Cash and Voucher Assistance and Child Protection for Adolescents: A Monitoring and Evaluation Toolkit

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Field testing version

TOOL 2.6
Diamond Ranking

Sweden

Sverige

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

PLAN
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Diamond Ranking

Purpose:

Diamond ranking helps groups to prioritise assistance modality(ies) and CVA delivery mechanisms that they find important, and to identify possible mitigation mechanisms for any CVA-associated risks. This activity can be used during needs assessment and can also be used to monitor or evaluate programme activities.

Age group:

Young (11-14 y.o.) adolescents, older (15-17 y.o.) adolescents and adult caregivers.

Materials:

Flipchart paper, tape, coloured cards or sticky notes, pens and markers.

Facilitation:

This activity requires two facilitators: one to lead the activity and one co-facilitator to assist and document the discussion.

Time:

45 minutes

Preparation:

Prepare one flipchart paper with the diamond ranking.

Steps

1 Explain the purpose of the activity to all participants. Introduce the activity, action or programme that participants will provide feedback on.

2 List all the potential **CVA modalities** (in-kind, cash transfers, vouchers) and **delivery mechanisms** (i.e. cash in hand, e-Cash, paper vouchers, e-Vouchers, mobile money) that could be utilised in your context. Describe the options for programme / project modalities and cash and voucher assistance delivery mechanisms, one by one. Allow the group to ask clarifying questions as you describe the modalities and delivery mechanism. Choose clear and simple language that the participants will understand.

3 Make sure you write or draw each CVA modality / delivery mechanism on a separate card or post-it note. As you describe the modalities and delivery mechanisms possible in the location, either (i) write a name for each modality / delivery mechanism activity or (ii) draw a symbol to represent each modality / delivery mechanism on a separate card or post-it note. You should use drawings or symbols if one or more participants are not able to read or write.

**4** Give all the cards or post-it notes to the group.

5 Divide participants into small groups. It is recommended to conduct this activity with groups separated by age and gender.

6 Display the flipchart sheet that has the picture of the diamond ranking on it. Ask each group to place the cards on the shape in order of priority, with the most favourite modality / delivery mechanism at the top, the least favourite modality / delivery mechanism at the bottom, and the others in between.

Emphasise that their choice should be based on accessibility, relevance and safety. So their favourite would be the option they find (i) most accessible, (ii) most relevant – what adolescents want and need in this context and (iii) safest – presents the least risks. Their least favourite would be the least accessible, the least relevant and the most unsafe.

Most favourite

Least favourite
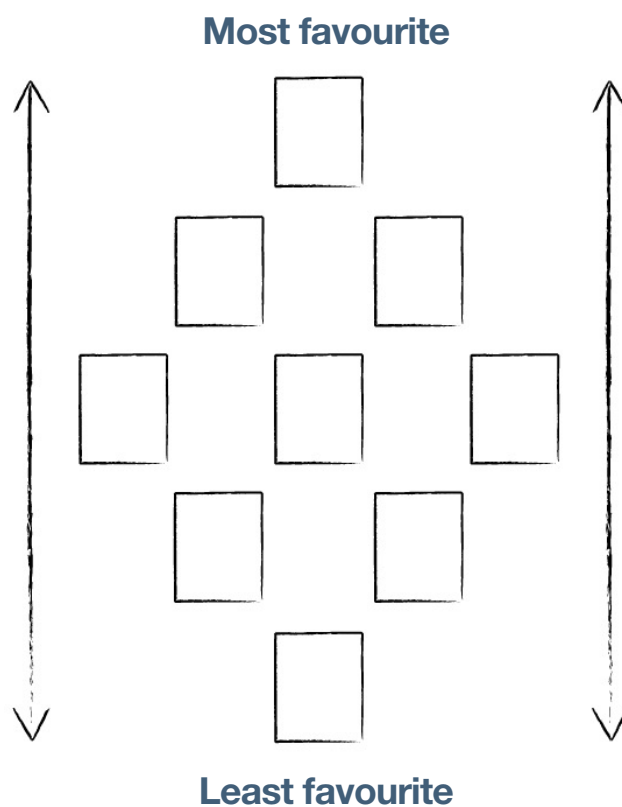
7 Bring participants back together in plenary and look at every group's diamond ranking. Ask participants to share their views on the placement of their cards and their reasons for their chosen priorities.

8 Discuss the options at the top of the diamond:
- What makes them especially relevant?
- What makes them more accessible? Are there still some access issues for certain groups of adolescents?
- What makes these options safest? Are there still some risks for certain groups of children? What do children and their families / communities do to mitigate these risks? What could other actors do to mitigate the risks that remain?
- Are there other factors that you have considered in your choice?

10 Discuss the options at the bottom of the diamond:
- What makes them less relevant?
- What makes them less accessible? Are there ways these options could be improved to ensure better access?
- What makes these options most risky? What do children and their families / communities do to mitigate these risks? What could other actors do to mitigate the risks that remain?
- Are there other factors that you have considered in your choice?

11 Ask adolescents if they want to revise the order in which they placed the cards? Where relevant, facilitate a final plenary group discussion to determine final agreement of the placement of cards. It is OK if not all adolescents agree, but you should note where disagreements lie. It may be that adolescents disagree because they have different personal-level characteristics, have a different living arrangement, live in different locations, etc.