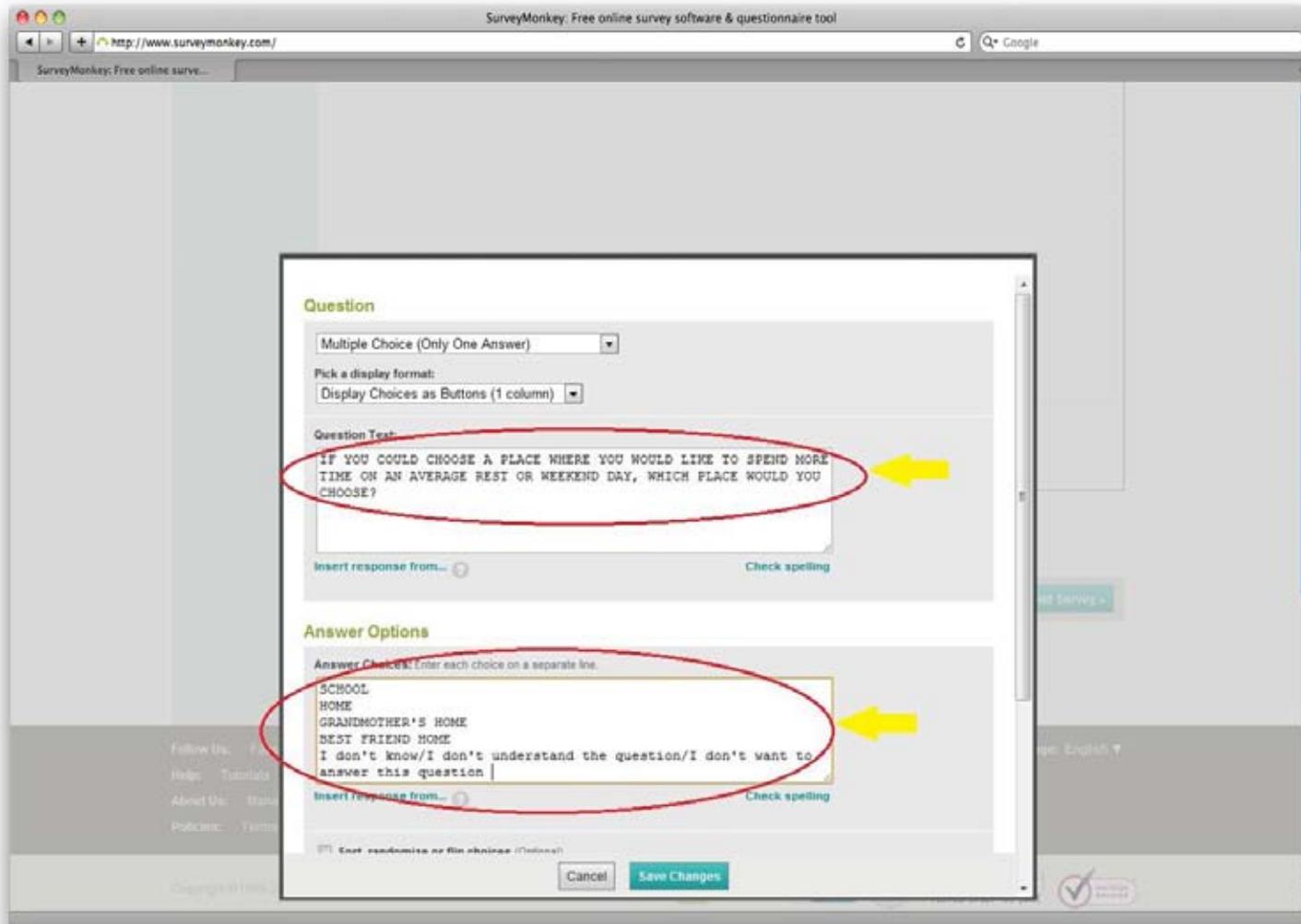
l) Scroll down the window and choose 'Require an answer to this question' and 'Add "other" or a comment field' and then Save Changes.



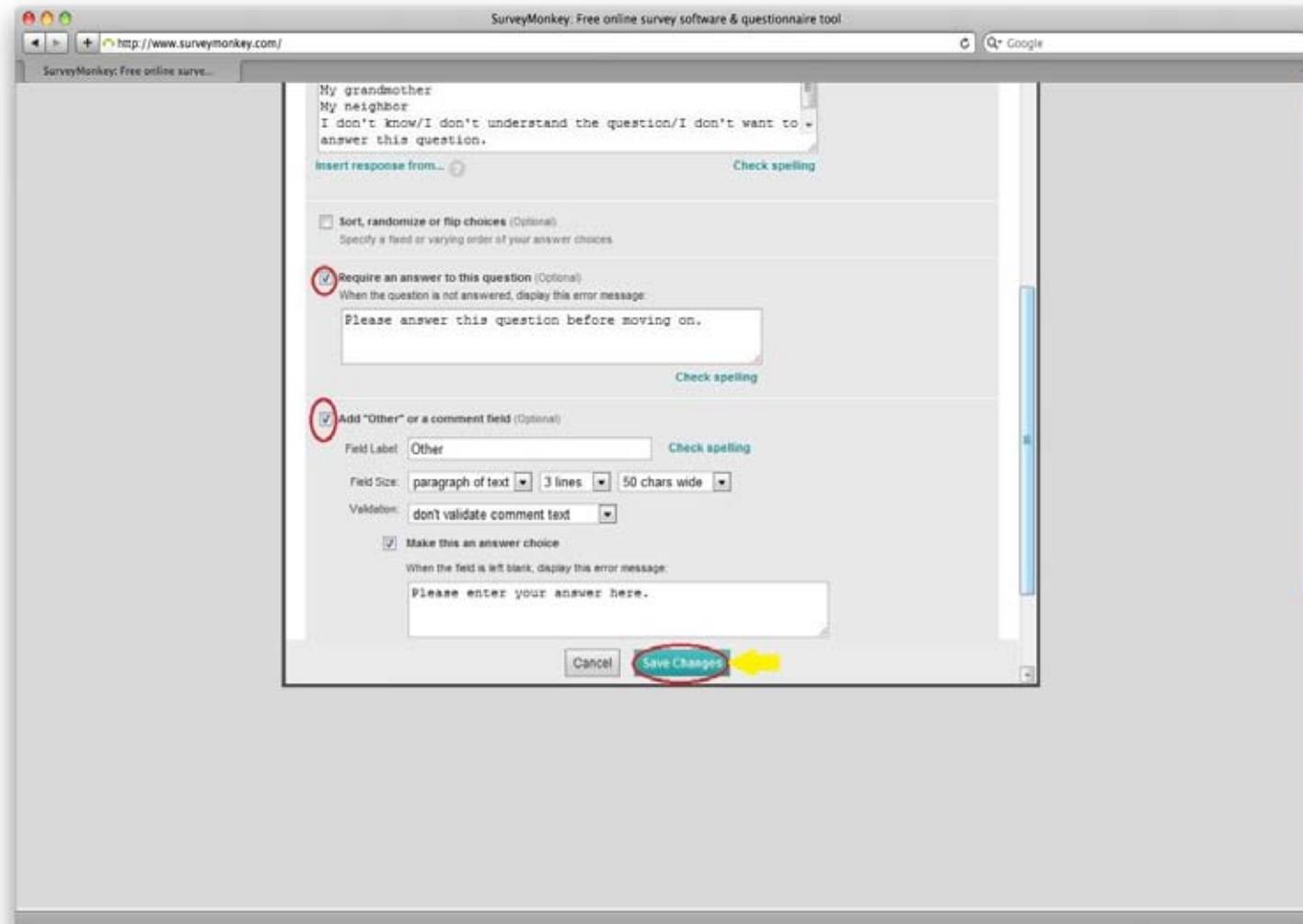
m) After you have completed editing your first question chose 'Add question':



n) Follow the same steps of the previous question and add the second question of the survey and the answer options (from the profile chart):

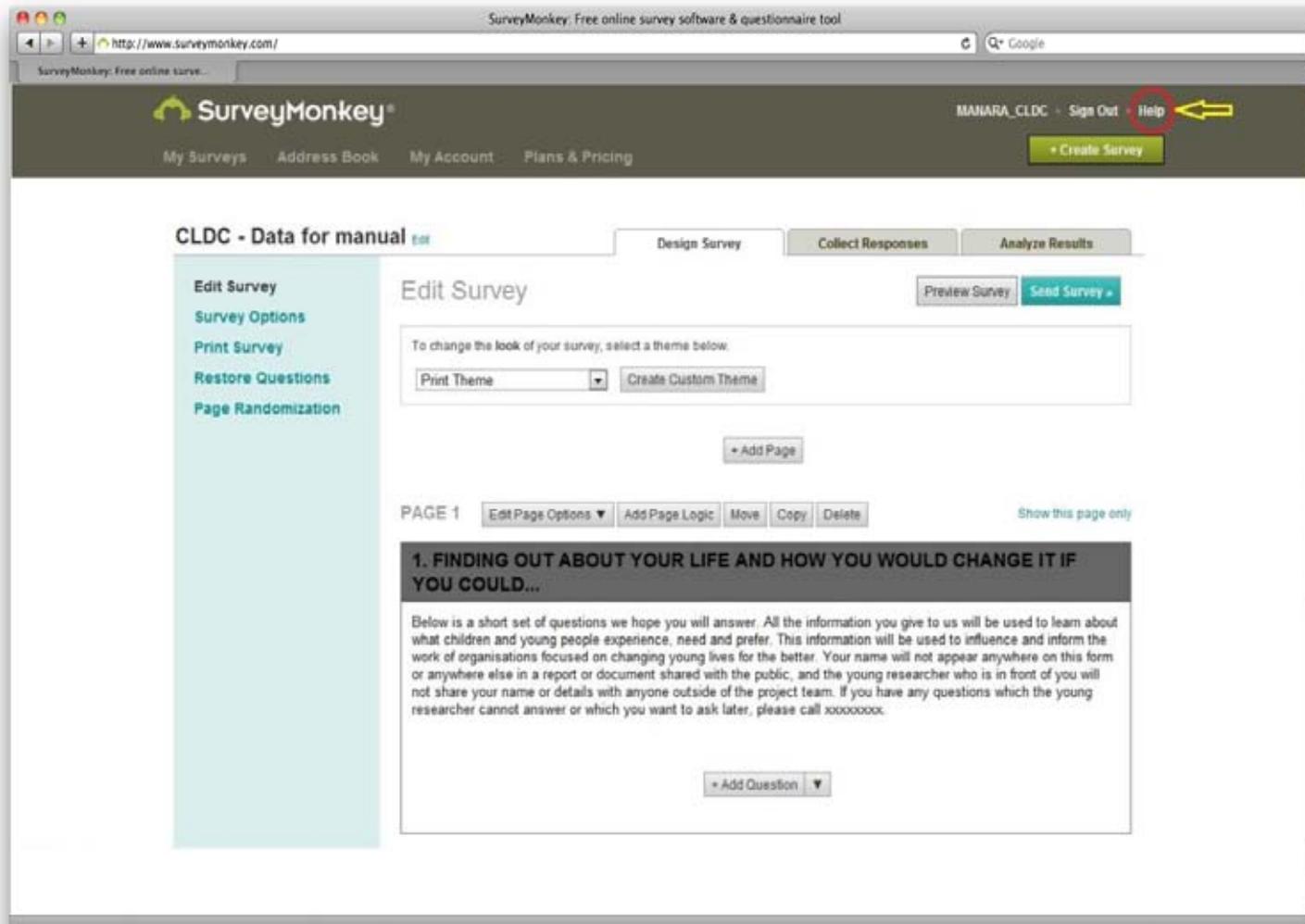


Remember to click on 'Require answer to this question' and 'Add "Other" or a comment field'.



