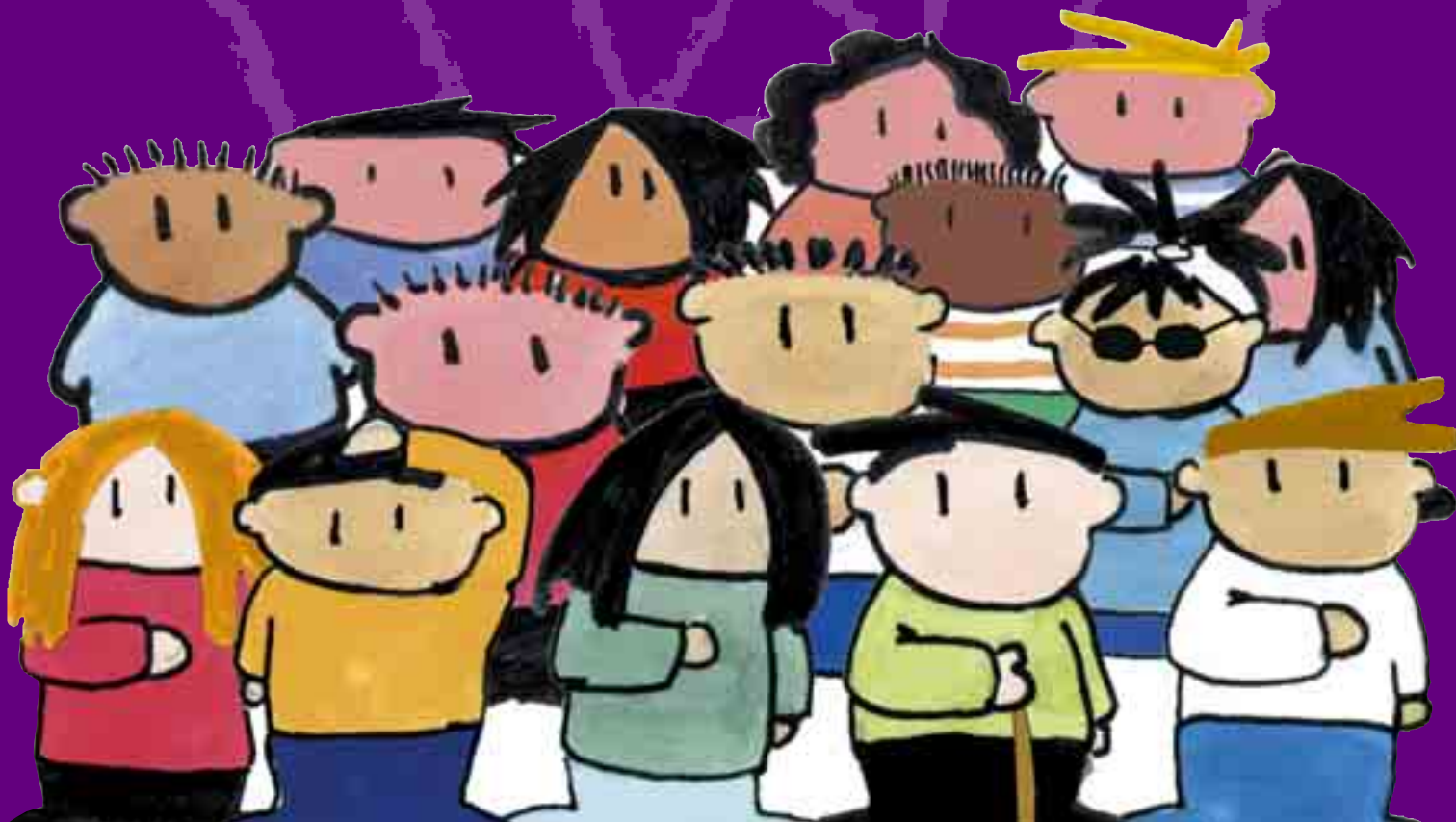


# LESSONS LEARNT FROM THE SPIDER TOOL

*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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**S**even countries and two regions where Save the Children operates were involved in a full or partial piloting of this self assessment and planning tool during 2004-2005. Documentation of these pilots provided us with a rich and excellent source of information for bringing together the lessons learnt and updating the 'spider' self assessment and planning tool. We would like to thank them all.

Thanks to the girls and boys involved in the piloting on behalf of their child led groups for giving their time and being so reflective and honest about the strengths and weaknesses of their organisations. Feedback from children and young people has continued to inspire us, convincing us that the Spider Tool is a good evaluation tool, one that is useful and relevant to the current and future development of their groups;

Thanks 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. A range of NGO partners and Save the Children members continue to demonstrate their belief in and continued support to the development and strengthening of child led initiatives and organisations. In particular we would like to thank Annette Giertsen from Save the Children Norway for her work in supporting the introduction and piloting of the tool with child led organisations and partners of Save the Children Norway in Mozambique, Nicaragua and Zimbabwe. This publication incorporates the lessons gathered from this wider strategic effort by Save the Children Norway to learn from and strengthen the quality of their child participation work.

Thanks to Save the Children's Child Participation Working Group (CPWG) for its belief and encouragement that child led initiatives and organisations can – and should – become a driving force of Save the Children. We appreciate the time and resources that CPWG has provided us to continue to champion this work.

Thanks to the Dutch government Ministry of Foreign Affairs for supporting this effort through its grant to Save the Children's child participation work (2003-2005); We extend our appreciation to Ravi Karkara and Neha Bhandari for their support in enabling the publication process.

And finally, thanks to all those who have publicised this model as a key tool for assessing the impact of children's participation.



**'When we go back to our children's groups we can plan and analyse things in a better way. This Spider method is a very useful tool.'**

**(pilot project, South and Central Asia regional workshop - children)**

We hope this publication and the accompanying revised 'Spider Tool' (updated June 2005) 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

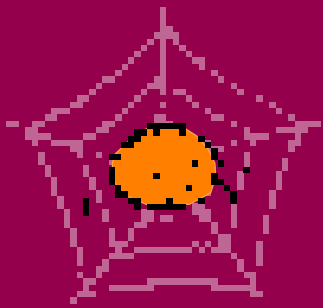
A sub-group of Save the Children's Child Participation  
Working Group (CPWG) - 2003-2005



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# Introduction 1

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## SAVE THE CHILDREN'S WORK to support child led processes

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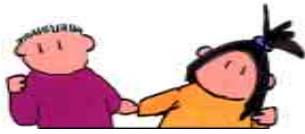
**I**n many of the countries and regions where it works Save the Children has a long history of supporting child led processes – from the working children's movements of Africa, Asia and Latin America, through children's clubs in Nepal and child rights support groups in Uganda, to children's commissions in Nicaragua, children's and young people's assembly in Wales, a variety of children's media initiatives and groups in different countries and regions, and many other formal and informal child-child groups around the world.

At its June 2003 Global Meeting on Child Participation (Addis Ababa, Ethiopia), Save the Children recognised its achievements in supporting this work as well as its limitations. In some countries and regions the process of supporting such initiatives was neither as profound nor as systematic as the organisation had aspired to.

During the Global Meeting, Save the Children identified the following as one of its strategic goals for priority action over the next five years: to **'enable and support child led initiatives and organisations to be a driving force of Save the Children'**. Strategic support to the strengthening and development of child led initiatives, organisations and networks is seen as a key to achieving this goal. This includes supporting meaningful partnerships between adults and child led processes to further the fulfilment of children's rights and to learn more about, listen and respond to the agenda of children's organisations, initiatives and networks.

As a result of the Global Meeting a virtual interest group on child led initiatives and organisations was established among Save the Children's child participation practitioners interested in this area of work. The group began a discussion on what Save the Children understands and means by child led initiatives and organisations and how the organisation can support such initiatives and





## THE SPIDER TOOL - A SELF ASSESSMENT AND PLANNING TOOL FOR CHILD LED INITIATIVES AND ORGANISATIONS

organisations in exercising and claiming their rights in sincere and meaningful ways. For example, what characterises a well-functioning child led process? What conditions and processes increase the quality of child led initiatives and organisations? This discussion led to the idea of developing a series of **Key Quality Elements (KQEs)** or factors through which children, young people and adults can assess these initiatives and organisations. Thus, **the Spider Tool: a self assessment and planning tool for child led initiatives and organisations** was born.

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### BACKGROUND to the Spider Tool

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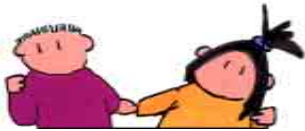
**T**he Spider Tool derives its name from the visual image produced after an institutional assessment is completed. It was originally developed in Nepal as a participatory method for monitoring the status over time of community based organisations. Spider assessments involve people from all levels and capacities in an organisation. Therefore, the tool can be a powerful way to build a common vision of what is needed to develop and strengthen an organisation's capacity to deliver quality, relevant and sustainable programmes that meet the needs of its identified target groups.

*The Spider Process:* The Spider Process involves participants working together to assess the strength of their organisation in 'core dimensions'. The result of the assessment is transferred to a spider web diagram that illustrates how the

participants see the organisation and helps focus them on areas that need to be addressed. The assessment sets the ground for organisational change. The 'core dimensions/key quality elements' have to be determined and clear questions or indicators set for each.

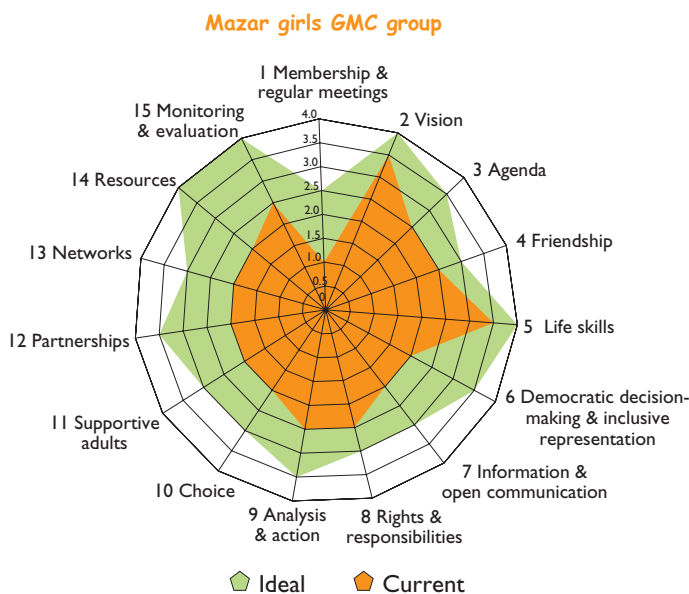
The Spider Tool can be used as an institutional self assessment tool to enhance organisational change. The Spider self assessment tool and process has been adapted in different ways for smaller or emerging organisations as well as for more established organisations and networks.





## ADAPTING THE SPIDER TOOL: Save the Children's self assessment and planning tool for child led initiatives and organisations

In late 2003-early 2004 Save the Children adapted the Spider Tool as a new tool to help children and young people assess their own initiatives and organisations according to a number of factors (**Key Quality Elements**). The assessment is intended to be based on what the initiatives and organisations are trying to achieve, what they feel they are good at, and the areas they feel should be improved (**children building their current and future ideal spider webs**). The tool therefore provides the initiatives and organisations with a starting point for planning changes and improvements within their groups.



In developing the tool – and especially its **Key Quality Elements** – for piloting, Save the Children drew on components developed by established child led organisations themselves. In this regard, the work done by Bal Mazdoor Union supported by Butterflies in India and the views of children and adolescent organisations in South America is particularly acknowledged<sup>1</sup>.

The tool was further refined and developed after initial piloting in early 2004 in a regional meeting of child led organisations in South & Central Asia and with children's groups in a province of Afghanistan. For example, 15 Key Quality Elements were identified by Save the Children and an initial set of indicators – using a scale of 1-4 – for each Key Quality Element were developed.

