THE CHILDWATCH PILOT PROJECT

Research toolkit to assess a set of child rights indicators for communities and cities
at the local governance level

an initiative of

Childwatch/IRC
with funding from the Bernard van Leer Foundation

in alliance with

UNICEF - BRAZIL
Plataforma dos Centros Urbanos

APPLICATON OF THE METHODOLOGY

São Paulo and Rio de Janeiro, Brazil

July 2009

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Research toolkit to assess a set of child rights indicators for communities and cities at the local governance level

An initiative of **Childwatch International and the Innocenti Research Centre (IRC) i**n alliance with **UNICEF – BRAZIL / Platform for the Urban Centers.**

The Pilot Project was funded by the Bernard van Leer Foundation and is part of the **Childwatch/IRC UNICEF CFC Research initiative.**

APPLICATION OF THE METHODOLOGY

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Introduction and Context

The Child Friendly Initiative (CFI) Pilot project was developed as part of the activities of the Plataforma dos Centros Urbanos, a program developed by UNICEF in Brazil.

Considering the many territorial disparities typical of the country, UNICEF's Country Program in Brazil assigns priority to children and adolescents living in the Amazon Region, in the Semi-Arid Region and in the Comunidades Populares[1] of Urban Centers, regions marked by serious and frequent violations of their rights. UNICEF action in these territories is carried out through Program Platforms, defined as a set of integrated strategies and activities, aimed at changes in different areas – behavioral, legal, institutional, public policies and social participation.

The PLATFORM for the Urban Centers contributes to promoting the commitment and participation of different sectors of society, including the adolescents themselves, in actions aimed at reducing the existing inequalities in Brazilian urban centers. Its purpose is to ensure that each child and each adolescent, especially those living in comunidades populares, has equal access to services and opportunities that protect, respect, and guarantee all of his/her rights.

The PLATFORM aims to influence the development and execution of public policies, as well as the behavior of families, government and society, responsible under the Brazilian Constitution for granting children their rights in childhood and adolescence.

The PLATFORM is carried out in four-year cycles, through three simultaneous processes, developed at national, city and community level. In this first phase, the initiative is being implemented in São Paulo and Rio de Janeiro, for further expansion to other urban centers in the country.

At city level, a continuing mobilization process commits different agents and organizations, specially the Mayor, to the promotion of consistent and sustainable progress toward 20 municipal goals. These municipal goals are negotiated at the beginning of the PLATFORM cycle and evaluated at the end of the process, based on official data. The municipal governments which reach their pre-established goals are publicly recognized by UNICEF.

At community level local leaders, community-based and governmental organizations as well as youth groups are mobilized to create local networks and act collaboratively to accomplish a number of tasks and to advance towards 30 local goals.

The local goals are evaluated at the beginning of the cycle, so that a baseline can be defined for each community. As there are no official data available for the specific territories, these indicators are measured through the mapping of existing services and opportunities for children and adolescents and

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[1] Comunidades populares are informal settlements in urban zones with irregular land tenure and/or re-settlement programs usually characterized as follows:
- no formal geographical delimitation;
- highly concentrated population;
- poor infrastructure;
- insufficient or low-quality policies and public services;
- unfavorable social indicators;
- negative image associated with prejudice and violence.

through the consultation of community members, to evaluate in which measure the rights of the boys and girls living in that territory are being respected and guaranteed. The results of the mapping and the consultation processes are discussed at a Community Forum, with the participation of 40 to 60 local leaders, who measure the situation of each goal according to a five-point scale.

At the end of the cycle, the indicators are again measured through the same processes and instruments, so that the improvements can be verified. Those communities that are able to improve their position towards the proposed objectives receive a certificate from UNICEF, in recognition of their capacity of taking good care of their children and adolescents.

Since the PLATFORM has strong convergence with the objectives of the Childwatch/ Innocenti Research Centre (IRC), UNICEF Brazil approached the Childwatch International aiming at strengthening the synergies between both methodologies. The first opportunity for a combined initiative was the invitation made by the IRC and Childwatch for Brazil to participate in the pilot phase for the application of a research toolkit to assess a set of child rights indicators for communities and cities at the local governance level.

Through this cooperation, the PLATFORM incorporated one more instrument to help define the baseline of the situation of children and adolescents in its first cycle. The original baseline plan would consider the opinions of community members aged 16 or more. The toolbox made available by Child Friendly Initiative allowed the communities to also consider the opinions of children and adolescents aged 7 to 17, as well as parents speaking for their 0 to 6 year-old children.

The present report shows the results of the application of the toolbox in 6 of the 126 comunidades populares participating in the PLATFORM. Most of the findings generated by this first phase of the application are being incorporated to the PLATFORM process, which is currently being replicated in the 120 communities, foreseeing the involvement of over 10.000 children and adolescents.

