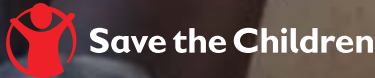





# TRAINING FOR CHILD RESEARCHERS




**Training Guidebook:**  
Empowering children and young people with skills to carry out a child-led research study.

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## A Training Guidebook

**Funded by:** Swedish International Development Cooperation Agency, Sida

**Compiled by:** Development Education Consultancy, Kampala, Uganda

**Cover page photo:** Boys putting their experiences of "Education Under Attack" in drawing, Dori, Burkina Faso

Photographs provided by: Development Education Consultancy ( Kampala, Uganda) and Eyeris Communications ( Nairobi, Kenya)

A TRAINING FOR CHILD RESEARCHERS



A girl drawing her experiences on “Education Under Attack” in Dori, Burkina Faso.





*A researcher listening to children tell their stories of significant change in Mopti, Mali.*



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*A girl researcher contributing her ideas during a body map exercise in Mopti, Mali.*





# 1.0 Introduction

This training guide proposes a process and content designed to prepare children in conflict-affected locations with context-appropriate knowledge and skills to undertake their own (child-led) research study among their peers. The guidebook was used during the training of child researchers in 2021, which took place in the Sahel region.

In line with Section 2.2 on the Methodology (under Subsection 2.21 on Overall Design),<sup>1</sup> a literature review<sup>2</sup> was carried out, in part, to inform the development of this guide. Due to the prevailing security context (armed conflict and violence) in targeted locations — amidst a global COVID-19 pandemic — a rapid process (training and actual research) is proposed.

## 2.0 Overall Training and Research Design

The training is purposefully designed to prepare boys and girls in school (specifically aged between 10 and 18) to carry out a rapid, but quality child-led research study with fellow children (including, students in and out of school) — living in situations of armed conflict and violence — in order to understand firsthand children’s experiences and perspectives on:

- Attacks on school infrastructure (education infrastructure);
- Attacks on school children, teachers and other non-teaching staff/personnel;
- Impact / effect of these attacks on their own or other children’s education and schooling;
- Psychological/ psychosocial impact/ effect these attacks have had on their own or other school children’s lives; and the
- Impact of the COVID-19 pandemic on their own or other children’s education.

To achieve these purposes, a two-day tailor-made training with a focus on the following four (4) key themes has been designed:

- When you hear “education under attack” or “attacks on education,” what immediately comes to mind?
- Why is it important to involve children like you in this research?
- How can children like you be safely and meaningfully involved in this research?

<sup>1</sup> A Technical Proposal for **Facilitating a Child-led Research Study in Burkina Faso, Mali and Niger**, submitted to Save the Children International(SCI) East and Southern Africa Regional Office(ESARO), Nairobi, 26<sup>th</sup> April, 2021

<sup>2</sup> **Education Under Attack in Mali, Niger and Burkina Faso: A Desk Review on How Schools Have Been Affected by Armed Conflict and How This Has Affected Children’s Schooling Cycle**, submitted to Save the Children International(SCI) East and Southern Africa Regional Office(ESARO), Nairobi, 5<sup>th</sup> July, 2021

- How can children carry out their own (child-led) research study?

## 3.0 Training Methodology and Process

### DAY 1 — TRAINING SESSIONS

**OPENING SESSION:** Introduction and conducive environment setting



*Estimated Time: 15 minutes*

- Conduct a fun and context appropriate introduction exercise where every child gets an opportunity to introduce her/himself
- Solicit children's expectations (and fears) and present the objectives of the training
- In a participatory process, agree on the "ground rules" and proceed to session 1. You may consider an energiser before getting into session 1.

**SESSION 1** : When you hear "education under attack," what immediately comes to mind?



*Estimated Time: 20 minutes*

**Facilitator:** The best strategy is to have a co-facilitator who handily jots down every child's contribution and observations, etc., on the wallpaper and/or in the notebook. Before beginning the session, stitch four A1 flip charts together with masking tape—to have a kind of wallpaper. Put up your stitched flip chart papers on the wall for everyone to see.

Then, on top PRINT IN BOLD LETTERS (make sure to include the date and place<sup>3</sup> of the activity on the stitched flip chart papers) — When you hear “**education under attack**,” what immediately comes to mind?

<b>WHEN YOU HEAR EDUCATION UNDER ATTACK, WHAT COMES TO MIND?</b>	

Ask children: When you hear “**education under attack**,” or “**attack on education**,” *what immediately comes to mind?*

Let children brainstorm and give their responses in plenary. Write down everything children say (make sure to indicate boy or girl against each contribution — most respectful would be to use their names. At this time, you have introduced yourselves and you know each child researcher by NAME! Everyone loves to be called, and correctly, by their name(s)!). However, it’s important to inform the children that their names will be held confidential (ie., they will not be published or shared publicly).

Do some probing (i.e., ask follow-up questions) to find out — “Why are some children saying this (— saying something [you think is] really so unusual or significant)?” In some cases, children will keep on repeating something (as if to emphasise a point). Take note of that. Find out, if other children have similar experiences as well. Dig up more information or facts, by probing further. This information or children’s views are very important in all the subsequent phases of the research — and will be (or PROVE TO BE) very useful in your analysis of children’s views or information!

When you think you have exhausted the subject, sum up the discussion by sharing information on the understanding of “Education Under Attack.” The facilitator should help children to make connections to what they have already shared. Lean everything you share with participants — as closely as possible — on the GCPEA<sup>4</sup> definition of “Education Under Attack” as included in the box below.

<sup>3</sup> However, due to the sensitivity of the research—which could potentially put children’s lives at risk, specific research venues and/or communities should not be published for public consumption. Other safer ways could be used, e.g., referring broadly to the region where the research/training took place.

