

# MAPPING OF NEEDS AND RESOURCES

## *MANUAL FOR MAPPING OF SOCIAL ENVIRONMENT FOR DEVELOPMENT OF SUPPORT SERVICES FOR FAMILIES WITH CHILDREN*

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## PREFACE

We live in the era facing rapid changes both on the global scale and on the level of countries, communities and individuals. People's skills, both social and professional, have become more important than ever before, while the physical resources are losing their importance due to being replaced by machinery and robots. This means that the economic development of the country as a whole and in every municipality is very closely related to the education level, social and professional skills of its residents having an important effect on the individual's economic and health condition, as well as well-being. There is a reason for mentioning investment in human capital as the first one of seven priorities in the Sustainable Development Strategy of Latvia 2030. Also strategic planning documents of many local governments usually refer to strong families enjoying welfare and developed, active and well educated children as one of the goals.

Still, how much does every local government know about families with children living in their territory and can effectively respond to their needs, before problems have deteriorated and caused irreversible negative consequences for the child and the family? Mapping of needs and resources does not only provide an opportunity to identify the needs of families, children and youth and to find the most suitable support mechanisms, it also strengthens communities, as it envisages active involvement of community members in identifying needs, by providing an opportunity for them to express their needs, wishes and ideas about development and use of available resources.

The present manual was developed by the Latvian Child Welfare Network within the project "Community Power for Families" and in cooperation with the Tukums District Municipality Institution "Tukums District Social Service" and project partners "Reach for Change" (Sweden) and "Geri Nora" (Lithuania). The time when the project was implemented forced its own adjustments, as many activities, including meetings, interviews and focus groups, had to be carried out remotely. On one side, this caused restrictions and did not allow implementing the project according to the intended time schedule and form, on the other side, it required adjustment of methods and tools, which can be used for the remote communication and in this way a new experience could be gained, which we will share in this manual.

The methods and tools described in the manual were piloted in the new Tukums district and they are based on the study of materials developed by various international

organisations and synthesis of the methods, tools and approaches (*UNICEF<sup>1</sup> report on the tools of protection of the children's rights and assessment of needs, International Program ROMACTED<sup>2</sup> manual for development of the community resources for empowering and inclusion of representatives of the Roma national community in the local society, the United Nations Refugee Agency (UNHCR) manual of needs assessment<sup>3</sup>, Community Tool Box<sup>4</sup> and other resources*), as well as using the experience and set of indicators, which were developed in the previous projects of Latvian Child Welfare Network, assessing the wellbeing of children and youth.

We hope, that the municipal development planners and the social policy developers will find this manual a useful practical guide to identify the needs of families and children of their respective municipalities and to plan investments for their support. We also hope that it will encourage much more active involvement of the community members in planning and also providing of support services for families with children and evaluation of their efficiency.

## GRATITUDES

The present manual, as well as the project as a whole was only possible thanks to the willingness of the members of the Council of Tukums district to pilot the mapping approach in their district, confirming that Tukums municipality is truly interested to improve the support and services to families, children and youth and their conformity with the needs of the specific target groups. A special thank goes to Ina Baltgalve, the Director of municipal agency "Tukums District Social Service", for her trust and support during the whole period of implementation of the project as well all to all professionals, as well as parents and youth from Tukums, Engure, Jaunpils and Kandava districts who invested their time and participated in focus groups and interviews to share their experience and vision.

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<sup>1</sup> (Mapping of Child Protection M&E Tools, Final Report UNICEF, 2010, <https://www.un.org/ruleoflaw/files/Child%20Protection%20Systems%20Mapping%20and%20Assessment%20Toolkit.pdf>)

<sup>2</sup> (ROMACTED, "Promoting good governance and Roma empowerment at local level", )

<sup>3</sup> (The Needs Assessment Handbook, UNHCR, 2017, <https://im.unhcr.org/na/>)

<sup>4</sup> (Community Tool Box, <https://ctb.ku.edu>)

## INTRODUCTION

Rapid demographic changes have taken place in Latvia during the last decade, the population has decreased by 177 thousand over a period of 10 years and this corresponds to the aggregate population of three towns in Latvia: Daugavpils, Liepāja and Rēzekne. In addition to this, the life expectancy of people is increasing, which means that the tax burden increases for those who are employed now or are still in their

childhood. Thanks to the recent improvements in the field of financial support to families adopted by the government, by increasing financial support to families with 3 and more children, a positive effect on the birth rate can be expected. However, whether Latvia will benefit from a positive demographic policy will depend on how effectively children and families at risk of social exclusion will be supported in their



municipalities, so that the children can break out of the cycle of exclusion and become productive, self-sufficient adults.

How can this manual help local governments? Local municipalities have certain responsibilities towards their residents, including the provision of social support and assistance to families with children, the maintenance of public safety and order in the municipality, as well as other core functions of the local government requiring significant resources. In order to ensure that social investment provides maximum yield and long-term positive results relative to investment, it is important to understand how much we know about the situation of children and families within the municipality and whether this is sufficient. The following questions may help to understand the above:

- Do we know what the needs and issues of children and families in the region are?

- Do we know the current support system for families with children, in particular, what support services and with what conditions are available to families with children and youth and which institutions and organisations provide them?
- Are these services efficient, well-coordinated, needs-based and targeted at prevention?
- Is the maximum return obtained now from invested funds?

Thinking about solutions of social-economic problems, evidence-based and data-based methods and approaches which have been tested in practice and are aimed at early prevention should be preferred in order to get maximum return of invested funds.

James J. Heckman, Professor of Economics of Chicago University (USA), the Noble Prize laureate, has studied the economic aspects of the human capital and its relation to investment in the child's development. The research started in the 1960-ies and 1970-ies and was performed over several generations. This has allowed recording and measuring the return of investment in the child's development beyond one generation, including also the achievements and growth of these children and grandchildren.

J.J. Heckman research results prove that the return of this investment can be actually estimated and it can be up to 7-13% per year per child as from the invested resources. For instance, in the program "Abecedarian/CARE" the Professor investigated investment in children from birth to the age of five years and followed their development also in the adulthood. The investment return is highest when investment is started from the birth, in such cases it can be up to 13% of every dollar invested in children who would not have had the opportunity to benefit from high quality care and education.<sup>5</sup>

J.J. Heckman research results coincide with discoveries made by neuro researchers during the last decade confirming that the development of the human brain is fastest during the first 3-5 years and that the skills gained during this period are very stable and serve as the basis for building other skills during further lifetime.

J.J. Heckman has expressed the results of this long-term research in an equation (Figure 1: *Heckman equation*), which demonstrates the close link between investment in the child's early and equal potential development and the economic gain for the community making this investment.

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<sup>5</sup> (<https://heckmanequation.org/www/assets/2017/01/w23479.pdf>)

Figure 1: Heckman's equation



J.J. Hackman emphasises in its works that the economic inequality could be reduced by the direct monetary aid to families facing an unfavourable situation, however, this costs much more and is not as efficient as support programs, i.e. investment in support to and education of parents, the child's education and health care by providing access to high quality preschool education developing cognitive, social and emotional skills.

This is why it is of critical

importance to identify the parents' needs and risks which may potentially reduce the family's ability to support early development of their child in due time and to create the necessary support system and services for the child and the family. Mapping of the social environment and identification of needs generally helps the local government to follow up and to be able to identify problems in the community in due time and to provide effective solutions to them.

Investments made in this way will help to minimise the necessity for crisis interventions and other measures targeted at consequences and their related costs, which, in most cases, do not provide sustainable improvement of the particular individual's quality of life and the social and economic situation of the local government.



## WHAT IS NEEDS MAPPING?

Mapping of needs and resources is a universal tool of summarising and analysing information helping to mapping the needs of people, including differences between the support provided by formal documents and laws and regulations and the actual situation, and to define the support priorities and resources, including providing for the community involvement.

Definition of the purpose of the needs assessment by the United Nations Inter-Agency Standing Committee (IASC)<sup>6</sup>:

*The primary purpose of needs assessment is to identify individuals or target groups who have needs (problems) (for example, pregnant women, children, people with disabilities) by categorising their needs (problems) according to their category and severity in order to pinpoint the type of assistance they require and to ensure prioritized, focused provision of support. This assessment and monitoring tool can be applied both during sudden crisis conditions and for ongoing support planning.*

The main gains from mapping consist of data and conclusions which help the local government to make more efficient investment and to create a support system for children and families focused on needs and early prevention. The following particular benefits could be mentioned:

- ✓ Identification of the views of professionals, parents and children, including specific target groups, for instance, children with special needs, about the situation and the issues, as well as the assessment of the current support system;
- ✓ Collection of current, reliable data comprising various fields about the situation of children and families, and development of the initial data base for further monitoring of the situation;
- ✓ Identification of weaknesses of the protection and support system for children and families, both as a whole and according to various fields, branches and target groups;
- ✓ Summary of the current information regarding availability of resources and support services in the fields important for children and families and on various support levels;

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<sup>6</sup> (<https://www.who.int/health-cluster/resources/publications/hc-guide/HC-Guide-chapter-10.pdf?ua=1>)

- ✓ Activation and strengthening of the community by involving their members in both identification of needs and resources and potentially also provision of support and services;
- ✓ Improvement of the intersectoral cooperation of professionals and encouragement of uniform understanding of the joint priorities and goals.

### **WHAT ARE THE EXPECTED COSTS?**

The costs depend to a large extent on that, if and what kind of outsourced services and resources need to be involved in carrying out the mapping process. A municipality can perform the complete mapping by its own internal resources, however, this would imply additional work for the involved professionals of the municipal institutions and respective costs for reimbursing their work. Thus it would be advisable to involve the following outsourced resources:

- 1) the **process coordinator**, who will work for approximately 6-8 months (depending on the format of the cooperation agreement, the coordinator experience and the scope of the work to be performed, the costs for the coordinator work could amount to 700 – 2000 EUR per month);
- 2) the **workshop moderator**, who should be involved for leading the opening and the final brainstorming events (the costs of the moderator's work can amount to 350 – 700 EUR per day depending on the moderator's experience and qualification);
- 3) the **focus group leader**, whose remuneration depends on whether he/ she only moderates discussions or also prepares them and transcribes recorded discussions, and it may vary within the range from 100 to 250 EUR per preparation and leading of one focus group followed by data processing.

The above costs could be considerably reduced if there are NGO's in the municipality possessing the necessary work experience and qualifications, and interested to participate in the mapping process and undertake some of the above listed tasks. This would be both more cost-effective than involving experts from the business sector, whose fees would be in line with the prices accepted in the sector and would strengthen the capacity of local civil society organizations and their motivation to cooperate.

## WHEN IT IS USEFUL TO PERFORM MAPPING?

Mapping of needs and resources would be recommended prior to implementation of policies, strategies, as well as any important, resource-intense new initiative or program. Also when the system of protection of the rights of the child is developed or evaluated, in the beginning it is necessary to mapping the situation of children to identify deficiencies of the current system and to make improvements to ensure that it conforms with the needs of children and families and efficiently serves its purpose.

### Duration and stages of the mapping process

The mapping process described in the present manual would take 8 months, however, it can also be slightly shorter or longer depending on the speed of adoption of formal decisions by the local government, the motivation of the process participants, as well as the daily work load and the process coordinator's experience.

The mapping process may be split in **3 stages** (*Figure 2: Mapping process stages*):

- **Preparation and planning**, which may take approximately 2 months depending on the motivation of the management and the officials in charge of the relevant fields in the local government, and during which the head of the management level work group and a work group of qualified inter-field professionals is selected by clearly defining the roles and responsibilities of the process participants;
- **Mapping of needs and resources**, during which data and information is collected, analysed and conclusions are drawn, and which would take approximately 3 months;
- **Result implementation stage**, during which a brainstorming workshop is organised to present the mapping results to the persons involved in the mapping process, including target groups, NGO's and a broader community and to jointly define priorities and develop the vision of the child and family support system with the main principles and elements based on these data. In this stage it is important to develop the action plan for implementation of the vision by defining goals, tasks, results and their measurement indicators, as well as responsible entities and the budget necessary for implementation of the action plan.

Figure 2: Mapping process stages



## 1st STAGE: PROCESS PREPARATION

### 1.1. AGREEMENT ON THE NECESSITY TO ACT

The interest of minimum one person or a group of persons (*a municipal authority, NGO representatives, etc.*) in introduction of positive, systemic changes in the municipality in the field of the child and family support is the first element needed for the mapping process. The next precondition is securing the interest of the municipal executive power and political leadership in the mapping process and assuring them of its benefits.

The interest and support of key persons may be achieved by preparing a brief presentation of facts and data regarding the issues having a negative effect on the social-economic situation of the municipality now and in future, by asking the question: “Are we satisfied with what we see?” These can be social, economic, demographic and other data which can usually be found in the planning documents of the local government and which describe the situation of the municipality residents, including children, youth and

families over a period of 5-10 years. These can be data about *unemployment; the population of children, youth and people capable of working; the number of children in poor families and subject to the social exclusion and poverty risk; the number of children in the out-of-family care, the number of children and youth who have not completed secondary education, the number of children and youth with special needs, etc.*

The difference between the desirable and the current situation will encourage the local government to act and will help to define particular goals, priorities and tasks, as well as identify the main participants of the mapping process and to agree on dividing the work among various institutions. By identifying particular problems in the child and family support system, a question may be asked - what will the social and economic consequences be, including from the point of view of the expense or lost income of the budget of the local government, if these problems are not resolved.

When an agreement has been reached with the key persons of the local government on the conceptual support to the mapping process (this can be recorded in a Memorandum of Intent), it would be useful to appoint the leader of the working group who will direct the further process preparation for ensuring more efficient progress of the process.