The results of this first round of consultations will be widely publicized in the communities at the Community Forums and will also be discussed with other instances of the cities, including the decision makers, who are responsible for the polices and the services aimed at children and adolescents in Rio de Janeiro and São Paulo. In 2011, the toolbox will again be applied to verify in what measure the reality of the children and adolescents living in these communities has been impacted by the actions of the PLATFORM.

Methodology of the Pilot project

Six communities were involved in the pilot phase for CFI methodology: three in São Paulo and three in Rio de Janeiro. These communities were selected in virtue of their participation in the experimental phase of UNICEF´s program Platform of the Urban Centers (PLATFORM) in 2008, when some of the actions that are now being applied to other 120 communities have been tested:

- In São Paulo – Cantinho do Céu, Heliópolis and Entorno do Aterro de Itaquaquecetuba
- In Rio de Janeiro – Santa Cruz, Complexo do Alemão and Prazeres

Different groups were involved in the CFI pilot, each group with their specific responsibilities and functions:

- *Coordinators*: institutions designed by UNICEF for the execution of the PLATFORM activities in the communities, through their relationship with the Local Articulators:
  - in São Paulo: CIEDS – Centro Integrado de Estudos e Programas de Desenvolvimento Sustentável, in charge of the relationship with the Articulators

      Viração, in charge of the relationship with the Monitors
  - in Rio de Janeiro   CEDAPS – Centro de Promoção à Saúde, in charge of both groups.

- *Local Articulation Groups* (one or two members in each community): Local networks formed by the community organizations, public services and groups of teenagers who are responsible for the actions of the PLATFORM in their respective communities.

  For the CFI pilot, it was the Articulators´ responsibility to:
  - Select 2 adolescents between 14 and 17, with the following characteristics: dynamic, well connected, extrovert and cooperative, to act as Monitors in the CFI pilot
  - Help the Monitors by creating the conditions for the execution of the pilot study
  - Discuss the results with the Monitors and with the other members of the Articulation Group

- *Monitors:* adolescents (14 to 17) of both sexes, indicated by the Articulators in their communities.

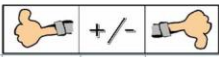 For the CFI pilot, it was the Monitors´ responsibility to:
 - Participate in training sessions, prepared by the Coordinators
  - Apply the questionnaires to the different groups of Participants
  - Tabulate the answers given by each group of Participants
  - Discuss the results with each group of Participants
  - Evaluate the process and the instruments with the Coordinators and Instituto Paulo Montenegro representatives

- *Participants:*
  Persons living in each of the communities involved in the pilot project, divided in 4 groups:
  - Children between 7 and 10
  - Adolescents between 11 and 14
  - Adolescents between 15 and 17
  - Mothers and fathers of children between 0 and 6

  The Participants were asked to individually respond to the questionnaire, participate in the group discussion held after its application and evaluate not only the instruments but also its form of application as well as the performance of the Monitors.

Phases and specifications of the Pilot project

The planning of the pilot Project involved the following phases:

Phase 1:
- Articulators indicated the Monitors who would participate in the training and implement the pilot in their communities (2 per community)

Phase 2:
- Coordinators met with the Monitors to:
  - Explain the pilot project as a whole: objectives, steps to be taken, expected results, practical application of the pilot test
  - Supply specific training in:
    - Conducting the groups
    - Applying the questionnaire
    - Tabulating the answers
    - Discussing the main results of the survey with members of their communities
    - Explaining to Participants the objective of this survey, especially when integrated to the other actions promoted by the PLATFORM

Phase 3:
- Articulators and/or Monitors selected the institutions (public schools, local NGOs and associations) which would be invited to host the activities for the 4 different groups of Participants (parents, children 7-10, adolescents 11-14 and adolescents 15 - 17) and defined the places and dates where these groups will meet

Phase 4:
- Application of the questionnaire
  - Two Monitors meet with the group of Participants for approximately 2 hours
  - The meeting is structured in 5 different steps:

    - Step 1 :
      - Round of presentations
      - Explanations about the pilot Project and objectives of the survey

    - Step 2:
      - Application of the questionnaire by the Monitors, started by a brief collective exercise to explain the completion of the questionnaire. Each participant received a printed copy of the questionnaire, so that he/she could privately mark his/her answer without feeling uncomfortable. The questionnaire is divided into thematic blocks (4 blocks for children 7-11 and 5 to other groups). At the beginning of each block the Monitors made an introduction and read each of the sentences out loud, waiting for everyone to give their answers.