<sup>4</sup> Global Coalition to Protect Education from Attack.

### **For your information, GCPEA defines Education Under Attack:**

“As any threatened or actual use of force against students, teachers, academics, education support and transport staff (e.g., janitors, bus drivers), or education officials, as well as attacks on education buildings, resources, materials, or facilities (including school buses). These actions may occur for political, military, ideological, sectarian, ethnic, or religious reasons. Attacks on education not only kill, maim, and traumatise students and personnel but also disrupt students’ right to education. They impede the ability of instructors and educational institutions to offer inclusive, quality education, and they restrict students’ access to schools and universities.”

- **Note to Facilitator:** Remember, there is no right or wrong answer. The response may be incorrect in answering the question you asked — but factually correct! That response may come in handy (to a relevant question) at an appropriate moment. This can be sorted out later, during data sorting and analysis. We need to know that some responses will come in the form of personal experiences or stories of change or testimonies, etc. This is the way some people convey (or package) their information. Other people may choose to draw (they would rather talk about the drawing, and not themselves!)
- There may be cases where sharing this information breaks down the child or young person emotionally! If you detect it could — hands off! Report immediately! Let a professional or a delegated staff member handle it. This could potentially be a referral case that needs immediate attention!

Enrich children’s understanding by showing videos.

To reinforce this information, show GCPEA video-clips, by clicking on the links below:

- <https://www.youtube.com/watch?v=V9sfTPqPazM>,
- [https://www.youtube.com/watch?v=f8sJx\\_JUphY](https://www.youtube.com/watch?v=f8sJx_JUphY)

Pictures convey a lot more than words: let children and young people brainstorm or sum up what they have learnt from these two video-clips on “Education under Attack” and its effects or impact on children or young people’s education and/or future.

If there is time, repeat the process you did in session 1 and capture children’s views on a flip chart paper.

*Boy researchers capturing children's experiences of attacks on their schools in Mopti, Mali.*







*A girl researcher explaining an activity,  
in El Fasher, Darfur, Sudan.*





### WHAT I HAVE LEARNT FROM THE VIDEO CLIPS


## SESSION 2 : Why is it important to involve children in research like this?



*Estimated time: 30 minutes*

Then ask the children: *Why is it important to involve children in research like this?*  
Through brainstorming, let children and young people give you their views. Write down everything they say on a flip chart paper.

### WHY IS IT IMPORTANT TO INVOLVE CHILDREN AND YOUNG PEOPLE IN RESEARCH LIKE THIS?


Sum up by introducing **Article 12 and 13 of the United Nations Convention on the Rights of the Child (UNCRC)**. Please, explain the articles below in a child friendly language and with examples to help children understand better.<sup>5</sup>

**Article 12:** The Right to be Heard — Children have the right to give their opinions freely on issues that affect them. Adults should listen and taken children seriously.

**Article 13:** Freedom of expression — Children have the right to freely share with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

<sup>5</sup> A CRC\_POSTER\_LEAFLET\_FINAL, a child friendly version of the convention on the rights of the child, by Unicef, Child Rights Connect, text supported by the Committee on the Rights of the Child, 7/01/2019. Used for educational purposes.

Explain Article 12 — **What to be heard means**<sup>6</sup> in simple terms.

- **What does it mean to be heard:** The right to be heard doesn't mean adults must do what you want. After they listen to you, they may still decide to do something else.
- **But adults have to take your view and opinion seriously.** They shouldn't dismiss them without thinking about them because you are a child. It is your right for them to listen to you, and to think about what you have to say.
- **The right to be heard by any adult:** You have the right to be heard by adults you know, like your parents or teachers. But children also have the right to be heard by the adults who make decisions about your country's rules and laws. Adults should make sure they know about your opinions, and they should take these seriously.

Depending on how much time you have, let children know that the UNCRC recognises child participation as a way to ensuring that actions and decisions of individuals and adults are taken in the best interests of the child. Also, in a context-relevant way that does not offend local sensitivities, mention other key UNCRC articles that emphasise children's participation—e.g., Article 14, 15, 30 and 31.

To provide context to Article 12 and 13 of the UNCRC (since this training/research is taking place in Africa), also refer to the corresponding Articles 4 and 7 of the African Charter on the Rights and Welfare of the Child (ACRWC). Please, explain the articles below in a child friendly language and with examples to help children understand better.

**Article 4(2):** In all judicial or administrative proceedings affecting a child who is capable of communicating his/her views, an opportunity shall be provided for the views of the child to be heard either directly or indirectly through an impartial representative as a party to the proceedings, and those views shall be taken into consideration by the relevant authority in accordance with the provisions of appropriate laws.

**Article 7:** Every child who is capable of communicating his or her views shall be assured the rights to express his or her opinions freely in all matters and disseminate his or her opinions subject to such restrictions as prescribed by laws.

<sup>6</sup> Adopted for educational purposes — from Children and Young People's Commissioner Scotland, **You should be heard**, <https://cypcs.org.uk/get-help/help-for-children/you-should-be-heard/>, Site visited on 10th July, 2021

**SESSION 3:** How can children like you be safely and meaningfully involved in this research?



*Estimated time: 45 minutes.*

To make sure that children and young people's participation in activities is child friendly, meaningful and safe, there are some General Principles of Child Participation or Basic Requirements (BRs) everyone needs to know and observe when involving children. Prepare a handout for each child researcher. (See example of a simplified version of the General Principles attached in the annex). Briefly explain each of the nine basic requirements for meaningful and ethical children's participation<sup>7</sup> highlighted below.

### **A. Basic Requirements for Children's Meaningful and Ethical Participation<sup>8</sup>**

**Transparent and informative:** Children clearly understand their right to express themselves. Children are also made to understand that they will be heard and valued. They are informed how their information will be used.

