



**QUEEN'S  
UNIVERSITY  
BELFAST**

**CENTRE FOR  
CHILDREN'S  
RIGHTS**

# Facilitators' Pack

**PARTICIPATION  
FOR  
PROTECTION  
(P4P)**



[www.qub.ac.uk/ccr](http://www.qub.ac.uk/ccr)

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## **Dear Facilitators**

This pack contains information about the consultations you will hold with children and young people (CYP) for the P4P project. The purpose of these consultations 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 consultation groups and how you will manage, and report the data. You will also find information on safeguarding and ethical procedures for recruiting participants in the appendices at the end of this document.

Please also note that each partner should put the European Commission logo, the P4P project logo and their own institutional logo (i.e. remove the QUB one) on anything they are distributing from the project. You will find these in the project Dropbox.

If you have any questions during the consultation phase, please contact the designated focal person for your country/region or Dr Siobhan McAlister at QUB ([s.mcalister@qub.ac.uk](mailto:s.mcalister@qub.ac.uk)) who will be very happy to help.

## 1. General information about the study

### 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 are leading the study ([www.qub.ac.uk/ccr](http://www.qub.ac.uk/ccr)). They have designed the research methodology, and the tools to be used 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.

In line with the Child Rights Based Approach adopted in this project, the advisory informed the design of working group Session Plans. The Session Plans included here have been piloted with, adapted and/or developed, in consultation with the advisory group of older children. Children and young people helped determine the questions that we ask and the means through which we ask them. One of the Session Plans (Session 3) has been adapted from another project (Byrne, McAlister and Lloyd, 2017). This group were in care/care leavers, had a range of abilities and were from diverse cultural backgrounds.

## 2. Aims and Remit of Working Groups

Below is a list of the groups each partner has agreed to work with. Each group should be made up of at least six children. As per the ethics application, it is expected that the groups will be recruited from agencies working on the issue and that, for the most part, these will pre-formed groups. You should be mindful of the age spread within the group in order that tasks are accessible and meaningful, and that all children feel they can contribute. You should also try, as far as possible, for equal gender representation.

You should meet with each group on three occasions. The first meeting is to focus on explaining the study, its key concepts, and expected outcomes, and to gain the CYP's consent to take part. If you feel it is appropriate, you can carry out some of the initial tasks at this meeting (e.g. session 1 and 2). The second and third meetings are to focus more fully on collecting, and giving, information. It is within these sessions that the tasks within this Facilitation Pack (or alternatives developed by yourself), are to be completed.

It is important in the final meeting that the group are reminded of some of the key themes to emerge from the discussions with them, and to remind them of how we will use this information. Please remember to have CYP 'sign-in' by their first name only, as evidence of

each meeting. It is important that three sign-in sheets are completed (with dates or times to differentiate).

Children in care	NUIG UBB KeKi/KU Leuven
Children in conflict with the law/ juvenile justice	UoN KeKi/ KU Leuven NUIG
Children who have experienced domestic violence	HRSM
Children living in areas of political conflict	QUB
Child migrants/ refugees	HRSM BMI-FV KeKi/ KU Leuven
Traveller/ Roma children	UoN UBB
LGBT children	HRSM

The Session Plans included in this Facilitation Pack have been developed with two aims in mind:

- Capacity building – information giving
- Information generating

Taken together, the four Session Plans link with the project aims:

- to enhance children’s understanding of rights
- to enhance children’s understanding of violence
- to enhance understanding of supports available in response to violence
- to collect children’s views on risks of violence
- to collect children’s views on how disclosures of violence could be enhanced
- to collect children’s views on 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.

As discussed at our Partner Meeting in June, 2018 it is important that partners adapt the Session Plans to suit the groups whom they are 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, and it is important that the information needed for the project is collected from the discussion.

If you decide to adapt the Session Plans, or develop your own methods of data collection, 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. meet the group three times as agreed;
- c. collect the information needed for the project (see Recording Sheet in this pack);
- d. collect general views on violence and rights before moving into the specific issues for the group;
- e. collect views on what a specific rights-respecting professional/ institution they interact with would be like as we aim to develop resources on this (see Session 3).

In addition to the reporting procedures described in this pack, it would be useful for each partner to provide a **one-page summary (in English)** of how they managed the sessions with each of the groups they are working with. This might include the methods used, if different to those in this pack, and any reflections on the experience.

### 3. Consultation 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: QUB CODE OF CONDUCT AND GOOD PRACTICE GUIDELINES (Page 29)
- 2: RESEARCHER SAFETY AND WELL-BEING PROTOCOL (Page 34)
- 3: ETHICAL CONSIDERATIONS INCLUDING OBTAINING CONSENT (Page 35)
- 4: EXAMPLE INFORMATION LEAFLETS AND CONSENT FORMS (Page 37)
- 5: DISTRESS PROTOCOL (Page 41)
- 6: SIGN-POSTING LEAFLET (Page 45)

- 7: WORKSHOP SIGN-IN SHEET (Page 47)
- 8: SESSION 1 – EXAMPLE IMAGES (Page 48)
- 9: SESSION 2- EXAMPLE IMAGES (Page 59)
- 10: EVALUATION SHEET (Page 64)

You may adapt these to tailor to your own context and please include your own organisations logos alongside the European Commission logo and the P4P project logo. You will find these in the project Dropbox.

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 be required to 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 organize 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 of the project and reiterate the information on the consent form to
- check that the children understand what they will be doing and what will happen to their data.
- Make sure the group know that what they say will be kept anonymous and confidential unless a safeguarding issue arises.
- If one participant dominates or 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

**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 that is holding the ball must: **State their Name and answer one of the Q's on the Flipchart.** This continues until everyone has at least 1 chance to participate.

**Materials Needed:** Flipchart with Q's, Music, Ball

### 2. Two Truths and a Lie

**Description:** In a group, ask the CYP to think of two truths about themselves (something that other group members might not know about them) and one lie. Give everyone a post-it note and ask them to write them down. Ask for a volunteer to start and ask them to read out their 2 truths and a lie. The group then has to guess, which one is the lie and which ones are the truths. Go around all the group members in turn.

**Materials needed:** Pens and post-it notes.

### 3. Snowball Fight

**Description:** In a group, 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.

**Materials needed:** Pens and paper.

### Developing a group work contract

You may wish to develop a group work contract at the beginning of the workshop. This can be carried out as a 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 CYP should lead on this and the facilitator can discuss their 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 the group knows 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 the group situation, 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; 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. Recognize 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 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 consultation in good spirits.

We have also included a '**sign-posting leaflet**' (appendix 6 pg 45 - country specific translations are available) that was designed with the children in our younger advisory group. This sets out the definitions of the different types of violence, examples of this, and where and who to go to for help if this happens. It also includes a list of professional organisations on the back cover with contact details for each. You should hand this out to the CYP in the group and talk them through it, explaining the contact points specific to their country.

## 4. WORKSHOP SCHEDULE

In this section, you will find the Session Plans for sessions 1, 2, 3 & 4. Additional images that you can use for prompts during sessions 1 & 2 can be found in the appendix 8 & 9.

Please remember the aims of the working groups as set out in our application – ‘Working groups with child victims – All partners will access and work with groups of child victims to collect their views on identifying risk factors and providing effective supports and interventions (from their perspectives). These groups will provide recommendations for resource and training content and design’.

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.

If you only have a short time for your consultation (**minimum one hour**) please concentrate on asking the core questions.

If you have longer (**2 hours or more**), you may wish to consider using some of the suggested activities to engage the CYP and give them more space to think about the issues.

**These are suggestions only** and you may use any approaches that you know work well in your context. You may organise the workshop in the way that suits your style and context but please try and obtain information on the specific research questions. 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 1



This project is funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)

### 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 8).

- 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.



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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:** 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

### **Recording of data:**

- Collect or photograph each image with the figures attached to it
- Collect the speech bubbles and translate these into English – pass both on to QUB team.
- Please see the facilitation pack for other data to be extracted from recordings of this session.

## SESSION 2



This project is funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)

### 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.



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**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

#### **Recording of data:**

- Collect or photograph each image with the figures attached to it
- Collect the speech bubbles and translate these into English – pass both on to QUB team.
- Please see the facilitation pack for other data to be extracted from recordings of this session.

## SESSION 3



This project is funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)

### 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](https://www.unicef.org/rightsite/files/Child_Rights_Flyer_FINAL.pdf)  
<http://www.gov.scot/Resource/0050/00508949.pdf>

**Part 2:** The group are asked to consider the meaning of specific rights standards closely linked to the P4P project.

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?



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- 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.

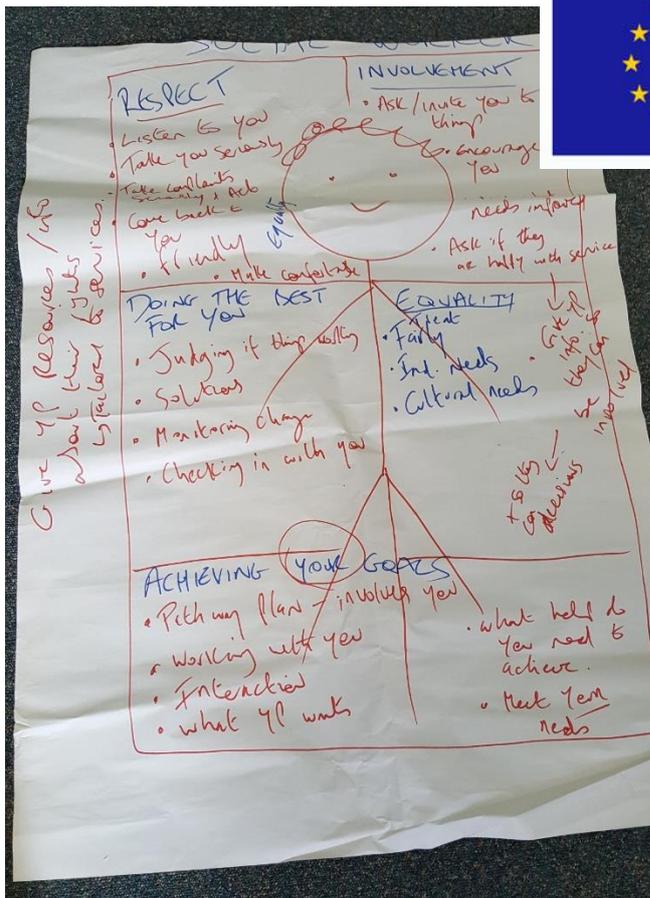
Taking each in turn ask them to consider what that would mean in practice. Write all the ideas on the flip chart. Progress through each right.

Some examples of probe questions are provided below:

*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?



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

**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.

### Recording of data:

- Photograph each flipchart exercise and send to QUB team along with English translations (there should be 8 of these)
- Please see the facilitation pack for other data to be extracted from recordings of this session.



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## SESSION 4



This project is funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)

### 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 or 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.



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**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 or 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 it.

**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:



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- 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.

### Recording of data:

- If doing the exercise with a drawing, photograph the drawing send to QUB team along with English translations of the post-it notes (separated by colour).
- If you have created other scenarios, please translate to English and send to the QUB team.

- If doing the exercise with a doll/teddy/bag, take some photographs of the exercise in action – do not take photographs that include children’s faces.
- Please see the facilitation pack for other data to be extracted from recordings of this session.

## **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 years 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 ben 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 lives 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.

