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Facilitators' Pack

PARTICIPATION
FOR
PROTECTION
(P4P)



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Dear Facilitators

This pack contains information about the workshops you will hold with children and young people (CYP). The purpose of these workshops is to seek the views of children and young people on:

- what they know about, and to whom they turn if they want to report or seek help for harm/violence;
- what they think would help children and young people accessing information and looking for help; and
- what type of professional responses they think would be appropriate.

This pack contains information about the content and methodology for the workshops. You will also find information on safeguarding and ethical procedures for recruiting participants in the appendices at the end of this document.

1. General information: A Child-Rights Based Approach

The research team based at the Centre for Children's Rights (CCR) at Queen's University Belfast in Northern Ireland developed this facilitators' pack (www.qub.ac.uk/ccr). They have designed the methodology and the tools you will use for gathering information from the participating children, using a child rights-based participatory approach. In the development phase, CCR researchers worked with two groups of children as advisors (CRAGS – Children's Research Advisory Groups) on the study. The Northern Ireland based advisory group consisted of 16 children and young people aged 9-17 years (8M;8F). One group was made up of 9-10 year olds (4M:4F) and the other group were aged 16-17 (4M:4F). The Advisory Group members have provided insight into the key issues surrounding the project and have helped us design appropriate and accessible child-friendly material and methods of engagement for the project. The Session Plans included have been developed with two aims in mind:

- Capacity building – information giving
- Information generating

The four Session Plans aim to collect and enhance children's understanding of:

- violence and their rights;
- supports available in response to violence;
- risks of violence and how disclosures of violence could be enhanced; and
- how responses could be more meaningful to children.

The idea is that we start from children's current understanding (of violence in Session 1, and rights in Session 2) and build up from this. As such, we move from their current level of understanding, to informing them (i.e. enhancing their understanding). We also move from collecting their views more generally on violence/ rights/ supports, to collecting specific views on types of violence and supports (that they might have experienced), and rights in practice. Each Session Plan notes its aims and each builds on the one before, using similar resources or reminding CYP of what was done before. This way information generation is incremental. We take account of children's starting point and of the sensitivity of the issues we are discussing.

The Sessions have also been planned to depersonalise the issue of violence – through general questions, scenarios, characters. We expect, however, that children and young people will talk about personal examples. Please see 'tips for discussing sensitive issues' and 'pointers for developing a group work contract'. Also ensure that all members of your team are familiar with the Distress Protocol and Safeguarding Procedures. It is important the Session Plans are adapted to suit the groups you will be working with. Some groups may prefer discussion rather than activities, some may require you to support them in written tasks, some may prefer not to use props (as in Session 4 – you might just use the scenarios and discussion questions only). Interactive tasks are only of value if the facilitator and CYP are comfortable with them. They are mainly stimulus for discussion. If you decide to adapt the Session Plans, or develop your own methods, please ensure that you,

- a. implement a child-rights based approach to your work with the group ensuring you are building capacity as well as collecting information;
- b. collect general views on violence and rights before moving into the specific issues for the group;
- c. collect views on what a specific rights-respecting professional/ institution they interact with would be like (see Session 3).

2. Workshop Methods

In this pack we have included examples of all the documents you will need to recruit participants and run the workshops. You will find these in the appendix:

- 1: FACILITATOR SAFETY AND WELL-BEING PROTOCOL (Page 16)
- 2: ETHICAL CONSIDERATIONS INCLUDING OBTAINING CONSENT (Page 17)
- 3: EXAMPLE INFORMATION LEAFLETS AND CONSENT FORMS (Page 19)
- 4: DISTRESS PROTOCOL (Page 25)
- 5: SESSION 1 – EXAMPLE IMAGES (Page 26)
- 6: SESSION 2- EXAMPLE IMAGES (Page 31)
- 7: EVALUATION SHEET (Page 32)

You may adapt these to tailor to your own context and include your organisations logos.

The format of the workshops will depend on the group you are working with in terms of communication level and style. Importantly, the CYP will not be asked about their own experiences but rather the focus will be on what can and should be done to help CYP experiencing violence more broadly. Regardless of the format, and for consistency, you will cover specific topics and questions, which you will find below – in the workshop schedule. Take the children through the Information Leaflet and Consent Form and obtain consent before proceeding. Example Information Leaflets and Consent Forms are in the appendix section.

- If possible, use a location where participants will be comfortable to sit and talk to each other and that is free from interruptions and distractions.
- The materials you will need to run the workshop(s) include notepads and pens or pencils, cards (or badges, stickers etc) for writing participants' names on, and the workshop questions and activities guide.
- Allow the group to take breaks when the need arises.

Other tips

- Arrive early to prepare the space. Arrange the chairs, set up the audio-recording

equipment if required, have the materials to hand and organise refreshments etc.

- Welcome the participants (and their parents) as they arrive and go through the information and consent procedures outlined.
- Place yourself in the group, at the same level as the participants.
- Give an overview and reiterate the information on the consent form to check that the CYP understand what they will be doing and what will happen to their information.
- Make sure the group know that what they say will be kept anonymous and confidential unless a safeguarding issue arises.
- If one participant dominates and others are quiet ask 'does anyone else have anything to say', or 'I'm interested to hear what other members would like to add'.
- Ask for clarification rather than assume you understand what the participants mean, by asking questions such as 'when you say ... what do you mean by that?'
- End the discussion on a positive note. Thank the participants for their time and contribution. Tell them what will happen next.
- Allow the group to introduce themselves and maybe use an appropriate ice-breaker.

Example ice-breakers: Most CYP enjoy ice-breakers, games and energizers although some do not. These can be used to create a positive atmosphere among a group, particularly if participants do not know each other well, to help relax and motivate them, and to break down social barriers. Here are some examples which may be useful but you are of course free to use your own if you prefer.

1. Getting to know you - Materials Needed: Flipchart with Q's, Music, Ball

Description: Ask the CYP to stand (or sit) in a circle and start by holding a large ball (football /beachball). Put up on flipchart a few questions such as:

- My favourite food
- Ideal job and why
- Favourite film star or TV character
- 1 interesting fact about me

Tell them that you are going to throw the ball to someone in the room and they are to throw it to someone else and so on. The second facilitator will start the music and when they stop it randomly, the person left holding the ball must **State their Name and answer one of the Q's on the Flipchart**. This continues until everyone has had at least 1 chance to participate.

2. Snowball Fight - Materials needed: Pens and paper.

Description: Ask the CYP to write on a piece of paper their favourite food or animal etc. Then tell them to crumple the paper up into a ball (snowball) and for all to throw the snowballs in a snowball fight. Keep this going to energise the group each person picking up others' snowballs and continue to throw, so no one knows where their snowball has ended up. You may wish to give more than one piece of paper to increase the amount of snowballs if you are working with a smaller group. Each member of the group must pick up a snowball or two

and find the original owner. This requires them to go round the group asking questions from the other participants. The aim is for the owner of each snowball to get their snowball back.