**Voluntary:** Children are given all the information they need about the activity. Based on the information provided, children are made to understand that they can freely choose whether to participate or not at any time.

**Respectful:** Children get to know that all their views are very important; and they will be treated with respect by adults and other children. Children learn that they can freely express their views without fear of discrimination.

**Relevant:** Children are able to contribute their expertise and draw from their own experiences, knowledge and capabilities to express their views on issues that are relevant and important in their lives.

**Child friendly:** Children feel welcomed. Facilitators and caregivers are approachable and responsive to children—making sure that all children are comfortable. Children use

<sup>7</sup> For details and preparation, see Save the Children's Nine Basic Requirements for Meaningful and Ethical Children's Participation, <https://resourcecentre.savethechildren.net/library/nine-basic-requirements-meaningful-and-ethical-childrens-participation>

<sup>8</sup> Save the Children's Nine Basic Requirements—adopted and, where necessary, slightly adjusted for purposes of this training

methods that are child friendly and easy to use by every child to express and share his or her views. Children also feel comfortable working in the venue.

**Inclusive:** All children are fully involved and no child is left out because of his/her age, gender, race, colour, sex, language, religion, political of other opinion, national, ethnic or social origin, property, disability, birth or other status.

**Supported by training:** Facilitators are well trained and equipped to work effectively with children. Children are supported and empowered with relevant skills to help them to fully participate and contribute their views confidently and freely throughout the process.

**Safe and sensitive to risk:** Both children and adults are fully aware that children's protection, safety and security are of paramount importance and must be observed throughout the process. Facilitators and other adults take every precaution to make sure that children are fully protected from any form of abuse, exploitation or any other consequence during and after the process.

**Accountable:** Children receive feedback on how their contribution has advised, informed or influenced developments to date.

Give opportunity to children to ask questions or make any contributions they may have on the basic requirements. Respond accordingly and wrap up the discussion.

## **B. Developing Child Protection and Safeguarding Guidelines**

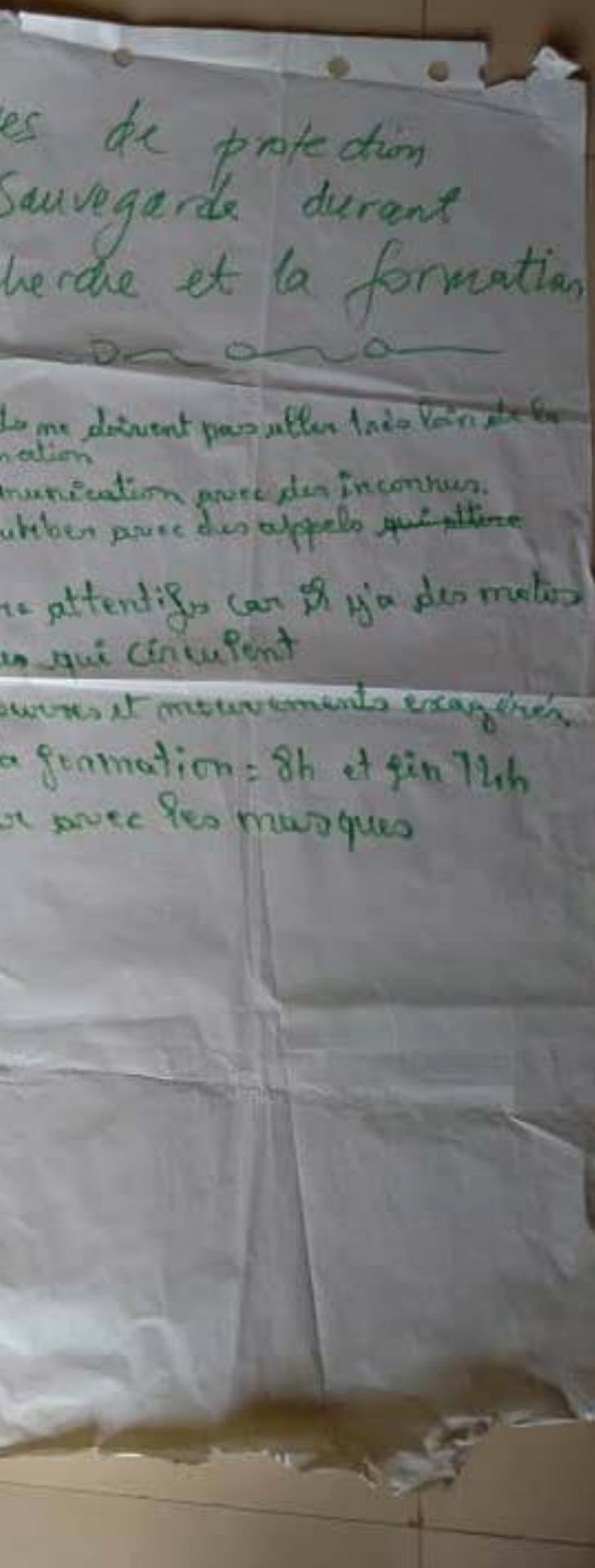
Inform children that, as explained in the previous session, children's participation must be safe and children's protection ensured. Explain that they will be developing child protection and safeguarding guidelines to follow during the research. To do this, they will start by assessing risks.

### **Risk mapping / assessment:**

Introduce the risk mapping exercise. Let children, supported by adults, do a risk mapping assessment of: (a) where they are carrying out the training; and (b) where they are going to conduct their research.

A risk assessment together with child protection guidelines developed by child researchers in Dori, Burkina Faso.





**Exercise:** Divide children in small groups based on the number of participants. For each small group — observing social distancing — ask them to draw a map of the area or the place you are. Then, using symbols that children have agreed on, let them identify:

- Which areas or places they feel are safe and **Why**; and
- Which areas or places do they feel unsafe and **Why**.

