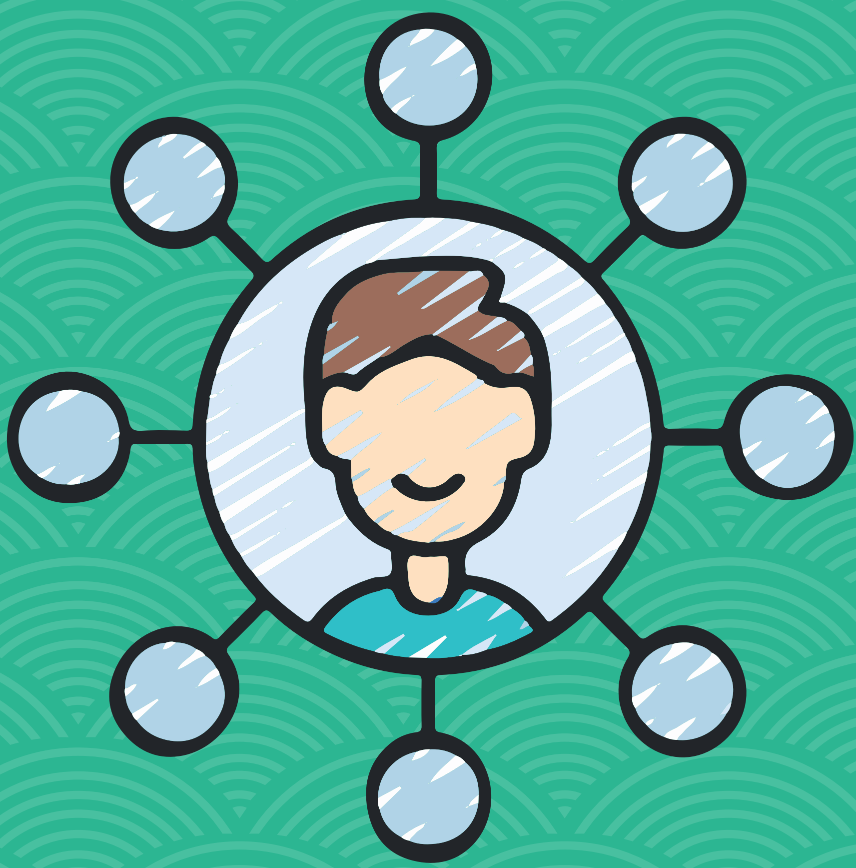
TRAINING MANUAL

PARTICIPATORY ACTION RESEARCH WITH CHILDREN



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For feedback or suggestions please contact researchteam@ecpat.org

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INTRODUCTION

Millions of children are exposed to sexual abuse and exploitation every year—in families, communities, and online. Prevention programs and awareness-raising initiatives are numerous, but few effectively reach children on their terms or recognize their agency.

ECPAT's recent experience and research show that a current, localized and nuanced understanding of their environments assessed through their own lenses is currently missing. **An in-depth understanding of the environments in which children live, informed by their own realities, is critical to developing effective strategies.**

This creates significant gaps in child sexual exploitation and abuse (CSEA) interventions, which are typically designed by adults for children (and not *with* children). The ability to base programming, practices, and policies on children's lived experiences within their contexts, their aspirations, challenges, and respective rights is lacking. **A key missing link is the expertise and skills of children themselves.** We need to engage with them in analysing the problem and creating spaces where they can meaningful influence our CSEA prevention strategies.

The objective of this **manual is to guide adult facilitators in training and supporting child leaders** to conduct child-led participatory action research and advocacy that will inform strategies to prevent CSEA. The Manual was developed to support the activities of a pilot project in Nepal and Bangladesh. The project will support the creation of spaces and processes for children and adults to co-construct more adaptive approaches and narratives on the protection of children from CSEA, reflecting children's realities.

CONTENTS

HOW TO USE THIS MANUAL

This manual is designed for adult facilitators to use when training children in participatory action research and advocacy. The modules are designed to train children aged 13-18 to participate in research and advocacy around CSEA issues. Notes for adult facilitators' training are in blue.

The sessions are organized in sections that can be broken up to be completed over time as needed. Be sure to add frequent breaks in between sessions, as well as ample time between sections to allow for reflection and absorption. If a lot of time passes between one section and another, however, it may be helpful to start each resumption of training with a brief refresher. You can also give 'homework' in advance of a coming section by providing the handouts ahead of time to give young researchers time to review them before the session in which they are explained.

Adult facilitators can also repeat some sessions as refreshers when needed.

PREPARATIONS

Adult facilitators should undergo training to familiarize themselves with the overall program, and to prepare some of the contextualized materials to present to the child young researchers.

It is helpful to have regular access to a training space that is comfortable and quiet, and where you can store materials over the course of the project.

You should also provide young researchers with notebooks and pens, as well as folders with clasps (see example à) to organize the various handouts.