Developing a group work contract

You may wish to develop a group work contract at the beginning of the workshop. This can involve group discussion and you can write ideas on a flipchart. This 'contract' should be displayed at each workshop, as a reminder to the group. Developing this together with the CYP will set out the boundaries of what will happen during the group and provide the CYP with an opportunity to become involved in setting the tone. The facilitator can discuss the CYP's suggestions, add to them, or ask questions that allow the CYP to come up with other important points, and then fill in any gaps.

- Make sure they know that it is OK to have different opinions but that when discussing these they need to respect each other's views.
- Encourage all members of the group to contribute. Encourage them to make sure speakers take turns and do not speak over someone else.
- Reiterate that it is OK to keep quiet and they do not have to answer any questions if they so wish.
- Tell them to think before sharing personal stories, remember, confidentiality cannot be guaranteed in a group situation.
- We will criticize and challenge ideas, not individuals.
- What is discussed in the group should not be discussed with anyone outside of it.
- They should try not to use people's real names if they are giving an example – they could make up a name.

Tips for discussing sensitive issues

- 1. Set the stage.** Participants need to be intellectually and emotionally prepared, and to feel safe and not fear retaliation for comments they make during the discussion. Establish a supportive atmosphere with ground rules for discussions in the group contract. Be developmentally and age appropriate which involves an understanding of how to be responsive to, and sensitive of, all children in the group.
- 2. Know yourself.** Consider your own values, biases or confusion surrounding the issue. It is important to discuss the concepts of empathy and perspective. We are all products of society and culture, and attitudes and values change by person and due to experience.
- 3. Recognise the diversity of your participants.** Everyone has a unique background and has had different experiences, which is an asset. Give participants the opportunity to express their views and make it your goal to understand value and respect the backgrounds and experiences that formed them.

4. **Set a framework and objective for the discussion.** Keep focused on the topics under discussion and depersonalize the issues, while providing participants with opportunities to consider opposing points of view, and to be respectful to sensitivity, cultural similarities and differences.
5. **Provide a common base for understanding.** Prompts are provided for discussion but you may use your own. Using materials that provide a context for examining diverse perspectives allow participants to share and gain an awareness of others' views, to expand their knowledge. These complementary materials will help focus the discussion.
6. **Be an active facilitator.** You should neither dominate the discussion nor passively observe. Your role should include intervening in the discussion to: provide reminders about respecting the right of others to have differing opinions, re-word questions posed, correct misinformation, ask for clarification, and, review the main points.
7. **Foster respect.** Discussions about sensitive topics may become heated. The main goal of fostering respect is to protect participants from feeling personally attacked. Make sure they understand that it is okay to disagree, but keep comments focused on the ideas and not the people who shared them.
8. **Be prepared to deal with tense, emotional, uncomfortable moments.** It is very possible that some participants will get angry or upset. If this happens, remain calm, do not avoid the issue, have a plan for dealing with it. See distress protocol in the appendix.

Tips for closing sessions

1. **Reflect and summarize.** Reflect the important messages; tie that back into the overall theme(s) and/or relevant and positive takeaway messages.
2. **Debrief.** Leave time after the discussion to reflect on how the group went. This will allow quieter participants an opportunity to respond and allow everyone a chance to unwind and think calmly about his or her views on the issues and to make sure everyone leaves the workshop in good spirits.

3. WORKSHOP SCHEDULE

In this section, you will find the Session Plans (1, 2, 3 & 4). Additional images that you can use for prompts during sessions 1 & 2 can be found in the appendix. Please remember the aims of the workshop is to work with groups of child victims to collect their views on identifying risk factors and providing effective supports and interventions (from their perspectives). The Session Plans that follow have been designed to collect this information. If you chose to adapt these or use alternative methods, please ensure you are collecting this information. **These are suggestions only** and you may use any approaches that you know work well in your context. As explained, we have provided some images, as examples only, for the workshop

activities, that you may wish to use, but it might be useful to source your own, or additional, images.

Session Plan 1: Exploring Violence

Aim: To enhance children and young people's understanding of violence.

Duration: 1 hr

Resources: (example images for this session are in appendix).

- Stick figures/ flipchart paper
- Images
- Pens/markers
- Blu Tack
- Project definition of violence

Directions: Explain to the group that the aim of this task is to explore the meaning of violence. Be clear that there are no right or wrong answers, we are interested in what they think.

There are two elements to this exercise – the first starts from the child/ young person's position and level of understanding, the second aims to build on that.

Part 1: Give each participant a stick figure and some markers, or draw a large body on flipchart or write the word violence on a flipchart page. Ask them to write as many examples of violence as they can think of on the page or around the figure. They should be directed to write the words around (outside) the figure.

Part 2: Look at images of violence provided and the line of context that accompanies them, chose a range of images that depict the types of violence in our project definition (*physical or mental violence, injury or abuse, not caring for children, bad treatment, using children to make money, and sexual abuse*). Source additional examples if necessary. Remember the images should not be photographs but icons/ cartoon images.

Place the images around the room (either on the walls or on different spaces on the floor). Try to ensure that images of the same topic are not too close together.

Explain to the group that the aim of this part of the task is to further explore the meaning of violence by looking at different pictures and discussing if they think these are examples of violence (Is what you see in this picture violence?, if you think so, put a tick on the page). Note again that there are no right or wrong answers.

Ask them to walk around and look at the various images and to take a marker and place a 'tick' (✓) on the images that they think show a form of violence.

Discussion: Once they have reviewed all images, bring them back into a group.

