User-Centred Community Engagement

Children Co-Creation Session guide

This guide is for field staff who are responsible for running Co-Creation Sessions with children between 5 to 12 years old.

🕐 2hr 10min (130 minutes)

👥 Number of participants: 15 children

In this guide you will find:

💡 Helpful tips or Examples

❗ Important information to remember

👥 Role of Facilitators and WASH Engineer

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Explanation of language:

We use some terms in this guide in ways that you may not be familiar with. Here are the key definitions you need to know:

Sanitation facilities
We use this term when talking about public latrines, all features and items inside the latrines, (e.g., the latrine slab or seat, doors, locks, refuse bins) and relevant features around the latrines (e.g., hand washing stations, pathways and signage).

Problem area
A problem area is an area of sanitation facilities that contains one or several problems that make it difficult or impossible for children to use sanitation facilities. Main problem areas are identified by children and caregivers in the Interactive Surveys.

Problem
A problem is something that makes it difficult or impossible for children to use sanitation facilities. Main problems are identified by children and caregivers in the Interactive Surveys.

Cause
A cause is something that contributes to a problem with sanitation facilities. Understanding problem causes will help your team and the community members better understand what solutions are needed to resolve the problem you're looking at. Causes may not be clear right away. They are discovered and discussed with community members during the Co-Creation Sessions.

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What is a Co-Creation Session?

Co-Creation Sessions are an important part of the User-Centred Community Engagement methodology. In Co-Creation Sessions, field staff and crisis-affected people explore problems with sanitation facilities and their causes to understand how these problems can be best resolved.

What do we want to achieve in this Co-Creation Session?

We want to better understand - from the perspective of adult caregivers - how their children use sanitation facilities, what problems they face and why, and how we can solve these problems.

Key questions we want to answer:

- *What problems do children experience when using existing sanitation facilities?*
- *What are the causes of these problems?*
- *How can these problems be addressed with the resources and skills available in the project context?*
- *Which solutions are a priority for children and their caregivers in this context?*

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Who takes part in this Co-Creation Session?

Children aged between 5 and 12 years old.

> 💡 **Tip:** Hold separate Co-Creation Sessions with younger and older children, and with boys and girls. In this pilot we will have 4 Co-Creation Sessions with children: one with girls aged 5-8, one with boys aged 5-8, one with girls aged 9-12 and one with boys aged 9-12. Holding separate sessions for children of different age and sex will ensure that diverse experience and perspectives are discussed during the session.

Where can we hold this Co-Creation Session?

Select a location that is familiar, comfortable and safe for children who will be participating. Appropriate locations include school classrooms, child-friendly spaces and community centres.

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What to prepare before each session?

The list below includes the main things you may need during this Co-Creation Session.

You can change the list or use alternative items depending on the resources and materials available in your project context.

- ❏ Blank name tags
- ❏ Colored markers, pencils or crayons
- ❏ Tape or push pins
- ❏ Flip chart or similar style light-coloured paper
- ❏ Sticky notes
- ❏ Stickers or another way of voting
- ❏ Three bean bags, soft balls or similar items that are easy and safe to throw around.
- ❏ 3 prepared Problem Tree posters, one for each of the top 3 problem areas identified in the Interactive Surveys (see Problem Tree example)
- ❏ A separate piece of flip chart paper for collecting out-of-scope ideas
- ❏ Snacks and water
- ❏ Consent forms if required by your organisational policy

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Who facilitates Co-Creation Sessions?

1 x Lead Facilitator

- Responsible for the overall planning and implementation of the Co-Creation Session.

- She/he leads on each session activity and is responsible for collecting and recording session outputs.

2 x Co-Facilitators

- Responsible for supporting the *Lead Facilitator* in the planning and implementation of the Co-Creation Session.

1x WASH Engineer

- Should be present during the Co-Creation Sessions for this project focused on child-friendly sanitation facilities.

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Co-Creation Session agenda:

🕐

1	Greetings and session introduction	10 min
2	Activity 1: 'Bin bag throw' ice breaker	10 min
3	Groups break out	5 min
4	Activity 2: Problem tree	60 min
5	Snack break	15 min
6	Activity 3: Report back	20 min
7	Activity 4: Voting	5 min
8	Session closing	5 min

**2hr 10min
(130 min)**

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1. Greetings and session introduction

Purpose: To make sure that all participants understand what the Co-Creation Session is for and what they can expect from participating in this Co-Creation Sessions.

