It takes a world
to end violence against children

World Vision

BECOMING
RESEARCHERS

A simple guide for children and young people who want to carry out social research

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Dear Young Researcher!

This guide has been written to support children and young people, aged 12 to 18, to conduct research projects as part of World Vision's global campaign to end violence against children. It is filled with learning and feedback from fantastic research done by young researchers from Bangladesh, Lebanon and Jordan on issues affecting their daily lives. Many children and young people around the world have successfully conducted their own research projects and we are confident that you too, can succeed in your research journey.

Adult facilitators can also benefit from this booklet as it provides an understanding of the child-led research process and provides tools to support children and young people.

World Vision is committed to creating spaces and opportunities for children and young people to participate in shaping programmes, practices and policy as part of our global campaign to end violence against children, It Takes a World. The child-led research methodology outlined in this guide will help children and young people to craft their own voices and space. It also builds on how World Vision has previously supported children and young people in advocacy and campaigning, and of course, can be used by young researchers to investigate many other topics.

We hope you will find it interesting, fun and useful.

Sincerely,

Andrew Hassett
Director, Advocacy & Global Campaigns
World Vision International

HOW TO USE THIS GUIDE

This guide is divided into 10 key steps to conduct your research project. If you have conducted research before, you can skip some of the sections and go directly to the parts that will be more useful for you.

10 KEY STEPS

1. Prepare yourself
2. Get ready for your research project
3. Design your research project
4. Collect information
5. Analyse your discoveries (reflect on the findings)
6. Debate and agree on the main issues (analysis)
7. Write up your report
8. Share your report with others
9. Plan actions to make a change with the new information you have
10. Celebrate the end of your project

SUMMARY

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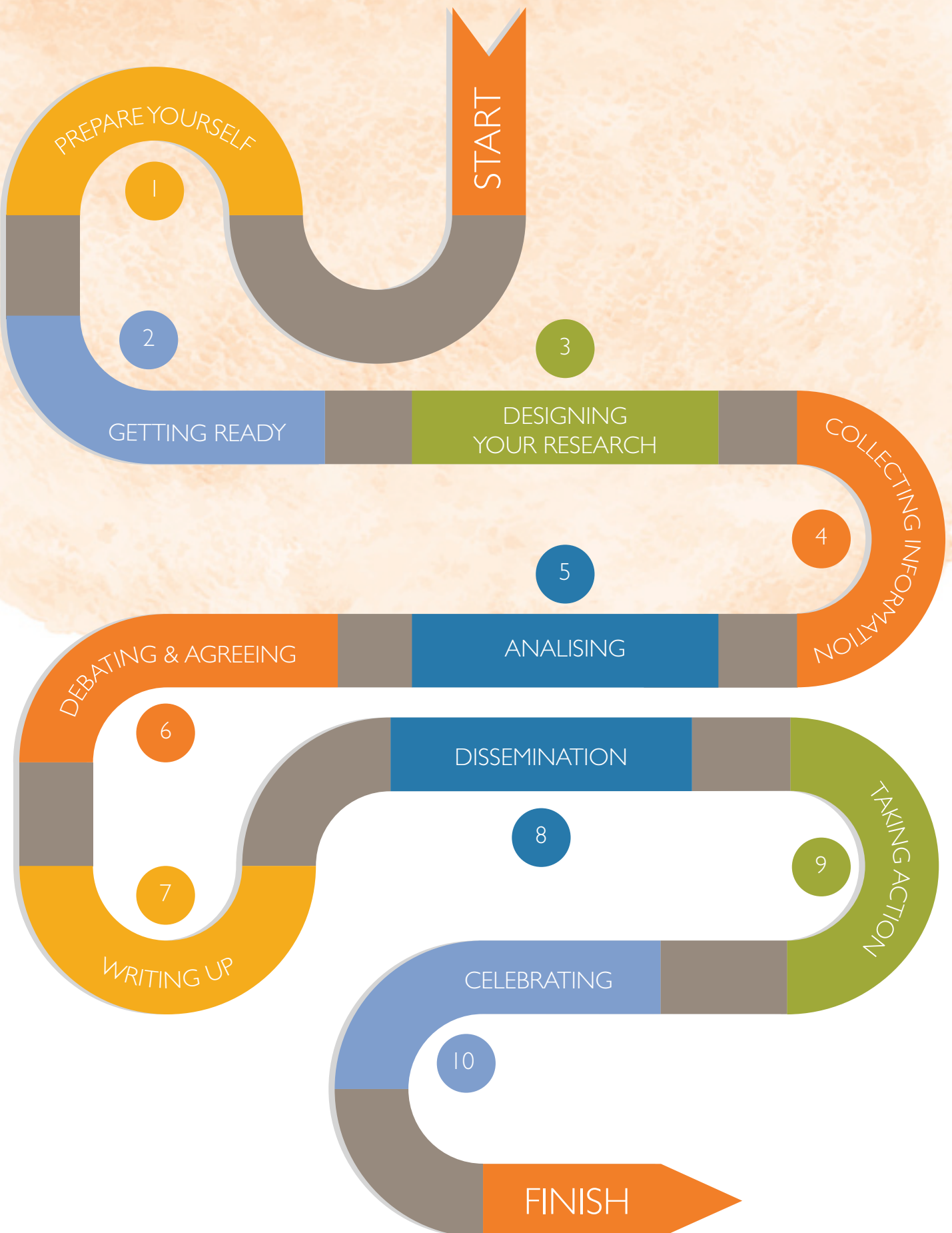
PREPARE YOURSELF

This module will help you to understand what research is, what methods you can use, how to prepare your research project, and how to collect and analyse the information you will obtain.

This guide provides simple and brief information. To learn more, visit the websites provided at the end of each session. And remember, learning is always a rewarding experience!

PREPARE YOURSELF

LEARNING OBJECTIVE
You and your friends will gain an understanding of key words used when conducting research, using simple definitions and exercises.

FORMAT
Child-friendly workshop that includes creative activities

DURATION
Approximately 90 minutes

PARTICIPANTS
10 to 15 children and young people, aged 12-18

RESOURCES
Flipcharts
Pens, pencils and markers
List of participants
Refreshments

✈ ACTIVITY

WELCOME

- Distribute name badges to participants and serve refreshments.
- Welcome participants and introduce yourself.
- Invite everyone to introduce themselves by using an icebreaker to create a relaxing atmosphere. You can also ask somebody to volunteer and lead the icebreaker.

ACTIVITY IN PLENARY

Discuss with your peers the following topics:
- How do we define 'research'?
- How do we define 'child-led research'?
- What are the objectives of CAY-led research?
- What are the differences between CAY-led research and adult-led research?

If you want to learn more about research, you can find extra information in your school library or on the Internet.

Ask your adult facilitator to clarify concerns or questions.

How do we define 'research'?

By **research**, we mean to study something in detail to discover new information.

Research can be done on many different topics. For instance, on medicine, biology and math. One example of a research project is to find out what types of insects exist, or how sleeping helps children to grow and develop.

