



*Using creative co-production
methods with adolescents: from
peer interviews to puppetry*

Session overview

- Rational behind using participatory methods
- Context
- Challenges in humanitarian contexts
- Tools that were used
- Areas for improvement

General comment by the Committee on the Rights of the Child on children's right to be heard (2009) includes a section on emergencies:

“Children affected by emergencies should be encouraged and enabled to participate in analysing their situation and future prospects. Children's participation helps them to regain control over their lives, contributes to rehabilitation, develops organisational skills and strengthens a sense of identity.”

Overview of child participation in Research

KEY TERMS

Consultative participation: adults seek children's views in order to build knowledge and understanding of their lives and experience. It recognises children's beliefs as well as their expertise but is adult-led and managed.

Collaborative participation: there is a greater degree of partnership between adults and children, with the opportunity for active engagement at any stage of a decision, initiative, project or service. It can be characterised as adult-initiated, involving partnership with children, and empowering children to influence or challenge both process and outcomes.

Child-led participation: children are empowered to initiate activities and advocate for themselves. Its characteristics are that the issues of concern are identified by children themselves, adults serve as facilitators rather than leaders, and children control the process.

Tokenistic/manipulative participation: either adults manipulate the process to suit their own agendas (for example, they may coach children to voice what they want or cleverly interpret what children say/do to suit their own interests.); or adults treat children as 'decoration' to make it seem like a process is participatory when it isn't.

The overall objective of the study is to generate understanding of ways to better support refugee children and their host communities in AEP.

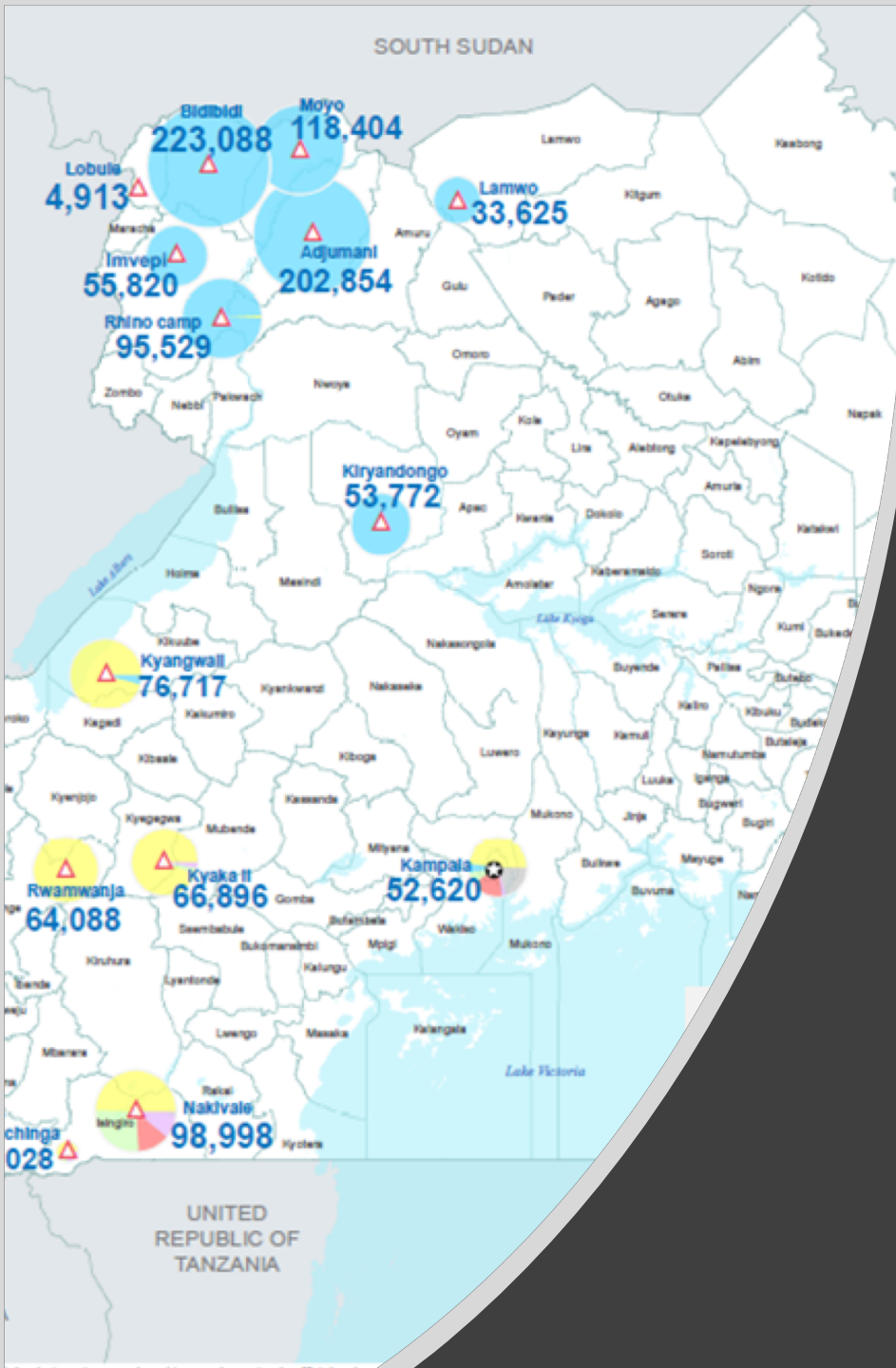
1) To gain a deeper understanding of children's (aged 10-18 years) experiences and perspectives of accelerated education programmes and post-primary opportunities in protracted refugee/host community contexts