You need:

❏ Consent forms, if using

👥 Lead Facilitator

1. Introduce yourself and other staff who are participating in the session.

2. Give a brief overview of the UCCE process and explain what this Co-Creation Session is for.

3. Give a brief overview of the session agenda.

4. Explain how the children's ideas will be used by the field team to make programme decisions

5. Explain that in the Session you will focus only on a small number of problems with existing sanitation facilities. Tell the children that these problems were identified in the Interactive Survey with members of their community. Explain that if they tell you about unrelated problems during the session, you will not be able to address them but you will write them down and share them with relevant colleagues.

6. Explain that while you cannot promise that every idea they propose will be used, your team will do your best to implement as many ideas as possible.

7. Explain that if the children don't understand something, they can ask questions at any moment during the session, and that they can also leave the Session at any moment without penalty.

8. Ask if anyone has any questions and ask for consent.

👥 Co-Facilitators and WASH Engineer

1. Observe the activity.

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2. Activity 1: 'Bean bag throw' ice breaker

🕐 **10 min**

Purpose: The ice breaker activity introduces the children and the staff to each other and makes children feel more comfortable in the session.

👥 Lead Facilitator

Step 1: Introduce the activity

1. Invite all children and staff to stand in a circle and introduce the first part of the game. You can use the example below or explain it in your own words.

💡 **Example:** *"To get everyone excited and familiar with each other, let's play a game. We're going to try and learn each other's names. I'm going to say my name* **[Lead Facilitator says his/her name]** *and then throw this bean bag to someone else in the circle.* **[Lead Facilitator throws the bean bag to one of the Co-Facilitator.]** *Once you catch it, you have to say your own name and throw it to another person. Try and remember as many names as you can!"*

2. As the activity goes on, keep track of the bean bag to make sure everyone in the circle has the chance to introduce him/herself.

You need:

❏ At least 3 bean bags, soft balls or similar items that are easy and safe to throw around

❏ Name tags and markers (optional, see *Activity Variations & Tips* on p 11 for information)

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2. Activity 1: 'Bean bag throw' ice breaker

🕐 **10 min**

👥 Lead Facilitator

Step 2: Now, the fun begins!

1. Once everyone says their name and throws the bag the first time around, take the bean bag and introduce the second part of the game. You can follow the example below or explain it in your own words:

> 💡 **Example:** *"Well done, everyone! Now, let's see how well we can remember each other's names. I will throw this bean bag to one of you and as I throw, I will say the name of the person I'm throwing the bag to.* **[Lead Facilitator picks a child from the group, says their name and throws the bag to him/her.]** *Great, let's keep it going, and as we do, I will start throwing more bean bags into the circle. Try to keep up!"*

2. As the activity goes on, start throwing more bean bags, one by one, into the circle.
3. Let the game continue for a few minutes.
4. After a few minutes of fun and confusion, clap your hands to catch everyone's attention and finish the game.

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2. Activity 1: 'Bean bag throw' ice breaker

10 min

Activity Variations & Tips:

💡 Younger children and children with hearing impairments may find it hard to hear or remember many names at once. In this case, you can ask everyone to wear name tags so that the main challenge of the game is just to throw and catch the bean bags. If using this option, ask children and staff to write down their name on name tags at the start of the Co-Creation Session.

💡 Some younger or visually impaired children may need larger, softer items to throw or for the items to be rolled or handed rather than thrown to them.

💡 If children find it very hard to throw and catch, make the circle smaller or alter the game so they pass the bean bag around the circle instead of across it. You can still speed up the game and introduce more bags.

💡 In sessions with older children, you can make the game harder by asking children to say an interesting fact about themselves in addition to their name.

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3. Groups break out

> **Purpose:** This is a quick way to break up all participants into three smaller groups.

👥 Lead Facilitator

1. Thank everyone for the warm up and ask the children to count off to 3 one by one.

2. Tell the caregivers to break out into groups based on the number they said:

   a. Children who counted '1' join a small group with **Lead Facilitator**.

   b. Children who counted '2' join a small group with one **Co-Facilitator**.

   c. Children who counted '3' join a small group with another **Co-Facilitator**.

👥 WASH Engineer

1. Join one of the groups.

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4. Activity 2: Problem tree

🕐 **60min**

Purpose: During Problem Tree activities each group explores 3 main problem areas in a specific part of the sanitation facilities to better understand the problems that children experience with the sanitation facilities and come up with solutions to these problems so that we can make the sanitation facilities more child-friendly.

