

THE SPIDER TOOL

A self assessment and planning
tool for child led initiatives
and organisations

By Clare Feinstein and Claire O'Kane



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The vision

Save the Children works for:

- a world which respects and values each child
- a world which listens to children and learns
- a world where all children have hope and opportunity

The mission

Save the Children fights for children's rights.

We deliver immediate and lasting improvements to children's lives worldwide.

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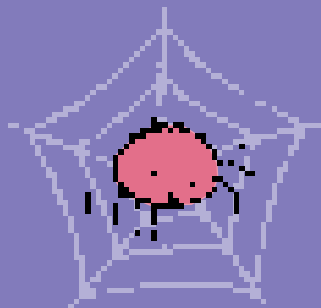
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Thanks to all the Child Led Initiatives and Organisations who were involved in the pilots, and to Save the Children country and regional programmes and NGO partners in South & Central Asia, Europe, Afghanistan, India, Mozambique, Nicaragua, Uganda, Wales and Zimbabwe for supporting these pilots and feeding into this documentation process.

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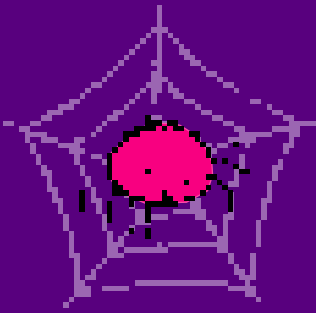
We hope this revised tool, the accompanying 'lessons learnt' and facilitators guide will encourage continued and wider use of the tool as part of ongoing work to support the strengthening of child led organisations, initiatives and networks around the world.

Clare Feinstein & Claire O'Kane

2005

On behalf of Save the Children's interest group on
child led initiatives and organisations

A sub-group of Save the Children's Child Participation
Working Group (CPWG) - 2003-2005



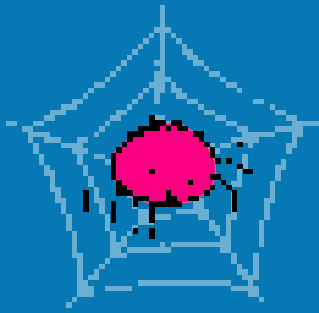
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Introducing the Spider Tool

1



The 'Spider Tool' is intended to promote reflection, analysis, sharing, dialogue and action planning within organisations. The Spider Tool was originally developed in Nepal as a participatory method for monitoring the status over time of community based organisations. Spider Tool assessments involve people from all levels and capacities in the organisation. *The Spider Tool Process* involves the participants working together to assess the strength of the organisation according to a number of core dimensions (Key Quality Elements). The results of the assessment are transferred to a spider web diagram that illustrates how the participants see the organisation. This helps to focus the participants on the areas that need to be addressed. The assessment sets the ground for organisational change.

This Spider Tool has been adapted and developed by Save the Children since late 2003 through collaborative work with child led organisations and local NGO partners.

Purpose of the Tool

This version of the Spider Tool helps children, young people (and adults) to:

- assess children's initiatives and organisations according to a number of core dimensions (Key Quality Elements)
- assess what they are trying to achieve, what they feel they are good at and areas they feel should be improved
- reflect upon the learning process that children, young people and adults go through as they work together on collective initiatives
- use their assessments to plan changes and action to improve their organisation and their collective efforts.



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'The Spider Tool is very useful to look at our work and to look at problems. It is a very useful tool that I have learnt here.'

(pilot project, South Asia regional workshop)

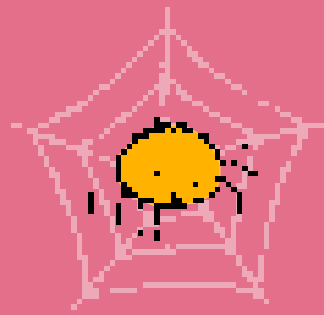
'It is a good evaluation toolWe had good discussions and reflection on the past... it was good to hear people's views, where we are at and what we need to improve on.'

(pilot project, Wales)

'It was so good to discuss our problems and suggestions, especially as we planned to train the adults and get them to respect and value the children.'

(pilot project, Afghanistan)