SECTION 1:

CHOOSING TO COME TOGETHER WITH CARE - INTRODUCTION TO THE RESEARCH

4 HOURS

1.1. WELCOME AND ICEBREAKERS *1 HOUR*

At the beginning of the training, the children participating might feel nervous or insecure. Try to make them and yourselves feel at ease. Laughter creates a pleasant environment to start with. Starting with an energizer and/or icebreaker is a playful way to get to know each other and put people at ease.

The energizer can be followed by an introductory round. This could be done formally, perhaps in conjunction with an official welcome, or a bit less formal through a name game or interview exercise, or a combination of these.

You also might find it useful to discuss some expectations of the project and ground rules for the training itself. But if the group is small, this can also be done more informally or when things are not going well.

Activity name:

CROSS THE LINE

Type of exercise	Optional Icebreaker #1
Objective	To get to know each other and create a positive environment to start the training.
Timing	15 minutes
Resources needed	
Instructions	**Cross the Line** is an interactive large-group activity that helps gain some knowledge of trends amongst a group of young peers at a school and in a community. It also helps build solidarity amongst group members and helps them feel more comfortable with the topic while also dealing with their emotions about it in a supportive environment. 1. Ask questions that help identify common patterns and issues for young people in a community. e.g. “Cross the line if…” » *You enjoy football/[another local sport]* » *Your favorite music artist is [a popular local artist] (you can also ask for their favorite song by that artist)* » *You have ever sent or received a love letter (You can ask how it felt)* » *You have ever wanted to share something personal with your friend, parent, guardian, teacher, etc. but you felt you couldn’t.* » *You’ve have heard of incidents of (sexual) violence in your community.* And so on. You can also add a time frame to each question, e.g. ever, in the last year, in the last month, etc.

	2. As people cross the line, the others who remain behind should make the sign/gesture of support. You can ask people who cross the line if they want to share the circumstances, how it made them feel, etc. - but sharing should be completely voluntary. You can also ask ancillary questions to get more information/interpretation, e.g. Why do you think this is so common/rare? Is it to be accepted, or is it something we should try to change? If so, how? 3. One facilitator should be in the middle running the activity while others record information (via video, noting down numbers, statements, etc.).
Debrief	
Resources/ Tip sheet	You can also ask young researchers what kinds of questions they think are relevant and add them.
Elements to consider / to highlight	

Activity name:

Fire! Fire!

Type of exercise	Optional Icebreaker #2
Objective	To get to know each other and create a positive environment to start the training.
Timing	20 minutes
Resources needed	
Instructions	1. Stand in a circle and explain the game: imagine that we are all standing on a hot savannah landscape, the earth beneath us is scorching hot. So hot that the savannah is catching fire! When I yell “Fire! Fire!” everyone will run around the room trying to avoid burning your feet. Then I yell “Stop” and a number, for example “Three”. Then you stop and form a group of three people as quickly as possible. Once in the group I will give you instructions what to do with your group. 2. Start the energizer by yelling “Fire! Fire!” When they have run around for a minute, yell “Stop” and a number (two, three or four). When they have formed groups ask them to introduce themselves, give their age and where they are from.

Instructions	3. After a few minutes, when you think most of them have discussed their answers, yell “Fire! Fire!” again. Make them stop and form groups. You can do this several times. You can, for instance, ask the young researchers to discuss: » A good and a bad habit you have » Things you really like and dislike » The first time you fell in love » Why you want to be part of the training? » What you think this research will be about?
Debrief	
Resources/ Tip sheet	It is good for adult facilitators to join in this activity!
Elements to consider / to highlight	

Activity name:

The Name Game

Type of exercise	Interactive introduction
Objective	
Timing	10 minutes
Resources needed	Ball
Instructions	1. Stand in a circle and throw the ball to each other. When the person catches the ball, this person gives his or her name in the form of a rhyme (alliteration), for example ‘Hungry Henri’. Then Hungry Henri throws the ball to someone else. This person first mentions the name of the person who threw the ball and adds his or her own alliteration. This continues until the circle is complete. This exercise is good for remembering each other’s names—and it creates some laughs! 2. Finalize by writing the alliterations on the blackboard or flipchart and leave it there for the whole of the first day.
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	

Activity name:

Official Welcome

Type of exercise	Welcome
Objective	To provide a formal introduction to the project
Timing	10 minutes
Resources needed	
Instructions	1. Have a formal introduction round and word of welcome carried out by a representative of the organization for which the project is being done. 2. Finish by allowing the young researchers to ask the representative questions. If they are shy, you can initiate by asking some questions yourself, for example: » What do you expect of these young people? » How is this project going to help your organization? » What do you think will be one of the things that will be interesting about this research?
Debrief	
Resources/ Tip sheet	It's good to have 'a dignitary' from ECPAT or the partner organization (i.e. someone high up in the organization) give the official welcome so that the child young researchers feel important and know that the organization values their involvement.
Elements to consider / to highlight	

Activity name:

Setting Ground Rules

Type of exercise	Rule making
Objective	To come to a common understanding of how to conduct the training
Timing	20 minutes
Resources needed	Flipchart, markers
Instructions	1. Explain to the group that you are going to work together closely; therefore, you need to trust one another and make each other feel free to contribute. 2. Ask the group what they need to make them feel comfortable in speaking their minds—or the opposite, what makes them feel shy. 3. Based on this discussion, make an agreement about how you are going to work during the training, and write the points down on a flipchart so that you can post these 'rules' for the duration of the training. For example, you can think about the following rules: » Do not interrupt each other » Do not make fun of each other » Be sensitive about personal information and feelings » Be on time » No mobile phones in the training 4. You can also make agreements about timekeeping or about what should be done if someone breaks the rules.
Debrief	
Resources/ Tip sheet	You can put children in charge of this activity. Ask for a volunteer to lead the discussion and another to record the rules that are suggested. You can also suggest important rules that the others may not think of and ask whether the participants agree.
Elements to consider / to highlight	

1.2. WHY ARE WE HERE? - 3 HOURS

This session should explain the general purpose of the research (why does the organization want this research?) and the reason why children will be trained as researchers/advocates to conduct this research. During this session the training agenda and research work/time plan will be explained, as well as the roles of the people involved.

Activity name:

Research Purpose

Type of exercise	Informational
Objective	To understand the purpose of the research, including » What is ECPAT (and partner org)? » What is research? » Research objectives » Research question(s)
Timing	30 minutes – 1 hour
Resources needed	On a flipchart or PowerPoint (PPT) slide: » Presentation of ECPAT's (and partner organization's) mission » Definition of research (see below) » CIFF Project Safeguarding Framework and Ethical Standards document » Clearly formulated statement of research objective and/or main question(s)
Instructions	1. What is ECPAT? Ask the young researchers what they know about the organization and its work. Provide a brief overview of the organization's work. 2. Ask the child participants to brainstorm about the meaning of the term research. Share sample definition: A study or investigation with the aim to find new information or reach a new understanding about a certain topic. Ask: » Have they been involved in any research in the past? » What was it about? » What did they learn?

Instructions	3. Ask the young researchers what they think the purpose of this research project is, their motivation to be a part of it, and their role in it. Clarify the research objective or goal. Explain why the organization wants to conduct this research. If the research is funded by others, explain why they find it important to conduct this research. Show them the research objective: » *The overall objective of Children Know Better is to share recommendations and propose improvements to interventions designed to protect children from child sexual exploitation and abuse by engaging directly with children.* » *One of the primary objectives of this project is to engage with children to understand contexts and forms of sexual exploitation and abuse and identify with them risks and protective factors that should be reflected in strategies and interventions to prevent child sexual abuse and exploitation.* » *The secondary objective is to assess how children can be better and more systematically involved in designing interventions for preventing child sexual exploitation and abuse.* *In this process, children will be engaged in identifying challenges they face in their environments (including online) and will become empowered to design recommendations for action by decision-makers. Children will learn research skills so they can participate in the research process and be engaged in refining the research plans and recommendations for action.* 4. Present this set of research questions and explain that you (the group) will work on reviewing these together in the coming day(s). ***Overall research question:*** *How are the gender, social and online realities of children affecting their exposure to risks of child sexual exploitation in xxx?* **Research questions addressed to children** » *What are the elements (gender, social, online) influencing the exposure to risks of child sexual exploitation and abuse?* » *What are some protective factors that could be strengthened?* » *What are the opportunities and the challenges in engaging children in designing solutions that meet their needs?* » *What are the recommendations for change from children's perspectives?*

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<td>Instructions</td>
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Research questions for ‘decision makers’
Decision makers could be interpreted in a very broad sense, ie a person who makes important decisions that can impact positively the protection of children from sexual exploitation and abuse.
The young researchers will identify who the key decision makers they want to address are – based on their ‘social network analysis’ and will then review and refine the questions that they find more appropriate.

What do they identify as some key risks and protective factors related to child sexual exploitation and abuse?
What are the opportunities and challenges they see in engaging children in designing solutions that meet their needs?
How can they best engage with children to ensure solutions and interventions reflect?

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Explain that the young researchers will be asked to help to conduct the research and collect data.
Introduce yourselves more elaborately; your background and your role in the research training and process. If applicable, also introduce any other people involved in the research training (e.g. a translator or secretary).
Go over the safeguarding information and answer any questions participants may have, noting that you will return to it when discussing data collection ethics.