This guide is about social research, which means the study of different aspects of our lives. Examples include research projects to understand why some children prefer to do art and others prefer to play sports, or how TV advertising can influence the things we buy in the supermarket.

How do we define 'child-led research'?

Child-led research has two words: 'research', as defined above, and 'child-led'. Any guesses about what 'child-led' means in this context? There isn't one absolute definition on child-led research but we can understand this term by using one of these three definitions:

- Child-led research is a *'participatory process where children and young people, either with or without the support of adult facilitators, conduct pieces of research by selecting the topic, designing the tools, collecting and analysing data and providing recommendations'*. This definition was prepared by World Vision staff members.

- Child-led research is *'research that children design, carry out and disseminate themselves with adult support rather than adult management'*. This definition was developed by a professor from the Open University in the UK.

- '*This is a child-led research because we, as children and young people, investigated topics that matter to us, we looked for the reasons and causes, and with this information we provided ideas for solutions and recommendations.*' This definition was given by a 16-year-old girl from Syria, who participated in a child-led research project about the country's refugee situation.

Using these three definitions, we can agree that child-led research is when:

- Children and young people lead their own research process (designing the questionnaires, collecting information, analysing the results, and writing and disseminating their report). In this process, children and young people can be assisted by an adult facilitator, but this adult only helps the young researchers and doesn't manage or direct the research project. Child-led research is always connected to children's and young people's interests and their motivation to make a difference.

What are the objectives of CAY-led research?

Three important objectives of CAY-led research are to:
- Provide you and your peers with the opportunity to gather and meet other young people for a joint cause
- Provide you and your peers with the tools, skills and knowledge to look for evidence on how to experience your well-being and rights
- Provide you and your peers with the space to make a difference and contribute to your own empowerment.

What other objectives would you like to add? There are many more and we would like to hear them from you.
- Take a minute to talk with your friends and write your ideas down on a flipchart.

Examples of CAY-led research projects

In Bangladesh, children and young people conducted research on birth registration. This is the process to register children when they are born in order to give them a legal identity and rights, such as access to health services and education. Young researchers supported by World Vision Bangladesh wanted to investigate how many children did not have birth certificates and how this was affecting their lives. They did an excellent job and discovered very good information.

In Lebanon, Syrian refugee children conducted research with the support of World Vision to explore how the refugee situation was affecting their lives. This CAY-led research showed that many children suffered from bullying and harassment when attending schools due to their refugee status. They shared the report at an event, and the report attracted a lot of media attention. Many people were impressed about the quality of this research done by young researchers who live in difficult circumstances.

Break

Take a 10-minute break. Distribute some refreshments.
It is a good idea to ask participants to lead some energisers, stretches or light exercises.

ACTIVITY IN PLENARY

More information about CAY-led research

What are the differences between CAY-led research and adult-led research?

This is a question that people always ask. The main difference is that CAY-led research is led by young people, not adults. Young people bring their expertise. You are the expert in your life, which means that you know your life well and are aware of things that affect you and your peers. You also have easy access to your peers and can get good information from them, sometimes better than the information that an adult researcher can get.

CAY-led research does not need to follow all the requirements of adult-led research, as you are not claiming that you are doing professional research. CAY-led research is a matter of your own expertise in your life.

What are the limitations of CAY-led research and solutions?

SMALL SCALE

Young researchers need to be realistic. You can't conduct large-scale research because this requires too much time and resources. You should focus on small-scale projects, studying a specific topic rather than a broader one. For instance, a group of young researchers studied discrimination of children with disabilities in one school in their neighbourhood rather than several schools in the entire city.

Do not worry about the small scale. This limitation is compensated by your expertise on the topic, the new information you will find and the innovative views you can get with your research project.

PROTECTION & ETHICAL ISSUES

When conducting a research project, young researchers need to be ethical and pay attention to child protection issues. Your research can't put other children at risk or stigmatize them. For instance, research that tries to explore if children from one ethnic group are smarter than children from another group is discriminatory and unethical research that needs to be avoided.

You need to be aware of child protection issues. For instance, avoid doing home visits alone or approaching strangers without adult support. Always get parental permission to participate in the research. Our experience shows that parents always value these types of activities and support their children to participate, but they need to understand how it works.

LIMITED TIME & RESOURCES

Young researchers don't usually have the time and the resources to do long or complex studies. You have responsibilities at school or at home, in addition to time needed to have fun and rest. Choose a research project that you can finish in a few weeks and with your available resources. Ask your adult facilitator for advice about the timeframe and any resources they can contribute to your project.

Ask your adult facilitator to help you assess potential risks associated with your research project. In most cases, you will have none or very few issues. But if there are some risks, you should not proceed and, instead, look for an alternative topic or activity.

What skills do you need to learn?

You need to learn how to develop research questions, collect information, interview other people, analyse the information and write a report. Other young researchers told us that having or learning public speaking and media skills helped them in disseminating the report.

Learn about your rights. The Convention on the Rights of the Child is a key document to read and to have with you all the time. Most of the research that young researchers conduct is about children's rights.

How will conducting your own research benefit you?

There are many benefits to participating in child-led research. We are sure that you already thought of some while participating in this session, but we would like to highlight some key benefits:

- You learn new writing and communication skills.
- By interacting with your peers, you learn from their own experiences.
- You learn new ways of thinking and understanding about your life and the lives of your peers.
- Your research project will contribute to making a difference in your community.
- You have new friends with whom you've shared a rewarding experience.

CLOSING

- Close the activity and thank everyone for their valuable participation.
- Have refreshments and clean the room so other people can use it.
- Schedule a day and time for the next session.

DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas and suggestions.
- Collect the flipcharts. You can also take photos of notes in order to save them.
- All the information you keep will be helpful to write your report and follow-up on the project.

USEFUL LINKS AND RESOURCES

- NGO Group for the Convention on the Rights of the Child (2011). My Pocket Guide to CRC reporting. Available at: http://www.childrightsconnect.org/wp-content/uploads/2013/10/My_pocket_guide_to_CRC_reporting_WEB_English.pdf.
- Molina, G., Molina, F., Tanner, T. and Seballos, F. (2009). 'Child-friendly participatory research tools', Participatory Learning and Action, 60, pp. 160–66. Available at: http://pubs.iied.org/pdfs/G02824.pdf.
- UNICEF. 'Convention on the Rights of the Child In Child Friendly Language'. Available at: http://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf.

GET READY FOR YOUR RESEARCH PROJECT

In the first session, you learned about research and child-led research. You are now ready to start working on your research project.

To Do List:

- Let's start with a brainstorming session

- Visualise our research topic

- Select our research topic

GET READY FOR YOUR RESEARCH PROJECT

LEARNING OBJECTIVE
You and your friends will be able to make decisions around a joint research project and agreeing on the key issues to study.

FORMAT
Child-friendly workshop that includes creative activities

DURATION
Approximately 90 minutes

PARTICIPANTS
10 to 15 children and young people, aged 12-18

RESOURCES
Flipcharts
Pens, pencils and markers
Scissors, glue, colour paper, magazines, newspapers
A3 cardboard or large paper
List of participants
Refreshments

ACTIVITY

WELCOME

- Distribute name badges to participants and serve refreshments.
- Welcome participants

> Explain the research project to the children and young people and the process they will go through.
>
> Ask if they agree to engage in this research initiative.