Children also discuss and list down:

- People children consider to be safe around them and **Why**; and
- People children don't consider to be safe around them and **Why**.

After small group work, conduct plenary sharing. Give each group an opportunity to share with others what they came up with.

After plenary sharing, let the children brainstorm and come up with: “guidelines that everyone will follow to help to protect and safeguard children during this research.” Note down on flip chart paper the suggestions made by children. Better still, have children volunteer to write down the guidelines themselves.

Inform them that these are the guidelines they will follow during the research.

## CHILD PROTECTION AND SAFEGUARDING GUIDELINES

### C: Psychological First Aid / Support Tips for Children and/or Other People During Research or Other Activities

Introduce this topic. We need to be aware that when working with children affected by conflict or violence or other stressful and traumatic situations, adequate preparations must be done to ensure that the children and young people engaging in research or other activity can receive help — should there be any emotional outbursts or other effects caused as a result of their participation such as re-traumatisation.

Activities like research can vividly paint situations exactly as they happened in the past. They can bring out memories of untold trauma, causing one to relive once again the hurt or pain they endured. They can open up unhealed wounds, causing emotional breakdowns or outburst.

In such situations, there are a few things we need to observe to reduce further distress.<sup>9</sup> Explain each of these “do’s” and “don’ts” and respond to questions or contributions children may have.

Do’s	Don’ts
Do listen to children and other young people who share their stories, if necessary again and again.	Don’t force children and other young people to share their stories with you, especially very personal details. If they don’t want to talk much, do not disturb them.
Do be friendly, compassionate and caring, even if children and other young people are angry and demanding.	Don’t tell them what you think they should be feeling, thinking or doing.
Do give practical help or assistance to children and other young people as and when they need it.	Don’t make promises about what you will do for them if you are not sure you can keep the promises.

<sup>9</sup> Adopted from World Vision East Africa Regional Peacebuilding Learning Centre, “Guideline 5: Integrate mental health and psychosocial support in initiatives,” **Guidelines for Empowering Children and Youth as Peacebuilders**, World Vision East Africa Regional Office, 2011

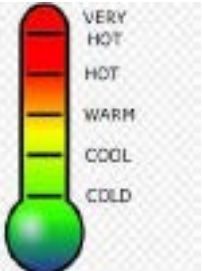
	Don't give simple reassurances, saying 'everything will be ok' or 'others have suffered more than you.'
Do engage children and other young people in making decisions and meeting their own needs.	Don't tell them why you think they have suffered, especially giving reason for their personal behaviour or beliefs.
Do find out where government and non-government located and direct children and other young people to the appropriate services available in the area.	Don't tell them what you think they should have or could have done whilst in the critical situation, especially to save loved ones.
Do understand the emotions of children and other young people who have suffered losses and take them seriously. There is no right or wrong way for them to feel.	Don't criticise services and activities being carried out in these areas, especially in front of those who are in need of those services. Support the service providers to make the services better.
Do give reliable information about the situation to help the children and other young people understand the situation better.	Don't separate surviving family members and relatives from one another, if possible, especially children.
Do build confidence and gain trust of the children and other young people with whom you are working.	Don't label any of the children and other young people as traumatised.
	Don't provide trauma counselling.

## Day's Evaluation

Appreciate children's active participation and inform them that they have an opportunity to assess how the day went, looking at: what went well and what could be improved. Then close the day.

For evaluation, ask child researchers to use any of the child friendly evaluation tools at the end of each day. Tell them, their feedback is very important because it helps to improve how the sessions will be run on the following day.

## How did the training workshop go?




Thermometer	How did the training workshop go? (Very hot, hot, warm, cool, cold)				
	<b>Presentation</b>				
	<b>Content</b>				
	<b>Others</b>				



Boys expressing their views in Tillabéri,  
Niger.





Smiley face	How did the training workshop go? (happy, so-so, not happy?)				
	Presentation				
	Content				
	Others				

## DAY 2 — TRAINING SESSIONS Starting the Day:

### SESSION 4: How can children carry out their own (child-led) research study?



*Estimated time: 2 hours.*

Introduce the session by mentioning that in preparing children and young people as researchers, knowing who an ideal researcher is and gaining research skills are important. A good researcher gains the confidence and trust of the people he or she is interacting with. This enables him or her to get the information he or she is looking for. This is because people or the community are willing to share information with him or her.

- **What are the qualities of a good researcher?**

Tell children that they will explore this question using a body map tool.

## Using a Dressed-Up Body map Tool



Stitch 4 A1 flipcharts together using masking tape. Place your stitched flipchart papers on the floor. Request one male child researcher to volunteer and lie down flat on the stitched flipchart papers facing up. Ask another child researcher — using a marker pen — to sketch a map of the child researcher lying on the stitched flip chart papers. Out of respect for culture, dress up the body map — (either as a woman or man appropriately dressed). Then, draw arrows running from each of the body parts, e.g., eyes, nose, arms, etc.

**Question:** *What are the qualities of a good researcher?*

Give each child researcher a few sticky notepads to write what they think a good researcher can do with the different parts of his/ her body. In groups of twos or threes, let child researchers work for five minutes to identify what a good researcher should be able to do with the different parts of his/her body.

During plenary, the child researchers will stick a note (with what they have come up with) on the different parts of the body.

The facilitator should then sum up by using children’s ideas and if there is anything the children have left out, he/she will add it in — as he/she points at the different body parts to explain the qualities a good researcher should have. Below is a handy guide.

