

# Compendium



## Tools and Techniques for Children’s Engagement

PHASES OF ADAPTATION AND SCALING	TOOLS IN THE QUICK-START GUIDE	RECOMMENDED RESOURCES TO CONSULT WHEN USING TOOLS
<p><b>PHASE ONE</b> Selecting an Activity to Scale</p>	<p><b>TOOL 1:</b> Aligning Local and Global Stakeholder Priorities</p> <p><b>TOOL 2:</b> Scalability Assessment</p> <p><b>TOOL 3:</b> Ending Violence Against Children Activity Implementation and Evidence Profile</p> <p><b>TOOL 4:</b> Core and Peripheral Elements of a Violence Against Children Prevention Activity</p>	<p>For Phase One, review these guidance materials to see if some of the individual tools they contain could be helpful:</p> <p><b>Research on working with children:</b> <a href="#">Working Together: Including children in research on violence against children – A Resource Pack for Research Practitioners</a> (Save the Children, 2021)</p> <p><b>Evaluation with children (6 booklets):</b> <a href="#">A Toolkit for Monitoring and Evaluating Children’s Participation</a> (Save the Children, Plan, World Vision, etc. 2014)</p> <p><b>Focus Group Discussion guidance:</b> <a href="#">Using Focus Group Discussions with children and Adolescents</a> (Tdh, 2020) <a href="#">Guidelines to enhance child participation and work with youth on child advisory boards</a> (Tdh, 2019)</p> <p><b>Evaluation with children (6 booklets):</b> <a href="#">A Toolkit for Monitoring and Evaluating Children’s Participation</a> (Save the Children, Plan, World Vision, etc. 2014)</p> <p>TOOL 2: Take into account what the role of children might be during this internal organizational process.</p> <p><b>Adapt these tools for use with TOOL 4:</b> <a href="https://www.tdh.de/was-wir-tun/arbeitsfelder/kinderrechte/meldungen/manual-on-childrens-participation/">https://www.tdh.de/was-wir-tun/arbeitsfelder/kinderrechte/meldungen/manual-on-childrens-participation/</a> (Terre des hommes,2020)</p> <p>The “H” Assessment tool (p. 16) - modify the tool by changing the smiley face question, to ‘What is the most important parts of the program (intervention/ activity that you are participating in) for you?’ and the sad face to, ‘What part of the program is not working and why?. Change the middle of the “H” to ‘How would you change program, if you could?’</p>

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<p><b>PHASE TWO</b> Developing a scaling strategy and tracking adaptation and scale</p>	<p><b>TOOL 5:</b> Environmental Assessment: Different areas and variables</p> <p><b>TOOL 6:</b> Benchmarking and Tracking Vertical Scale Up</p> <p><b>TOOL 7:</b> Benchmarking and Tracking Horizontal Scale Up</p> <p><b>TOOL 8:</b> Establishing a Division-of-Labor among Joining Forces Partners</p>	<p>For Phase Two, review this guidance to see if some of the individual tools could be helpful: <a href="https://resourcecentre.savethechildren.net/pdf/campaign_planner_facilitation_tools_english.pdf/">https://resourcecentre.savethechildren.net/pdf/campaign_planner_facilitation_tools_english.pdf/</a> (See pages 38 and 42.)</p> <p><b>Gallery Walk:</b> <a href="https://www.wvi.org/development/publication/gallery-walk-tool">https://www.wvi.org/development/publication/gallery-walk-tool</a></p> <p>Article 15 toolkit contains several excellent ideas for eliciting children’s input into a variety of tools: <a href="https://crc15.org/kit/">https://crc15.org/kit/</a></p> <p>TOOL 5: Take into account what the role of children might be during this internal organizational</p>
<p><b>PHASE THREE</b> Documenting learning</p>	<p><b>TOOL 9:</b> Documenting Learning</p>	<p><b>Joining Forces Results Framework:</b> <a href="#">2020_04_17_REVISED_Joining_Forces_Results_Framework_final.xlsx</a> (Joining Forces SharePoint)</p> <p><b>Joining Forces Research Agenda:</b> <a href="#">Joining-Forces - 2020_02_JF_MERL_Research_Agenda_FIN.pdf</a> (Joining Forces SharePoint)</p> <p><b>Photo Voice:</b> <a href="https://www.wvi.org/development/publication/photo-voice-tool">https://www.wvi.org/development/publication/photo-voice-tool</a></p>