    - Step 3:
      - After everyone had completed his/her individual questionnaire to one of the blocks, the answer sheets were collected and one of the Monitors could start the tabulation. The results were synthesized in a panel (to be fixed to a wall) containing the mirror of the questionnaire. The Participants were offered a snack and beverages while the tabulation of the last questionnaires was being made

- o Step 4:
  - Once the tabulation was finished the Monitors would pick those sentences that received the least positive evaluation from participants and would discuss them with the group. The Monitors were also oriented to pick sentences which polarized the opinion of the Participants. The discussions would be aimed at identifying possible solutions for the benefit of the children of that community

- o Step 5:
  - Participants and monitors filled an evaluation form covering the organization of the meeting, the survey instruments and its application as well as the involvement of the group in the collective discussion

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The original plan was that each community would organize 8 groups, with 10 to 12 participants each, according to the following structure:

GROUPS	MALE	FEMALE	MIXED	TOTAL
7 to 10	06	06	-	**12**
11 to 14	06	06	-	**12**
15 to 17	06	06	-	**12**
Parents of children 0 to 6 *	-	-	**12**	**12**
TOTAL		*48*		*48*

* In the case of parents of children aged 0 to 6 there would be no distinction according to the genre or age of the children

At the end, given the difficulty to articulate some of the meetings within the timeframe defined for the pilot test, **40 groups** were effectively completed, with a total of **391 participants**. Although the number of participants per group was variable, the average was of **10 participants** per group. Additionally, the initially proposed division by genre was not followed in the communities of Rio de Janeiro, in virtue of the difficulties in recruiting the participants. Thus, the final distribution of the participants was as follows:

GROUPS	MALE	FEMALE	MIXED	TOTAL
7 to 10	03	02	06	**11**
11 to 14	01	01	06	**08**
15 to 17	03	03	06	**12**
Parents of children 0 to 6 *	0	0	09	**09**
TOTAL		*40*		*40*

The evaluations made by the participants of **37 groups*** were the basis for the elaboration of this report and for the development of recommendations and conclusions to follow.

* The evaluations of three groups: 7 to 10 year old girls from Itaquá (SP), 15 to 17 year old boys in Heliópolis (SP) and Parents of children from 0 to 6 in Santa Cruz (RJ) were incomplete and therefore not included in the tables hereunder.

	Total	Parents 0 a 6	7 a 10	11 a 14	15 a 17
TOTAL groups:	37	8	10	8	11
Groups in SP:	14	3	4	2	5
Groups in RJ:	23	5	6	6	6
Average length of application of the individual questionnaire:	62 minutes	46 minutes	82 minutes	60 minutes	59 minutes
Average length of tabulation	35 minutes	36 minutes	30 minutes	36 minutes	35 minutes
Average length of discussion	29 minutes	25 minutes	33 minutes	31 minutes	27 minutes

Self-Evaluation of the Pilot test by the Monitors

Two teenagers living in each of the 6 communities participated in the pilot project as Monitors. At the end of each group each pair of Monitors compiled one evaluation form, which was organized by areas to be evaluated.

FICHA DE AVALIAÇÃO DA CONSULTA (FASE PILOTO) - MONITORES

NOME DA COMUNIDADE:

GRUPO: Masculino (√) Feminino ( ) Pais/Mães ( ) Idade: _____

Espaço onde a consulta foi realizada:

SOBRE A ORGANIZAÇÃO DO ENCONTRO	SIM	MAIS OU MENOS	NÃO
• O encontro foi bem planejado?			
• Os monitores foram bem recebidos?			
• O espaço (sala, local) era adequado?			
• Os participantes chegaram no horário previsto?			
Comente:			

SOBRE O GRUPO DE PARTICIPANTES	SIM	MAIS OU MENOS	NÃO
• Os participantes tinham as características esperadas?			
• Havia diversidade entre as pessoas do grupo?			
• O grupo estava motivado para participar?			
• O grupo colaborou com a realização das atividades?			
Comente:			

SOBRE O DESENVOLVIMENTO DA CONSULTA	SIM	MAIS OU MENOS	NÃO
• O material estava completo e bem organizado?			
• O material foi suficiente para todos os participantes?			
• O tempo foi suficiente para realizar todas as etapas?			
• Houve uma boa discussão após o intervalo?			
Comente:			

SOBRE O DESEMPENHO DOS MONITORES	SIM	MAIS OU MENOS	NÃO
• Voces sentiam-se bem preparados para a Consulta?			
• Consideram que foram claros nas explicações?			
• Conseguiram manter o interesse dos participantes?			
• Ficaram satisfeitos com seu desempenho?			
Comente:			