TIP: Try the Survey Monkey tutorials.

In the Survey Monkey page click on the top right 'Help' to read the tutorial on how to use the website.



Appendix U – Survey Introduction and Consent Form

The young researcher always starts each survey session by reminding the child or young person why we are doing the research”

To better understand the lives and needs of children and young people who live in the Middle East and North Africa, so that those with the power to change those lives know what most needs changing and where.

Run through the informed consent process again by asking the child or young person:

Do you remember the form you and your parent (or guardian) signed? I just want to check that you understood what you signed and that you feel fine about participating in this project.

Do you understand that you will participate in a survey:

Which doesn't usually take longer than 20 minutes

Which will be about your everyday life, and how you would change this if you could your answers will be recorded on a blank survey form

Which only staff and partners(name of organization) will be able to read. This information will never be available to anyone else.

Both you and the young researcher can stop the survey questions at any point if either person is tired, uncomfortable or needs to take a break.

Are you still okay with what I have told you, and can we now start?

INFORMED CONSENT FORM

Better understanding the everyday lives and needs of children and young people

I, (name of child or young person) agree to answer these survey questions to be conducted by (name of young researcher).

I, (name) hereby grant my consent or give my agreement as parent/guardian of for her or him to answer survey questions posed by a young researcher here in (area/neighbourhood) at a convenient time for the child or young person.

I understand that I, as the child or young person, or that the above-mentioned child or young person, will be participating as a storyteller in a set of carefully designed interviews about everyday life and only staff and strategic partners will have access to this information. This personal information will never be available to a public audience. Survey findings will be anonymous – it will be impossible to tell from the results which child or young person chose which answer options in the survey.

Signatures confirming consent or agreement:

Signed:
(child or young person)

Date:

Signed:
(parent guardian)

Date:

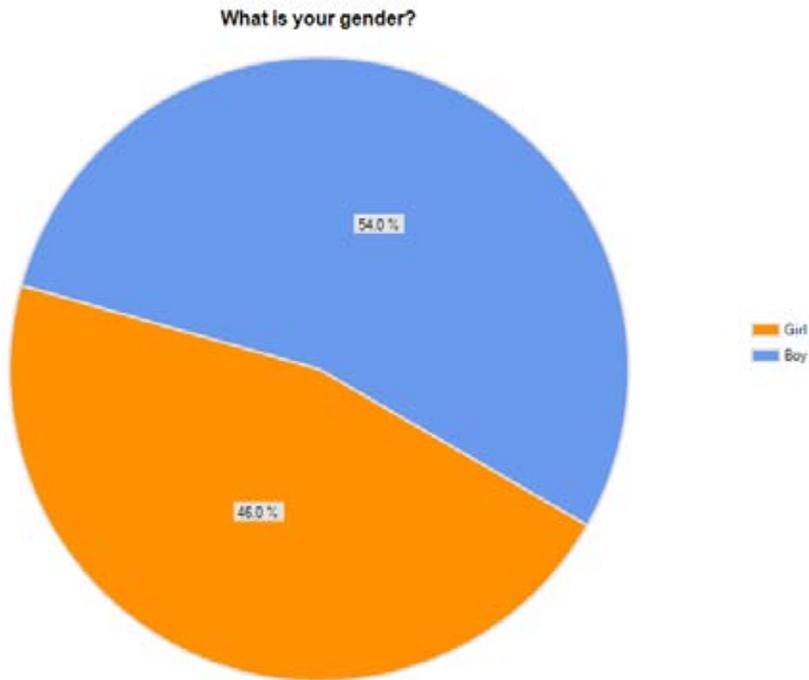
Signed:
(representative of the project, staff member)

Date:

Appendix V – Sample of a “Summary Findings Document”

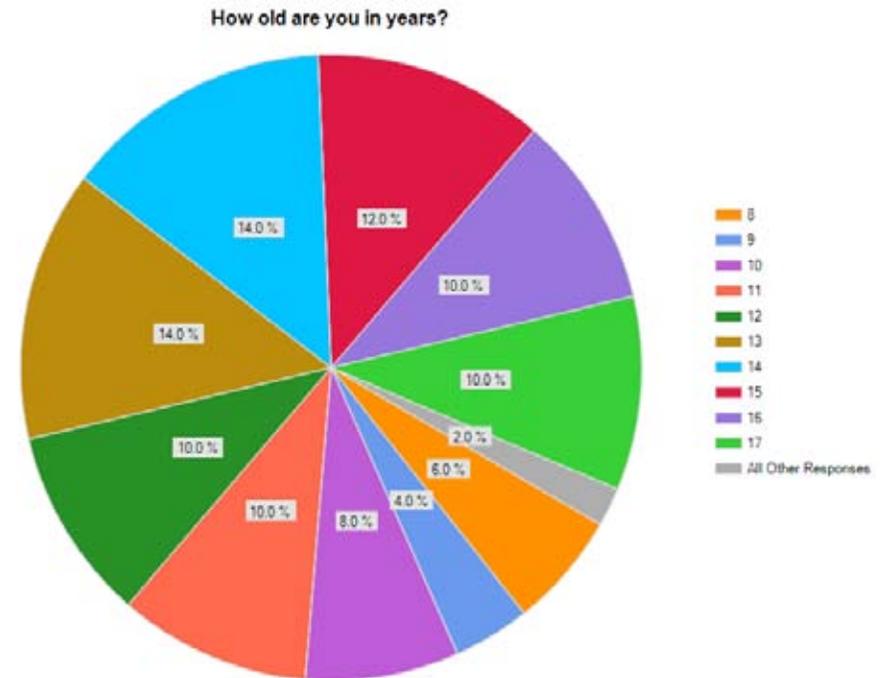
Question 1

This pie chart shows the gender of respondents. The percentage of girls compared to the percentage of boys who answered the survey. There were more boys that answered the survey. There were 50 children and young people who answered this question.



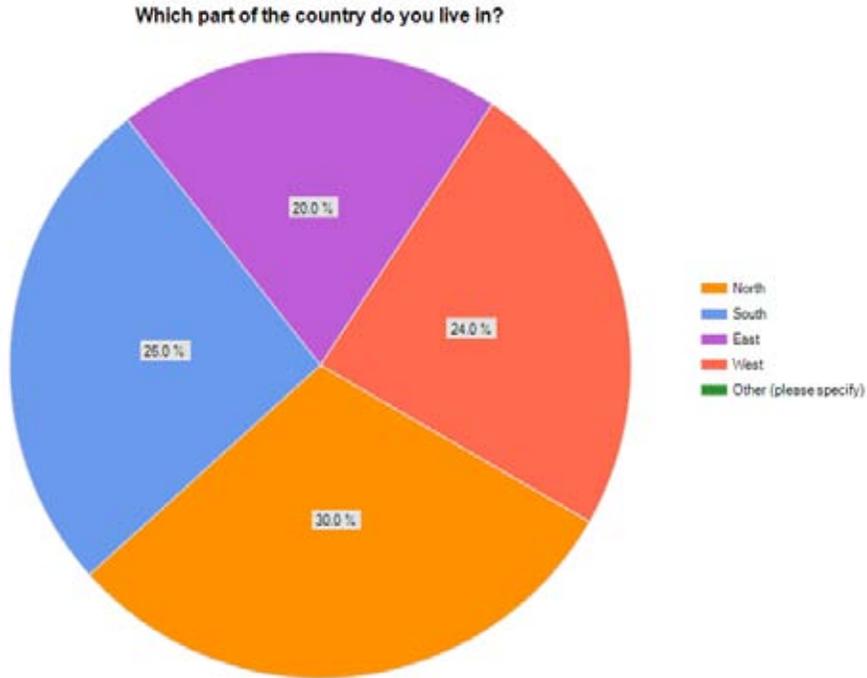
Question 2

This pie chart shows the range of ages of the respondents that answered the survey. There were a variety of different aged young people who answered the survey. A range of 8 years old to 17 years old. The most common age of a respondent was 13 years old and 14 years old (the same percentage 14%) and the next most common age was 15 Years old (12%). 50 young people and children answered this question.