The Spider Tool (February 2004 version) was then sent out to the Save the Children interest group on child led initiatives and organisations<sup>2</sup>. Further piloting of the tool was encouraged with the hope that at least one country in every Save the Children region would become involved. The tool was also translated into French, Portuguese, Serbian and Spanish to encourage its wider use.

<sup>1</sup> Cussianovich, A. and Marques, A.M. (2002). *Toward a Protagonist Participation of Boys, Girls and Teenagers*. Save the Children Sweden, Regional Office of South America, Lima.

Panicker, R. and O'Kane, C. (2000). *What Accounts for Success in Developing Children's Organisations: Our Experiences and Reflections from Butterflies Programme of Street and Working Children*, Delhi, India.

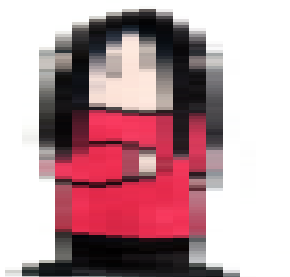
<sup>2</sup> *Piloting the 'Spider Model', a self assessment tool for children's initiatives and organisations*. Save the Children [February 2004, Clare Feinstein and Claire O'Kane on behalf of the CPWG].



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## PILOTING the Spider Tool, 2004-2005

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The Spider Tool was promoted for piloting as a clear link to Save the Children's ongoing work with child led initiatives and organisations at local, national and regional levels. This link to ongoing work was reflected in the interest expressed in piloting the tool during 2004 and early 2005.

The tool was first introduced for a partial piloting in a regional workshop of child representatives in Kathmandu, Nepal, in early January 2004<sup>3</sup>. This workshop fully explored two of the Key Quality Elements – dynamic membership and children aware and active in promoting their rights and responsibilities.

The complete tool was piloted in Northern Afghanistan with child representatives from girls and boys GMC groups<sup>4</sup> from four locations in one province in early February 2004<sup>5</sup>. Over a four-day period the child representatives fully explored all 15 Key Quality Elements and built their current and future ideal spider webs. In this workshop the Spider Tool assessment was also interspersed with activities and games on key life skills to enhance children's role as active citizens.

The lessons learnt from both these initial pilots were then incorporated in a revised version of the Spider Model tool which was finalised and distributed for further piloting in late February 2004.

During the rest of 2004 and early 2005 the tool was piloted in different countries in a variety of ways with a diverse range of child led initiatives and organisations. Children's groups supported by local adult organisations in India, Uganda and Wales all piloted the tool. The tool was also piloted in Nicaragua, Mozambique and Zimbabwe as part of Save the Children Norway's programme of increasing quality in its work (child participation: child led initiatives and organisations). A summary of case studies and the lessons learnt are presented in the next chapter, Lessons Learnt. The tool was also introduced to adult participants in a meeting of Save the Children's Europe regional child participation meeting in October 2004 in Belgrade, Serbia<sup>6</sup>. In addition, children's groups and adult support

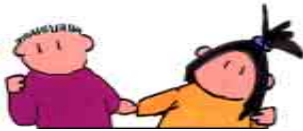
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<sup>3</sup> South and Central Asia regional workshop on child led organisations, Kathmandu, Nepal, January 2004.

<sup>4</sup> Global Movement for Children

<sup>5</sup> *Assessing and Strengthening Child Led Organisations [GMC Children's Groups] in Balkh: Spider Tool Assessment and Introduction to Life Skills*, Balkh province, Afghanistan, February 2004.

<sup>6</sup> Joint Meeting of Save the Children's regional child participation network in Europe and Save the Children's Child Participation Working Group [CPWG], Belgrade, Serbia, October 2004.



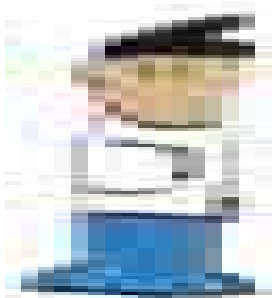
## THE SPIDER TOOL - A SELF ASSESSMENT AND PLANNING TOOL FOR CHILD LED INITIATIVES AND ORGANISATIONS

organisations expressed an interest in using the tool in Bulgaria, Pakistan, the Philippines, Serbia, Tajikistan, Tanzania and West Africa. It is hoped that the publication of the revised tool (2005) and its accompanying facilitators guide will enable this interest to be fully realised.

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### THE SPIDER TOOL - supporting the development and strengthening of child led initiatives and organisations

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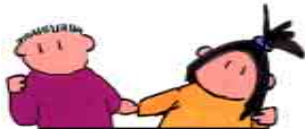
**T**he Spider Tool and its use of Key Quality Elements are intended to help children involved in child led processes and their adult supporters better understand and assess to what extent they are realising children's rights to participate in the fullest sense.

The Spider Tool adapted for child led processes is also intended to reflect the fluid growth and dynamic learning process that children, young people and adults go through as they work together on collective initiatives. For example, some child participation initiatives may start off as very adult led and adult driven. However, in the process, if adults give more and more space to girls and boys, an initiative that was adult led may become child led or children may form their own organisation.

**In strengthening their own initiatives and organisations, children and young people are pro-actively seeking to develop and strengthen partnerships with adults. Thus, dynamic relationships between children and adults remain a key component of all kinds of child led initiatives and organisations.**

(Discussion document on promoting and supporting child led initiatives and organisations, Save the Children, 2005)

The piloting and use of the Spider Tool during 2004 and early 2005 clearly highlighted this particular dynamic. For example, through a process of discussion, analysis and reflection, the tool helped children and young people analyse the strengths and weaknesses of their organisations and at the same time provoked adults to see and assess whether they have asserted (or are asserting) too much



## THE SPIDER TOOL - A SELF ASSESSMENT AND PLANNING TOOL FOR CHILD LED INITIATIVES AND ORGANISATIONS

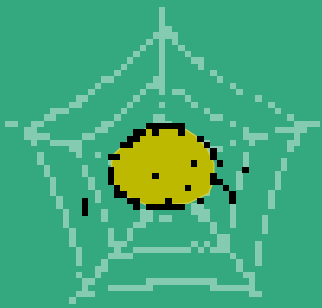
control. Building a genuine adult-child partnership means that children need to know and be aware of the agenda and priority concerns of adults and vice-versa. The use of the Spider Tool, as a reflection point for both children and adults, can aid this process of sharing power.

Therefore, if the aim is to strategically support the development and strengthening of child led initiatives and organisations of children under 18 years of age, the Spider Tool becomes quite valuable. It has a clear role in helping existing child led initiatives and organisations become stronger, more inclusive and more influential by reflecting and acting on **Key Quality Elements** such as a dynamic membership,

common vision, identity and ownership, democratic decision-making and inclusive representation, and partnerships and influence.

It also has a clear role in helping support initiatives that are more adult led become more child led and child driven by reflecting and acting on **Key Quality Elements** such as agenda setting, children aware and active in promoting their rights and responsibilities, and supportive adults. The Spider Tool works well with established child led initiatives and organisations but can also be used to embed quality thinking from the outset in the development of new groups and networks.





# Lessons Learnt 2

This chapter considers some key 'lessons learnt' during the piloting of the Spider Tool. These focus on two key aspects: lessons learnt regarding the **use of the tool**, such as when to use the tool, aspects of the preparatory and follow up process and possible adaptations of the tool; key lessons learnt about **Child Led Organisations/Child Led Institutions (CLOs/CLIs)** through the piloting, such as their vision, analysis of common areas of strengths and weaknesses, identification of key capacity building, support needs and ethical issues, as well as implications for action planning.

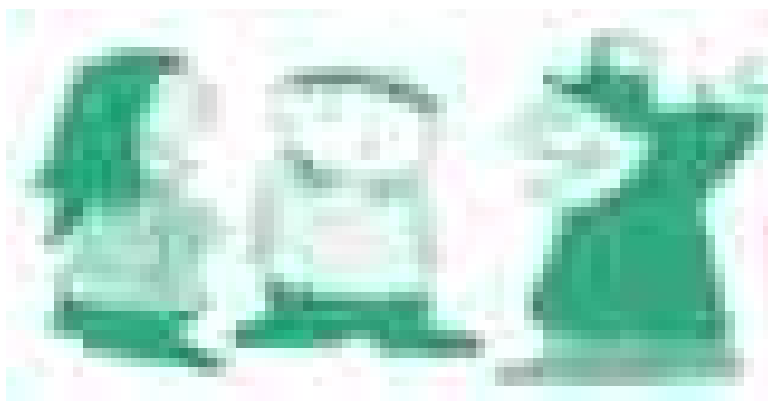
Before proceeding to an analysis of lessons learnt, this chapter begins by providing some brief **contextual information** about the child led organisations/initiatives engaged in the piloting.

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## SUMMARY of Pilot Case Studies

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The Spider Tool was piloted in country programmes in Afghanistan, India, Mozambique, Nicaragua, Uganda, Wales and Zimbabwe. It was also introduced in regional initiatives in South & Central Asia and Europe.





## GMC Children's Groups - Global Movement for Children, Afghanistan

Afghanistan has been described as a complex emergency due to continuing insecurity, drought, a fragile economy, weakness in government, and scale of the needs, not least for children. Following 23 years of war, the range of violations in



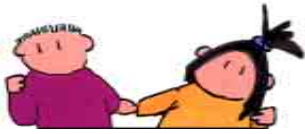
terms of children's rights to survival, protection, development and participation are enormous. At the time of the Spider Tool pilot (February 2004) SCUK supported approximately 30 GMC children's groups (girls' and boys' separate groups) in four locations of Balkh province, Northern Afghanistan<sup>7</sup>. GMC stands for the Global Movement for Children and in the Afghan context the slogan of GMC is 'We are the Future of Afghanistan'. Most of the groups were formed in late 2002/early 2003. They have between 10-30 members of girls or boys aged 10-18 years who meet together each week to raise awareness and action on their rights. The membership of most groups has expanded to include school going and working children, children with disabilities, and children from different ethnic groups. Furthermore, monthly provincial level network meetings amongst children's group representatives bring together representatives from the girls' and boys' GMC groups, and representatives of separate working children's groups.

## Children's groups, Rajasthan, India

The formation of children's groups (the Child Rights project) has been promoted within the North Central India zonal programme of Save the Children UK in India since 2002. By enabling children to identify, analyse and try to solve some of the key issues affecting them, children's groups are one of the best vehicles for promoting the concept of children's citizenship in a practical way in local communities. In June 2004 the Spider Tool was piloted with children's groups supported by a local partner in Jodhpur, a drought affected area of Rajasthan. The main activities of the children's groups, which are active in six villages, include organising monthly meetings, planning village development activities,



<sup>7</sup> This is in addition to supporting other newer GMC children's groups in other Northern provinces, as well as working children's groups in Kabul.



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cleaning the streets, rallies for health and hygiene, awareness about drinking water and the prevention of diseases. Thirty children, 17 boys and 13 girls, aged between 12-18 years participated in the piloting of the Spider Tool. The children were the leaders of six Bal Samiti and six Balika Manch covered by the Child Rights project.

### Children's groups, Mozambique

Through local NGO partners, Save the Children Norway has supported the formation of children's groups in different provinces of Mozambique.

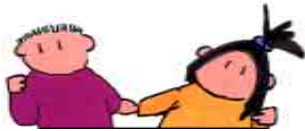


NEMA, Núcleo de Escritores de Manica, was founded in September 2001 by 17 young students and writers from Manica province between the ages of 16-21 years. NEMA promotes children's rights through encouraging and stimulating a liking for reading and writing in children and teenagers. NEMA has worked in partnership with Save the Children Norway since 2003. Twenty-four children between the ages of 8-14 years are linked to NEMA and are involved in artistic drawing and poetry learning initiatives provided by the young founding members. Ten of these children were involved in piloting the Spider Tool.