What are the qualities of a good research?	
Mouth-small mouth	<ul style="list-style-type: none"> <li>• Be audible</li> <li>• Speak less</li> <li>• Communicates and gives clear and accurate instructions</li> <li>• Clarifies what the respondent says, in factual manner</li> </ul>
Nose	<ul style="list-style-type: none"> <li>• Detects if the environment is conducive</li> </ul>
Ears-big ears	<ul style="list-style-type: none"> <li>• Listens keenly, good listener</li> </ul>

	<ul style="list-style-type: none"> <li>• Listens more</li> </ul>
Brain	<ul style="list-style-type: none"> <li>• Attentive</li> <li>• Knowledgeable</li> <li>• Good understanding of the subject</li> <li>• Understands audience well</li> <li>• Provokes thinking</li> <li>• Gauges ability of participants / level of understanding</li> <li>• Coordinates the functions of other parts of the body</li> <li>• Assesses if the environment is conducive and safe for the respondents</li> </ul>
Heart	<ul style="list-style-type: none"> <li>• Sensitive</li> <li>• Patient</li> <li>• Non-judgmental</li> <li>• Recognises and appreciates participants efforts and ideas</li> <li>• Empathy towards participants</li> <li>• Controls emotions</li> </ul>
Hands	<ul style="list-style-type: none"> <li>• Writes – clear, legible handwriting</li> <li>• Non-verbal communication – illustrating, emphasising, raising attention, sign language to break monotony of speaking, use of right gestures</li> <li>• Organises facilitation materials</li> </ul>
Legs	<ul style="list-style-type: none"> <li>• Flexible, mobile</li> <li>• Moves closer to participants, reach out to them</li> </ul>

• **Active listening — winning the hearts and minds of your audience**  
**Why is active listening important during discussions or interviews?**

**Brainstorm:** Why is active listening? As children give their responses, write everything they say.

<b>What is active listening?</b>
•
•

Sum up by saying:

- Listening while keeping eye contact with the speaker
- Listening attentively, interpret and analyse
- Includes both verbal and non-verbal communication
- Repeating what the speaker says to affirm with them about accuracy

Inform child researchers that active listening is a very important tool an interviewer can use to capture the attention of her/his audience and get them to actively participate in a discussion.

Rather than interrupt the participant's answer or sentence, the art of active listening keeps her or him focused; and assures her or him that her/his contribution is appreciated.

Active listening is useful during discussions or interviews because it:

- helps generate accurate information
- assures the speaker that what he / she is saying is being received
- helps avoid communication break-down
- ensures that listeners are focused
- enables the listener to get the right feedback
- enables the speaker to give more information, encourages the speaker to speak more

### • **Child Friendly Participatory Tools** <sup>10</sup>

For purposes of this research study, both the child researchers and participants will engage in research activities using a few carefully selected tools that are age and context appropriate, inclusive, participatory and safe for them.

These tools allow children to freely express themselves while enjoying the activities. Because of gender considerations, boy researchers will work with boys, and girl researchers with girls.

In case some children are not comfortable working in groups due to reasons of confidentiality or other sensitivities, the following guides will be used to conduct one-to-one interviews with older children aged **12—18years**. The guides will also be used during training to familiarise children with the kind of possible questions to ask around “education under attack”— e.g., attacks on boys and girls; attacks on teachers and other school personnel; schools/universities and other school infrastructure. To protect children from any possible harm or risk, the “**WHO**-question” has been deliberately left out. From experience though, the **WHO**-question has always been answered through the **WHAT-WHY-HOW** questions.

Specific **WHAT-WHY-HOW** questions in the guides will also be used to engage children.

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<sup>10</sup> These tool descriptions are contained in similar research studies carried out earlier in Sub-Saharan Africa (Somalia and Sudan) — **Make Our Education Safe: A Child-led Research Study in Somalia**; **Our Education, Our Future: A Child-led Research Study in Sudan**, Save the Children International, East and Southern Africa Regional Office (ESARO), 2019.



Boys expressing their views in Dori,  
Burkina Faso.





aged between **10 and 14 years** through the different child friendly participatory tools.

**Education Under Attack: Child-led Research Study in \_\_\_\_\_**  
**IDP/ Refugee Camp:**  
**Location/ Village:**  
**Province/ District:**  
**Region:**  
**Number of boys/ girls:**

### **Interview/Focus Group Discussion (FGD) Guide**

#### **Attack on school children (boys and girls)**

1. What harm was done to children, when schools were attacked?
2. Where were the children when they were harmed?
3. Why were children harmed/ attacked?
4. How were children affected by these attacks?
5. (If not answered, probe further) How did the attacks affect children's education or schooling?
6. (If not answered, probe further) How did children feel when they were attacked?
7. (If not answered, probe further) How did the attack affect the children emotionally/ psychologically? Please, give us as much information as possible.
8. Have children who were emotionally or psychologically affected by the attacks received any help or support? (If the answer is **YES**, then ask the following questions 10, 11 and 12. If it is **NO**, then **do not ask** 10, 11 and 12)
9. What kind of help or support have they received?
10. Who provided them with the help or support?
11. How are the children feeling now, after they received help or support?
12. What recommendations would you like to make to leaders to make education or schools safe for children?
13. What message do you have for your local leaders, regional leaders and national leaders?

**Education Under Attack: Child-led Research Study in \_\_\_\_\_**

**IDP/ Refugee Camp:**

**Location/ Village:**

**Province/ District:**

**Region:**

**Number of boys / girls:**

**Interview/Focus Group Discussion (FGD) Guide Attack on school teachers and other personnel**

1. What harm was done to teachers or other school personnel, when schools were attacked?
2. Where were the teachers or other school personnel when they were harmed?
3. Why were teachers or other school personnel harmed/ attacked?
4. How were teachers or other school personnel affected by these attacks?
5. (If not answered, probe further) How did the attacks affect the work of teachers or other school personnel?
6. (If not answered, probe further) How did teachers or other school personnel feel when they were attacked?
7. (If not answered, probe further) How did the attack affect the teachers or other school personnel emotionally/ psychologically?  
Please, give us as much information as possible
8. Have teachers or other school personnel who were emotionally or psychologically affected by the attacks received any help or support?(If the answer is **YES**, then ask the following questions 10, 11 and 12. If it is **NO**, then **do not ask** 10, 11 and 12)
9. What kind of help or support have they received?
10. Who provided them with the help or support?
11. How are the teachers or other school personnel feeling now, after they received help or support?
12. What recommendations would you like to make to leaders to make education or schools safe?
13. What message do you have for your local leaders, regional leaders and national leaders?

