

CHILD PARTICIPATION WITHIN COORDINATED EDUCATION IN EMERGENCIES NEEDS ASSESSMENTS AND ANALYSIS: QUICK GUIDE

OCTOBER 2021

What is the purpose of this document and who is it for?

The purpose of this Quick Guide is to support **Education Cluster Teams¹** and Cluster partners wishing to **integrate children's participation and child participation processes** into coordinated needs assessments and analyses, particularly within Joint Education Needs Assessments (JENA)². In addition to JENA, these resources can also be used to integrate children's participation into other types of assessments, such as agency-specific, harmonised, multi-sector, multi-agency or stand-alone child consultation exercises.

What is the relationship between this Quick Guide and other GEC guidance?

This Quick Guide is a condensed version of [Child Participation within Coordinated Education in Emergencies Needs Assessments and Analysis: A Supplementary Guide](#) (Supplementary Guide). **Education Cluster Teams are encouraged to use this Quick Guide as a starting point and main resource** for 1) gaining an initial understanding and overview of how to integrate child participation processes within their needs assessments and 2) a checklist for completing the steps and tasks involved when doing so. When more detailed information is needed about a particular element of this process, readers can then refer to the relevant section in the more detailed [Supplementary Guide](#).

The Quick Guide and Supplementary Guide on children's participation in needs assessments **align with and are supplements to** the Global Education Cluster's (GEC) [Guide to Coordinated Education in Emergencies Needs Assessments and Analysis](#) (NA Guide) and [Needs Assessment Package](#) (NA Package).

Acknowledgements

This Guide has been written for the Global Education Cluster by Meg Moran (Save the Children Denmark) and Landon Newby (Independent) with key inputs from Serena Zanella (Save the Children International) and under the supervision of Marian Hodgkin (Save the Children Denmark). This Guide and accompanying resources draw extensively on existing child participation methodologies, tools and guidance, including from multiple partners engaged in the work of the Global Education Cluster including Plan International, Care International, War Child UK, Save the Children International, UNICEF, as well as others. Specific thanks for review and contributions: Chloe Goldthorpe (REACH), Mustafa Hassan (UNICEF), Philippa Hill (Save the Children International), Maryline Njoroge (Save the Children International), Nicolas Servas (UNICEF), Eline Severijnen (Save the Children International) and Anne Marie Turmine (UNICEF).

¹ "Clusters" is used as shorthand throughout the document to refer to clusters or cluster-like working groups coordinating education sector responses in situations of crisis, displacement or disaster. "Education Cluster Coordination Teams" typically refers to the Education Cluster Coordinators and Information Management Officers (IMOs).

² The JENA is a coordinated, inter-agency needs assessment focusing on the education sector, often led by the Education Cluster and conducted jointly with Cluster partners using common tools and methodologies to determine the impact of an emergency on and the subsequent needs of children, communities and the education system. A JENA can be conducted for a rapid-onset or a protracted crisis; it can be large scale and country wide or small scale and very specific and targeted. For more on the JENA process, refer to the [NA Guide](#)

WHY INCLUDE CHILDREN IN NEEDS ASSESSMENTS?



Children have a **right to express their own views and for those views to be heard** and considered in decision-making processes that affect them.³ Realising children's right to participation within needs assessments allows Cluster Teams and the broader sector to hear and understand children's perspectives and to inform Education response planning and decision-making processes.



Children are experts in their own lives. Consulting them in assessments provides **better evidence** as their views and voices contain crucial information that will help coordination staff and responders better understand their specific needs and experiences and **inform quality and effective responses**.



Accountability to affected populations must consider **accountability to children**, who are a key demographic and often almost half of affected populations. Including children at the needs assessment and analysis stage can lay the foundations for improved accountability throughout the entire response and humanitarian programme cycle⁴ and support child safeguarding efforts.



Children's voices are one of the **strongest advocacy tools for advancing children's rights**. Children's perspectives gathered during needs assessment processes must also influence decision makers and ensure they prioritise the issues raised by children. For more information and key messaging around why children should be included in needs assessments, see [Making the case for children's participation in needs assessments](#) resource in the [NA Package](#).

³ These rights have been enshrined in the [United Nations Convention on the Rights of the Child](#) (Article 12) and more recently solidified by global commitments of the humanitarian system, such as the [Grand Bargain \(Workstream 6\)](#) and reconfirmed in [Grand Bargain 2.0](#) which puts localisation and participation at the centre of the updated framework as Enabling Priority 2) and the [Core Humanitarian Standard](#) (Commitment 4).

⁴ Strategic planning, implementation, monitoring, etc.

How to overcome common barriers to children's participation?

Understandably, there are barriers and some instances where it may not be possible or appropriate to consult with children. However, with proper planning and coordination, many of these barriers can be overcome:



Lack of time or resources: In many crises, time and resources are limited and including children in assessments does require both. It is key, therefore, to plan and budget for children's participation from the very beginning of the assessment process. If time and resourcing still remain a barrier (e.g., during a rapid assessment), remember: *children's participation does not have to be large scale or hugely time consuming and costly.* The scale, scope, sample size and methodology can be adjusted to fit what time and resources are available. Because of the rich, qualitative nature of information collected from children, a small amount of information can be extremely valuable and revealing. Having some form of children's participation, as limited as it may be, will typically be better than having no children participate.