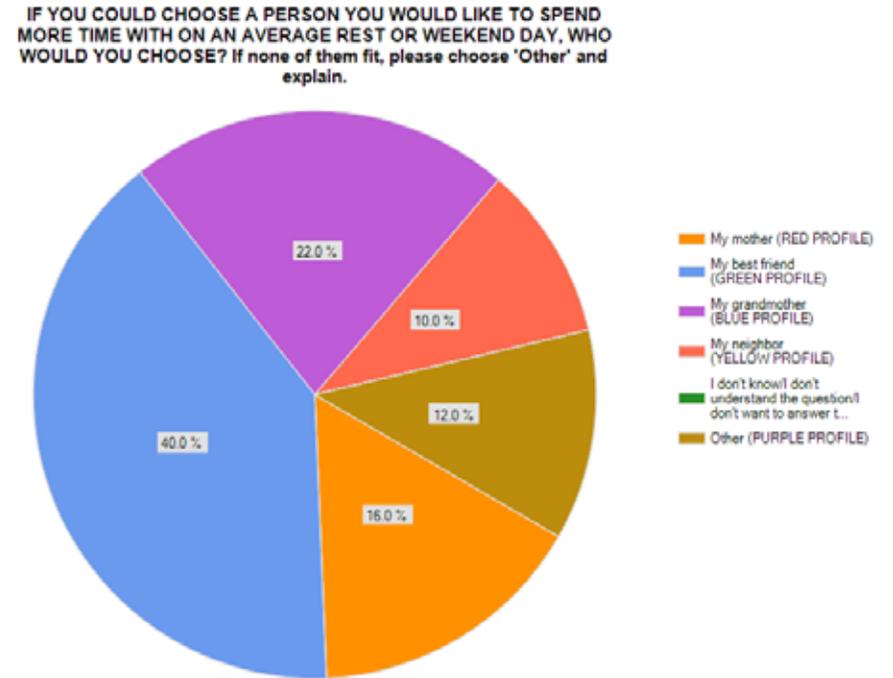
Question 3

This pie chart shows the part of the country that the respondents came from, north, south, east and west. The most common area that the respondents came from was the north of the country (30%) and then the south of the country with (25%). 50 young people and children answered this question.



Question 4

This pie chart shows a person that children and young people like to spend more time with on an average rest or weekend day. The most common answer was their 'best friend' and the second most frequent answer out of 50 respondents was their 'grandmother'.



Other Responses

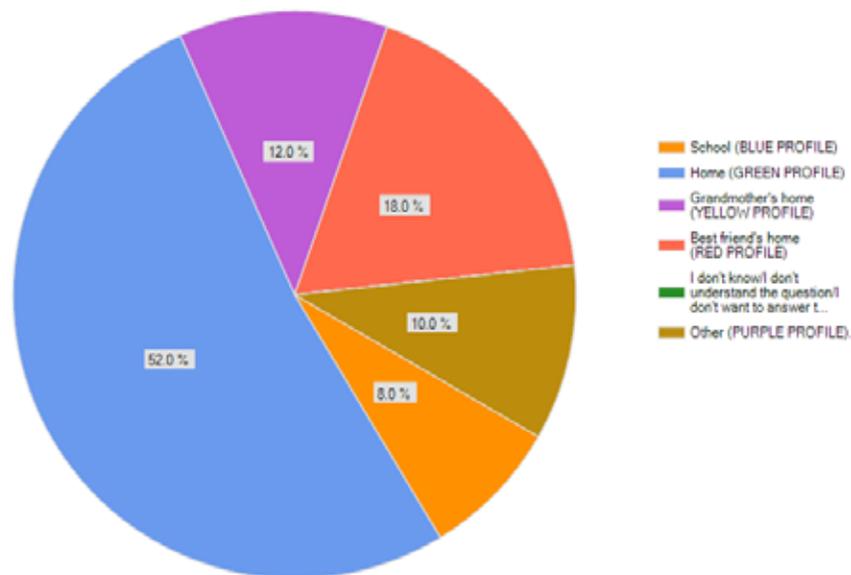
1. My father
2. Grandfather
3. My classmates
4. My uncle
5. My father
6. My father

The most common 'other' response was 'father' who the young people and children would like to spend more time with on an average rest or weekend day. Other common responses were 'Grandfather' and 'Uncle'. This extends our understanding of who young people and children want to spend more of their free time with. Some young people and children want to spend more time with the male figures in their family especially their father. Does this mean they don't see much of their father/uncle?

Question 5

This pie chart shows which place young people and children would choose to spend more time on an average rest or weekend day. The most frequent answer was 'home'. This was by far the most common response with 52% of all responses. The second most common answer was 'Best Friend's Home'. 50 children and young people answered this question.

IF YOU COULD CHOOSE A PLACE WHERE YOU WOULD LIKE TO SPEND MORE TIME ON AN AVERAGE REST OR WEEKEND DAY, WHICH PLACE WOULD YOU CHOOSE? If none of them fit your choice, please choose 'Other' and explain.



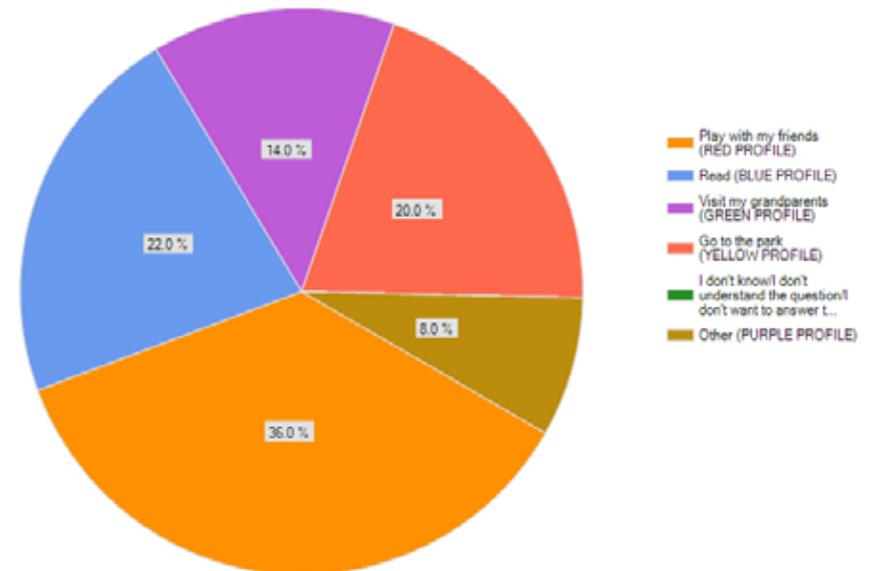
Other Responses

1. My neighbour's home
2. The Park
3. Grandparents home
4. The park
5. Park

The most common other response was 'the park' for a place young people and children would like to spend more time on a rest day. Other common responses included a neighbour's home and grandparents home.

Question 6

IF YOU COULD CHOOSE AN ACTIVITY YOU WOULD LIKE TO SPEND MORE TIME DOING ON AN AVERAGE REST OR WEEKEND DAY, WHICH ONE WOULD YOU CHOOSE? If none of them fit, please choose 'Other' and explain.



This pie chart shows an activity that young people and children would like to spend more time doing on an average rest or weekend day. The most frequent response (36%) was 'play with friends', so this is the activity most young people and children would like to do. The second most common response was to 'read' (22%). There were 50 responses by young people and children for this question.

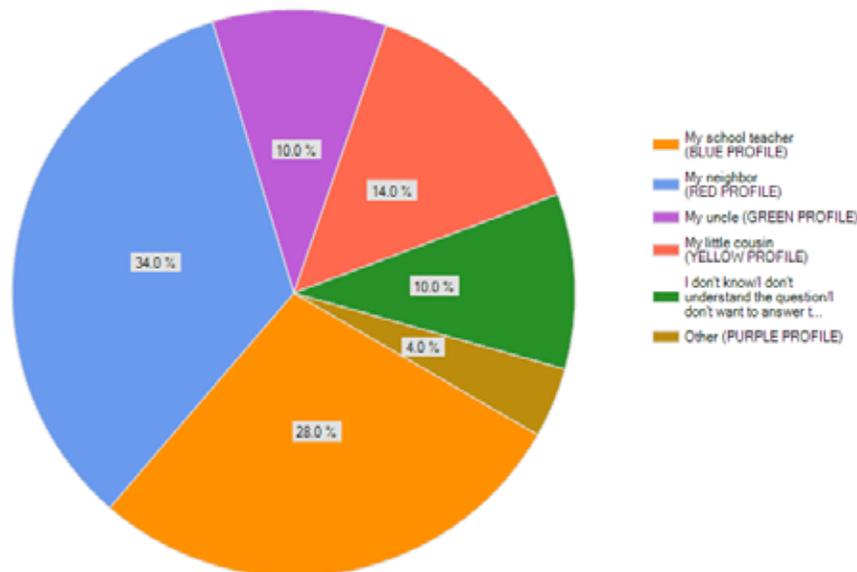
Other Responses

1. Playing with my neighbour
2. Flying a kite
3. Playing football
4. Swimming

The most common responses that children and young people added were, playing with my neighbour, flying a kite, playing football and swimming for an activity they would like to spend more time doing.

Question 7

IF YOU COULD CHOOSE A PERSON YOU WOULD LIKE TO SPEND LESS TIME WITH ON AN AVERAGE REST OR WEEKEND DAY, WHO WOULD YOU CHOOSE? If none of them fit, choose 'Other' and explain.



This pie chart shows who young people and children would like to spend less time with on an average rest or weekend day. The most frequent responses was 'neighbour' (34%). So this is the person that the majority of the children and young people would like to spend less time with. The second most common answer, very closely following neighbour with 28% was 'school teacher'. This question was completed by 50 young people and children.

Other Responses

The most common other response was 'big sister'. This was the only response for this question.

Case study: spending less time with my neighbour

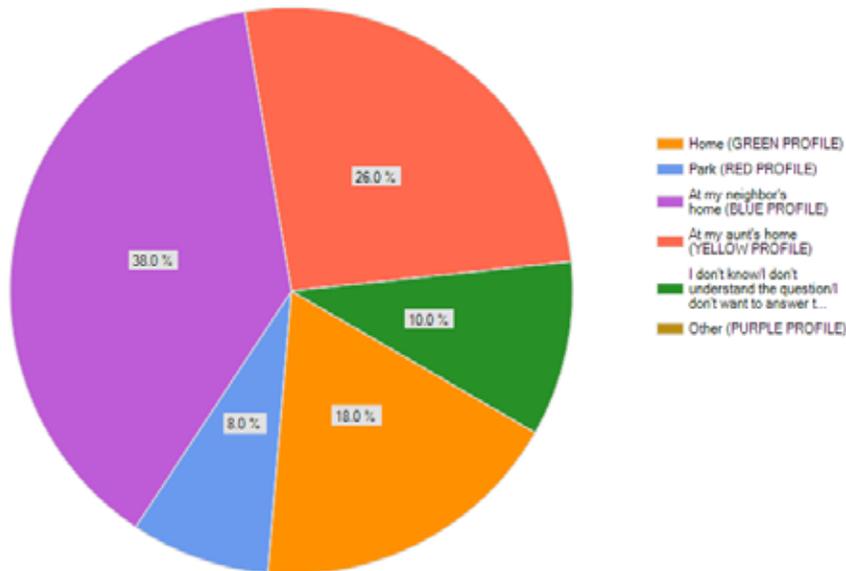
From our initial findings collected during the first stage interviews with children and young people from 8 to 18 years old, there is additional data we can draw on which helps us better understand why 'neighbour' was the most common response for a person with whom young people would like to spend less time with on an average rest day.