ACTIVITY IN PLENARY

Selecting your research team

To form a research team and to have a successful project, the following factors need to be considered:

Voluntary:
You and the other young researchers voluntarily decide to join the project. You make this decision once expectations and general information are presented. You are also free to leave the project whenever don't want to be part of it.

Inclusive:
The project needs to be open to everyone to participate. You and your peers should make efforts to invite and motivate everyone to join, especially those who have not had opportunities to participate or are excluded for different reasons (poverty, ethnicity, language, disabilities, etc.). Try to make significant efforts to include the most vulnerable children.

Equal contribution:
Young researchers should have equal opportunities to participate, lead and contribute to the project. Be aware that young people can have power issues and sometimes try to dominate the groups or exclude some participants from decision-making. To avoid these issues, the group should agree on joint rules as a way to address these problems.

Developing your joint rules

- Read and discuss the following examples of rules that young researchers previously created.
- Decide which to apply to your own group and make adaptations if needed. Once everyone agrees on the rules, write them up on a paper and display them on one of the walls.

OUR JOINT RULES

- Listen to each other
- Do not interrupt when someone is talking
- Raise your hand to speak
- Avoid side-talking and using the mobile
- Respect each other's comments
- No name calling or bullying
- Keep the opinions within the group and do not disseminate them beyond the participants

- Everyone has the right not to answer questions
- Everyone has the right to ask the facilitator for an explanation if they do not understand a question
- Have fun and enjoy the conversation
- Facilitator must be fun, smiley and supportive
- Facilitator needs to learn the names of all children and young people

Working with your adult facilitator

- This is a child-led project, but an adult facilitator can guide you when you have concerns or need support.
- Keep in mind that the adult facilitator will help you, but she/he will not manage you. You and the young researchers will be making the decisions. You will be leading the process in the way you think is good!
- The adult facilitator can assist you in collecting information that may be difficult for you to access, such as reports, government information, data from websites, etc.
- The young researchers and the adult facilitator can agree on some rules and expectations. Feel free to give feedback and ideas to improve the partnership with your adult facilitator.

Break

Take a 10-minute break. Distribute some refreshments.
It is a good idea to ask participants to lead some energisers, stretches or light exercises.

ACTIVITY IN PLENARY

Brainstorming activity

You have your research team, your adult facilitator and the joint rules in place. It is time now to decide on the topic of your research project.

It is useful to do a brainstorm session, which is a technique where everyone in the group gives ideas spontaneously about one specific issue. In this case, the ideas are about which topic will be good to research.

Based on feedback from other young researchers, another helpful activity is to ask participants to put their ideas on a collage. This gives time for each young researcher to think about a research topic and illustrate this idea using a collage.

Visualising your research topic

- Distribute A3 cardboard or a large piece of paper and stationery items to the participants.
- Cut and paste visual elements, such as photographs, drawings, illustrations and magazine ads, onto the cardboard or paper.
- Make a collage of how you see the research topic, and visualize your ideas as much as possible.
- Once the activity has ended, display all the collages on one of the walls and have each person explain their proposed research topic.
- One volunteer takes notes on a flipchart during the discussion and presentations.

Young researcher showing her collage.

Selecting a topic

- It is now time to select your research topic.
- One volunteer recaps ideas and topics highlighted from the collaging session using the flipchart.
- Each young researcher can vote for three research topics based on three factors: relevant, realist and achievable.
- Select the top three options and discuss in groups which option is the best one. It is important to debate why one option is more important than the others.
- Now it is time to vote. Each person votes for one option by raising a hand. You can also choose another way to vote.
- Congratulations! You have your research topic. In the next step, you will prepare questions and methods of getting information for your research.

Negotiations and agreements are processes that can be very hard. Here are some tips!
- Challenge the ideas, but do not challenge the person.
- All the ideas are good, but you need to select one for this project. Other ideas can be used for future projects.
- If you notice dominant voices in the group and a negative effect on other young people, lead an exercise to relieve the tension and give opportunities to others to talk.

CLOSING

- Close the activity and thank everyone for their valuable participation.
- Have refreshments and clean the room so other people can use it.
- Schedule a day and time for the next session.

DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas and suggestions.
- Collect the flipcharts and artwork. You can also take photos of notes in order to save them.
- All the information you keep will be helpful to write your report and follow-up on the project.

USEFUL LINKS AND RESOURCES

- Participation Works (2008). 'Involving children and young people in evaluation', Taking Part in Making Decisions: Training for 8 to 12-year-olds. Available at: http://www.participationworks.org.uk/resources/involving-children-and-young-people-in-evaluation/.
- World Vision (2014). Our Uncertain Future: A report written by the children of Syria. Available at: http://www.wvi.org/syria-crisis/publication/our-uncertain-future.

STEP 3

DESIGN YOUR RESEARCH PROJECT

You are ready to start designing and planning the next steps of your research project. During this session, you will be choosing the questions you want to ask and selecting the way you will get the information you need.

DESIGN YOUR RESEARCH PROJECT

◎ LEARNING OBJECTIVE
You and your friends will be able to develop research questions and select the methods to get information for your research project.

☆ FORMAT
Child-friendly workshop that includes creative activities

⏱ DURATION
Approximately 90 minutes

⚇ PARTICIPANTS
10 to 15 children and young people, aged 12-18

⚒ RESOURCES
Flipcharts
Pens, pencils and markers
Sticky notes
List of participants
Refreshments

✈ ACTIVITY

WELCOME

- Distribute name badges to participants and serve refreshments.
- Welcome participants.

ACTIVITY IN PLENARY

- One volunteer recaps the discussions from the previous session and explains the research topic that was selected by the group.
- Have time for questions. Respond to any concerns about the research topic.
- It is time now to articulate your main research question.

> It is very helpful to have some information about your research topic. This will help you to understand the issue and the questions you want to ask. You and your peers can bring books, reports, newspapers, and websites that talk about the topic.
>
> Many young people told us that they would be better equipped to participate in the research if they know the topic in advance.

Explaining the main research question

The main research question will help you to guide your research and stay focused. All the activities during the research need to contribute to answering this research question. Some researchers use hypothesis or research problem, all of which have the same purpose: keeping you focused.

The main research question needs to have some key elements that will contribute to a good research process. The question needs to be beneficial and answerable. Beneficial means that the question should provide information that it is relevant and usable for you. Answerable means that information you get from documents or people will help you answer the research question.

EXAMPLES OF MAIN RESEARCH QUESTIONS
- What do children and young people from my neighbourhood do in their free time?
- What do children and young people in my community think about bullying at school?
- How do children and young people prefer to participate in social campaigns?

Once you have your main research question, write down other questions to ask people. The idea is to subdivide the main question into more specific questions, so the people you talk to will have the chance to answer the main question from different perspectives.