Lack of expertise: Children's participation in assessments can seem daunting. This guide and accompanying resources can help develop the necessary understanding and capacity. Furthermore, support for including children's participation is available both in-country and remotely from partner organisations, key stakeholders, child-led groups, Cluster Lead Agencies, as well as the GEC⁵. *Sufficient capacity can be identified, so a lack of expertise should not be a reason to exclude children from the assessment process.*



Safety for children is uncertain: *Children's participation should never be carried out if the security and wellbeing of children cannot be ensured.* However, in most contexts, steps can be taken to ensure children's participation is safe, meaningful, and fun. Education Cluster Teams should work closely with Child Protection, GBV and Child Safeguarding colleagues throughout the assessment process to put in place measures to help ensure the safety and wellbeing of children⁶.

5 To request support from the GEC write to the GEC Help Desk at: help.edcluster@humanitarianresponse.info.
6 For more on ensuring safety and ethics in children's participation, see Section 3.1.6. in the [Supplementary Guide](#).

WHAT IS ABSOLUTELY NECESSARY TO KNOW ABOUT INTEGRATING CHILDREN'S PARTICIPATION INTO A JENA?



While all steps outlined in the guide below are important, here is a list of key “take-away” points to remember:

- ❑ **Apply a child participation “lens”** throughout the assessment process. For every step of the assessment consider how children's participation can help answer key questions, and inform the key decisions Cluster Teams need to make (see Chapter 1 in the [Supplementary Guide](#), including a sample Assessment Framework).
- ❑ **Include children's voices in the secondary data review.** Actively seek out existing child participatory information and highlight it (or the lack of it) in the SDR report (see Chapter 2).
- ❑ **Identify a child participation specialist** with technical capacity to support the process. The role can be filled by a single individual or by a Cluster partner organisation with staff experienced in child participation (see Section 3.1.3.).
- ❑ **Ensure safety and ethics.** Assess the risk to children prior to collecting data and ensure the humanitarian principle to ‘do no harm.’ Always get informed consent/assent. Participating organisations should have child safeguarding policies and procedures in place including a code of conduct, reporting channels and referral protocols (see Section 3.1.6.).
- ❑ **Choose a suitable sampling strategy - usually purposive.** Purposive sampling is recommended for children's participation and will need to consider how to select children based on geography, sex, age, displacement status, enrolment status, disability, etc. (see Section 3.2.2.).
- ❑ **Use child-friendly methodologies and tools when collecting data – this is fun!** There are many examples of activity-based participatory methodologies to choose from so children have fun while helping to inform the assessment questions and objectives⁷ (see Section 3.2.3. and 3.2.4.).
- ❑ **Train assessment teams.** All staff involved in the assessment should be trained on do no harm principles, child safeguarding and ethics as well as how to conduct data collection – this is mandatory practice for all assessment processes, whether involving children or not (see Section 3.2.6. and 3.3.1.).
- ❑ **Use the findings.** Integrate child participation findings into the full JENA report and develop other child participation-related products such as a child participation stand-alone report, a child-friendly summary, and other presentations, infographics, summary sheets, etc. (see Section 3.4. and 3.5.).
- ❑ **Report back to children and their communities.** This is an important step in meeting the minimum standards for quality child participation. It shows children that their input is valued and has been acted upon. Plan and budget for this step from the beginning of the assessment (see Section 3.5.3.).

Where is more help available?