Grupo Cultural e Teatral "Ntsai" – Gondola, was founded in 1992 in order to educate the community – children, teenagers and adults – about the danger of land mines, the HIV/AIDS fight, cholera, malaria and the promotion of family planning, among other things. The group receives technical and financial support from Save the Children Norway through the Gondola's Women and Welfare Coordination district authorities in order to promote children's rights as an integral part of its activities. In 2003, the Ntsai Group was restructured. It currently has twenty child artists, 14 years old or younger and three adult instructors.

Grupo Teatral Infantil da Escola Primária Completa de Chipindaúmuè – Gondola, was created in 2003 based on a initiative from the Children Rights Nucleus with the aims of promoting the participation of children – especially girls – in education, and of spreading awareness of children's rights through theatre plays in rural areas to sensitise communities to violations of children's rights. The group has 45 children - 23 girls and 22 boys – and one Coordinator (adult). The group benefited, in 2003 and 2004, from development theatre techniques training promoted by Save the Children Norway.





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Associação Cultural Tambanawana – Chimoio, was founded in 1995. It began with 20 members – all adults – who were engaged in promoting cultural activities aimed at abandoned children and young people traumatized by the armed conflict that ended in 1992. Initially the group's activities were concentrated in the areas of the country most affected by the conflict. The group continues to promote cultural activities, assists the psycho-social rehabilitation of children and young people, and promotes the CRC and the culture of peace in the province of Manica. The group now has 30 members – 20 children and 10 adults.

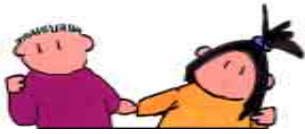
Grupo Cultural e Teatral Kuchedza Na Kuru – Tambara, was created in 1999 in Nhacolo, Tambara's district capital, Manica Province north. Since 2000, it has received technical and financial support from Save the Children Norway, through the Tambara Women and Welfare Coordination district authorities. The group presents songs and theatre plays on children's rights focusing on the major regional problems such as premature marriages, drug consumption, education of girls, domestic violence and sexual abuse of minors. The group has also benefited from training sessions in development theatre techniques.

Grupo Cultural E Teatral (Tfd) – Gorongosa, was originally a Nhatsaca primary school group which became known in Gorongosa district for its use of cultural activities – especially theatre plays – to promote children's rights. The group

focused particularly on opposing violence and child sexual abuse. It then became more active in Sofala province and in 2002 another group was created. This group focused purely on cultural activities – without the theatre component. Its members were part of the Nucleo Distrital dos Direitos da Criança in Gorongosa. In 2003, 25 members of the group, supported by Save the Children Norway, benefited from training sessions in development theatre techniques. The group is now still supported by Save the Children Norway through Gorongosa's Women and Welfare Coordination district authorities.



Núcleo Dos Direitos da Criança da Gorongosa, was founded in 2002 as a cultural and dance group from the 1º De Maio School in Gorongosa District. The group has 26 members – 25 children aged between 8-15 years and a female teacher as an instructor. It uses cultural activities to promote children's rights and bring attention to child rights violations such as child sexual abuse, premature marriages, domestic violence and drug consumption. The group works in



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partnership with Save the Children Norway through Gorongosa's Education District Directorate.

Organização Continuadores De Moçambique – Sofala, was created by Samora Machel in 1985 to help the reintegration of children back into communities. It is a national organisation which promotes children's rights through activities such as chanting and dancing, theatre, music, poetry, lectures, games, children's parliaments, radio shows on Radio Moçambique, Miramar and Pax and paperback production such as the *Sorriso da Criança* paper. Since 2002 the organisation has received financial support through Save the Children Norway through Sofala's Province Women and Welfare Directorate. In 2003 Save the Children Norway, with the *Projecto de Advocacia dos Direitos da Criança* (Project 4910), began to directly support the organisation to improve the quality of its activities in Sofala.

Grupo Cultural E Teatral De Canto E Dança Tafica – Dondo, was created in 1997 by another theatre and cultural group called PAC, from Manica's capital city, Chimoio. The group became independent three years later. Financed by Save the Children Norway, the group has benefited from theatre presentation training, and the acquisition of theatre clothing and musical instruments. The group promotes children's rights and has also developed other activities focused on issues such as malaria, cholera, HIV/AIDS, child prostitution, water supply cautions, uncontrolled forest fires and land mines.

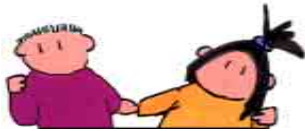
Children and young people from these nine child/youth led organisations working in partnership with Save the Children Norway were part of the Spider Tool pilot in late 2004.

### Children's groups and movements, Nicaragua

In Nicaragua a range of different children's groups and movements are supported by Save the Children Norway and their partners (including: INPRHU Somoto, Capri [Managua], MILAVF and The Mayor's Office of Managua).

Representatives from different children's groups were involved in the pilot of the Spider Tool in June 2004.

*INPHRU* supports a programme with children and young people promoting the network of children and adolescent media workers in Somoto (La Red de Niños, Niños y Adolescentes Comunicadores de Somoto). The objectives are to achieve political influence at the local and national levels, and to mobilise public opinion in the defence of the rights of the child, especially the rights of working children.

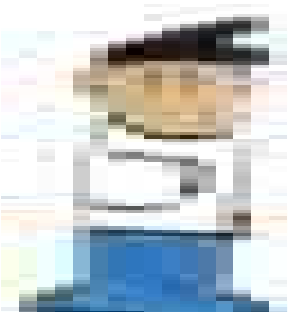


## THE SPIDER TOOL - A SELF ASSESSMENT AND PLANNING TOOL FOR CHILD LED INITIATIVES AND ORGANISATIONS

In *Capri* the child led groups include community based **interest groups** (including 1,437 children and young people in eight neighbourhoods), as well as the **district network** (*red districtal*) which is built up of several municipal networks, including children, parents and other community members.

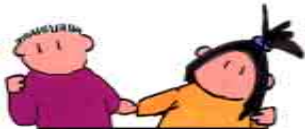
*MILAVF* has three different types of child-led groups/networks – the children’s councils, the girls’ network and the interest groups – all with a common goal that the children shall be in charge of their own organisations. **The children’s council** is organised at the local level (19 areas) and at the national level. Local councils organise discussions and activities and send representatives to the national council, which presents its ideas to the Parliament. The **girls’ network** has emerged from the children’s councils and reflects the girls’ need to consolidate and in that way promote gender equality. They have their own representative on the children’s council. **The interest groups** are similar to those of CAPRI.

*The Mayor’s Office of Managua* has supported the development of the **Municipal Children’s Councils** to ensure permanent space for children to have a say in municipal issues affecting them. As of December 2004, there were 28 Municipal Children’s Councils (out of 153 municipalities) with different degrees of development. Children (mostly adolescents) are elected from their community or school assemblies for a 1-4 year period. More than 24,000 children have participated in these elections. The Municipal Children’s Councils have been involved in the organisation of *cabildos* (town meetings between children and government officials) – more than 50 in the last three years – where children have presented their demands, have proposed solutions for their problems, and have faced officials with their past promises.



### Children's Groups, Uganda

Save the Children in Uganda supports children’s groups as a key opportunity for children to identify and address issues affecting them, as well as a chance for adults to learn from children. The Spider Tool was piloted in Uganda in September 2004 with children’s representatives from two school based children’s groups supported by NGO partners. The **Child Rights Club (CRC)** is supported by an NGO partner (Kigulu Development Group) in a rural area of Eastern Uganda, and the **Child Rights Support Group (CRSG)** is supported by an NGO partner (ANPPCAN – Uganda Chapter) in an urban suburb of Kampala. In every school where CRC and CRSG exist all of the school children are involved in electing child representatives to be part of a core committee. For example, the CRSG has 44 elected representatives on its committee, which includes an executive body of seven members with the following office bearers: a chairperson,



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vice chairperson, secretary, vice secretary, information officer, boys representative and girls representative. Key activities carried out by the children's groups include learning more about children's rights, discussing issues in their assemblies, planting trees and flowers around the school environment, and raising awareness on issues affecting them.

### Funky Dragon, Children and Young People's Assembly, Wales

Funky Dragon is the Children and Young People's Assembly for Wales. It is a peer led organisation which was formally established in 2002. It aims to give children and young people up to the age of 25 the opportunity to have their voices heard on issues that affect them. Funky Dragon's main tasks are to make sure that the views of children and young people are heard, particularly by the Welsh Assembly Government, and to support participation in decision-making at national level. The Grand Council of Funky Dragon is made up of 60 children and young people representatives from 22 local authority-wide youth forums, 22 local authority NGO forums, 8 special interest groups, and 8 other co-opted areas. This will grow soon with more representatives coming from school councils in each local authority area. The

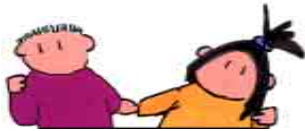


Management Committee (the trustees) is made up of four adult representatives, four young people over 18 years old, and four children and young people under 18. Funky Dragon is the first charity in Wales to have trustees who are under 18 years old (due to advocacy to change the Charities Commission rules).

### Raffingora Children's Club in Harare, Zimbabwe

The Spider Tool was also piloted with working children and youth from the Raffingora Children's Club in Harare, Zimbabwe in September 2004.





## Regional programmes in South & Central Asia

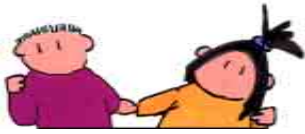
A range of diverse child led organisations and initiatives exist across South and Central Asia enabling girls and boys, particularly the most marginalised, to have an influential voice and claim their rights. In January 2004 Save the Children organised a regional workshop on child led organisations in Kathmandu, Nepal,



bringing together children's representatives from 14 CLOs including: GMC children's group (Afghanistan), Social Volunteer Foundation (Afghanistan), Child Brigade (Bangladesh), Child Media House (Bangladesh), Shishu Parishad (Bangladesh), National Children's Development Council (Bangladesh), Bal Mazdoor Union (India), Domestic Child Club Network (Nepal), Asha Child Club (Nepal), Srijansi Child Club (Nepal), Hatemalo Child Club (Nepal), Children's Para Development Committee (Pakistan), Change Makers' Media Group (Pakistan) and Child Referent Group (Tajikistan). The Spider Tool was introduced to the children's representatives during their workshop and they partially piloted it. The children identified two Key Quality Elements as the most important or relevant to them, and fully explored these KQEs during the regional workshop.

## Save the Children's regional child participation network in Europe

In October 2004 Save the Children's Child Participation Working Group held a joint meeting in Belgrade, Serbia, together with its regional child participation network in Europe (Northwest, South Eastern). The Europe group – comprised of adult child participation practitioners within Save the Children – requested an introduction to the Spider Tool so they could support and promote its further piloting within Save the Children's national programmes in Europe. As part of the introduction the group was asked to consider several Key Quality Elements most relevant to adult support, partnerships and influence, networking and resources and sustainability and to reflect where child led organisations and initiatives within their own countries, and with whom they work, might assess themselves.



## LESSONS LEARNT about use of the tool

### Thinking of using the Spider Tool?

#### Questions & Answers about use of the tool

[These questions & answers came from children and/or NGO partners during the piloting of the tool in 2004-2005]

1

#### **Can this tool be used with informal or new children's groups or only with established children's organisations?**

The tool can be used with fairly new children's groups, informal groups of children and with more established children's organisations. For all groups it offers a chance to reflect on different aspects of their initiative or organisation with a view to its strengthening and development. For new groups, it can help reinforce the concept of quality thinking from the beginning.