For instance, if your main research question is 'What do children and young people in my community think about bullying at school?', your specific questions would be:

1. Are you aware of children being bullied at school?
2. Why do children bully other children?
3. Who is responsible to stop bullying at school?
4. What do you think the role of children is to stop bullying?

One professor created a helpful tool titled 'One big question, little questions', shown here. [1] In the centre of the diagram, write the main research question. In the outer circles, write multiple specific questions. Make sure that all the questions are related, but not repetitive.

Are you aware of children being bullied at school?

Little question

Little question

What do children and young people in my community think about bullying at school?

BIG question

Little question

Little question
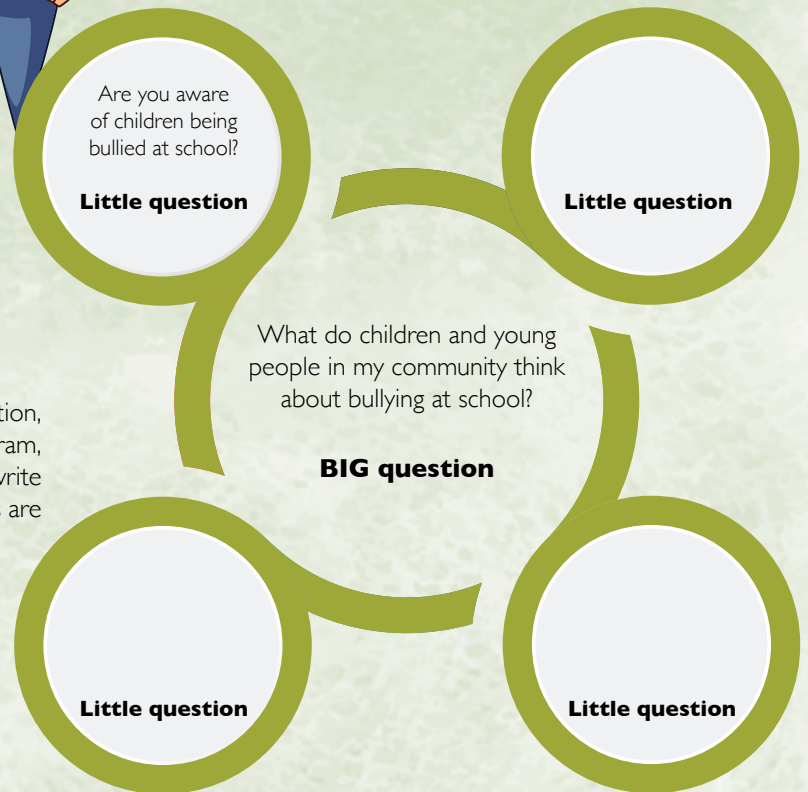
Brainstorming activity

- Divide the group into small teams to brainstorm about the main research question.
- Write down on a flipchart the questions that you want to propose as the main research question.
- Each small team hangs their proposed questions up on the wall and introduces them to the other teams.
- Once all teams finish, each person can vote for their two top questions. The question that has the most votes wins!
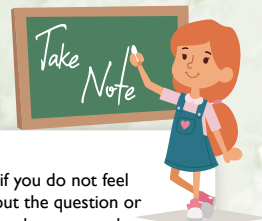
Don't worry if you do not feel confident about the question or you think it needs some work. You will have time during the research process to revisit it and make the changes needed.

Break

Take a 10-minute break. Distribute some refreshments.
It is a good idea to ask participants to lead some energisers, stretches or light exercises.

1.   Bucknall, S. (2012). Children as Researchers in Primary Schools: Choice, voice and participation (Routledge: New York).

ACTIVITY IN PLENARY

Brainstorming interview questions

- One volunteer recaps the purpose of the main research question and the result of the vote.
- It is now time to write the specific questions that you will be asking the interviewees.
- Divide the team into small groups and ask each group to write two specific questions.
- Write the questions on sticky notes and put them in the 'one big question, little questions' tool drawn on a flipchart.
- Once you finish, each team will present their questions to the group. Some questions will be very similar, so you can cluster them by putting similar questions in the same circle.
- Select the best questions to be included in the questionnaire. Remember that these specific questions need to help you to answer the main research question.
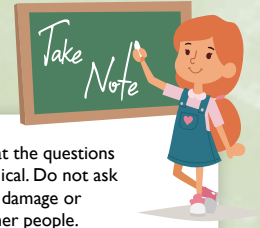
> Remember that the questions need to be ethical. Do not ask questions that damage or undermine other people.
>
> Don't ask leading questions, such as, 'Do you think that art class is very boring?' It is better to ask, 'What do you think about your art class?'
>
> Don't ask too many questions; sometimes less is better.
>
> Pilot or test your questions with a friend, so you can be sure that the questions are understandable and logical.

Choosing the methods

- You are now ready to choose the method to collect information and prepare a list of questions. Based on their previous experiences, young researchers recommended including just four or five questions, otherwise it will be difficult to have the time to ask the questions and to analyse the answers.
- There are many methods to collect information for your research. However, we will focus on only three methods in this module, as recommended by other young researchers:

One-to-one interviews:
One young researcher will have a conversational interview with one person and ask questions that have been prepared in advance. You can change the order of questions and remove or add new questions according to the information you are getting. Young researchers told us that asking five questions is ideal, and it will take about 15 to 20 minutes to answer them. Make your own time calculations and see how many questions you want to use. Keep them simple and short.

Focus group discussions:
One young researcher will interview a group of people at the same time. The group has about four to eight participants, usually sitting in a circle and responding to the questions according to their knowledge. This method is useful to have a good discussion amongst participants. Young researchers told us that focus groups are more difficult to conduct than interviews because it is challenging to do three things at once: ask questions, encourage people to talk and take notes. However, with practice, this method can help you to get very good information from participants.

Surveys:
Questions are asked in a written form and participants can choose from different options of answers.
(Two samples of surveys are shown below.)

Survey sample #1
Do you like the activities we conduct in our children's club?
- ☐ **Don't like them**
- ☐ **I like them**
- ☐ **I like them very much**

Survey sample #2
Do children in your schools suffer from bullying?
- ☐ **I disagree**
- ☐ **Neither agree nor disagree**
- ☐ **I agree**

Collecting information

- Time to plan the next step: collecting the information.
- Think about the children, young people or adults you want to interview. The main criteria is 'Who can give us the information we need for our research?' This is called the 'sample group'. Choosing a feasible sample means selecting people who are easy to access and who will give you the best information you need.
- There are many ways to select your sample. Young researchers who have conducted research recommended using people who know the topic very well or have experience with the topic you are researching.

EXAMPLES OF SAMPLE GROUPS

- In Lebanon, a group of 10 young researchers interviewed 40 children who lived in a refugee camp. Each researcher interviewed four children.

- In Bangladesh, a group of 20 young researchers interviewed 100 people. Each one interviewed five people.