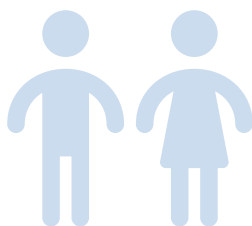
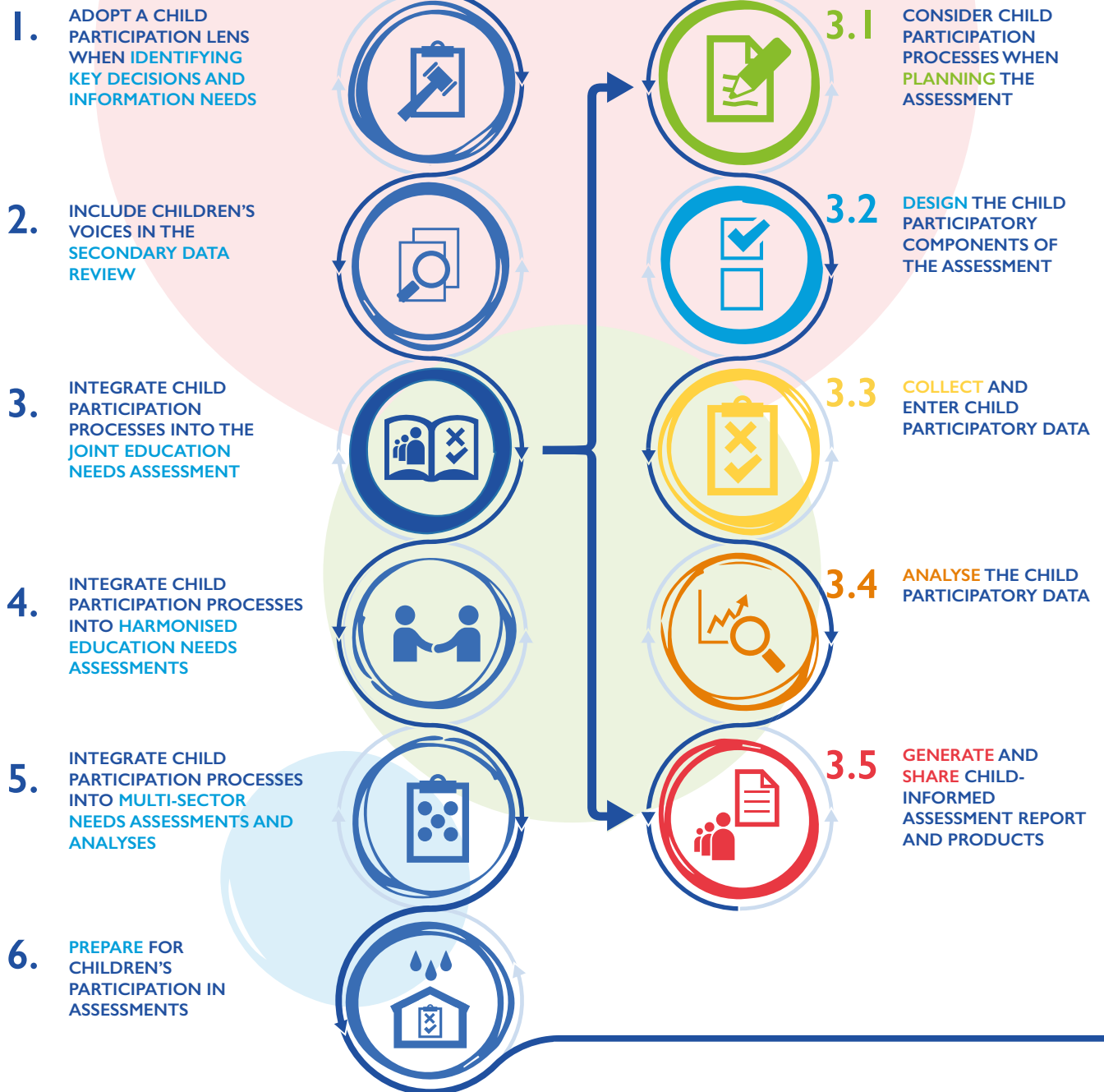
Throughout this Quick Guide and the Supplementary Guide there are links to useful tools, resources and country examples. These resources can all be found in the [Children's Participation folder](#) in the [NA Package](#). For further support in applying the guidance and tools in this Guide, please reach out to the GEC Helpdesk at help.edcluster@humanitarianresponse.info or on Skype: help.edcluster.

Checklist of Actions

The following checklists focus on **how to integrate children's participation into existing assessment processes**. These Checklists correspond to the structure of the [Needs Assessment Guide](#) and the [Child Participation Supplementary Guide](#):

7 For example: dot voting, pile and rank, risk and resource mapping, visioning dream school, etc.

CONTENTS





1. ADOPT A CHILD PARTICIPATION LENS WHEN IDENTIFYING KEY DECISIONS AND INFORMATION NEEDS

The first step of the assessment process is for Education Cluster Teams and Assessment Working Groups (AWG) to identify the key decisions that need to be made and information that is needed to make those decisions. The following key actions will help **ensure children's voices and perspectives will be incorporated into these decision-making processes**:



ACTIONS



CONSIDER...



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OUTPUTS

Adopt a child participation lens within the Assessment Working Group

It is the responsibility of the Education Cluster Team with support of the AWG to ensure that child participation processes are considered from the beginning and then throughout the assessment, as they are vital to the quality and accountability of the assessment process and resulting response planning and implementation. To do this, the Education Cluster Team and AWG members should seek to adopt a child participation “lens” to ensure that the key decisions, information needs and assessment plans are appropriately informed by the voices and perspectives of children. **A child participation focal point may also be assigned within the AWG** with additional child participation experience.

[Section 1.1.](#)

[AWG ToR Template and examples](#)

AWG ToR includes consideration for child participation processes, including a child participation focal point if applicable

Include child participation processes in the assessment framework

Using this child participation lens, review the assessment framework and determine **which key decisions and information needs children's perspectives would help inform**. As planning and design progress, include more detail in the assessment framework such as: specific child participatory secondary and primary data questions, collection methods, sources and analysis plans.