2

#### **Can this tool be used with children's groups which have been adult initiated or can it only be used with child led initiatives or organisations?**

Yes, this tool can be used with children's groups which have been adult initiated. It is generally recognised that adult initiated children's groups can become more child led when given appropriate space, guidance and support from adults. This tool can support a process of reflection and action planning by both children and adults which can assist the process of initiatives or groups becoming more child led over time.

3

#### **Which groups of children should be included - special interest groups or wider groups of children?**

The tool can be used either with special interest groups or with wider groups of children. Different types of groups can apply this tool to their particular organisation or network. One of the tool's Key Quality Elements specifically refers to building wider networks and alliances among children's groups. However, the tool's piloting in diverse contexts and situations showed that the tool can be most effectively used by child representatives from one CLO/CLI or representatives from a small number of CLOs/CLIs who share a similar history.



4

#### **How many and which children's representatives should be involved?**

The tool requires time for genuine reflection, dialogue and action planning. Therefore, it is recommended to use the tool at any one time with a group of between 10-20 participants. However, to enable different perspectives to emerge it is worth considering including a mix of children from the organisation/initiative. For example, children from different age groups, core members as well as general members, working children as well as school going children, children with/without disabilities etc. Sometimes it may be a good idea to form smaller groups based on age, gender, level of membership etc., so that the different perspectives can be analysed and compared. For example, the views of core group members compared to general members, the views of girls and boys, younger and older children etc.

5

#### **How long does it take to implement this tool?**

Experiences from the piloting show that use of the tool is best spaced out over a period of days, such as for example, a four day period, which could be split up over several half days or week-ends. Effective use of the tool requires TIME for genuine reflection, analysis, sharing, dialogue and planning.

6

#### **Who can facilitate this tool with children's organisations/initiatives?**

The tool is best facilitated by adult or child facilitators who are familiar with the CLO/CLI, are experienced facilitators, and are prepared for the task.

7

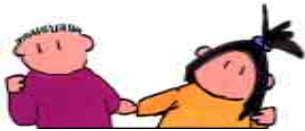
#### **Can children involved in using the tool become trainers themselves and deliver the tool to other children? And, if so, how?**

This is a good idea. One of the results of the piloting has been that some of the children involved have been interested in sharing the process with other groups – that is, being facilitators themselves. One suggestion from the piloting is to consider a 'training of trainers' to build the capacity of children to deliver the tool to other members of their organisation and other groups of children in their locality/province/country/network.

8

#### **What is the role of the adults - should they be facilitators, accompanying adults or both?**

In principle, and with appropriate guidance, the facilitators can be adults or children. All facilitators who have used the tool have emphasised the need to ensure genuine participation by children and young people in their use



of the tool. Children and young people should be encouraged to identify Key Quality Elements, to think about their own indicators, to make their own assessments of the strengths and weaknesses of their initiatives / organisations, and their own plans for improving them. Facilitators should be flexible, encouraging children to adapt the tool to their own contexts. One of the key roles of a facilitator of this process is in recording the things they can do to help children based on the key support and capacity building needs, and any ethical issues that emerge as a result of the discussions, reflection and analysis of the various Key Quality Elements.

### **9 The identification of future goals and plans is the start of a process, but what about follow up?**

This is a self assessment and planning tool, which means that action planning is built in as an integral part of the process. It is important for both children and adults to think about the follow up process and see how action planning related to use of the tool can be integrated into the groups' future planning processes, and how active support can be secured from key adults so that action ideas are implemented. One suggestion from the piloting is to undertake an evaluation over a period of time. For example, in a rolling programme that occurs across yearly cycles a group could evaluate progress made around a few Key Quality Elements each time they meet.

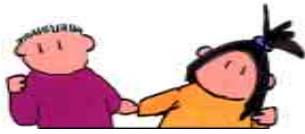
### **10 Can the tool also be used by adults to evaluate their role in supporting child led organisations and initiatives?**

While the tool has mainly been designed for children and young people to assess their own groups and initiatives, piloting of the tool has also highlighted how a process of reflection and analysis of the Key Quality Elements can help support more adult led initiatives become, over time, more child led and driven. The discussion, reflection and analysis also provokes adults to see and assess where they have been (or are) asserting more control. The use of the tool, as a reflection point for both children and adults, can aid the process of sharing power and building a genuine adult-child partnership.

### **11 Will children's capacity to self-organise their meetings and initiatives be reflected in the tool?**

Yes, the tool encourages reflection on whether children or adults have more say in setting the agenda and deciding what to do. As mentioned above, the tool encourages reflection on the relationship between adults





and children and how adults can work in partnership with children to support their initiatives.

12

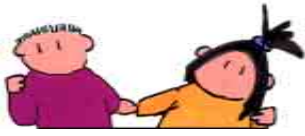
### **Is the development of each child considered in the tool?**

The tool is focused on assessing the group rather than the individual. However, the individual views and experiences of children are sought and valued. Attention to issues such as inclusion, representation, building friendships and life skills include a focus on the individual as well as the collective.

13

### **How is the balance between protection and potentialities reflected?**

This tool encourages children to reflect upon their skills and experiences and to build upon their potential in planning how to improve their collective efforts. The piloting of the tool also showed how discussion, reflection and analysis around the Key Quality Elements bring out many ethical issues relevant to children's participation. The tool therefore draws attention to the need to highlight and address protection concerns. This should be done in conjunction with Child Protection Policies developed and implemented by adult support organisations/partners. While supporting children to take their own initiatives, adults also need to be aware of any potential risks to children as a result of their participation, and to take measures to minimise or eliminate these risks.



## THE PROCESS

The piloting of the Spider Tool in 2004-2005 highlighted the need for careful attention to be paid to preparation, good facilitation and support for action planning and follow up processes. Experiences in two different countries – Nicaragua and Wales – outlined below can provide useful guidance when considering implementation of the Spider Tool.

### Key elements of the process in Nicaragua

As described earlier in this publication, the piloting of the Spider Tool among child led initiatives and organisations was part of a wider strategic effort by Save the Children Norway (SCN) to learn from and strengthen the quality of their child participation work. A key global adviser supported the introduction and piloting of the tool with child led organisations and partners of SCN in Nicaragua, Mozambique and Zimbabwe. The implementation of the project included piloting of the self-assessment Spider Tool and providing child-led initiatives and organisations with the self-assessment tool for further use within and among their groups.

*In Nicaragua the implementation of the Spider Tool was developed in three phases. The main activities were:*

#### Decision-making, facilitators and participants

- A technical team was established, consisting of one young person, eight adults representing cooperating organisations, and two staff members from SCN in Nicaragua.
- A team of 12 young facilitators from child led groups and organisations piloted the guidelines for using the self-assessment tool. They were trained in using the tool and in gathering the information for its piloting. The technical team in Nicaragua together with the young facilitators prepared a methodological guide for the facilitators and a common design for the workshops with the children and young people.
- Sixty-seven children and young people between 8 and 18 years old from four different child led groups and organisations participated in workshops on the self-assessment tool.



### Workshops

- Strategies for ensuring the implementation of the workshops were prepared.
- The workshops were implemented.
- The information was processed, and information for the national as well the global report was considered. An evaluation process was undertaken.

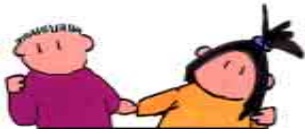
### Results of the workshops with children and young people

The results from the workshops were processed and presented in a national report (including an analysis of what characterises a well-functioning child led group and organisation, and what conditions and processes increase the quality of child led groups and organisations). A working group of the partner organisations has been formed to support follow up and implementation of the plan of action. At a global level the lessons learnt (process and outcome) from the larger project 'Increasing quality in the work with child led initiatives and organisations' (Save the Children Norway) have also fed into this publication and the development of the updated tool and facilitators guide.

A similar process was also adapted by Save the Children Norway, NGOs and child led organisation partners in Mozambique.

### Key elements of the process in Wales

Collaboration between Save the Children Wales, Funky Dragon (Children and Young People's Assembly) and an independent researcher led to consideration of the suitability of the Spider Tool as one possible tool to support their monitoring and impact assessment efforts. At a national level Save the Children Wales has supported strategic efforts to establish a multi-agency Participation Consortium which has set up a Participation unit to build capacity for participation of children and young people in decision-making in Wales. Funky Dragon is part of this consortium. Consortium members, including Funky Dragon, have expressed interest in developing and applying strategic monitoring and impact assessment frameworks and tools to assess and improve their participation work.



### Preparation:

- Decision to undertake the Spider Tool pilot with two groups from Funky Dragon ('core' young people from the Management Committee, and 'periphery' young people from the Grand Council) in order to compare the perspectives of the two different membership groups. The aim was to place piloting and use of the Spider Tool in a wider assessment strategic framework and to roll out the piloting process and actual use of the tool to other groups working in the organisation.
- Spider Tool presented to a group of 'core' young people. Seven young people sign up to present the tool to the next residential Grand Council.
- Spider Tool presented by young people from the 'core' group to the general membership of Funky Dragon (February 2005) with an invitation to be involved in its piloting.

### Piloting of the Spider Tool:

- Weekend residential (March 2005) with the two groups – 'core' and 'periphery' from Funky Dragon. Also involved as facilitators for the self assessment and action planning were staff support from Funky Dragon, Save the Children Wales and an independent researcher.

### Follow up Action Planning:

- Researcher and Save the Children Wales write up case study for Save the Children UK to feed into the international pilot.
- Young people plan to pilot the Spider Tool with their local groups.

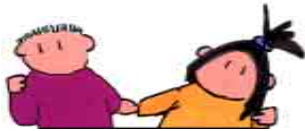
Funky Dragon to revisit action plan after 6 months (October 2005) to check progress of action plan.

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## ADAPTING USE of the tool

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**K**ey to good facilitation of any tool is flexibility and adaptation to local context. All facilitators who have used the Spider Tool have emphasised the need to ensure genuine participation by children and young people. Children and young people should be encouraged to identify key quality elements, to think about their own indicators, to make their own assessments of the strengths and weaknesses of their initiatives/organisations, and their own plans for improving their collective



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initiatives. Facilitators should be flexible, encouraging children to adapt the tool to their own contexts. As is noted above, Funky Dragon in Wales have used the Spider Tool as part of a wider process of assessing the impact of their child participation work.

While respecting the principles of genuine involvement, two main ways of using the Spider Tool (see Methods A and B below) were implemented during the pilots.

### Method A: Children and young people build spider webs based on (some or all) Key Quality Elements (KQEs) described in the Spider Tool



**“All the KQEs are like a chain...if one link is missing it will not work.”**  
(pilot project, South and Central Asia regional workshop)

Children and young people identified their own key quality elements (KQEs) and then compared them to the KQEs described in the Spider Tool as developed by Save the Children. Following this general mapping, the KQEs and indicators developed by Save the Children were used as the basis to guide the children’s self-assessment and planning. A strength of this method is that children and young people are able to reflect upon some existing indicators for each KQE, which also brings in a wider ‘macro’ perspective, one that their groups and organisations may not necessarily have.



**“When the group identified their own KQEs before the pilot, they were the same as the Save the Children Spider Tool KQEs, except that Save the Children had identified a few more which were good/useful.”**  
(pilot project, Wales)

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).

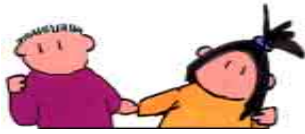
This method reflects the principles of ‘adult-child partnership’. The pilots in Wales, Mozambique, Nicaragua, Afghanistan, South Asia and Zimbabwe followed the key principles of Method A. However, depending upon time and interest, some children’s groups prioritised some of the KQEs rather than using all 15 KQEs to assess their group’s strengths and weaknesses and plan for action.



