



**Children's  
Neighbourhoods  
Scotland**

## B. CONDUCTING RESEARCH (CO-RESEARCHER PROGRAMME)

Learning component*	Purpose and methods	Skills development
10. <b>Develop research methods</b>	To develop understanding of different research tools, their potential uses, strengths and limitations To develop a research tool(s) to undertake 25% sample of school/group population (Optional: to undertake qualitative research, e.g. focus group discussion) Research methods: Questionnaire; Focus Group facilitation	Dialogue and deliberation
11. <b>Fieldwork</b>	To undertake research with a 25% sample of the school/group population Research methods: Questionnaire; Focus Group facilitation	Co-researcher skills: presentation, listening, organisation
12. <b>Analysis</b>	To analyse research findings and draw out common themes Analysis of questionnaires; Analysis of group dialogue transcripts	Analysis: simple statistical analysis Analysis of focus group discussion
13. <b>Presentation of findings</b>	Presentation of overall school/group capabilities framework and discussion of next steps based on research Design and production of poster	Presentation skills Dialogue on next steps

The table below gives an indication of the length of time required for the analysis of the questionnaires based on different sample sizes.

## C. FINAL ANALYSIS

School Role	100	500	1000	1500
<b>25% Sample</b>	<b>25</b>	<b>125</b>	<b>250</b>	<b>375</b>
<b>Paper questionnaire Approx. 8 mins per questionnaire</b>	3-4 hrs	16-17 hrs	33-34 hrs	50-51 hrs
<b>Digital questionnaire Approx. 5 mins per questionnaire</b>	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:

Ward, S., Bianchi, V., Bynner, C., Drever, A., McBride, M., McLean, J. (2019) 'CNS Capabilities Research Model.' Glasgow: Children's Neighbourhoods Scotland.

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# CAPABILITIES RESEARCH MODEL

## 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:

### CAPABILITIES DOMAINS

1. Living a long life	7. Having a safe and warm place to live, food and clothes
2. Feeling safe	8. Having the opportunity to get involved in activities you value
3. Being healthy	9. Being able to take part and have a voice in your community
4. Feeling happy and confident	10. Have access to nature and/or pets
5. Enjoying love and support from friends and family	11. Being protected by the law
6. Having the opportunity to learn	12. Have the opportunity to play and/or enjoy leisure time

## 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 10-13 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

### A. EXPLORING CAPABILITIES AND DEVELOPING RESEARCH SKILLS

Learning component*	Purpose and methods	Skills development
1. <b>Introduction to Capabilities Approach</b>	To introduce the Children's Neighbourhoods programme To introduce the Capabilities Approach and why it is a useful way of measuring wellbeing in neighbourhoods	Critical thinking
2. <b>Mapping the community</b>	To explore the local neighbourhood using visual research methods Research method: Mapping your neighbourhood	Working collectively
3. <b>Mapping the community (2)</b>	To explore the local neighbourhood and what makes it unique using visual research methods (2) Research method: Neighbourhood walkabout/narrative photography	Critical thinking Working collectively
4. <b>Exploring identity</b>	To explore what is important in supporting wellbeing Research method: self-portraits	Self-reflection and confidence-building
5. <b>Vote on priorities</b>	To choose the key priorities for action for CYP in this neighbourhood	Dialogue and democratic decision-making
6. <b>Understanding local issues</b>	To explore the complexities of a key local issue or priority through a structured debate Research method: gathering data and participating in debate Group discussion on capabilities priorities 1 & 2	Debating and dialogue – understanding and presenting complex information.
7. <b>Uncover local stories</b>	To explore the rich history and experience of local people in our neighbourhoods Research method: storytelling Group discussion on capabilities priorities 3 & 4	Listening and analysis
8. <b>Explore digital media</b>	To research digital resources of community information To explore digital research tools Research method: online research/digital tools Group discussion on capabilities priority 5	Digital awareness Analysis skills
9. <b>Early Findings</b>	Analysis of small group priorities and capabilities framework	