[Section 1.2.](#)

[Example assessment framework with integrated child participation processes](#)

[Assessment Framework Template](#)

Assessment framework with child participation processes integrated



2. INCLUDE CHILDREN'S VOICES IN THE SECONDARY DATA REVIEW

Seeking out and finding children's existing views and including these in Secondary Data Reviews can help ensure that children's voices are heard and shape key decisions being made, thus improving accountability to children. Often, secondary data is exclusively collected from or authored by adults resulting in SDRs that are totally missing children's voices and perspectives. While existing child participatory information may be limited in some contexts, it is then even more important to make extra efforts to find and analyse what data is available so that the SDR process and products can be child-centred and amplify the voices of affected children. If there is a shortage of secondary sources including children's views, then this should be **noted as a key information gap**.



ACTIONS



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OUTPUTS

Assign a child participation focal point to the SDR team

Within the SDR team, **assign a child participation focal point** (s) (e.g., Cluster Coordinator, the child participation focal point mentioned in Chapter 1 above, etc.) to represent child participation processes and ensure it is considered throughout the SDR process.

For more information on all the actions in this section, see [Chapter 2 in the Supplementary Guide](#)

Identify child-focused SDR questions and compile sources

Determine **which secondary data questions** could be informed by children's perspectives and **what secondary sources** could potentially contain this information. Assign one or two team members **to find sources, documents and information containing children's perspectives**⁸. This will not only involve online research but can also include contacting key stakeholders (e.g., Cluster members, MoE counterparts, OCHA, Child Protection AoR, etc.).

[Assessment Framework Template](#)

SDR section of the assessment framework updated with child participation considerations

Child participatory sources included in SDR repository

Train the SDR Team on capturing child participatory information

Within the SDR team training, **include a brief overview of how to actively look for, capture and tag information related to children's perspectives, including key quotes**. Prior to the training, ensure that the SDR tool has a necessary tag(s) for child participatory elements (e.g., include a "Child Perspective" column/tag).

[SDR Matrix Template](#)

[Country examples](#)

SDR team trained on capturing and tagging child participatory secondary data

Analyse the child participatory secondary data and integrate into the SDR report

Use the child participatory tags to **analyse the information** and **integrate the findings into the SDR report**. Try to highlight these findings that are specifically from children (e.g., bolded or coloured text, call out boxes for key quotations, etc.). If there is sufficient information, also include a "Children's Perspectives" section in the report summarising these key findings.

[SDR Report Template](#)

SDR report includes children's perspectives (or highlights the gap/lack thereof)

If no child-focused secondary data can be found, do not be discouraged! This **gap is a key finding that should be highlighted in the SDR report** and will hopefully influence the decision to include child participation processes in the primary data collection.

⁸ Such as: previous child consultations, child participatory assessment findings and reports, media sources and reports, school curriculum and governance documents, inter-agency consultation reports, evaluation recommendations, child rights situation analysis (CRSA and SitAn), agency research, etc.



3. INTEGRATE CHILD PARTICIPATION PROCESSES INTO THE JOINT EDUCATION NEEDS ASSESSMENT

If findings from the SDR are insufficient to inform key decisions and there is agreement that a JENA will be conducted, Cluster Teams and AWGs should consider how children's participation should be included. Since Needs Assessments and Analysis form the foundation of the entire humanitarian programme cycle, including strategic planning and implementation, **integrating children's participation into the JENA will result in better evidence and is essential for an accountable emergency response as it will help ensure children's perspectives inform the entire response.**



3.1. CONSIDER CHILD PARTICIPATION PROCESSES WHEN PLANNING THE ASSESSMENT



ACTIONS



CONSIDER...



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OUTPUTS

Use a child participation lens when defining objectives and scope and drafting the assessment ToR

As the JENA's objectives and research questions are being determined, consider how children's perspectives could help inform them. Also consider overall scope and potential limitations (e.g., safety, accessibility, time and resources) and how children's participation can be integrated in practice. Since the assessment ToR is the blueprint for the entire assessment it is important to **clearly articulate within each section of the ToR exactly how children's participation will be considered and conducted.** Note: As the assessment progresses, the planning and design phases will inform one another allowing for more clarity to return to and finalise the ToR.

[Sections 3.1.1. & 3.1.4.](#)
[Assessment ToR Template and examples](#)

Assessment ToR specifies how children's participation will be considered and conducted

Include child participation considerations in the work plan, budget and assessment coordination team

Include relevant child participation processes (outlined in this guide) and the associated costs for including children (staffing, training, data collection, reporting, etc.) **when drafting the assessment work plan and budget. Consider recruiting or assigning a child participation specialist** to provide technical support to the assessment coordination team on integrating child participation throughout the planning, design, training/collection, analysis and reporting phases of the assessment. The role can be filled by a single individual or by a Cluster partner organisation with staff experienced in child participation.

[Sections 3.1.2, 3.1.3 & 3.1.5](#)
[Assessment Work Plan Template](#)
[Assessment Budget Template and examples](#)
[Child Participation Specialist ToR Template](#)

JENA work plan and budget include child participation processes and costs



ACTIONS



CONSIDER...