You need:

- ❏ 3 problem trees (see Problem Tree example)
- ❏ Colored markers, pencils or crayons

👥 WASH Engineer

1. Move between 3 groups during the Problem Tree activity to observe the activity.

2. Where appropriate, you can participate by adding more ideas to the ones proposed by the caregivers.

3. **❗ Important:** Your role during this activity is to manage expectations while also allowing for the participants to be creative and to suggest a wide range of different ideas. If the participants are suggesting something that may be difficult to implement, you can tell them about it and explain why it may be difficult but do not discard any ideas at this stage. You can also suggest more feasible alternatives to the proposed ideas where appropriate.

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4. Activity 2: Problem tree

All facilitators in their small groups:

Step 1: Welcome caregivers to the group and introduce the activity.

1. Tell children about the Interactive Survey and explain how information from the Survey is used in this activity;

2. Explain the purpose of the activity: to better understand the problems that they experience with the sanitation facilities and come up with solutions to the problems so that we can make it easier and nicer for them to use the sanitation facilities;

3. Tell children which part of sanitation facilities your group will focus on: Inside the latrines, Outside the latrines, or Hand-washing Facilities;

4. Ask the children to pick a name for your group and tell them that they can decorate the tree during the activity by drawing on the poster.

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4. Activity 2: Problem tree

🕐 **60 min**

👥 **All facilitators in their small groups:**

Step 2: Discuss the problem areas written down on the Problem Tree poster:

1. Tell children that from the Interactive Survey we know what most children in the village don't like about these 3 problem areas: read the top 2 problems from the poster.

2. Then, looking at one problem at a time, ask children one of the following Why questions:

   a. *Why do you this problem exists?*

      OR

   b. *Why is this a problems for you?*

> 💡 **Example:** If children say they don't like the space outside the latrines because it is too dark, you can ask "*Why don't you like that it's too dark outside the latrines?*" OR you can also ask "*Why is it dark outside the latrines?*"

1. Write down the children's answers in empty spaces on the poster. Group similar answers together. Their answers are 'causes' of the problem.

2. Continue the exercise until you have discussed all problems in the top 3 problem areas.

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4. Activity 2: Problem tree

🕐 **60 min**

👥 **All facilitators in their small groups:**

Step 3: Discuss ideas

1. Ask the children to look over all the problems and causes that you identified and talked about together.

2. Ask them to think about what can be done to address these causes. One solution can address one or several causes.

3. Write down their ideas on separate sticky notes and place each idea next to the cause(s) it relates to. You can also ask the children to write or draw their own ideas on the sticky notes and organise them on the poster.

4. The activity is finished once you have placed all ideas on the Problem Tree poster.

Continue to the next page...

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🕐 **60 min**

Activity Variations & Tips:

💡 **Try using both *Why* questions for each problem you discuss.**

If you get stuck on one of these question, try asking the other one. The point of this activity is to discover different problem causes. These can be very personal to individual children (answers to the *"Why is this a problem for you?"* question) or relevant to the overall context (answers to the *"Why does this problem exist?"* question).

💡 **You may need to ask one or both Why questions up to 3 times to get to the real cause of the problem.**

Example: If children say they don't like that it's dark outside the latrines because they feel scared when using them at night, ask them *Why* they feel scared. OR, if children say it's dark because there are no lights outside, ask them *Why* there are no light. The answers might surprise you! Remember: There is no right or wrong answer.

💡 **If children hesitate to speak out or some children are speaking more than others, you can call on children one by one going in circle to make sure everyone has a chance to speak about their views.**

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5. Snack break

Purpose: Participants and staff get a short break.

👥 Lead Facilitator

1. Invite everyone to take a 10 minute break & have some of the snacks and drinks provided.

2. Tell the children that they can keep decorating their posters or give them more paper to draw something else.

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6. Activity 3: Report back

Purpose: The three groups come back together and each group presents their Problem Tree to everyone.

You need:

- ❏ Post-it notes and markers for additional ideas

Lead Facilitator

1. Ask everyone to return to their seats in their groups.

2. Invite one of the groups to the front of the room and ask them to present their Problem Tree poster to everyone in the room.

3. Ask the group to say which part of the sanitation facilities they looked at, which problem areas and problems they talked about, and what ideas they thought of.

4. Give the group no more than 5 minutes to present their poster.

5. Once the group finishes their presentation, ask others in the room if they have any additional ideas to add to the group's poster. If they do, write them down on sticky notes and add them to the poster.