*Example of Key Quality Elements identified by Funky Dragon (CLO, Wales)  
and how they matched with Save the Children KQEs (shown in brackets):*

- All young people involved, special interest groups/representation (KQE 1 Dynamic membership and regular meetings, KQE 4 Building Friendships)
- Do young people stay? (KQE 1)
- Meet aims and objectives (KQE 2 Common vision, identity and ownership)
- Full say at all levels (KQE 3 Agenda setting: child led)
- Young people participate and lead adults (KQE 3)
- Personal development – accreditation (KQE 5 Fostering life skills)
- Young people review and take follow up action (KQE 6 Democratic decision-making and inclusive representation, KQE 15 Reflection, monitoring and evaluation)
- Raise awareness of Funky Dragon and child rights (KQE 8 Children aware and active in promoting their rights)
- Effect change, outcomes, achievements (KQE 9 Analysis, action and change oriented) and communicate this (KQE 7 Access to information and open communication)
- Non-biased and independent (safe, welcoming and friendly) (KQE 10 Choice and inclusive methods)
- Support and Training (KQE 11 Supportive adults, KQE 14 Resources and sustainability)
- Reliable (KQE 11)
- Public/funders, perception, publicity (KQE 12 Partnerships and influence, KQE 13 Networks with other CLOs)
- Get sustainable funding (KQE 14)





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*In the Mozambique piloting the participants re-ranked the quality standards (KQEs) in order of importance according to their experience, as follows:*

- Children develop their own agendas
- Children are aware of and actively engaged in promoting their rights and responsibilities
- Resources and sustainability
- Building friendships
- Developing life skills
- Inclusive and democratic decision-making
- Access to information and open communications
- Networking with other child/youth led organisations
- Regular meetings and affiliation to other members
- Supportive adults
- Common vision, identity and ownership
- Analysis and targeted action for change
- Reflection, monitoring and evaluation
- Choice and inclusive methods

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

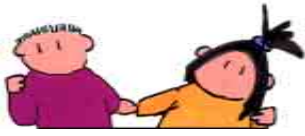


**“KQEs should not be prescriptive though guidance is appreciated. Room needs to be left for adaptation. ... There is a need to tailor them [KQEs] according to the environment in which the CLI/CLO operate – conceptually and culturally. It is preferred that these indicators are developed with the CLI/CLO, though this does take time.”**

(pilot project Uganda – conclusions and recommendations)

Children and young people identified their own quality elements and made spokes of the spider web based on these (or some prioritised KQEs). They then developed their own indicators for each KQE. The pilots in India and Uganda followed this method of building the spider web and assessing their organisations.

This method reflects the principles of a ‘child led process’. However, it can be time consuming for the children (and adults) to develop their own indicators,



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especially if trying to determine scales 1-4 for each. In addition, the scales may be constrained by children and adult's own understanding of the status of the initiative and their vision of what may/ may not be achieved.

### Examples of Key Quality Elements and Indicators from India and Uganda:

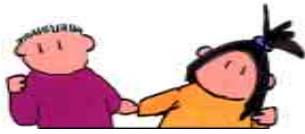
In India the children participating in the pilot identified their own KQEs – 13 in total. They then identified indicators for most (11) of these KQEs. The adults and children did not compare their KQEs to the SC KQEs /indicators. For the purpose of the pilot only one group from the six participating locations was assessed. Children used a lottery (chit) system to identify the group.

*The following Key Quality Elements were identified by the children in the India pilot:*

- equal participation
- parents/village participation and support
- combine meetings of boys and girls
- children's group has office & materials
- plantation (environment)
- panchayat (local government) support
- members should be aware of their roles and responsibility
- sports material available
- event organisation
- birth and death registration
- children's group makes the village aware about health, hygiene and education
- government support
- every child should be aware of his/her rights

The children developed their own indicators against each KQE and then rated the group's performance based on whether the particular indicators were being acted upon. For example, under equal participation they felt that not much action had taken place to realise their indicators (equal girl presence, veil system not practiced within children's group, and boys and girls sit together). Fulfilment of this KQE was therefore given a 'low' rating by the group. Support from villagers and parents was rated 'high', however. One KQE – participation in birth and death registration – had not been identified as a priority by Save the Children's project staff but was identified as an issue by the children, who felt they had an important role to play.





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The children were keen that a comparative exercise be undertaken for the remaining groups from the other five locations participating in the project. Lack of time meant this could not be done within the remit of this pilot, but it will be undertaken in the future.

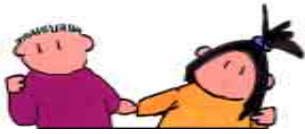
In Uganda the tool was piloted with two children's initiatives, one urban and one rural. Children and separate groups of adults identified their own KQEs. For example, the children generated a list of characteristics of a child led organisation as follows:

- child initiated
- furthered by children
- leaders are young
- the nature of activities is carried out
- slow growth/low capacity/small scale
- benefits children
- controlled by children
- children get skills for use in future (life skills)

Each group (adults and children) identified key quality elements (for example, cooperation among children, friendship among children). These were then discussed further in plenary with probing from the adult facilitators to get a clearer understanding of what the children meant/implied by each element. A match with the KQEs identified by the Save the Children Spider Tool was then made.

The facilitators found that on the whole the KQEs identified by the children and adults did relate to those provided in the Save the Children Spider Tool, but with some different emphasis. The facilitators suggested *'that there was an inability to relate to indicators identified for the KQE in the Save the Children Spider Tool because of the inadequate ability to relate to the child participation and child led concept.'*

Rather than use the Save the Children KQEs, the children from each of the two groups prioritised five KQEs from the collective list of KQEs identified by the children and adults in the workshop. Indicators were developed for these five priority KQEs and the spider web assessments were then made. Children and adults continued to work in separate groups because of differences in understanding and perception of the children's clubs, and to ensure that the teachers did not dominate or influence the views of the children.



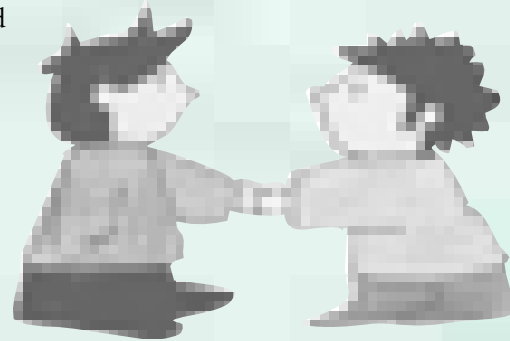
The five priority KQEs identified by the two children's groups were:

**Urban children's group:**

- 1) Promoting education,
- 2) Promoting friendship,
- 3) Promoting rights,
- 4) Access to Information, and
- 5) Life Skills

**Rural children's group:**

- 1) Basic needs,
- 2) Friendship,
- 3) Democracy/freedom,
- 4) Discipline and
- 5) Participation

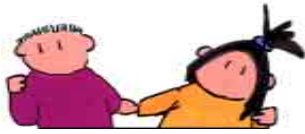


**Gaining different perspectives:**

One benefit of the Spider Tool is that it can enable different perspectives to emerge from within a child led initiative or organisation. Considering and acting upon the different perspectives is an important part of the strengthening and developing process of a child led initiative and organisation. Gaining the perspectives of different groups can be done by involving children according to gender, different age groups, core members as well as general members. Sometimes it is a good idea for the different groups to work separately on assessing the Key Quality Elements so that the range of perspectives can be analysed and compared. A consensus can then be achieved and acted upon by the group as a whole.

As in the Uganda pilot described above, the different perspectives of adults and children can also be sought. The Wales pilot thought this was a good idea and recommended for future development that *"this tool can be used with adults who work with youth led organisations to see how differently the adult and young people's perspective of the same organisation is"* (pilot project, Wales). Here again, the different perspectives from children and adults can be analysed and compared.

During the pilots, different perspectives were analysed among core and general members (Wales) and children and adults (Uganda). The perspectives of girls and boys also emerged from the piloting in Uganda and Afghanistan.

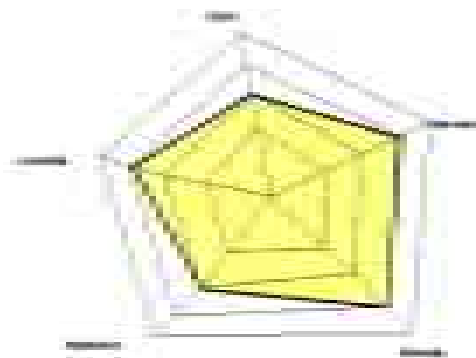


### Examples of differences between core and general members:

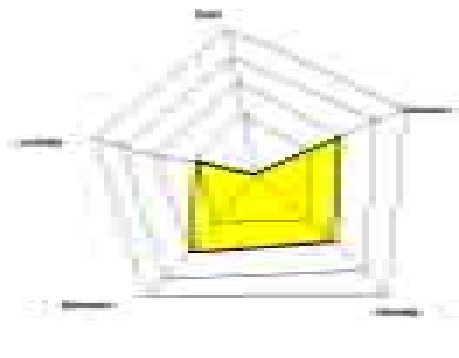
In Funky Dragon a comparison of assessments among young people who were part of the management committee (core) and those who were part of the grand council (periphery) was strategically sought. Differences in perspectives in some of the KQEs were identified, and had direct action planning implications in terms of follow up. For example, in discussing access to information and open communication the Grand Council members felt that the Management Committee members needed to ensure better information sharing mechanisms so that greater levels of information reached the Grand Council members. In assessing whether Funky Dragon was 'analysis, action and change oriented' a significant difference in opinion also emerged. The Grand Council (periphery) rated their current level very high at 4 (as *"that's our aim and objective – that is what we do"*), while the core Management Committee members gave a rating of 1, as they thought *"we are very poor on this... We think we are good in terms of change at national level in terms of government policies, but not good in changing things for average young people on the ground, not tackling key issues and most at risk groups."* As part of their follow up action planning session they collectively agreed to review *'what levels they can/should change things'* and to review whether they are reaching the hard to reach groups.

### Examples of differences between children and adults:

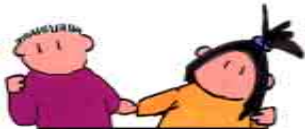
In Uganda, comparison of children's representatives and adult perspectives highlighted some interesting differences. In assessing the urban based children's group the adults gave higher ratings than the children regarding KQEs relating to both leadership and children's rights. The children's analysis revealed higher levels of adult influence and fewer opportunities for children to participate in decision-making than the adult's version suggested (see webs and tables below). Issues of discrimination were also highlighted more by the children. Such differences indicate how the tool can be used to encourage adults and children to reflect on the power balance between children and adults and whether children need to be given more space and support to enable their initiatives to become more child led.



Adult's Spider Web BCUPS



Children's Spider Web, BCUPS



## THE SPIDER TOOL - A SELF ASSESSMENT AND PLANNING TOOL FOR CHILD LED INITIATIVES AND ORGANISATIONS

	KQE Leadership	KQE Child Rights
Child's (Score) and Views	(1) Leadership is poor. We are not involved in decision-making; i.e. in a team the coach is the one who makes decisions for others.	(0) There is discrimination; i.e. lame and young people are not allowed to play. There isn't freedom in our team.
Adult's (Score) and Views	(3) Children officiate their own game; They control themselves; They set their own organisation rules; They select their own leaders (captains, officials).	(2) Right to play; Chance to select their players; Children become aware of the event; Time is allocated for the game; Responsibility is given to members; Limited time because of the school programme.

