

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 2.5
Preference Ranking



Sweden
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Adapted from: Save the Children. 2010. A Kit of Tools for Participatory Research and Evaluation with Children, Young People and Adults.
https://resourcecentre.savethechildren.net/sites/default/files/documents/kit-of-tools_1.pdf

Cover photo: Vivek Singh, Plan International

Preference Ranking¹

Purpose:

Preference ranking helps to understand participants' preferences for conditions and restrictions on transfer in order to take decisions on what conditions and / or restrictions to apply in a programme. This activity can be used during needs assessment and can also be used to monitor or evaluate programme activities.

Age group:

Older adolescents (15 to 17 y.o.) and adult caregivers. It is recommended to conduct this activity with groups separated by age and gender.

Materials:

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

Facilitation:

Two facilitators: one facilitator to lead the activity and one co-facilitator to assist and document the discussion.

Time:

45 minutes

Preparation:

Prepare one flipchart paper with a table like the one illustrated on page 3.

1. Adapted from: Save the Children. 2010. A Kit of Tools for Participatory Research and Evaluation with Children, Young People and Adults. https://resourcecentre.savethechildren.net/sites/default/files/documents/kit-of-tools_1.pdf.

Steps



Describe the purpose of the exercise. What information this exercise will help you to gather and prioritise. What decisions this will help humanitarian actors to make.



Introduce the programme or project that this exercise is helping to influence.



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 mechanisms. Choose clear and simple language that the participants will understand.



As you describe the modalities / delivery mechanisms possible in the location, either (i) write a name for each modality / delivery mechanism or (ii) draw a symbol to represent the modality / delivery mechanism along the top of the table. You should use drawings or symbols if one or more participants are not able to read or write.



After you have completed the top row, write the same list of modalities / delivery mechanisms or draw the pictures in the opposite / reverse order down the left hand, longest column.

Mark an “X” in the boxes where the rows and columns of the same modality / delivery mechanism intersect with each other (i.e. in the cell where modality / delivery mechanism 1 crosses with modality / delivery mechanism 1, modality / delivery mechanism 2 crosses with modality / delivery mechanism 2, and so on).

Modality / Delivery mechanism	Modality / Delivery mechanism 1	Modality / Delivery mechanism 2	Modality / Delivery mechanism 3	Modality / Delivery mechanism 4
Modality / Delivery mechanism 4				X
Modality / Delivery mechanism 3			X	
Modality / Delivery mechanism 2		X		
Modality / Delivery mechanism 1	X			



Ask participants to compare two modalities / delivery mechanisms (for example, modality / delivery mechanism 1 and 4) and decide which one they prefer. For example, when comparing modalities / delivery mechanisms 1 and 4, participants may prefer modalities / delivery mechanisms 1. Make sure all participants are involved to ensure that everyone agrees on the decisions made.



Facilitate a discussion about why they prefer the option they have chosen. Ask why they like that modality / delivery mechanism better. What are the differences in their lives if they choose modality / delivery mechanism 1 or 4?



Mark whichever modality / delivery mechanism the participants prefer in the box where they cross. For example, if participants prefer modality / delivery mechanism 1, write modality / delivery mechanism 1 in the box where modality / delivery mechanism 1 and modality / delivery mechanism 4 cross.

Activities	Modality / Delivery mechanism 1 (Example: Cash transfers are conditional on parents taking positive parenting classes in order to receive transfer(s) – this is conditional cash.)	Modality / Delivery mechanism 2 (Example: Cash transfers are unconditional, but transfers are distributed at the same time / location where positive parenting classes happen – this is unconditional, cash plus.)	Modality / Delivery mechanism 3 (Example: Cash transfers have no conditions and are not paired with other activities and services – this is unconditional cash.)	Modality / Delivery mechanism 4 (Example: Cash transfers are not conditional, but parents are told that transfers go with positive parenting classes – this is “labelled” cash.)
Modality / Delivery mechanism 4	11 (participants preferred option 1 over option 4)	4 (participants preferred option 4 over option 2).	3 (participants preferred option 3 over option 4)	X
Modality / Delivery mechanism 3	3 (participants preferred option 3 over option 1)	3 (participants preferred option 3 over option 2)	X	
Modality / Delivery mechanism 2	1 (participant preferred option 1 over option 2)	X		
Modality / Delivery mechanism 1	X			



Count the number of times that an activity was preferred from the diagram. For example, based on the diagram in this illustrative example:

Modality / Delivery Mechanism 1 = 2 points

Modality / Delivery Mechanism 2 = 0 points

Modality / Delivery Mechanism 3 = 3 points

Modality / Delivery Mechanism 4 = 1 point

In this example, Modality / Delivery Mechanism 3 is the most preferred option (with 3 points) while Modality / Delivery Mechanism 2 is the least preferred (with 0 points).



After you have totalled up the points for each of the modality / delivery mechanisms, you can have another discussion with the group. You can, for example, ask:

- Why did they choose certain modality / delivery mechanisms over others?
- What are the reasons behind their preferences?
- What differences could be in the preferences of different gender and age groups?
- Would the preferences be different if the child had a disability?
- Would the preferences change if the child was reunited with their family?



Write down what is discussed.



Be sure to incorporate results into program design by adjusting modalities and delivery mechanisms where possible.

