

Exploring our context - part 3

What is the purpose?

The starter group uses this guidance to reflect and summarise what they know about assets and supportive factors in the community as well as some of the ways that children are not doing well. Different members, including WV, will share information they have about children's well-being in the programme impact area. And the starter group will begin to discuss the next step of community engagement to raise awareness and mobilise communities around a vision for child well-being.

objectives

- To reflect on the starter group's shared understanding of child well-being
- To reflect on the way children develop
- To review and reflect on the starter group's identification of assets in the area
- To review and reflect on the starter group's understanding of children who are not doing well
- To share from the assessment findings and findings from other members of the starter group
- To discuss plans for a community engagement process

who participates

Starter group members

time allocation

approximately 3.5 hours

Note: It is important that the DF supports and facilitates a community-led process and not a WV-led process. From the beginning, DFs begin to coach and mentor starter group members.

products

- Drawings or lists of how assets connect to child well-being factors
- Additional statements about children who are not doing well in the community
- Bring lists from part 1 of assets and protective factors
- Bring drawings from part 1 of children with notes on the factors and stakeholders that influence child well-being

Note: Keep all of the products developed in this meeting. They will be used again in the next meetings and in future steps of the Critical Path.

who facilitates

See note below. The DF identifies starter group members who can co-facilitate. The DF works with the co-facilitator(s) to prepare for the meeting. Each facilitator is clear about what exercises they are facilitating or co-facilitating. Print off a copy of this facilitation guidance for each facilitator.

process

Exploring our context - part 3

exercise #	time	name of exercise	description of exercise
	30 minutes	Introduction and recap	Starter group members introduce any new starter group members, recap the learnings from exercises from Exploring our context - part 2, and provide an overview of the agenda
1	1 hour	What makes a child thrive?	An exercise where starter group members reflect on the exercise done in part 1 and consider how children develop. The starter group members also reflect on the exercise done in part 1 about assets in the community and consider how these assets could be strengthened
2	1 hour	What's preventing children from thriving?	An exercise where starter group members reflect on the exercise done in part 2 and reflect on if there are other ways that children are not doing well. World Vision staff share about the findings from the assessment and other starter group members share about other findings.
3	1 hour	How do we learn more and get others involved?	The starter group members summarise the ideas around who else they can talk to and how they can get more information and others involved.

exercise #1 What makes a child thrive (continued)?

objective

- To reflect on the starter group's shared understanding of child well-being
- To reflect on the way children develop
- To review and reflect on the starter group's identification of assets in the area

time span

1 hour

materials

- flipchart paper
- markers
- masking tape
- drawings from part 1, exercise #1
- lists of assets from part 1

product

Drawings or lists of how assets connect to child well-being factors

Recommended Process

Post the around the room the drawings developed in the first exercise in the first meeting (Exploring our context - part 1).

Explain to the participants that there are different aspects that are important to think about as children develop. Use the statements written on the drawings by the starter group to highlight the different ways in which children develop:

- Children develop physically - find examples on the drawings that represent children's physical development
- Children develop socially and emotionally - find examples on the drawings that represent children's social and emotional development
- Children develop their ability to learn - find examples on the drawings that represent children's learning ability
- Children develop spiritually - find examples on the drawings that represent children's spiritual development (where appropriate)

Next, post the lists of assets that the starter group brainstormed during the Thread game in part 1.

Divide the participants into small groups. Divide up the lists of assets so that each group has an equal number of assets to work with.

Ask the groups to reflect on the assets on their list. Do any of the assets connect to the different statements of child well-being from the drawings created in part 1, exercise #1.

For example, maybe an asset is a local youth leader who provides tutoring after school. And maybe the starter group wrote a statement about children doing well when they are doing well in school. This asset connects to this child well-being statement.

Ask each group to create a drawing, list, diagram or any other creative way they want to show the connections they have made between the assets and the statements of child well-being.

Ask each of the groups to present their findings, talk about new discoveries they have made, and to share any additional assets they thought about.

Conclude by explaining that the existing community assets are critical for child well-being. As child well-being priorities are identified, it will be important to build upon existing assets during programme planning.

exercise #2 What is preventing children from thriving?

objective

- To reflect on the way children develop To review and reflect on the starter group's understanding of children who are not doing well
- To share from the assessment findings and findings from other members of the starter group

time span

30 minutes

materials

- flipchart paper
- markers
- post-it notes or blank cards
- masking tape
- drawings from part 2, exercise #2

preparation

Create a way of visually sharing the assessment findings. (Both words and numerals should be written in the local language.)

product

Additional statements about children who are not doing well in the community

Recommended Process

Post the around the room the drawings developed in the second exercise in the second meeting (Exploring out context - part 2).

Ask participants to get into pairs and to walk around the room and reflect on the drawings and the ways that children are not doing well in the community. Ask them to look at the drawings and consider if all the different aspects of child development have been considered.

- Children develop physically
- Children develop socially and emotionally
- Children develop their ability to learn
- Children develop spiritually (where appropriate)

Provide each pair with post-it notes or blank cards. Ask them to write down any additional statements of how children are not doing well in the area.

Ask participants to share to the group about any additional statements they have added. or any other reflections they have had from reviewing the drawings.

Next, share with the starter group about the findings from the World Vision assessment. Other members of the starter group might also have information about child well-being in the area that they want to share, too.

Discuss the findings together and compare them to their statements about children who are not doing well. Are there additional statements they now want to make, in light of the findings?



Tips for Facilitators

- Consider the importance of direct observation, meaning what community members have observed and their knowledge about children, The assessment findings and other secondary data can highlight issues, but the knowledge and insights of community members can uncover root causes and provide more in-depth reasons for the issues identified.

Explain to the starter group that the upcoming community conversations will provide an opportunity for parents and community members to share their insights on how children are doing - and why - if given the space and time. Listening will be important.

exercise #3 How do we learn more and get others involved?

objective

To discuss plans for a community engagement process

time span

1 hour

Recommended Process

Review with the starter group all that they have done in these three meetings.

Ask members to choose a child they know well and (withouth giving names) and explain that each member will develop a story about the day in the life of a child they have chosen.

Ask them to think about all that they have learned in the last three meetings and incorporate their learnings into their story. What are their assets? What shows that they are doing well in some areas? What shows that they are not doing well in other areas? Does their situation relate to the assessment findings?

Ask for volunteers to share their stories. Also ask for a volunteer time-keeper. Limit the stories to about fifteen minutes each.

Conclusion

Explain to the group that there is a way of learning more about how children are doing in the area and how they could get children and the community involved?

Provide a brief description of Community Conversations and discuss any questions about the next steps.

Thank the group for their involvement and commitment to the process.