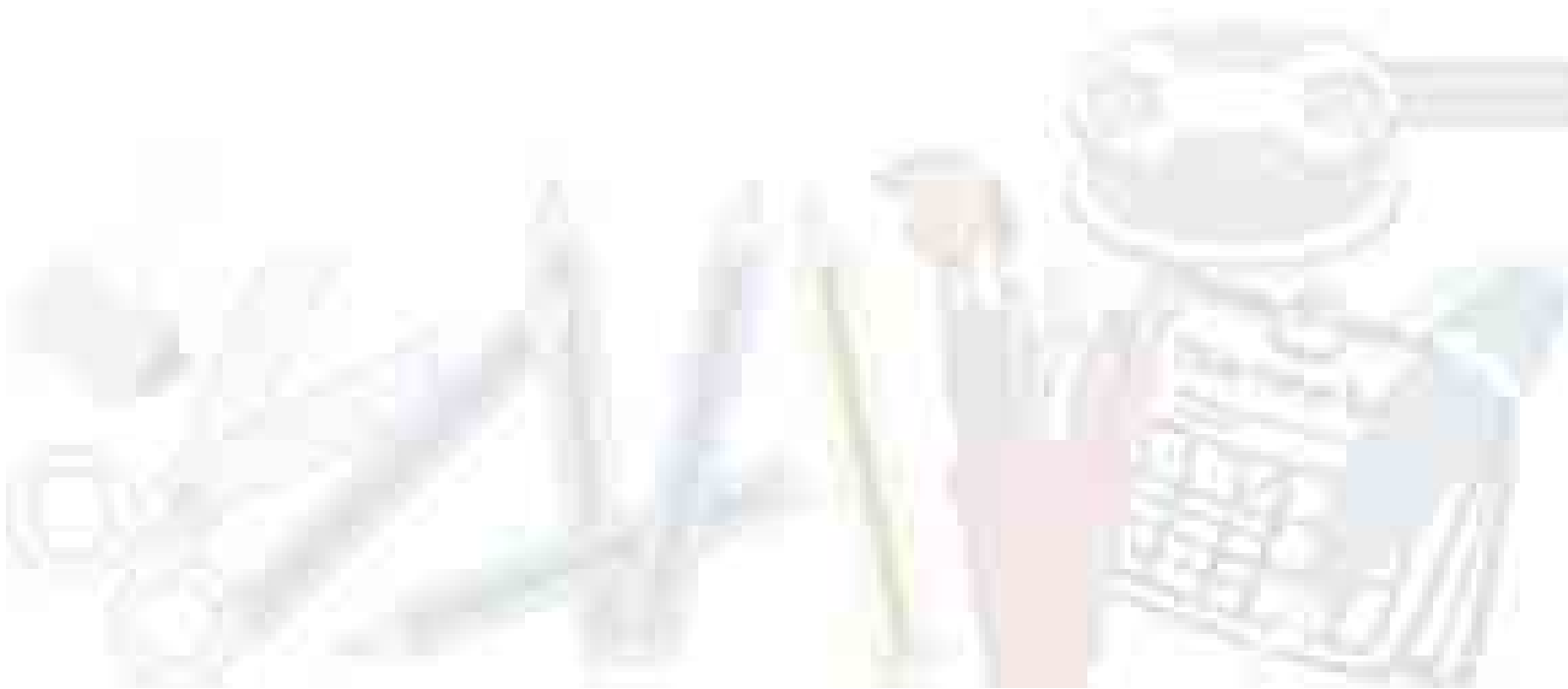


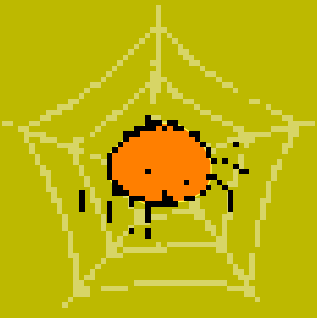


Materials Needed 2



- Large space (room, outdoor space)
- Pin board or a large wall
- Different coloured chalk, pens or wool (2 different and distinct colours for every child led initiative/group)
- Tape, sticks or blue-tack (to mark the scales)
- Flipchart and flipchart pens

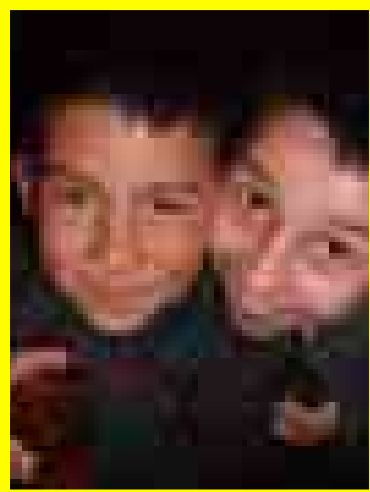




The Spider Tool in 9 Easy Steps 3



1. Introduce the tool
2. Introduce quality thinking
3. Introduce the spider web
4. Introduce action planning and support needs
5. Develop the spider web
6. Plan for action
7. Evaluation of Spider Tool
8. Follow up
9. Evaluation of the workshop

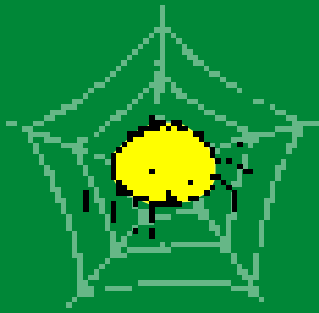


Key Facilitation Tips for using the Spider Tool are contained in the *Facilitators Guide* that accompanies this tool. The *Facilitators Guide* includes:

1. Introducing the Spider Tool to local partners
2. Training of adult/child facilitators
3. How to use the tool
4. Key Facilitation Tips
5. The Spider Tool in 9 easy steps
6. Top Tips for using the tool
7. Top Tips for facilitating workshops with children







Getting Started: Key Quality Elements for assessing children's initiatives and organisations

4

Seek children's ideas about the benefits of assessing or evaluating their initiatives, groups or organisations.

Introducing quality thinking

(Pilot project, Afghanistan)

When did your children's groups start?

- Many of our groups started almost one year ago
- Some of them started after we had participated in the children's conference

Why is it a good idea to assess your children's groups?

- to make our groups stronger
- to make our groups more active
- to check the capacity of the children in our group and to discuss how to improve
- to know what our weaknesses are and what changes should be brought about
- to share our views and opinions

'As the groups have been running for a year it is a good time to reflect on the children's groups' strengths and weaknesses and to see how to improve.'

A first step to explaining the idea of Key Quality Elements can be done by introducing the idea of quality thinking through the following practical exercise using examples from everyday life:

- Examples from everyday life: let the children express what they look for when buying a jacket, a bicycle or similar articles they are familiar with. Identify the Key Quality Elements (KQEs).



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- Apply the same way of thinking to their initiatives, groups and organisations. Why do they think some groups are functioning better than others? What criteria do they use? Write down on a flipchart the KQEs that the children present.
- Present the KQEs identified by Save the Children in collaboration with child led groups.
- Ask children to compare and match their list of quality elements with those identified by Save the Children.
- See if the children want to add any of the KQEs they identified to those identified by Save the Children.

Key Quality Elements of child led initiatives and organisations:

1) Dynamic membership and regular meetings

CLO/CLI has a growing and active membership and a space to meet where its members hold regular meetings.

2) Common vision, identity and ownership

CLO/CLI has a clear common goal that includes common beliefs and a single identity, and this is understood and agreed upon by all children who are members.

3) Agenda setting: child led (rather than adult driven)

CLO/CLI children regularly meet to share their own ideas, experiences and issues. They may agree with some adult suggestions, but they are the ones who make the final decision on what and how things should be done.

4) Building friendships

CLO/CLI has helped children get together with friends and make new friends from different backgrounds. This friendship is strengthened over time, creating unity and better communications between members, as well as solidarity and mutual support.

5) Fostering life skills

CLO/CLI helps all its members develop communication, problem solving and decision-making skills. All children are encouraged to be self aware, to resolve conflicts and to cope with stress in a positive way.

6) Democratic decision-making and inclusive representation

CLO/CLI helps children make decisions collectively with the involvement of all members. The CLO/CLI encourages all members to be active, and gives a fair chance for all members to represent their organisation.



7) Access to information and open communication

CLO/CLI has information that is child friendly and reaches all children. Information is shared with and by all.

8) Children aware and active in promoting their rights and responsibilities

CLO/CLI children know the Convention on the Rights of the Child and actively raise awareness about it. They are also aware of the responsibilities that go along with their rights.

9) Analysis, action and change oriented

CLO/CLI children raise, discuss and analyse issues that concern them and take action to solve them.

10) Choice and inclusive methods

Children always have choices about the level of their participation. They are encouraged to think about the risks that may result from their participation. CLO/CLI uses methods that are creative (e.g drama, song, drawings) and that allow for the inclusion of children of different ages and abilities.

11) Supportive adults

CLO/CLI is well supported by adults (parents, facilitators, teachers) who believe in children. The adults respect the children and support them to make their own decisions.

12) Partnerships and influence

CLO/CLI is well known in the local area for its work. Its members often get invited to different meetings as people want to know the views of children and are prepared to take them seriously.

13) Networks with other CLOs

CLO/CLI has built networks with other children's groups (CLO/CLIs). This children's network shares ideas and organises common events.

14) Resources and sustainability

CLO/CLI has collected enough funds, information and support to keep the CLO/CLI running independently for a long time.

15) Reflection, monitoring and evaluation

CLO/CLI regularly learns from its experiences. Its members often discuss the group's/organisation's strengths and weaknesses and try to improve its work and structure. The CLO/CLI makes reports to share with others.



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NOTE - *There is no correct or best order to the Key Quality Elements identified above. As part of the Mozambique pilot the children ranked the quality standards in order of importance to them and thus used a different order than the one shown above.*

Two methods for using the Spider Tool

There are two ways of using the Spider Tool (see Methods A and B below). Children should be offered the choice of whether they assess their organisation and build their spider web based on all, or some, of the KQEs described in this Spider Tool; or whether they assess their organisation and build their spider web based on their own quality elements.

Method A: Children and young people build spider webs based on (some or all) KQEs described in this Spider Tool

Children and young people identify their own key quality elements and then match them to the KQEs described in this Spider Tool. If there is a general match, KQEs and indicators described in this tool are then used as a basis to guide children's self-assessment and planning. This helps children and young people reflect upon some existing indicators for each KQE and will bring in a broader analysis and action planning framework than they might otherwise have. Another benefit of method A is that spider webs from different children's organisations can be compared to determine common strengths and weaknesses (as the main KQEs being explored are similar). This method reflects the principles of 'adult child partnership'.

'When the group identified its own KQEs before the pilot, they were the same as the SC Spider Tool KQEs, except that SC had identified a few more which were good/useful.' (pilot project, Wales)

Method B: Children and young people build spider webs based on their own quality elements

Children and young people identify their own quality elements (and can also compare them to the KQEs described in this Spider Tool). Children make the 'spokes' of the spider web based on their own quality elements and then develop their own indicators for each quality element. This method reflects the principles of 'child led process'.

NOTE - *The process described in this book can be adapted for Method B. However, the details here focus on Method A.*



Helping Children build their Spider Web

5

BUILDING A SPIDER WEB

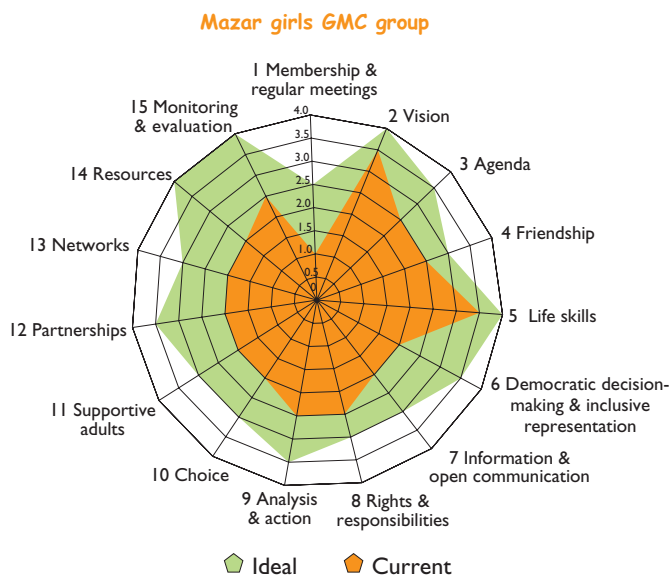


- Make a large drawing of the spider web
- Explain the exercise - children build their current spider web (where they are now) and their future spider web (where they plan to be in a specified time-frame - 6 months, 1 year, 2 years)
- Present the option of doing a current and future assessment at the same time for each KQE; or, separately by assessing first the current reality and then the ideal future.

NOTE - *Experience from piloting the Spider Tool in 2004-2005 recommends that it is best to do the current and future assessment of each KQE at the same time.*

- Introduce the idea of the 4 levels (indicators) for each KQE. **Stress that it is not necessary to reach level 4.** The current and desired assessment should be based on context, resources, priorities etc.

Example of Visual Image of SPIDER WEB





TEST one KQE

- Choose one KQE and 'walk through' the assessment (current and future) with the whole group.
- Draw a line on the ground and mark the numbers 1-4 (the indicators) along it in a continuum.
- Explain what each level of indicator means (1-4) for this specific KQE based on the indicators attached in **Appendix I**.

- Ask individuals to stand on the continuum according to where they think their organisation is in relation to the KQE being demonstrated.

NOTE - Children can choose to stand anywhere along the continuum, for example, 1, 1.5, 2, 2.5 etc. See *the accompanying Facilitators Guide for more details*.

- Ask them to explain why they have placed themselves on a particular level (analysis of why they are at this level). Record this level and their comments.
- Now ask them to stand where they think their organisation should be in a previously agreed future time frame (6 months, 1 year etc) and ask for their views on how they can reach this level. Record this level and their comments.



EXPLORING KQEs

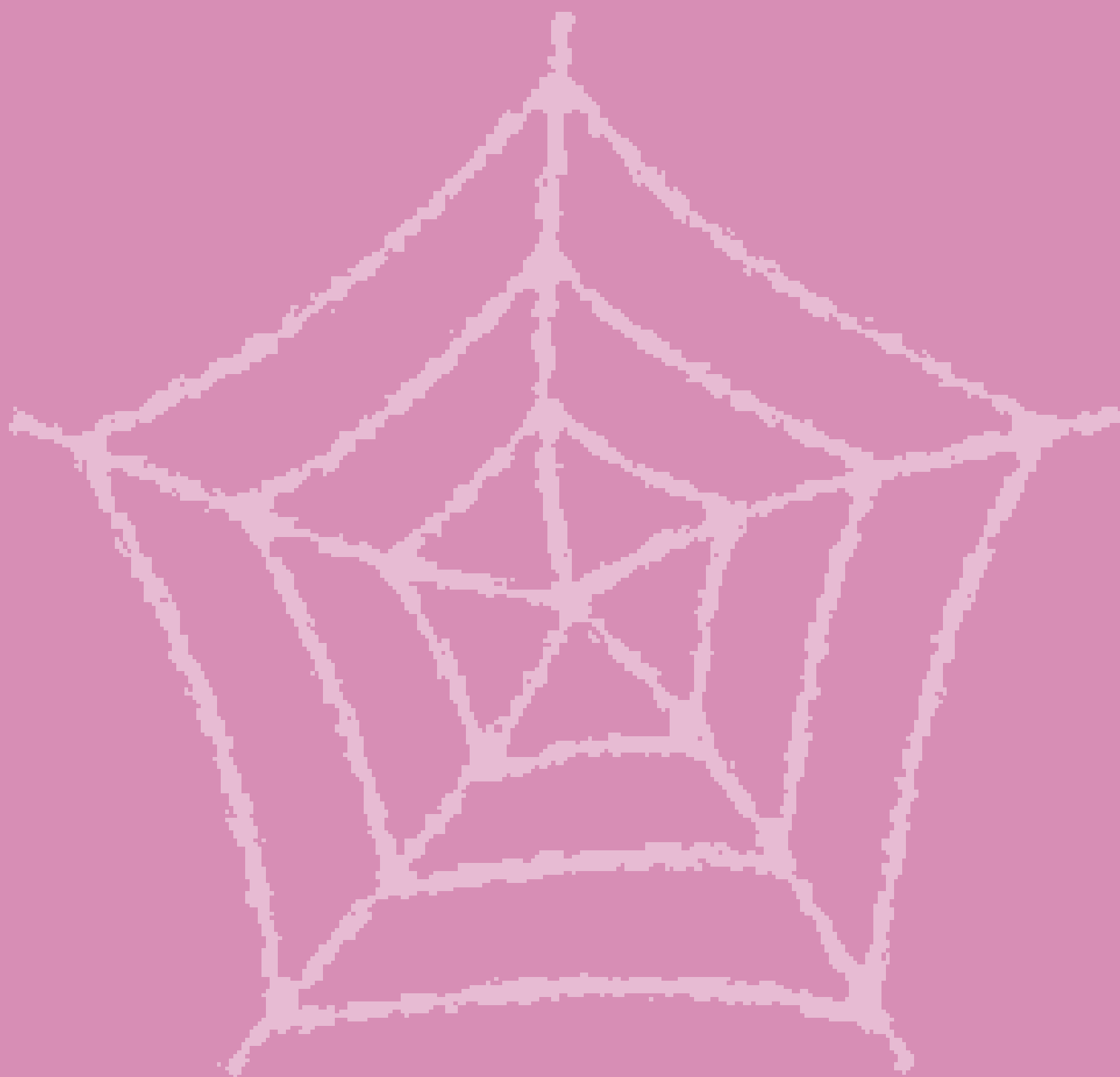
- Allow the group to decide which KQE they want to explore first.
- Split the group (according to the different child led organisations represented, or into smaller groups from the same child led organisation to get different perspectives - for example, older/younger children; girls/boys; core group/general members).
- Allow each small group to draw their own large spider web (on paper on the floor, on a board, using chalk on the ground etc.), making the 'spokes' of the spider web according to the KQE being tested.
- On separate flipchart sheets make the following 4 headings: 1) support needs, 2) capacity building needs, 3) ethical issues, 4) vision. Place each of these sheets on the wall.
- Allow each small group to decide where they would place themselves collectively for this KQE and stick a pin/mark with chalk/stick a coloured piece of thread on the spider web for both the current assessment of the KQE and their future ideal.
- Use a different colour to draw the current web and the future ideal.
- Record children's analysis for each score and capture key support and capacity building needs, ethical needs and vision on the flipcharts.

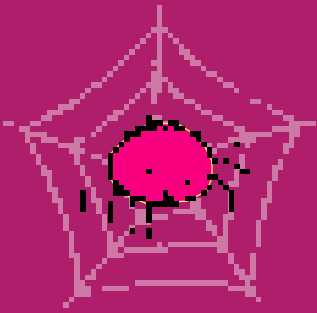


MOVE ON to the other KQEs

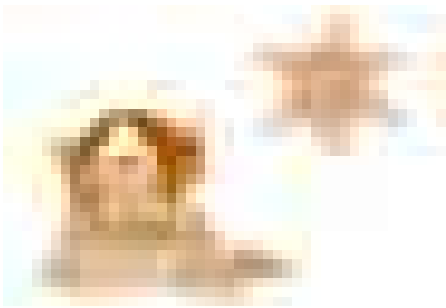
- Repeat the process for each of the KQEs.
- Let the children identify where they think they are now and where they want to be for each KQE. Give time for discussion, questions and reflection. Allow up to 15-20 minutes for each decision to be made.
- Let the children decide if they want to do action planning for each KQE as it is assessed or afterwards in a separate session on action planning. The latter is recommended!
See Appendix II for action planning sheet.
- Remember to intersperse the KQE assessments with other exercises - energisers, life skill activities etc. See the accompanying Facilitators Guide for more details.







A Tool for Action Planning 6



Having built their current and future spider webs children will have a visual image of their strengths and weaknesses. [The large scale spider webs can also be transferred to a paper version - see **Appendix III** - link to excel]. These can then be used to help children and young people decide which of the Key Quality Elements they feel are most important to improve, and how to turn this understanding into an action plan for their initiative or organisation. The sheet in **Appendix II** can then be used to plan action to improve their initiative/organisation.

If spider webs have been built in small groups (girls/boys; older/younger members etc), these spider webs can be compared and differences can be discussed. The members can also develop a combined spider web for the whole group by taking an average of scores from the different spider webs developed by the small groups and merging them. The KQEs with the lowest current rankings can then be identified and may be the first target for priority action with a view to begin strengthening the organisation in these areas. In small groups, or even in pairs,

two key actions to take forward within a given time frame can be identified per KQE. Actions can be written on cards cut out as footprints. These can then be placed along a 'path of action' (for example, in 6 months time).

You can also try a 'visioning exercise' to help children explore their collective vision and develop their action plan to strengthen their group or organisation. See the accompanying **Facilitators Guide** for more details.





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Allow the children to explore each action point in more depth by doing a HOW HOW HOW analysis¹.

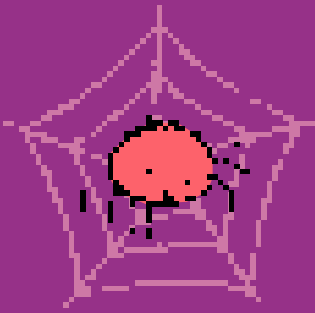
HOW does it work?

Write 'How ...?' on a long, wide piece of paper and draw four or five arrows coming from it. Ask a question, and write down any suggestions at the end of the arrows. For example: 'How do we get more children involved in our

organisation?' Explore any suggestions made in more detail by asking 'How ...?' again. The action planning resulting from the HOW HOW HOW analysis can help determine what needs to be done, by whom and by when. All you need are a long wide sheet of paper, marker pens and a 'HOW...?' question.



Appendix I



INDICATORS for the Key Quality Elements



Here are some examples of indicators for each of the Key Quality Elements. These are indicative, however. Children and young people should be encouraged to elaborate further and/or to use their own indicators for each KQE. Children may also rate themselves at any point along the scale (e.g. 1, 1.5, 2, 2.25, 2.5, 3.75, 4 etc), providing their own analysis and justification for 'where they are' or 'where they want to be'. There are no right or wrong answers.

Key Quality Element 1) Dynamic Membership and Regular Meetings²

1	2	3	4
<p>Very few members in the CLO/CLI; Many of the original members have left the organisation; Most of current members are age 15-18 years or older; No new members have joined in the past year; Infrequent and irregular meetings amongst children; Frequent changes in which children participate - no/little continuity.</p>	<p>A few new girls and boys have joined in the past year; Graduated members (over 18s) sometimes interfere with running of CLO/CLI; The girls and boys hold meetings fairly regularly, but sometimes there are gaps; Children do not have a good space to meet in.</p>	<p>Older/ more experienced members become facilitators and mentors; Provision made for the inclusion and participation of different age groups of girls and boys; Regular space for children to meet; Girls and boys are clear about when and where they will meet.</p>	<p>New members (girls and boys), particularly younger children (under 10 years) are regularly encouraged to join and play an active role; Children with disabilities and other marginalised groups are active members; Supportive linkages are made (with graduated members who have their own forum); Children have their own 'space' (e.g. child club house) for their meetings; Children are clear about when and where they will meet; All members participate actively.</p>

² Can refer to informal groups of children as well as more formalised groups/organisations of children.



Key Quality Element 2) Common Vision, Identity and Ownership

1	2	3	4
<p>The children do not have a clear vision about why they meet together;</p> <p>There is little feeling of common ownership by the children for the CLO/CLI;</p> <p>The CLO/CLI is more associated with the adult NGO rather than with the children;</p> <p>There is a lack of unity among the children.</p>	<p>Some of the children have a clear vision of their CLO/CLI, but not all;</p> <p>Some children feel ownership, but not all;</p> <p>Some of the children do not know how the CLO/CLI started, some do.</p>	<p>Most children have a clear vision of their CLO/CLI and can explain the organisation's purpose;</p> <p>The CLO/CLI has its own identity (logo/slogan);</p> <p>The members express ownership of their CLO/CLI;</p> <p>Most of the members know the organisation's history - when, how and why it started.</p>	<p>All the members share and express a common vision and ideology of their CLO/CLI;</p> <p>The children express a strong sense of ownership over their organisation;</p> <p>The children have a clear identity and vision for their organisation;</p> <p>There is unity amongst the members;</p> <p>Most of the members know the organisation's history - when, how and why it started.</p>

Key Quality Element 3) Agenda Setting: Child led (rather than adult driven)

1	2	3	4
<p>Adults set the agenda of the children's meetings;</p> <p>Children have tokenistic inputs to the agenda setting.</p>	<p>Girls and boys set some of the agenda;</p> <p>Adults still have a strong influence on influencing the agenda without listening to the children in genuine ways.</p>	<p>Boys and girls set the agenda;</p> <p>There is little collaboration with adults.</p>	<p>Many girls and boys regularly bring their own agenda issues to the CLO/CLI;</p> <p>Adults approach child reps to include their agenda items in the CLO/CLI meetings;</p> <p>Children have power to finalise the agenda and are happy with the balance of agenda issues brought by adults.</p>



Key Quality Element 4) Building Friendships

1	2	3	4
<p>Girls and boys have not made any new friends through their CLO/CLI;</p> <p>Children have worked with existing friends, but tensions between groups still exist.</p>	<p>Children have made some new friends through their CLO/CLI;</p> <p>Most of the children's new friends are from the same background or area as they are.</p>	<p>Children have made many new friends with children from different areas or backgrounds.</p>	<p>Girls and boys have built many new friendships with children from different contexts (e.g. children with disabilities or from different backgrounds);</p> <p>The children regularly communicate with their friends and enjoy their time with each other;</p> <p>There is a great sense of unity and friendship amongst all the members;</p> <p>Children's existing friendships have become strengthened through their CLO/CLI;</p> <p>Solidarity and mutual support have been developed as a result of their group membership.</p>

Key Quality Element 5) Fostering Life Skills

1	2	3	4
<p>Girls and boys lack the confidence and ability to communicate effectively;</p> <p>The members are not very effective in solving problems or making decisions on their own;</p> <p>There are unresolved conflicts in the CLO/CLI.</p>	<p>A few boys and girls have the confidence to communicate effectively;</p> <p>Some of the members are good at solving problems, but not all;</p> <p>Some of the members are scared to speak to their parents or authority figures about issues affecting them.</p>	<p>Many of the girls and boys have the confidence to communicate effectively;</p> <p>Most members have good problem-solving skills;</p> <p>Most of the members deal effectively with stress;</p> <p>However, some sensitive issues remain which they do not have the life skills to solve.</p>	<p>Girls and boys have developed and demonstrate effective life skills (communication, problem solving, decision-making, coping with stress, empathy etc);</p> <p>Reports illustrates how children have gained confidence and been able to assert themselves;</p> <p>Effective inclusive teamwork is evident in the CLO/CLI.</p>



Key Quality Element 6) Democratic Decision-Making and Inclusive Representation

1

Decisions are mostly made by a small group (3-5) of children, adults, or graduated members with minimum involvement of the wider group of girls and boys;
No fair system of election for representation is developed;
The few 'same' boys or girls tend to represent the organisation in meetings, workshops and training;
A leadership model is encouraged (by the adults).

2

Decisions are made by some children and some adults;
Conflicting ideas about adult and child role in decision-making;
In most situations the same few girls or boys represent the organisation in meetings, workshops and training;
A leadership model rather than a facilitator model is encouraged, so fewer girls and boys have a chance.

3

Most members actively participate in decision-making;
Many different girls and boys have a chance to represent their organisation in meetings, workshops and training;
All girls and boys are encouraged to have representation and facilitation skills;
There is a fair election system.

4

All girls and boys proactively share their views and play an active role in decision-making;
All members have an equal voice irrespective of gender, age, disability, ethnicity, background;
Children learn to listen to different points of view, to accept difference and to make decisions based on consensus;
All girls and boys have a fair chance to represent their organisation in meetings, workshops and policy events;
Processes for fair election and representation are established;
Facilitation, communication and representation skills of all members are encouraged (by children and adults), rather than focusing on the leadership of a few.