## 5. Recording and Reporting Back

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. The second facilitator can draw up a room and seating plan, number each participant and keep a track of conversations, noting who said what.

Along with forwarding us the work the children produce during the workshop, please also complete the attached Reporting Template providing a summary of the main points and please include illustrative quotations to represent the children's views, if necessary.

### **Completing the Reporting Template**

- Please use one report template for every group.
- These must be translated in to English and forwarded to QUB. Please do not worry too much about the grammar here – we can edit this and will check back with you if there is any question about meanings or interpretations.
- There is no need to transcribe every single word spoken by the participants if this is irrelevant, e.g., general chit-chat or conversations unrelated to the topics, however, if you are supplying any of the children's quotes please report the exact words spoken by the children, translated into English.
- The audio-recording will help you locate the exact words of the children. Alternatively, you can use the words the children write if you use any written exercises. Please do not summarise the quotes, but provide a direct translation of their actual words. Please also indicate the sex and age of the speaker or writer if you can (e.g. F-12 or M15).
- Remember to delete the audio file, if you have one, when you have finished your report.
- If the children produce work, such as written work or drawings or post-it notes or flipcharts, please photograph these and attach the photographs with your report.
- We are primarily interested in the children's ideas and views. However, we are also interested in your thoughts too. Space has also been provided on the Reporting Template for your own reflections as well.

## REPORTING TEMPLATE

Date	
Facilitators' Names	
Facilitator's Organisation	
City/town Country	
Length of group (hrs and minutes)	
Number(s) of Children	Total: No. of Males: No. of Females:
Age ranges(s) of Children	
Tell us about the group(s) of children: - how you know them - the community/organisation they are from - any particular issues, e.g., disability - anything else you think is important Remember – NO NAMES	
Anyone else present during the consultation, e.g., parent, youth leader, teaching assistant, and why they were needed.	

- 1. Please confirm that you deleted the audio file, if you had one, when you finished the report, by highlighting the appropriate choice below.**

I confirm I deleted the audio file	YES
Sign: .....	NO
	Did not record the workshop

- 2. We are also interested in your thoughts too. Please provide as much information as you can about your own reflections on this workshop.**

3. If the children produced work, such as written work or drawings or post-it notes or flip-charts, please photograph these and attach to the Please list in the box below the additional work you will include.



## 6. Management and Return of Data

**It will be the partners' responsibility to ensure that all local ethical considerations are in place, such as relevant permissions and criminal record checks, and to ensure the ethical conduct of the workshops, for example, ensuring child safety in their disclosure of information.**

**The research team at Queen's University Belfast will assume that any data forwarded to them will have been gathered ethically.**

A shared project folder will be established on Dropbox. Each partner will be invited to share this and can access project materials from this. Each partner is required to set up their own password to access Dropbox. In order to ensure that project information is backed up, the Project Co-ordinator (McAlister) will save content to Queen's University Belfast's Q-Drive on a quarterly basis.

### Information on new data: security and storage

- A significant part of the project involves collecting information directly from CYP in the partner countries, and from those taking part in training events. The various forms of 'data' and how these will be collected and stored are noted below. This also covers the storage of personal information such as consent forms.
- It is not anticipated that any non-anonymised data will be presented in any outputs emanating from this project (reports, presentations, publications, training materials etc.).

- A report will be compiled after each consultation noting: the issues discussed; actions; any issues arising and how they were responded to. Reports will be shared electronically in the shared project folder. No names will be included on these. Images of activities (not individuals) will be taken and shared in the project folder and on social media. No images of CYP will be shared. A sign in sheet will be completed at every meeting, this will include the child's first name and age only.
- Information will be collected from children and young people through group meetings (focus groups). With consent, these will be audio recorded and the relevant parts of the discussion transcribed by the partner. No-one other than the project team of each partner country will have access to the recording. Once the recording has been transcribed and anonymised it will be deleted. Each partner will complete a summary recording sheet (in English) of the working group discussions and share this in the project folder. The recording sheet will contain no identifiers, simply the date of the meeting, the country and the nature of the group (e.g. young people in detention).
- Consent will be gained from: parents for those under 16 years and children and young people. Consent forms will be held in a locked filing cabinet/ drawer in the office of the lead from each partner country.

**Evaluation forms** – Anonymous evaluation forms are also included (appendix 10). These will be translated into the appropriate language and used at the end of the consultations. Partners will retain copies of the evaluations and provide a summary of responses (in English) to be shared in the project folder.

**Sign-in sheets** – In order to provide evidence to the European Commission of achieving deliverables and milestones, all events require sign-in sheets to be completed. These will be scanned and shared with the Project Co-ordinator (via email) and uploaded as deliverables to the Portal. These will not be held in the shared project folder but on the secure Q-Drive at Queen's University Belfast.

**Translators** – Translators, if used, will be required to meet data management standards, including confidentiality, encryption and secure deletion of files.

**Quality Assurance** - Leads from each partner country will have responsibility for data quality for their working groups, including good quality translation to English. QUB will take the lead on the analysis of data from all working groups. A summary will be provided and shared in the project folder.

**Research ethics and governance** - Ethical approval will be sought, where necessary, by each partner country/institution or from Queen's University Belfast for the project as a whole. All partners are expected to have received ethical approval before commencement of the collection of data. Ethical protocols for data management, consent from participants for the generation and storage of data, dealing with disclosure (child protection concerns) will be developed in Northern Ireland and locally adapted in the other partner countries. The expectation, as noted in the Consortium Agreement, is that local ethics standards are as rigorous as those that apply to the lead partner organization (QUB).

**Data sharing** - All partners agreed at the Kick-off Meeting (December 2017) that project resources would be shared via a Project Folder in Dropbox. Each partner must access this with a personal password. All partners can edit the content of the folder but McAlister will have lead responsibility for maintaining the folder and its content. No persons other than those named on the project, and the QUB project administrator (McCloy) will have access to the folder. Access must be agreed by the Project Co-ordinator (McAlister).