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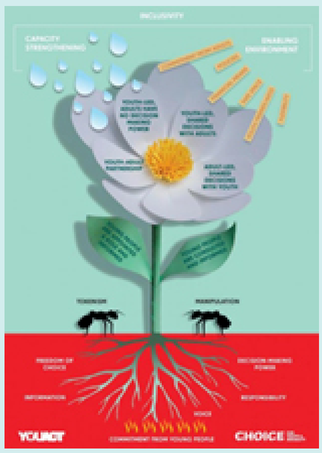

AFs can share the <u>CHOICE flower of participation</u> to inform young researchers of the different kinds of participation.
Discuss: What kind of participation are we engaged in for this project? [Do child researchers and AFs agree?]
Are the necessary core elements and pre-conditions for successful
Are the necessary core elements and pre-conditions for successful participation already present? If not, what can you do to try to create them?
You can do a similar overview for a participatory M&E or advocacy project, with indicators and objectives.
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Activity name:

Why Participatory Action Research with Children (PARC)?

Type of exercise	Overview and rationale review
Objective	To explain to young researchers why their participation in this project is essential To provide an overview of roles and responsibilities
Timing	30 minutes – 1 hour
Resources needed	Flipchart/PPT slide prepared with information from the textboxes below Blank flipchart/whiteboard to write brainstorm ideas down
Instructions	1. Hold a plenary brainstorm asking the participants why it is important to have young people conducting the data collection? 2. Write down their answers. 3. Check their answers with the answers in the textbox and add anything they miss. 4. Re-emphasize the importance of their role, so it makes them value their potential contribution to the research. Then explain more elaborately what you expect from them during the research and how they will be trained for this task during this training (see textbox below). Make a connection to the next session (outline research and training agenda). **Benefits of PARC** » **Children are the experts on children's issues.** They can help explain these issues to adults. » **Study participants will feel freer and more comfortable talking about sexuality issues** to people their own age than they will to adults. Therefore, children can collect information from their peers that is closer to the truth (more reliable). Child participation therefore leads to an improvement of the quality and relevance of the research data. » **The data will be used to improve project interventions** that fit better with children's issues and interests

AF: Review and revise adult-child responsibilities in textbox: create a Circles of Support

» **Building research skills can empowering children:**

- Gives them self-confidence to talk about sensitive issues with peers and adults
- Their understanding of social issues that negatively influence young people's sexual wellbeing
- Their motivation to contribute to changing things for the better
- Research skills are useful social skills and good for future job opportunities

» **It can help build cooperation and mutual respect between young people and adults:** Adults will take young people more seriously when they are involved in research and decision-making processes. Children will take adults more seriously if they understand the challenges of their work. This can lead to more youth participation in the organization.

Expectations and roles

By the end of this training, you will understand what research and advocacy are about, and you will have the skills to conduct research and advocacy—but we also hope that you will feel like a researcher and advocate! During this training we also want to develop a context-specific research plan together, i.e. what questions are we going to ask, when, where, and how?

After training: We expect you to

» collect data on the main research topics

» help the adult facilitators make sense of it (analysis)

» present findings to various stakeholders

» help formulate recommendations on how to improve services to better meet young people's needs

» advocate for those recommendations to a broader public

You are essential for making this project a success!

	Role of adult facilitators (your own role): Adult facilitators will be responsible for » coordinating the research process i.e. logistics and finance » training and guiding you, the research team, through data collection » managing and organizing the collected data for analysis » communicating the research progress and findings to ECPAT and donors » writing research and advocacy reports » supporting you to plan an advocacy campaign **Role of ECPAT: ECPAT is responsible for** » supporting the adult facilitators to deliver the training » providing budgetary and logistics support the adult facilitators » access to stakeholders and target groups
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	You might contextualize the research by pointing out that most studies are done by adults and mainly by researchers from the Global North. Few studies are conducted by youth—*even fewer by children*—and researchers from the Global South. So they may be lacking understanding of the issues from children's points of view, or from the local context. **(AFs: See BC/CC project)**

Activity name:

Research and Training Agenda Overview

Type of exercise	Overview
Objective	To provide young researchers with an overview of the project activities and timeline
Timing	15 minutes
Resources needed	Flipchart/PPT slide and/or handouts with training program Flipchart/PPT slide and/or handouts with timeline and activities of project
Instructions	1. Go over the project timeline. Explain the research phases and activities, including the training. 2. Explain in which parts the participants will be expected to contribute and how (referring to textbox above and how they fit into the timeline), being especially clear of what the child participants will be expected to do, when, who will support them, and how. Explain which parts are fixed and in which parts children will have input. Where necessary, explain the roles of others in the research plan (Circles of Support). 3. Allow time to answer the young researchers' questions.
Debrief	
Resources/ Tip sheet	Participants like to have an overview, as it helps them to understand the process better. So if you can, hand out printed overviews of the training and the overall project.
Elements to consider / to highlight	

Activity name:

The Importance of a Choice

Type of exercise	
Objective	To reflect on when and how we make a choice
Timing	25 minutes
Resources needed	One soft ball – in its absence even a ball made of paper will do
Instructions	***To prepare:*** *Ensure that some chairs are available in the room just in case participants prefer to sit on chairs for this game.* 1. **(1') Forming of the circle:** Ask participants to form a circle. They can either sit or stand, but since this activity will have some more and some less active parts, it might be good to have chairs nearby. Tell participants that sometimes the things that we do the most often can be opportunities to learn if we stop and think about them. For instance, playing with a ball! 2. **(3') First Ball game:** Throw the ball to the first participant and encourage them to throw it to someone else, without breaking the circle too much (you don't want this to become a proper game of volleyball). Let participants play with the ball until all, or almost all, have thrown it and caught it at least once. 3. **(5') How did it feel?** Ask participants what happened? Specifically ask them: What did you see? What did you hear? What did you feel? What did you think? Initially they might say things like: we saw you throwing a ball – that's ok. Try to invite a reflection on how they felt as they played. For instance: » What have they felt as they expected the ball? » How did they feel when they received it? » How did they feel when it fell? Were they excited? Embarrassed? worried? » Are there any differences in how girls and boys react or feel? 4. **(5') Did you choose?** Now, ask participants who – among them – thinks they "choose" to catch the ball, as opposed to reacting to the ball coming towards them (and maybe why they think like that). Let their opinions flow, without a right or a wrong answer.

Instructions	Explain that sometimes our body "takes over" and it's harder to call those moments a choice. For example, if there is a car about to hit us, our body will take over and try to get us out of the way. That is of course a good thing, right? We don't want to sit and reflect on whether we should move out of the way, we do want to react out of instinct. But other times, in situations where we are under less dramatic conditions, it's funny how our nervous system and cognitive shortcuts can still take over. For instance, when a ball is being thrown at you. Sometimes, it's difficult to pause, reflect, and make a choice, because we have done that thing so many times, that we don't have the habit to create space between the situation (a ball is coming at me) and the response (I choose to catch it). Many things we do in life are done in autopilot. Ask participants to give you some examples of things that seem choices but that they have done in autopilot. Consider also asking them, how did you choose who to throw the ball to? See if there might be unconscious biases on who we decided to engage. 5. **(2') It's ok to change your mind:** At other times, we might say yes to something, but then later (sometimes even years later) we realise that something is not good for us, and we change our mind. Even though we said yes (and it was fine at the time), now we have learnt more about ourselves and what it is that we need. For instance, imagine that a friend just before dinner asks us whether we would like an ice cream after dinner. Our body loves sugar, and we might say yes. But afterwards, when we are very full, we might change our mind and tell our friends that we are grateful but we won't eat that ice cream after all, because now we understand ourselves better. Ask participants to give you some examples of times when they changed their mind: was it difficult or hard to express it? What happened? 6. **(3') Second Ball Game:** Play the tossing game again, but this time, people need to signal they want the ball. They can, for instance, say "here" – raise their hand or say whatever they want to communicate they want to receive the ball. Invite participants to reflect: how did it feel this time? Once you have played this second time, also invite participants to reflect on how sometimes our choices can change when our understanding of the implications increases. Maybe, at first, we didn't realise we could choose. Or maybe we have fully realised the implications of our choices after we have made them, and we now want something different.

	7. **(5') You can choose to be here:** Explain to children that they are invited to be here, but we want to make sure everyone makes a choice to be here, and that, similarly to what we have said above, as the workshop progresses, they can leave at any time. 8. Ask what information children need to decide whether they want to be part of ongoing sessions for the participatory assessment. Further to the information that was already shared about "why we are here" in the previous session, ask participants if there are any other types of information that they need? 8. **(4') Final Comments and Questions**: Finally, give participants an opportunity to make final comments or ask any other questions about the participatory assessment sessions.
Debrief	
Resources/ Tip sheet	
Elements to consider/to highlight	

Activity name:

Sharing Expectations, Anxieties & Questions

Type of exercise	Feedback/reassurance
Objective	To know broadly what young researchers anticipate and clarify what issues may be tackled in order to clear the air.
Timing	30 minutes
Resources needed	Sticky notes in 4 different colors Flipchart pages labeled "I'm excited about…", "I'm anxious about…", I have questions about… (with a 'parking lot' area"), and "Expectations" Balloons

Instructions	1. Invite young researchers to spend 5 minutes writing on sticky notes what they're most excited about (in one color), their anxieties (in another color), and any questions they may have (in a 3rd color). If they don't have anything to write for a particular category, that's perfectly fine. They can place their sticky note on the appropriate flipchart. 2. (15 min) Have young researchers volunteer to read through them in reverse order, starting with the questions. Adult facilitators should answer what questions they can and place the questions they will come back to later in the 'parking lot'. Leave the flipchart up in the training space, and as facilitators answer the questions, they can move them back to the main question space. Second, have a volunteer trainee read 'anxieties'. Were some alleviated by the questions answered? For others, try to reassure young researchers where possible by referring to the plans and supports already mentioned. Point out that not all anxieties can be completely eliminated. As they gain experience and confidence, though, some of their anxieties should dissipate. If not, they should feel free to approach adult facilitators to ask for help. Third, have another volunteer read what they are excited about, as affirmation of their enthusiasm for the project. Adult facilitators can state things they're excited, too. 3. (10 min) Use sticky notes and allow everyone to write their expectations in a few words on a 4th-colored sticky note, then post them on the flip chart and have a 4th volunteer trainee read them out. Adult facilitators can respond to what they think is possible to achieve, and where expectations may be challenging to meet, explain why to manage those expectations. **Optional:** *Every participant can pick one expectation (other than their own) that they agree with and write it on a balloon, which is then hung in the room until the last day of training, when we burst them depending on whether the expectation was met or not.*
Debrief	
Resources/ Tip sheet	AFs can perform this exercise in their training, too!
Elements to consider / to highlight	Keep all the flipcharts for reference.