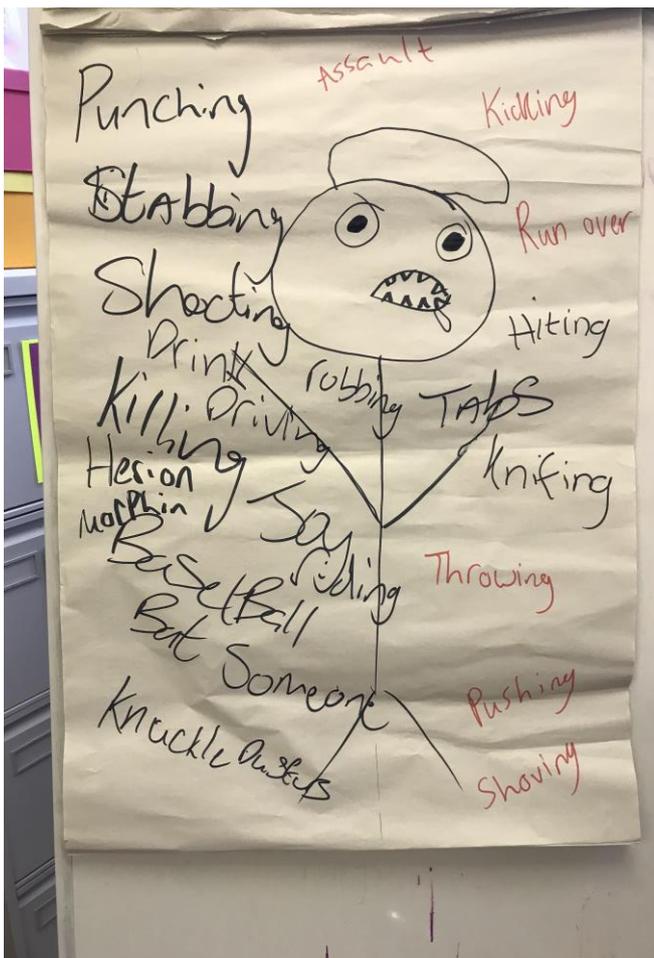
- Identify the image/s which most children and young people have put a tick beside. Ask them why they identified this as a form of violence.

- Repeat this for images that got a moderate amount of ticks, asking why that form of violence did not get as many as the previous ones.
- And finally, locate the image/s with the least ticks and ask the group why that image was not considered to be a form of violence for most people.
- Ask them if there are forms of violence in the images that were not on their stick figure/ flipchart and forms of violence on their stick figure/flipchart that were not on the images. Discuss any differences.

Close: Provide the group with our project definition of violence – put this on the wall or floor.

Violence means: physical or mental violence, injury or abuse, not caring for children, bad treatment, using children to make money, and sexual abuse.

Discuss the various forms that violence can take. Having reviewed the definition ask them if they want to reconsider putting ticks on additional pictures, allow the group time to do so. You might want to use a different colour of marker to show changes in children’s views. You might also want to collect their views on this definition – do they think it is expansive enough?



Session Plan 2: Barriers and Enablers to Disclosing Violence

Aim: To enhance children's understanding of violence, and of their rights in relation to this. To explore why children may not disclose violence and consider ways in which disclosures could be facilitated.

Duration: 1 hr

Resources: (example images for this session are in the appendix 9).

- Images of violence (select 4 from session 1)
- Small labelled images of professionals (e.g. social worker, police officer, youth worker, judge, coach, clergy etc)
- Small labelled images of 'family member' (they can decide who this might be)
- Cardboard speech bubbles

Directions: Have the following definitions on the wall and remind the children of them.

Violence means: *physical or mental violence, injury or abuse, not caring for children, bad treatment, using children to make money, and sexual abuse.*

Children have the **right to protection from violence:** *You have the right to be protected from being hurt and mistreated, in body or mind (Art. 19, UNCRC)*

Remind them that in the last exercise we looked at all different types of violence children could experience. Now we are going to take some of those examples and think about who could help children if they experience some of these types of violence.

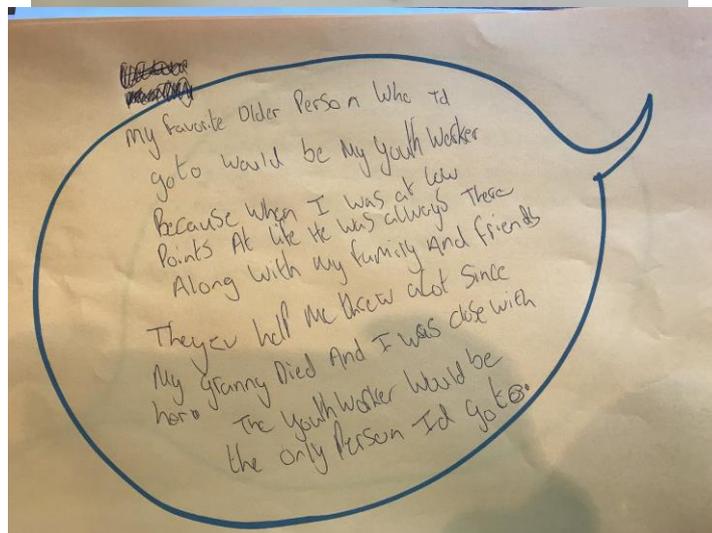
Go back and chose some pictures to represent the four types of violence (physical, psychological, sexual, neglect). Spread the picture out on a table. Ask them to stick images on each picture to represent who could help children if they experience this form of violence (have lots of repeat images and tell them they can add as many as they want to each picture). If not using images they can write on the picture.

Discussion: Choose some of the people they stuck/wrote on each image (ensure you get a selection of people across the 4 types of violence), and discuss some of the following:

- How could this person help children? What could they do? What would a child need this person to do?
- What would that person have to do or be like for a child to tell them/ ask for help? (i.e. what would help them disclose)
- What might stop a child telling them/ asking for help?
- Ask, for example, why might a child tell a teacher? (if they stuck this on the image), why might they not tell a police officer? (if they did not stick this on an image)
- You could also ask, out of all the people they put on the image, who they think would be the best to tell and why.

Close: Using the cardboard speech bubble ask each child to give one piece of advice, based on their experiences, of how a professional has responded well/ helped them when they have experienced harm. Tell them we will ask other children to record some of these (i.e. hold up the speech bubble and read it out) for an information and training resource.

Remind the children of their right to protection and the range of people they can get support from if they experience harm. You could give them the leaflet made by the Children and Young People's Advisory Group.



Session Plan 3: Exploring and Evaluating Rights

Aim: To enhance understanding of children's rights and to have children consider the meaning of core rights relating to the P4P project. Also to consider what the promotion and protection of rights might look like in practice, and with specific reference to professionals in different fields.

Duration: 1 hour

Resources:

- Flipchart paper and coloured markers
- Simplified versions of UNCRC articles (examples provided below)

Directions: There are three elements to this exercise.