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OUTPUTS

Ensure safety and ethics in children's participation

When conducting an assessment, it is imperative that all staff uphold the humanitarian principle to **'do no harm'**. The best interests of the child must be applied to prevent and mitigate any negative impacts on children. The following actions should be taken to ensure these principles are upheld in the child participation processes:

1. Assess the risk to children, conflict sensitivity and gender sensitivity
2. Review participating organisations' child safeguarding and PSEA policies and procedures
3. Ensure the JENA code of conduct considers child safeguarding
4. Ensure reporting channels and referral protocols are in place
5. Consider informed consent/assent requirements and other ethical approvals for children's participation

Plan child-informed reports and products

Plan how child participatory data will be analysed, integrated and highlighted within the JENA report. Plan (and budget) for any additional child participation-related products such as: a child participation stand-alone report, an illustrated child-friendly report, infographics, presentations, etc. Also plan and budget for completing the feedback loop by returning to children and their communities to share the report(s) and findings and to receive feedback.

[Section 3.1.6.](#)

See the [Safety and Ethics folder](#) in the NA Package for additional resources on risk analysis, child safeguarding, code of conduct, reporting channels and referral protocols, informed consent/assent, etc.

[Section 3.1.7. & 3.5.](#)

[Examples of child participation stand-alone reports, child-friendly summaries, etc.](#)

[Assessment Report Template and examples;](#)

Risk assessments conducted

Participating organisations have child safeguarding policies and procedures in place, including code of conduct

Informed consent forms developed and informed assent included within data collection tools (see below)

Child participation analysis, reporting and products planned and included in the budget



3.2 DESIGN THE CHILD PARTICIPATORY COMPONENTS OF THE ASSESSMENT



ACTIONS



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OUTPUTS

Determine assessment questions for children

When identifying the assessment's general primary data questions, it is **key to determine which of these questions should be informed by which children**. Common questions for children:

- What are **children's preferences and priorities** for education response and support?
- What are the **barriers to accessing learning** for out-of-school girls and boys
- What are the factors **enabling and constraining learning** for crisis affected girls and boys?
- What **resources are available** within communities to support learning of all girls and boys?
- What are the **protection risks** faced by girls and boys in and around school (and on the way to/from school)

[Section 3.2.1.](#)

[Assessment Framework Template](#)

Primary data section of the assessment framework updated with child participation considerations

Develop a sampling strategy for children's participation

For children's participation, it is **recommended to use purposive sampling** for greater flexibility and child-friendly collection techniques. Inclusion criteria/strata will need to be selected based on geography, sex, age, displacement status, enrolment status, disability, etc. Sample size will vary by context and limitations but 3-6 focus groups (with 5-10 children in each) **for each of the strata/sub-groups** can be used as a starting point. For example, if the identified strata specify one sub-group as displaced, primary-aged, out-of-school girls, then 3-6 focus groups with that particular sub-group would be needed. An additional 3-6 focus groups would be needed for the other stratified sub-groups (e.g., displaced, secondary-aged, out-of-school girls; displaced, primary-aged, out of school boys, etc.).

[Section 3.2.2.](#)

Sampling strategy for children's participation outlined in Assessment ToR

Select a collection technique for children's participation

Considering context and operational constraints, select a collection technique:

- **Activity-based child consultations: Recommended as the preferred technique** as the activities conducted by facilitators help the collection process to be more open, interactive and fun resulting in better experiences and richer data. Examples of activities are in Section 3.2.4.
- **Focus group discussions (FGDs):** Facilitators ask open-ended questions to children. More suitable for older children as they are exclusively discussion based (no activities). However, if conducted with older children, even better to do a hybrid with FGD questions supplemented with one or two activities.
- **Key informant interviews (KIIs):** A facilitator interviews an individual child. Not ideal since less child-friendly than activity-based consultations and FGDs, however, may be the best option given contextual limitations (e.g., accessibility issues resulting in remote-based, telephone surveys). If selected, better to use with older children and make sure language is child-friendly and interviews are short (i.e., no more than 30 minutes).

[Section 3.2.3.](#)

See resources listed in the next row below

Collection methodology outlined in Assessment ToR



ACTIONS



CONSIDER...

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OUTPUTS

Design, translate and pilot the collection tool(s) for children's participation

Design a collection tool based on the techniques selected and possibly for the different sampled sub-groups of children (e.g., enrolled children will be asked different questions than out-of-school children as well as non-displaced children compared to displaced children). When designing the tools, consider: sex, age and cultural appropriateness, timing, skills of facilitators, required analysis, materials required and technology/medium. Also ensure the tools are inclusive and consider children with disabilities. Be sure to consider where and how facilitators will take notes (directly on the collection tool or in a separate form). Get feedback from key colleagues (such as other child participation, Child Protection, Gender and GBV specialists). Translate and **pilot all tools**.