Activity name:

What can Help us Safely Express our Views?

Type of exercise	
Objective	To listen to children and young people's suggestions to help create a safe environment.
Timing	30 minutes
Resources needed	Flipchart paper, coloured crayons or coloured flipchart pens, Flipchart with the name and contact details of the child safeguarding focal point, Child/youth friendly version of the Code of Conduct.
Instructions	1. **(2') Forming groups and explaining the task**: Divide the participants into four groups, either 2 girls' groups and 2 boys' groups, or 1 girls' group, 1 boys' group and 2 mixed gender groups. Give each group a flipchart paper and coloured pens. Ask the participants in each group to draw a big flower on their flipchart with at least five petals. Explain that each group has 10 minutes to share and record ideas about things or ways of working that can help children and young people to safely express their views during the participatory assessment sessions. Each group should note their main ideas in the petals of the flower. 2. **(10') Group work:** For each group to develop their flower petals. 3. **(10') Sharing their flower petals:** Bring the groups back together in plenary. Each group has 2 minutes to present the petals of their flower – their main suggestions on what can help them safely express their views. Encourage participants to share feedback on whether they agree with proposed suggestions. Also encourage reflection on whether and how gender – being a girl, boy or other gender identity may influence what is needed for participants to safely express themselves? 4. **(8') Reinforcing safeguarding considerations:** Appreciate children and young people's suggestions and identify practical ways to act upon the suggestions. Reinforce the importance of: » Child safeguarding – introduce the child safeguarding focal point so that the participants know who this person is. Give them information about how to contact and reach this person during the sessions, or before or after sessions if they feel uncomfortable about any of the topics that are being discussed, or if they want to share concerns or experiences. Also share a child/youth friendly version of the Code of Conduct with participants and check that the key points are clear.

Instructions	» **Voluntary participation:** As already discussed, participation is voluntary. Participants can choose to stop participating at any time for any reason, and no one will force you to say or do anything during these sessions which goes against their choice or free will. Participants are also encouraged to tell the facilitators or the child safeguarding focal point if anything makes them feel uncomfortable. » **Respecting each other's views:** Children and young people may have different experiences views and feelings. It is important to listen to one another and to respect different views. » **Respecting privacy and confidentiality:** Assure the participants that the information they share during sessions will be kept confidential. At no time, will their family's name, or their name be used in the information recorded. Findings will be anonymously reported and documented. However, "the only exception to the rule of not sharing anything outside of this group, is if any of you share that you are being harmed by someone, if you are at risk of harming yourself, or if you tell us about another person who is being hurt. In such situations, we have to follow up and do what we can to make sure that any harm is stopped." It is also important for children and young people to 'respect confidentiality', by not sharing 'who said what' outside of the session. » **Providing opportunities to share views anonymously:** Acknowledge that it can be challenging for participants to speak up about sensitive issues. Thus, in the next activity, a box will be introduced that increases opportunities for participants to anonymously share their views.
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	

Activity name:

"Our Reality, Our Ideas" Box

Type of exercise	
Objective	To increase space for anonymous contributions by children and young people during the participatory assessment session, especially on sensitive issues
Timing	15 minutes
Resources needed	A box, old magazines, coloured pens, glue, scissors
Instructions	1. **(3') Introducing the "Our realities, our ideas" box:** Building upon the previous session, introduce the "Our realities, our ideas" box for children and young people to anonymously add notes to share their experiences, insights, ideas, comments or questions relating to children's lives, risks to or protection from sexual exploitation and abuse. They may be things they have experienced or things they have observed among their peers or siblings. Participants can add notes to the "Our realities, our ideas" box at any time during the session. In addition, before the end of each session, all participants will be encouraged to add notes to the box. The box can be opened and the contributions read by the facilitators after each session so that the facilitators can learn more about children's realities and ideas. Furthermore, a summary of key contributions from the box will be shared with the participants at the start of the next session. 2. **(2') Checking the proposal:** Ask if participants agree with the proposed use of the "Our realities, our ideas" box. Listen to the feedback and adjust the way of using the box according to the participants' suggestions. 3. **(10') Designing the box:** Ask for volunteers to design the outside of the box, either making a collage on the box or using colour pens to create their own design.
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	While some participants are designing the box, a game could be played with the rest of the participants.