Part 1: The group are asked to consider what rights are or what a right is. The word is placed on flipchart and words associated with it added. After this is completed, the project team explain what rights are and a little about the UNCRC. You might find the information contained here useful:

https://www.unicef.org/rightsite/files/Child_Rights_Flyer_FINAL.pdf

<http://www.gov.scot/Resource/0050/00508949.pdf>

Part 2: Each word/ phrase is written on flip chart and the group are invited to consider what it means. Record their thoughts (i.e. key words and phrases) on the flipchart sheet. Below are words relating to the general rights principles, along with the main rights related to this project. The aim is simply to explore what these mean at a general level. Use a range of probe questions to do this, some examples are included:

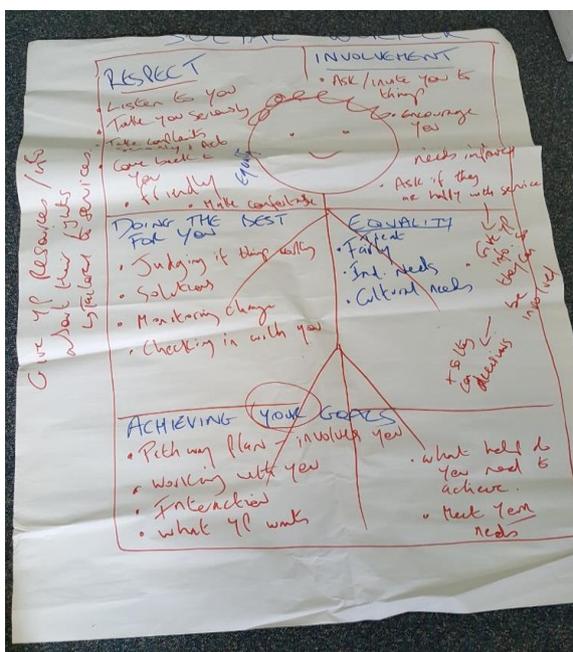
- Respect – What does respect mean? What does it mean to be treated with respect? How would you know you were being treated with respect?
- Non-discrimination - can you think of any other words for non-discrimination? If you are not discriminated against how are you treated?
- Participation – can you think of any other words for participation? What does it mean to participate? If someone invites you to participate what are they asking? How might children get involved? What do children need in order to get involved (e.g. what information, how can they access it)?
- Best interests – What does it mean when someone is acting in your best interest?
- Right to protection from violence, abuse, neglect – who might protect children from harm? How might they protect them?
- Right to support if harmed – what does this mean? What types of support might children need? How do you know you are getting good support? What supports should there be for parents?

Part 3: Finally, the group are asked to consider what those rights would look like in practice using the scenario of a professional or organisation children in their situation would most

likely experience (e.g. for children in care this might be a social worker/ children’s home; for children in conflict with the law it might be a police or prison officer/ juvenile justice centre).

Draw a stick person to represent the professional and write on this who it represents. Alternatively, draw a building to represent the organisation they decide upon. Divide the page into six sections, one for each right, use the word they came up with to re-define/ explain that right (see example below). Remind them of what they said the word meant in the previous part of the exercise.

Taking each in turn ask them to consider what that would mean in practice. Write all the ideas on the flip chart. Progress through each right. Some examples of probe questions are provided below:



(Source: Byrne, McAlister and Lloyd (2017) *Evaluation of Unicef UK Child Rights Partners Programme: Final Report*. Belfast: Centre for

Respect: What would it mean for a ‘social worker’ to respect children? What would they have to do? How would you know they were respecting you? What would that mean in everyday life?

Involvement: What ways could a ‘social worker’ involve you? What would they have to do to make that possible/ what would they need to get involved? What types of things might you need to be able to make decisions?

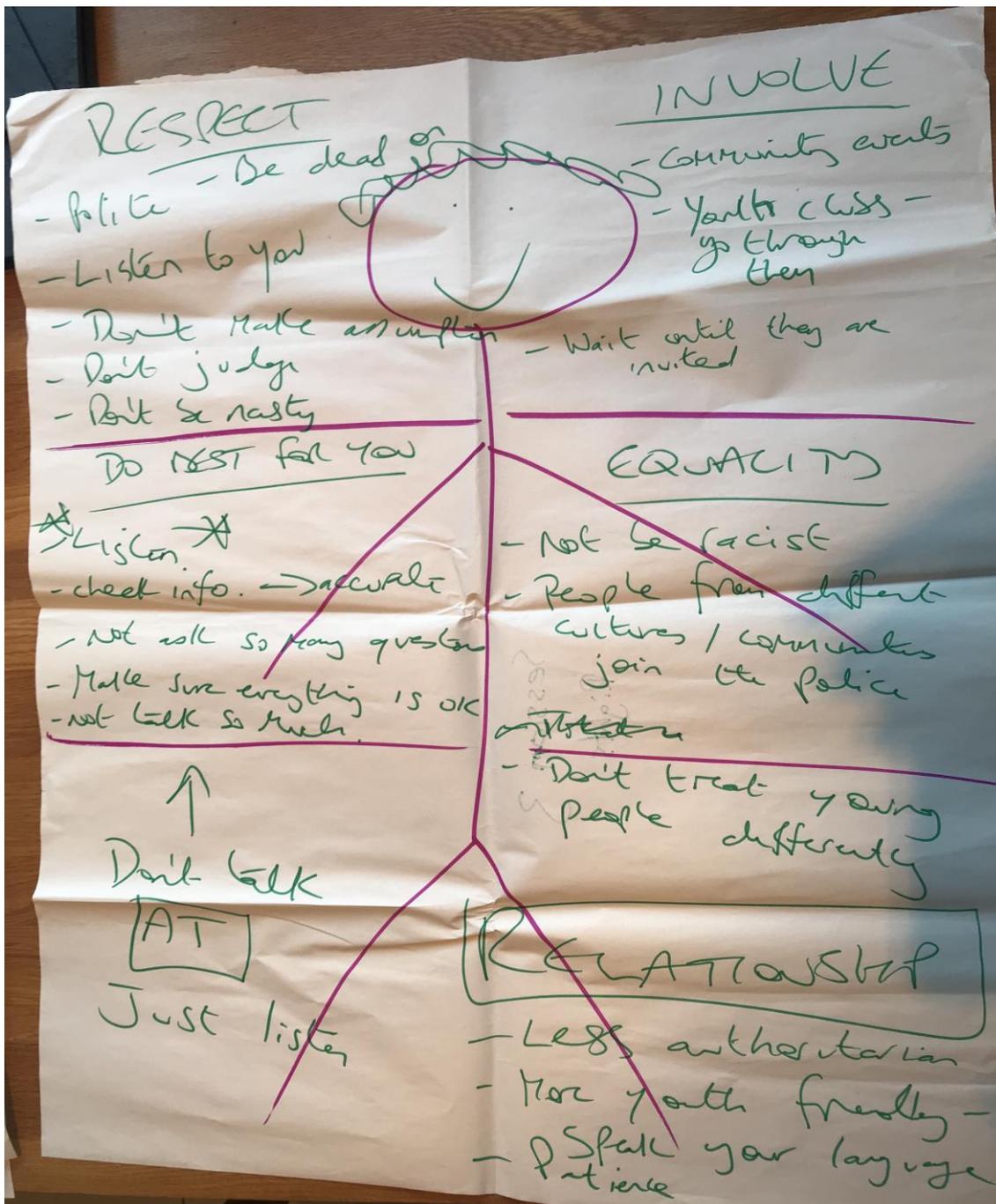
Doing the best for you (best interests): what sorts of things would a ‘social worker’ need to be doing to be acting in your best interests? How would you know they were doing the best for you? What advice would you give a ‘social worker’ if you wanted them to do their best for you?