Any new data shared via the project folder will be anonymised and have all identifiers removed (as noted above). For participants involved in work groups, advisory groups and the online consultation, the default position will be anonymisation in data storage. Sign-in sheets will be shared in the Project Folder if these include first names only. Otherwise these will be sent directly to the Project Co-Ordinator by partners to be uploaded to the European Commission Portal as evidence of deliverables.

**Data ownership and overall responsibility** - The terms of data ownership, use of data and publication/authorship are covered in the Grant Agreement and Consortium Agreement. Overall responsibility for data management resides with the Project Co-Ordinator (McAlister) in Queen's University Belfast. The leads for each partner country/ organisation also have responsibility for data collection, quality and management respectively and contribution to the overall data management plan. The expectation is that the same levels of quality assurance, security and ethical conduct will be adhered to by all team members in the project. It is the responsibility of the lead in each partner organisation to ensure that this policy is shared and adhered to by all team members.

It is your responsibility to ensure that data is gathered, stored, retained and disposed of securely, in accordance with all legal, statutory, ethical, contractual and funding requirements. You must ensure the data is accessible and that the release of any data does not compromise the research process or the identity of any individual.

In summary:

- Data will be collected from children through consultation group meetings.
- Consent will be gained from the children, and their parents if possible. These will be stored securely in a locked filing cabinet/drawer in the office of the lead from each partner country.
- With consent, these may be audio-recorded, and the partner organisation will transcribe and translate relevant information into English.
- No-one, other than the project team, and transcriber if required, of each partner country, will have access to the recording.
- Once the recording has been transcribed and anonymised, it will be deleted and the transcript/quotes stored safely and uploaded along with accompanying information, i.e., photographs, completed reporting template, to the project Dropbox.
- Each partner will complete a standardized Reporting Template (in English). This will record the date of the meeting, name and country of the facilitators, and the nature of the group (e.g., children's sex, age ect.) but will contain no personalised identifiers.

An evaluation will also be completed by the CYP at the end of the consultation (see appendix 10).

- Please inform Siobhan ([s.mcalister@qub.ac.uk](mailto:s.mcalister@qub.ac.uk)) of your recruitment plan and let her know the dates you will carry out your consultation groups and when she can expect to have access to the data.

**Any questions?**

If you are experiencing any difficulties or have any other questions or queries about running the workshop(s) please contact the focal person for your country or Dr Siobhan McAlister at QUB ([s.mcalister@qub.ac.uk](mailto:s.mcalister@qub.ac.uk)).

## Appendices

### APPENDIX 1: QUB CODE OF CONDUCT AND GOOD PRACTICE GUIDELINES



## Code of Conduct & Good Practice for Activity with Children and Vulnerable Adults

This statement reflects the child and vulnerable adults centred principles of Queen's University

### 1.0 Queen's University believes that:

All children, students, vulnerable adults, staff and visitors should be treated with respect and dignity and should not be subject to any harm, physical abuse, sexual abuse, emotional abuse, neglect, financial abuse, bullying or discriminatory treatment.

### 2.0 In all dealings with children and vulnerable adults, Queen's University employees and students should:

Be open, honest and transparent;

Respect a child's or vulnerable adult's right to personal privacy;

Be aware that contact with a child or vulnerable adult may be misrepresented;

Be aware of cultural differences and the fact that the individual may not feel comfortable discussing certain issues;

Recognise that special caution is required in moments when discussing sensitive issues with children or vulnerable adults;

Ensure that any physical or manual touching is provided with consent in an open environment and that the purpose is clear. If this is in a sporting situation it should be in accordance with the guidelines provided by the appropriate National Governing Body. Otherwise, physical/manual touching will usually only be required in relation to delivering emergency care or by those working in Health and Social Care positions and should be in accordance with the guidelines provided by the appropriate National Governing Body. Any intimate care provided should be appropriate to the task required, carried out sensitively and with respect for the individual's dignity and privacy.

Provide constructive rather than negative feedback;

Challenge unacceptable behaviour;

Follow University Health and Safety Policies and record any administration of first aid;

Maintain clear professional boundaries;

Report any allegation or suspicion of abuse;

Maintain confidentiality, unless doing so would place the child or vulnerable adult at risk of harm;

Maintain a child's or vulnerable adult's dignity and treat them with respect;

Treat all children and vulnerable adults equally regardless of their background and culture;

Only use restraint where it is absolutely necessary to protect the child or vulnerable adult or others from harm. Any restraint used should be proportionate to the risk of harm and should be recorded and reported;

Report any inappropriate use of images of a child or vulnerable adult;

Report any inappropriate or dangerous behaviour on the internet that involves a child or vulnerable adult.

3.0 In all dealings with children and vulnerable adults, Queen's University employees or students should NOT:

Spend excessive amounts of time alone with a child or vulnerable adult away from others;

Abuse, neglect, harm, or place at risk of harm, a child or vulnerable adult whether by omission or commission;

Form inappropriate relationships with a child or vulnerable adult;

Gossip about the personal details about a child or vulnerable adult or their families;

Play rough physical games. For those involved with children and sports, sporting events should be played in accordance with the guidelines provided by the appropriate National Governing Body;

Play sexually provocative games;

Enter a child's or vulnerable adult's room unless it is absolutely necessary and if entering a child's or vulnerable adult's room must do so accompanied;

Allow or engage in any form of inappropriate touching;

Allow a child or vulnerable adult to use inappropriate language without challenging it;

Make sexually suggestive/derogatory comments even in jest;

Reduce a child or vulnerable adult to tears as a form of control;