Key Quality Element 7) Access to Information and Open Communication

1	2	3	4
<p>Children have little access to information on key issues affecting them;</p> <p>No clear communication and information sharing within the organisation;</p> <p>Lack of communication skills;</p> <p>No documentation of CLO/CLI activities;</p> <p>No clear filing or documentation system in the organisation.</p>	<p>Children have a system of information sharing, but sometimes communication breakdowns occur;</p> <p>Boys and girls have access to some kinds of information, but not enough;</p> <p>There is occasional documentation of the CLO/CLI activities, but not regularly.</p>	<p>All members share information and communicate well;</p> <p>Girls and boys have access to information on some issues affecting them, but not all;</p> <p>There is regular documentation of CLO/CLI activities and experiences.</p>	<p>Clear channels of communication and information sharing exist amongst all members;</p> <p>All members have access to child friendly information concerning their organisation, and issues affecting them;</p> <p>Open, respectful communication amongst all members;</p> <p>Children have the skills necessary to gather and analyse information;</p> <p>Regular documentation of CLO/CLI activities and experiences;</p> <p>Clear system for keeping meeting minutes, reports and financial records;</p> <p>Accurate data and filing systems - easy to use and accessible to all members.</p>

Key Quality Element 8): Children Aware and Active in Promoting their Rights and Responsibilities

1	2	3	4
<p>Girls and boys have little awareness of their rights;</p> <p>Girls and boys do not feel responsible.</p>	<p>Girls and boys have some awareness of their rights, and are active in promoting some of their rights, but not all;</p> <p>Children are aware of their responsibilities, but do not really fulfil them;</p> <p>The girls and boys have taken some action on child rights concerns, but not many.</p>	<p>Girls and boys are aware of their rights and responsibilities;</p> <p>Boys and girls are active in promoting some of their rights (but not all);</p> <p>In most cases girls and boys take their responsibilities seriously.</p>	<p>Girls and boys very aware and proactive in asserting all of their rights to survival, development, protection and participation;</p> <p>Girls and boys aware and responsive in fulfilling their responsibilities;</p> <p>Girls and boys pro-active in informing other children, young people and adults about child rights and promoting their fulfilment.</p>



Key Quality Element 9) Analysis, Action and Change oriented

1	2	3	4
<p>Very little analysis of issues raised by children and infrequent action taken; Between meetings children undertake only minimal activities or action; Some of the children do not feel any benefits resulting from their group.</p>	<p>Children's meeting is identified as 'talking shop' where issues are discussed, but rarely followed up by action; Only some issues are followed up by action.</p>	<p>Children are involved in analysis of issues, and understand the root cause and impact of issues affecting them; Girls and boys make action plans to solve the problems - most of these plans are implemented, but some are not.</p>	<p>Children regularly identify issues concerning them; Children analyse the root cause and impact of problems/ issues affecting them. Children focus on key priority issues which they can change; Children develop realistic action plans to achieve positive results; Cases of how the CLO/CLI has been successful in solving child rights concerns are documented.</p>





Key Quality Element 10) Choice and Inclusive Methodologies

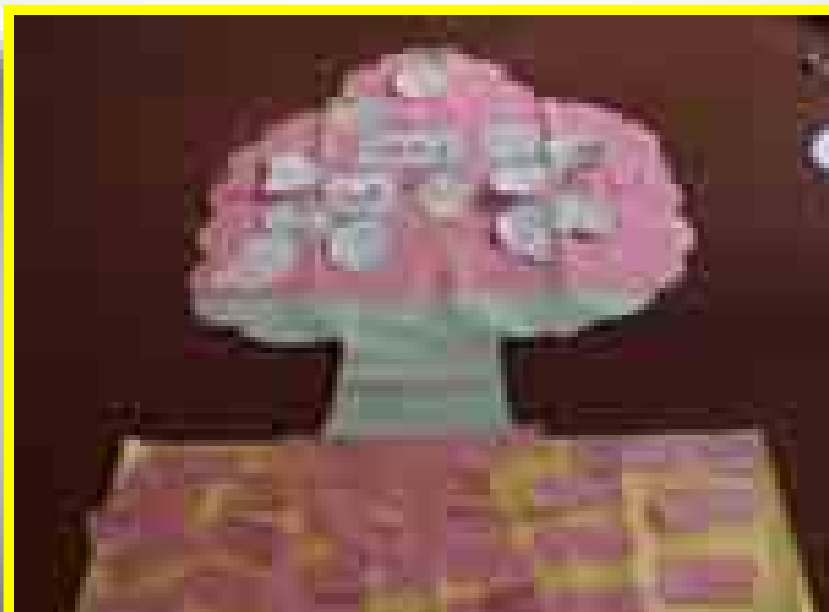
1	2	3	4
<p>Children are involved in a tokenistic and/or manipulated way - they do not have choice;</p> <p>Children are not clear about the purpose of their participation;</p> <p>Children may be placing themselves at risk as a result of their participation;</p> <p>Lack of creativity in methods used with and by children;</p> <p>Younger children, children with disabilities, and/or children who are illiterate are excluded by the methods used.</p>	<p>Boys and girls have choices about their participation (when, what, how, where);</p> <p>Children are sometimes aware of risks and sometimes make informed choices;</p> <p>Creative methods are occasionally used to involve girls and boys of different ages and abilities.</p>	<p>Most members are clear about their participation and have choices;</p> <p>In some situations children assess risks and make sure they are protected;</p> <p>There are efforts to use creative methods (e.g. drama, drawing) to include girls and boys of different ages and abilities.</p>	<p>All members have a choice regarding the nature and degree of their participation;</p> <p>Boys and girls are encouraged to assess risks and to protect themselves from them;</p> <p>Confidentiality is respected whenever it is in children's best interests;</p> <p>Boys and girls are encouraged to reflect on who is included and who is excluded in their CLO/CLI, to respect diversity and to challenge all forms of discrimination and exclusion.</p> <p>Members are confident in using creative methods to enhance participation of all girls and boys of different ages and abilities (e.g PRA methods, drama, songs, etc).</p>





Key Quality Element 11) Supportive Adults

1	2	3	4
<p>Adults (parents, local NGO, teachers) do not support children's participation in CLO/ CLI;</p> <p>Children's parents/ teachers do not recognise children's capacity;</p> <p>Adults do not take children seriously;</p> <p>Adults may be unaware of child rights;</p> <p>Adults themselves may be unsupported.</p>	<p>Some adults from the local NGO support children's participation and CLO/CLI;</p> <p>However, girls' and boys' own parents still do not give proper support for children's participation in the family or in their CLO/CLI;</p> <p>The adults still present some obstacles to children's participation;</p> <p>The adults may not have enough support or awareness.</p>	<p>Adult facilitators, teachers and parents are supportive of girls' and boys' participation in CLO/CLI;</p> <p>However, there is still not much support for girls' and boys' participation in decision-making in the family;</p> <p>Some government officials still do not give full support to the CLO/CLI.</p>	<p>Adults (children's parents, teachers, NGO workers) are very supportive of CLO/ CLI;</p> <p>The adults themselves are empowered, aware of child rights and are keen to support the CLO/CLI;</p> <p>Girls and boys participate in decision-making in their families;</p> <p>Adults and children have developed a meaningful partnership;</p> <p>Adults are able to manage dynamic relationships with child organisation representatives, reflecting respect for children increasing their confidence, skills and power.</p>