Assigning roles for the coming weeks

- Assign roles to the research team members to start collecting information (also referred to as 'data') during the coming weeks.
- Ask everyone if they want to do interviews or questionnaires. Make sure that everyone is willing to participate or not in the data collection phase. Some children and young people don't like the idea of interviewing others. Those who don't can be more active in analysing the information or writing up the report.
- Divide up the number of interviews or questionnaires amongst the young researchers. It is a good idea to conduct the interviews in pairs. This will help you to be accompanied, supported and protected.
- Agree on a deadline for conducting the interviews. Be flexible. Some young researchers can collect the data in one week; others need two or more weeks depending on their situation.
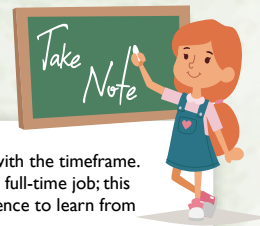
Be flexible with the timeframe. This is not a full-time job; this is an experience to learn from and enjoy.

CLOSING

- Close the activity and thank everyone for their valuable participation.
- Have refreshments and clean the room so other people can use it. Schedule a day and time for the next session.

DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas and suggestions.
- Collect the notes. You can also take photos of them in order to save them.
- All the information you keep will be helpful to write your report and follow-up on the project.

USEFUL LINKS AND RESOURCES

Save the Children (2004). So You Want to Involve Children in Research? Available at
http://www.savethechildren.org.uk/sites/default/files/docs/So_you_want_to_involve_children_in_research_SC_1_2004.pdf.

STEP 4

COLLECT INFORMATION

You have advanced a lot in your research project! You have decided on what to ask, the people to whom you want to talk to and the methods you will use. You are ready to start one of the most interesting parts of your research process: collecting information from people.

COLLECT INFORMATION

LEARNING OBJECTIVE
You and your peers will be able to understand and apply methodologies to collect information for your research project.

FORMAT
Child-friendly workshop that includes creative activities

DURATION
Approximately 90 minutes

PARTICIPANTS
10 to 15 children and young people, aged 12-18

RESOURCES
Flipcharts
Pens, pencils, markers and paper
List of participants
Refreshments

ACTIVITY

WELCOME
- Distribute name badges to participants and serve refreshments.
- Welcome participants.

ACTIVITY IN PLENARY
- You are ready to start collecting information from children, young people or adults that you have selected. Write on a piece of paper some ideas of how and when you will contact these people. Remember that your protection and safety are key priorities.
- Before contacting the interviewees, prepare a simple 'information and consent form' briefly describing your project and asking permission to conduct the interview and use the information they will give you. This is a very important ethical component of your work. (See a sample in the annex section.)
- Print copies of the form and bring them with you to the interviews and focus group discussions.
- Think about how you want to record the interview. You can take handwritten notes, use a voice recorder or use a mobile with recorder. Remember that it is important to ask the person if he/she wants to be recorded.
- Young researchers told us that it is very helpful to rehearse the interviews to feel more confident and improve your research skills.

Break
Take a 10-minute break. Distribute some refreshments.
It is a good idea to ask participants to lead some energisers, stretches or light exercises.

ACTIVITY IN PLENARY

Role-playing rehearsal of interviews
- Divide the group into two teams. One team will be the researchers and another team will be the interviewees (for instance, children, young people and adults from your community).
- Each participant takes a role. If you are a researcher, you need to find a person to interview. Pretend it is a real-life situation: introduce yourself, explain the research project, ask the person if he/she wants to be interviewed, and start the interview.
- Each team has three minutes to present their role play.
- Once the teams finish their presentations, the group will discuss what went well, what went wrong, lessons learned and things that need to be improved.
- If you feel that you need more rehearsals, continue with more role-playing. You can also rehearse at home with your friends or siblings.

CLOSING
- Close the activity and thank everyone for their valuable participation.
- Have refreshments and clean the room so other people can use it.
- Schedule a day and time for the next session.

DOCUMENTATION
- Make sure that one person captures the participants' responses, ideas and suggestions.
- Collect any notes or take photos of notes in order to save them.
- All the information you keep will be helpful to write your report and follow-up on the project.

USEFUL LINKS AND RESOURCES

Child-led data collection: Experiences, findings and lesson learnt. Save the Children:
http://resourcecentre.savethechildren.se/library/child-led-data-collection-experiences-findings-and-lessons-learnt

ANALYSE YOUR DISCOVERIES

You have advanced a lot in your research project! You have decided on what to ask, the people to whom you want to talk to and the methods you will use. You are ready to start one of the most interesting parts of your research process: collecting information from people.

ANALYSE YOUR DISCOVERIES

LEARNING OBJECTIVE
You and your peers will be able to analyse the information collected and debate about the most important issues that came up from the interviews, focus groups and surveys.

FORMAT
Child-friendly workshop that includes creative activities

DURATION
Approximately 90 minutes

PARTICIPANTS
10 to 15 children and young people, aged 12-18

RESOURCES
Flipcharts
Pens, pencils, markers, scissors and glue
Colour paper, sticky notes, magazines and newspapers
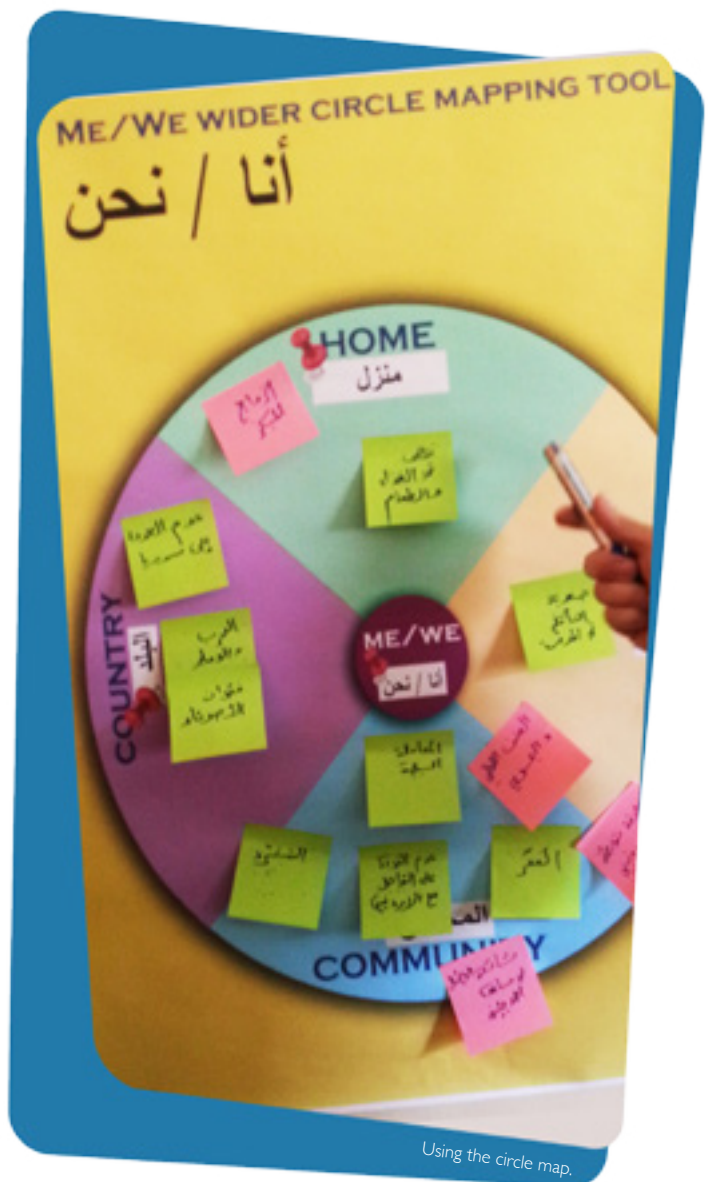List of participants
Refreshments

ACTIVITY

WELCOME

- Distribute name badges to participants and serve refreshments.
- Welcome participants.