[Section 3.2.4.](#)

[Collection Tool folder containing templates and examples of child participatory data collection tools](#)

Child-friendly, inclusive, gender- and age-sensitive, culturally appropriate participatory data collection tools

Design the analysis of child participatory data

The information analyst (or whoever will be analysing the child participatory data) should indicate in the assessment framework how each child participatory question/activity will be processed and analysed. Beginning with analysis in mind will help to ensure that the participatory activities are conducted in a way that will produce usable and useful information. **This will help catch potential problems or issues in advance and also help to ensure that unnecessary questions are avoided.**

[Assessment Framework Template](#)

Analysis section of the assessment framework updated with how each child participatory question/activity will be analysed

Consider child participation processes when determining assessment field team composition and preparing field team packages

To conduct child participatory data collection, particularly activity-based child consultations and FGDs, **the field team should have: a lead facilitator, notetaker/observer, co-facilitator/assistant and interpreter/translator**. With proper training, these roles can be filled by the same assessment field team members conducting the adult-based data collection. Try to include a mix of men and women, **ideally at least 50% female**, and to avoid field teams made up exclusively of male facilitators.

[Section 3.2.6. & 3.2.7.](#)

[Data Collection Plan Template](#)

Field teams have an appropriate composition, including female staff, and have adequate child participation capacity

Field team packages should contain all key and relevant information and materials for children's participation⁹

Field team packages and collection plans include necessary child participation materials



3.3 COLLECT AND ENTER CHILD PARTICIPATORY DATA



ACTIONS



CONSIDER...



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OUTPUTS

Integrate child participation processes into the assessment field team training

Any individual participating in child participatory data collection needs to be properly trained. Ideally, the child participation and child safeguarding components should be integrated into the full JENA training and include:

- Why children should be included in the assessment
- Safety and ethics (do no harm, child safeguarding and PSEA, etc.) (see Section 3.1.6.)
- Practical aspects on how to use the collection tools, etc.

The training should be delivered by a child participation expert, be as hands-on as possible and use group-work and simulation to practice using the child participatory tools and techniques. If face-to-face training is not possible, online training is an option.

[Section 3.3.1.](#)

[Child Participation training materials and examples](#)

Field and data entry teams trained on safe and meaningful child participation processes

Include child participation processes when conducting and managing the data collection and debriefing the field teams

Under the leadership of the assessment coordinator, **the child participation specialist helps manage child participatory data collection and should:** participate in daily debriefs with field teams; address problems related to sampling/child selection, collection tools/techniques; liaise with organisations to appropriately handle any issues relating to the code of conduct, child safeguarding, child protection and GBV (including SEA) referral pathways, transfer notes from field teams to information analysts.

The child participation specialist – and ideally any information analysts who will be analysing child participatory data – **should join the assessment coordinator during the debriefing process.** This provides an opportunity to review and discuss the collection process, any major challenges, potential validity problems, child safeguarding/PSEA issues, and ideas on data/techniques for subsequent assessments. It is also a key moment to ensure all notes have been typed and shared and to explore key insights into the notes and data that may help during analysis.

[3.3.2. & 3.3.3.](#)

[Data Collection Management Checklist](#)

Child participatory data collected
All field teams debriefed



3.4 ANALYSE THE CHILD PARTICIPATORY DATA



ACTIONS



CONSIDER...



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OUTPUTS

Prepare the child participatory data

As assessment field teams share their notes, including photos of drawings from activities with children as relevant (ideally integrated directly into the notes), the child participation specialist and analysts should **compile and organise them according to each session/site to allow for systematic analysis.**

[Section 3.4.1.](#)

All data cleaned and organised

Summarise data from the activities

Review the data from the activities and, if relevant, summarise numerically (e.g., tally vote frequency for the dot voting activity into a summary table, etc.). From this quantified table summary, these findings can then also be visualised into graphs, charts and maps as desired and appropriate. **Quantified findings from activity data are indicative, not representative. If used in the report(s), this should be clearly indicated.**

[Section 3.4.2.](#)

[Examples of analysis of child participatory data](#)

Activity-based data summarised

Conduct a qualitative analysis on information from the discussion

Once the data from the activity has been summarised, **conduct a qualitative analysis on the discussion notes.** In this approach, analysts read through the discussion notes, identify and develop thematic tags, apply these to relevant information and then use grouped information to help identify emerging findings and stories, make meaning and draw conclusions. During this analysis process, it is also important to compare and triangulate these findings and across different strata (sex, age, location, enrolment status, displacement status, etc.) as well as with those from the SDR and other primary data (e.g., from adult participants). Quotes from children are important to highlight and are often a powerful addition to the analysis and report.

[Section 3.4.3.](#)

[Examples of analysis of child participatory data](#)

Discussion-based data analysed

Include children's participation within the shared analysis phase

After the initial analysis, **try to include children in a shared analysis process.** For example, it may be helpful to organise a follow up meeting with a handful of children who participated in the needs assessment to get feedback and clarity on certain issues or findings.