APLICAÇÃO DO QUESTIONÁRIO INDIVIDUAL

Tempo de duração: _____ minutos

QUE BOM QUE... O que houve de mais interessante nesta etapa? (Exemplos: grande interesse dos participantes, bom entendimento das questões, boa colaboração do grupo etc.) _____

QUE PENA QUE... Quais foram as dificuldades na aplicação? (Exemplos: perguntas não entendidas, dificuldade para controlar o grupo, etc.) _____

QUE TAL SE... Observações / sugestões para esta etapa: _____

TABULAÇÃO DOS QUESTIONÁRIOS INDIVIDUAIS

Tempo de duração: _____ minutos

QUE BOM QUE... O que houve de mais interessante nesta etapa? (Exemplos: facilidade em completar a etapa, rapidez em realizar a tarefa etc.) _____

QUE PENA QUE... Quais foram as suas dificuldades na tabulação (Exemplos: falta de tempo, falta de respostas, registros confusos, etc.)? _____

QUE TAL SE... Observações / sugestões para esta etapa: _____

DISCUSSÃO DOS TEMAS DEPOIS DA TABULAÇÃO

Tempo de duração: _____ minutos

QUE BOM QUE... O que houve de mais interessante nesta etapa? (Exemplos: boa participação de todos no grupo, boas idéias trazidas pelos participantes, interesse dos participantes em conhecer as opiniões dos outros etc.) _____

QUE PENA QUE... Quais foram as suas dificuldades na aplicação (Exemplos: saída de alguns participantes, falta de interesse dos participantes, dificuldade de controlar o grupo, etc.)? _____

QUE TAL SE... Observações / sugestões para esta etapa: _____

SOBRE O QUESTIONÁRIO

Houve perguntas que os respondentes não entenderam? Se sim, quais?

Houve perguntas em que os respondentes tiveram muita dificuldade de responder? Se sim, quais?

Houve perguntas em que os respondentes se sentiram desconfortáveis? Se sim, quais?

SOBRE A DISCUSSÃO EM GRUPO

Houve temas que os participantes não se interessaram por discutir? Se sim, quais?

Houve temas em que o grupo teve muita dificuldade para chegar a um acordo? Se sim, quais?

Houve temas que algumas pessoas estavam pouco confortáveis para discutir? Se sim, quais?

Monitor (nome): _____
Há algum outro comentário ou sugestão que voce gostaria de acrescentar?

Monitor (nome): _____
Há algum outro comentário ou sugestão que voce gostaria de acrescentar?

Local e data: _____, ____ de _____ de 2009

Their views are consolidated hereunder.

ABOUT THE ORGANIZATION OF THE MEETING

Total of AFFIRMATIVE ANSWERS	AVERAGE OF THE GROUPS	Parents 0 to 6	7 to 10	11 to 14	15 to 17
Total Groups	37	8	10	8	11
Was the meeting well planned?	76%	63%	70%	100%	73%
Were the monitors well received by the participants?	97%	100%	100%	100%	91%
Was the space (room) adequate?	59%	38%	60%	50%	82%
Did the participants arrive on time?	62%	63%	80%	63%	45%

The Monitors evaluated positively the organization of the meetings in reference to the overall planning and to the reception that they had from the participants. The places where the meetings were held were considered adequate in 59% of the cases: the use of schools, community spaces etc. offered ample room, adequate chairs and support for the snacks, which were identified as positive factors. There were cases, though, when the Monitors had to host the group at their own homes or other inadequate areas, generating limitations in terms of space, not enough places to sit, problems with serving the snacks, etc.

ABOUT THE GROUP OF PARTICIPANTS

Total of AFFIRMATIVE ANSWERS	TOTAL OF THE GROUPS	Parents 0 to 6	7 to 10	11 to 14	15 to 17
Total Groups	37	8	10	8	11
Did the participants match the expected profile?	84%	100%	90%	63%	82%
Was there enough diversity amongst the participants?	59%	75%	80%	50%	36%
Was the group motivated to participate?	65%	38%	80%	88%	55%
Did the group cooperate with the execution of the activities?	84%	100%	70%	88%	82%

According to the Monitors, in 84% of the groups the participants had the expected characteristics (genre and age range). In terms of diversity, some groups, especially those that took place in schools, were formed by children of the same classroom, sometimes selected by their teachers, which made the group quite homogeneous.

The Monitors identified not so high level of motivation amongst the 15-17 groups and had the most difficult challenge with the adults, who often complained about the duration of the activity and hurried

to go back to their daily tasks. The level of cooperation, although still high, was lower between children aged 7 to 10.