***Important!*** *It is advisable to appoint a representative of the local government who has the formal legitimacy as the **leader of the working group**. It is important for receiving the necessary data and also for adopting binding resolutions regarding implementation of the goals and activities developed by the working group and securing the necessary funding, as well as for the authority to help to unite the representatives of the municipal authorities and the civic society included in the working group.*

## 1.2. ESTABLISHMENT OF THE MAPPING TEAM

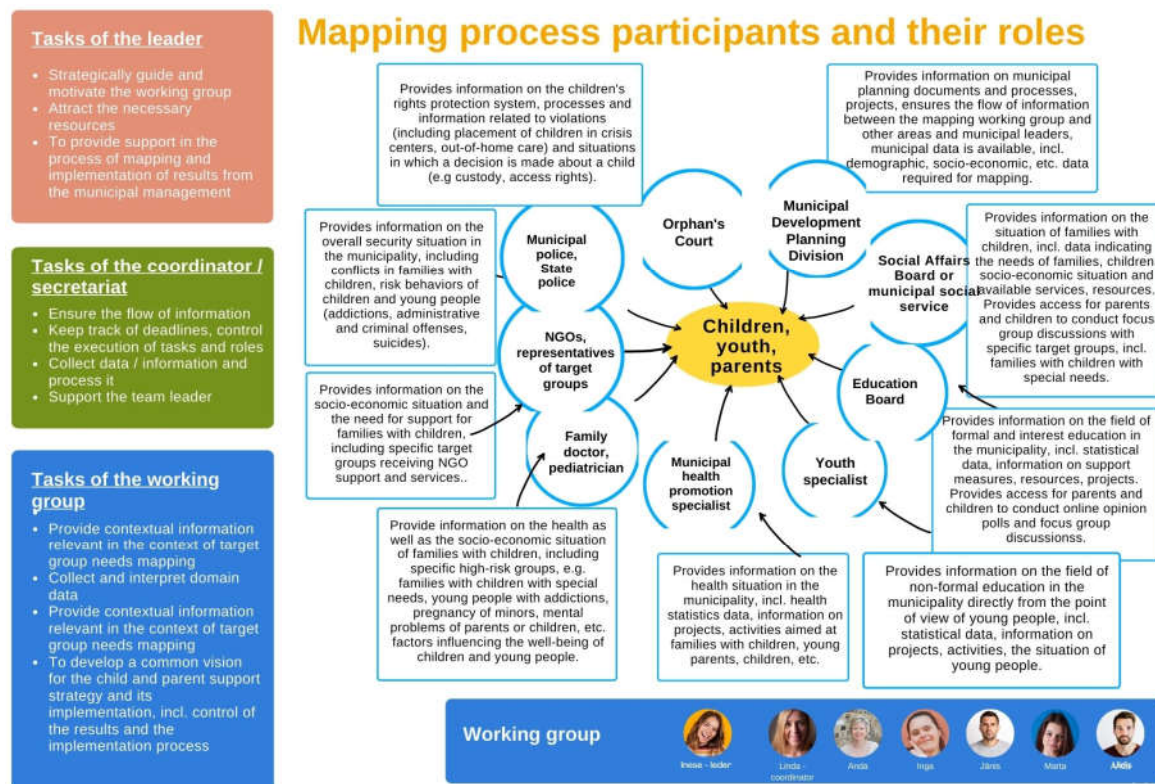
The mapping process is provided by a team consisting of the following members:

- **The leader of the working group** - it is best if this is the management level representative of the local government;
- **The mapping coordinator/ secretariat** – this role can be performed by a single person providing administration and coordination of the complete process, or a secretariat for supporting the coordinator may be established if there are available resources for this;

- **The working group** – representatives of various municipal authorities, experts, community representatives.

The roles of the above members are described below (*Figure 3: Mapping process participants and their roles*).

Figure 3: Mapping process participants and their roles



## LEADER OF THE WORKING GROUP

The role of the leader of the working group includes not only management of the mapping process, but also provision of support for implementation of the mapping results, including securing provision of the necessary human and financial resources and lobbying systemic change in the political and administrative management of the local government. Therefore it would be best to appoint a management level representative possessing both formal and non-formal authority in the local government and motivation and ambition to implement the necessary change and to improve the welfare of families and children as the leader of the working group.



## MAPPING COORDINATOR/ SECRETARIAT

Two alternative approaches are possible as regards administration and coordination of the mapping process.

1. Organisation of the mapping process is assigned to an **outsourced service provider** possessing experience in coordination of intersectoral projects, practical research on the social field aspects, related to families with children, youth or other specific target groups, including people with special needs, in the best case. A non-governmental organisation, a private company or an expert familiar with the situation in the particular municipality and/ or with whom the local government has positive cooperation experience can be involved as a service provider.

2. The mapping process is organised by using the **internal resources of the local government**, by involving employees of the municipal authorities possessing experience in coordination of intersectoral projects, understanding of the practical research and whose basic work is related to development planning or the field of support to children and families. However, it should be taken into account that the mapping of needs is quite a time and labour intense process; in order to be able to implement a high quality mapping process management and coordination of the working group, the process manager should be as minimum partially release from the daily official duties, and, in the best case, a secretariat should be provided for performing the administrative support function, including assistance to coordinate the working group, collection of data and information and its preliminary evaluation.

Comparison of both alternatives reveals advantages and weakness of both of them (*Table 1: Comparison of the process organisation alternatives*), therefore, the choice depends on the situation in the particular municipality, including whether professionals with required education and experience are available in the municipality for organisation of the mapping process, whether the data necessary for mapping are partially available or no data collection has been performed before, the size of the municipality, etc.

*Table 1: Comparison of the process organisation alternatives*

| Process organisation alternatives | Advantages  | Weaknesses   |
|-----------------------------------|---|--|
| <b>External service provider</b>  | <ul style="list-style-type: none"><li>• It is easier for the local government to control the quality of work, as a contract</li></ul> | <ul style="list-style-type: none"><li>• The service costs for coordination of the mapping process;</li></ul> |

|                            |                 |   |   |
|----------------------------|-----------------|---|---|
|                            |                 | <ul style="list-style-type: none"> <li>is signed defining liability, the work content, terms, results and the payment for the completed work;</li> <li>The current system can be reviewed with a “fresh” look and it is possible to be independent of the existing stereotypes or opinions;</li> </ul>  | <ul style="list-style-type: none"> <li>There is no formal legitimate basis for requesting the statistics data collected by municipal authorities and to encourage the members of the working group to actively engage;</li> <li>Lack of personal contacts and knowledge of the internal communication culture in the municipality, which helps to secure efficient information exchange and cooperation process.</li> </ul>   |
| <b>Municipal resources</b> | <b>internal</b> | <ul style="list-style-type: none"> <li>Internal contacts have been established and there are clear “rules of the game”, which may help to secure faster and more efficient communication;</li> <li>Simpler approach to statistics data and collected historical information about projects, research and other information useful for mapping;</li> </ul> | <ul style="list-style-type: none"> <li>It can be difficult to find an expert who has the required experience, qualification and who can assume additional duties;</li> <li>It can be difficult to combine daily work with additional tasks for organisation of the mapping, which can have a negative effect on the mapping quality and terms;</li> <li>It can be difficult to maintain impartiality, considering that deficiencies are identified within the mapping process.</li> </ul> |

## WORKING GROUP

Irrespective of whether it is planned to entrust organisation of the mapping to an outsourced service provider or it will be implemented by the local government by using its own resources, it is necessary to establish a **working group**, which meets regularly and jointly works on mapping during the whole process (*Table 2: Composition of the working group and tasks within the mapping process*).

Securing support and active engagement in the whole process by the key persons of various fields, including the head of the local government, is among the main tasks. Mapping is much more than just collection of information about the social field. It covers all the fields important for the welfare of children and families and helps to see the interaction between them, therefore it is important that the expert of the municipality development planning in charge of planning of the overall strategic development of the municipality is actively engaged in the process. This person’s participation will help to secure information exchange and linkage with other municipal planning documents, as



well as integration of the mapping approach and methods in the local government as an independent, universal tool for identification and planning of the people's needs.

Various approaches may be employed for identification of the institutions important for the working group and their representatives. One of the options is to use the *Commission of protection of the child's rights* established by the local government and comprising experts of the system of protection of the child's rights with experience and knowledge in the field of child protection and support and able to contribute for both data collection and interpretation. Contribution by experts of the relevant fields may also be necessary for modifying data selection according to the needs of the particular region and adjusting the mapping steps and methodology. It would be desirable to include a professional of the municipal development planning, as well as professionals of other fields in the working group, as the mapping of the needs of children and families comprises different fields, including social, formal and informal education, employment, health care, the road and public transportation infrastructure, availability of housing and other aspects, which are not usually considered within the context of the children and family support strategy.

Involvement of the community members in the working group is also important, however, factors which may cause complications should be born in mind. Agreement on the meeting times of the working groups could be one of the challenges, as the community members will most probably be busy at work during standard working hours, and the employees of municipal authorities will not be prepared to participate in the working group outside their working hours. It should also be taken into account that the viewpoint of the community representatives regarding priorities and solutions may differ from the opinion of professionals, however, this should not be ignored, as it is possible that the issues brought up by the community are the most essential ones. Development of relations, mutual respect and listening is very important not only in the mapping process, but also for further cooperation because it strengthens the community trust to the municipal authorities and encourages involvement in the community life and assuming shared responsibility for it.

*Table 2: Composition of the working group and tasks within the mapping process*

| <b>Participants</b>  | <b>Tasks within the working group</b>   |
|--|---|
| <b>Development planning department of the local government</b> | It provides information about the municipal planning documents and processes, provides information exchange between the mapping working group and heads of other fields and the local government, provides access to the local government data, |

|  |  |
|--|--|
|  | including demographic, social-economic and other data necessary for mapping; helps to identify resources.  |
| <b>Social affairs authority or the municipal social service (the head or the professional working with families with children)</b>                                 | Provision of information about the situation of families with children, including the data indicating the needs of families and children, their social-economic situation and available services, resources. Provision of access to parents and children for conducting focus group discussions with specific target groups, including families bringing up children with special needs. |
| <b>Education authority</b>   | Provision of information regarding the field of formal and informal education in the municipality, including statistic data, information about support measures, resources, projects. Provision of access to parents and children for performing online opinion polls and focus group discussions.   |
| <b>Specialist in charge of youth matters</b>   | Provision of information regarding the field of informal education in the municipality from the point of view of youth, including statistics data, information about projects, activities, the situation of youth.   |
| <b>Local government specialist in health promotion matters</b>   | Provision of information regarding the health situation in the municipality, including the health statistics data, information about projects, activities aimed at families with children, young parents, children, etc.   |
| <b>General practitioner, pediatric</b>   | Provision of information regarding the health, as well as the social-economic situation for families with children, including particular risk groups, for instance, families with children with special needs, youth with addictions, minors' pregnancy, mental health issues for parents or children, and other factors affecting the welfare of children and youth.                    |
| <b>Municipal Police, State Police</b>  | Provision of information regarding the overall security situation in the municipality, including about conflicts in families with children, risk behaviour of children and youth (addictions, administrative and criminal violations).   |
| <b>Orphans' Court</b>  | Provision of information related to violation of the child's rights (including placement of children on crisis centres, out-of-family care) and situations where decisions are taken about a child (for instance, care, communication rights).   |
| <b>Community representatives (including NGO's providing support/ services to children, families; target groups, entrepreneurs, active community members, etc.)</b> | Provision of their vision regarding the social-economic situation for families with children, including particular target groups, assistance in identification of resources and solutions within the community.  |

An alternative to a single inter-sectoral working group is creation of **several smaller, coordinated work in groups**. An advantage of this model is the possibility to have in-

depth discussions of matters of a particular field, topic or a target group (*field* - social support services, education, health care; *topic* - housing, transportation matter; *target group* – youth with addictions, families with children with special needs, etc.). Professionals with specific knowledge and experience can be involved in such groups and they can help to gain in-depth, more complete understanding of the needs and issues of the target group faced by them on daily basis and to develop problem solutions. Still, a weakness of establishment of several working groups is that more resources are needed for their coordination, and this may also make data collection more difficult. Moreover, when working groups are split per topics or fields, the positive inter-sectoral cooperation aspects would be lost, including the possibilities to gain new insights and ideas which help to solve problems of each separate field more successfully.

The preference of one or the other format of the working group depends on the situation, needs and also available resources of each local government.

### 1.3. INTRODUCTION AND PLANNING EVENT

A well developed plan will serve as the mapping “road map” to be followed during the whole process to ensure its quality, achievement of the set goals and saving time and resources. The event should be organised during the mapping preparation stage to enable involvement of all the participants important for the mapping process, including institutions, professionals, community members and representatives of target groups from the very beginning. This will promote trust and support not only to the mapping process, but also activities resulting from it. The event is aimed at providing detailed information about the mapping approach, methods, tools and process to all participants, as well as discussing the participants’ roles, responsibilities, scope of works to be performed, terms and other important matters necessary for developing the plan.

The event could take a full day, therefore it can be split in 2 days, having 3-4 hour sessions at both days. The event can be organised as follows:

#### Day 1:

*1. Information about the mapping method and tools – the leader of the working group (or the mapping process initiators in the particular municipality) justifies the necessity to perform mapping and expected benefits for families, children and the community, as well as provides information to the participants about the mapping method, including the data to be collected, the mapping process stages, the organisational process and expected results.*

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*2. **Definition of a shared vision and goals** – in order to complete this task, it would be useful to involve an experienced, neutral (not representing any of the municipal organisations) moderator, because the members of the mapping team represent various fields and organisations, which may have their own, sometimes contradicting interests and understanding of priorities. In order to form a team of involved participants, it is necessary to agree on a shared vision and goals which the participants want to achieve by mapping (for instance, providing high quality, early education and support to all children residing in the municipality). This will make the mapping process meaningful for every process participant, encourage them to cooperate and provide maximum contribution to the community.*

**Day 2:**

*3. **Development of the mapping work plan** – groups may be split per fields, so that group members can discuss in detail the data and processes related to their work field/ topic, to provide proposals regarding the mapping methods and tools, the field/ institution/ community representatives and other matters related to the content and organisation.*

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*([Template 1- 1.1: Work plan of mapping of needs and resources for 8 months](#))*

The following should be defined upon completing the preparation process:

- ✓ a shared goal and vision to be achieved by the mapping process;
- ✓ the mapping work plan, including the roles, tasks, responsibility of the involved persons, the leader of the group, the coordinator or the secretariat as applicable and terms.
- ✓ the procedure of the process management and coordination, as well as information exchange.

## 2nd STAGE: MAPPING PROCESS

Needs mapping may be viewed as a process parallel to development of a geographic map where too detailed mapping requires huge resources and the end result cannot be easily reviewed. Therefore, upon starting mapping, it is important to agree on the level of detail and the scope of data in order to select only the data which provide an answer to defined questions and which is necessary for achieving the defined goal.