2) To gain a deeper understanding of teachers' experiences and perspectives of accelerated education programmes



3) To gain a deeper understanding of parents' and communities' attitudes towards AEP provision and transition.



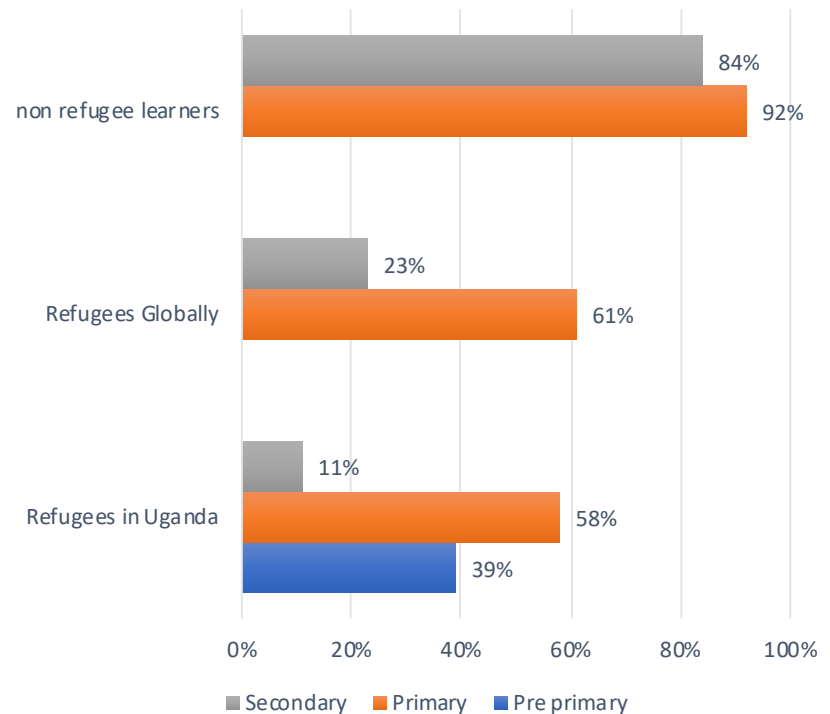
Background/Context in Uganda

By October 2018, close to 1.1 million refugees were verified as residing in Uganda. A total of 13 countries are represented, with more than 1 million refugees from South Sudan and significant numbers from DRC, Burundi, Rwanda and Somalia. More refugees continue to arrive daily, with 130,000 people arriving in 2018 alone. At least 61% of the total refugee population are children under the age of 18.