In general, the cooperation of all groups was satisfactory:

"It was very good because they could express their opinions. They found the questions tiring but there was cooperation from almost everyone" (7 to 10, Complexo do Alemão, RJ)

"The children were very excited and curious about the survey" (7 to 10, Cantinho do Céu, SP)

"The group collaborated a lot / They asked to answer the questionnaire by themselves, without us reading for them"
(11 to 14, Prazeres, RJ)

"There was good cooperation from the parents and they showed interest about the questions made"
(parents, 0 to 6, Complexo do Alemão, RJ)

"The parents had a positive attitude with the survey and enjoyed participating"
(parents, 0 to 6, Cantinho do Céu, SP)

ABOUT THE EXECUTION OF THE SURVEY

Total of AFFIRMATIVE ANSWERS	TOTAL OF THE GROUPS	Parents 0 to 6	7 to 10	11 to 14	15 to 17
Total Groups	37	8	10	8	11
Were the materials complete and well organized?	100%	100%	100%	100%	100%
Were the materials enough for all participants?	100%	100%	100%	100%	100%
Was the time sufficient to complete the process?	68%	38%	70%	75%	82%
Was there a good discussion after the snack?	76%	88%	70%	88%	64%

There was no problem concerning the materials required for the execution of the activity. The Coordinators made available the adequate quantities and the young researchers were able to organize the materials effectively.

The amount of time necessary to complete all steps of the activity, on the other hand, was a reason of complaint by the Monitors themselves. While some considered the questionnaire too long, what made it difficult to keep the attention of the groups for so long, others found the amount of time for the tabulation too short.

"In spite of being in a small group, the time was not enough. Some mothers had to bring their children and this made things more difficult" (parents 0 to 6, Prazeres, RJ)

"It took too long to complete the tabulation" (7 to 10, Complexo do Alemão, RJ)

"If there were a less complicated way to make the tabulation it would be nice. It is not difficult but it takes too long and makes the whole activity become too slow" (Prazeres, 11 to 14, RJ)

ABOUT THE PERFORMANCE OF THE MONITORS

Total of AFFIRMATIVE ANSWERS	TOTAL OF THE GROUPS	Parents 0 to 6	7 to 10	11 to 14	15 to 17
Total Groups	37	8	10	8	11
Did you feel prepared for the task?	73%	75%	80%	63%	73%
Were the explanations clear?	78%	50%	80%	100%	82%
Were you able to hold the attention of the participants?	81%	88%	60%	88%	91%
Were you satisfied with your performance?	68%	63%	50%	75%	82%

The self-evaluation of the Monitors was positive and showed some important points: the groups of parents as well as the one with younger kids were more difficult to moderate. The first, more critical, require bigger efforts from the adolescent Monitors. The latter, more vivid, have some difficulty in understanding the issues discussed, possibly requiring a differentiated strategy.

"There were some questions that were difficult to understand, the vocabulary was too formal"
(7 to 10, Santa Cruz, RJ)

"In the group of girls some questions were difficult to understand" (7 to 10, Heliópolis, SP)

"Some questions were not understood by some of the kids"
(11 to 14, Complexo do Alemão, RJ)

"Everyone was interested, nobody seemed to have any doubts about the questions"
(15 to 17, Itaquaquecetuba, SP)

"They were quick in marking their answers, did not have difficulties in understanding the questions"
(15 to 17, Santa Cruz, RJ)

"There was cooperation from all the participants but some had difficulty to follow the reading of the questions" (parents 0 a 6, Santa Cruz, RJ)

Evaluation of the Pilot project by the Participants

At the end of each group meeting, all participants were asked to answer a brief evaluation form.

The results were as follows.

ABOUT THE ORGANIZATION OF THE MEETING

Total of AFFIRMATIVE ANSWERS	TOTAL OF THE GROUPS		
Total respondents	TOTAL	SP	RJ
Was it easy to arrive at the meeting place?	92%	89%	94%
Was the time of the meeting suitable for you?	58%	45%	67%
Was the duration of the meeting adequate?	81%	73%	87%
Was the space adequate to accommodate all participants?	83%	78%	86%

Sharing the same opinions as the Monitors, the Participants were overall satisfied with the aspects related to the **"Organization of the meeting"**, with the exception of the time the meetings were held, which was considered inadequate by a significant part of the Participants. This item, together with the weak publicity of the initiative, may, in some cases, have contributed for the absence of some recruited members of the community.

ABOUT THE QUESTIONS ASKED

Total of AFFIRMATIVE ANSWERS	TOTAL OF THE GROUPS		
Total respondents	TOTAL	SP	RJ
Were the issues interesting?	86%	87%	86%
Was it hard to understand the questions?	22%	13%	28%
Were there any questions that you´d rather not answer?	19%	11%	24%
Was there any other subject that should have been included?	30%	22%	36%

For 86% of the Participants the **"Questions asked"** were considered interesting. In total, 22% the questions were hard to understand. In Rio de Janeiro this proportion reached 28%.