In order to assess **needs**, this manual proposes to work with data of a regional level, and for mapping **resources** it may be necessary to look on the level of parishes in order to identify how accessible the particular resources are for children and families at their places of residence.

If your region has expanded within the territorial reform, it is recommended to collect and assess data separately for every region. This will provide essential information about differences in the regulations of local governments, support and resources available to children and families and will help to level out differences.

The mapping process can be divided into two main work stages:

- ✓ **Data selection and summary**, which is the most time consuming work stage,
- ✓ **Data interpreting and analysis**, which requires involvement of both field experts and preferably also a data processing expert.

Upon starting data selection, you should assess what necessary information is already available, as the local government has various data, which can be found in the municipal strategic documents, action plans, annual reports of various authorities, as well as performed surveys of residents, including surveys of students and parents conducted by schools.

**Important!** *Mark the fields for which incomplete information is available, because the benefit of mapping is not only summary of what we know, but also identification of the fields where there is insufficient information in order to focus on these in future. It is also important to make notes on the collection and estimation methods of the data to ensure the comparability and reliability of the data, when collected repeatedly.*

## ***Mapping methods***

This manual comprises a selection of statistic data, as well as questions of interviews and focus group discussions, online survey questionnaires for parents and children used in a pilot project in Tukums district. It also comprises indications of target groups which were important within the context of Tukums district.

The proposed selection of mapping data, tools and methods was created in such a way as to obtain comprehensive, in-depth information necessary for a local government for adoption of high quality decisions regarding support to children and families. Mapping tools and methods can be adjusted according to the defined goals and needs of each local government, yet the complex approach should be maintained, as there is no single method which can provide all the necessary information.

### **2.1. FORMAL CONTEXT**

The first step in the mapping process is assessment of the medium and long term strategic plans, programs and binding documents of the local government. Strategic long term planning documents provide indications as to if and to what extent the plans of the local government focus on the welfare and protection of children and families and what are the priorities and the focus of the local government in deciding on investment. Medium term planning documents provide information about priorities, goals and envisaged results of various fields and they often contain data which are important within the mapping context, in particular, the field statistics, information about implemented or planned support programs, etc. Important information is also provided by short-term planning documents, which are usually developed as work programs of specific institutions. They contain specific information about the capacity of the institution, planned activities, incl. work with target groups and results, therefore, as a priority, should be assessed short-term work programs of the social service agency, education, and youth work authorities. ([\*Template 2 -1.2: Study of planning documents\*](#)).

The analysis of the binding documents, in turn, will allow to map the types of municipal material and other support (eg special reliefs or benefits when applying for the allocation of living space) for families with children, children and young people, incl. indicate whether and for which target groups special support is provided (e.g. large families, young people after alternative care, poor and low-income families). ([\*Template 3 -1.3. Research of Binding Regulations\*](#)).

The information obtained will help to outline the issues that should be discussed in interviews and focus group discussions with field specialists and target groups, as well identify segments where additional research should be performed.

## **2.2. MAPPING OF NEEDS AND RESOURCES**

The goal at this step is to perform collection of various data, including qualitative and quantitative data, so that they supplement each other and help identifying the existing situation, the needs and problems of target groups, as well as understanding their causes in order to be able to provide effective solutions.

Identification of needs may help performing inventory of “resources” by assessing if and how many of the resources available in the municipality actual comply with the needs of the target group and whether funds invested in them are used efficiently.

In terms of resources, these may include organizations and the services or activities they provide, professionals, infrastructure and equipment which may be used to support families and children and improve the quality of life. However, when looking from a broader perspective, every individual in the community is a potential resource that can be useful in supporting children and families, including a retired teacher who volunteers to help children with homework and a given subject, who organizes cultural and sports events for children in the area, or an active entrepreneur who gives young people the opportunity to learn practical work skills and earn money during summer holidays.

### **2.2.1. QUANTITATIVE RESEARCH METHODS**

The advantage of quantitative research methods is the possibility to analyse data from different perspectives, including according to the characteristics of a target group (age, gender, place of residence, etc.) and to present them graphically, and this method also helps covering a higher number of people within a relatively short period of time and low

resource investment. Moreover, quantitative data can be compared and describe the situation development. In Tukums district collection of statistics data and their analysis and online surveys were used for mapping the needs.

#### COLLECTION OF STATISTICS DATA

The selection of statistics data developed and piloted in the project consists of 5 data categories, covering the fields which are most important for development of children and helping to identify problems and risks faced by children, youth and families. Demographic data and some other quantitative data describe reproduction of the residents of the municipality, as well as the total number of mapping target groups, which is important for estimating relative indices regarding children and families exposed to particular problems and risks.

A part of the data included in the research can be obtained from the data bases published on the websites of the Central Statistics Bureau and the Disease Control and Prevention Centre, while some other data have to be requested from the particular municipal authorities. However, as the experience of this pilot project shows, some data, although recorded by the municipal authorities, are not collected, thus the data from previous years (e.g. data on conflicts and violence in families with minor children) may not be available. In the best case, data should comprise a period of 5 or minimum 3 years to be able to compare the situation and its development. ([Template 4 - 2.1.: Statistics data table](#)). The data selection can be expanded, narrowed or modified depending on the goal of mapping and/ or availability of data in the local government.

#### ONLINE SURVEYS

Within the pilot project online surveys were developed and tested for two target groups: **parents**, including caretakers and foster parents, in whose families there is a child or a young person aged up to 25 years, and **children and youth** aged from 13 to 18 years. ([Templates 5 - 2.2. and 6 - 2.3., Online survey questionnaires for parents and youth](#)). The survey was performed by using the free survey resource (google forms) which allows exporting data to Microsoft excel (.xls) format where segmenting, selection and different other tasks of data processing and analysis can be done.



Research studies are usually carried out on sample of subjects rather than whole populations. The fieldwork is drawing a random sample from the target population to which the results of the study would be generalized.

When conducting a survey, it is important to involve a statistically relevant number or *Sample size* of population e.g. the target group, relevant for the survey. A sample should 1) have all the properties of the population, 2) be of proper size and scope, 3) correspond to the research and 4) be properly selected.<sup>7</sup> There are different methods, used in the researches to determine sample size, as e.g. Taro Yamane, Krejcie & Morgan and Cochran calculation methods and there are tables with already calculated sample sizes available<sup>8 9</sup>. Yet, in practice, the correct sampling is the most challenging task in the research and errors occur in almost all studies to a lesser or greater degree. Thus, to keep it as simple as possible, a following calculation can be used:

## Criterion-based

- Population size of 100: take 15-30% as sample
- Population size of 1,000: take 10-15% as sample
- Population size of 10,000: take 5-10% as sample
- Population size of 100,000: take 1-5% as sample
- Not reliable

For example, if the defined target group of the study are families with children and there are 10 000 households with minor children in the district, the study must include 5 - 10 % or 500 to 1000 families with children, so that conclusions regarding the aggregate target group can be drawn based on the survey results. In case, if it is not possible to include the needed number of the target population, the obtained data will not be representative, i.e. applicable to the whole target group – families with children, however, it can provide valuable information about a particular target group and, combined with the information obtained from the qualitative study, e.g. in focus group discussions, will help interpreting statistics data.

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<sup>7</sup> (<https://www.statisticshowto.com/probability-and-statistics/find-sample-size/#what>)

<sup>8</sup> (<https://www.research-advisors.com/tools/SampleSize.htm>)

<sup>9</sup> ([http://www.research-system.siam.edu/images/independent/THE\\_ANALYSIS\\_OF\\_INTERNATIONAL\\_TOURISM\\_IN\\_YANGON\\_REGION\\_OF\\_MYANMAR/Chapter\\_3.pdf](http://www.research-system.siam.edu/images/independent/THE_ANALYSIS_OF_INTERNATIONAL_TOURISM_IN_YANGON_REGION_OF_MYANMAR/Chapter_3.pdf))

## IDENTIFICATION OF RESOURCES

Resource mapping is performed after collecting statistics that provide an indication of problems. This sequence is recommended because the primary data analysis identifies needs or problems, which in turn allows for targeted research on the resources available in the municipality.

The purpose of resource mapping is both to identify existing resources, including partners, support programs, services, and to identify new resources that have not previously been attracted or considered resources.

How is identification of existing resources performed? Useful information for this purpose can be obtained from the binding regulations of local governments, the annual reports of local government institutions, especially the Education Board and the Social Service, as well as the information available on the website of the local government.

In order to make collection and systematising of resources easier, they can be grouped per sectors (for instance, social and economic support, health care, formal education, etc.). ([Template 7 - 2.4.: Review of resources provided by the state and the local government and Template 8 - 2.5.: Support to parents, children and youth provided by non-governmental organisations](#))

In order to create a report where resources and support services of both the state and the local government and the non-governmental sector are combined including a reference to the levels of available resources and services, in particular, whether available resources are intended for preventive support to children and families, or they are intended for children and families facing a crisis situation, a matrix can be used which includes a division in fields and support levels. ([Template 9 - 2.6.: Matrix of resources and services](#)).

## IDENTIFICATION OF POTENTIAL PARTNERS

The main task is to identify all the groups in the community (associations, organizations and institutions) that can be used as a resource to support families with children and to create a list of potential partners. This work can be done by one person, but group work could be more effective. Valuable information can be obtained from social, educational, youth and health care professionals, who can each provide information on professionals, organizations and the services they provide to support children, young people and

parents. Students or trainees can be involved as well as an additional resource for this task.

The sources of information used can vary widely, including:

- Municipal websites. Many municipal websites have a list of non-profit organizations. They can provide not only information about community resources, but also the names of people you can contact who could know much more;
- Database of the register of social service providers of the Ministry of Welfare, which is regularly updated;
- Other national level databases containing information on non-governmental organizations in the whole country or in a specific region, municipality, community, such as data from the Company Register, the database of public benefit organizations of the State Revenue Service, etc.;
- Yellow pages of reference services, such as [www.viss.lv](http://www.viss.lv); [www.1188.lv](http://www.1188.lv) (keyword Public organizations), etc.;
- Lists of organizations and institutions that are not published. For example, a local government newspaper may have a list of their contacts with whom it can share;
- Physical or virtual boards - facebook groups, etc.;

The created list of potential partners can be structured in different ways: by alphabet, by address, by function, etc.

The next step would be to consider which of the potential partners on the list could help address the identified issues and needs in the community.

A well-thought-out, structured approach and preparation process, divided into 5 stages, helps to build an effective, mutually interesting partnership:

- **Step 1: Define the purpose of the partnership.**

*Review your list of organizations and investigate those you may want to work with. Answer the questions you hope to achieve with this partnership. Choose one organization to focus on. Think broadly! Go beyond current challenges or issues. Consider the following questions:*

- *What do we know about a particular community organization and its members, including families? How can we learn more about the organization as a partner?*
- *Do we have a common goal and vision for working together?*

- *What are the interests and needs of our potential partner? What will the potential partner gain from the partnership?*
- *What impact could our partnerships have at the community level?*
- *What changes could families experience as a result of the partnership?*
- *How can we improve support services for families and fill existing gaps through partnerships?*

- **Step 2: Evaluate the environment and partnership opportunities.**

*When thinking about your chosen organization, evaluate the strengths and challenges of a potential partnership. Consider the following questions:*

- *What kind of partnership do we have (or should we have)? What are the roles of the partnership, the families, the staff of our organization and the management team in the partnership? What is (or will be) the role of the partner organization in the partnership?*
- *What are the current (or potential) strengths of the partnership? How can we strengthen the partnership?*
- *What are the current (or potential) challenges or obstacles? What do families, our organization and our partner organization need to work together effectively?*

- **Step 3: Define specific goals and expected results from the partnership.**

*When thinking about your organization's work goals and planned activities, as well as looking at the data, define what positive changes you want to achieve as a result of the partnership. Think about your priorities for community involvement to support families and involve the families themselves. Consider the following questions:*

- *What is the purpose of our work for families? What are the expected results?*
- *How does the goal of our work fit in with the vision of the partner organization?*
- *How would the partnership help us all achieve our goals and expected results?*

- **Step 4: Identify and select strategies that support working in partnership.**

*Find out ways to support the partnership. Choose strategies to support the goal and expected results with the community partner. Consider the following questions:*

- *What information do we need from our partner to support the partnership? What information would our partner need from us? What information do we need from supported families, and what information do they need from us?*

- *What strategy should we use to communicate regularly with our partner, supported families and other stakeholders?*
- *How can we collect and learn from family feedback?*
- *What data can be shared with the partner organization and other stakeholders to facilitate decision-making?*
- *What new training and experiences would help your staff and those of your partner organization to become even more effective partners? What new training and experiences would help to ensure more efficient work with families?*

- **Step 5: Develop an action plan.**

*Think about the defined goal of the partnership and how working in partnership will achieve this goal. Ask questions to an existing or future partner:*

- *What actions do we plan to take? How to prioritize them? What can be done and at what time?*
- *How will we measure progress and monitor progress? What data needs to be collected and analyzed to measure progress? How will we use the data to learn and improve our collaboration?*
- *How will we share progress with families, our own staff and those of our partner organization and other stakeholders?*

Once the format, purpose and expected results of the partnership have been agreed with the partner, it is recommended that this be formalized by signing a Memorandum of Understanding (MoU) or Cooperation Agreement with the partner organization. It should include at least four sections:

1. Information on both parties, ie their organization and partner organization;
2. Purpose and scope of the measures;
3. Duties, responsibilities and roles of partners, expected results;
4. Principles of cooperation (type and tools of communication, including frequency of joint meetings, if remuneration is planned for the involvement of a partner, amount of payment and the principle of its calculation, reports on progress, quality criteria, etc.)

### 2.2.2. QUALITATIVE RESEARCH METHODS

Qualitative data supplement quantitative data and allow obtaining deeper and more comprehensive insight of the viewpoint of target groups regarding relevant issues. The main task of qualitative research methods is to reveal psychological aspects, motivation and needs determining often unconscious attitude and behaviour of involved target groups and answer the questions WHY? and HOW? Qualitative methods, including focus group discussions and interviews, present a great opportunity to speak and listen to the community members who are rarely listened to and who, unfortunately, sometimes justly think that nobody is interested in their viewpoint and needs.