### Examples of differences between girls and boys:

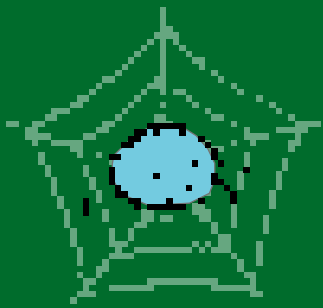
In Afghanistan the girls and boys have separate children's groups at the local level. However, representatives from the girls' and boys' groups have joint provincial level network meetings and undertake some joint training and advocacy initiatives. During the piloting of the Spider Tool the girls highlighted the additional discrimination and resistance they face from parents and local people that can restrict their participation.



**“There is still no democratic situation for girls. Our community people have called me bad names because I went to Kabul as a trainer... We need to organise training workshops with parents and neighbours.”**

(pilot project, Afghanistan)





# Lessons Learnt about CLOs/CLIs

# 3

## THE VISION of CLOs/CLIs

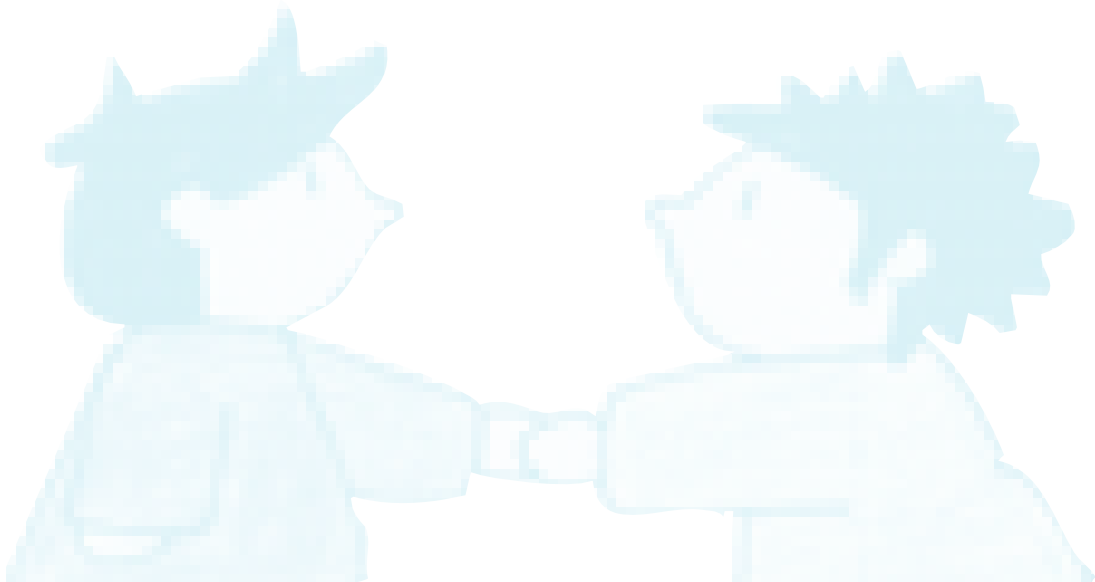


**“Funky Dragon ‘from the smallest issue to the largest issue’.”**

(pilot project, Wales - vision on agenda-setting, KQE 3)



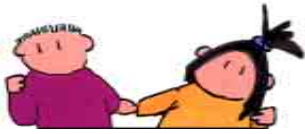
The process of reflection, dialogue and action planning that the Spider Tool demands can help a clear vision of child led organisations and initiatives emerge. In many of the pilots the children provided a clear vision of where they want their groups to go in terms of becoming more inclusive, developing networks at a range of levels and strengthening their partnerships with adults. What is already emerging is that through their groups and organisations girls and boys of different ages and abilities are already playing a key role in their local and national communities. The relationship between adults and children is being transformed and space is being opened up for children’s representation and participation in all decisions affecting them.





### **Vision of Children's Representatives from Children's Groups, Afghanistan:**

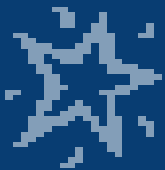
- Children's groups are working for children's rights.
- All children should be aware of their rights and responsibilities and should claim their rights. All adults should be aware of child rights and they should fulfil their responsibilities.
- All categories of children (working children, school going children, children with disabilities, girls and boys, different age groups) are included in the children's groups and are active members.
- All categories of children have developed good life skills. Children's groups are strong. There is no discrimination.
- All key adults (parents, teachers, school authorities, governor, government officials, religious leaders) should be aware of child rights, understand the purpose of children's groups and give their full support children's participation in them. Children should show the positive benefits/ impact of their children's groups.
- A democratic situation prevails in which all children express their views and are listened to. All children actively participate in children's group decision-making without discrimination.
- Children have a good space to meet with their members on a regular basis, where they work together to identify, analyse, plan and solve issues in creative ways.
- Children are encouraged to share their agenda. They work with adults as partners. Children and adults jointly set the agenda and work together to solve the problems identified.
- Adults will take children seriously and will build partnerships with them.
- Adult decision-makers (e.g. governor, government depts, school authorities, local governance structures) invite child representatives to participate in adult's regular meetings.
- Children have a fair election system so that all children have the chance to represent their organisation.
- Children have strong relationship with the government, including mutual information sharing and collaboration. All types of information should be made accessible to children.
- Children will have their own media programmes (tv, radio, magazine) to raise awareness of child rights and issues affecting children.
- Children's group will make and share regular reports.



- Children build strong networks of child led organisations at community, province, sub-national, national and regional levels to share information and experiences. They have a fair system for election of child reps at all these levels.
- Children's groups grow stronger over time. Children have mobilised support (space, funds, materials, encouragement) from their local community and authority.

Children regularly monitor and evaluate their children's group membership and activities to see if they have solved their child rights concerns and to improve action on them.

## STRENGTHS AND WEAKNESSES of CLOs/CLIs

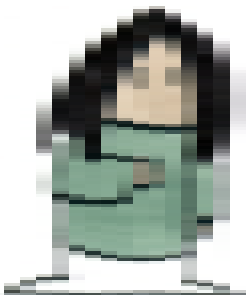


**“The visual spider webs produced for each children's group for their 'current reality' and 'future ideal' highlighted the specific strengths and weaknesses of each GMC children's group.”**

(pilot project, Afghanistan)

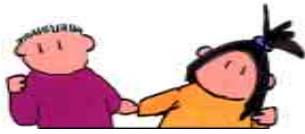
**S**trengths and weaknesses of each organisation emerged as a result of the individual pilot. For example, in Afghanistan the following conclusions were drawn:

Overall, the children's groups were strong in terms of children's awareness, knowledge and skills, and were pro-active with regard to taking action on their rights and responsibilities. However, the children's groups were weaker in gaining adult support (from parents, teachers, school and government authorities) for children's participation and/or working with the children's groups to solve their problems. Most of the children's groups were also weak in mobilising resources from their local community.



It was interesting to note that two out of the five GMC groups were much stronger on a number of the Key Quality Elements (KQE) than the other three location groups. The GMC groups from these two locations were the groups with the strongest and most reliable facilitators. This perhaps indicates the positive





## THE SPIDER TOOL - A SELF ASSESSMENT AND PLANNING TOOL FOR CHILD LED INITIATIVES AND ORGANISATIONS

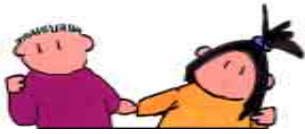
impact of good facilitation by adults and adult support – particularly in the first year of development of children’s groups.

In its pilot project – Increasing quality in the work with child led initiatives and organisations – Save the Children Norway offered the following observations:<sup>8</sup>

*“By choosing child-led groups as the group of children for the pilot project some considerations have already been made. ... Implicit lies the consideration that organised groups of children and young people are a prerequisite for meaningful participation. The importance of forming or organising groups is based on the fact that i) **children and young people will achieve more:** they will be able to identify common issues of concern and work on them together; prioritise and plan; implement them and follow, and receive support as a group ii) **they will be listened to more easily:** working together as a group they will address the group’s interests, not only the interests of individuals and will thus get greater impact iii) **they will be less vulnerable:** As an individual it is difficult to stand up for one’s rights, and the result will be most arbitrary. But being a group the issues will not be of the nature of a person, will concern all children(.) (It is) a requisite for promoting children’s rights: Promoting their own rights is hard and takes a long time; to be accomplished it needs a group of dedicated people with knowledge and expertise.”*

While theoretically spider webs from different children’s organisations could be compared and contrasted to determine common areas of strength and weakness, this was not possible during the 2004-2005 pilots due to the different approaches used, the different Key Quality Elements that were prioritised and the different contexts in which the various child led initiatives and organisations exist and operate.

However, as outlined in the following section, the difficulty of achieving genuine child-adult partnerships was one of the ethical issues identified by some children during the various pilots. Some of the concerns were with “*adults not taking children’s issues seriously. Adults not responding.*” (pilot project, Afghanistan). The South and Central Asia regional workshop pilot concluded that “*children are being trained to talk to adults as equals. But adults are often not ready to share with children. Training to adults for social partnership between adults and children is needed.*” (pilot project, regional workshop South and Central Asia).



## KEY CAPACITY BUILDING, Support Needs and Ethical Issues



"It was 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)

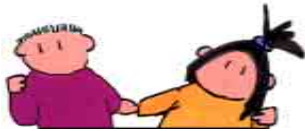
A crucial part of the Spider Tool assessment and action planning process is for adults to note the things they can do to support children in strengthening and developing their organisations. This identification of children's support and capacity building needs, emerging ethical issues and ways of exploring a common vision are an important part of successful action planning. Adult support is needed to help children move their organisations from their current reality to where they want to be (their future ideal) within a given time frame.



Many of the children's support needs identified – that is, what the organisation needs from others in terms of support, time, funds etc. – related to adult internal support to the organisation (facilitation, making the group more inclusive, securing a space, providing basic infrastructure and communication support) as well as adult support from outside (support of parents, community and local authorities, information sharing with key people – especially government officials, and support for networking with other children's organisations).

The capacity building needs identified – that is, what individuals or the organisation needs – included training of children in child rights, skills training, creating and maintaining networks and media and advocacy work. They also included capacity building of adults, including decision makers, on child rights and building partnerships with child led groups, especially in response to some of the ethical issues identified below.

Key ethical issues identified – that is, misuse of power or barriers to claiming rights – included adult influence on decision-making and adults not taking seriously the issues identified by children or not responding to their concerns. Good preparation with key adults in the community (parents, care-givers, teachers etc.) and other duty bearers (for example, government officials) is essential in order to gain their support for girls' and boys' participation and to positively respond to issues raised by children. Issues of raised expectations and




## THE SPIDER TOOL - A SELF ASSESSMENT AND PLANNING TOOL FOR CHILD LED INITIATIVES AND ORGANISATIONS

questions about how to hold non-responsive adults accountable were discussed in a number of the pilots. Some key child protection issues also emerged, including the fact that children who are organised can be at risk and that more adult awareness is needed about this crucial issue. The perceived 'elitism' of a core group, including issues around information sharing or control and representation, were also raised by children in some pilots. Key Quality Elements 6 (democratic decision-making and inclusive representation) and 10 (choice and inclusive methods) encourage children to reflect and act upon some key ethical issues, such as for example, choices about the level of participation, assessment of risks and measures taken by both children and adults to protect children, respect for confidentiality, challenging all forms of discrimination and exclusion, and respecting diversity. Children and young people also need to be equipped to respond to issues of internal conflict and effective management. This implies the need for transparent information sharing systems and communication channels.