Equality: If a ‘social worker’ is treating you equally/ all children equally what are they doing (or not doing)? What do they need to take into account to treat all young people equally?

Protection from harm: how might a ‘social worker’ protect you from harm? What would they need to do to make you feel safe? What would they need to do to ensure you told them if you felt unsafe? What types of harm could they protect you from?

Right to support: What sorts of support do children need from 'social workers'? What information do they need to know in order to give you the right sort of support? Can you give them any advice?

Close: Sum up what they reported explaining that this is what rights-based practice would look like. Remind them how we will use this information to design training and resources for professionals (like those they talked about) to let them know how their practice could be more rights centred. You can also give them a child-friendly version of the UNCRC – source a relevant version or translate the Articles attached that we discussed in the exercise.



Session Plan 4: Stones in My Pocket

Aim: For children and young people to explore the types of harm/ violence particular groups may experience, and to consider what service responses may be most useful. Through using characters/ vignettes, the aim is that children depersonalise their own experience and talk more generally.

Duration: 1 hour

Resources:

- A doll/teddy/character with a purse or pockets, or a small bag/P4P backpack
- Small stones or marbles
- Scenarios relevant to your working groups.....OR,
- Flipchart paper and coloured pens, Post-it notes – 2 different colours

Directions: Attached are a range of scenarios produced in consultation with the young people's advisory group and the project team. Choose the scenario that best represents the group you are working with or devise your own scenario. This should be informed by your own research or practice, or secondary evidence. You might decide to use scenarios developed for other projects. The exercise has two elements.

Part 1 - If using a doll/ teddy or bag: Read the scenario to the group. Tell them that each stone or marble represents a weight/ burden/ trouble or form of harm the character might experience. They should place a stone or marble in the pocket of the doll and say a little about what form of harm or violence they think the character in that scenario might be at risk of. Encourage them to think about harms/ violence in different locations or by different groups (e.g. at home, in school, among peers etc.). Encourage them to think wider than the scenario itself – why other types of risk might 'name' experience?

The doll passes around the group and the exercise continues in a similar manner. Invite the group to discuss the various risks/ harms identified by individuals.

Part 1 - If using a drawing: Draw a figure on a large flip chart page. Read the scenario to the group. Tell them that each post-it note (of one colour) represents a weight/ burden/ trouble or form of harm the character might experience. They should write a form of harm or violence they think the character in that scenario might be at risk of, and stick this on the drawing. They should be reminded to stick this outside, not inside, the character.

Encourage them to think about harms/ violence in different locations or by different groups (e.g. at home, in school, among peers etc.). Encourage them to think wider than the scenario itself – what other types of risk might 'name' experience? Once completed, the facilitator takes each post-it note in turn and invites the group to discuss.

Part 2 - If using a doll/ teddy or bag: After all members of the group have discussed the forms of harm the character might experience, the doll/bag is passed around again and they are invited to remove a stone or marble from the pocket or purse as they discuss what could be done by service providers or institutions the character might come into contact with to respond to some of the harms/ violence they might experience.

It is important to make clear that not all of the weight can be lifted, but that some people they come into contact with (e.g. the police, social workers, teachers) might be able to help. It should also be noted that the response does not need to relate directly to the issue originally placed in the pocket/ purse, as all of the burdens/ troubles cannot be responded to. As such, not all stones or marbles need to be removed. See below for some additional prompt questions during the exercise

Part 2 - If using a drawing: After all members of the group have discussed the forms of harm the character might experience, they are asked to consider what could be done by service providers or institutions the character might come into contact with to respond to some of the harms/ violence they might experience. A note of each idea should be written on a different coloured post-it note and placed by the character (not on the character). No post-it notes from the first part of the task are removed, and the responses do not need to be matched to each issue. As they place the post-it by the character, each idea is discussed with the group.

Additional discussion questions:

- Ask what types of harm they might experience in different places – at home, in school, in a police station etc.
- What if the character was a girl/boy (if the scenario was gendered), might they experience different types of harms/ violence? If so, what might those be?
- What if the person in the scenario was younger/ had a disability/ did not have English as their first language etc., might they experience different types of harms/ violence? If so, what might those be?
- If having previously completing an exercise on rights, you might ask which of the characters rights have been breached.
- What are the types of professionals who need to help/ respond to the character in the scenario?
- What services would be helpful? How could these best communicate with young people?
- What types of information would be helpful?
- What supports might the characters parents need?
- What supports might the characters siblings need?
- What might make service responses poor/ not useful? – what might people who try to help these children do wrong?
- If you had one message for a police officer/ social worker/ teacher etc. on how to help, what would it be?

Close: The aim of a child rights based approach is to inform children of their rights and provide supports. Conclude the session by signposting the various services, supports and organisations the character could access. You can give them a copy of the information leaflet developed as part of this project and some other information specific to their area of need.