Key Quality Element 12) Partnerships and Influence

1	2	3	4
<p>The CLO/CLI exists in isolation from broader adult groups or adult decision-makers (e.g. school authority, local government); Adult decision-making agencies do not know the CLO/CLI exists; Boys and girls are not aware of adult decision-making bodies (e.g. local government, school authority).</p>	<p>Children have some awareness of adult decision-making structures; Adults have heard about CLO/CLI but do not take it seriously; Child reps have tried to build partnerships with adults, but their attempts have not been taken seriously; The CLO/CLI does not have much external influence.</p>	<p>Children have good understanding of adult decision-making structures and processes in their area; Adult decision-makers are aware of CLO/CLI and sometimes invite child reps to be part of their meetings; Adult decision-makers sometimes participate in CLO/CLI activities</p>	<p>The children's organisation is well known in its local area, province and country with a positive track record for bringing about positive impact for children and society; The organisation has established clear linkages with adults to ensure children's participation in decision-making processes affecting them (e.g. child reps are part of local governance structure); Key adult decision-makers regularly participate in children's own forums/ gatherings/ workshops; Adult duty bearers are responsive and hold themselves accountable to the children's organisation; CLO/CLI has good partnership with media resulting in regular media coverage of issues affecting them.</p>



Key Quality Element 13) Networks with other CLOs

1	2	3	4
<p>The children's initiative exists in isolation from other CLOs/CLIs; The children are unaware of other CLOs/CLIs in their locality/ country.</p>	<p>The children's group are aware of a few other CLOs/CLIs in their locality and have had a few opportunities to share their experiences with each other, but no regular meetings to foster and encourage better networking have taken place.</p>	<p>Children have regular network meetings with other CLOs/CLIs in their local area or province; The network is well established; Children learn from each other, support each other and undertake some common advocacy initiatives; There is a system of election for child reps to represent the 'collective' at national or regional events; Children have occasional network meetings at a national level.</p>	<p>The CLO/CLI has good awareness of other CLOs/CLIs in their locality (at local, sub-national, national and regional levels); The CLO/CLI has developed strong networks with other CLOs/CLIs at different levels (local, provincial, national, regional, global); The children's networks have developed clear channels for communication, information sharing and representation; The children's networks have undertaken common advocacy initiatives with positive impact; The children's networks and alliances are recognised by adult agencies/ duty bearers and are approached to send child representatives to policy events.</p>

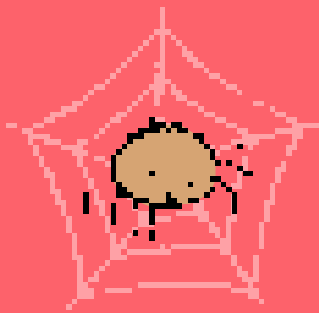


Key Quality Element 14) Resources and Sustainability

1	2	3	4
<p>The CLO/CLI is constrained by its lack of resources; The CLO/CLI is totally dependent on resources from an external (national, international) agency; The members have been unable to mobilise support, materials or space from their local community; If the supporting agency stops its funding then the CLO/CLI will probably stop.</p>	<p>CLO/CLI members have some resources, but not enough; The members have mobilised some resources from the local community for their CLO/CLI, but not enough; If a major support agency stops funding the CLO/CLI members would still like to continue, but would need to mobilise other resources.</p>	<p>CLO/CLI members have access to resources, training, and support which will enable their CLO/CLI to continue for a long time; CLO/CLI members have mobilised support and resources from their local community; CLO/CLI members have their own fundraising activities.</p>	<p>Children have access to information, resources, training and support; Funds for the CLOs/CLIs are mobilised from local community sources so that children's groups are not reliant on external agencies; Children's representation in communities, schools, governance bodies is institutionalised with resource support from local authorities; CLO/CLI members have their own fundraising activities.</p>

Key Quality Element 15): Reflection, Monitoring and Evaluation

1	2	3	4
<p>No systems in place for group learning, reflection, monitoring or evaluation; Children do not share or learn from mistakes; Lack of communication; Lack of evaluation.</p>	<p>CLO/CLI members occasionally reflect on their strengths and weaknesses, but not often; Children don't apply many of their learnings; There is not much documentation of children's learnings.</p>	<p>Children regularly reflect on their strengths, weaknesses and how to improve; The CLO/CLI has a system for monitoring progress of their action plans; CLO/CLI members are willing to learn from their mistakes; CLO/CLI has a system of documenting the progress of its activities.</p>	<p>Regular reflection on strengths and weaknesses of organisation by children and lessons applied to improve the organisation; Documented evidence of how the organisation has learnt from experiences (both positive and negative); Systems in place for documentation, monitoring and evaluation; Children regularly gather views from their CLO/CLI members, and adult duty bearers about the impact of their activities.</p>



Appendix II

ACTION PLANNING Sheet

Key Quality Element :	Assessment Score of 'Ideal'	Assessment Score of Current:	Action : (to improve this dimension, SMART)
<ol style="list-style-type: none"> 1) Dynamic membership and regular meetings 2) Common vision, identity and ownership 3) Agenda setting: child led (rather than adult driven) 4) Building friendships 5) Fostering life skills 6) Democratic decision-making and inclusive representation 7) Access to information and open communication 8) Children aware and active in promoting their rights and responsibilities 9) Analysis, action and change oriented 10) Choice and inclusive methodologies 11) Supportive adults 12) Partnerships and influence 13) Networks with other CLOs 14) Resources and sustainability 15) Reflection, monitoring and evaluation 			