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### KEY IMPLICATIONS for Action Planning

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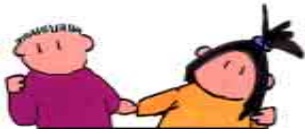


**"The Spider Model ... if used well can help child/youth led organisations to develop better action plans and identify more realistic targets within a given time frame."**

(pilot project, Mozambique)

**"Some interesting implications for action planning emerged from piloting the Spider Tool. For example, in Wales one of the young people plotted the two groups' different spider webs on a computer. The merging of the two spider webs showed the average key quality element ranking for the group as a whole. Six KQEs were thus identified with the lowest scores or rankings and therefore as priorities for action. "The group decided that to realistically devise an action plan for the next six months they would take action on these 6 KQEs and take it from there."**

(pilot project, Wales)



## THE SPIDER TOOL - A SELF ASSESSMENT AND PLANNING TOOL FOR CHILD LED INITIATIVES AND ORGANISATIONS

Being realistic about targets and what can be achieved within a given time frame were among the key learnings to emerge from the action planning linked to the piloting. For example, the Mozambique pilot felt that "for best results the implementation of the action plan emerging from the Spider Model Analysis should take place within the year, with regular monitoring and an end of year

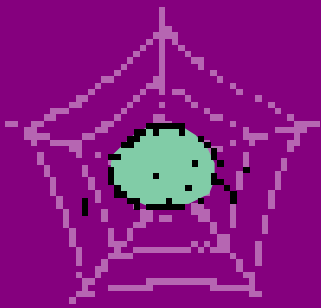
evaluation" (pilot project, Mozambique). As mentioned above, the pilot in Wales decided to adopt a rolling evaluation programme that addresses a few priority KQEs at regular intervals – in their case every six months.



As noted earlier in this publication, piloting the tool with a Child Rights Support Group (CRSG) and Child Rights Club (CRC) and their adult supporters in Uganda encouraged reflection on ways to make these child led initiatives more child led over time. The action planning for the Child Rights Support Group by 2006 "showed a

fundamental shift in the conceptualisation of the CRSG to a more child centred CRSG. Rather than focusing on the teachers and parents, the targets proposed were child focused and proposed to be child led" (pilot project, Uganda).





# Implications for Improving the Quality of CLOs/CLIs

# 4

## REFLECTION and analysis



The piloting of the Spider Tool in diverse contexts and settings has introduced a process of applying 'quality thinking' to child led organisations and initiatives. For example, some key elements of good quality child led groups and organisations – as seen by children themselves – have been identified. Adult support organisations have also reflected on why some groups function better than others and have begun to identify the criteria used.

Both children and adults have begun to reflect on the conditions and processes needed to develop and strengthen these groups and organisations. It is clear that this depends on certain processes being applied and certain conditions being conducive to the emergence and development of child led organisations and initiatives. These may include, for example:



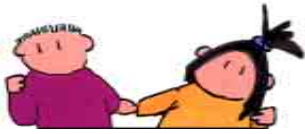
- The level of contributions and responsibilities of children and adults
- The transition from a more adult led to a child led initiative and the conditions that enable this
- The context specific nature of the characteristics of child led initiatives and organisations (for example, from the micro action initiative of child-child groups to the protagonism of working children's organisations)



## What are the factors that enable child led initiatives and organisations to develop and strengthen?

- When there is good preparation with key adults in the community (parents, care givers, teachers etc.) and other duty bearers (for example, government officials) in order to gain their support for girls' and boys' participation and to positively respond to issues raised by children;
- When children are able to organise themselves in their local context (where they can meet easily and regularly);
- When children have a physical 'space' to meet (for example, their own room, a club house etc.) that is easily accessible to them (for example, in the locality in which they live and organise);
- When work is undertaken with children as well as with key support adults to allow for the inclusion of girls, children with disabilities and other discriminated against groups;
- When the CLI/CLO addresses urgent and immediate rights issues of importance and relevant to the children involved. (However, a shift from a focus on single issues to wider issues can also help the development of some CLIs/CLOs. For example, working children's organisations may take up wider child rights issues from an initial obvious starting point around child labour issues. This has the knock on effect of making the organisation more relevant to a larger group of children in the context of the wider community in which they live and organise);
- When space is given for ongoing capacity building of both children and adults. Enabling adults and empowering children is key to the development and strengthening of CLIs/CLOs (for example, models which empower all children to gain life skills and play an active role in the organisation rather than those which encourage and promote the emergence of a few 'leaders');
- When work is undertaken to create access to and prepare key decision-makers to involve children/child representatives in governance (for example, in schools or in local and national government structures);
- When children are supported to mobilise local resources, support and information;
- When 'graduation' strategies are in place whereby the older (over 18 year olds) have opportunities to engage in meaningful youth initiatives/organisations, and younger children are continuously encouraged to join and play an active role in the existing child initiative/organisation.

*The fact that some CLIs/CLOs 'disappear' or re-emerge does not always have to be negative. It can be a process with positive dynamics. For example, perhaps they have achieved their initial goals and objectives, and therefore no longer need to exist in their original form. In some cases they may spawn new initiatives which eventually take over from the original.*



### Why are some types of child led initiatives and organisations considered to be genuine whereas others are considered to be more tokenistic?

Some children's groups or initiatives are seen to be more tokenistic:

- When adults are seen to – and do – control or manipulate the agenda (introduced to children), the nature of their action plans and/or the extent to which children are involved;
- When children's groups/organisations are modelled on adult organisations (with the same hierarchy, roles etc.) without any attempt to give children the space to shape their own organisation using different or creative ways of working that are more relevant to them;
- When a small group of 'elite'/'most experienced' children have control over the agenda, format and nature of participation to the exclusion of the majority of members, or other more marginalised members.

### How can this be addressed?

If there is a willingness to reflect on power dynamics, to learn from experience and to develop in positive directions, children and their adult supporters can make these initiatives and organisations more genuine, inclusive and child led. For example, children and adults can become responsive to the changing nature of the partnership between CLIs/CLOs and their adult support organisations. Or, children can reflect on the power dynamics within their own organisations to ensure that they are being inclusive rather than exclusive and creating opportunities for the empowerment of all. Some key tools and methods have been developed to help children and adults explore these sorts of power dynamics. They are contained in the resources guide at the end of this document.

In the early phases of helping children form or develop their own child led initiative or organisation a significant amount of facilitation, input and support from adults may be required. However, as the children gain experience and skills, the adults need to be able to take a step back and play a more 'back up'/'guiding' role, rather than a direct facilitation role.





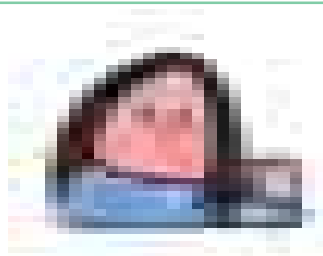
## THE SPIDER TOOL - A SELF ASSESSMENT AND PLANNING TOOL FOR CHILD LED INITIATIVES AND ORGANISATIONS

The next section considers the results from Save the Children Norway's pilot project on increasing quality in the work with child led initiatives and organisations. This pilot project has already been referred to several times in this document. One of the aspects of the pilot project was to introduce and pilot the Spider Tool in three country programmes (Mozambique, Nicaragua and Zimbabwe) and to provide the tool to child led groups and organisations for further application.

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### LESSONS LEARNT from the Save the Children Norway pilot project

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**K**ey information was gathered from piloting the Spider Tool in Mozambique. A follow up process with children in Nicaragua helped inform and clarify what is needed to support and strengthen the quality of work of child led groups and organisations and how they themselves can improve the quality of their own groups and organisations. As part of this process children and young people were asked to identify what they feel characterises a properly functioning child led group or organisation and what conditions and processes improve the quality of child led groups or organisations.

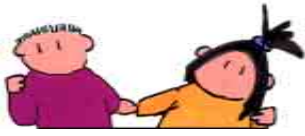
#### What characterises a properly functioning child led group or organisation?

The children and young people identified the following key elements and boxed some of their accompanying indicators below:

##### A. Key elements

Membership, Organising and functioning of the group, children and young people have Knowledge and skills, Networking and cooperation, Resources

Some of the key elements identified are directed towards the children's groups themselves (membership, organising and functioning of the group). Others (knowledge and skills, networking and co-operation) can be equally addressed to children's groups and adult partners or supporting organisations.



## B. Some indicators

*Membership* – members’ capacities are developed in different areas and members are educated and trained; a dynamic membership and capacity to mobilise support; the number of participants is increasing; members want to integrate other children and young people and involve more members

*Organising and functioning of the group* – children and young people have a work plan and a strategy that functions; tasks are distributed among the members; information is shared and disseminated both inside and outside the group; messages are disseminated in a clear and objective way; there is freedom within the group

*Knowledge and skills* – children and young people manage their rights and duties; have knowledge about the problems that affect children and initiatives for solving them; take on a leadership style and a spirit of belonging to the organisation; have capacity to reflect on practice and to evaluate it; have capacity to reflect on problems regarding their own functioning, to find solutions and follow up

*Networking and cooperation* – the group has credibility in the community

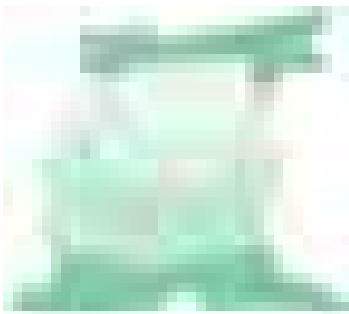
*Resources* – the group has resources and stability

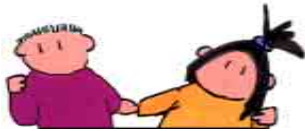
## Conditions and processes to improve the quality of child led groups and organisations

Key information was gathered by the children and young people identifying the conditions and processes that

- Promote child participation
- Increase and improve child participation
- Promote the taking of initiative and decision-making

As above, some of the key elements identified are directed towards the children’s groups themselves while others can be equally addressed to children’s groups and adult partners or supporting organisations. In addition, some elements (external requirements) relate to the support needed from adults and their support organisations.





### A. Conditions and processes that promote child participation

Organising and functioning of the group, Knowledge and skills, External requirements, Networking and co-operation

#### Some indicators

*Organising and functioning of the group* – organise meetings to plan group activities involving all members; ensure that decision-making is democratic; create an atmosphere that maintains the characteristics of children and young people (dynamism and optimism); listen to and respect members' opinions; combat discrimination and favouritism in relationships between group members

*Knowledge and skills* – develop children and young people's organisational processes for socialising/being together; enable children and young people to implement activities based on their own proposals; knowledge of one's own rights; prepare for life skills

*External requirements* – find a space for children and young people to express their ideas in an atmosphere of confidence and inclusion and to discuss issues of interest for both girls and boys; receive comprehensive and clear information which is understandable and adapted to the realities of the group; include a larger number of children and young people in the planning and implementation of activities of adult institutions (while respecting children's role as active subjects and respecting their abilities and capacities, interests and needs)

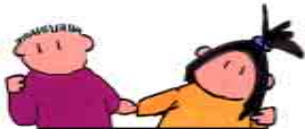
*Networking and co-operation* – establish alliances with adults in a way that supports and values child participation; start processes to de-construct the adult vision (patronising) on the significance of child participation in the education of children and young people; ensure sufficient material and resources to be able to implement planned activities

### B. Conditions and processes that increase and improve child participation

Organising and functioning of the group

#### Some indicators

*Organising and functioning of the group* – have a clear vision of the organisation and its relation to rights; reflect on practice and evaluate; promote actions that allow for the integration of new members; allow for children and young people's development that respects their own actions and interests



### C. Conditions and processes that promote the taking of initiatives and decision-making

Knowledge and skills, Organising and functioning of the group, External and internal requirements, Networking and co-operation

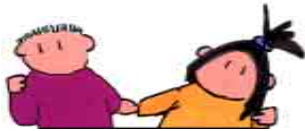
#### Some indicators

*Knowledge and skills* – have abilities to communicate; share experiences

*Organising and functioning of the group* – have regular meetings; distribute tasks among all members; establish interest groups that create a stimulating atmosphere promoting creativity; apply active and inclusive methods that generate collective processes; practice equal distribution of responsibilities and representation and promote equal participation especially between girls and boys; avoid the establishment of ‘elite’ groups; initiate a continuous dialogue with children and young people on their interests and needs; identify risks and opportunities so that each member makes the most of competencies and capacities

*External and internal requirements* – recognise the importance of child participation as an individual and permanent process for children and young people’s development; be aware of and recognise different kinds of spontaneous and natural forms of organising among children and young people in different contexts, without making organisational models; promote children and young people’s own fundraising and administration so that it is done in a transparent way

*Networking and cooperation* – promote the spreading of experiences on child participation to stimulate other groups of children and young people; make child participation visible as a practice equal to the practice of participating citizens; start processes of reflection on children and young people’s participation in the family, community, working places and schools; pay attention to meetings with authorities and institutions so that the adult participants are prepared to listen and respond to the proposals of children and young people; monitor processes so that child participation is considered a right



## THE SPIDER TOOL - A SELF ASSESSMENT AND PLANNING TOOL FOR CHILD LED INITIATIVES AND ORGANISATIONS

There is a clear convergence between the ‘quality elements’ and accompanying indicators identified by the children and young people in Mozambique and Nicaragua and those identified by Save the Children, in collaboration with established child led organisations, when developing the Spider Tool. As has been mentioned before, the comprehensive nature of the Key Quality Elements and indicators developed by Save the Children presents a wider perspective, which child led organisations may not possess by themselves.

