SESSION: PRIORITY RANKING  
CONTENT: SESSION PLAN

DEVELOPED BY: THE CONCERNED FOR WORKING CHILDREN

OBJECTIVES:

* YOU WILL LEARN WHAT IS MEANT BY PRIORTISING ISSUES.
* YOU WILL IDENTIFY IMPORTANT FACTORS WHICH HAVE TO BE TAKEN WITH CONSIDERATION WHILE PRIORITISING ISSUES.
* YOU WILL LEARN ONE METHOD OF PRIORTISING CALLED THE PRIORITY RANKING.

MATERIALS:

* CARDS
* STONES
* A BOARD OR SOME FLOOR SPACE
* SOME CHALK
* BALLOT SLIPS (OPTIONAL)

METHOD:  
PRIORITY RANKING ACTIVITY  
INTERACTIVE DISCUSSIONS

SESSION PLANS:  
Step 1: Read out the objectives of the session.

Step 2: introduce the session. The introduction could include the following points:

* Priority ranking is a tool that CWC evolved with Bhīma Sangha when the children expressed their dissatisfaction with the simple majority as a method of decision-making.
* They felt that the concerns of the minority or the less articulate were being ignored and side-lined and they wanted something that would take these concerns into considerations and give them their due weight.
* Through a series of discussion and testing, together with Bhima Sangha this tool was developed.

Step 3: Work with a group of children. Make sure that boys outnumber girls. Ask one of them to volunteer to represent a disabled girl child who needs crutches.

Step 4: Write down three issues ‘playground’, ‘toilets’ and ‘clutches’ on individual cards. Place the cards on the board or on the floor in the following manner.

|  |  |  |
| --- | --- | --- |
| PLAYGROUND | TOILETS | CRUTCHES |
|  |  |  |

Step 5: Ask the children to vote for what they think is the most important issue by a show of hands or ballot. Indicate the votes they give for each issue in the following manner:

|  |  |  |
| --- | --- | --- |
| PLAYGROUND | TOILETS | CRUTCHES |
| 12 | 6 | 2 |

Step 6: Ask the children whether they think their choices are fair or right. Chances are that they will say no, move on to step 6 right away.

If they say yes, intervene and explain the need and urgency of the other issues that may not have got maximum votes. Now move on to step 6.

Step 7: Then ask them what are the factors they should think about before making their choice. They may come out with a series of factors:

* The ‘need’ of toilets for girls.
* The ‘urgency’ with which the disabled girls need the crutches.
* The ‘ease’ with which they get what they need.
* The ‘impact’ they can have.
* The ‘number’ of people who may benefit from it etc.

Step 8: Write down the factors they come up with in the following manner:

**PRIORITY RANKING GRID**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **NUMBER TO BENEFIT** | **NUMBER OF MARGINALISED TO BENEFIT** | **URGENCY NEED** | **IMPACT** | **EASE** | **TOTAL SCORE** |
| **PLAY GROUND** |  |  |  |  |  |  |
| **TOILETS** |  |  |  |  |  |  |
| **CRUTCHES** |  |  |  |  |  |  |

STEP 9: Ask the children to form groups on the basis of the issue they voted for. For example, all the children who voted for the ‘playground’ form one group. So three groups will be formed.

Step 10: Now give each group of children ten stones. Ask them to discuss each column vertically and rank each issue according to the criteria at the top of the column. For example ask them to rank the columns according to

* The number of children it will benefit (column 1)
* The number of marginalised children it will benefit (column 2)
* The urgency (column) with which it is needed.
* The impact it will have (column 4) and
* The ease with which it can be achieved. (column 5)

Each group will have to share the ten stones among the three issues that they have to choose rom. They may or may not use all their stones. After they are through with the first column, ask them to go through the next column with fresh sets of stones for each column.

Step 11: As they place their stones, each group has to explain the reasons for their prioritisation and the others can argue and debate until the group’s rationale is accepted.

Step 12: Now total the stones in each row. This will indicate which issue needs to be dealt with first, second and so on.

Step 13: Explain to them that all three issues are important in their own right and will have to be addressed in due course. Weighted ranking in no way negates the importance of any of the issue listed. It gives us some clarity on which of them has to be taken up immediately, which of them needs fewer resources, which of them has larger impact etc. it is an important tool for strategic planning.

Step 14: Ask the participants what they learn from their exercise. Note down their responses. If they seek any clarifications, provide them. Please remember that the criteria for the prioritisation may vary from group to group. It is important that each group/organisation of children develop their own criteria. Do not attempt to universalize or standardise this. They need to arrive at it themselves, only then will they own it.

Step 15: Sum up the session. End with a quick evaluation of the session.