A male interviewee states "I see my neighbour, Bakir every day, he uses too much water that we need, he does not think about my family, we have more people and should be able to use more water. He also leaves his rubbish anywhere so it is often in our front yard" (Male interviewee, aged 13, 2010).

In many of the references to neighbour in response to this question, it was clear that because some families live in areas where many families live in a small area and are forced to share lots of resources, such as drinking water, a toilet, and outside space, relationships with neighbours are often strained or tense.

Question 8

IF YOU COULD CHOOSE A PLACE WHICH YOU WOULD LIKE TO SPEND LESS TIME ON AN AVERAGE REST OR WEEKEND DAY, WHICH PLACE WOULD YOU CHOOSE? If none of them fit, please choose 'Other' and explain.

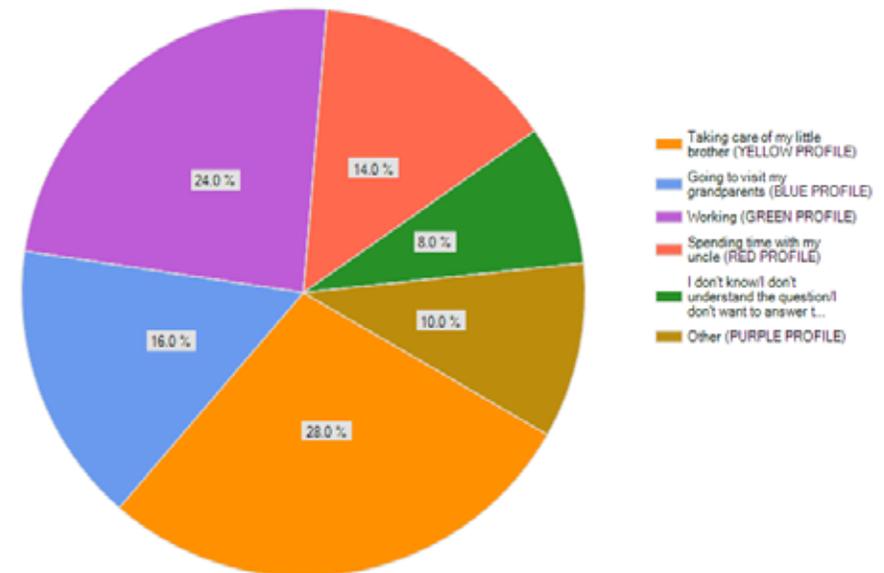


This pie chart shows the place that young people and children would like to spend less time on an average rest or weekend from a recent survey. The most common answer was 'neighbour's home'. This was a large proportion of the pie chart at 38%. This follows on from the person young people and children would like to spend less time with which was their neighbour. The second most common response was 'aunt's house' at a large percentage of 26%. Also, young people and children's home was chosen by 18% of the respondents as a place they would like to spend less time. 50 young people and children completed this survey.

Question 9

This pie chart shows an activity that young people and children would like to spend less time doing on an average rest or weekend day. The activity, which was the most frequent response to the question, was 'taking care of their little brother' with 28 % of the responses. Closely followed with the second most common answer, working (24%). 50 young people and children answered this question.

IF YOU COULD CHOOSE AN ACTIVITY YOU WOULD LIKE TO SPEND LESS TIME DOING ON AN AVERAGE REST OR WEEKEND DAY, WHICH ONE WOULD YOU CHOOSE? If none of them fit, please choose 'Other' and explain.



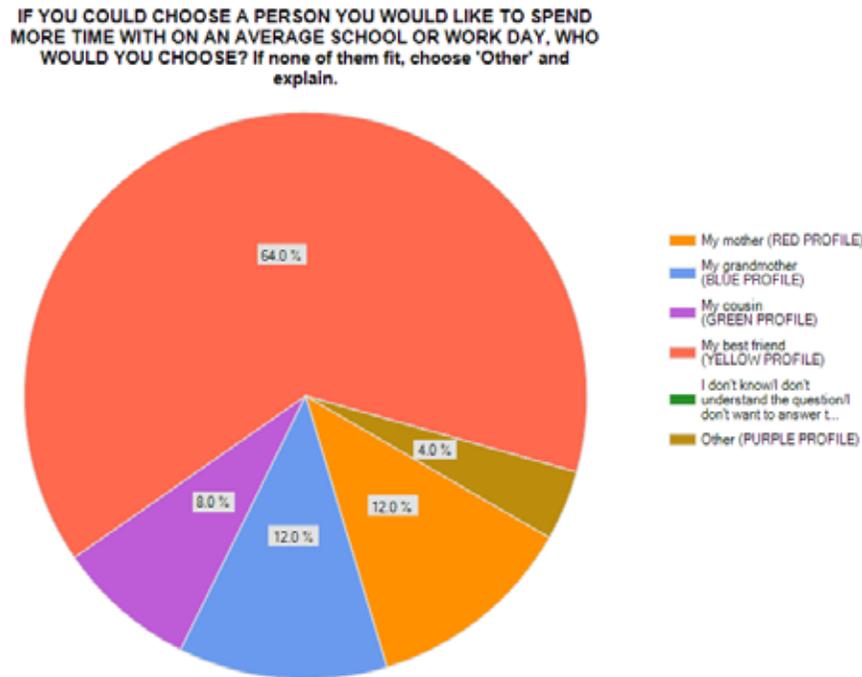
Other Responses

1. taking care of my little cousin
2. Cooking and taking care of my brothers
3. Spending time with my older sister
4. Doing chores around the house
5. Staying at home all day

The most common other response for an activity that young people and children would like to spend less time doing was 'doing chores around the house' and 'taking care of siblings'. This suggests that some young people and children are relied on more than they would like and could be a source of unhappiness.

Question 10

This pie chart shows whom the young people and children would like to spend more time with on an average school or workday. The most common answer (over half of the total responses) was 'best friend' with 64%. So most young people want to spend more time with their best friend on a school day. The second most common answers were 'grandmother' and mother', both with 12%. 50 young people and children answered this question.

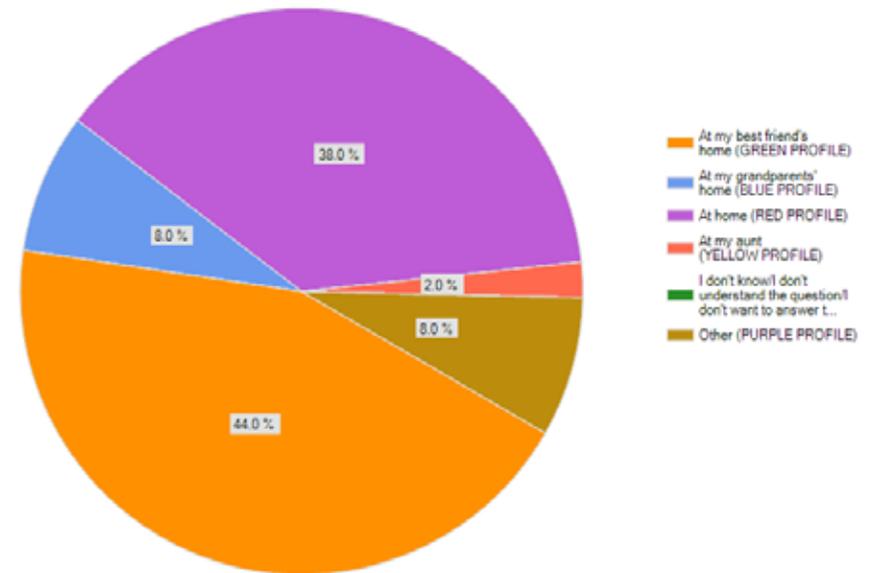


Other Responses

The most common answer for other responses to the question of who young people and children would like to spend more time with on an average school or work day was brothers and sisters.

Question 11

IF YOU COULD CHOOSE A PLACE WHERE YOU WOULD LIKE TO SPEND MORE TIME ON AN AVERAGE SCHOOL OR WORK DAY, WHICH ONE WOULD YOU CHOOSE? If none of them fit, please choose 'Other' and explain.



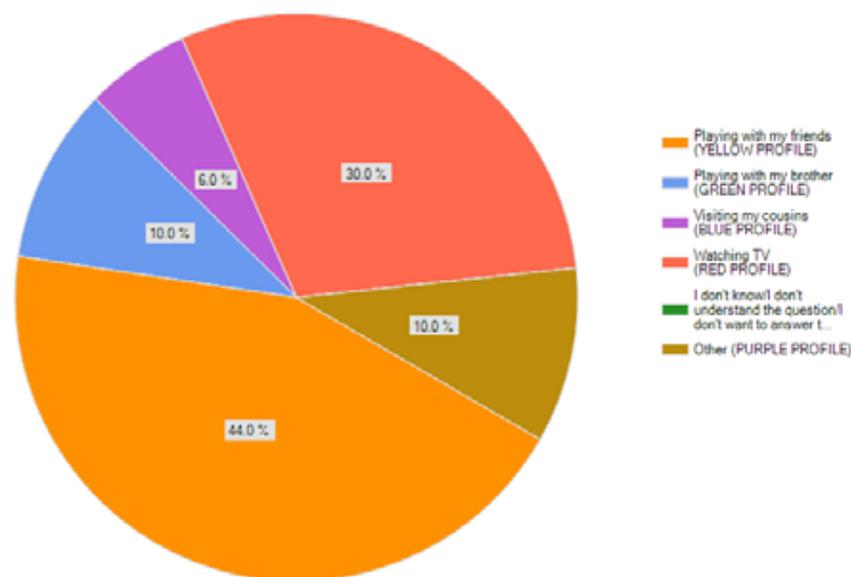
This pie chart shows a place where young people and children would like to spend more time on an average school day or work day. The most frequent response was 'at a best friend's home' with 44%, large proportion of responses. The second most common response was 'at home'. 50 young people and children answered this question.

Other Responses

The two most common answers were the park and school that young people would like to spend more time on a school day or work day. Two different responses, one shows that some young people really enjoy school and learning and would like to extend the length of time they are there. The other response, park, shows that young people would like more time to play and relax.

Question 12

IF YOU COULD CHOOSE AN ACTIVITY YOU WOULD LIKE TO SPEND MORE TIME DOING ON AN AVERAGE SCHOOL OR WORK DAY, WHICH WOULD YOU CHOOSE? If none of them fit, choose 'Other' and explain.



This pie chart shows an activity that young people and children would like to spend more time doing on an average school or work day. The most frequent response was playing with friends with 44%, a very large proportion of the total. The second most common response is

watching TV. So these are two activities' that most young people and children would like to spend more time doing. 50 young people and children answered this question.

Other Responses

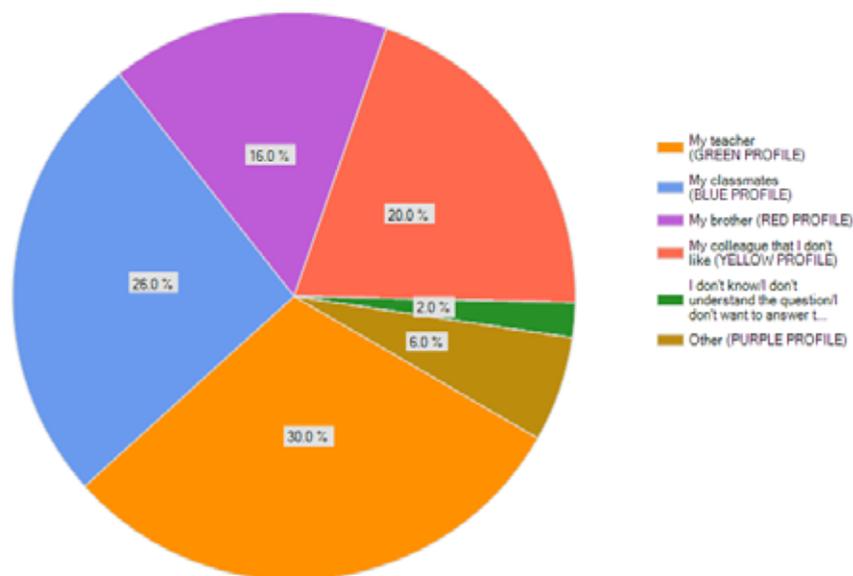
1. I would like to attend school.
2. Listening to music
3. Would like to go to school
4. Playing with my mother
5. Playing with my neighbours

The most common other response is that 'I would like to go to school'. So this signifies that some people do not have the access to school that they would like. This is an important response that tells us a great deal about some young people's day to day realities. The second common other responses was playing with various different people – neighbours, mother etc re-emphasising that some young people would like to be able to spend more time with certain members of their family and friends.

Question 13

This pie chart shows who children and young people would like to spend less time with on an average school or work day. The most common response is 'teacher' with 30% of the responses. The second most frequent response was classmates with 25%. This signifies that children and young people do not want to spend any more time involved with school people outside of school hours. 50 young people and children answered this question.

IF YOU COULD CHOOSE A PERSON YOU WOULD LIKE TO SPEND LESS TIME WITH ON AN AVERAGE SCHOOL OR WORK DAY, WHO WOULD YOU CHOOSE? If none of them fit, choose 'Other' and explain.



Other Responses

The most common response was Boss. So children and young people who are working would like to spend less time with their boss suggesting they spend too much of their time at work.

Case studies: Spending less time with my teacher

From our initial findings collected during the first stage interviews with children and young people from 8 to 18 years old, there is additional data we can draw on which helps us better understand why young people would like to spend less time with their teacher. The range of reasons given in the interview data can be described using the following examples:

One set of responses showed that these young people wanted less time with a teacher in order to avoid her or his temper or aggression:

“Mrs G is scary, she shouts at me a lot and loses her temper. She will hit our hands with a ruler if we are not quiet in class.” (Female interviewee, aged 11, 2010)

Another set of responses showed that the teacher required the young person to do something she or he was uncomfortable doing: “Mr. A always makes me read out loud in class and I find reading very difficult so I get embarrassed.” (Male interviewee, aged 10, 2010)

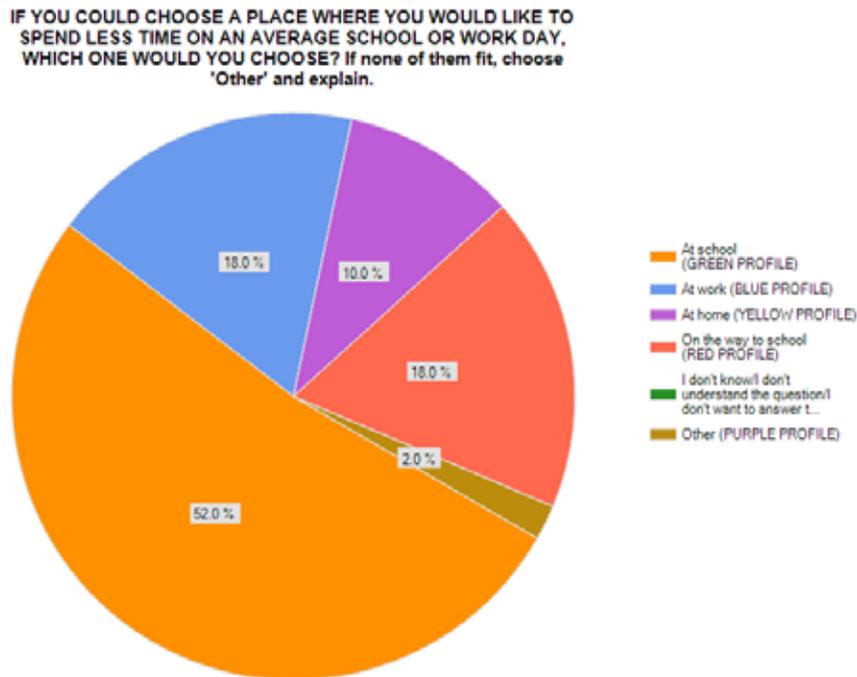
Another set showed that it was actually the consequences of what a particular teacher did which caused problems for the young person: “Mr. K makes me stay after school to help him tidy the classroom and then my mother gets angry because I am late to do all the chores at home.” (Female interviewee, aged 12, 2010)

And finally the last reason given by young people as to why they wished to have less time with a teacher related less to anger, unwelcome tasks or consequences, and more to the unpleasant experience of feeling ignored or that a particular teacher was indifferent to the young person and/or class: “Ms A never listens to what I have to say, we just have to copy everything she does.” (Male interviewee, aged 13, 2010).

Question 14

This pie chart shows a place where young people and children would like to spend less time on an average school or work day. With a large majority (52%), the most frequent response was at school, which fits well with the responses to page 4, question 4. This could signify that children and young people do not enjoy school or they spend too

long there or just that they would not like to spend any longer there once they have completed their school day. The second most common response was 'on the way to school' and 'at work' (18% each). 50 young people and children answered this question.



Other Responses

There was one other responses where a young person/child wanted less time at 'at their neighbours'.

Case study: 'At school'

From our initial findings collected during the first stage interviews with children and young people from 8 to 18 years old, there is additional data we can draw on which helps us better understand why there was such a high frequency response when it came to young people

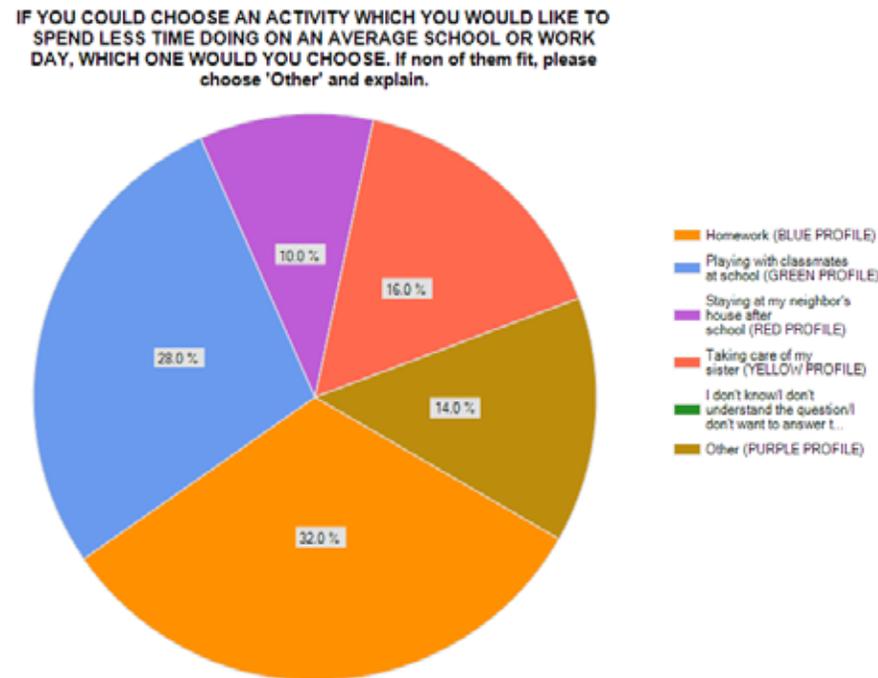
who wished to spend less time on an average school/work day at school.

Most of the responses we found in the interview data referred to a basic lack of choice and freedom at school. This is illustrated in the following quotation:

“School is always the same and we never get to do what we like doing - it is always about what we have to do, and what must happen” (Male interviewee, aged 9, 2010).

Question 15

This pie chart shows an activity that children and young people would like to spend less time doing on an average school or work day. The most common response is homework (32%). The second most frequent response is playing with classmates at school. 50 young people and children answered this question.



Other Responses

1. CHORES
2. Working
3. Fetchig water
4. Working late
5. Working
6. Working until late afternoon
7. Chores

The most common other responses were working late, for those young people and children who are employed and completing chores. Working late suggests that some young people and children may have to work very long hours at a young age. Completing chores suggests that young people and children can be asked to support their families in demanding ways on top of many other responsibilities.

Case study: 'Playing with classmates at school'.

This is an unexpected response. This was the second most common response for an activity that young people would like to do less of on an average school or work day.

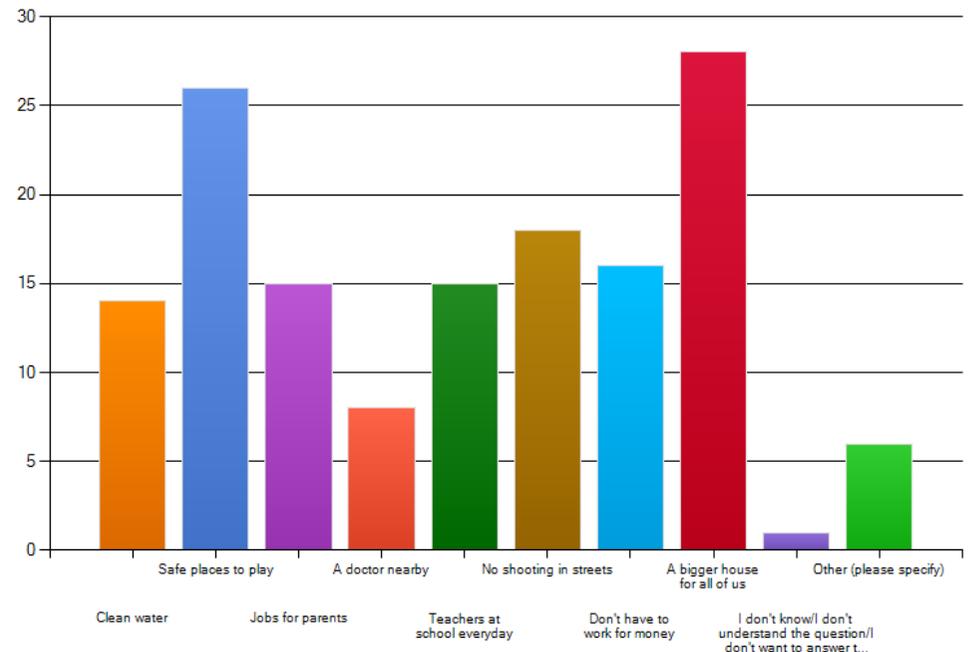
From our initial findings collected during the first stage interviews with children and young people from 8 to 18 years old, there is additional data we can draw on which helps us better understand why some young people may not enjoy playing with classmates at school.

One interviewee says 'other children at school say nasty things to me and I sit on my own at lunchtime. One of the boys pushed me over last time I went to play and I hurt my knee'. (Female interviewee, aged 10, 2010). This suggests that bullying could be present in some of the young people's lives. Another interviewee said that one group of peers at school always throw things at him in class and sometimes wait outside school and call him names on his way home (Male interviewee, aged 9, 2010).

Question 16

This bar chart represents three chosen improvements young people and children could make to their everyday life. The most common response was 'a bigger house' (56%), closely followed by 'safe places to play' (52%). Another key response was 'no shooting in the streets' (36%), which suggests that many young people do not feel safe in their neighbourhoods. Other frequent responses were 'having to work for money' (32%), 'jobs for parents' (30%) suggesting that money for lots of young people is an issue and the other frequent response was 'teachers at school everyday'. 50 young people and children answered this question.

If you could make just three improvements to your everyday life what would they be?
Please make just THREE choices.

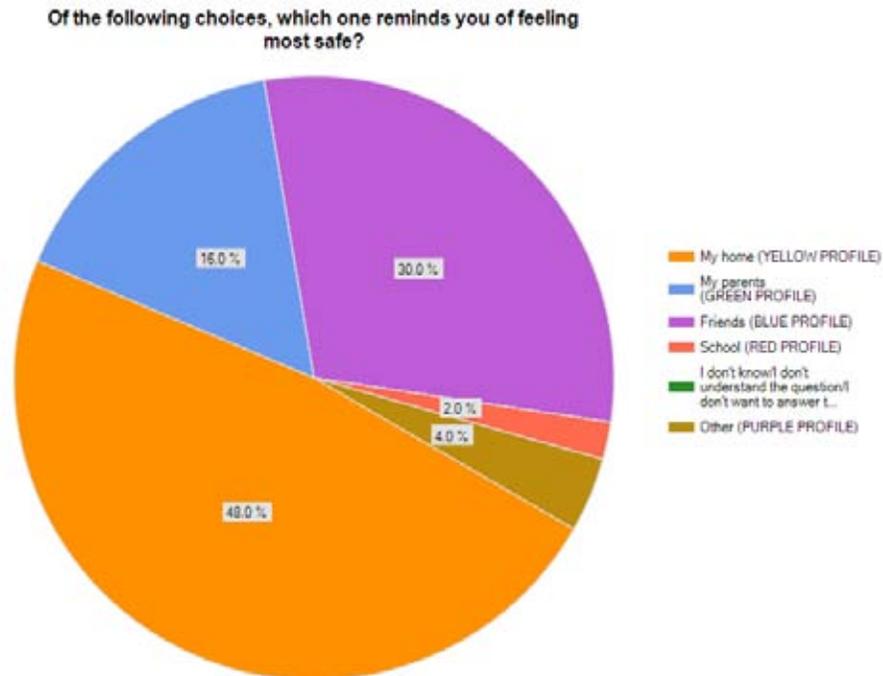


Other Responses

1. more parks
2. Go to school
3. Play sport
4. Less time at work
5. more trees in the park
6. Another school

Other common improvements that young people responded with were to have more parks and to be able to go to school.

Question 17



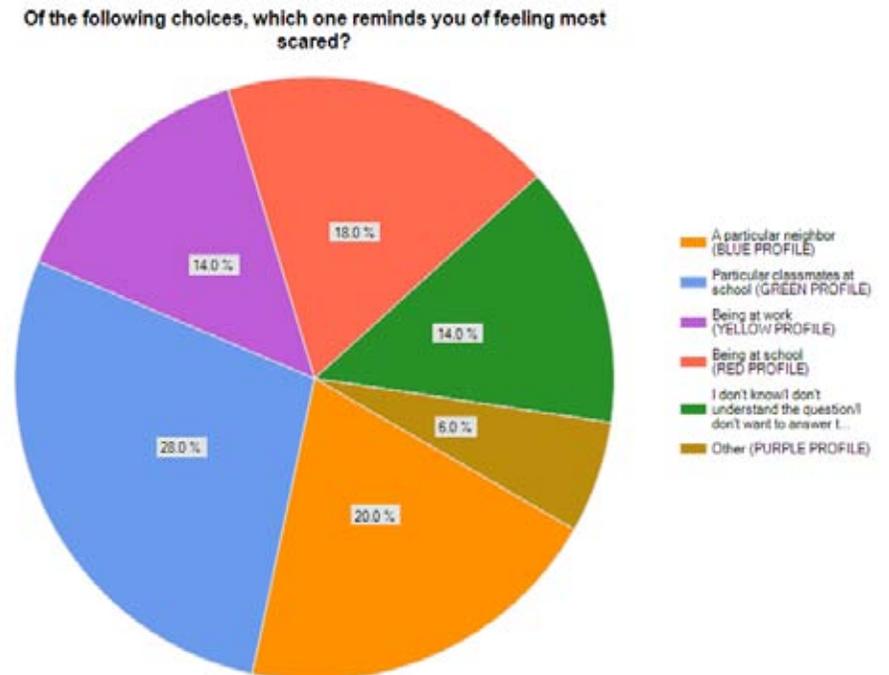
The pie chart shows the responses that remind children and young people of feeling the most safe. The most common response is home with a large proportion of the responses (48%). Home makes the most number of young people and children feel safe. The second most frequent response is friends. 50 young people and children answered this question.

Other Responses

The two most common other responses were father and grandmother for making young people and children feel safe.

Question 18

The pie chart shows the responses that remind young people and children of feeling the most scared. The most frequent response was



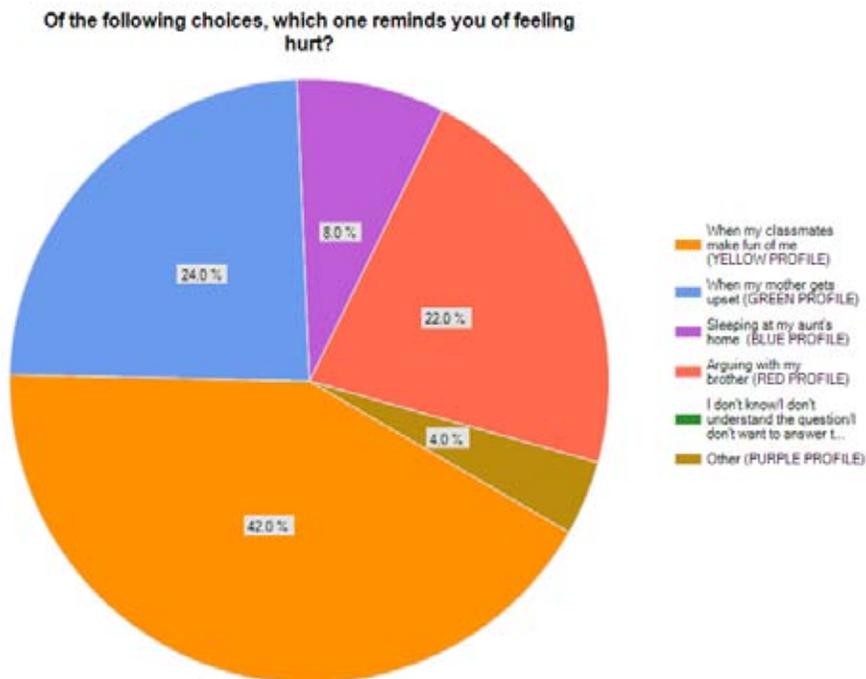
'particular classmates at school' with 28%. The second most common response was a 'particular neighbour'. 50 young people and children answered this question.

Other Responses

The most frequent other responses were walking in the streets, walking to school and their boss. So for these young people and children, being scared does not just relate to certain people but also to specific places specifically public spaces

Question 19

This pie chart shows the responses that remind children and young people of feeling hurt. The most common response is when 'classmates make fun of me' with a large portion of the pie (42%). The



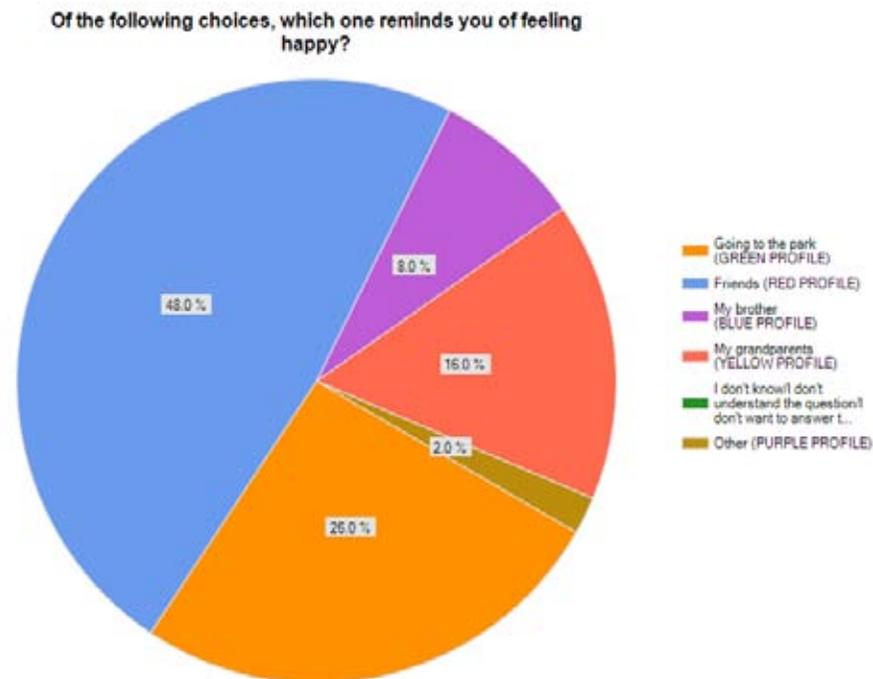
second most common response was 'when my mother gets upset' (24%). Another noteworthy response is 'arguing with my brother' (22%). 50 young people and children answered this question.

Other Responses

The most common other responses are 'working too much' and 'arguing with my sister.'

Question 20

This pie chart shows the responses that remind young people and children of feeling happy. The most common response was 'friends' that reminded young people and children of feeling happy with a large majority of 48%. The second most frequent response is 'going to the park' (26%). 50 young people and children answered this question.

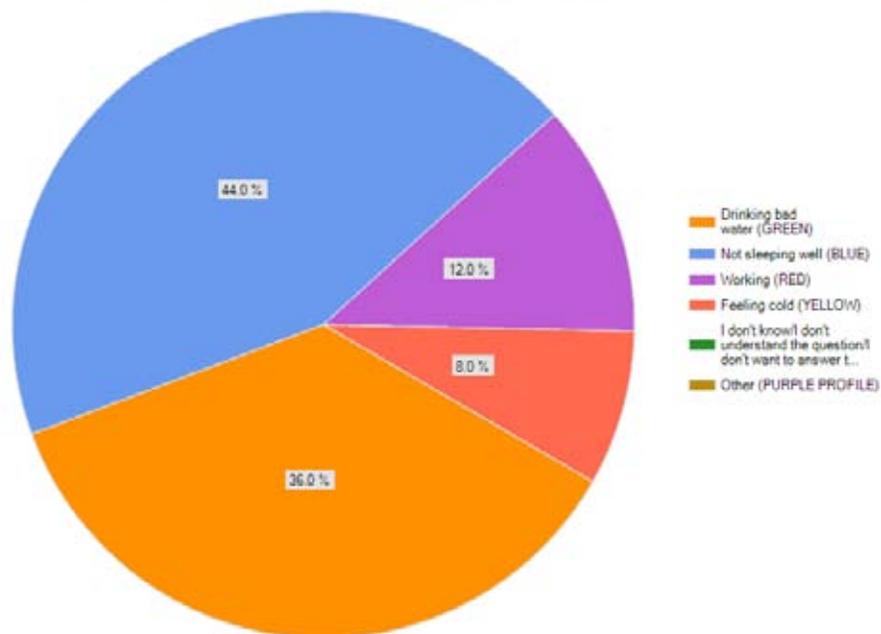


Other Responses

Playing football was the only other response.

Question 21

Of the following choices, which one reminds you of being sick?

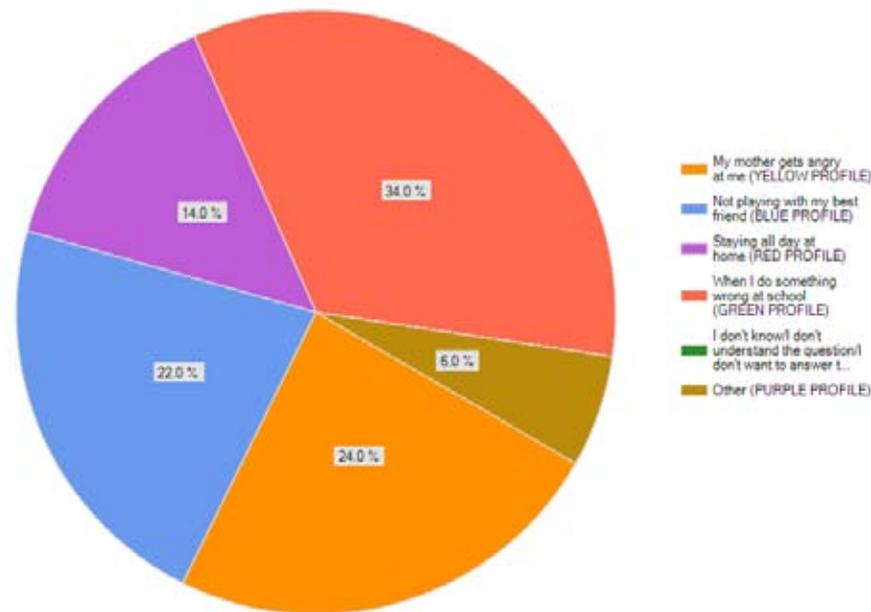


This pie chart shows the responses that remind young people and children of being sick. The most common response is 'not sleeping well', with a large majority 44%. The second most common response is 'drinking bad water' (36%). 50 young people and children answered this question.

Question 22

This pie chart shows the responses that remind young people and children of being unhappy. The most common response is 'when I do something wrong at school' (34%). The second most common response is 'my mother gets angry' (24%). 50 young people and children answered this question.

Of the following choices, which one reminds you of feeling unhappy?



Other Responses

The most common other responses is working and staying at my neighbours after school.

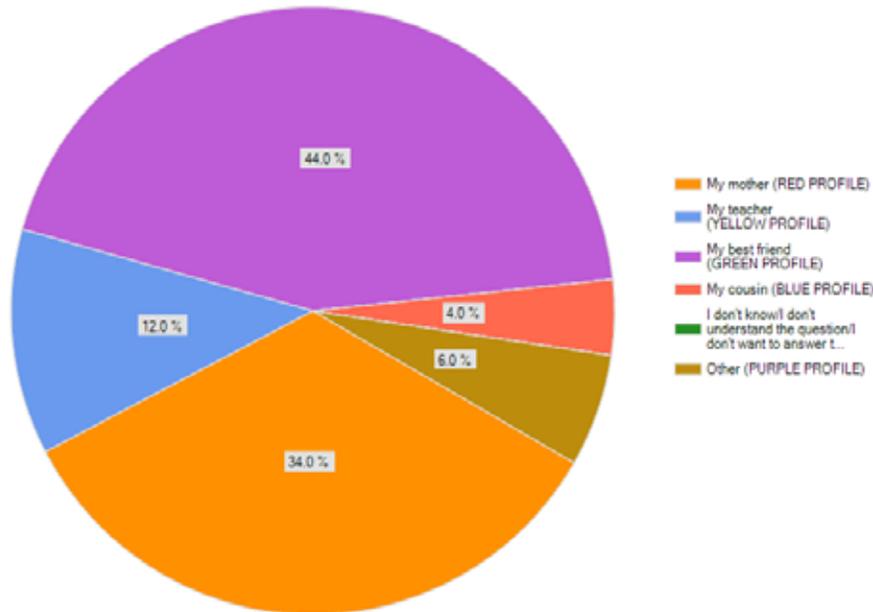
Question 23

This pie chart shows the responses of young people and children to which single person they think listens to them and takes what they say and think seriously. The most common response is their 'best friend' with a large majority of 44 %. The second most common response was 'my mother'. 50 young people and children answered this question.

Other responses

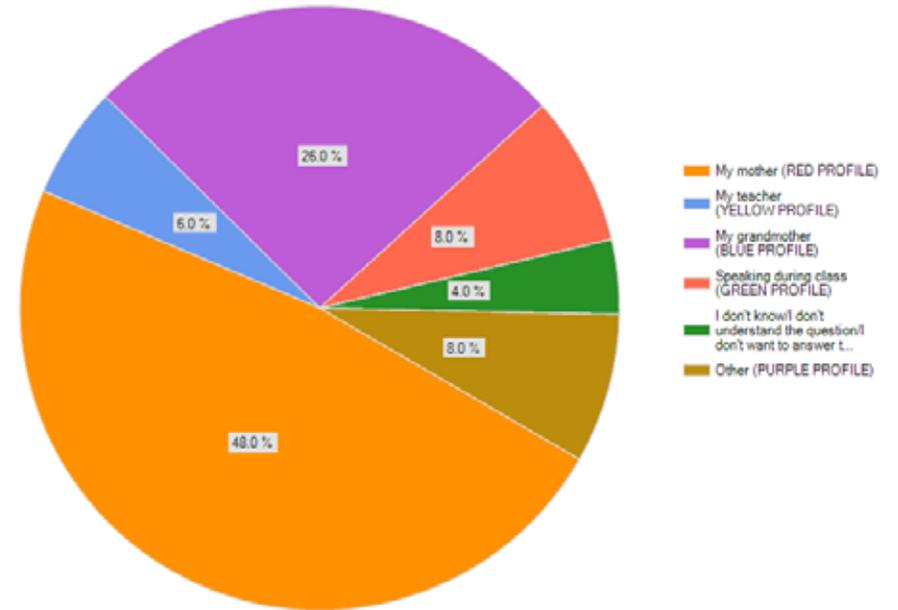
The most common other responses are my 'older brother', 'my neighbour', 'my grandmother'.

Of the following choices, which single person do you think both listens to you and takes what you think and say seriously?



Question 24

Of the following choices, which one reminds you of being able to choose what you want?



This pie chart shows the responses that remind young people and children of being able to choose what they want. The most common response was 'my mother' with 48%. The second most common response was 'my grandmother'. So a trend of female family members reminding young people and children of being able to choose what they want. 50 young people and children answered this question.