As qualitative research methods in the pilot project were used partially structured *interviews and focus group discussions*, involving five target groups:

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1) **children and youth** (aged from 11 to 24 years)

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2) **parents**, including Roma families; foster parents and care-providers; parents who take care of a child with special needs; parents who have been assigned the status of a low-income or poor household; large families.

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3) **representatives of the local government** – managers and professionals of various fields, including education, social, youth, public health, development planning and other fields

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4) **non-governmental organisations** providing support to children and families

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5) **entrepreneurs and other active community members**

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#### FOCUS GROUP DISCUSSIONS

Considering restrictions for meeting in person, most of the focus group interviews were organised as remote events by using the function of video meetings offered by zoom platform. This, of course, narrows the possibilities offered by the focus group as a tool because the actual interaction of participants is missing and this is very important. There are less possibilities to visualise expressed ideas and opinions. Remote meetings also lack unity and the direct eye contact with the group helping to lead the conversation and to feel when and how each participant should be addressed. Based on obtained experience, the remote format of focus group discussions **is not suitable** for target groups which:

- 1) do not have necessary equipment (a computer or a smart phone);
- 2) do not have a stable Internet connection;

3) do not have technical skills or confidence of operating technologies and the zoom application, in particular;

4) cannot have a quiet, calm place to be able to participate if the focus group discussion.

The latter one was among the most frequent disturbances, in particular, when there are small children at home, because parents could rarely focus on participation in the discussion.

However, the remote format has also **advantages**, for example:

1) lower expenses – expenses for providing meals, childcare and compensation of transport to participants can be reduced;

2) saving of time - the participants' time is saved as no time needs to be spent on the road;

3) youth – friendly - it is easier to attract young people, whose involvement in discussions in person usually is a big challenge. This is related to both time consumption and the fact that young people feel more comfortable when they communicate remotely instead of personal meeting.

### **Recommendations for organising a focus group:**

**NUMBER OF PARTICIPANTS IN A GROUP:** if a focus group discussion takes place in person, the optimum number of participants is 7 - 10. If it is remote, there should not be more than 5-7 participants.

**NUMBER OF QUESTIONS:** The optimum number of questions to be discussed by a focus group is 5-6. Although, this depends on the required level of detail research of the participants' opinion and whether the asked questions are inter-related.

**LENGTH OF THE FOCUS GROUP DISCUSSION:** it is advisable not to exceed 90 minutes (1.2 h) because participants get tired and lose interest about the discussion. It should also be taken into account that the audio recording needs to be transcribed following the focus group discussion, and this is a time consuming process, therefore shorter and more focused focus group discussions will make this task easier.

**RECRUITMENT OF FOCUS GROUP PARTICIPANTS:** as the experience shows, financial motivation makes recruitment of participants much easier, as people often are not willing to devote their time without receiving anything in return. This can be a gift

voucher or something else of use for contacted participants. As regards recruitment channels, they have to be selected in compliance with the particular target group. If a narrow target group of specific interests and selection criteria needs to be recruited, for instance, youth engaged in sports, young mums, parents taking care of a child with special needs, involvement of individuals complying with the criteria in attraction of other participants would be the most efficient approach. Also social media can be used, including Facebook groups used by representatives of the particular target group. If a target group which does not want to be identified with the particular group needs to be involved, for instance, families with children assigned the status of a poor or low-income family, it would be more efficient to ask support from the social service who cooperates with these families on daily basis and has already established a personal contact with them. Families taking care of children with special needs can also be recruited in this way.

Parents and children can be successfully recruited in cooperation with the education authority, by using municipal education institutions and communication channels they use (including, e-klase, mykoob). Non-governmental organisations who provide support to particular target groups are a valuable cooperation partner for contacting socially vulnerable families with children.

**PROCESSING OF THE MATERIALS OF A FOCUS GROUP DISCUSSION:** It is advisable to prepare an audio recording of the focus group discussion in parallel to taking notes. This helps analysing obtained data and to accurately record participants' quotes.

A detailed description of the tasks to be performed in order to prepare for a focus group discussion can be found in the annex ([Template 10 - 2.7.: Focus group planning assistant](#)).

## **INTERVIEWS**

The main differences between an interview and a focus group discussion as tools for data collection are that interviews are appropriate for learning about sensitive topics which the interviewed person would not be willing to discuss at presence of other participants, and focus groups are more suitable for learning collective, although different experience and opinions. Interviews are also suitable in situations when the discussion is aimed at learning the experience and opinion of the particular person. Within the project interviews were organised with the heads of local governments and non-governmental



organisations, as well as parents who take care of children with special needs and parents in whose families high risks of provision of the child's needs are identified.

A gift voucher or similar remuneration for invested time can also be offered to participants of interviews, especially, if they are not motivated to agree to be interviewed. Like focus group discussions, it is also advisable to make audio recordings of interviews, in particular, because the interviewer has to take notes by himself/herself during interviews and this may disturb the natural flow of the conversation.

## 2.3. DATA ANALYSIS AND DEVELOPMENT OF CONCLUSIONS

Needs analysis is a process aimed at understanding collected information and drawing correct conclusions regarding needs and priorities. This process consists of the following 3 parts:

### 2.3.1. DESCRIPTION

This step includes grouping, collection and comparison of data in order to identify trends, relations and problem areas. Data indicating needs may be combined with data on available resources and services at this stage. For example, statistics data about children in out-of-family care, in social risk families, children with disability, youth with addictions and anti-social behaviour can be combined with the data about available specialists and services, for instance, foster families, social employees, ergo therapists, family assistants and other resources and services which would be necessary to provide appropriate support for the current number of children.

In the education field, statistics data about the number of children to whom a special program has been recommended (a conclusion regarding special needs by the teaching-medical commission) and children with disabilities can be combined with the number of granted assistant services for implementing support at schools, the number of schools with licensed special education program and ensure environment accessibility, the number of support personnel and full-time jobs, thus gaining an insight regarding the mean number of specialists per 100 children and the general insight of the possibilities for children with special needs to be included in the education system.

At this stage a question may arise about whether equal importance should be assigned to needs of different levels, in particular, the basic needs, like the need for food, water, housing, and the needs which are not so essential, like needs for after-school activities compliant with the child's interests. There are several criteria<sup>10</sup> which can help in prioritising the identified needs and the problems associated with them, but the prioritization and selection of problems should be given due attention and time to the use of specific methods and techniques to define and define priorities in the working group.

- **Frequency** - the problem occurs too frequently
- **Duration** - the problem has lasted for a while

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<sup>10</sup> (<https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/analyzing-community-problems/main>)

- **Numeric scope** - the problem affects many people
- **Severity** - the problem is disrupting to personal or community life, and possibly intense
- **Legal aspect** - the problem deprives people of their rights
- **Perception** - the issue is perceived as a problem

### **2.3.2. INTERPRETATION**

In this step the assessment of the mutual links of various aspects is carried out by critically verifying if collected data are sufficient, representative and if they confirm drawn conclusions. For instance, there can be a question about generalisation of data by referring the needs related to particular individuals to the complete target group or even community. For instance, if 5 interviews have been conducted with parents taking care of children with special needs and they indicate that the interviewed families have experienced difficulties as regards inclusion of children in formal education, can these data be referred to all other families facing a similar situation and residing in the municipality and can it be concluded that a systemic solution to the identified need is required. These problems are particularly important when working with data collected by qualitative research (interviews, focus group discussions). When the resource mapping is started, it is important to define the minimum number of participants in every target group to be involved in surveys, interviews and focus group to ensure that data are representative and conclusions are justified.

It is possible that additional data collection will be required at this stage in order to ensure data reliability.

### **2.3.3. FORECASTING**

This step includes simulation of possible development scenarios in future regarding particular fields and problems, based on past and current data. It provides an opportunity to predict needs and possible existing and new risks, necessary activities and resources based on future predictions. As an example can be the plan of the local government to create an out-of-family care service for youth, when the data indicate that the number of youth in need of this service will be too low in 10 or 15 years to justify investment of resources in creating this service. Or when trends reveal that the number of families of a single parent will double in future, it is necessary to create solutions for support to parents, including care of children in compliance with the needs of the family of a single parent.

The data interpretation, forecast should be performed best by involving the complete mapping working group, therefore, it would be advisable to complete this part of the task within the *brainstorming workshop*.

### 3rd STAGE: IMPLEMENTATION OF THE MAPPING RESULTS

Community problems are usually complex and are influenced by a variety of factors. Economic development depends on the global and national economy and at the municipal level you can practically not influence it. Complex problems usually have more than one cause, each of which affects the problems to different degrees and in different ways. Therefore, finding the causes of problems is not an easy task, but it is necessary to find a solution. Community problems often persist for a long time precisely because they are not easy to analyze and solve.

Also, each community has different forces with different interests and views that they seek to defend. There is also a wide divergence of views on the key issues to be addressed in the first place, so it is important to involve different target groups, especially the most vulnerable, and to ensure a transparent, sound and professionally defined priority-setting and decision-making process.

Just as problems can have multiple causes, they can have a number of solutions that work with the identified problems, analyzing the causes of the problems and looking for solutions from the perspective of the “users” of the solutions. Community involvement is also essential to cultivate a mentality of cooperation and mutual support in the municipality, which not only helps to address various social challenges more effectively, but also activates the population and creates a climate for growth and innovation in the municipality.

#### 3.1. BRAINSTORMING WORKSHOP

All the participants of the working group participate in the mapping workshop, as well as it is important to involve representatives from the target groups - parents, young people, for whom the developed solutions are intended. The members of the working group are also involved in defining and selecting priority criteria, which should be done before brainstorming at the beginning of the workshop, so that the group can focus on priority issues and work on solutions. Depending on the number of participants involved, separate working groups can be set up to work on each problem and its solution.

*Design thinking* can be applied as an efficient approach for searching for true reasons and solutions of problems, and it is both a method, a way of thinking and attitude at the same time. This allows to look at the situation from the perspective of families with children and youth as the “user” of the service and to find new, non-standard solutions.

Within this context service providers are various municipal institutions and also non-governmental organisations whose work is focused on providing support to children, youth and families.

Prior to starting practical work, the principles of design thinking should be introduced to the working group<sup>11</sup> (*Figure No. 4: 6 principles of design thinking*).

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<sup>11</sup> (<https://www.startdesign.lv/dizaina-domasana-ka-domasanas-veids-vai-attieksme>)

Figure 4: 6 principles of design thinking

## 6 PRINCIPLES OF DESIGN THINKING

### 1st principle: User focused thinking

This is the most important principle of design thinking leading through all the stages of design thinking and present also in other principles. The skill of identifying and understanding an individual's needs, emotions and habits, as well as the ability not to stick to subjective assumptions and to test hypothesis in studying the user's experience and involving the user in the design process is important.

### 2nd principle: Convergent and divergent thinking

Depending on the stage, both thinking methods are applied and combined within the process of design thinking. The principle of divergent thinking is the type of thinking where several possible solutions are generated for a single problem or issue, being aware that there is no one single correct answer. Divergent thinking is applied during the survey stage by identifying the users' experience and studying other important information, as well as during idea generation sessions aimed at generating as many as possible different ideas. Convergent thinking is applied in order to find one single most suitable and logic solution to a problem. It is applied during problem definition and idea evaluation sessions, as well as for testing prototypes.

### 3rd principle: creative and analytic thinking

Design thinking combines logical and systematic approach with the ability to find non-standard solutions for a problem. The team proposes hypothesis and tests them by performing research or testing prototypes, however, different from scientific experiment where pre-set parameters and components are used, in design thinking much more attention is paid to the unknown, not researched aspects of a problem and their simulation by using both data analysis (analytical thinking) and synthesis (creative thinking) methods.

### 4th principle: experimental thinking

"Make mistakes fast and cheap" is an important principle in design thinking meaning that every intention should be tested as soon as possible - its prototype needs to be developed and tested with users. The courage to make a mistake and to improve the solution by considering the obtained feedback is important. This is why the design thinking approach is most suitable in cases when complicated, unknown and multi-faceted problems are studied where there is no single most correct solution. The earlier the intended solution is tested, the easier it will be to change, to improve it or to reject it and to choose another solution if necessary. As in any experiment, a negative test result is considered equally important to a positive result, as any mistake creates an opportunity to learn something not known before and to improve the final solution.

### 5th principle: cooperating aimed thinking

Creation of solutions is "team sports" - the more diverse the team is, the higher the quality of the result will be. The principle of cooperation is applied in almost all the stages and methods of design thinking - the team works together. This reduces the subjectivity of authors, promotes creativity and helps to balance various approaches and ways of thinking. The teams of design thinking should be interdisciplinary, i.e. possessing various skills, experience and opinions. It is also important not to forget about involvement of the user of the product or service, as this increases the possibility that the final solution will be successful and the user will accept it.

### 6th principle: optimistic thinking

Design thinking is a rational, flexible and result-oriented process where constructive criticism and feedback is balanced with mutual tolerance to ideas of team members and democratic, equal decision making. The task of the team is to focus on "how could we..." instead of "why we cannot do it".

## STAGE 1: EMPATHISE AND UNDERSTAND

Although the design thinking process is not linear, it has several stages (*Figure No. 5: Design thinking stages*), which always starts with the situation analysis – **empathising and understanding**. This stage is aimed at developing an empathic attitude to people for whom solutions are designed and to gain maximum detailed understanding of the problem. At this stage it is very important not to hurry with too fast conclusions regarding the problem and its causes, it is necessary to understand the user's experience and needs to the smallest detail by using both aggregate data and direct interaction with people for whom these solutions are intended.

*Figure 5: Design thinking stages*



Source: Innovation training<sup>12</sup>

The clearer, more specific and complete the defined problem hypothesis is, the faster and more productive the further work will be, therefore, it is important not to hurry and to devote sufficient time and attention to this design stage.

It is recommended to use the *user's profiles and the user's experience maps* as tools in this process stage helping to identify problems and their causes.

**User's profile** – according to identified problems, the most typical profiles of families with children are developed and presented to working groups to help to better understand the situation of the family and to think about its needs. One of the maps developed in the pilot

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<sup>12</sup> (Innovation training, <https://www.innovationtraining.org/steps-to-design-thinking/>)



project may serve as an example. (*Figure No. 6: Example of a user's profile*). Usually several user's profiles are developed because also target groups and problems important for them differ.

