



GLOBAL SURVEY ON VIOLENCE AGAINST CHILDREN 2011



Facilitators' Guide

Acknowledgments:

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Background

- 👍 These guidelines are written for facilitators who will consult children aged 11-17 on violence against children for the UN's five year review of progress after the Violence Against Children Study (2006).
- 👍 The questions you will ask children are a child-friendly version of the ones that have been given to governments to complete in a survey format. Their deadline to submit this to the UN is 31 December 2011.
- 👍 We recommend that you read the adult questionnaire for government (22 pages) to help you, although the child-friendly version includes the questions that we feel are relevant for children to answer.



Some important points to remember

Talking to children about violence is a sensitive topic. Some children may have experienced different forms of violence and might find it disturbing to listen or talk about some issues. It is therefore important that you remember the following golden rules:

- 👍 Never force a child to speak when they don't want to
- 👍 As the topic is sensitive, please don't ask for personal experiences, unless children wish to discuss this unprompted. Ask them in terms of children in their country/ what they know in general.
- 👍 Some issues, such as sexual exploitation (on page 3) and harmful traditional practices (on page 12) may be too delicate or not be appropriate in the given group and context."
- 👍 Ask them to set some ground rules and please contribute to this that any child can leave the room if they want to.
- 👍 Create a confidential environment, but do not make unrealistic promises such as you won't report any alleged cases of violence against children which may be disclosed during the workshop activities.
- 👍 Always ensure supportive mechanisms area available and arrange for easily accessible services (including counseling) to be delivered at a short notice.

Suggestions on how to run the session



These are brief guidelines only, and not a blue print. Feel free to adapt these how you like, depending on age, context relevance, children's background and previous involvement in such issues. There is a special focus on the recommendations that may be most relevant to children; recommendation 4, 5, 6, 7, 8 and 10. The other recommendations (1, 2, 9, 11 and 12) can be made optional. It is not expected that children answer all the questions under each recommendation. The facilitators may pick the most relevant ones or children could be encouraged to decide whether the actual question is relevant for them.


We advise recipients to organize 1-2 interactive workshops that are integrated into ongoing activities on violence against children. It goes without saying of course that you should add the important elements of a children's consultation that will help the group feel relaxed energizers, games and plenty of breaks!


Starting the session


You might want to start the session by asking children if they know what violence is. Allow them to discuss and get them to think about different types of violence.


You can use the child-friendly explanations below to help you:


- 👊 **Physical violence** – This covers any kind of violence where children are hit, beaten, whipped, smacked or hurt on their bodies intentionally. Usually when this happens to children, it's by adults who want to "make them behave", and don't know what else they can do.
- 👊 **Emotional violence** – This includes insults, name-calling, threats, rejecting children or leaving them alone in a place where they are scared as punishment.
- 👊 **Neglect** – This is when the people who are meant to take care of us, like our families or care workers, don't give us the things we need to be healthy and happy - like food, water, medicine when we're sick, attention or love.


 **Sexual violence** – This is when children are forced or pressured to have sex, or touched in ways they don't want to that makes them feel uncomfortable. Commercial sexual exploitation and child pornography – any forcefulness on children to have sex for money is violence against them. Making, looking at or keeping naked photos of children is a form of violence too.

 **Early marriage** – This is when children, usually girls, are forced to get married at a young age, often to older men.


 **Harmful traditional customs and practices** – Sometimes communities do things because it's been happening for years and years and they think it's right, even though it can actually hurt children. For example, cutting girls' sexual parts, accusing children of "witchcraft" or murdering children if they are thought to have brought shame on their family (known as "honour killing") are all "harmful traditional customs" and types of violence against children.

 **Bullying** - This can include hitting, name calling, threatening someone or insulting them. It's known to happen a lot in schools but it can happen anywhere.

 **Bonded labour or slavery** – This is when children are forced to work so they can pay back money which their family owes, or when they are sold as slaves to work for others, often with bad treatment from their bosses.

 **Seeing violence in the home** – Violence in the home usually happens between parents, but it may be also directed at children. When children see this, it can make them feel troubled, sad, lonely and scared and then becomes violence against children because of the effect it has.

Ask the children things like:

-  To the best of your knowledge, what kind of violence happens the most to children?
- Are there any groups of children who suffer more violence than others?

You can then go on to talking to children about their rights – and explain how the UN Convention on the Rights of the Child is there to protect them (although some groups will already be familiar with this).



What are Children's Rights?

Children's rights were written up into the Convention on the Rights of the Child, which almost all countries signed up to follow. It explains what all children are allowed to do and have and what all adults who look after them should do to make sure they are happy, healthy and safe.

Living a life that is free from violence is one of children's rights.

Explain to the children the background of the consultation – explaining that there was a Study on Violence Against Children in 2006 which led to twelve key recommendations for governments [please note, in the child-friendly version, the word "recommendations" is replaced with "suggestions" so you might also like to use this word]. Engage them and ask them if they've heard of the study or know any of the recommendations. Tell them it's ok if they don't, as that's what you'll be looking at today.

Explain that five years have passed since recommendations were made, and now the UN wants to know what governments have done [you might want to explain what the UN is].

Explain that governments have been sent a survey to fill out. Explain what a survey is by first asking if anyone knows, allowing children who do know to explain to others.] Explain the survey has some questions for governments so that the UN can understand their progress as well as any difficulties they are having to stop violence against children from occurring.

Below is an example survey that should not be used in the main text but could be used as a small side illustration, next to the text. It's to aid the children who are 11-12. The facilitator can use it to explain further)

Karamoja High School Survey for students

How do you normally get to school? _____

Do you eat lunch at school? _____

Do you like going to school? Yes/ No

What do you like most about it? _____

What don't you like about it? _____



Do you have any ideas for how we can make your school a better place?