**Education Under Attack: Child -led Research Study in \_\_\_\_\_  
IDP/ Refugee Camp: Location/Village:**

**Province/ District:**

**Region:**

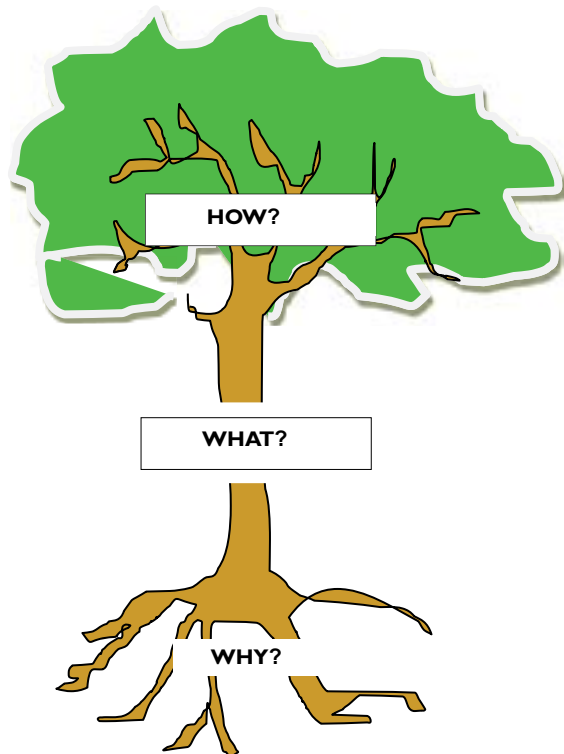
**Number of boys / girls: Interview/Focus Group Discussion (FGD)  
Guide**

**Attack on schools/ universities and other school infrastructures**

1. What damage was done to the schools/ universities and other school infrastructures?
2. Where were the children and teachers when schools/ universities and other school infrastructures were attacked?
3. Why were schools/ universities and other school infrastructures attacked?
4. Were schools or universities occupied?
5. Why were they occupied?
6. How did attacks on schools/ universities and other school infrastructures affect children /students?
7. (If not answered, probe further) How did the attacks affect children / students' education?
8. (If not answered, probe further) How did children feel when schools/ universities and other school infrastructures were attacked?
9. (If not answered, probe further) How did the attacks affect the children / students and teachers emotionally/ psychologically? Please, give us as much information as possible
10. Have children/ students, teachers and other personnel who were emotionally or psychologically affected by the attacks received any help or support? (If the answer is YES, then ask the following questions 10, 11 and 12. If it is NO, then do not ask 10, 11 and 12)
11. What kind of help or support have they received?
12. Who provided them with the help or support?
13. How are they feeling now, after they received help or support?
14. What recommendations would you like to make to leaders to make education or schools safe?
15. What message do you have for your local leaders, regional leaders and national leaders?

## A. The tree analysis tool: On the 3 dimensions of Education Under Attack

### Tree Analysis Tool



(With social distancing) two tree analysis processes will be done for each group of child respondents – one for the “damage to school infrastructure” and the other for “harm to students, teachers and other education personnel.” The tree analyses will use questions 1 (WHAT?), 4 (WHY?) and 1/5 (HOW?) for the three categories — namely, “harm to children / students;” “teachers and other education personnel” and “damage to school infrastructure” as already provided in the interview/FGD guides above. The tree analysis below is for the category “harm to children / students.”

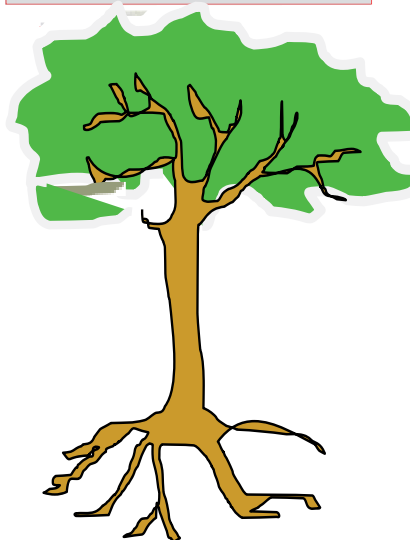
### Harm to children / students

#### Tree Analysis Tool

**HOW?** How were children affected by these attacks?  
(If not answered, probe further) How did the attacks affect children’s education or schooling?

**WHAT?** What harm was done to children, when schools were attacked?

**WHY?** Why were children harmed/ attacked?



After each tree analysis, child researchers will seek recommendations from other children using the two questions stated under recommendations in the Focus Group Discussion / Interview Guide.

For safety, social distancing will be observed in each group. Only the child moderator / facilitator will record all the responses by entering them on the different parts of the tree.

**B.Tree analysis tool: Psychological issues due to Attacks on Education**

- **Emotional/psychological issues affecting children and adults around them**

Because of the importance of the issues affecting children’s psychological wellbeing and that of adults around them (e.g., parents and teachers), we propose another tree analysis on psychological issues. But first of all, let children do a ranking exercise to gauge the most frequent/severe mental health and psychological issues affecting children and adults. After the ranking exercise, let children analyse each of the issues they have come up with using the tree analysis.