Allow allegations made by a child to go unchallenged, unrecorded or not acted upon;  
Do personal things for a child or vulnerable adult which they can do for themselves. If a child has a disability any tasks should only be performed with the full understanding and consent of the parents/carers;

Engage in inappropriate internet activity with a child or vulnerable adult;

Smoke or drink alcohol in the company of a child or vulnerable adult;

Share a room with a child or vulnerable adult;

Fail to act on or record any allegations made by a child or vulnerable adult;

Invite a child or vulnerable adult to stay at your home or invite them to private social events;

Disclose confidential information in relation to any allegation made by a child or vulnerable adult unless as required during the investigation process;

Use your position to intimidate, threaten, bully, humiliate, coerce or undermine a child or vulnerable adult;

Give gifts to a child or vulnerable adult outside of an agreed reward scheme or receive gifts from a child or vulnerable adult;

Provide a child or vulnerable adult with their personal contact details or accept friend requests on social networking sites;

Discriminate on the grounds of race (including colour, nationality, ethnic or national origin, including Irish Travellers) religious belief or political opinion, sexual orientation, gender (including gender reassignment), marital or civil partnership status, age or disability;

Steal from or use a child or vulnerable adult for financial gain;

Sell anything to a child or vulnerable adult;

Make/accept loans or gifts of money from a child or vulnerable adult;

Photograph/video a child or vulnerable adult, even by mobile phone, without their or their parent/guardian's consent. Any photographs that are taken should be appropriate.

#### 4.0 Other

If alone with a child or vulnerable adult doors should be kept open where possible and where appropriate.

Should there be concerns around meeting with a child or vulnerable adult alone, then these should be raised with the appropriate individual and they should be accompanied to the meeting.

#### 5.0 Examples of incidents that should be reported/recorded

Any incidents which cause concern in respect of a child or vulnerable adult are required to be reported immediately to the Head of School/Director. Below are examples of incidents which are required to be reported.

When:

- there has been any breach of this Code;
- a child or vulnerable adult is accidentally hurt;
- there is concern that a relationship is developing which may be an abuse of trust;
- you are worried that a child or vulnerable adult is becoming attracted to you;
- you are worried that a child or vulnerable adult is becoming attracted to a colleague who cares for them;
- you think a child or vulnerable adult has misunderstood or misinterpreted something you have done;
- you have been required to physically restrain a child or vulnerable adult to prevent them from harming themselves or another or from causing significant damage to property;
- you receive a report from a child or vulnerable adult alleging abuse regarding a member of an external organisation using Queen's facilities;
- you see any suspicious marks on a child or vulnerable adult; and/or
- you hear any allegations made by a child or vulnerable adult of events outside Queen's University
- you believe a child or vulnerable adult may have been subjected to some form of abuse
- you believe an individual **has** engaged in:
  - i. conduct which endangers a child or vulnerable adult or is likely to endanger a child or vulnerable adult;
  - ii. conduct which, if repeated against or in relation to a child or vulnerable adult would endanger that child or vulnerable adult or would be likely to endanger him;
  - iii. conduct involving sexual material relating to children (including possession of such material);
  - iv. conduct involving sexually explicit images depicting violence against human beings (including possession of such images), if it appears to the ISA that the conduct is inappropriate;
  - v. conduct of a sexual nature involving a child or vulnerable adult, if it appears to the Independent Safeguarding Authority that the conduct is inappropriate.

Definition - A person's conduct endangers a child or vulnerable adult if they:

- i. Harm a child or vulnerable adult;
- ii. Cause a child or vulnerable adult to be harmed;
- iii. Put a child or vulnerable adult at risk of harm;
- iv. Attempt to harm a child or vulnerable adult; or
- v. Incite another to harm a child or vulnerable adult

you believe a person **may**:

- i. Harm a child or vulnerable adult;
- ii. Cause a child or vulnerable adult to be harmed;
- iii. Put a child or vulnerable adult at risk of harm;
- iv. Attempt to harm a child or vulnerable adult; or
- v. Incite another to harm a child or vulnerable adult

#### 6.0 Failure to follow the Code of Conduct

Failure to follow the Code of Conduct may result in:

- i. An internal investigation into your conduct under the relevant policy which may lead to dismissal/expulsion;
- ii. A referral to, and an investigation by, a statutory agency which may result in a criminal charge;
- iii. A referral to the Disclosure and Barring Service which may result in you being barred from working in regulated activity.

The aim of this Protocol is to protect the welfare of the researcher when carrying out sensitive research 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 3: ETHICAL CONSIDERATIONS INCLUDING OBTAINING CONSENT**

### **Recruiting Participants**

- **Voluntary Participation** - Participating in the consultation 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 consultation 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 consultation 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 consultation. 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 consultation is voluntary. A participant can change his or her mind and withdraw from the consultation, 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 the consultation 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 in the consultation process. 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 consultation 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 and other outputs from the consultation. 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 consultation. 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 consultation workshops, and what you hope to achieve.

**The lead facilitator in each partner organisation is responsible for storing securely all consent forms and confidentiality agreements.**

#### APPENDIX 4: EXAMPLE INFORMATION LEAFLETS AND CONSENT FORMS

**Parent/Guardian/Carer  
Information Sheet**

**May wish to paste your  
ORGANISATION LOGO  
here**

**Dear Parent/Guardian**

**We are a research team from Queen's University Belfast. We are carrying out a research study 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 the research 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 your child's school.**

**Please note that this research has been approved by the Ethics Committee in the School of Social Sciences, Education and Social Work at Queen's University Belfast. Please take the time to read the following information carefully.**

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**What is the purpose of the study?**

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 in the research mean for my child?**

Your child will be invited to take part in three focus group meetings with other children in (organisation name). The children will help the research 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 focus groups 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 kind of study and all activities will be carefully planned to ensure they are suitable for children of this age.