Educational access

- Unsurprisingly, this has huge ramifications for public services, putting a severe strain on already limited school resources in local communities given the high number of school-aged children amongst the displaced population. In settlements, many classrooms have no walls or electricity and lack latrines and basic sanitation facilities. There is also a drastic shortage of teachers and basic materials such as books and desks. Most refugee children are also trying to learn in a language different from the one used in their home country, with 19 different languages being represented by a significant number of people in the three refugee-hosting districts of Arua, Isingiro and Yumbe alone.
- Importantly, many of the displaced children have already spent prolonged periods outside school. Even before the conflict in South Sudan erupted in 2013 the country had some of the world's worst education indicators, along with some of the widest gender disparities in school attendance: the latest estimates show primary completion rate was only 30% for girls and almost double at 58% for boys, while the lower secondary rates were 8% and 24% respectively. The situation has deteriorated rapidly from this low base and in 2018, an estimated 1.2 million children lost access to education. Compared to the number of teachers registered at the start of 2016, teacher presence during the last month of the school year had decreased by 31%. One-third of the country's schools have been attacked, occupied or damaged.

Refugee Education Access in Uganda
vs Globally



Can Accelerated Education Programmes (AEP) address this ?

- Accelerated education programming is one of the few educational approaches that specifically target adolescent children, between 10 and 19 years of age.
- Discrimination, racism and hostility from host community members
- Lack of safe and dignified livelihood opportunities for young people
- Differential treatment within their own communities or camps, due to factors such as their gender, nationality, ethnicity, and (dis)ability
- Limited access to quality education, including a lack of secondary and higher education opportunities

Grade	Level
(P1 to P3) Primary Grades one to three	Level 1
(P4 and P5) Primary Grades four to five	Level 2
(P6 and P7) Primary Grades six to seven	Level 3

No study had asked young people their thoughts and perspectives of AEP and transition to formal/post-AEP opportunities



Rwamwanja (4 AEP centres)	Rhino (4 AEP centres)	Adjumani (4 AEP centres)
4 x KII with Headteacher	4 x KII with Headteacher	4 x KII with Headteacher
4 x Teacher FGD	4 x Teacher FGD	4 x Teacher FGD
4 X Parent FGD	4 X Parent FGD	4 X Parent FGD
1 x participatory workshop: Girls aged 10-14	1 x participatory workshop: Girls aged 10-14	1 x participatory workshop: Girls aged 10-14
1 x participatory workshop: Boys aged 10-14	1 x participatory workshop: Boys aged 10-14	1 x participatory workshop: Boys aged 10-14
1 x participatory workshop: Girls aged 15-18	1 x participatory workshop: Girls aged 15-18	1 x participatory workshop: Girls aged 15-18
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20x Teacher diaries (filled in over one month)	20x Teacher diaries (filled in over one month)	20 x Teacher diaries (filled in over one month)

Selection of participants

A total of 352 children, parents, teachers, District Education Officers and INGO/UN stakeholders participated in participatory workshops, key informant interviews (KII) and focus group discussions (FGD) and/or filled in diaries for this study.

145 (n=71 male) (n=74 female) children who participated in the study came from Uganda, DRC, South Sudan, Rwanda, Ethiopia and Sudan, with most participants from South Sudan and DRC.

36% of the participants identified as unaccompanied asylum-seeking children (UASC). This is significantly high compared to the number of UASC in Uganda, however AEP specifically targets the most marginalised students in a settlement area.

Structure of the workshops

Informed consent	Ice breaker	Ground rules	Puppetry/Rol e play (10-14)	Life Line drawings (15-18)	Helping Hands	Certificate of achievement
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- The staff who were selected worked across Monitoring Evaluation, Accountability and Learning, Child Protection and Accelerated Education Programmes. Considering the positioning of the researcher in relation to the social and political context of the study) the community, the organisation or the participant group of the data collector is crucial.
- Many were familiar with the languages spoken by the children in the settlements, which was critical in facilitating dialogue during the focus groups and workshops with children.
- Age Segregated
- Gender
- Female staff/ led female sessions

Who might be at risk? From what?

In the context of the AEP project

BRAINSTORM

First: who might be at risk during the AEP research study ?