ACTIVITY IN PLENARY

- One volunteer recaps the last session and the group's activities during the previous week.
- Each participant has two minutes to report back to the group on the data collected and the interviews conducted during the week or any other useful information.
- Based on previous experiences, young researchers suggested reading the notes from interviews and focus groups and to pay attention to recurring topics and ideas. These are key topics that are relevant to your findings.
- One method of organizing the recurring topics is to use flipcharts. Write one topic on each flipchart and place underneath all the responses relevant to that topic.
- Young researchers in Lebanon used a tool called 'circle map' where a circle is divided into four sections (see the photo below). Each section is a topic, with relevant information from the data on sticky notes placed in the corresponding sections of the circle. This helped them to divide the information in pieces and to see the trends that emerged from the data.

Using the circle map.

Break

Take a 10-minute break. Distribute some refreshments.
It is a good idea to ask participants to lead some energisers, stretches or light exercises.

SMALL GROUP ACTIVITY

- As you noticed, there is plenty of information that needs to be analysed. There also are many things that need to be deleted because they are not relevant to your research project.
- Divide the participants into three or four groups, according to the main topics highlighted from the data.
- Each group works on one topic and analyses the main points.
- Ask groups to take notes on a flipchart, which will then be reported to the large group and used to write up the report.
- The main findings can be summarised in a graph or drawing, as pictured on the following page. The illustration helped them to visualise the issues discovered.

Visualising the main themes.

CLOSING

- Close the activity and thank everyone for their valuable participation.
- Have refreshments and clean the room so other people can use it.
  Schedule a day and time for the next session.

DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas and suggestions.
- Collect the flipcharts and artwork. You can also take photos of notes in order to save them.
- All the information you keep will be helpful to write your report and follow-up on the project.

USEFUL LINKS AND RESOURCES

'We are researchers' Child-led research: children's voice and educational value. Centre for Education Research and Policy
https://cerp.aqa.org.uk/sites/default/files/pdf_upload/CERP-RP-VS01112011-.pdf

STEP 6

DEBATE AND AGREE ON THE MAIN ISSUES

In your last session, you analysed the new information from the interviews, focus groups or surveys. The information was divided amongst three or four teams. Now it is time to debate and agree on the main issues that came up from your research and how they will be included in your final report.

DEBATE AND AGREE ON THE MAIN ISSUES

◎ LEARNING OBJECTIVE
You and your peers will be able to reflect, negotiate and agree on the key findings of your research project.

☆ FORMAT
Child-friendly workshop that includes creative activities

⏰ DURATION
Approximately 90 minutes

⚇ PARTICIPANTS
10 to 15 children and young people, aged 12-18

⚒ RESOURCES
Flipcharts
Pens, pencils and markers
List of participants
Refreshments

✈ ACTIVITY

WELCOME

- Distribute name badges to participants and serve refreshments.
- Welcome participants.

ACTIVITY IN PLENARY

- One volunteer from each of the small groups will recap their discussion from the last session.
- Display your graphs or drawings on the walls to make your presentation simple and fun.
- Explain the issues on which people agreed as well as disagreed. It is helpful to have other people's views about that.
- Once all the groups have finished their presentations, write the following questions on a flipchart:
    - What are the three most important topics that arise from the findings?
    - Are those issues answering our main research question?
    - Which issues are we going to include in the report?
- All participants present their responses to these three questions.

Break

Take a 10-minute break. Distribute some refreshments.
It is a good idea to ask participants to lead some energisers, stretches or light exercises.

ACTIVITY

- At this stage, you need to get agreement on the key issues that will be included in your report. One way to do so is by asking each participant to vote for three key topics. Those that have the most votes will be included in your report. See the picture below of a flipchart sheet that young researchers from Lebanon used to vote for the main topics. It is in Arabic, but you can see that there are 10 topics, with votes tallied with red lines. The topics with the most votes were included in the report.
- If everyone looks a bit confused or there is too much information, ask your adult facilitator to help you bring together the key topics that are coming up from the different groups.
- Make sure that decisions you made are based on your own views and not from people outside your research group. Remember that this is your project.
- Once you agree on the themes and the information you will include in your report, you are ready to start writing.
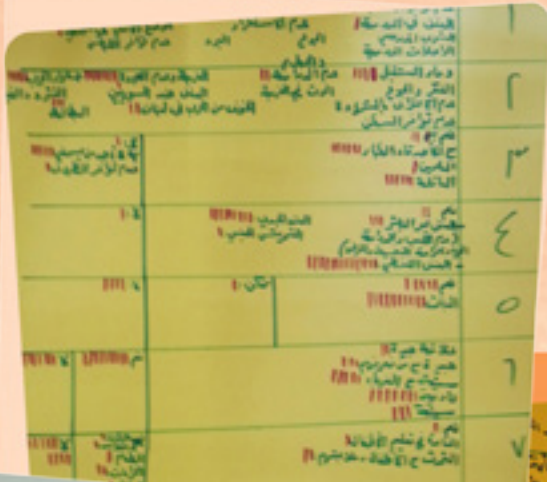
CLOSING

- Close the activity and thank everyone for their valuable participation.
- Have refreshments and clean the room so other people can use it.
- Schedule a day and time for the next session.

DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas and suggestions.
- Collect the flipcharts and any notes. You can also take photos of notes in order to save them.
- All the information you keep will be helpful to write your report and follow-up on the project.

USEFUL LINKS AND RESOURCES

- SNIP Training Toolkit Part 6 Let's Play: Activities that Strengthen Peer Relationships.
  http://www.snipsf.org/wp-content/uploads/08/2011/Inclusion-Tool-Kit-Part6-_Lets-Play_-Activities-That-Strengthen-Peer-Relationships.pdf

- A toolkit for monitoring and evaluating children's participation. G. Lansdown and C. O'Kane
  https://www.savethechildren.org.uk/sites/default/files/images/ME_Toolkit_Booklet_5.pdf

BECOMING RESEARCHERS:
Children and Young People-Led Research Methodology
A simple guide for children and young people who want to carry out social research

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STEP 7

WRITE UP YOUR REPORT

You are almost finished with your project! For several weeks, you have been thinking about your research and looking for information. It is time to put all the information and analysis into one document. This is an important activity because other people need to know what you have discovered, and one way to communicate this is through a written report. You can also use videos, a photo book or drawings to share your findings.

WRITE UP YOUR REPORT

◎ LEARNING OBJECTIVE
You and your peers will be able to enhance your skills to write your own report.