In future adoption of these instruments the revision of the wording of some questions as well as a reduction of the number of questions is recommended. This last factor is directly related to the duration of the activity - an average of 2 hours and 6 minutes – which was considered excessive by 19% of the participants.

Some suggestions for change are presented below:

Original sentences	Suggested revision
I feel safe about traffic in my community	In my community traffic accidents are rare
I feel at ease when I go to any public place with my friends, without problems or embarrassment	I feel well when I go to any public place with my friends, such as parks, public gardens, shopping malls, etc.
I am used to be asked what I think about programs and services offered to children in my community	When there is a program or activity for children in my community, I am asked what I think
The air I breathe in the place where I live is clean, free of pollution and does not make me cough	The air I breathe where I live is clean, free of pollution
I participate in the students association and/or of the school council, influencing the decisions that affect the routines in my school	I participate in a group that helps to make decisions that affect the routines of my school

In school I have plenty of good water to drink as much as I wish	In my school there is filtered water to drink as much as I want
I have the possibility to study in schools that are near to my home, at the time I prefer	I can study in schools that are near to my home, at the time I prefer
If I wanted, I could get preservatives/condoms for free in places I could easily access, without feeling uneasy	If I want I can get condoms for free, in places that are easy to access
I know what to do to avoid diseases like dengue, 'verminose', respiratory infections and other which are caused by floods, bad quality of air and water, lack of proper sewage and garbage collection, etc.)	I know what to do to avoid diseases that are caused by floods, bad quality of air and water, lack of sewage and garbage collection, etc. (Examples to be made if required: dengue, 'verminose', respiratory infections, etc.)
My children do not suffer from cold at our house	The majority of the houses in the communities have windows, doors and finishing that protect people from the cold
The nursery/pre-school attended by my child/children has adequate resources for his/her development and safety	The nursery/pre-school of my child/children contributes to his/her development

There were also some questions that caused uneasiness to the participants, which should be reviewed.

Original sentences	Suggested revision
I have heard about sex and about the importance of using condoms	JI have heard about condoms and know what they are for

In the particular case of Rio de Janeiro questions related to safety also caused uneasiness. According to the Monitors' observations shared during a feedback meeting, there was difficulty in talking about the relationship with the police, the drug traffic and the militia, as if their expressing their opinions in front of other people could be jeopardizing.

On the other hand, 1/3 of the participants felt that some subjects were missing from the questionnaire. Issues related to violence were amongst the ones suggested to be added or better explored, especially in São Paulo.

Thus, once the questions about safety are important to the objectives of this pilot and even required by some of the participants, it is fundamental that their anonymity and privacy is emphasized and ensured and that the objectives of the survey are clearly and widely explained to the members of the community.

ABOUT THE GROUP DISCUSSION

Total of AFFIRMATIVE ANSWERS	TOTAL OF THE GROUPS		
Total respondents	TOTAL	SP	RJ
Were the subjects interesting to discuss?	88%	89%	88%
Did the group show interest in this activity?	77%	69%	82%
Were all participants involved?	75%	73%	76%
Did all participants have the opportunity to express their opinions?	80%	81%	79%

The **"Group discussion"** was the least attractive activity according to the Participants when compared to the other moments of the meeting, confirming the evaluation of the Monitors. There were reports of people wanting to leave before the closing of the meeting.

"Many people did not want or were not able to Express themselves. It was quite complicated to maintain the attention of the participants, trying to avoid them lose focus on what was being discussed"
(7 to 10, Santa Cruz, RJ)

"Not everyone stayed till the end, the discussion was soon over" (parents 0 to 6, Cantinho do Céu, SP)

"Even before staring the discussion, people had said they could not stay much longer"
(parents 0 to 6, Prazeres, RJ)

"The participants did not want to debate, discuss. They had to be questioned, the participation was not spontaneous" (15 to 17, Santa Cruz, RJ)

On the other hand, there were cases where level of interest contributed to very profitable discussions sometimes supported by other activities promoted by the Monitors, such as dramatization of the issues discussed, drawings made by the children, etc.

The opinions of the participants about the activity as a whole corroborate this positive perception:

"I liked everything that was said, the subjects were interesting, the monitors were clear with their explanations and I found it important to get to know the opinions of others" (15 to 17, Santa Cruz, RJ)

Some measures must be taken to ensure that the group discussions bring more significant contributions both to the Participants and to the Monitors in future adoption of the methodology and its instruments. The main suggestion is the inclusion of participative techniques, which would make the debates more attractive and focused.