**RANKING: List the three most frequent / severe mental health “MH” or psychosocial “PSS” issues. Why do you think that?**

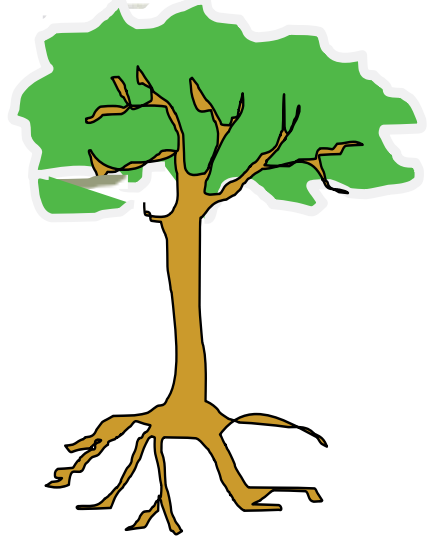
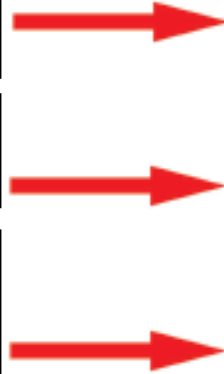
MH / PSS ISSUE	WHY IS IT MOST FREQUENT?
<b>ISSUE</b>	
1	
2	
3	
4	

### Tree Analysis Tool

**How?** How has children's emotional / psychological behavior or mental health been like after suffering emotional or psychological harm?

**What?** What kind of emotional/psychological or mental health harm did the attacks cause children, teachers and other personnel?

**Why?** Why do you think attackers want children, teachers and other personnel to suffer emotional/psychological harm or mental health? Please, tell us more if you think there is another impact attackers want to see children, teachers and other personnel suffer from.



### C. Drawing method (This tool allows social distancing)

The drawing method will be largely used to collect views from the **youngest age cohort: 8 to 12 years old**. However, older children interested in the method will be allowed to use it. The method has no age limitation.

For instance, children could be asked to express their responses to the question: “*What damage was caused to school buildings, school furniture and school playgrounds?*” or any other of the above questions in a picture / drawing. The children can also draw a “before and after” of their school to show the damage done to school.

After the child respondents have finished drawing, the child researchers will ask each of the respondents to explain what they have drawn. The child researcher will write down the explanation and attach it to the drawing.

## D. Stories of change / testimonies (This tool allows social distancing)

This method capitalises on the culture of storytelling which is widespread in Africa. It will help child researchers to go deeper in understanding specific cases that will emerge or those that will be identified to provide depth in understanding the issues.

Storytelling will facilitate capturing of case stories. In a separate interview, the respondent will be asked to narrate their story using the **WHAT-WHY-HOW** framework. As is with the tree analyses, the stories of change will use questions **1** (WHAT?), **4** (WHY?) and **5/6** (HOW?) for the three categories — namely, “harm to children / students;” “teachers and other education personnel” and “damage to school infrastructure” as already provided in the guides above.

The story of change below is for the category “harm to children / students.”

Let the child tell the story **uninterrupted**. At the end of the child’s story, the moderator will ask any of the questions when he or she feels some information has been left out. The order **DOES NOT MATTER**— KEEP PROBING, PROBING, PROBING.

**“Please, tell us your story of how (your) life was before and how it changed after the attack on education”**

- 1. WHAT** harm was done to children, when schools were attacked?
- 2. WHY** were children harmed/ attacked?
- 3. HOW** were children affected by these attacks?
- 4.** (If not answered, probe further) **HOW** did the attacks affect children’s education or schooling?

**To delve deeper into the issues of emotional / psychological impact on children**

- 5. WHAT** kind of emotional or psychological harm did the attacks cause children, teachers and other personnel?
- 6. WHY** do you think attackers want children, teachers and other personnel to suffer emotional or psychological harm? Please, tell us more if you think there is another impact attackers want to see children, teachers and other personnel suffer from.
- 7. HOW** has children’s emotional / psychological behaviour or mental health been like after suffering emotional or psychological harm?

## E. Visioning exercise tool (This tool allows social distancing)

To facilitate a personalised visioning of the future they would like to see, children will be asked to sit alone quietly, take a deep breath, then do the following:

- **For three minutes:** with your eyes closed, visualise the terrible situation that happened to your school, community, etc.;
- **For three minutes:** with your eyes closed, visualise the kind of school, community, etc., you would like to see in times of peace.
- Write down or draw what you would like to see in times of peace. Here, the child researcher will support the child respondents to record their visions of the future.



*Boys about to engage in a tree analysis in Tillabéri, Niger.*



## Annex:

### General Principles for Child Participation: A Summary Version for Children<sup>11</sup>

- **Avoiding harm to participants:** Children and young people should not be put at any risk because of saying what they think or because of speaking out on their own behalf or on behalf of others.
- **Child protection:** Children must be supervised. Care must be taken at all times to keep children from any risk or danger. Children's identities, such as, their names, photographs and where they live, must not be given out in situations where this may put them at risk. Permission must be got in order to use children's photographs or any information given by them.
- **Informed consent:** Children should be given enough information about what they are going to do. The information given to children should be easy to read and understand. Then, children may choose to take part or not. It is necessary for children to fill out and sign a simple form.
- **Confidentiality:** Information from children must be presented in ways that will not put their lives at risk or in danger. Children's names and photographs, and where they live, must not be given out in situations where this may put them at risk.
- **An ethical approach:** Care must be taken to make sure that researchers do not force their ideas or views on children. Ideas and views from children of different ages, abilities and backgrounds are very important and useful. Therefore, their ideas and views must be respected and used.
- **An inclusive approach:** Girls and boys of all ages, abilities and backgrounds must be given an equal chance to take part in activities.
- **Support during research:** Children will be facilitated to participate in activities. This will depend on how long the activities take, the type of activities and where the activities take place. Children will also be given materials for use during research. By taking part in the activities, children will also gain more knowledge and skills.
- **Wider accountability:** Children and others, who take part in the activities, will be given the final information from the research at all stages. All concerns and suggestions from children will be looked into. Every idea, view, game, song or any other thing children bring into the research will be acknowledged.