Explain that the UN also wants to hear from children and young people on what they think. Ask them if they know why that is? Here is an opportunity to really boost the children and young people's understanding that their opinions really matter and count and why we want to hear from them (especially important for children who are not used to being consulted).

Introducing the child-friendly version of the survey



- 👍 Introduce the child-friendly version. Tell them how many pages it is and explain some of the contents. Explain they won't need to answer any of the questions alone.
- 👍 Explain there's space for them to make notes if they want to but they don't have to.
- 👍 Explain that there's a word bank at the end which they can read for more difficult words but that you're there to help.
- 👍 Explain that their answers to the questions will be included alongside other children's from all over the world, including more children from your country.
- 👍 Explain that all children's answers will be written into a report by Plan and Save the Children and sent to the UN by the end of December.
- 👍 Explain that the UN will read what the governments answered in their survey and also what the children answered, then they will write a final report to tell everyone what changes have happened in the world on violence against children in the last 5 years.
- 👍 Explain all children's answers will be treated as confidential – no names will be used, no children will be traceable.

Engaging children with the child-friendly document

- 👍 Give children time to read the document, which might be in small groups if you think it appropriate. Allow them about 45 minutes to do this, and longer of course if they need it. You might like to help the younger children read the document or you could read the whole document with all the children if it's a small group – this depends on the size, age and background of the group.
- 👍 After the children have read the document, you might want to split them into smaller groups.
- 👍 A suggestion is to write each of the 12 recommendations on a different flipchart piece of paper and stick these on the wall, assigning one small group to each recommendation to consider the questions provided. Each group can then rotate and add their views (without seeing the answers of the previous group, so that they are not influenced). This is just one way you might like to get a response from the children. You may also wish to try focus group discussions if the children are older and the group is small, or a combination of both. Please be as creative as you wish! The methodology you use will again be affected by the size, background and age of the group you are working with.



Please remember to explain:

- 👍 There is no right or wrong answer
- 👍 Everyone's views are important
- 👍 Children don't have to answer anything they don't want to
- 👍 They don't need to talk about any personal experiences of violence, just to talk more generally.

Supplementing the document

As "your government" is a broad term, it might be useful to explain the different levels of government in the country, or different government agencies in the country, so that children are aware this is what we mean by "government" (as a lot of actions may be decentralised). When you're documenting their response, please be clear about which agencies children are referring to.

You might be aware of some initiatives by your government for stopping violence against children. Obviously as the child-friendly version is general, there are no country-specific initiatives mentioned. If children get stuck, you might like

to mention some initiatives you know of and see if they can tell you more about it – without prompting too much of course and only using this to jog their memory if they are struggling. If you do this, please make note that you had to “remind” children so that we can also understand what their levels of awareness are.

Recording the information

- 👍 There should be two facilitators, so that one can record notes whilst the other facilitates.
- 👍 Try to write down as much of what the children say word for word.
- 👍 Try to attribute any quotes with information on how old the child is and their sex. We don't want their name.
- 👍 Try to be detailed in your note-taking. For example, if most children answer that they know about new laws that have been introduced to stop corporal punishment, note down that 8 out of 12 children knew, and that 2 did not and 2 were not sure. Include sex and age.



IMPORTANT

- 👍 Remember to get consent before you start! Explain to children how their views will be used and ask if they agree to take part. Please also ask their parents or guardians to agree to their participation through signing a consent form.

Where can I get more help and information from?



- 👍 Contact Rasa Sekulovic, Regional Child Rights Advisor for the Asia Region, if you have any questions. His email is rasa.sekulovic@plan-international.org

Finally, Just to Remind you:



A good facilitator for running sessions with children...

- Is a good listener and is able to respond to participants' needs and to situations as they arise
- Is sensitive and helps all children feel safe, respected and valued
- Creates a warm and inviting atmosphere where everyone feels welcomed
- Does not discriminate, even if he/she finds some participants more likeable than others
- Encourages and actively facilitates participation on the part of everyone – brings in quiet children when appropriate and asks loud and dominant participants to keep quieter when necessary. A tip for doing this is to ask more dominant children to take on the role of supporting and looking after quieter children.
- Remembers that sometimes a child does not want to participate initially but later becomes active and engaged. Being patient, giving gentle encouragement and allowing children to take their own pace normally works!
- Notices children's learning and increasing skills and gives feedback on this to encourage confidence
- Is aware of the energy levels of the children and, if they seem tired because they have been working hard or they are getting restless and bored, stops what they are doing and plays an energiser or takes a break
- Is able to motivate and actively challenges participants to think
- Provides guidance and leadership as necessary (for example, making sure that the timetable is followed or adapted appropriately if necessary) but is not dominant and does not need to be the centre of attention
- Is ready to refer children to suitable sources of help and support – and does not think he/she needs to know everything or be the expert
- Comments on behaviour rather than a particular child and does not judge too quickly
- Is flexible and able to adapt to the needs of participants but at the same time keeps in mind the time and purpose of the course
- Keeps a sense of the whole workshop in his or her head and is able to guide participants through it, making links as appropriate
- Uses any trainer's manual flexibly and adapts it to fit local circumstances and the needs of the particular group (the dynamics of each group will be different)
- Models the behaviour expected by the participants and sticks to any agreement or ground rules made by the group
- Is organised and makes sure that all practical arrangements have been made
- Has a sense of humour and is fun!

from *Bamboo Shoots – A Training Manual for Facilitators Working with Children's and Youth Groups*
(Plan International, 2010)

Very many thanks in advance for your help!