SECTION 2:

UNDERSTANDING CHILDHOOD, SEXUALITY & CHILD SEXUAL EXPLOITATION AND ABUSE

8 HOURS

2.1 BEING CHILDREN, HERE AND NOW
1.5 HOURS

Activity name:

Icebreaker, Recap and Check-in

Type of exercise	
Objective	To re-establish group cohesion, to recap on earlier discussions and to foster a safe space for freedom of expression
Timing	15 minutes
Resources needed	A soft ball, “Our Reality, Our Ideas” box
Instructions	1. **(2’) Introduce the feedback game:** Welcome participants back to the session and ask everyone to sit together in a circle. Explain that you will roll a ball to a participant on the other side of the circle. The person receiving the ball is encouraged to share “one thing from the discussions or activities in the last session that they found most interesting and why?” After sharing their view, the person who received the ball should then roll the ball to someone else in the circle, and this person should also share “one thing from the discussions or activities in the last session that they found most interesting and why?” 2. **(4’) Play the feedback game:** Play the game as described. Continue so that 3-4 participants have shared their views. 3. **(2’) Welcome additional feedback:** Ask if any other participants would like to share anything else about “what they found most interesting in the last session and why?” Ask if any participants recall what colour they associated with their feelings in the last sessions and whether they would like to share what their colour was and why?

Instructions	4. **(6') Sharing highlights from our "Our Reality, Our Ideas" box:** Show the participants the "Our Reality, Our Ideas" box and briefly present a summary of key contributions, of key insights and ideas about children's realities that were added to the box at the end of the last session. 5. **(1') Information:** Briefly introduce today's session that will use interactive games and creative activities to sensitively explore different types of sexual exploitation and abuse facing children. We will also explore how being a boy or a girl, or being a child from different backgrounds influences the protection and/or risks that children and young people are exposed to.
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	

Activity name:

What Does it Feel Like to be a Child?

Type of exercise	
Objective	To reflect on who a child is, and the vulnerabilities and strengths of children
Timing	45 minutes
Resources needed	Pens, papers, flipchart, markers, glue
Instructions	**To prepare:** *Prepare the shape of a child on a flipchart paper. You will stick participants' responses in "A child is" on the shape. Prepare a flipchart with "Our rights and responsibilities", and a flipchart with "adults' responsibilities to protect and respect children's rights".*

Instructions	1. **(20') A child is**... As participants to come together in a circle. Introduce the shape of a child on a flipchart. Facilitate the following discussions: » (7') A child's mind is like? Pick a topic, for instance: animals, plants, objects, films. Ask each participant to complete the sentence: a child's mind is like... For instance, if you picked animals, a participant might write a child mind is like an Elephant because it's strong and has good memory. Ask participants to put their response in a "fishbowl" (for instance, a hat or folded on a table). Then pick a few responses (as many as allowed by the time you have for this activity) and make people guess why they think someone associated that thing (e.g. that animal) with a child mind. Stick participants responses on the head of the child's figure. » (7') A child's body is like? Once again pick a theme and repeat the same game focussing on a child's body (again, pick several responses appropriate for the time available). Stick participants' responses on the belly of the child's figure. » (6') A child spirit (or soul) is like? For a final time, pick a theme and repeat the same game focussing on a child's spirit. Stick participants' responses on the heart of the child's figure. 2. **(24') I am glad I am a child because, but if I were an adult I could....** » **(12') I am glad I am a child because.** Ask participants to think of something they can do because they are children, and that they think adults cannot do. In plenary, invite a few volunteers (anticipating more or less one/two minutes per participants, so consider timing) to mime it to the other participants who will have to guess. Each time, after a mime has been guessed, ask participants: why are you glad you can do that thing? What responsibilities come with the fact you can do that thing? What rights exist related to you being able to do that thing?

	On a flipchart, write "our rights and responsibilities" and write down participants' responses. Invite participants to reflect on how they contribute with words, actions, and presence to the life of their family and community. » **(12') If I were an adult I could**.... Once again in plenary, ask participants to think of something that adults can do that children cannot do. Invite each of them, in turn, to mime it to others, who will have to guess. Each time discuss: Is that thing important? Why can't children do it? What are adults' responsibilities towards children that come with being able to do that thing? On a flipchart, write down "adults' responsibilities to protect and respect children's rights", and write down participants' responses. Invite participants to reflect on how they can or would like to be able to ask for support from their family, community and country. **3. (1') Reflection:** Ask if the participants have any other comments about what it means or feels like to be a child in their community.
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	

Activity name:

What Does it Mean to be a Boy, a Girl, or a Child with Diverse SOGIESC?

Type of exercise	
Objective	To reflect on differences in gender norms that boys, girls, and SOGIESC[1] children experience and the effect that these gender norms and the pressure to comply with gender roles have on the experience of sexual exploitation and abuse.
Timing	40 minutes
Resources needed	Pens, papers, flipchart, post its (red, blue, green) and markers, "Our realities, Our Ideas" box.