As part of the focus groups 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 in the study 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 in the study be kept confidential?**

All information which is collected during the course of the study 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 research team will be able to get the information from the project.

#### **What will happen to the results of the study?**

Once the study is 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 about the study**

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

Dr Siobhán McAlister  
Queen's University Belfast  
69-71 University Street  
Belfast, BT7 1HL  
☎ **Telephone:** (0)28 9097 5918  
✉ **E-mail:** [s.mcalister@qub.ac.uk](mailto:s.mcalister@qub.ac.uk)

### **PARENT/GUARDIAN CONSENT FORM**

- I have read the information sheet which explains what it means for my child to be part of a focus group.
- I understand that the focus groups 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 this research 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 study.
- I **DO NOT AGREE** that my child can take part in the study.

Name: \_\_\_\_\_

Child's name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

May wish to paste your  
ORGANISATION LOGO  
here

## Would you like to help us in our study?

Hello, We are a research team from Queen's University Belfast. We are involved in a project with other universities and charities in Europe called Participation for Protection (P4P). 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 Focus Groups with children and young people in six places in Europe – Austria, Belgium, Germany, Northern Ireland, Republic of Ireland, Romania.

### So, would you like to be part of our focus group?

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 in our project. 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 be part of our focus group 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 focus 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 focus group 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 focus 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 Siobhán 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 Focus Group**

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

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 of the focus group for any reason. I also understand that I can take away my consent at any time and for any reason.

I understand that this research 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 focus group.
- I **DO NOT AGREE** to be part of the focus group.

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**(Name)**

## **Project title:** Participation for Protection

### **Introduction:**

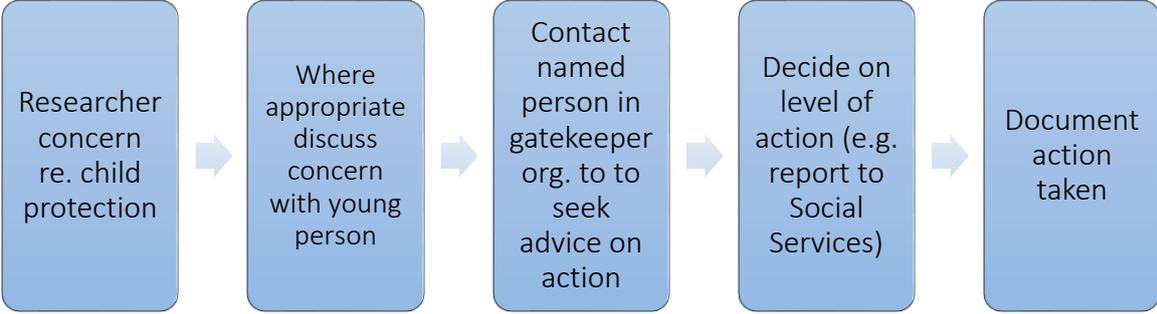
This protocol has been developed given the project focus on the topic of violence. While it is not the intention to ask any child about personal experiences of violence, we understand that personal experiences of direct and indirect violence may emerge in fieldwork. As part of our strategy to minimize 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 in the research. Participants will be further advised that even if they initially consent to an interview, they may withdraw their consent during the data collection 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.

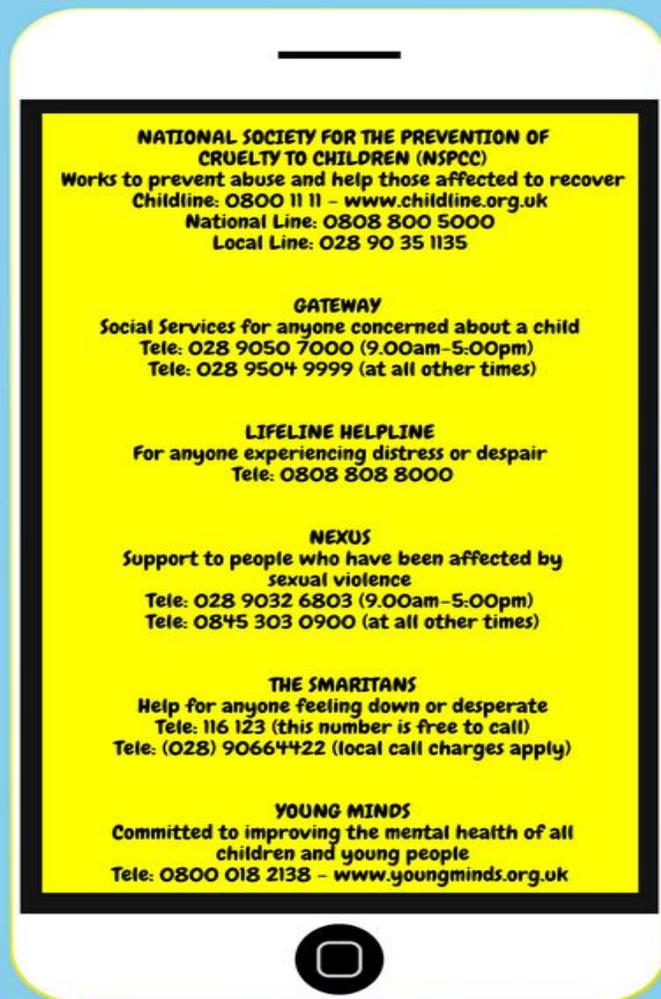
Notwithstanding the above, there may be circumstances where young people disclose information that indicates that they or another person faces a serious risk of harm. In such circumstances the following protocol and procedures would apply.

### **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 researcher would consult the project worker within the gatekeeper organization to seek advice on the appropriate level of reporting reflecting legal requirements. A confidential record would be kept of this action with the project documents which are securely stored in a locked filing cabinet/ password protected computer in Queen's University Belfast.