☆ FORMAT
Child-friendly workshop that includes creative activities

◷ DURATION
Approximately 90 minutes

⚇ PARTICIPANTS
10 to 15 children and young people, aged 12-18

⚒ RESOURCES
Flipcharts
Pens, pencils and markers
List of participants
Refreshments

✐ ACTIVITY

WELCOME

- Distribute name badges to participants and serve refreshments.
- Welcome participants.

ACTIVITY IN PLENARY

- Recap topics covered during the last session.
- Ask one volunteer to hang the 'Writing Logical Flow' tool on the wall. Explain to the group the process for writing a report on your research findings.

WRITING LOGICAL FLOW

INTRODUCTION	Presend the main topics and a brief overview about the ideas	Write here
BODY	Write down the first theme	Write here
	Write down the second theme	
	Write down the third theme	
CONCLUSION	Develop solid conclusion on the topic	Write here
	Closure	

- Give time for people to ask questions about the writing process. Your adult facilitator can help you answer any difficult questions.
- Before you start writing, you need to know that there are different ways to write a report and the group should decide how to do it. Here are two suggestions from other young researchers:
  - **Small group of writers:** A young researcher said: 'It is hard that 10 or 15 people can write a report; it is better to select three or four people from the group to write the report.'
  - **Everyone writes a piece:** A young researcher said: 'Everyone who participated in the research wrote a paragraph and then we combined all parts.'
- If you decide to have a small group of writers, ask for volunteers to write the final report. Ensure a fair and balanced representation of the participants involved in your project.
- If everyone will write a piece, divide the sections amongst all participants. Make sure that all sections are different and all topics are covered by someone.

> *Take Note*
>
> One of the main challenges of writing a report is to balance the genuine expression of your ideas and to develop a report that has a structure that people will read and take seriously.

What do you need to include in the report?

Remember, this is your own report, so you do not need to follow the structure of other reports. However, it is recommended to have at least three parts:

- **Introduction:** Explain your research topic, why you chose it, who participated, the methods used to gather data, and all the information you consider relevant.
- **Findings:** This is the most important part of your report. Explain what you have discovered. The easiest way to do so is to explain them by topics. You have already selected your top three topics.
- **Discussion and recommendations:** Discuss the key issues and summarise your viewpoints. It is important to make recommendations about how things can be improved. They should be realistic and achievable objectives for people who want to get involved in the solution.

Length of the report: Keep it simple and clear! Young researchers recommended that the report should be no longer than 10 pages, but it is up to you. You can write five or 15 pages. You can also have a shorter report that summarises the key information from your research. This can be done in one or two pages. You can include in your report photos, drawings, quotes from interviews or statistics.

Different forms of reports: A report can be done in different formats, such as a video or a poster. Be as creative as you want. Always keep in mind that you need to deliver the same key information: your research topics, the main findings and your recommendations.

Break

Take a 10-minute break. Distribute some refreshments.
It is a good idea to ask participants to lead some energisers, stretches or light exercises.

ACTIVITY

- It is time to start writing the report. Hang on the walls the flipcharts with the findings and the most important topics or themes that the group selected.
- Give each main topic or theme a number. For instance, 'Theme one: Bullying in the classroom', 'Theme two: Children's opinions about bullying', and 'Theme three: Problems caused by bullying'.
- Write the information you have under each theme, explain the issues and what information you discovered during the research project. Include quotes (phrases) from the people you interviewed.
- To make the writing process easier, read other research reports and notice their style. Take ideas for your own report. We are including two research projects that were written by children and young people for your reference. You can look for more reports on the Internet. Reading is one of the most effective ways to learn.
- The writing can take several days, so when you finish this session, take all the papers and continue to write from home.

CLOSING

- Close the activity and thank everyone for their valuable participation.
- Have refreshments and clean the room so other people can use it.
  Schedule a day and time for the next session.

DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas and suggestions.
- Collect the flipcharts and any notes. You can also take photos of notes in order to save them.
- All the information you keep will be helpful to write your report and follow-up on the project.

USEFUL LINKS AND RESOURCES

World Vision International (2014). 'Children's Report, Stand with Me: Our Uncertain Future'. Available at: http://www.wvi.org/sites/default/files/WV-Child Led Report-ENG_low res_secure.pdf.

SHARE YOUR REPORT WITH OTHERS

Your report is finished. Congratulations! This is a big achievement. However, your report needs to be seen by other people, especially the people you want to influence. It is also important that other children and young people know about your research, so they can be motivated to do something similar. You also need to share the report with the people you interviewed.

SHARE YOUR REPORT WITH OTHERS

⊚ LEARNING OBJECTIVE

You and your peers will be able to share your research with others and find opportunities to explain what you have discovered.

☆ FORMAT

Child-friendly workshop that includes creative activities

⏰ DURATION

Approximately 90 minutes

⚇ PARTICIPANTS
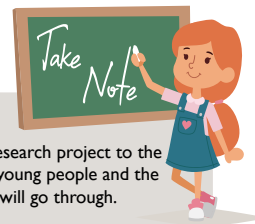
10 to 15 children and young people, aged 12-18

⚒ RESOURCES

Flipcharts
Pens, pencils and markers
Colour paper, magazines and newspapers
Scissors, glue and masking tape
Sticky notes or small coloured pieces of papers
List of participants
Refreshments

✈ ACTIVITY

WELCOME

- Distribute name badges to participants and serve refreshments.
- Welcome participants.

Explain the research project to the children and young people and the process they will go through.

Ask if they agree to engage in this research initiative.

ACTIVITY IN PLENARY

- One of the report writers will present the final report and the key points included.
- If you have not summarised the report on a poster, do that now.
- Divide the group into small teams and distribute flipchart paper, pens, pencils, markers, coloured pencils, masking tape and sticky notes.
- Ask the group to illustrate the final results through drawings, illustrations or collages. These materials will be used to disseminate your research and help people understand your findings.
- Once the artwork is finalised, each team has five minutes to present their visuals to the group.
- Hang all the visuals on the wall and start thinking about what you would like to do with the rich information you now have.

ACTIVITY

There are many ways to publicise your report:

- Hold a launch event.
- Send press releases to radio stations, newspapers and television stations.
- Send your report to people who make decisions that affect children in your community and country, such as government officials, parliament, children's commissioner, non-governmental organisations and local authorities. It is also important to send your report to children and young people, especially those who shared their views with you.

Brainstorm session

- Ask participants to write on sticky notes two or three ideas of ways to disseminate the report.
- Place the sticky notes in the thought bubbles of the brainstorming tool (see below).

- Once the group finishes, review the sticky notes and cluster them by similarities. For instance, combine a note stating 'send the report to a radio station' with another that says 'share it with journalists.'
- Select the best ideas as a group. These need to be feasible, realistic, inexpensive, safe and related to the topic of your research.
- Ask for advice from your adult facilitator. You can partner with World Vision's Communications team to organise the media activities for the dissemination phase. They would be your primary support to contact the media.
- Be prepared. Young researchers told us it is important to receive basic training on public speaking and media interviews. Some children and young people were tasked to be the main spokespersons and they were ready for interviews with the media. Remember that child protection policies are very important to keep all participants safe.