**User's experience map** - the user's experience maps are developed based on the selected user's profile and by analysing a particular problem, situation, which has been identified in the mapping process and which is often encountered by the user. For example, provision of specialist consultations and support or inclusive education to a child with special needs.

The user's experience is analysed and documented by splitting it in steps and imagining the user's experience (what the user does and thinks at a particular step) and the user's emotions at every step, thinking about the possibilities to improve the process at each of the steps ([Template 11 - 3.1: User's experience map](#)). The team of the working group should agree on what scale and detail the processes will be examined. If this will cover a few days, months or maybe years or even decades? Like it is done in geographic maps, different time scales in mapping of the user's experience will provide different results.

### **Resources**

- *At the workshop of preparing the user's experience map it will be necessary to have large size notepaper (A1 or A0), sticking notes and markers. If the workshop is conducted online, various digital platforms intended for visual co-working may be used ([www.miro.com](http://www.miro.com), <https://www.mural.co/>), as well as tools developed for mapping of the users' experience (<https://custellence.com/>, [www.smaply.com](http://www.smaply.com)).*

Figure 6: Example of a user's profile



## STAGE 2: PRIORITIZATION AND SELECTION OF PROBLEMS

The needs assessment for families with children will have revealed many important issues and challenges for the well-being of families, but resources, including financial resources, are limited and cannot be addressed at the same time. for later. But how to decide WHAT IS THE MOST IMPORTANT, who can say it and how to choose the most important of the many important things? And once the choices have been made, how do you decide how to address these selected issues?

If these decisions are taken in a quality way, the action plan created will also be effective and address the real needs of the community. This section will provide an overview of the options and options available, how to select criteria to set priorities and decide which issues are most important, and how to find the best strategies to address them.

## *DEVELOPING AND USING CRITERIA TO SET PRIORITIES*

If the needs assessment identifies a number of significant challenges in different areas, such as health, economics, education and social protection, it is important to develop a set of criteria for all of these areas for effective assessment.

Two sets of criteria are needed to set priorities. One will help to identify priority issues, the other to identify which strategies and approaches may be most effective in addressing the selected issues. The second essential component for planning successful interventions is the decision-making process and method that will allow the planning team to choose criteria and approaches rationally and wisely.

## *WHO SHOULD BE INVOLVED IN THE CRITERIA DEFINITION AND PRIORITIZATION PROCESS?*

Several groups of community members should be involved in this process:

A. Those most affected by the identified needs and challenges, especially those members of the community who have limited resources and influence to address the problem. In this case, they will be parents, children and young people, especially if they are affected by additional risk factors such as

- low level of education;
- poor health, economic or social situation;
- belonging to a different ethnic group, religion, etc. such as Roma, immigrants;
- special needs;
- poor, uninhabitable housing.

B. Organizations and bodies providing support and cooperation with the groups referred to in point A, including:

- health care, social service providers, such as hospitals, social services, homeless shelters, non-governmental organizations;
- religious communities;

C. Institutions and officials responsible for monitoring the situation in the community and for making changes in policy or regulation, and providing preventive support, such as:

- municipal officials responsible for planning and implementing policies;
- Orphan's Court;
- police;

D. Those who may have a potential interest in dealing with various problem situations related to the target group, e.g.

- house managers who may have to deal with non-standard housing;
- entrepreneurs who have an interest in having a healthy, educated workforce in the community;
- local activists, researchers dealing with the issue (s) under consideration;
- local and other funders, government agencies, foundations.

In general, the prioritization process should be participatory and inclusive, involving all those affected by the issues at stake; people with experience in the relevant fields - health, social policy, employment, etc., as well as people working in the community. By involving all community groups directly and indirectly involved in a given problem, the process organized in this way both strengthens participatory practices and helps to identify the real needs, aspirations and views of the community. Organizing the process in an inclusive way and the fact that the participants see their contribution to it ensures public support, which is a very important aspect.

#### *WHAT METHOD SHOULD BE USED TO DEFINE PRIORITIES?*

This section describes the prioritization methods and their strengths and weaknesses. Some methods rely heavily on group participation, while others are less participatory and focus more on the data collected. It is important to remember that there is no one best method that works in all cases. In addition, each method can be tailored to the needs of a specific topic, community, or target group.

#### **• SIMPLEX METHOD**

The Simplex method is often used in the field of public health, where, similarly in the social field, complex problems need to be solved. In order to set priorities, this method uses questionnaires that list different problems and ask group members to rank the problems listed in order of importance. Thus, the method helps to find out which of the listed problems has the highest score and is given a higher priority.

However, this method depends to a large extent on how the problems and questions are formulated in the questionnaire.

***Simplex method in practice:***

*1. A simplex questionnaire is being developed, which includes various questions that help to determine the priority of the identified problems. In order to be able to compare the answers, the questions should use closed rather than open questions. The answer to each question must be an appropriate score with a higher score, reflecting a higher priority. Although an unlimited number of questions can be asked in the questionnaire, a smaller number of questions allows for faster answers and reduces the possibility of overlapping questions or other inaccuracies in the answers. For example, for each of the issues that are considered a priority, the following questions can be asked:*

*A. This social, economic or other problem affects:*

- a) very few people*
- b) less than half of the people*
- c) half of the people*
- (d) majority*
- e) everyone*

*B. The impact of this social, economic or other problem on the well-being of children, families (or any other specific area, as the context may be) is:*

- (a) none*
- (b) negligible*
- (c) significant*
- (d) serious*
- (e) very serious*

Each issue being prioritized needs its own set of questions, and in order to compare the responses and place the answers in rank order, the questions need to be comparable for each identified issue. At a minimum, each problem needs to have the same number of possible answers.

*2. Before the questionnaire is distributed, respondents need to understand the issues being presented, its impact, other information and data related to the problem, and potential interventions.*

3. *Respondents then fill out the questionnaire.*
4. *Answers to the questions relating to each issue are averaged. The issues are then ranked in order, from most important to least important.*
5. *The issues, having been placed in rank order, can be selected in one of two ways: priority issues can be all those above a cutoff point (e.g., those with scores 60); or a specified number of the top issues can be selected (e.g., the top six issues).*

**Ideas for Customizing Simplex:** *groups may choose to place additional weights to certain questions if they are deemed particularly important.*

## • NOMINAL GROUP METHOD

Nominal Group method is suitable for situations where individual judgments must be combined to arrive at decisions which cannot be determined by one person. This strategy is best used for problem or knowledge exploration, development of priorities and programs or program evaluation. In the planning process, nominal group method can be used to:

- determine what community issues are of greatest concern;
- decide on a strategy for dealing with the identified issues; and
- design improved community services or programs.

This method is based on group discussion and information exchange. Group members generate a list of ideas or concerns surrounding the discussed topic and based on the consensus and a vote to rank order the criteria, problems or solutions.

### ***Nominal group method in practice***

1. *First, it is important to establish the group structure. Decide whether or not the group should be broken down into subgroups. A more complicated problem is often better handled by being broken down into components that can be addressed by smaller subgroups. The minimum suggested size for a group is 6 to 10 people, yet this method often works well also for larger groups, and consensus can be reached with as many as 15 to 20 participants.*
2. *The group should then determine the leader or facilitator. The leader explains the process and questions being considered.*

3. *Before initiating discussion, the participants should individually write down all of their ideas and recommendations. There is no discussion at this stage. This stage should take approximately 4 to 8 minutes.*
4. *The leader works with the group to list items from each group member in a round-robin fashion. Each member is asked to briefly state one item on his or her list until all ideas have been presented. The group leader records these items, using the members' own words, on a flip chart in full view of the group. Members should state their items in a phrase or brief sentence. This step may be lengthy, especially in large groups, but may be shortened by limiting each member to a specific number of items.*
5. *Once a list has been compiled, the group then reviews, organizes, clarifies, and simplifies the material. Some items may be combined or grouped logically. Each item is read aloud in sequence. No discussion, except for clarification, is allowed at this point. This stage should generally take approximately two minutes per item, but may be shortened by allowing less time per item.*
6. *Each member of the group then individually places all the options at hand in rank order from one to ten on a notecard (or to alter this number from ten). The group members' rankings are collected and tallied.*
7. *By tallying the rankings, each item is given a total score. The results are posted on a flip-chart or through some other means whereby the group can see the results. The group leader then works with the group to discuss the preliminary results. At this point, criteria for evaluation, such as equity, proportion of the community affected, and cost of intervention, can be discussed for each item.*
8. *After the discussion, the group may re-rank their choices. The process is then re-done and the new ranking is the final product.*

#### **Ideas for Customizing Nominal Group Technique:**

- Criteria used in the discussion of the issue ranking can be selected by the community.
- Subgroups can be used to discuss issues (e.g., a subgroup can prioritize all of the environmental health issues, to come up with the priority issue to be addressed).

#### **● CRITERIA WEIGHTING METHOD**

The Criteria Weighting Method is a mathematical process whereby participants establish a relevant set of criteria and assign a priority ranking to issues based on how they

measure against the criteria. The calculated values do not necessarily dictate the final policy decision, but offer a means by which choices can be ordered.

**Criteria Weighting Method in practice:**

1. *The group first needs to start with criteria to consider about each issue. Criteria could include the following:*

- *Magnitude of the problem: How much of a burden is placed on the community, in terms of financial losses, years of potential life lost, potential worsening of the problem, etc.?*
- *Seriousness of the consequences of the problem: What benefits would accrue from correcting the problem? Would other problems be reduced in magnitude if the problem were corrected?*
- *Feasibility of correcting the problem: Can the problem be addressed with existing technology, knowledge, and resources? How resource-intensive are the interventions?*

*Other criteria might include whether the problem is perceived as serious by the community and whether incentives exist to intervene. The criteria can be derived through a variety of means, but the Nominal Group Technique (described above) is particularly suited to help in this process.*

2. *The group then has the task of determining the relative significance of each criteria. This is done through these steps:*

- a) *The criteria are discussed to assure that the group understands each criteria and its appropriateness and validity.*
- b) *Each group member places a value on each criteria, such as 1 to 5.*
- c) *These values are averaged and these averages become the weights that will be used in the final ranking process.*

3. *Next, members of the group individually rank each issue according to the criteria. A scoring system of -10 to +10 permits a more precise measure of individual issues. For example, if an issue is nearly impossible to address with current resources, it could be assigned a -8 in "feasibility of correcting the problem", but may receive a score of +8 in "magnitude of the problem." Once each member scores the issues, the scores are then averaged.*

4. *Then, the significance levels of the criteria is determined by multiplying each issue rating by the criteria weight. The product of this is the "significance level."*



5. *The significance level scores for each issue are then summed and divided by the number of criteria. The totals are then placed in rank order with the issues with the highest number being of the highest priority.*
6. *Once the issues are then ranked, the group can then make final decisions about prioritization.*

#### **Ideas for Customizing Criteria Weighting:**

- *Some groups may want to make the final prioritization decision based on discussion, using the results as a starting place.*
- *Each community needs to determine their own criteria - this allows to consideration of different, for the community essential factors.*

### **• A "QUICK AND COLORFUL" APPROACH**

This method is quick, easy, and more entertaining than the other prioritization methods described. With this method, individual group members vote to determine the priority of each health problem. The secret ballot method or the open method may be used.

#### **"Quick and Colorful" Approach in practice:**

1. *Determine if the vote should be open or by secret ballot. If it is by secret ballot, set up labeled ballot boxes for each problem to be prioritized. The boxes should be constructed so that "voters" cannot see the ballot placed by the previous voter.*

*If the vote is open, place flip charts around the room with the issues written on them.*

2. *All members of the group should be provided with tokens with which to vote. These can be colored poker chips or pieces of cardboard, numbered pieces of paper, or a similar item that indicates a relative rank (i.e., red indicates top rating, yellow-medium, green- low). If the process is by open voting, colored stickers can be used. The number of ranks can be chosen by the group, but five or fewer simplifies the process.*
3. *Group members are given an overview of each of the health issues, and are instructed to consider all of the issues and to prioritize these by voting their relative rank.*
4. *Members place one token in each box, if by secret ballot, or place a colored sticker next to the written health issue on the flip chart, if by open voting.*
5. *Votes are tallied for each health issue and the overall scores are then rank ordered.*

6. At this point, the group can accept the prioritizing that resulted from the rank order or choose to discuss the order and re-rank the health issues. Before the process begins, it is often a good idea to decide what will be done after the result of the first vote and if it is decided to vote again following a discussion, it is a good idea to decide how many times this will be done.

**Ideas for Customizing a "Quick and Colorful" Approach:**

- The group can decide to place weights on particular problems if they are deemed more important.
- The number of colored tokens or stickers that each member receives can be controlled (e.g., distribute only two red stickers).

Given the many different techniques for prioritization, planners may wonder how to determine which method to use. Different techniques are suited to different types of decisions, groups and data. Furthermore, most of these methods allow individual tailoring so that it can best meet the needs of a particular community. The chart below provides a summary of the techniques described here and the strengths and weaknesses of each.

*Table 3: Comparison of prioritization techniques*

| TYPE OF METHOD            | STRENGTHS  | WEAKNESSES   | OPTIMAL SIZE OF GROUP   |
|---------------------------|--|--|---|
| <b>SIMPLEX</b>            | Efficient and quick to use, once questionnaire is constructed. Can be used with any size group. Allows for weighting of problems.  | Requires the development of a questionnaire. Relies heavily on how questions are asked.  | Any size.   |
| <b>NOMINAL GROUP</b>      | Motivates and gets all participants involved. Can be used to identify areas for further discussion and also as part of other techniques (e.g., to help develop a Simplex questionnaire.) Allows to verify many ideas in a short period of time. Stimulates creative thinking and dialogue. | Vocal and persuasive group members can affect others. A biased or strong-minded facilitator can affect the process. Can be difficult with larger groups (more than 20-25). May be overlap of ideas due to unclear wording or inadequate discussion | Min. 6 - max 10-15. Larger groups can be broken down into subgroups.) |
| <b>CRITERIA WEIGHTING</b> | Offers numerical criteria with which to prioritize. Mathematical process (this is a weakness for   | Can become complicated. Requires pre-determining criteria.   | Any size.   |

|  |  |  |           |
|--|--|--|-----------|
|  | some). Objective; may be best in situations where this is competition among the issues. Allows group to weight criteria differently. |  |           |
| <b>A "QUICK AND COLORFUL" APPROACH</b> | Simple. Well-suited to customizing. Blinded responses prevent individuals influencing others. Less time intensive.                   | Less sophisticated. Doesn't offer the ability to eliminate options that may be difficult to address given current laws and resources. If open voting is used, participants may be influenced by others' votes. | Any size. |

There are many different techniques which can be used to identify and prioritize issues. By using formalized techniques, such as those described here, groups have a structured mechanism that can facilitate an orderly process. Such a process also offers a common starting point that groups can alter to suit their own specific needs. Whatever technique is used, it is important to keep in mind that the reason prioritization is undertaken is to include input from all interest groups. Therefore, it is vitally important to include the community when defining criteria.