ABOUT THE ACTIVITY AS A WHOLE

Total of AFFIRMATIVE ANSWERS	TOTAL OF THE GROUPS		
Total Respondents	TOTAL	SP	RJ
Were the monitors clear in their explanations?	94%	94%	94%
Did you enjoy participating in this meeting?	92%	85%	96%
Do you think it is important to listen to the opinion of other people in your community?	91%	87%	93%
Do you believe that the answers given by this group and others will help make plans to improve the quality of life in this community?	84%	80%	86%

The overall evaluation of the pilot Project was quite positive. The evaluation of the young Monitors acting as moderators was also very satisfactory. There was good evaluation in all the age groups and especially amongst the 15-17 group, who mention that it is easier to talk about certain issues with people their own age. The adults also respected the adolescents, confirming the potential of young people in the execution of this type of project.

"I found it very interesting that we all could express our opinions. I would like to participate again!"
(15 to 17, Itaquaquecetuba, SP)

"In my opinion the meeting was Great, I felt very important to know that our opinions count a lot. I suggest that we meet again and that this initiative really continues" (parent 0 to 6, Santa Cruz, RJ)

"Congratulations for this initiative, I loved the survey, I hope there will be other meetings like this and that the Project really works"
(11 to 14, Cantinho do Céu, SP)

The groups of children from 7 to 10 were the ones that made the smallest number of comments about the activity but some have noticed the need for tables for writing and suggested the organization of games to keep them more entertained.

The expectation that their participation may generate concrete actions in the community is high and even more significant in Rio de Janeiro, which makes it very important to give concrete feedback to the participants. A summary of the opinions according to the different age groups is shown below:

Total of AFFIRMATIVE ANSWERS	TOTAL	0 - 6	7 - 10	11 - 14	15 - 17
Total respondents	391	75	117	91	108
ABOUT THE ORGANIZATION OF THE MEETING					
Was it easy to arrive at the meeting place?	92%	85%	97%	96%	89%
Was the time of the meeting suitable for you?	58%	65%	65%	51%	52%
Was the duration of the meeting adequate?	81%	80%	83%	84%	79%
Was the space adequate to accommodate all participants?	83%	89%	91%	77%	75%
ABOUT THE QUESTIONS ASKED					
Were the issues interesting?	86%	87%	89%	86%	83%
Was it hard to understand the questions?	22%	27%	22%	20%	20%
Were there any questions that you´d rather not answer?	19%	23%	22%	18%	15%
Was there any other subject that should have been included?	30%	41%	33%	25%	23%
ABOUT THE GROUP DISCUSSION					
Were the subjects interesting to discuss?	88%	80%	91%	87%	92%
Did the group show interest in this activity?	77%	81%	79%	81%	68%
Were all participants involved?	75%	72%	79%	71%	76%
Did all participants have the opportunity to express their opinions?	80%	77%	82%	80%	79%
ABOUT THE ACTIVITY AS A WHOLE					
Were the monitors clear in their explanations?	94%	97%	95%	93%	93%
Did you enjoy participating in this meeting?	92%	91%	96%	87%	92%
Do you think it is important to listen to the opinion of other people in your community?	91%	96%	87%	92%	89%
Do you believe that the answers given by this group and others will help make plans to improve the quality of life in this community?	84%	80%	91%	79%	82%

Observing the results marked in blue, one could stress that:

- Regarding the questions asked, the difficulty of comprehension was more often reported by the parents of children aged 0 to 6 – the group that was also more often critical about the issues to be discussed in the group and the level of interest driven by them.
- The groups of adolescents aged 15 to 17 were that more frequently noticed the lack of cooperation from other participants but, at the same time, were the ones that more often considered the issues as being interesting.
- The groups of adolescents aged 11 to 14 were the ones that less often enjoyed participating in the activity. They are also the ones with the lowest level of expectations with regards to the actions that may derive from it.

Final considerations

The evaluation of the Monitors and the Participants, followed by the observation of the coordinators and Institute Paulo Montenegro´s team show that the initiative, as designed, has strong potential for reproduction and continuity.

The involvement of adolescents as Monitors was quite satisfactory. The approach used, the examples given when required to explain the meaning of some of the questions generated a close relationship with the surveyed group, creating an atmosphere of cooperation, which was key for the good development of the initiative.

The use of school rooms – often used in São Paulo – proved to be quite efficient, as the groups could count with the organization, infra-structure and safety of the space used. The recruitment is also made easier, thanks to the participation of teachers and school coordinators that can dispose of some of their time for the activity.