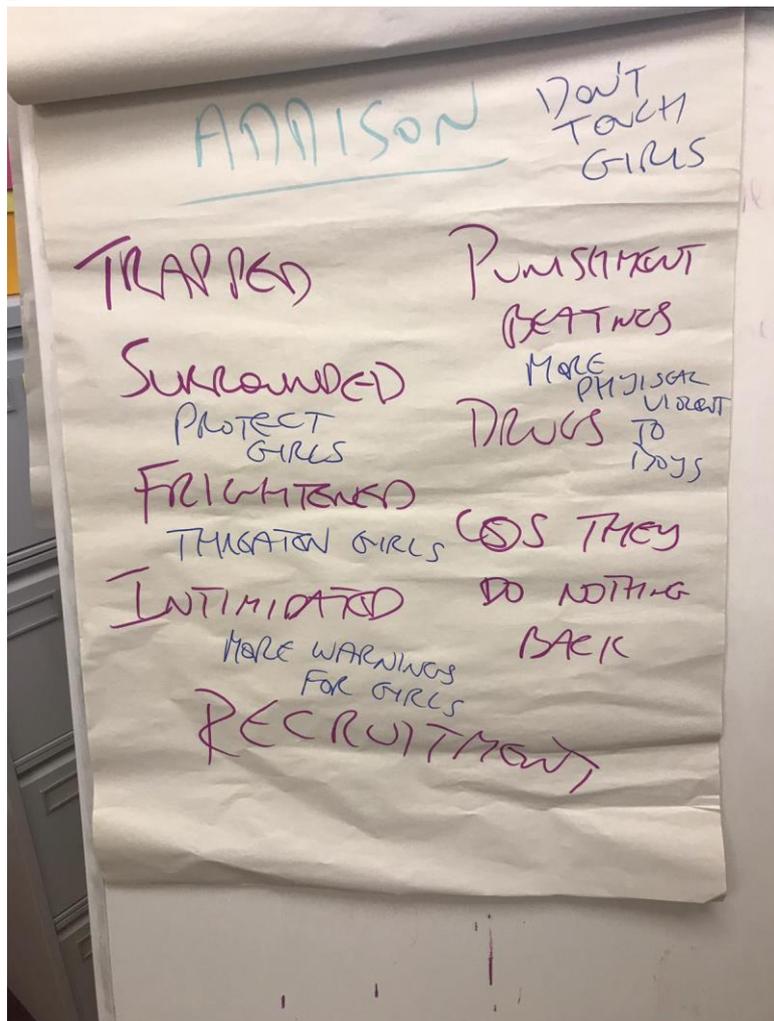
Scenarios

LGBT: Jill is 14 years old and is gay. She has been aware of her sexuality for a couple of years but hasn't told anyone. In school she doesn't hear anything about LGBT relationships, nor has she been given any information. Jill worries if she was to tell her friends and family that she is gay that her family would be disappointed and her friends would make fun of her. Jill feels very sad and anxious. Jill has made some LGBT friends online but has no 'real life' LGBT friends.

Political violence: Addison is 14. He lives in a community where there are murals and flags and where the police often visit. There are people (paramilitaries) in the community who take control of the area, think they own it and who intimidate people. Everyone knows that these people could hurt young people at any time, often for no reason. Because of their presence Addison feels there are things he cannot do and places he cannot go. Addison and other young people in the area feel frightened and intimidated.

Care: Sophie is 16 yrs old and lives in a children's home (residential care). Sophie has had lots of placements, sometimes with family and sometimes with foster carers. She has been in residential care for the past three years. Sophie had a traumatic upbringing, she experienced physical and sexual violence in her family. Sophie has had more difficulties while she has been in care. She has been taking drugs and alcohol, she has self-harmed and she has been violent towards other people. She has some good friends in her children's home who she can talk to.

Care: Zero has been in family foster care for two and a half years. He was not treated well by his family and experienced abuse and neglect when growing up. Zero moved away from his family home and his community in order to live with his grandparents. He is unhappy and feels very isolated. He has no-one to talk to and feels cut off from his old friends. Zero does not feel that his social worker visits him very often or that he can tell them how he feels.



4. Recording and Reporting

You may wish to use an audio-recording device to record the workshop to remind yourself how the group discussion progressed, pick out exact quotes, and refresh your memory on who said what. You must include your intention to do so on the Information Sheet and Consent Forms, and all participants, and their parents if appropriate, must agree to this.

If one member of the group does not want to be recorded then you cannot record but you may take notes. A second facilitator can draw up a room and seating plan, number each participant and keep a track of conversations, noting who said what.

APPENDICES

APPENDIX 1: FACILITATOR SAFETY AND WELL-BEING PROTOCOL

The aim of this protocol is to protect the welfare of the facilitator when carrying out sensitive work with children and young people. This document covers the steps to take before, during and after a meeting.

Steps to take before and after a meeting

1. Inform your research partner of the time of the meeting, its location and the name of the participant/organisation.
2. Text your research partner to say that you have arrived at the location to do meet the working group.
3. Text your research partner after the meeting to let them know that it has ended.
4. Your research partner will phone you to speak to you briefly about how the meeting went.
5. If you want to discuss anything further, ask your research partner to meet you later that day or the following day to talk about the meeting and any issues that arose.
6. Sometimes issues may come up after the meeting. These can be brought to the attention of your research partner in weekly update/ debriefing meetings, or as the need arises.
7. If there are concerns you think important to share with the P4P group (anonymously), you can do so via the Whats App group.

Considerations during meetings in the community

1. Ensure that another adult is available in case you need to contact them for any reason. The other adult may change depending on the location of the meeting.
2. Do not proceed with a working group meeting/ re-arrange the meeting if the location/ setting is not appropriate.
3. If participants are obviously drug/alcohol intoxicated, or appear agitated, the meeting should be rescheduled or cancelled.
4. Follow the distress protocol and safeguarding procedures if any issues arise.

APPENDIX 2: ETHICAL CONSIDERATIONS INCLUDING OBTAINING CONSENT

Recruiting Participants

- **Voluntary Participation** - Participating in the workshop is voluntary. The children you ask to take part must know that their participation is entirely voluntary. If they agree to take part, they do not have to answer any questions they do not want to and can withdraw at any time if they so wish, without giving a reason. See below on the right to withdraw.

- **Inclusion Criteria for Participants** - For this workshop we want to hear from children aged between 9 to 18 years.

- **Informed Consent** - **There are two key elements to 'informed consent'** – being informed and giving consent. Before taking part in the workshop(s), your participants must give their consent to do so. You should make sure that they understand the purpose of the workshop and what is expected of them. **We have provided an example Information Sheet and Consent Forms that explains this (see below), which you may adapt to suit your own context.**

Regardless of adaptation, there is some core information that participants should receive prior to agreeing to take part: participation is voluntary; what is expected of them if they agree to take part; that they are free to withdraw at any time; anything that they say will be kept confidential and anonymous (unless a safeguarding issue comes to light). The Information Leaflet and Consent Form below explains these points. If the children agree to take part, they can sign the form. You may adapt this to suit your context. We would also recommend that the children are given the chance to discuss the opportunity with their parents/guardian, and obtain their consent too by providing them with a separate information sheet and consent form about the workshop. We realise that it is not always possible or appropriate to get the written consent of parents, but where it is possible, it is better to do so.

- **The Right to Withdraw** - The decision to participate in the workshop is voluntary. A participant can change his or her mind and withdraw from the workshop, even after they have given their consent to participate. If some participants change their mind and wish to withdraw, they can do so without having to explain the reason. They should not feel any pressure to continue. It is your role to make sure the participants know this and make sure those who attend are willing to continue. If a participant withdraws after data collection has commenced, it will be difficult to separate his or her views from the group discussion. It is therefore important that you make the participant aware that any data provided by them up until that point at which they withdraw will be maintained and used anonymously as part of the project. You must make this clear on the information sheet and consent form.

- **Protection from Harm** – Workshops should take place in an appropriate and safe space, and in a non-stressful manner. Your participants should feel safe to articulate their views freely. If a participant raises a point or an incident that is understood by you as a child protection/safeguarding issue, the facilitator will have to pass that information on to their line manager, relevant child protection officer or authority. Facilitators will have to explain

this to the participants as part of the informed consent process and before the data collection can begin.

- **Anonymity and Confidentiality** - The privacy of the participants must be respected. This means that all of their responses must be kept confidential and anonymous (unless a safeguarding issue is raised). Also, it should not be possible to identify a participant from what they have said in the focus group. You should reassure the participants that their contribution will be anonymized, kept confidential, and that their privacy will be protected in subsequent reports. This means, that nothing they say will be talked/written about in a way that relates to them as individuals. As previously mentioned, limits to confidentiality will apply if a child protection/safeguarding issue arises.