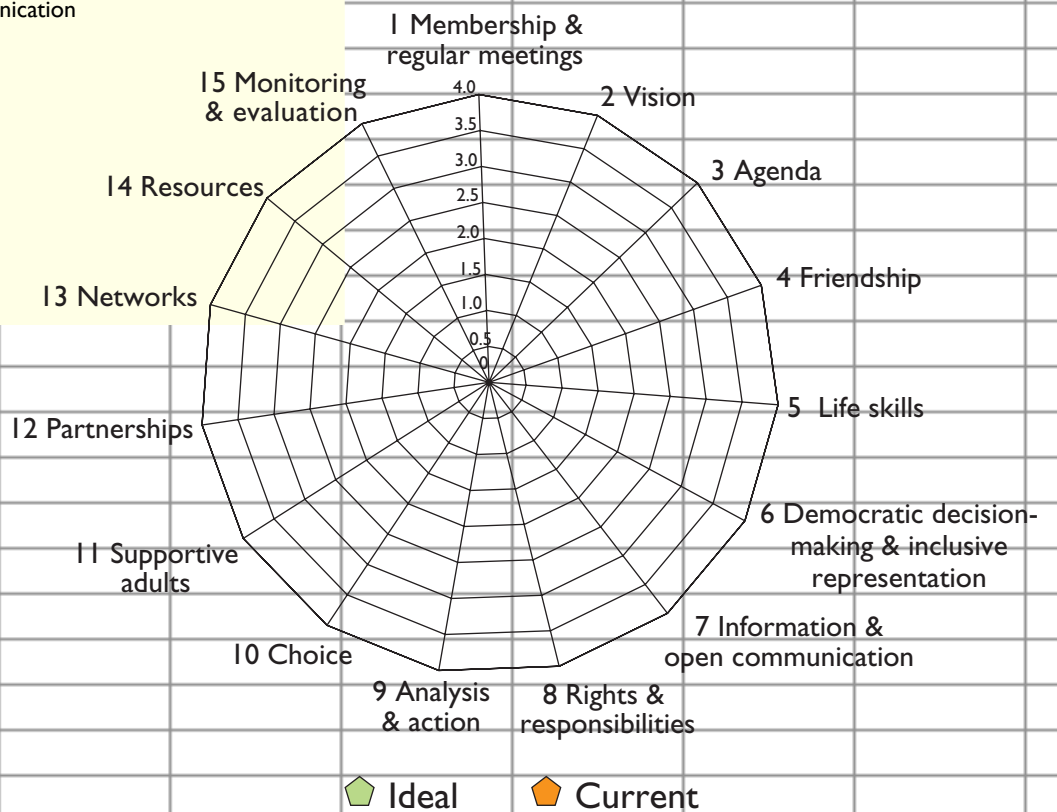
Appendix III

EXCEL SHEET to enable building of Spider Webs

Group Name

Ideal Current

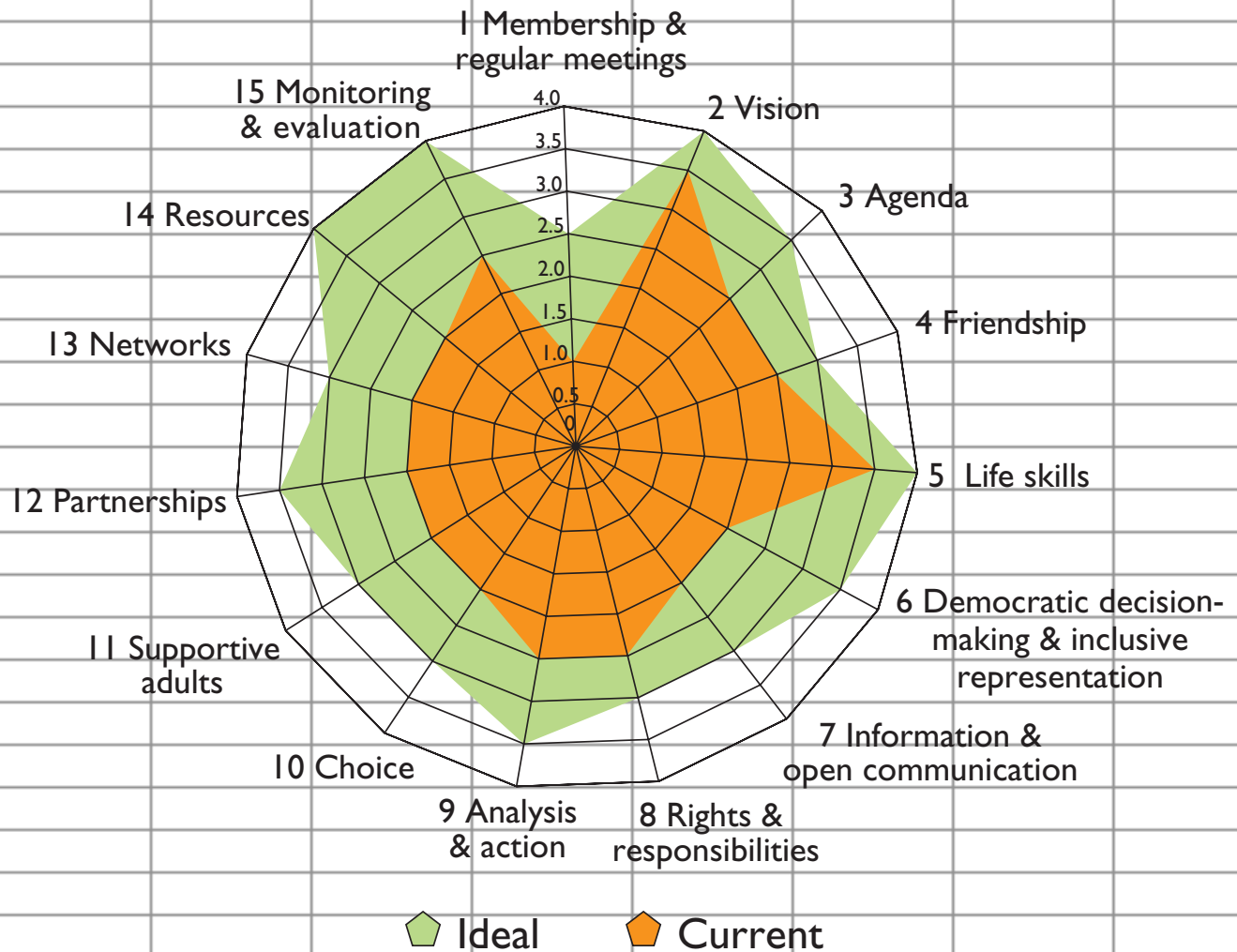
- 1 Membership & regular meetings
- 2 Vision
- 3 Agenda
- 4 Friendship
- 5 Life skills
- 6 Democratic decision-making & inclusive representation
- 7 Information & open communication
- 8 Rights & responsibilities
- 9 Analysis & action
- 10 Choice
- 11 Supportive adults
- 12 Partnerships
- 13 Networks
- 14 Resources
- 15 Monitoring & evaluation





Example of Visual Image of Spider Web

Mazar girls GMC group





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