Following the design of the PLATFORM, in São Paulo the Articulators were responsible for making the connections with the Participants, with the schools and other institutions that hosted the meetings. Where their participation actually happened, this strategy proved to be efficient to facilitate the logistics. In most cases, though, the Articulators failed in giving enough publicity to the initiative in the communities. In Rio de Janeiro, where recruitment was made directly by the Monitors, it was more difficult to organize the groups as originally planned.

The separation of the groups by genre has been an interesting strategy, especially when the issues discussed are more delicate, as, for instance, the relationship of the interviewees with their family, with the toilets in the school or the use of condoms. One group of girls mentioned it was much easier to discuss certain issues because they were only among girls. By analogy, one could imagine that it could be helpful if the two adolescents acting as Monitors were of different genres too… In practice, though, most of the pairs involved with this Pilot application were formed by two adolescents of the same genre.

During the application of the questionnaire, few were the occasions when the Monitors made a proper introduction to each block, mostly because they were worried about time and anxious to conclude the questionnaire as fast as possible to move on into the discussions. This has converted the application more "automatic" or less "involving", which may have contributed to the idea that the activity was tiresome in some of the groups.

The tabulation process was quite demanding for some of the Monitors, mainly those that did not check the answers at the end of each block and did not start the tabulation until the whole questionnaire was answered. Fixing panels on the walls for the discussion was found to be very useful and didactic.

The use of stickers is interesting to make the debate more entertaining but nevertheless, the figures and the use of the colors need to be more intuitive. The use of a table to define when to classify the answers as "Almost all", "Some" and "Almost no one" is essential to help the Monitors (see more details on this point at the "CFI Pilot project – Construction of the Instruments" report).

The use of a three-point scale (using "Totally Agree", "Partially Agree" and Totally Disagree") was suggested to facilitate the tabulation and the understanding of all publics. By suggestion of the Monitors the wording has been changed to "Totally Agree", "Agrees So and So" and "Disagree", which consistently improved the comprehension. Observing the answers given, there was no concentration in the mid-point of the scale. It is therefore recommended to keep this scale, which also avoids further difficulties to the tabulation and the discussion, which would certainly occur with a more sophisticated scale.

The group discussion was the least explored by the Monitors. Once they had only generic instructions of how to proceed, the outcome was very dependable on the members of the group which, sometimes, kept the discussion at a shallow level, not coming up with suggestions for solutions or not discussing the viability of the solutions given. On the other hand, in many of the groups, one could notice significant interest of the participants in talking about their opinions, another factor that elucidates the potential of this methodology which prioritizes the listening of the opinions of others.

Recommendations for future applications

Based on the exposed above, some recommendations for future applications of the methodology should be considered:

Organization of the activity

➢ The awareness of the initiative by community members is considered to be very important to increase participation, especially from less engaged groups.

Questionnaire and its application

➢ The questionnaire should be shortened, especially for children 7 to 10 and for parents of children aged 0 to 6.

"O group has children of different ages. They continuously complained that the questionnaire was too long" (monitor, 7 to 10, Prazeres, RJ)

"The group was in a hurry to go back home to do their family chores" (monitor, parents 0 to 6, Complexo do Alemão, RJ)

➢ Suggestions for creative forms of applying the questionnaire must be given as part of the training and registered in the application guidelines

"They did not show any reactions related to the questionnaire, did not comment or discuss them" (monitor, 15 to 17, Prazeres, RJ)

"The group did not show much interest" (monitor, 15 to 17, Heliópolis, SP)

➢ Some of the wording in the questionnaire must be altered, bringing the vocabulary closer to the colloquial language. This will facilitate comprehension and will contribute for a more efficient flow in the survey.

➢ Adding a delimited space to mark one´s answer would also be of help, especially with the younger children who are not used to filling multiple choice questions.

➢ Keep the three-point scale, but with new categories as "Totally agree", "Agrees so and so" and "Disagree"

Tabulation

➢ It is important to emphasize, during training of the Monitors, the importance of tabulation, by one of the monitors, of each block of the questionnaire, simultaneously to the application of the next block by the other Monitor. Leaving the tabulation of all the questions to the end increases the length of the activity thus reducing the interest and the level of participation.

➢ The stickers should continue to be used, but it is suggested to change the drawings and the colors into a more intuitive solution.

Group discussion

➢ The Monitors´ training program as well as the Monitors guide booklet must include activities and techniques to be adopted with the groups to facilitate moderation. This task cannot be left to the initiative of the Monitors alone.

➢ The training and the Monitors´ booklet must also include explanations as how to register the information collected during the discussion, for further use by the Articulators or Coordinators. Some groups registered the activity in photos and in video but the contents of the discussion should also be stored to be shared with the Articulators and other members of the community at a later date.