All of the data must be kept confidential and stored securely. This includes the signed Consent Forms. To protect the identities of the participants, please do not make a video-recording or take any photographs of the workshop. If you make an audio recording for your notes, you must have the participants' consent (this is included in the sample Consent Forms). You must delete the audio file when you have completed your summary and transcription. Similarly, if you wish to photograph any of the work produced in the focus group (but not of the participants themselves), such as drawings or flip-charts, make sure that you have their consent, and that of their parents. You may also be able to take photographs where children cannot be identified (e.g from behind the group with no faces showing).

For your convenience, we have included an example of an Information Leaflet and Consent Form. You would be expected to reiterate the information contained in this at the beginning of the workshop, provide an opportunity for potential participants to ask questions, clarify any issues they may have, and make sure everyone is happy with what they will be doing before you take consent. You may need to adapt this to match your own plan for the workshops, and what you hope to achieve.

**Parent/Guardian/Carer
Information Sheet**

May wish to paste your
ORGANISATION LOGO
here

Dear Parent/Guardian

We are a team from XXXXXXX. We are carrying out workshops through (Organisation name) and we would like your child to be involved. Before you make a decision it is important for you to know why this is being done and what it will involve. If you agree to allow your child to take part, we will ask you to sign the enclosed consent form and return it to us. Please take the time to read the following information carefully.

What is the purpose of the workshops?

The purpose of the study is to seek the views of children on what they know about who to go to if they wanted to report harm/violence, what they think would help children and young people accessing information and looking for help and what type of professional responses they think would be appropriate.

What will involvement mean for my child?

Your child will be invited to take part in three workshops with other children in (organisation name). The children will help the team find the best ways to provide information for other children about the kinds of help and advice that would be useful to them if they are experiencing harm in their lives. The content of the workshops has been developed in conjunction with groups of children and young people who are the same age as your child. We have extensive experience in this type of activity and will carefully plan these to ensure they are suitable for children of this age. As part of the workshop your child will be asked to take part in the following activities:

- One session (no longer than 1 hour, with a break included) with the children to explain the study to them, to introduce themes relating to harm/violence, children's rights, potential support mechanisms etc.
- A second session, for around 1.5 hours (with breaks included), with the children to discuss what would be useful help and support for children who have, or may in the future, experience harm.
- A final session (no longer than 1.5 hours) to get the children's views on what should be included in training materials for professionals working with children and young people. We will also provide them with information signposting sources of help and support.

We would like to audio-record the sessions, with the children's consent, to ensure we have adequately reflect their views when we write up the findings from the focus groups. We have a lot of experience of working with children and young people and can promise you that all sessions will be carried out in a professional, sensitive and non-stressful manner.

If I initially agree, can I change my mind later?

Participation is entirely voluntary. You, and your child, can change your mind at any time while the project is ongoing and decide not to take part anymore. You do not even have to provide a reason why and your withdrawal will have no negative effect at all. However, once the project has been completed and the data anonymised it will not be possible to withdraw.

Will participation be kept confidential?

All information which is collected will be kept **strictly confidential**. However it is important for you to know that if information about a child protection issue comes up we will pass this information on to the organisation's child protection officer. We will keep to data protection guidelines at all times. All information about the project will be stored electronically and will be kept locked by password access. Any non-electronic information from the study will be kept in a locked office at all times. Information will be destroyed at the end of the study. Only the team will be able to get the information from the project.

What will happen to the results of the workshops?

Once the workshops are completed the information will be written up to be published in a report available to the public and might be published in academic journals. We will also present the work at seminars and conferences.

How to contact us to find out more.

If you would like to find out more about the study (even if you decide not to take part), please contact xxxxxx, at the address or phone number below:

Name:

Telephone:

E-mail:

- I have read the information sheet which explains what it means for my child to be part of the workshops.
 - I understand that the workshops will be audio-recorded.
 - I understand that everything said by the children in the group will be anonymous and kept strictly confidential (unless information needs to be passed on for his/her own safety).
 - I understand that my child's participation is voluntary and that I, and my child, are free to withdraw from any of the group activities at any time and without adverse effect but that data cannot be withdrawn once data anonymisation has taken place.
 - I understand that results will be published as a report and in academic journals.
-

Please tick the appropriate box(es) to indicate whether you give your consent:

- I **AGREE** that my child can take part in the workshops.
- I **DO NOT AGREE** that my child can take part in the workshops.

Name: _____

Child's name: _____

Signature: _____

Date: _____

May wish to paste your
ORGANISATION LOGO
here

Children & Young
People's Information
Sheet

Would you like to help us in our study?

Hello, We are a team from xxxxxxxx. We are trying to find ways to tell children and young people how to get help if anyone causes them harm. We also want to show adults how they can help children when they come to them for help. We would really like groups of children and young people to help us find the best way to do this so we are setting up workshops with children and young people.

Would you like to be part of our workshops?: If you think you might like to help us then please read this information sheet carefully. It will answer some questions you might have about what we are going to do.

What are you trying to find out?

We are trying to find out the best way to show young people and adults that work with them how to protect children from harm.

How will you do this?

We will ask you, and other children your age, what you think would be useful help and support for children and young people who have, or who may in the future, experience harm. We will also ask you what you think should be included in training materials for adults working with children and young people.

Why do you need my help?

We need you to help us so that we can make sure anything we develop is useful for children and young people.

If I decide to take part, what will I have to do?

We will work together with you in a group of about 5 other children. We would like to meet with you three times.

The first time, we'll come for about 1 hour (you'll get a break) and we'll give you some information you'll need to be able to help us. For example, we will help you understand about violence/harm and what we are trying to find out.

The next time we meet, it will be for about 1.5 hours and this time, together as a team, we will discuss what makes useful support for children experiencing harm.

The last time we visit (again for 1.5 hours) we will ask you what you think should be included in training materials for adults working with children and young people who have experienced harm.

Do I have to take part?

No - it is up to you and your parents or guardians to decide whether you take part. If you want to take part we would like you to take a letter home to your parents or guardians and talk to them about this.

If they're OK with you helping us then we need them to sign the form with the letter. And we need you to sign a form too to say you want to help us.

What if I say yes and then change my mind?

You can change your mind at any time and decide not to take part anymore.

You don't even have to give a reason why. No one will think any differently of you if you pull out of the team or even if there's some of the activities you don't feel like doing.

Will things that I say be kept private?

Yes – only the study team and the other children in the group will know what you say. But if you tell us anything that makes us worried about you or some other child we will have to tell someone who can help.