[Section 3.4.4.](#)

Analysis reviewed by children with feedback integrated



3.5 GENERATE AND SHARE CHILD-INFORMED ASSESSMENT REPORT AND PRODUCTS



ACTIONS



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OUTPUTS

Integrate child participation findings into the JENA report and prepare other child participation-related products

Integrate child participation findings into the full JENA report, including the Executive Summary, Methodology, Findings and Recommendations. As much as possible, highlight and prioritise children's voices within the findings (e.g., use quotes from children, bold key findings, etc.). **Develop other child participation-related products such as: a child participation stand-alone report; a child-friendly summary** of the full report with simplified language, illustrations highlighting key findings, etc.; and other presentations, infographics, summary sheets, etc.

[Section 3.5.1. & 3.5.2.](#)

[Assessment Report Template and examples](#)

[Examples of child participation stand-alone reports, child-friendly summaries, etc.](#)

JENA report with child participation findings integrated

Child participation stand-alone report

Child-friendly summary

Consider child friendly ways to share products and receive feedback ("closing the feedback loop")

Reporting back to children and the community is an important step in meeting the minimum standards for quality participation. It shows children that their input is valued and has been acted upon. It often requires planning and additional budget. Child-friendly/participatory approaches can even be used during this process. This is also an opportunity to evaluate the child participation process with children and communities. If impossible to return to the communities, find other ways of reporting back, such as sending copies of the report and/or child-friendly products, etc.

[Section 3.5.3.](#)

[Examples of child participatory activities for reporting back to communities](#)

The feedback loop is closed to help children appreciate the usefulness of their participation

Include child participation findings in the action plan workshop

Ensure child participation processes are included in the action plan workshop, for example: highlight key child participatory findings, including recommendations and priorities from children, consider inviting a small group of children to present some of the key findings and recommendations, print and have copies of the child-friendly summary available for workshop participants.

[Action Planning Template](#)

Action plan (influenced by child participation processes)



4. INTEGRATE CHILD PARTICIPATION PROCESSES INTO HARMONISED EDUCATION NEEDS ASSESSMENTS

In some contexts, conducting a JENA will not be possible or appropriate. Organisations may also choose to conduct assessments with an education component after, parallel to or instead of a JENA. Education Cluster Teams, therefore, need to ensure that these assessments are harmonised and as part of this harmonisation process that children's perspectives and voices are still considered.

The Education Cluster Team has a crucial role in helping Cluster partners and stakeholders know 1) the importance of including children and 2) how to do it:¹⁰

Key tasks for Education Cluster Teams to integrate child participation processes into partners' assessments while harmonising education needs assessments

- **Advocate:** Help Education Cluster partners and key stakeholders understand the importance of including children in their assessments. At the very minimum, try to ensure that at least one Cluster partner includes children's participation in their assessment. See [Making the case for children's participation in needs assessments](#) for key messaging.
- **Budget:** If needed, support partners to find and appropriately allocate budget for including children's participation
- **Ensure safety:** Work with partners on safety and ethics by assessing risk and ensuring they have child safeguarding, PSEA, Code of Conduct, reporting channels and referral pathways, and consent/assessment protocols in place (see [Section 3.1.6](#)).
- **Design:** Work with partners (e.g., during the harmonisation workshop) to identify and agree upon prioritised, common questions, sampling methodologies and collection techniques for children's participation, including which children to include (geography, sex, age, displacement status, enrolment status, disability, etc.). Consider providing partners with child participatory collection tools containing agreed-upon questions, activities, instructions, etc. that partners can integrate directly in to their assessment tools (see [Section 3.2](#)).
- **Train:** Support partners to develop and deliver training for their assessment field teams on children's participation. If multiple organisations are planning separate assessments during a similar time frame, consider conducting a joint training on children's participation (see [Section 3.3.1](#) and the [Training folder](#) in the [NA Package](#) for resources)
- **Provide expertise:** Provide partners with additional child participation technical expertise when they are collecting data in case they have questions or need additional support. If the Education Cluster Team does not have this technical expertise, they can help find some from other Cluster partners and stakeholders, CLAs, and the GEC).
- **Compile and Track:** Compile all child participation datasets from partners. Track all assessments in the [assessment inventory tool](#).
- **Analyse and Report:** Once harmonised datasets have been compiled, follow the same steps in [Section 3.4](#), and [Section 3.5](#), for analysis and reporting.

¹⁰ Integrating child participation processes into the harmonisation process is very similar to that described for the JENA throughout Chapter 3. To avoid repetition, this chapter will not go into significant detail but rather highlight the most important key tasks and considerations. For detailed information on how to harmonise education needs assessments see Chapter 4 in the [NA Guide](#).