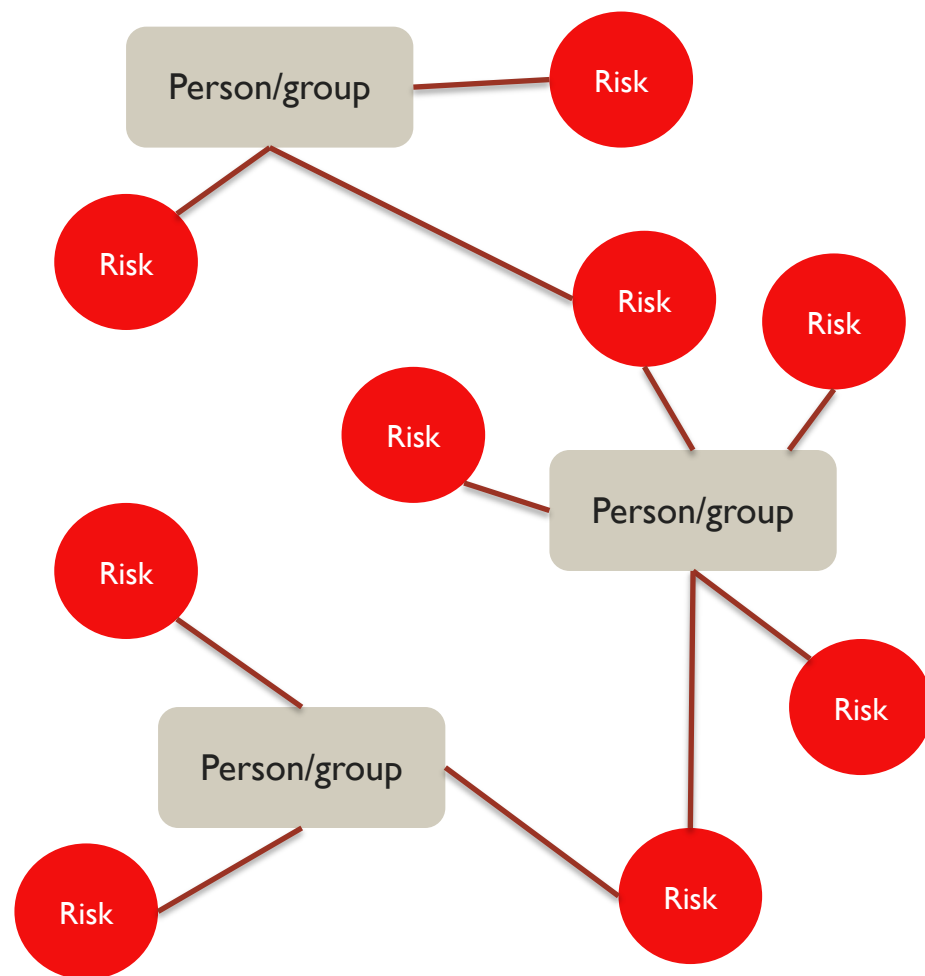
Think about...

- Children in general
- Specific sub-groups of children – different ages, genders, disabilities, minority groups etc
- Adults in camps
- Staff
- Etc...

Second: what types of risk might they face?