## Other useful contacts: Northern Ireland



**QUEEN'S  
UNIVERSITY  
BELFAST**

**CENTRE FOR  
CHILDREN'S  
RIGHTS**



**BEEN HARMED?  
NEED HELP?  
WHO TO TELL?**



This project is funded by  
the European Union's  
Rights, Equality and  
Citizenship Programme  
(2014-2020)

**include  
YOUTH**



TYPES OF HARM	This happens when	Who to tell – If this happens at		
		Home	School	Outside
<b>NEGLECT</b> is when a child's basic needs are not being met and a parent or carer does not look after them properly. 	A child might not be given enough food and drink or the proper clothing.  A child is left on their own for too long.	<b>YOU CAN SPEAK TO</b> Another family member like an aunt; uncle; grandparent. Or a teacher; neighbour; sports coach; social worker; nurse; doctor	<b>YOU CAN SPEAK TO</b>	<b>YOU CAN SPEAK TO</b>
<b>PHYSICAL ABUSE</b> is when an adult deliberately hurts a child's body.  This may leave marks on their body such as cuts and bruises. 	Someone might hit, punch, kick, bite, or shake a child.	Another family member like an aunt; uncle; grandparent. Or a teacher; neighbour; sports coach; social worker; nurse; doctor	A child protection teacher; parent or guardian; another family member like an aunt; uncle; grandparent. Or a neighbour; sports coach; social worker; nurse; doctor	A parent or guardian; another family member like an aunt; uncle; grandparent. Or a neighbour; teacher; sports coach; security person; caretaker; the Police (telephone 999)
<b>EMOTIONAL ABUSE</b> is when an adult hurts a child's feelings.  This hurts a child on the inside. 	An adult makes fun of a child, calls them names, or makes them feel bad about themselves.  Seeing or hearing parents or carers hurting each other can also make a child feel bad.  This is called domestic abuse.	Another family member like an aunt; uncle; grandparent. Or a teacher; neighbour; sports coach; social worker; nurse; doctor	A parent or guardian; another family member like an aunt; uncle; grandparent. Or a neighbour; child protection teacher; sports coach; social worker; nurse; doctor	A parent or guardian; another family member like an aunt; uncle; grandparent. Or a neighbour; child protection teacher; sports coach; security person or caretaker
<b>BULLYING</b> is when children are mean and unkind to each other, not just once but again and again. 	Some children might push another child around, leave them out of games, or send them nasty texts or emails.  This can hurt on the inside, or on the outside, and often both.	A parent or guardian; another family member like an aunt; uncle; grandparent. Or a teacher; sports coach	A parent or guardian; another family member like an aunt; uncle; grandparent. Or a neighbour; teacher; sports coach	A parent or guardian; another family member like an aunt; uncle; grandparent. Or a neighbour; teacher; sports coach; security person; caretaker
<b>SEXUAL ABUSE</b> is when a child is made to do anything with their body that frightens or worries them. An adult using a child in this way to make money is called sexual exploitation. 	An adult touches, kisses or makes a child show private parts of their body, or makes them do this to another person.  Being made to look at rude films or pictures in books, magazines or on the internet is also sexual abuse.	A parent or guardian; another family member like an aunt; uncle; grandparent. Or a neighbour; teacher; sports coach	A parent or guardian; another family member like an aunt; uncle; grandparent. Or a neighbour; teacher; sports coach	A parent or guardian; another family member like an aunt; uncle; grandparent. Or a neighbour; teacher; sports coach; security person; caretaker; the Police (telephone 999)



APPENDIX 7: WORKSHOP SIGN-IN SHEET



This project is funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)