6. Continue the activity until all 3 groups have presented their posters.

WASH Engineer

1. Observes the activity.

2. If you see that an idea is may be difficult to implement in the project context, tell everyone why it could be difficult but <u>do not</u> reject the idea at this time. If possible, suggest a more feasible alternative.

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7. Activity 4: Voting

> **Purpose:** All children vote for the ideas they like the most.

You need:

❑ Stickers or another way of voting for each reviewed idea

👥 Co-Facilitators

1. Hand out stickers to children before starting the activity: each child should get 6 stickers in total.

👥 Lead Facilitator

1. Explains the activity and tells the children that the 2 ideas with the most votes from each poster will be prioritised by field staff for implementation.

2. Tell the children they can only use 2 stickers on every poster.

3. Ask the children to come up to one of the Problem Trees and place a sticker next to the idea that they like.

4. Repeat the activity with the remaining Problem Tree posters.

5. Once everyone has voted, tell the children which 2 ideas got the most votes on each Problem Tree poster (6 ideas in total).

👥 WASH Engineer

1. Observes the activity.

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8. Session closing

👥 WASH Engineer

1. Thank the children for their ideas and explains what will happen next:

   a. All ideas will be ranked by the number of votes but the 6 most popular ideas will be prioritised for implementation.

   b. All ideas will also be rated by how easy or difficult they are to implement.

   c. The team will consider available budget, time, staff and construction materials when reviewing the ideas.

   d. The most popular and feasible ideas will be implemented.

👥 Lead Facilitator

1. Tell the children that this is the end of the session.

2. Remind them that while we cannot promise that every idea from today will be used, we will do our best to implement as many as we can.

3. Thanks the children for participating and helping the field team to come up with ideas for improved facilities, and encourage them to engage in similar exercises in the future.

👥 Co-Facilitators

1. Observe the activity.

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What to do after the end of the session?

- If possible, take photographs of all posters to keep a digital record.
  - Add these to the relevant project folder and share with project team and Project Manager.

- Write down all ideas from each Problem Tree poster in 3 Ideas Lists (make one list per Problem Tree; see Ideas List template) and return it to the Project Manager. He/she will take the ideas into the Decision-Making session.

- Collect all posters and give them to the Project Manager.
  - The Project Manager will keep these until the end of the project period.
  - The Project Manager will take problems and ideas that were out of scope and communicate them to relevant colleagues/ sectors.

- Take 15 minutes to talk about the session as a team. Talk about:
  - *What went well?*
  - *What didn't go well?*
  - *What could be done differently next time?*

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Annex 1: Problem Tree Activity
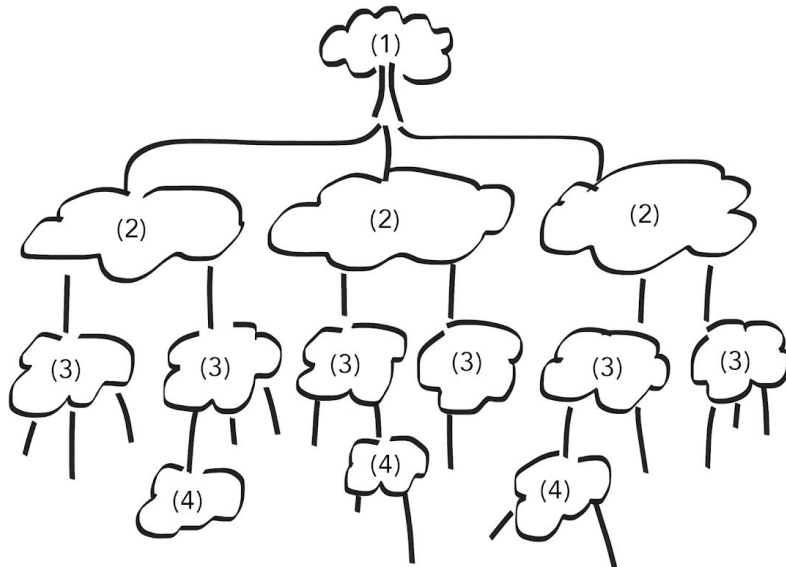
Before the session

Draw the Problem Tree outline on a horizontal piece of flipchart paper.

(1) - Write the name of the area of sanitation facilities you will be reviewing here

    - Attach a printed out image of that area below the name

(2) - Write the top 3 problem areas in these spaces

(3) - Write the top 2 problems related to each problem area in these spaces

During the session

(4) - Write participants' answers to your Why questions in these spaces

    - Add more spaces as needed

    - Ask participants to come up with ideas to solve these problem causes

    - Add participants' ideas next to these causes on sticky notes

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