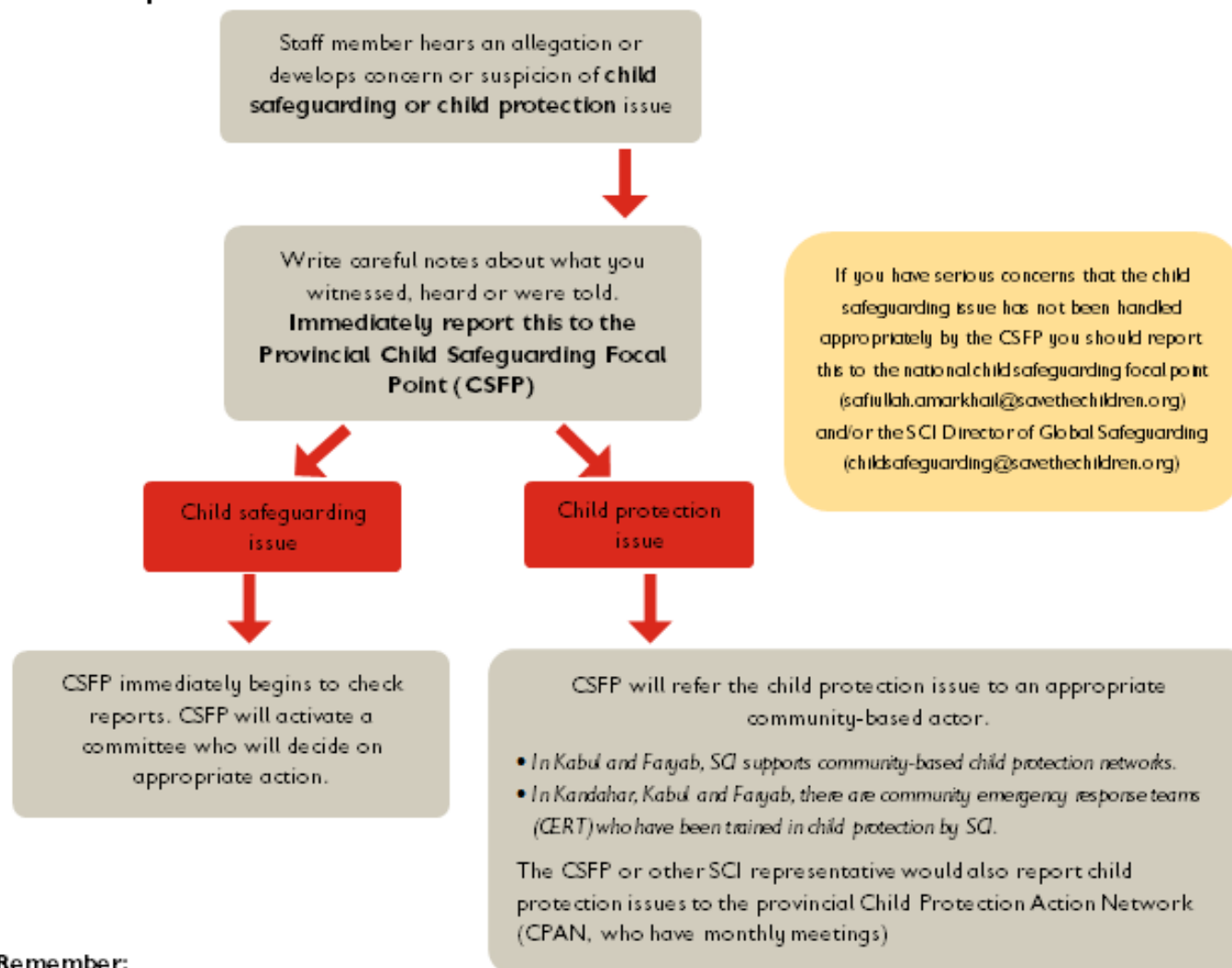
Think about...

- Risks to immediate safety
- Risks of retribution or longer term harm
- Child safeguarding risks, including sexual abuse and exploitation
- Harm as a result of unfair exclusion
- Etc...



Very basic example from SCI Afghanistan – *only covers child protection & safeguarding concerns*

SCI Afghanistan child safeguarding and child protection reporting and referral protocols



Remember:

- It is your duty to report child safeguarding and protection issues – **DO NOT** investigate
- Ensure you know who your Child Safeguarding Focal Point is and that you have their contact details





ENERGIZER and INFORMED CONSENT

Guidelines for Participatory Action Research with children

Explain informed consent:

"I am here today as part of a research project about AEP schools in Uganda. I would like to talk to you all about your experience of going to school here. I am going to use what you tell me to learn more about what it is like to go to school in Uganda. My friend—will be helping me by writing notes on what you say.

This is a picture of a flower. Each of the flower petals represents one of us here today. There are three words in the middle of the flower. These represent some important things about our talk today. [Point to each word and ask them what they think it means] (Informed means everyone understands what we're talking about) (Confidential means I'm not going to tell your parents or teachers what you say unless it is something that could put you in danger) (Voluntary means you can leave whenever you like). If you agree to talk to me today, please print your finger and write your name and grade next to your petal. I'll do me first."

Alternatively, seek verbal consent.

2) Remember to start the workshop by setting ground rules

3) Thank the participants for their generosity of time and contributions during the activity, explaining to them how the research will be used in the future.

 Give the participants a signed Certificate of Participation as our appreciation for taking part in the workshop.