<sup>11</sup> Summary version for children compiled by Development Education Consultancy for **Uganda—Global Thematic Evaluation for Children's Participation in Armed Conflict, Post Conflict and peace Building**, January 2007, adapted from Practice Standards in Children's Participation, International Save the Children Alliance, 2005. International start up Workshop, DRAFT Ethical Guidelines, Version 27th October 2006.

Some useful information for the Facilitator

## I. Interviewer's attitude<sup>12</sup>

An important aspect of interviewing rests in the way that the interviewer approaches participants, and is able to form a relationship of trust and rapport. As interviewers, we need to have or develop essential characteristics for sensitive interviewing to help gain the trust of the people we are interviewing.

These may include:

- **Attitudes** — for example: willingness to listen; openness towards other opinions; being non-judgemental; curiosity; flexibility; willingness to travel and work in different places at irregular times; and
- **Skills** — for example; active listening; ability to create an atmosphere of confidence; note-taking skills; ability to follow interviewing instructions; gaining interviewing experience through role play; and ability to think of alternative strategies if unexpected situations come up.

ii. To improve your interview skills, you will learn to use gestures (facial expressions and body language) that comes naturally to you, but which also encourages the interviewee to be free to say anything. And you will learn to avoid those gestures that can lead them to believe that you either approve or disapprove of what they have said, or that you want and expect a particular answer or story.

### Activity:

- Participants to get into teams of two - one person to be the interviewer and the other person to be the interviewee.
- Instruct the interviewer to ask the following questions:
  - i. Please tell me about your family?
  - ii. What is one of your most favourite foods and why?
  - iii. What is one of your favourite places to visit?
  - iv. What is one of your fondest memories – something you have experienced that was positive and very special?

<sup>12</sup> Assessment of Needs and Mental Health Resources and Psychosocial Support: Toolkit for Humanitarian Situations, [https://apps.who.int/iris/bitstream/handle/10665/76796/9789241548533\\_eng.pdf;jsessionid=EB2A69FB59CCF53ED23C-CC059D4EE0A1?sequence=1](https://apps.who.int/iris/bitstream/handle/10665/76796/9789241548533_eng.pdf;jsessionid=EB2A69FB59CCF53ED23C-CC059D4EE0A1?sequence=1), Site visited on 11<sup>th</sup> July, 2021. To enrich this guide book for its users, additional information and tips have been provided courtesy of ESARO Office, Save the children International.



*A girl writing down her experiences in Dori, Burkina Faso.*







- De-brief with the teams – how did the interviewees feel during the interview? Interviewees to share in detail how they felt.
- Participants to go back into their teams of two and to ‘redo’ the interview. Using the same questions, but with better awareness about their gestures, facial expressions and body language. The interviewer and interviewee should be different the second time.

As young researchers, you all need to be very aware of your physical gestures and facial expressions and how they will be viewed by interviewees. We all have little things we do (with our faces or hands, or perhaps with pens or objects we play with), sometimes without realising it. Learn what your usual gestures are and learn to restrain yourselves because these gestures can negatively affect the freedom of the interviewee.

1. Please tell me about your family? [as the interviewee gives their answer, use a facial expression that shows that you are surprised and maybe have never heard anything so shocking]
2. What is one of your most favourite foods and why? [as they give their answer use a facial expression to show that you really dislike the food they are describing]
3. What is one of your favourite places to visit? [as you write down their answer shake your head in disagreement and use a facial expression to show you feel their answer is silly or strange]
4. What is one of your fondest memories – something you have experienced that was positive and very special? [as they are answering, do not look at them, look at your watch/the clock, look under the table for something, or look in your bag for an item. Deliberately make it look like you are distracted or bored]

### iii Exercise – Agree and Disagree

-  Write “Agree” and “Disagree” on two pieces of papers. The writing should be visible.
-  Fix the papers on two opposite sides of the training room facing each other
-  Ask the participants to line up behind the mark where it is easy to see both stickers.
-  Read out the statements (child–friendly statements) and then ask the participants to move towards the mark representing their thought with regard to the statement read.

Which of the following is a good or bad behaviour of a young researcher?

- Introduces themselves very well by their names, and the activity they are doing,
- Explains clearly, why they are doing the research and how the information will be used.
- Has good knowledge about what they are researching and understands the sensitivities.
- Focused and gives their full attention to the respondent they interview.
- Makes sure participants know they do not have to answer all the questions if they do not wish to and can stop the interview/research at any time.
- Does not keep personal data confidential
- Discloses names or personal information of the respondents to anyone they see around
- Reacts equally in the event of a violent respondent
- Does not take time to prepare his/her questions
- Segregates or discriminates, for example clans and friends
- Forces the participant to participate
- Gives promises to lure respondents to participate
- Knows the questions very well, so that they don't have to look at the interview guide too much
- Has learned not to think or judge or jump to conclusions when collecting stories but just to listen for the detail
- Is friendly and helps the interviewee to relax and talk freely
- Interrupts or speaks too much because she/he is not actively listening
- Uses leading gestures (the things we do when we 'speak' with our hands or arms) or expressions that may suggest to the interviewee that there is a right answer and a wrong answer
- Does not make interviews feel fun!
- Does not make the interviewee feel important and that what they are sharing is very useful



*A young researcher engaging with children in games as a way of relieving them of distress after a session in Mopti, Mali.*





Girls working on an activity in Garowe,  
Puntland (Somalia).



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