5. INTEGRATE CHILD PARTICIPATION PROCESSES INTO MULTI-SECTOR NEEDS ASSESSMENTS AND ANALYSES

Too often, data collection methodologies for multi-sector needs assessments and analyses focus exclusively at the adult level: community leaders, camp managers, heads of household, etc. Meaning that the voices and perspectives of children go unheard not just in a single sector, but throughout multi-sector analyses and subsequent strategic response planning. **The Education Cluster, in collaboration with Child Protection and other sectors and actors with specific accountability to children, should step up as a leader in advocating for the right of children to be heard throughout the humanitarian programme cycle, starting first and foremost with inclusion in multi-sector needs assessments and analyses.**

Key tasks for Education Cluster Teams to integrate child participation processes into multi-sector needs assessments and analyses

- Working in collaboration with Child Protection counterparts, Education Cluster Teams should **become proactively engaged and involved** by attending and contributing to all assessment-related meetings and workshops, providing high quality and timely inputs and feedback into the SDR process, collection tools, analysis process, draft reports, etc. This not only supports the assessment but also helps put the Education Cluster in a better position to advocate for inclusion of 1) education and 2) child participation.
- The JENA process is similar to what will be required for a multi-sector needs assessment. Education Cluster Teams can **apply the guidance from this guide to advocate for and to know how to integrate child participation processes throughout the multi-sector assessment** (e.g., including a child participation lens during the SDR process, ensuring child participation is considered during budgeting phase, sampling and collection design, etc.).
- Sometimes children are not included in assessments simply because those conducting the assessment do not know how or think they do not have the capacity, time or resources to include children. It will be much easier for the assessment coordination team to accept the proposal of including children in the assessment if there is readily available technical support. The Education Cluster Team can **volunteer to coordinate with other Clusters/Areas of Responsibility (e.g., Child Protection, GBV) child-focused organisations, CLAs, etc. to locate the required technical expertise and child participation capacity** (e.g., recruitment, deployment/surge capacity, remote support, etc.).
- Education Cluster Teams can also **enlist additional help**. If it is looking like it may be difficult for children to be included in the assessment, consider reaching out and enlisting advocacy support of other child-focused organisations and Clusters/Areas of Responsibility (e.g., Child Protection, GBV, etc.), heads of the CLAs in country and GEC.





6. PREPARE FOR CHILDREN'S PARTICIPATION IN ASSESSMENTS¹¹

Prior to an assessment being initiated, key preparedness activities can be conducted to help pre-position resources and ensure the successful inclusion of children if/when an assessment occurs.

Preparedness activities for children's participation in assessments

- Be familiar with all available resources, including this Quick Guide, the [Supplementary Guide](#) and [relevant child participation resources](#) in the NA Package.
- Identify partner organisations with child participation expertise and potential staff members with experience and training in child participation processes. Determine which organisations could commit to allocating: 1) a **child participation specialist**, 2) **facilitators**, 3) **analysts**. Keep a list of these individuals, their location and contact details.
- Work with identified partner organisations to undertake child participatory processes to inform broader preparedness planning; asking children about their preferences and priorities before a new emergency strikes not only will result in a better-quality response but will also mean that participatory process will have been tried and tested in the preparedness phase.
- Compile information on partner organisations who have/do not **have child safeguarding, PSEA, Code of Conduct, reporting channels and referral pathways** in place to create a preliminary list (by location) of potential organisations who could conduct child participation data collection during an assessment. For those organisations which do not have these measures in place, work with them to develop and implement them.
- Ensure child participation considerations are included in the ongoing **SDR and assessment inventory**.
- Ensure child participation considerations have been included in **existing assessment preparedness/planning processes and documents** (e.g., contingency plans).



¹¹ Although preparedness activities ideally come *prior* to an assessment being initiated, and even before a crisis, this chapter comes last in this guide to maintain alignment with the [NA Guide](#).

REFERENCES AND ADDITIONAL RESOURCES

For a more in-depth and detailed version of this Quick Guide, see the full [Supplementary Guide](#). For additional resources, tools, templates and country examples see the [Children's Participation folder](#) in the NA Package. For references used throughout these materials and additional information on various topics covered see:

- Alliance for Child Protection in Humanitarian Action (2019). [Minimum Standards for Child Protection in Humanitarian Action \(CPMS\)](#).
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- Inter-Agency Standing Committee (IASC) (2020). [With us & for us: Working with and for young people in humanitarian action and protracted crises](#). Developed by UNICEF & NRC under the auspices of the Compact for Young People in Humanitarian Action, in consultation with IASC Results Group 2 on Accountability & Inclusion.
- Inter-Agency Standing Committee Working Group (2018) [Gender Handbook in Humanitarian Action](#), Gender and participation in humanitarian action (pg. 31).
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- World Health Organization (2017) [Ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies](#), Geneva.

ACRONYMS

AAP	Accountability to Affected Populations
AWG	Assessment Working Group
CLA	Cluster Lead Agency
FGD	Focus Group Discussion
GBV	Gender-Based Violence
GEC	Global Education Cluster
IMO	Information Management Officer
NA	Needs Assessment
OCHA	Office for the Coordination of Humanitarian Affairs
PSEA	Protection from Sexual Exploitation and Abuse
SDR	Secondary Data Review
SEA	Sexual Exploitation and Abuse
ToR	Terms of Reference