▶ You can watch some video interviews of young researchers to prepare for your own interviews:
Click on this link to see some videos from young researchers in Lebanon:
http://wvi.org/jordan/video/our-uncertain-future-children-behind-report

CLOSING

- Close the activity and thank everyone for their valuable participation.
- Have refreshments and clean the room so other people can use it.
- Schedule a day and time for the next session.

DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas and suggestions.
- Collect the flipcharts, artwork and notes. You can also take photos of notes in order to save them.
- All the information you keep will be helpful to write your report and follow-up on the project.

USEFUL LINKS AND RESOURCES

How to support children and young people's campaigning. Participation Works
http://www.participationworks.org.uk/resources/how-to-support-children-and-young-peoples-campaigning/

PLAN ACTIONS TO MAKE A CHANGE WITH THE NEW INFORMATION YOU HAVE

Your report has launched and you have shared it with many people. However, your efforts cannot end here. You can do many more things to make a difference and move from simply having information to taking action.

ON AIR

PLAN ACTIONS TO MAKE A CHANGE WITH THE NEW INFORMATION YOU HAVE

LEARNING OBJECTIVE

You and your peers will be able to use your research findings to advocate for social justice on behalf of other children.

FORMAT

Child-friendly workshop that includes creative activities

DURATION

Approximately 90 minutes

PARTICIPANTS

10 to 15 children and young people, aged 12-18

RESOURCES

Flipcharts
Pens, pencils and markers
Sticky notes or small coloured pieces of papers
List of participants
Refreshments

ACTIVITY

WELCOME

- Distribute name badges to participants and serve refreshments.
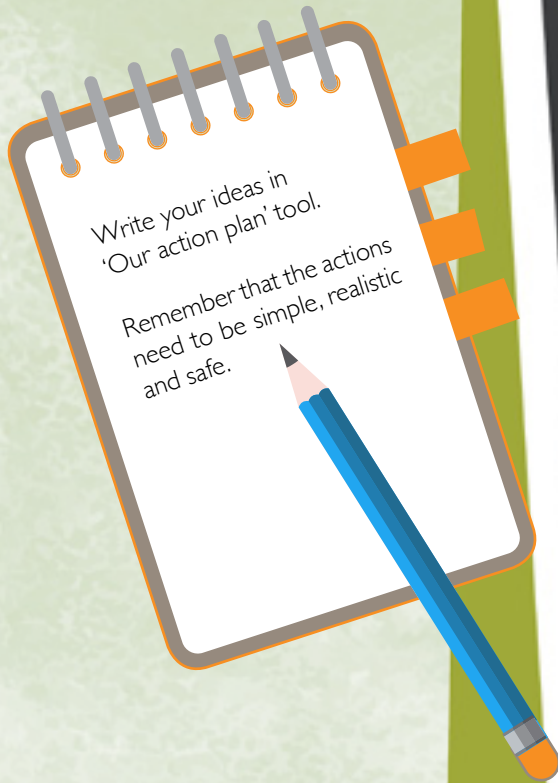- Welcome participants.

ACTIVITY IN PLENARY

Brainstorm activity

Use the brainstorming tool again to encourage participants to come up with more ideas about taking action. Ask everyone to write their ideas on sticky notes and put them in the brainstorming tool.

Cluster the sticky notes if ideas are similar to one another. Remember, it is important not to be too ambitious and to focus on two or three actions.

If you are running out of ideas, review the following list:

- Produce flyers to distribute around schools, in community centres and anywhere else you can.
- Write letters or send emails to people you want to influence.
- Approach local radio stations about holding one-hour radio programmes to talk about your research.
- Participate in online discussion groups.
- Use Facebook and other social media tools to spread the messages around your research findings.
- Write blogs and post them everywhere you can.
- Organise a school assembly and present your findings to your classmates.
- Talk to the municipality to prepare a public meeting in your community and invite people to hear your findings.
- Ask to meet with people in the government to discuss with them your findings.

> Write your ideas in 'Our action plan' tool.
>
> Remember that the actions need to be simple, realistic and safe.

OUR ACTION PLAN

ACTION	WHAT	HOW	WHEN
1-Send letters to important people	Motivate important people to read the report and do something	Each one send letter to an important person asking for action	By the end of the month
2-			
3-			

CLOSING

- Close the activity and thank everyone for their valuable participation.
- Have refreshments and clean the room so other people can use it.
- Schedule a day and time for the next session.

DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas and suggestions.
- Collect the flipcharts and notes. You can also take photos of notes in order to save them.
- All the information you keep will be helpful to write your report and follow-up on the project.

USEFUL LINKS AND RESOURCES

Children make their voices heard. P. Cuevas-Parra.
http://www.wvi.org/sites/default/files/Children%20Make%20Their%20Voices%20Heard%20Manual.pdf

CELEBRATE THE END OF YOUR PROJECT

You have finalised your research project! You and your friends must be very proud of this big achievement. Let's celebrate and have fun together.

In this step, there are not any specific objectives or detailed methodologies. The focus is on you and your friends and your accomplishment.

HOW DO YOU WANT TO CELEBRATE? YOU HAVE MANY OPTIONS, SUCH AS:

- Have a picnic in a nearby park
- Have a costume party at the community centre
- Watch a movie together
- Play some music and dance with your friends

AFTER THE CELEBRATION

Keep in contact with your friends even if you don't see them in person. We are sure that this experience has been very rewarding and unforgettable, and it can be repeated in the future if you want to conduct another research project. Think about it!

Consent Form

If you want to participate in our research project, please fill out this form.

If you agree with the statement tick the box, if you disagree don't tick the box.

■ I understand the information given about this project

■ I agree to participate and to share my experiences and views

■ I am OK to have the conversation recorded

■ I am Ok to have some photos taken of the activities

■ I understand that I am free to opt out at any time

My name is _____

My age is _____

My signature _____

Date _____

INFORMATION ABOUT OUR RESEARCH

Hello!

We are group of children and young people that are doing a research project called "add the name of your project here."

We are very interested in finding out young people's opinions on "add the topic here", so we would like to invite you to participate as part of our research and share your own experiences, thoughts and ideas with us.

Your participation is important to us as we want to explore and understand this topic and tell others about this issue. You can participate in either one-on-one interviews or focus groups interviews. You can choose one of these two ways to take part. It is up to you.

If you would like to take part, that is great! Your participation is voluntary which means that you are free to take part or not. If you decide to, then also know you have the right stop participating at any time.

If it's OK with you, we will be taking notes in the interview and we will be recording it too. If you don't want us to do this, just let us know.

Your opinions and those of others will be used in the report when we write it, but nobody will be able to know exactly who said what as no names will be used.

For us it is very important that you feel OK and safe, so please do tell us when you don't feel comfortable and we will do our best to make sure you do!

If you have questions, please feel free to ask us at any time.

We are very happy that you will be participating in our research project. Thank you so much!
Your opinions are really important to us.

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It takes a world

to end violence against children