### STAGE 3: BRAINSTORMING – ELABORATION AND SELECTION OF SOLUTIONS

During this stage solutions are developed by looking at the profile of the particular family and the earlier performed mapping of the user's experience indicating challenges faced by the portrayed or other families in a similar situation.

Thinking about solutions, it should be highlighted what additional information is needed to resolve a problem, what obstacles and what change motivators there are, what solutions of the problem are already in use in the particular or other regions.

When working on solutions, the main question which the working group strives to answer is "HOW COULD WE" by focusing on the family presented in the profile and similar families and their daily challenges faced by its individual members ([Template 12 - 3.2.: Work sheet of challenges and solutions](#)).

During the "dreaming" stage the ideas of solutions should not yet be evaluated based on their implementation possibilities (*lack of funding, too daring solution, unrealistic, etc.*), as

this is done during the next stage when the best ideas are selected based on defined criteria.

### **Resources**

- *Methods for **generation of ideas**: „brainstorm” and its different versions, „Crazy8”, „10 plus 10”, „The worst idea in the world” etc. Methods which help to make ideas more diverse and content-filled — SCAMPER, „Mashups”, search for analogies, etc.*
- *Methods for **selection and evaluation of ideas**: grouping of ideas and evaluation based on defined criteria (for instance, the required funding, implementation speed, etc., by assigning point scores.*

### **STAGE 3: DEFINITION OF THE VISION**

In this work stage the working groups define the desirable vision regarding the municipality, for example, in year 2030 by looking from the perspective of the particular family profile and the perspective of the resulting needs and problems, accessibility of current services and resources in the municipality, as well as based on general parameters important for the development of the municipality, for instance, the birth rate, number of children, youth and families, the unemployment rate, etc. This integrates also the results of both preceding stages, in particular, empathising, understanding and brainstorming (*see Figure no.7. Vision about a region focused on families with children*).

Figure 7: Vision about a region with the focus on families with children



#### STAGE 4: DEFINITION OF GOALS AND TASKS

If the time permits, particular goals and tasks are defined in the same or a separate working session in order to achieve the desirable future vision developed by the group starting from the situation today. In order for the goal not to be abstract, it should conform with the so called SMART (*specific, measurable, affordable, relevant, time bound*) criteria, in particular:

- ✓ Specific
- ✓ Measurable
- ✓ Affordable
- ✓ Relevant, appropriate for the situation
- ✓ Time bound

When goals are defined, *strategic and operational goals should be distinguished*. An example of a strategic goal could be as follows: *Provision of accessibility of services and support compliant with the individual needs of families and children by 2030*. An indicator for assuring that the goal has been attained could be *the results of satisfaction of families with children*. An operational goal could be as follows: *provision of inclusive education for*

*90% of children with special needs.* Defined goals and tasks, as well as all the materials developed in the brainstorming workshop present valuable basis for further work of the local government, including development of planning documents, definition of priorities, development of tasks and goals, as well as investment and resource planning as regards families, children and youth.

### **3.2. AGREEMENT ON IMPLEMENTATION OF THE RESULTS**

In order to implement the plan developed by the working group, comprising goals and tasks for attaining the defined vision, the formal support by the political and administrative management of the local government is needed for this plan. If at least some management representatives of the local government have been involved in the mapping process, there should not be a problem to agree on the particular action, including funding for implementation of the plan, as all the concerns and criticism from the management would have been considered during the plan development process. However, in order to gain additional support for making the decision, the plan developers can additionally collect information about various possibilities of attracting funding by using the funding of the European Union or other publicly available funds. Another increasingly frequently applied practice for solving social problems important for the community is creation of partnerships between the public and private sector, therefore, provisional negotiations may be conducted with entrepreneurs and representatives of the non-governmental sector regarding possible partnership for implementation of the plan. In the course of developing the plan, a possibility to implement the plan in several stages may be provided, by initially focusing on individual problems particularly important for families with children and their solutions.

It is important that implementation of the mapping process and development of the work plan is not considered as the process conclusion, but rather the starting point for implementation of actual change, and the active community representatives involved in the process maintain positive pressure on the level of the management of the local government.

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TEMPLATE 1 – 1.1. WORK PLAN FOR NEEDS AND RESOURCE MAPPING FOR 8 MONTHS

[illegible]

| TASKS   | PLANNED RESULTS  | RESPONSIBLE | M1 | M2 | M3 | M4 | M5 | M6 | M7 | M8 |
|---|--|-------------|----|----|----|----|----|----|----|----|
|   | 2.3.3. <i>Formal agreements have been concluded with the members of the working group</i>  |             |    |    |    |    |    |    |    |    |
| 2.4. Information and planning event               | 2.4.1. <i>A presentation has been prepared with information to acquaint the participants of the event with the mapping approach, goals, work steps</i> |             |    |    |    |    |    |    |    |    |
|   | 2.4.2. <i>Invitations sent to the participants of the event</i>  |             |    |    |    |    |    |    |    |    |
|   | 2.4.3. <i>An agreement has been concluded with the moderator on the management of the 2nd part of the event</i>  |             |    |    |    |    |    |    |    |    |
|   | 2.4.4. <i>Event facilities and catering for participants</i>   |             |    |    |    |    |    |    |    |    |
|   | 2.4.5. <i>A 2-day event has been organized</i>   |             |    |    |    |    |    |    |    |    |
|   | 2.4.6. <i>A summary with participants' proposals, defined goals, tasks, etc. was prepared and sent out. relevant information</i>                       |             |    |    |    |    |    |    |    |    |
| 3. MAPPING PROCESS                                |  |             |    |    |    |    |    |    |    |    |
| 3.1. Research and compilation of formal context   | 3.1.1. <i>A list of documents relevant to the mapping objectives has been created</i>  |             |    |    |    |    |    |    |    |    |
|   | 3.1.2. <i>A summary of the content of planning documents and binding regulations for children and families has been prepared</i>                       |             |    |    |    |    |    |    |    |    |
| 3.2. Statistical data collection, data processing | 3.2.1. <i>Updated data set</i>   |             |    |    |    |    |    |    |    |    |
|   | 3.2.2. <i>Summary of available data</i>  |             |    |    |    |    |    |    |    |    |
|   | 3.2.3. <i>Data validity checked</i>  |             |    |    |    |    |    |    |    |    |

| TASKS  | PLANNED RESULTS  | RESPONSIBLE | M1 | M2 | M3 | M4 | M5 | M6 | M7 | M8 |
|--|--|-------------|----|----|----|----|----|----|----|----|
| <b>3.3. Conducting online surveys, data processing</b>               | 3.3.1. Online questionnaires for young people and parents have been clarified and created  |             |    |    |    |    |    |    |    |    |
|  | 3.3.2. Information about the survey is disseminated in places accessible to the target group audience (e-class, municipal portal, parents' forums, etc.) |             |    |    |    |    |    |    |    |    |
|  | 3.3.3. A number of questionnaires filled in by young people and parents have been compiled and analyzed  |             |    |    |    |    |    |    |    |    |
| <b>3.4. Focus groups and interviews, data processing</b>             | 3.4.1. The FG and target groups, institutions to be involved in the interviews and their number have been specified                                      |             |    |    |    |    |    |    |    |    |
|  | 3.4.2. Initially determined number of participants   |             |    |    |    |    |    |    |    |    |
|  | 3.4.3. Prepared material for interviews and focus group discussions, incl. range of questions to be asked  |             |    |    |    |    |    |    |    |    |
|  | 3.4.4. The specified number of interviews and focus group discussions were implemented and data were transcribed   |             |    |    |    |    |    |    |    |    |
| <b>3.5. Resource mapping, data processing</b>                        | 3.5.1. Data sets specified   |             |    |    |    |    |    |    |    |    |
|  | 3.5.2. Collected and processed data  |             |    |    |    |    |    |    |    |    |
| <b>3.6. Data analysis, interpretation and drawing of conclusions</b> | 3.6.1. Collected by mapping, incl. quantitative and qualitative data   |             |    |    |    |    |    |    |    |    |
|  | 3.6.2. Data matching and validation performed  |             |    |    |    |    |    |    |    |    |
|  | 3.6.2. Data visualization performed  |             |    |    |    |    |    |    |    |    |
|  | 3.6.3. A presentation with a summary of mapping results has been prepared - identified needs and resources   |             |    |    |    |    |    |    |    |    |

| TASKS   | PLANNED RESULTS  | RESPONSIBLE | M1 | M2 | M3 | M4 | M5 | M6 | M7 | M8 |
|---|--|-------------|----|----|----|----|----|----|----|----|
| <b>4. BRAINSTORMING WORKSHOP AND IMPLEMENTATION OF RESULTS</b>              |  |             |    |    |    |    |    |    |    |    |
| <b>4.1. Organization of brainstorming workshop</b>                          | <i>4.1.1. Potential participants identified and invitations sent out</i>   |             |    |    |    |    |    |    |    |    |
|   | <i>4.1.2. Moderator's tasks, role and associated workshop moderator, are defined</i>   |             |    |    |    |    |    |    |    |    |
|   | <i>4.1.3. Developed workshop agenda, defined concept and work methods as well as group work goals, tasks and expected results</i>                                |             |    |    |    |    |    |    |    |    |
|   | <i>4.1.3. Prepared materials, tools for group work</i>   |             |    |    |    |    |    |    |    |    |
|   | <i>4.1.4. Event rooms and catering for participants have been organized</i>  |             |    |    |    |    |    |    |    |    |
|   | <i>4.1.5. A 2-day creative workshop event was organized</i>  |             |    |    |    |    |    |    |    |    |
|   | <i>4.1.6. A summary of the results of the working groups has been prepared - vision, goals and priorities, developed solutions and tasks</i>                     |             |    |    |    |    |    |    |    |    |
| <b>4.2. Preparation of a plan for the implementation of mapping results</b> | <i>4.2.1. A meeting was organized with the municipal management / area leaders and an agreement was reached on the implementation of the developed work plan</i> |             |    |    |    |    |    |    |    |    |
|   | <i>4.2.2. Work plan approved by the municipality with defined tasks, results, deadlines, responsible persons and implementation budget</i>                       |             |    |    |    |    |    |    |    |    |

*TEMPLATE 2 – 1.2. STUDY OF PLANNING DOCUMENTS - OVERVIEW OF MUNICIPAL PLANNING DOCUMENTS FROM THE PERSPECTIVES OF FAMILIES WITH CHILDREN, CHILDREN AND YOUTH*

| Type of planning document   | Title of the planning document | Comments on the content of the document, which mentions families with children, children and young people as a target group (with reference to defined goals, tasks, performance indicators, etc.) |
|---|--------------------------------|--|
| <b>Long-term development documents (covers a period of &gt;7 years)</b>   |                                |  |
|   |                                |  |
|   |                                |  |
|   |                                |  |
|   |                                |  |
| <b>Medium-term development documents (covers a period of 7-3 years) incl. County development program; Public health strategy; Youth policy development program, etc.)</b> |                                |  |
|   |                                |  |
|   |                                |  |
|   |                                |  |
| <b>Short-term programs, work plans (covers a period of &lt;3 - 1 year)</b>  |                                |  |
|   |                                |  |
|   |                                |  |
|   |                                |  |
|   |                                |  |

| SOCIAL BENEFITS FOR FAMILIES WITH CHILDREN   |  |                |
|--|--|----------------|
| TYPES OF MATERIAL SUPPORT  | CONDITIONS FOR RECEIVING THE BENEFIT (indicating the document where specified) | AMOUNT, in EUR |
| Housing benefit  |  |                |
| Allowance for large families with children   |  |                |
| Crisis benefit   |  |                |
| Allowance for payment for medical services   |  |                |
| Housing benefit  |  |                |
| Newborn child care allowance   |  |                |
| Allowance for starting school in the 1st grade   |  |                |
| Health care benefit (eg orthodontic service)   |  |                |
| Disability child care allowance  |  |                |
| Other types of benefit   |  |                |
| BENEFITS FOR CHILDREN - ORPHANS  |  |                |
| Allowance for children after reaching the age of majority for the purchase of soft equipment |  |                |
| Orphan's allowance for independent living  |  |                |
| Monthly allowance for orphaned children after reaching the age of majority                   |  |                |
| Housing benefit  |  |                |
| Other benefits (eg support for training, transport, health, etc.)                            |  |                |
| SOCIAL GUARANTEES, BENEFITS FOR FAMILY FAMILIES, GUARDIANS                                   |  |                |
| One-time benefit for a foster family, guardian   |  |                |
| Food supplement  |  |                |
| Remuneration for the performance of the duties of a foster family, guardian                  |  |                |
| OTHER TYPES OF BENEFIT   |  |                |

TEMPLATE 4 - 2.1. STATISTICAL DATA TABLE

| Data position  | Data source                         | Year 5 | Year 4 | Year 3 | Year 2 | Year 1 |
|--|-------------------------------------|--------|--------|--------|--------|--------|
| <b>1. Demographic, incl. household characteristics</b>   |                                     |        |        |        |        |        |
| <b>Population</b>  | CSB<br>(Central Statistical Bureau) |        |        |        |        |        |
| <b>Number of births</b>  | CSB                                 |        |        |        |        |        |
| <b>Number of minors (0-18)</b>   | CSB                                 |        |        |        |        |        |
| <b>Number of young people (13-25)</b>  | CSB                                 |        |        |        |        |        |
| <b>Total number of households (dwellings), thous.</b>  | CSB                                 |        |        |        |        |        |
| <b>Total number of families (two or more persons living in the same dwelling (including unregistered cohabitation and single parents with children) are considered a family)</b> | CSB                                 |        |        |        |        |        |
| <b>Average household size, persons, incl. number of children</b>   | CSB                                 |        |        |        |        |        |
| <b>Population by marital status (single, married, divorced, widowed, unknown)</b>  | CSB                                 |        |        |        |        |        |
| <b>Number of marriages and divorces</b>  | CSB                                 |        |        |        |        |        |
| <b>2. Economic situation of families with children, youth</b>  |                                     |        |        |        |        |        |
| <b>Poor households</b>   | CSB                                 |        |        |        |        |        |
| <b>Proportion of poor households out of all households</b>   | CSB                                 |        |        |        |        |        |
| <b>Low - income households</b>   | CSB                                 |        |        |        |        |        |
| <b>Poor households (data as of 1 January)</b>  | Municipality                        |        |        |        |        |        |
| Of them - single-parent families with 1-2 children   | Municipality                        |        |        |        |        |        |
| Partial families with 3 and more children  | Municipality                        |        |        |        |        |        |
| full families with 1-2 children  | Municipality                        |        |        |        |        |        |
| full families with 3 and more children   | Municipality                        |        |        |        |        |        |
| <b>Low-income households (data as of 1 January)</b>  | Municipality                        |        |        |        |        |        |
| Of them - single-parent families with 1-2 children   | Municipality                        |        |        |        |        |        |
| Partial families with 3 and more children  | Municipality                        |        |        |        |        |        |
| full families with 1-2 children  | Municipality                        |        |        |        |        |        |
| full families with 3 and more children   | Municipality                        |        |        |        |        |        |



|  |                                  |  |  |  |  |  |
|--|----------------------------------|--|--|--|--|--|
| <b>Characteristics of income-tested recipients of municipal social assistance benefits by family composition</b>               | Municipality or Welfare ministry |  |  |  |  |  |
| families   |                                  |  |  |  |  |  |
| persons in families  |                                  |  |  |  |  |  |
| families   |                                  |  |  |  |  |  |
| persons in families  |                                  |  |  |  |  |  |
| <b>Unemployed</b>  | CSB                              |  |  |  |  |  |
| Of these, the number of unemployed young people (15-24)  | CSB                              |  |  |  |  |  |
| <b>Number of young people involved in the “Learn and Do” project (Young people aged 15-29 who are not studying or working)</b> | Education Board                  |  |  |  |  |  |
| <b>3. Health and social situation</b>  |                                  |  |  |  |  |  |
| <b>Number of children with disabilities</b>  |                                  |  |  |  |  |  |
| <b>Number of families receiving a supplement for a disabled child</b>  |                                  |  |  |  |  |  |
| <b>Number of families receiving care allowance for a disabled child</b>  |                                  |  |  |  |  |  |
| <b>Offenses against children</b>   |                                  |  |  |  |  |  |
| <b>Families with children with developmental disabilities</b>  |                                  |  |  |  |  |  |
| Number of families   |                                  |  |  |  |  |  |
| Number of children   |                                  |  |  |  |  |  |
| <b>Number of children in out-of-home care (total, as of January 1)</b>   |                                  |  |  |  |  |  |
| Guardianship   |                                  |  |  |  |  |  |
| In a foster family   |                                  |  |  |  |  |  |
| In the institution   |                                  |  |  |  |  |  |
| <b>Domestic violence with minor children</b>   |                                  |  |  |  |  |  |
| <b>Juvenile delinquency</b>  |                                  |  |  |  |  |  |
| <b>Administrative offenses of minors</b>   |                                  |  |  |  |  |  |
| <b>Drug use, being under the influence of drugs (Minors)</b>   |                                  |  |  |  |  |  |
| <b>Alcohol consumption, storage, being under the influence of alcohol (Minors)</b>   |                                  |  |  |  |  |  |
| <b>Addictions (substances and processes) (0-24 years)</b>  |                                  |  |  |  |  |  |
| <b>Child and youth mortality (0 -24 g)</b>   | CSB                              |  |  |  |  |  |
| 0-14 years   | CSB                              |  |  |  |  |  |

|  |                 |  |  |  |  |  |
|--|-----------------|--|--|--|--|--|
| 15-19 years  | CSB             |  |  |  |  |  |
| 20-24 years  | CSB             |  |  |  |  |  |
| <b>incl. suicides (0-24 years)</b>   |                 |  |  |  |  |  |
| <b>Minor mothers</b>   |                 |  |  |  |  |  |
| <b>4. Formal and non-formal education</b>  |                 |  |  |  |  |  |
| <b>Children attending pre-school educational institution (incl. private PEI),% of all children from 0-7 years (as of 31 May)</b> | Education Board |  |  |  |  |  |
| 0-4 years,% of children of the specific age group  |                 |  |  |  |  |  |
| 5-7 years,% of children of the specific age group  |                 |  |  |  |  |  |
| <b>Number of children in schools (as of May 31)</b>  | Education Board |  |  |  |  |  |
| <b>Number / percentage of early school leavers (cumulative number as of 31 May)</b>  | Education Board |  |  |  |  |  |
| <b>Number of students recommended for the special program (opinion of the pedagogical-medical commission on special needs)</b>   | Education Board |  |  |  |  |  |
| <b>Number of developed individual education program acquisition plans (IIPAP)</b>  | Education Board |  |  |  |  |  |
| <b>Number of educational institutions where the environment is accessible, incl.</b>   | Education Board |  |  |  |  |  |
| Pre-school educational institutions  |                 |  |  |  |  |  |
| Schools  |                 |  |  |  |  |  |
| Vocational education institutions  |                 |  |  |  |  |  |
| <b>Number of children involved in After-school activities (as of January 1)</b>  | Education Board |  |  |  |  |  |
| <b>5. Housing conditions</b>   |                 |  |  |  |  |  |
| <b>How many families with children live without amenities (without water and sewerage)</b>                                       | Municipality    |  |  |  |  |  |
| <b>How many families with children stand in line for living space</b>  | Municipality    |  |  |  |  |  |

| SURVEY FOR PARENTS   |   |
|--|---|
| <p><b>Description of the survey</b> - information about the target group and purpose of the survey (who and why is addressed to participate in the survey), a brief description of the scope of the questions, an indication of the time taken to complete the questionnaire and the time until which the survey will be active. This includes information on the respondents, a reference to confidentiality and the person responsible for collecting and processing the data.</p> |   |
| <p><b>1. Personal data:</b></p>  |   |
| <p>1.1. Gender</p> <p><input type="checkbox"/> Woman</p> <p><input type="checkbox"/> Man</p> <p>1.2. Family characteristics</p> <p><input type="checkbox"/> Full family (both parents)</p> <p><input type="checkbox"/> Single parent family</p> <p><input type="checkbox"/> Foster family</p> <p><input type="checkbox"/> Guardian</p>   | <p>1.3. Number of children in the family</p> <p><input type="checkbox"/> 1</p> <p><input type="checkbox"/> 2</p> <p><input type="checkbox"/> 3</p> <p><input type="checkbox"/> 4 or more</p> <p>1.4. Place of residence (city, parish). <i>It is recommended to list all parishes in order to obtain information about the situation in individual parishes, and not only in the county as a whole.</i></p> |
| <p><b>2. How do you assess the possibilities for children living in your municipality to receive high-quality, competitive basic education close to home?</b> (Please give a rating on a 5-point scale, where 1- very bad; 5 - excellent)</p> <p><input type="checkbox"/> 5 - excellent</p> <p><input type="checkbox"/> 4 - good</p> <p><input type="checkbox"/> 3 - average</p> <p><input type="checkbox"/> 2 - weak</p> <p><input type="checkbox"/> 1 - very bad</p>               |   |
| <p><b>2.1.</b> If the rating given in the previous question was 1-3, please state the reasons for your rating</p>  |   |
| <p><b>3. How do you assess the opportunities for non-formal education and meaningful leisure time (groups, educational courses, etc.) for children and young people in your region?</b> (Please give a rating on a 5-point scale, where 1- very bad; 5 - excellent)</p>  |   |
| <p><u><b>For children up to 12 years old</b></u></p> <p><input type="checkbox"/> 5 - excellent</p> <p><input type="checkbox"/> 4 - good</p> <p><input type="checkbox"/> 3 - average</p> <p><input type="checkbox"/> 2 - weak</p> <p><input type="checkbox"/> 1 - very bad</p> <p><i>I can not evaluate, I have no experience</i></p>   | <p><u><b>For young people from 13 years of age</b></u></p> <p><input type="checkbox"/> 5 - excellent</p> <p><input type="checkbox"/> 4 - good</p> <p><input type="checkbox"/> 3 - average</p> <p><input type="checkbox"/> 2 - weak</p> <p><input type="checkbox"/> 1 - very bad</p> <p><i>I can not evaluate, I have no experience</i></p>  |
| <p><b>3.1.</b> If the rating given in the previous question was 1-3, please state the reasons for your rating</p>  |   |
| <p><b>4. How do you assess the possibilities for a family with children to find quality housing at an affordable price in your region?</b></p> <p><input type="checkbox"/> No problem, various options are available</p> <p><input type="checkbox"/> Complicated but possible</p> <p><input type="checkbox"/> Very difficult, this is a big problem</p> <p><input type="checkbox"/> I can not evaluate; I have no experience</p>   |   |

**5. Please rate your county from your perspective on the following scales from 1 to 5, where 1 is very poor and 5 is excellent**

|   | 5 | 4 | 3 | 2 | 1 | I can not evaluate; I have no experience |
|---|---|---|---|---|---|--|
| 5.1. Child care services (kindergartens and / or nannies)   |   |   |   |   |   |  |
| 5.2. Active recreation, sports opportunities  |   |   |   |   |   |  |
| 5.3. Cultural and entertainment opportunities   |   |   |   |   |   |  |
| 5.4. Parent education and support (courses, seminars, consultations, etc.)  |   |   |   |   |   |  |
| 5.5. Public transport   |   |   |   |   |   |  |
| 5.6. Safety (possibility to ride a bike safely, move in the evenings, etc.)   |   |   |   |   |   |  |
| 5.7. Health care (availability of various specialists, eg family doctor, dentist, etc.)                                 |   |   |   |   |   |  |
| 5.8. Availability of psycho-social support services for families, children ((psychologist, social worker, mentor, etc.) |   |   |   |   |   |  |

**6. Please rate from your perspective how friendly your municipality is for families with children in general** (Please give your rating on a 5-point scale, where 1- very unfriendly; 5 - very friendly)

- ☐ 5 - very friendly
- ☐ 4 - friendly
- ☐ 3 - moderately friendly
- ☐ 2 - unfriendly
- ☐ 1 - very unfriendly

**7. Could you please name some positive aspects in your region that are important to you as a family with children** (free text)

**8. Do you have any suggestions on what needs to be improved in your county (municipality) to improve living conditions for families with children?** (free text)

*Finally, THANK YOU for participating in the survey and inform where and when the summarized survey results will be available*

| Survey for YOUNG PEOPLE  |  |
|--|--|
| <p><b>Description of the survey</b> - information about the target group and purpose of the survey (who and why is addressed to participate in the survey), a brief description of the scope of the questions, an indication of the time taken to complete the questionnaire and the time until which the survey will be active. This includes information on the respondents, a reference to confidentiality and the person responsible for collecting and processing the data.</p>   |  |
| <p><b>1. Personal data:</b></p>  |  |
| <p>1.1. Age</p> <p>1.2. Gender</p> <p><input type="checkbox"/> Woman</p> <p><input type="checkbox"/> Man</p>   | <p>1.3. Place of residence (city, parish). <i>It is recommended to list all parishes in order to obtain information about the situation in individual parishes, and not only in the county as a whole.</i></p> |
| <p><b>2. How have you and your schooling been affected by the pandemic? Do you have the necessary technical equipment and support to study remotely? Which of the following statements do you agree with? (Multiple answers possible)</b></p> <p><input type="checkbox"/> I have the necessary technical equipment (computer, tablet)</p> <p><input type="checkbox"/> I have a stable, powerful enough internet connection</p> <p><input type="checkbox"/> I receive enough support from teachers to learn the subject</p> <p><input type="checkbox"/> I have a place at home where I can study without hindrance</p> <p><input type="checkbox"/> If necessary, I can get training help from family members</p> <p><input type="checkbox"/> Distance learning puts a lot of stress on me and I find it difficult to learn the substance</p> <p><input type="checkbox"/> I am worried about my success because it is negatively affected by distance learning</p> |  |
| <p><b>3. If you want to tell more about your experience during distance learning, write it here. We will be very grateful, it will be very useful for us.</b></p>  |  |
| <p><b>4. What are the opportunities for young people to choose leisure activities that meet their interests (sports, cultural events, interest education, etc.) in their region? (Multiple answers possible)</b></p> <p><input type="checkbox"/> There are many options and I use them</p> <p><input type="checkbox"/> Opportunities are available, but they are far or difficult to reach by public transport</p> <p><input type="checkbox"/> Opportunities exist but do not meet my interests</p> <p><input type="checkbox"/> There are opportunities, but I don't have time for hobbies</p> <p><input type="checkbox"/> There are options, but they are fees and I (my family) cannot afford to pay for them</p> <p><input type="checkbox"/> There are few opportunities and / or I have no information about them</p>  |  |
| <p><b>5. Which of the following do you agree with when thinking about your region? (Multiple answers possible)</b></p> <p><input type="checkbox"/> Young people in our region have enough opportunities to get involved in various activities, including volunteering, projects, youth organizations</p> <p><input type="checkbox"/> I have access to information about current events in the county that are important for young people (eg where and what activities take place, internships or summer job opportunities, projects, etc.)</p> <p><input type="checkbox"/> Young people can influence what happens in the municipality and what decisions are made</p> <p><input type="checkbox"/> I think that the municipal management and politicians are interested in the needs and thoughts of young people</p>   |  |
| <p><b>6. Please rate from your perspective your municipality in the following aspects, on a scale of 1-5, where 1 is very poor and 5 is excellent</b></p>  |  |