Verbal Consent person 1: ☐

Verbal Consent person 2: ☐

Verbal Consent person 3: ☐

Verbal Consent person 4: ☐

Verbal Consent person 5: ☐

Verbal Consent person 6: ☐

Verbal Consent person 7: ☐

Verbal Consent person 8: ☐

Verbal Consent person 9: ☐

Verbal Consent person 10: ☐

Verbal Consent person 11: ☐

Verbal Consent person 12: ☐

Staff witness informed verbal consent: _____

Date:



Life Line

Time required: 1 hour developing the lifelines and 20 minutes for discussing them.

How does it work? Divide your group in 2. The lifeline would begin with “birth,” at the top of the page; and end with “18,” at the bottom of the page. The participants draw or write happenings in the life of a girl/boy between those two major events.

Second stage: Focus on the child in school. Ask how their characters compare to the opposite sex. Are their characters likely to finish?.

Third stage: Focus on the 18 year old. What is the character doing now? Have they completed ALP? Do girls and boys have different barriers that can stop them from transitioning?

What does it achieve? Provide a possible look into the future. Although this exercise can be used for many purposes, the one thing it is especially good for is identifying and dealing

What could be the challenges of doing Life Line activity with young people?



Puppetry

How could we adapt it? Some visually impaired children may need to have materials that are of different textures and be encouraged to make puppets by touch or to make a model rather than decorate an envelope.

What do we need?

- Envelopes or flip chart
- Coloured pens and crayons
- Scrap materials – textiles, paper, card, plastic
- Glue, tape and scissors (kept with adults)

What happens if....? If children find it hard to decorate their puppets, make your own puppet and get the children to ask your puppet



Footsteps or helping hands

30 minutes (End of workshop)

How does it work? Children/adolescents are split into pairs and given a large piece of paper and a pen each. They draw around each other's feet so that they have a right and left footprint on each of their pieces of paper. On one footprint, they write what they think children/adolescents can do to address the problems they have raised in their previous activity. On the other footprint, they put what the community and/or SC and partners can do. The footprints are laid out as a journey or pathway along the floor and the Facilitator talks the group through them as steps we can all take to improve AEP for displaced children/adolescents.




What does it achieve? The action of getting into pairs and drawing around feet gets people moving about and engaged. Children and adolescents are involved in thinking about solutions as well as about the problems that they face. This is important for their well-being and the mood of the workshop towards the end.

Research tool kit and certificates



How do we capture learning from this ?

- Child Participatory Workshop sheet.

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Findings

From children:

All the children who participated in the study stated that once enrolled in AEP programmes they did not want to transition back into the formal primary school system. Children perceive AEP to be of higher quality, more inclusive, and the flexible timetable allows for part-time work. Most importantly to the children, there are no financial costs associated with AEP and the length of time is shortened, resulting in little incentive to transition back into the formal primary school system.

Almost 100% of boys and girls stated that post AEP, they want to transition to secondary education. However, all children, teachers and parents highlighted that in the settlements this is ‘near impossible’ due to the lack of secondary schools, and few international non-governmental organisations (INGOs) supporting post-primary opportunities.

While girls and boys had wide career aspirations, all boys, girls, parents and teachers agreed that there are very few sustainable livelihoods



Limitations of the study

Qualitative analysis between host and refugee children: While this study seeks to present the diverse experiences and perspectives pertaining to AEP and transition to the school system, it does not include a comparative analysis across different groups, for example, between Ugandan nationals and displaced children who participated in the workshops. More qualitative research specifically exploring the differences between host and displaced girls and boys would be needed to understand the nuances between different groups.

Language and its implications on successful transition: The teachers, children and District Education Officials all highlighted that language was challenging in AEP settings, with diverse groups of learners with varying degrees of fluency in the language of instruction. Language may or may not have an implication on transition between levels, on eligibility of L3 students to sit the primary leaving exam, and on transition to post-AEP vocational or secondary school options. Analysis of this was not captured in this study.

There was no record of children with ‘visible’ disabilities participating in the workshops: The field office teams were tasked with discussing with teachers the most appropriate ways of selecting students for the workshops, to ensure that they were inclusive of the diverse profiles of AEP learners. Due to inconsistencies across field sites in formats used



Thank you

