

Tool #5: Environmental Assessment: Different areas and variables

A group exercise taking stock of the environment to identify opportunities and threats to scale up of a specific intervention or activity.

When we know our environment, we can leverage opportunities, and minimize threats. This tool helps you see where adaptations might be needed in the intervention or activity you have selected for scale. This will allow you to strengthen your scale-up strategy by anticipating key opportunities and threats to scale-up success.

How to use this tool

1. Assign to small groups 1-3 areas or domains suggested by the tool that impact EVAC scale-up that they are familiar with.
2. For each area or domain, the group should identify two key factors affecting scale up.
3. For each area or domain, decide if it has a positive, negative or mixed effect on scale up and the potential strength of its impact.
4. Looking across all identified areas or domains, identify 3 priority opportunities which potentially support scale up and 3 potentially significant threats to scale up. Discuss these as a group.
5. Identify key actions that can take advantage to take advantage of opportunities and minimize threats.



Children's Engagement

When using this tool Joining Forces seeks children's engagement in two distinct ways: 1) integrating information about children's views and perspectives as it relates to the tool's topic and 2) as a source of data for each tool. Locating opportunities for child participation and child safeguarding (as separate and complementary) is a shared responsibility of all Joining Forces partners. In this tool, children can discuss threats and opportunities to their involvement in scaling up this intervention/activity, for example the feasibility of implementing it in schools. They can also reflect on social norms that would support or constrain expansion of the intervention/activity.

Reminder

Feel free to adapt this tool in any way that works for your team and your context!

Environmental Assessment: Different areas or domains

STEP 1: ASSIGN AREAS OR DOMAINS

Break into small groups.
Each group should be assigned 1–3 areas
or domains they know well.

POLITICAL ENVIRONMENT

Political situation, security and governance that may conflict with or advance scale up.

ECONOMIC ENVIRONMENT

National or local economic realities that may impact—positively or negatively—scale up of the intervention/activity under consideration.

CHILD FRIENDLY HEALTH SERVICES

Access to services, infrastructure, logistics, human resources

FUNDING ENVIRONMENT

Funding, collaboration between partners, presence of other programs

EDUCATION SYSTEM

School management, teacher training, educational policies

COMMUNITY AND HOUSEHOLD

Social and gender norms and other cultural factors

POLICY ENVIRONMENT

National and local policies that exist or are needed in the area of EVAC.

CHILD PROTECTION ENVIRONMENT

Systems in place to protect children from violence, exploitation, neglect and abuse

OPPORTUNITIES FOR CHILD ENGAGEMENT

Participation of children as active agents of change for ending violence

STEP 2: RECORD

Below are nine general domains or areas that may influence the programming environment as it relates to ending violence against children. Divide these among members of the local Joining Forces team according to who may be informed of each domain or area. Each assigned individual or group of team members should identify **two key factors** within the domain/area that are relevant to the proposed intervention or activity. For each key area, consider if it is a potentially positive, negative or mixed issue and then the degree to which the issue is significant to adaptation and scale up.

Example

	AREAS/DOMAINS	WHAT IS THE IMPACT?	
	POLICY ENVIRONMENT	POSITIVE, NEGATIVE OR MIXED	SIGNIFICANCE OF IMPACT
KEY ISSUES	Slow roll-out of new policy permitting use of health hotline phone number for reporting violence against children to police.	Mixed in many respects as people don't associate EVAC with health, but in East Mandinara, it is setting a positive example.	Not significant nationally but may have local significance. To be monitored.
	Government requiring civil society participation in international funding directed towards children.	Very positive.	Recent high-profile awards in the area of education. Raised general awareness.

	AREAS/DOMAINS	WHAT IS THE IMPACT?	
	POLITICAL ENVIRONMENT	POSITIVE, NEGATIVE OR MIXED	SIGNIFICANCE OF IMPACT
KEY ISSUES			

	ECONOMIC ENVIRONMENT		
	KEY ISSUES		

	CHILD FRIENDLY HEALTH SERVICES		
	KEY ISSUES		

	AREAS/DOMAINS	WHAT IS THE IMPACT?	
	FUNDING ENVIRONMENT	POSITIVE, NEGATIVE OR MIXED	SIGNIFICANCE OF IMPACT
KEY ISSUES			
	EDUCATION SYSTEM		
KEY ISSUES			
	COMMUNITY AND HOUSEHOLD		
KEY ISSUES			
	POLICY ENVIRONMENT		
KEY ISSUES			
	CHILD PROTECTION ENVIRONMENT		
KEY ISSUES			
	OPPORTUNITIES FOR CHILD ENGAGEMENT		
KEY ISSUES			

STEP 3: ANALYZE AND DISCUSS

Mark all the relevant areas.
Use a separate sheet for each of the areas of variables that impact EVAC

1. Consider all of the key issues that were identified on the "Step 2: Record" sheet, for this tool.
2. As a group, prioritize three opportunities for, and three threats to adaptation and scale up. Write these in the boxes below.
3. For each opportunity or threat. As a group consider what actions or strategies you will enact to take advantage of/maximize the opportunity or minimize the threat. Write these in the appropriate box.
4. The entire group should discuss the key actions or strategies identified in this exercise.

OPPORTUNITIES

+	AREA OR DOMAIN:	
	OPPORTUNITY:	ACTION/STRATEGY TO MAXIMIZE IT:

+	AREA OR DOMAIN:	
	OPPORTUNITY:	ACTION/STRATEGY TO MAXIMIZE IT:

+	AREA OR DOMAIN:	
	OPPORTUNITY:	ACTION/STRATEGY TO MAXIMIZE IT:

THREATS

-	AREA OR DOMAIN:	
	THREAT:	ACTION/STRATEGY TO MINIMIZE IT:

-	AREA OR DOMAIN:	
	THREAT:	ACTION/STRATEGY TO MINIMIZE IT:

-	AREA OR DOMAIN:	
	THREAT:	ACTION/STRATEGY TO MINIMIZE IT: