1. Introducing the Capabilities Research Model

Children’s Neighbourhoods Scotland is a place-based approach to addressing child poverty in Scotland, with a focus on enabling children and young people’s voices to be heard in the planning of activities, services and policies that concern them. For this reason, we have chosen to use a Capabilities approach (Sen, 1982; Nussbaum, 1998) to research in schools and community groups, which is a multidimensional approach to evaluating wellbeing. The approach works with children and young people to identify their top priorities for wellbeing in their neighbourhoods, through dialogue and discussion. Twelve Capability domains are explored over the course of the programme, outlined below:

<table>
<thead>
<tr>
<th>CAPABILITIES DOMAINS</th>
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<tr>
<td>1. Living a long life</td>
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<tr>
<td>2. Feeling safe</td>
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<tr>
<td>3. Being healthy</td>
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<tr>
<td>4. Feeling happy and confident</td>
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<tr>
<td>5. Enjoying love and support from friends and family</td>
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<td>6. Having the opportunity to learn</td>
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<td>7. Having a safe and warm place to live, food and clothes</td>
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<td>8. Having the opportunity to get involved in activities you value</td>
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<td>9. Being able to take part and have a voice in your community</td>
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<td>10. Have access to nature and/or pets</td>
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<td>11. Being protected by the law</td>
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<tr>
<td>12. Have the opportunity to play and/or enjoy leisure time</td>
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The table below gives an indication of the length of time required for the analysis of the questionnaires on different sample sizes.

### C. FINAL ANALYSIS

<table>
<thead>
<tr>
<th>School Role</th>
<th>100</th>
<th>500</th>
<th>1000</th>
<th>1500</th>
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<tbody>
<tr>
<td>25% Sample</td>
<td>25</td>
<td>125</td>
<td>250</td>
<td>375</td>
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**Paper questionnaire**

- Approx. 8 mins per questionnaire
- 3-4 hrs, 16-17 hrs, 33-34 hrs, 50-51 hrs

**Digital questionnaire**

- Approx. 5 mins per questionnaire
- 2-3 hrs, 10-11 hrs, 20-21 hrs, 31-32 hrs

These timescales are indicative and based on previous analyses. However please note that there can be significant differences in the amount and complexity of free text responses which may increase or decrease the time required.

Qualitative data gathered during Section A of the programme is combined with the questionnaire data collected in Section B to produce a final capabilities framework. This will be presented as a large format poster to allow for easy sharing by children and young people.

How to cite this model:


Glasgow: Children’s Neighbourhoods Scotland.

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Twitter: @CnScotland #HelpingChildrenAchieve

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2. Programme delivery

The aim of the programme is to train a small group of students (e.g. ten) as co-researchers, who will carry out a wider piece of research with their peers and produce a framework which represents the priorities for wellbeing of their school or organisation. The programme is designed to be as flexible as possible in its delivery to ensure that it is appropriate for the different groups involved. Some of the capabilities will be less familiar than others and require more time for exploration. The programme is separated into two parts: Section A (Exploring Capabilities and Developing Research Skills) and Section B (Conducting Research).

2.1. Section A

The capabilities are woven through the sessions outlined below, focusing on 2-3 at a time. The order this is done in is likely to vary depending on the group involved. The length of time taken to work through the programme is also tailored, in discussion with the school or youth organisation, to ensure it is appropriate and manageable. Several possible models for this are outlined on page two. This is not an exhaustive list. The product of Section A will be a ranked list of the most important capabilities according to the small co-researcher group. The learning sessions also introduce students to a range of creative research methods.

2.2 Section B

Section B builds on the research skills that are woven through Section A. In this component, the children and young people decide on and design their own research tool to expand the data set around capabilities with their peers. In schools the target sample size is 25%. Examples of research tools that may be used include questionnaires (both paper and digital) and focus groups. Once the group has designed the tool, they will be supported to collect the data from their peers. The most appropriate way to do this is decided with the group and the school team. It is worth noting that the amount of time required to do this can vary significantly based on the size of the school. Analysis of the data can be undertaken by children and young people and/or by CNS research staff, depending on the time available.

The product of Section B will be a framework of the ‘top five’ ranked capabilities priorities that represents the school or group. Each of these priority areas will include detailed definition and ideas for how this might be realized in the local neighbourhood and beyond.

2.3 Data Analysis and production of Capabilities framework

Analysis of data will involve the compilation of the school or group’s ‘top five’ priorities for wellbeing, drawing on the original twelve domains. Each of these priorities will be defined in more detail, by analysing in-depth focus group discussion by the co-researcher group. The final framework will include some suggestions for how this capability domain could be supported by resources/services/policies in the local neighbourhood.

Results will then be presented by the co-researcher group, back to the school or group for discussion on the next steps for action. Further work towards the identified goals will be supported by our CNS Local Coordinators.

3. Timescales for delivery

Timescales for delivery are flexible. Learning components 1-8 require approximately 1.5 hours each. Learning components 9-13 require approximately 3 hours each. The session could be delivered in a range of ways, as follows:

- Developing Research Skills (8 weeks x 1.5 hours p/w) + Conducting Research (6 weeks x 1.5 hours p/w)
- Developing Research Skills (4 weeks x 3 hours p/w) + Conducting Research (3 weeks x 3 hours p/w)
- Developing Research Skills (1 week as an intensive delivery) + Conducting Research (1 week as intensive delivery)
- Site-specific mode of delivery to accommodate needs of school/group