**P4P: PARTICIPATION FOR PROTECTION**

**PARTNER NAME/S:**

**DATE:**

**SIGN IN SHEET**

FIRST NAME	AGE

# A child being smacked



# A child hearing their parents argue a lot



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



**Cyber-**



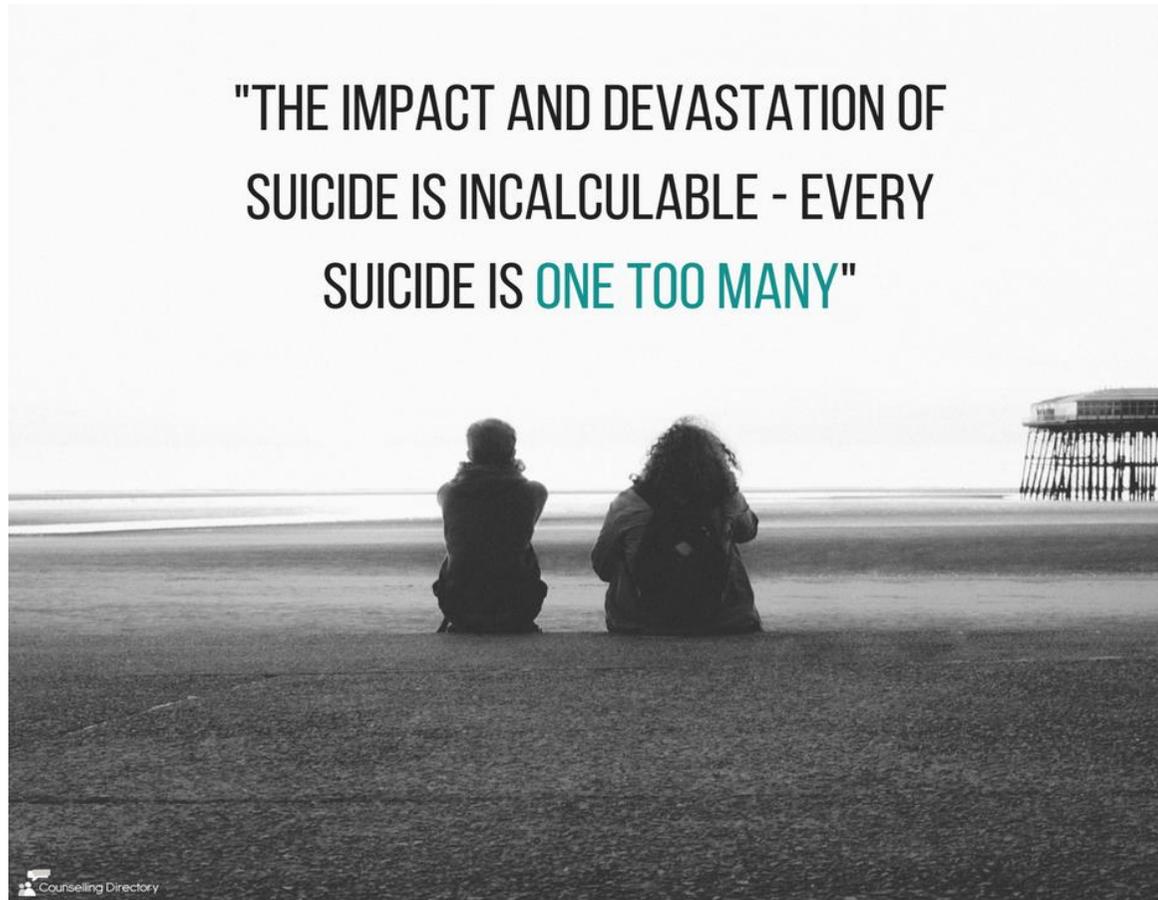
**Bullying**



# Physical Bullying



**Self-**



**Harm**



# A child being forced to fight for their country



**A child  
made  
work**



**being  
to**



# Children being forced to leave their home country



**A  
child**



**being neglected**



(not being looked after properly)



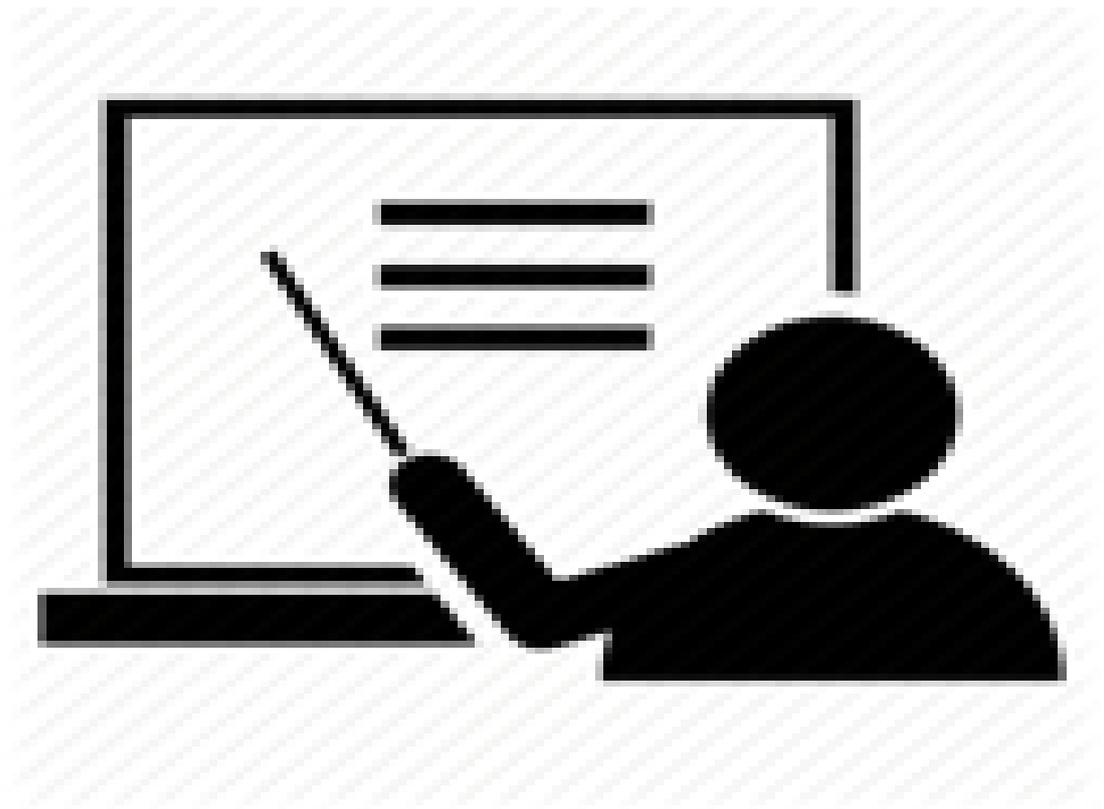
**Violence means:** *physical or mental violence, injury or abuse, not caring for children, bad treatment, using children to make money, and sexual abuse.*

So violence can be:

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



**POLICE**



TEACHER



**SOCIAL WORKER**



**DOCTOR**



**JUDGE**

## APPENDIX 10: EVALUATION SHEET



This project is funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)

ID Code

# PARTICIPATION 4 PROTECTION



## Evaluation of Participation on the Project

- 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**

	<b>YES</b>	<b>NO</b>
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?

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

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 (it's meaning and different types) before the project.



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



Please tell us ONE new thing you learned about violence:

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

### 3. Seeking Support

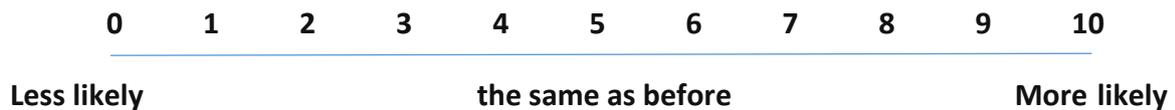
On a scale of 1-10 how much would you say you knew about seeking support, if you had experienced violence/harm before the project?



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

