DISCLAIMER

Interviewing children is not standard DTM procedure and is only acceptable in exceptional circumstances. Please contact HQ for approval prior to any data collection activities involving direct interviews with children. No DTM enumerator should conduct interviews with children unless explicitly told to do so by the DTM Coordinator.

 60 minutes

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| --- | --- | --- | --- |
| Activity | Topic | Method | Timing |
| 1  | Background (Rights of the Child) | Plenary | 10’ |
| 2 | Key Principles  | Plenary | 5’ |
| 3 | Checklist | Plenary | 10’ |
| 4 | Role Play | Groups | 35’ |

# Handouts

* *Interviewing Children Checklist –* one copy per participant
* Survey (one used in mission)

##### Part 1

**Slide: “Learning Objectives”**

* Read aloud each objective for the group
* Questions to ask:
	+ In what ways do children have unique perspectives and experiences?
	+ What are possible other benefits of child participation?
	+ What are the physical and psychological risks children face through participation in assessments?
	+ What other risks to children might be increased through their participation?

## Activity 1 – Background (Rights of the Child) – 10’

**Slide: Child Rights**

* Show the list of human rights and ask the group which one of the rights are associated with being interviewed
* Reveal the circled rights and ask the group if there are any that are missing?
* Discuss with participants why including child participation helps recognize the rights to express, have access to information, and share their opinion.

**Slide: Child Rights (continued)**

* Ask a participant to read the quotes aloud
* Answer any questions

**Slide: Alternatives to Interviewing Children**

* Read points to group
* What resources may exist in your own countries of operation?
* What are some other participatory methods you could conduct before interviewing children?

##### Part 2

## Activity 2 – Key Principles – 5’

**Slide: Learning Objectives**

* Read directions aloud in plenary

**Slide: Key Principles**

* Ask one participant at a time to read one of the principles
* Answer any questions that arise

##### Part 3

**Slide: Learning Objectives**

* Read objectives one by one

## Activity 3 – Interviewing Children Checklist – 10’

**Slide: Set up and Design**

* Read one step at a time and ask the group why they think that step would be important and relevant

**Slide: Conducting Interviews**

* Introduce the *Interviewing Children Checklist*
* Step-by-step tool to follow when interviewing children

## Activity 4 – Role Play – 35’

**Slide: Role Play**

* Divide into groups of 3 (child, parent, and enumerator)
* Conduct the survey, following the points on the checklist
* One group to role play in front of plenary
* Project **slide: Conducting Interviews** so group can follow the checklist.
* Feedback from facilitator

**Slide: FAQ**

* Go over questions and facilitate discussion
* Answer any other questions that may arise