Other Responses

The most common other responses are 'my uncles', 'classmates', 'Friends' and 'my father'.

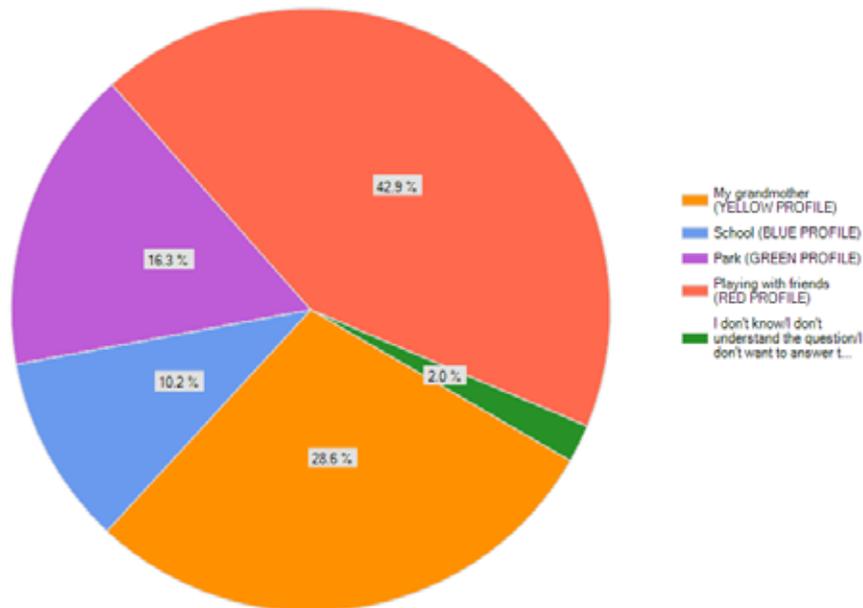
Question 25

This pie chart shows the responses that remind young people and children being free to do what they want to do. The most frequent response is playing with friends, with a large majority of 42.9%. The second most common response is 'my grandmother' with 28.6%. 50 young people and children answered this question.

Other Responses

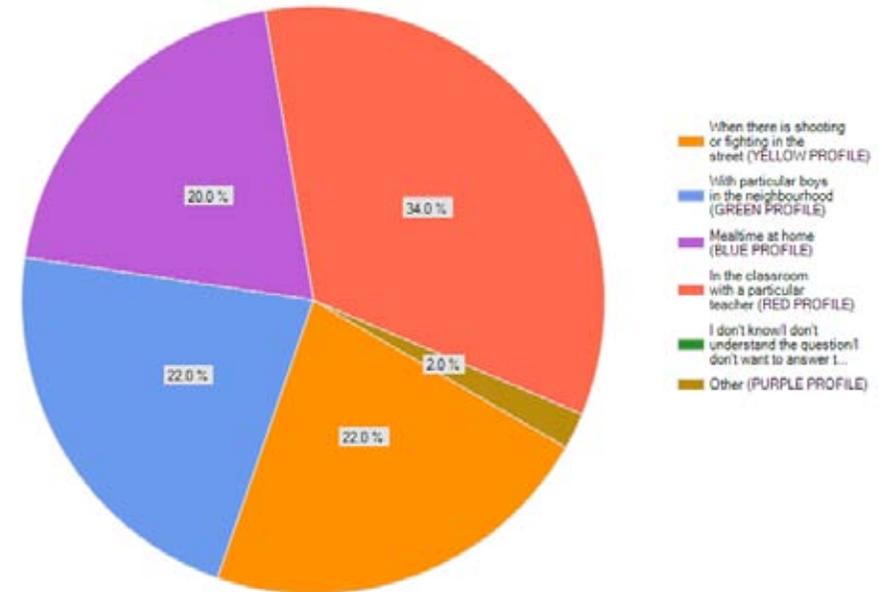
The most common other response was playing with brothers and sisters.

Of the following choices, which one reminds you of being free to do what you want?



Question 26

Of the following choices, which one reminds you of feeling powerless - that you could do nothing to change something that was happening to you?



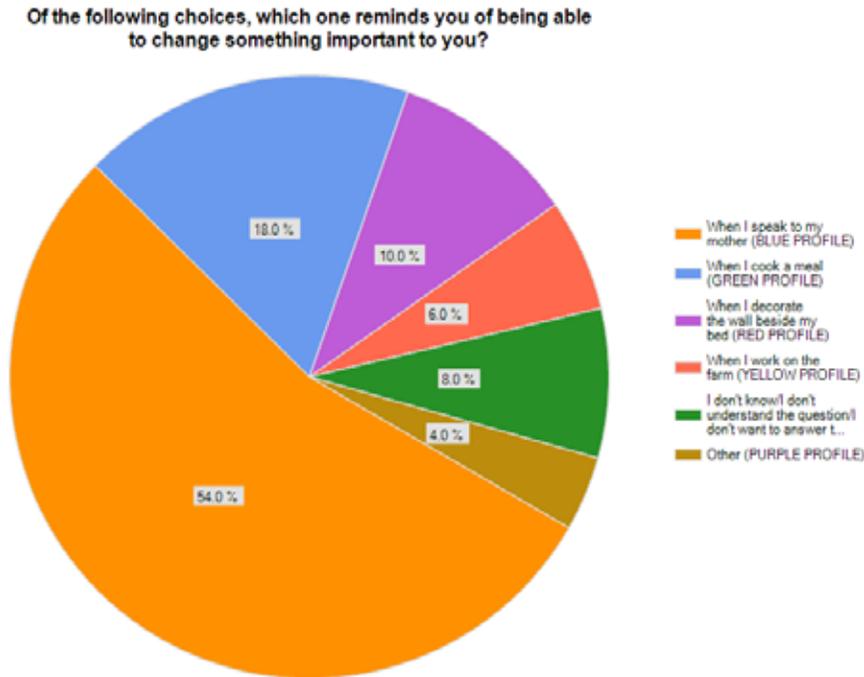
This pie chart shows the responses that remind young people and children of feeling powerless and that they could do nothing to change something that was happening to them. The most common response is 'in the classroom with a particular teacher' (34%) which follows the trend of many common negative responses being associated with schools. The second most common response is when there is shooting or fighting on the street (22%) and with particular boys in the neighbourhood (22%). 50 young people and children answered this question.

Other Responses

The only other response was when I had to work too much.

Question27

This pie chart shows the responses that remind young people and children of being able to change something important to them. The most common response is 'when I speak to my mother' with a very large majority of 54%. The second most common response is 'when I can cook a meal'. 50 young people and children answered this question.

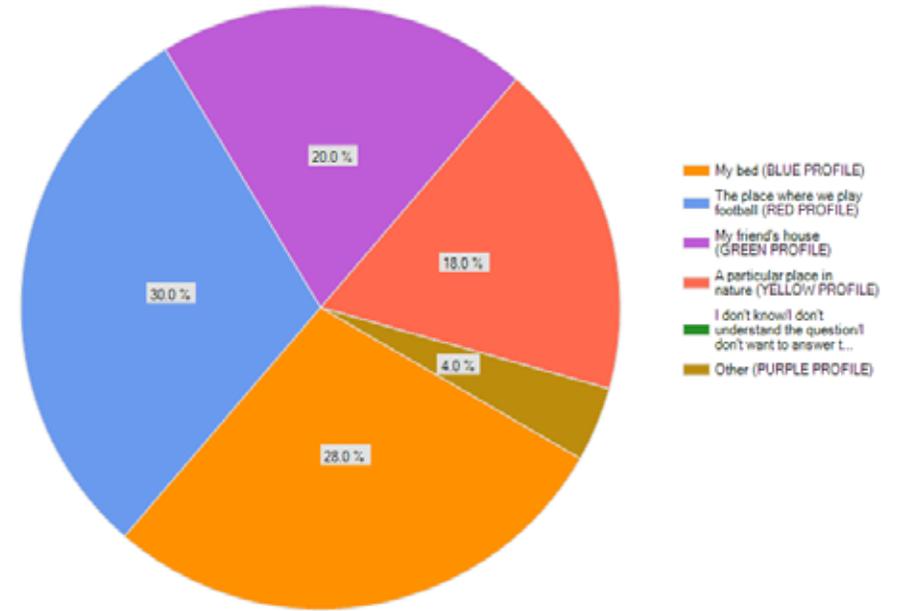


Other Responses

The two most common responses were when I am doing homework and when I am playing sport.

Question 28

Of the following choices, which one is your favourite place (where would you choose to spend the most time)?



This pie chart shows the responses from young people and children of their favourite place (where they would choose to spend the most time). The most common answer is 'the place where we play football (30%) closely followed with 28% with my bed.

Other Responses

The two most common other responses are 'school' and at 'my grandmother's house'.

Appendix W – Research Report Outline

Here is a suggested structure for a Research Report.

Research Report Outline

What sections to include...	The detail	Anything else worth knowing?
executive summary	this is a stand-alone 2-3 page summary in list format of all the most important findings	most people will only read the executive summary so this is where you emphasize whatever findings you wish anyone to remember
introduction	<ul style="list-style-type: none"> - why was this research done? - who started it all? - who actually carried out the research, and what if any training did they get or new skills do they have? - is this research part of a bigger picture or vision (which is regional)? - who supported it (with money, with other forms of help)? 	keep it short and sweet!
methods	- how did you gather the data, from who, and using which tools (interview and survey). - - Remember to mention the two different samples - 104 for the interviews (qualitative data collection), and 1040 for the survey (quantitative data collection).	You also need to explain how you worked with the data once it was gathered - what approach did you use to analyze it? And what software tools were used?
findings	This is your main section and the one you have already written: the results for each question are shown in pie chart form, discussed and illustrated with qualitative stories.	Avoid all the descriptions be coming too long and dull. Let the pie charts do most of the talking and keep stories short unless a longer one is really needed.
recommendations	This is where you take a step back and say: you have heard what we found, now this is what we as the young researchers believe should happen in response to the most urgent needs and most difficult experiences that have been described in these findings...	Try not to demand too much which is unrealistic and remember that as young researchers, you are experts when it comes to your own findings but not when it comes to solving all the problems and needs identified in those findings.

What sections to include...	The details	Anything else worth knowing?
Conclusions	Here you get to briefly describe what has been gained from the project and what you hope will happen beyond it.	Keep it short and to the point.



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Response Summary