We would like to record the workshop so we can make sure we get everyone's views but we will not report what any individual child says. We will only report what the group says as a group.

What do I do if I want to find out more?

You can talk to your your parents or guardians or another adult that you trust.

Also you can ask your parents or guardians to email or ring xxxx who is part of our team. Her email address and 'phone number are on the letter for your parents/guardians.

CYP Consent to be part of the workshops

I have read the information sheet which explains what it means for me to be part of the workshop.

I know that everything said by me in the group will be anonymous and kept strictly confidential (unless information needs to be passed on for my own or another child's safety).

I know that the focus group will be recorded but that nothing I say will be linked to me as an individual.

I understand that I can pull out for any reason. I also understand that I can take away my consent at any time and for any reason.

I understand that results will be published in the form of a report and in academic journals.

(Please tick one of the following boxes to indicate whether or not you give your consent):

- I **AGREE** to be part of the workshop.
- I **DO NOT AGREE** to be part of the workshop.

Signature: _____

Date: _____

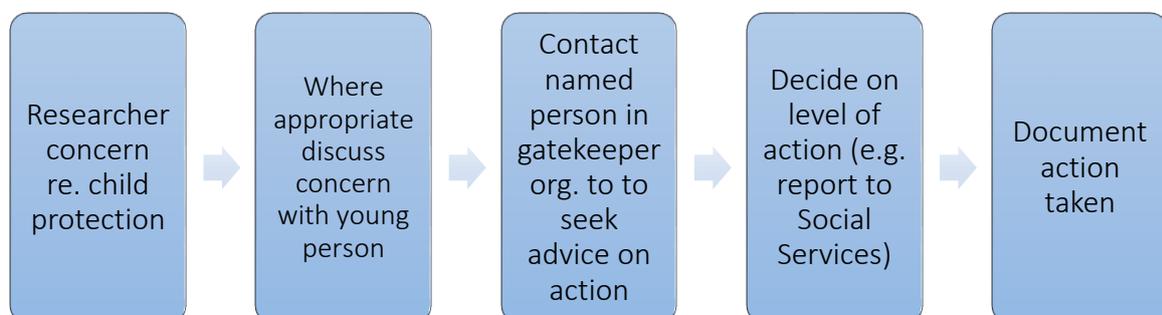
(Name)

APPENDIX 4: DISTRESS PROTOCOL

Introduction: This protocol has been developed given the focus on the topic of violence. While it is not the intention to ask any child about personal experiences of violence, we understand that personal experiences of direct and indirect violence may emerge in fieldwork. As part of our strategy to minimize harm we will recruit vulnerable young people (those who have, or who are at risk of experiencing violence) through pre-existing services so that participants will already be in contact with support services.

The Participant Information Sheet (PIS) and Consent Form provide details on the nature of the project and will outline the parameters of conditional confidentiality clearly, so that potential participants have adequate information to make an informed decision about whether they wish to participate. Participants will be further advised that even if they initially consent, they may withdraw their consent at any time during the process. If participants become distressed, they will be offered the opportunity to take a break and reminded they can withdraw at any time. They will be advised that they will suffer no negative consequences as a result. In situations where a child becomes upset their project worker will be informed so as support can be offered, the young person will be informed of this. Notwithstanding the above, there may be circumstances where young people disclose information that indicates that they or another person faces a serious risk of harm. In such circumstances the following protocol and procedures would apply.

Conditional Confidentiality: Disclosure of an Ongoing Child Protection Concern: This will apply to a previously undisclosed child protection concern regarding a child or young person under the age of 18. In circumstances where specific information is provided pertaining to a child or young person at risk the researchers would be obliged to report this concern to the relevant authority. If such a circumstance arose the young person would be informed of this action and the facilitator will consult the project worker within the gatekeeper organization to seek advice on the appropriate level of reporting reflecting legal requirements. A confidential record will be kept of this action with the project documents, which are securely stored in a locked filing cabinet/ password protected computer in xxxxxx.



APPENDIX 5: SESSION 1 – EXAMPLE IMAGE



**A child
being
smacked**



**A child
hearing their
parents
argue a lot**



Physical Bullying



A child being sexually abused (being touched somewhere that makes them feel uncomfortable)



Cyber-Bullying



A child being forced to fight for their country

A child being made to work





**Children being
forced to leave
their home
country**

**A child being
neglected**

**(not being
looked after
properly)**



Violence means: *physical or mental violence, injury or abuse, not caring for children, bad treatment, using children to make money, and sexual abuse.*

So violence can be:

- **Physical**
- **Sexual**
- **Psychological/mental**
- **Deprivation or Neglect**

APPENDIX 6: SESSION 2- EXAMPLE IMAGES



POLICE



SOCIAL WORKER



DOCTOR



YOUTH WORKER



JUDGE



TEACHER

ID Code

Evaluation of Participation

- Thank you for agreeing to talk to us. Your input is very important to us.
- We want to find out what is important to children who experience violence and especially what help they need from adults.
- We would like you to help us by completing the following questions. Your answers and suggestions will give us an idea about how much you have learned about the issues we have explored in our meetings with you.

Please put an X in the box that fits your answer

1. Children’s Rights – awareness

	YES	NO
Had you heard about children’s rights before the project?	<input type="checkbox"/>	<input type="checkbox"/>
Had you heard about the United Nations Convention on the Rights of the Child before this project?	<input type="checkbox"/>	<input type="checkbox"/>

On a scale of 1-10 how much would you say you knew about children’s rights before the project?

0	1	2	3	4	5	6	7	8	9	10
Not Much			I knew some				I knew lots			

On a scale of 1-10 how much would you say you know about children’s rights now?



Please tell us ONE new thing you learned about children’s rights

.....

.....

.....

2. Violence/Safety

On a scale of 1-10 how much do you think you understood about violence (its meaning and different types) before the project.



On a scale of 1-10 how much would you say you know about violence (its meaning and different types) now?



Please tell us ONE new thing you learned about violence:

.....

.....

.....

3. Seeking Support

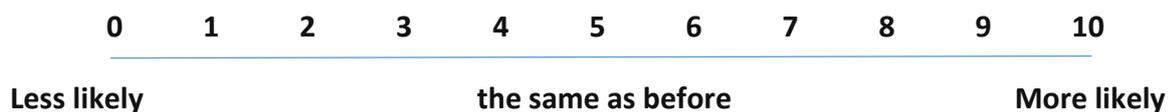
On a scale of 1-10 how much would you say you knew about seeking support, if you had experienced violence/harm before the project?



On a scale of 1-10, would you say you have learned more about where children and young people might seek support if they are being harmed?



On a scale of 1-10, if you or a friend experienced harm would you now be more likely to seek support?



Please tell us ONE new thing you learned about seeking support:

.....
.....
.....

THANK YOU FOR HELPING US