However, the concise nature of the criteria the children identified, and the accompanying indicators – which are all at the more ‘advanced’ end of a scale – indicate that these children and young people participating in their own child led groups and organisations have concrete ideas about what makes such groups function well. They recognise the knowledge and skills, information and support they need and how they need to organise and to co-operate with others, especially adult organisations and institutions.



The Save the Children Norway pilot project also notes that *“One issue comes out very clearly, which is value of inclusion, equality and respect”*<sup>10</sup>. The children have identified how these values need to be present in attitudes, organisational structure and practice. In its discussion document on promoting and supporting child led initiatives and organisations (2005) Save the Children also acknowledges that one of the ‘added values’ of child led initiatives/organisations is that they *“provide space and opportunity for empowerment, inclusion and unity that can be developed over a period of time among the children involved”*<sup>11</sup>. Several of the key quality elements in the Spider Tool actively encourage children and their adult supporters to reflect upon issues such as inclusion, non-discrimination and a respect for diversity.

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## LEARNINGS from Uganda

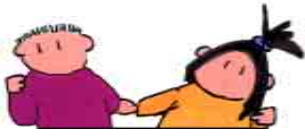
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### A. The added value of using the Spider Tool

The Spider Tool was piloted with a child rights support group (CRSG) on the outskirts of Kampala and with a child rights club (CRC) in a rural area of the country. One of the aims of the piloting was to see whether in these particular contexts the Spider Tool can be used to facilitate self assessment and planning of

<sup>10</sup> Child Participation. Increasing quality in the work with child-led initiatives and organisations. Save the Children Norway, 2005

<sup>11</sup> Discussion document on promoting and supporting child led initiatives and organisations, Save the Children, 2005



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child led initiatives and organisations, and whether the Key Quality Elements and indicators identified in the tool were useful to this process.

The use of the tool resulted in additional capacity building for both the children and adults (teachers) involved. This included:

- Writing on VIPP Cards
- Speaking out/addressing others
- Answering questions
- Working with others
- Presentational skills
- Ability to seek clarification
- Gaining new information
- Increased understanding of child participation and child led clubs
- Recognition of themselves as a club/support group
- An opportunity to participate in visualising and planning
- Identifying challenges and shortcomings
- Children sharing their thoughts with their teachers in a free atmosphere
- Expressing themselves

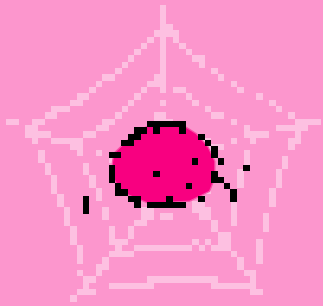
### B. Conclusions and recommendations

In Uganda, as in the North Central India piloting, the children's groups identified their own key elements that characterise a good child led organisation based on initiatives the children were familiar with. These included the football and netball teams, the scouts and guides, the Zevellian community and the agriculture club. As in the other pilots there was a correlation with the Key Quality Elements identified by the Save the Children Spider Tool - for example, friendship, promotion of rights, networks and co-operation, partnerships and influence – although the emphasis was different.



As the earlier section on action planning indicated, the use of the Spider Tool in Uganda and the discussion and increased understanding it generated showed – at least in the proposed future plans – a shift from a more adult led construct to one whose targets were much more child focused and which aimed to be more child led. The plan for the Child Rights Support Group (CRSG) was that by 2006 the ideal focus should be on what the children could do themselves rather than focusing on what key adults (teachers and parents) could do for them.





# Moving towards the Vision

# 5

The introduction to this publication mentioned that Save the Children aims to strategically support the development and strengthening of child led organisations.

At its 2003 Addis meeting Save the Children acknowledged the following rationale behind its support for child led initiatives and organisations.

*“Children and young people have asked us to support their initiatives and organisations. We believe that children and young people know their situation best and that they have the capacity to change their situation and society. We therefore support such processes that lead to a change in a child’s status when s/he is recognised as a social actor. Support for child led initiatives and organisations is the most effective way of translating their rights into reality as it leads to the empowerment of children and young people as agents of change. Children and young people are also better able to protect and promote their rights through their collective initiatives and associations. Child-led or peer initiatives, because they are more sustainable and grounded in children’s own realities and contexts, provide us with an effective basis or approach for protecting and promoting children’s rights. Through working together with, and providing support to, children’s initiatives and organisations we will become more responsive to children’s agendas and their priority concerns. Child-led initiatives and organisations can be viewed as schools for citizenship and democracy which are part of a process of strengthening civil society and are rich with examples of the impact, benefit and learnings of child participation”<sup>12</sup>.*

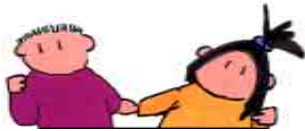


The piloting of the Spider Tool has shown that it can be a valuable part of the process of supporting child led initiatives and organisations to strengthen and develop because it

- Helps children’s groups and adult supporters better understand and assess the concept of child led, and therefore whether or not they are realising children’s participation in the fullest sense of the term
- Helps build genuine adult-child partnerships by aiding the process of sharing power through reflection, analysis, dialogue and probing

<sup>12</sup> Save the Children Child Participation Working Group, Goal 3 – Enable and support child-led initiatives and organisations to be a driving force of Save the Children, 2003 – unpublished document





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- Helps support children's groups become stronger, more inclusive and more influential by reflecting and acting upon some Key Quality Elements
- Helps embed quality thinking in existing and new children's groups and networks

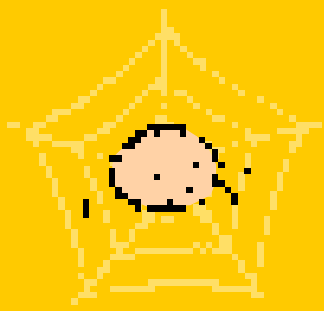
The Spider Tool can also play a powerful role in helping children from child led initiatives and organisations explore their collective and individual aspirations and develop a collective vision of a stronger organisation in and through which children are able to collectively assert their rights.

Organisations such as Save the Children can play a key role in helping children's organisations develop and implement action plans to realise their collective vision. This was acknowledged by Save the Children at its Addis meeting (2003).



*"In order to increase our, and others, awareness and understanding of the range and work of child-led initiatives and organisations and develop our, and others, capacity to work better together with them we will develop and share guiding principles, tools and strategies to support them. We will also engage in more, and better, advocacy and preparation work with key adult decision makers and adults who are in positions to support child led initiatives and child led organisations in helping create access and space for children and young people's participation in decision-making. We will do more to support children's gatherings in each country or region or between regions so that they can exchange experiences, strategies and skills. We will strengthen our partnerships with existing child-led initiatives and organisations and support them to link up to each other. This will also be part of a process of enabling existing organisations to reach out to new or small child-led initiatives and organisations and therefore include more children at the grassroots level. We will support more capacity building of child-led initiatives and organisations based on their identified needs. While realising our goals we will also take care to comply with our Practice Standards on Child Participation and develop mechanisms to ensure that children and their initiatives and organisations are not overburdened by placing too many demands and expectations on them and that they are protected from harm during the course of their work as a group"<sup>13</sup>.*

The Spider self assessment and planning tool for child led initiatives and organisations is an important contribution to the realisation of this vision.



# Appendix I

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## RESOURCE SECTION

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Save the Children, 2005. The Spider Tool - the publication, the tool and the facilitators guide

Save the Children, 2004. Piloting the 'Spider Model', a self assessment tool for children's initiatives and organisations. (February 2004, Clare Feinstein and Claire O'Kane on behalf of the CPWG) - also translated into French, Portuguese, Serbian and Spanish

Save the Children, 2005. Discussion document on promoting and supporting child led initiatives and organisations

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Save the Children South and Central Asia Region, 2004. From Strength to Strength. Children's Initiatives and Organisations in South and Central Asia

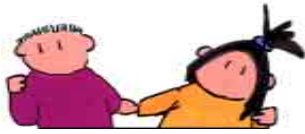
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Save the Children, 2002. A Resource Guide for Children, Citizenship and Governance. Save the Children South and Central Asia. [available on CD]

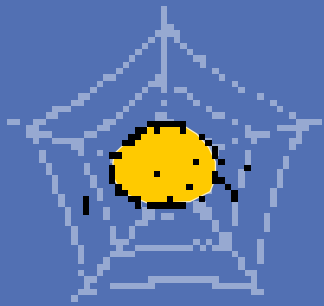
Cussianovich, A. and Marquez, A. M., 2002. Toward a Protagonist Participation of Boys, Girls and Teenagers. Save the Children Sweden Regional Office of South America.

Hanbury Clare, 2002. Life Skills: An Active Learning Handbook for Working with Street Children. VSO Publication

Panicker, R. and O'Kane, C., 2000. What Accounts for Success in Developing Children's Organisations: Our Experiences and Reflections from Butterflies Programme of Street and Working Children, Delhi, India. Prepared for Save the Children Children's Citizenship and Governance Workshop South and Central Asia.

Global Movement for Children, 2005. A World Fit for Children campaign: Facilitators Guide





# Appendix II

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## KEY REFERENCES

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The following case studies provided a rich and excellent source of information which contributed to this publication and the accompanying Facilitators Guide and Spider Tool (updated June 2005).

Resumen de la experiencia metodologica en la aplicacion del modelo telaarna con la ninez y adolescencia de Nicaragua (National report Nicaragua)

Relatorio nacional, Auto-avaliacao e planificacao organizacoes e iniciativas lideradas por criancas - Projecto piloto - Spider web model, Mozambique - Setembro de 2004 a Fevereiro de 2005 (National report Mozambique)

Facilitators Guideline for workshops with child led groups. The Self Assessment tool - the Spider Model. Prepared for and based on experiences from workshop, Raffingora Children's Club, 6th-8th of September 2004, Harare, Zimbabwe

Save the Children in Uganda. Report on Piloting of the self assessment and planning tool for children's initiatives - the Spider Model, September 2004

Workshop report of Spider Tool assessment of GMC children's groups and introduction to life skills, Balkh, Afghanistan, February 2004

Save the Children South and Central Asia Region, 2004. From Strength to Strength. Children's Initiatives and Organisations in South and Central Asia

Spider Model: Pilot testing. Luni, Jodhpur, India. A Report. 7-9 July 2004

The Spider Tool, Margam Park, Wales, March 2005

Introducing the self assessment tool. Notes for joint meeting with Save the Children's regional child participation network in Europe, October 2005







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