|  | 5 | 4 | 3 | 2 | 1 | <i>I can not evaluate; I have no experience</i> |
|--|---|---|---|---|---|---|
| 6.1. Active recreation, sports opportunities   |   |   |   |   |   |   |
| 6.2. Cultural and entertainment opportunities  |   |   |   |   |   |   |
| 6.3. Interest education (groups, courses, trainings)   |   |   |   |   |   |   |
| 6.4. Public transport  |   |   |   |   |   |   |
| 6.5. Internship, career counseling, youth work in summer   |   |   |   |   |   |   |
| 6.6. Career education and job opportunities for young people   |   |   |   |   |   |   |
| 6.7. Safety (possibility to ride a bike safely, move in the evenings, etc.)  |   |   |   |   |   |   |
| 6.8. Health care (availability of various specialists, eg family doctor, dentist, etc.)  |   |   |   |   |   |   |
| 6.9. Psychological and social support (school psychologist, social pedagogue, youth mentor, etc.)  |   |   |   |   |   |   |
| <b>7. Do you have any suggestions on what needs to be improved in your municipality (city, parish) in order to improve the development opportunities and life of young people? (free text)</b> |   |   |   |   |   |   |
| <i>Finally, THANK YOU for participating in the survey and inform where and when the summarized survey results will be available</i>  |   |   |   |   |   |   |

| Data position   | Data source     | Year 5 | Year 4 | Year 3 | Year 2 | Year 1 |
|---|-----------------|--------|--------|--------|--------|--------|
| <b>Formal education resources</b>   |                 |        |        |        |        |        |
| <b>Number of participants in the PUMPURS project</b><br>(Support for the reduction of early school leaving to reduce the number of early school leavers.) | Education Board |        |        |        |        |        |
| <b>Support staff in schools (Number of specialists / full staff), incl.</b>   | Education Board |        |        |        |        |        |
| Speech therapist  |                 |        |        |        |        |        |
| Psychologist  |                 |        |        |        |        |        |
| Special educator  |                 |        |        |        |        |        |
| Social pedagogue  |                 |        |        |        |        |        |
| <b>Number of assistant services provided for the implementation of support in an educational institution</b>  | Education Board |        |        |        |        |        |
| <b>Number of educational institutions where special education programs are licensed, incl.</b>  | Education Board |        |        |        |        |        |
| Preschool   |                 |        |        |        |        |        |
| In primary school   |                 |        |        |        |        |        |
| High school   |                 |        |        |        |        |        |
| Other (eg vocational school)  |                 |        |        |        |        |        |
| <b>Number of educational institutions with Pedagogical correction programs</b>  | Education Board |        |        |        |        |        |
| <b>Number of educational institutions with Social Correction educational programs</b>   | Education Board |        |        |        |        |        |
| <b>Number of educational institutions with general secondary education equalization programs</b>  | Education Board |        |        |        |        |        |
| <b>Number of students studying at Home</b>  | Education Board |        |        |        |        |        |
| <b>Number of educational institutions with Distance Learning programs</b>   | Education Board |        |        |        |        |        |
| <b>2. Resources for after school activities</b>   |                 |        |        |        |        |        |
| <b>After-school activities, programs</b>  | Education Board |        |        |        |        |        |

|   |                        |  |  |  |  |  |
|---|------------------------|--|--|--|--|--|
| Choir, small music groups   |                        |  |  |  |  |  |
| Creative industries   |                        |  |  |  |  |  |
| School theater, stage speech  |                        |  |  |  |  |  |
| Sports clubs  |                        |  |  |  |  |  |
| Folk dance  |                        |  |  |  |  |  |
| Environmental education   |                        |  |  |  |  |  |
| Visual and visual plastic art   |                        |  |  |  |  |  |
| Computer graphics and computer training   |                        |  |  |  |  |  |
| Other   |                        |  |  |  |  |  |
| <b>3. Social support resources and services for families with children, children, youth</b> |                        |  |  |  |  |  |
| <b>Social workers for work with families with children</b>                                  | SD (Social Department) |  |  |  |  |  |
| <b>Social rehabilitators</b>  | SD                     |  |  |  |  |  |
| <b>Out-of-home care resources, incl.</b>  | SD                     |  |  |  |  |  |
| Number of foster families in the municipality   | SD                     |  |  |  |  |  |
| Number of guardians in the municipality   | SD                     |  |  |  |  |  |
| <b>Addiction specialist</b>   | SD                     |  |  |  |  |  |
| <b>Legal advice</b>   | SD                     |  |  |  |  |  |
| <b>Psychologist consultations</b>   | SD                     |  |  |  |  |  |
| <b>Support and educational groups for parents</b>   | SD                     |  |  |  |  |  |
| <b>After-school activities for children (as a family social support)</b>                    | SD                     |  |  |  |  |  |
| <b>Family support personal service</b>  | SD                     |  |  |  |  |  |
| <b>Physiotherapist service</b>  | SD                     |  |  |  |  |  |
| <b>Occupational therapist service</b>   | SD                     |  |  |  |  |  |
| <b>Montessori teacher service</b>   | SD                     |  |  |  |  |  |
| <b>Clinical speech therapist service</b>  | SD                     |  |  |  |  |  |
| <b>Family therapist</b>   | SD                     |  |  |  |  |  |
| <b>Music therapist</b>  | SD                     |  |  |  |  |  |
| <b>Dance therapist</b>  | SD                     |  |  |  |  |  |
| <b>Transport service</b>  | SD                     |  |  |  |  |  |
| <b>Other services</b>   | SD                     |  |  |  |  |  |
| <b>4. Primary health care resources</b>   |                        |  |  |  |  |  |
| <b>Family doctors</b>   |                        |  |  |  |  |  |
| <b>Pediatricians</b>  |                        |  |  |  |  |  |
| <b>Other specialists</b>  |                        |  |  |  |  |  |



TEMPLATE 8 - 2.5. SUPPORT BY NON-GOVERNMENTAL ORGANIZATIONS FOR PARENTS, CHILDREN AND YOUTH

| Parish,<br>city | Organization | Contact<br>person | Address | Type of support, services | Areas of support | Registration<br>in the<br>Register of<br>Social<br>Service<br>Providers of<br>the Ministry<br>of Health |
|-----------------|--------------|-------------------|---------|---------------------------|------------------|---|
|                 |              |                   |         |                           |                  | YES   |
|                 |              |                   |         |                           |                  | NO  |
|                 |              |                   |         |                           |                  |   |
|                 |              |                   |         |                           |                  |   |
|                 |              |                   |         |                           |                  |   |

TEMPLATE 9 - 2.6. RESOURCES AND SERVICES LEVEL MATRIX

| SERVICE LEVELS                                    | AREAS / FIELDS |          |                  |   |                |
|---|----------------|----------|------------------|---|----------------|
|   | PSYCHO-SOCIAL  | ECONOMIC | FORMAL EDUCATION | AFTER-SCHOOL<br>ACTIVITIES, NON-<br>FORMAL EDUCATION,<br>CULTURE, SPORT | HEALTH<br>CARE |
| UNIVERSAL SERVICES                                |                |          |                  |   |                |
| PREVENTIVE SERVICES                               |                |          |                  |   |                |
| TARGETED<br>INTERVENTIONS                         |                |          |                  |   |                |
| MEASURES TO PROTECT<br>THE RIGHTS OF THE<br>CHILD |                |          |                  |   |                |

*This material is intended to help you plan and implement a focus group discussion and can be used as a guide and to-do list to help you successfully prepare for and lead a focus group discussion.*

**STEP 1:** Formulate for yourself what is the purpose of the focus group discussion, because each tool has its own range of applications that can be done with it and for which it is not suitable.

| Focus group discussion <b>IS</b> appropriate if ...  | Focus group discussion is <b>NOT</b> appropriate if ...  |
|--|--|
| <ul style="list-style-type: none"> <li>• Interactions between participants is an important aspect</li> <li>• It is important to accurately record participants' comments</li> <li>• it is necessary to conduct in-depth research of participants' opinions and to understand what factors influence participants' opinions or behaviour</li> <li>• It is important to find out and understand the differences in the views and perspectives of the participants</li> <li>• wants to test the participants' reaction to a service or other type of innovation or to receive feedback on the currently offered services</li> <li>• Additional information is needed to be able to interpret the quantitative study (statistical) data</li> </ul> | <ul style="list-style-type: none"> <li>• The aim is to reach a consensus among the participants</li> <li>• Need to ask sensitive questions to participants</li> <li>• The aim is to educate people</li> <li>• The aim is to obtain conclusions that are generalizable and applicable to a larger population</li> <li>• Participants represent a group that is aggressive or has a political interest in disseminating their views</li> <li>• It is necessary to evaluate the effectiveness of a program</li> </ul> |

**STEP 2: Plan your focus group**

- ✓ Define criteria for selecting participants (target group) and create a list of potential participants.
- ✓ Define the optimal total number of participants from each target group, based on the calculation that in order to recruit 7-10 participants, at least 12 - 15 potential participants must be addressed.
- ✓ Plan how the participants will be recruited and decide whether a reward or other motivation will be offered for participation.
- ✓ Plan at least 3 weeks for recruiting participants.
- ✓ Plan and assign resources necessary for the management of focus groups - focus group leader, protocol recorder, participant recruiter. It is recommended that the focus group leader choose a neutral person who is experienced in leading the focus group and who is not personally involved in the topic being discussed in the focus group.
- ✓ Provide funding if it is planned to offer a motivating gift to the participants, pay for the focus group leader or other needs listed in step 5).

**STEP 3: prepare a participant's consent form or obtain parental consent if children are participating in a focus group**

- ✓ if the participants are not adults - to prepare on their own form and send in advance to the parents the consent forms for the child's participation in the focus group, including information about the focus group, incl. date, goals, information about the organizers.
- ✓ to prepare the consent form of the adult participants of the event in 2 copies, one of which will remain with the organizers of the event, the other - with the participant.

#### **STEP 4: Create a focus group protocol that includes the 7 most important elements**

- 1. Introduction** - the focus group leader would like to thank the participants for their willingness to share their views and experiences and introduce themselves and their assistant.
- 2. Participant's consent** - participants confirm that they do not object to the audio recording and anonymised use of the data in the mapping.
- 3. Agreeing on rules** - eg that all ideas are valuable and not criticized; there are no right, wrong opinions; don't talk to everyone at once, etc.
- 4. Introduction** - introduces the purpose and main issues of the focus group.
- 5. Opening or "warm-up" questions** - Invite participants to introduce themselves and ask simple questions.
- 6. Main or "in-depth" questions** - 2-3 important questions are asked, on which the participants express their opinion and experience.
- 7. Conclusion** - in the conclusion it is possible to clarify some unclear issues and inform where where the collected mapping material will be available, as well as whether and how it will be possible to participate in the process of implementation / monitoring of mapping results.

#### **STEP 5: Organizational preparations**

- ✓ Choose a focus group location that is easy for participants to reach and has enough space for participants to sit comfortably and feel comfortable.
- ✓ Provide healthy snacks and drinks.
- ✓ Find out if the participants need childcare during the focus group and if so, provide extra space and people to look after the children.
- ✓ Find out if it's needed to provide transportation for participants (pay for public transport tickets or arrange transport for participants).
- ✓ Agree with the focus group leader and commentator on organizational and content issues, including providing an opportunity to familiarize yourself with the focus group protocol and issues before the focus group.
- ✓ Prepare the recorder for focus group audio recording and test the recording sound quality in advance.
- ✓ 1-2 days before the focus group to contact the group members and ask to confirm participation, recall location and time and answer questions if any.
- ✓ Prepare signs indicating the location of the focus group.

#### **STEP 6: Things to take with the focus group**

- ✓ Place signposts
- ✓ Focus group protocol and notepad (two sets if you need to divide the group into two groups)
- ✓ Voice recorder
- ✓ Name labels
- ✓ Water / snacks (plates / napkins)
- ✓ Participant consent forms (make 2 copies per person per group. Participants keep one copy, sign and return one copy to the coordinator.)
- ✓ Participants' signature page
- ✓ Stand with paper and sticky notes, pens and marker (if you plan to generate ideas)
- ✓ If compensation is provided - gift cards or similar.

#### **STEP 7: After the focus group**

- ✓ Transcribe the focus group discussion and prepare summary conclusions, outlining the most frequently asked questions, opinions, topics
- ✓ Share the results of the focus group discussion with the group

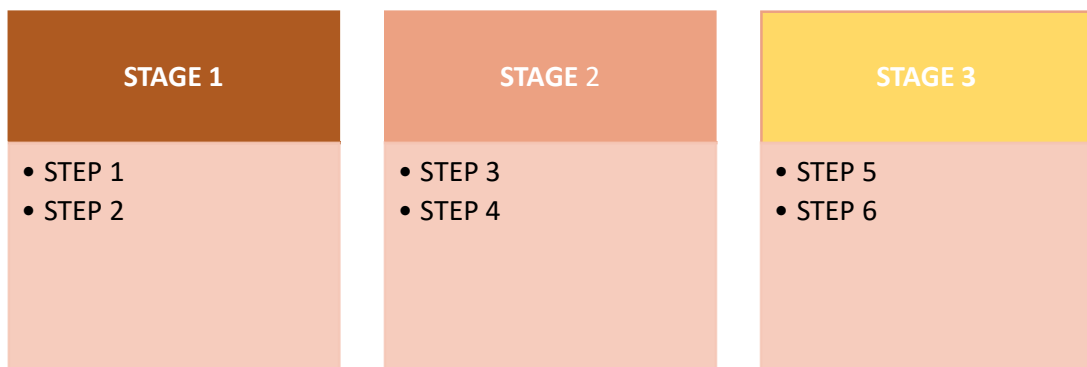
TEMPLATE 11 - 1. USER'S EXPERIENCE MAP

**User:**

**Situation / Problem:**

**The aim:**

**1. Process steps and user actions at each stage:** (What steps does the user need to take to reach the goal?)



**2. User experience in each of the stages / steps (how the user feels):**

**3. Improvements to be made (in terms of process and content):**

|   |   |
|---|---|
| <b>Problem / challenge:</b>   | <b>Known solutions:</b>                     |
| <b>What to find out?:</b>   | <b>Key stakeholders:</b>                    |
| <b>Obstacles:</b>   | <b>Promoters:</b>                           |
| <b>How could we? :</b><br>(action) _____<br>(object) _____<br>(context) _____<br>(restrictions) _____ | <b>Ideas / solutions:</b><br>1.<br>2.<br>3. |