1 Sexual orientation, gender identity, gender expression and sex characteristics

Instructions	***To prepare:*** *You will need two or three flipchart papers and markers for each group. Write up the task and instructions on flipchart or on a handout to give to each group.* 1. **(5') Introduce the Norms Box:** Draw two (or three if you want to include SOGIESC children) squares. Ask participants to discuss how, respectively, 1) a boy, 2) a girl, and 3) a non-binary child all the attributes and actions that are expected of children of that gender. Specifically ask them to write on a blue post it individually: a. What is appropriate for a child of that gender to say? b. What is appropriate for a child of that gender to do? c. What is appropriate for a child of that gender to feel? These might include, for instance: 1) for boys to be adventurous, strong, extroverted, play football; 2) for girls to be submissive, beautiful, and respectful; 3) for non-binary children to be socially or politically active and to have non-heteronormative sexual orientations. Once participants are done, read their responses to the group, ask if there are any comments, and stick the Post-its inside the box (there will be some repetitions, for which you can just point to the repetition and move on). Next, facilitators will ask them to write on a red post it: d. What activities would be unacceptable for a child of that gender to do? Again, once participants are done, read their responses to the group, ask if there are any comments, and stick the Post-its inside the box. Next, facilitators will ask them to write outside of the box, but this time on a green post it: e. how instead children of that gender are/feel inside (but can't show)? and/or: f. how they wish that children of that gender could be and what they wish they could do?

	For a final time, once participants are done, read their responses to the group, ask if there are any comments, and stick the Post-its inside the box (there will be some repetitions, for which you can just point to the repetition and move on). If there are any other ideas that participants might think of later on, they can place ideas on notes in the "Our realities, our ideas" box. 2. **(20') Gender-homogenous group work:** Divide participants in two or three groups with one facilitator each group. Complete in group the norms box as per the instructions shared above. 3. **(15') Plenary sharing:** Gather the groups together and ask each group (within 4 minutes) to present and discuss their findings from the norms box. Once each group has presented reflect on and discuss (Make sure to write on flipchart their responses): » Whether any of the findings surprised you? Why? » Whether girls, boys or children with other gender identities face different types of risks to sexual exploitation and abuse due to their gender identity? Why? » Whether girls, boys or children with other gender identities experience different challenges in getting help (from services, people, friends, etc.) due to their gender identity?
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	

2.2 CONCEPTS OF SEXUALITY AND CHILDREN'S WELL-BEING - 3 HOURS

This subsection on conceptualizing sexuality, sexual health and wellbeing, and child sexual exploitation and abuse (CSEA) helps to create a common frame of reference and is an introduction to identifying topics relevant for the research.

Some children might find it difficult to grasp the concepts below, since they can be very abstract. It is therefore important to make use of examples and to explain to them why it is important to discuss these concepts. Explain that they do not have to memorize everything; the importance lies in discussing different meanings and getting a shared understanding.

→ See It's all one curriculum for presenting SRHR concepts in meaningful and effective ways.

Activity name:

What is Sexuality?

Activity name	What is Sexuality?
Type of exercise	Knowledge building
Objective	To enable young people to gain a common and more holistic understanding of the concept of sexuality and the risks associated to taboos and myths about sexuality. To reflect on why it is important to understand concepts of sexuality in a holistic way and what can be the challenges when young people do not have access to accurate information about sexuality. This will contribute to reflecting on the research questions and how policies and interventions integrate these so that young people are better informed.
Timing	45 minutes
Resources needed	Pens, papers, flipcharts, markers, Post-it notes PowerPoint ready to explain the different concepts, and 3 flipcharts with titles on top
Instructions	1. (5') Explain that before you discuss more about the research itself, it is important that everyone understands what we mean when we talk about sexuality and sexual harm. This makes it easier to give focus to the research and to explain the purpose to participants. Although adults often find it difficult to discuss it, children are developing physically and emotionally, and this includes also the development of their sexuality. Sexuality is not just the change of your body and sexual organs, it includes a range of things. But this is not very much discussed with children. There are many reasons why it's important to learn about sexuality, relationships and consent.

Instructions	2. Read this quote from a survivor of sexual violence: *'I tried talking to my mum about sex, but she told me she is not having this conversation with me.'* *(Young survivor, Namibia)* 3. (15') Split children into small groups (preferably groups of girls together and boys together) and give them sticky notes. Ask them to write on each sticky note their answers in a few words to: a. What is sexuality for them? b. Why is it important to discuss sexuality with young people? c. What can happen if young people can't discuss sexuality with trusted adults? 4. Then ask children to go to the flipchart/board and place them in the respective flipcharts a. Defining sexuality b. The importance of understanding sexuality c. Risks of not understanding sexuality 5. (15') In plenary reflect on the elements shared 6. (10') Explain that there are many taboos and myths about sexuality (see below for guiding discussions). If nobody wants to talk to young people about sexuality, where do they take information? Various research and testimonies from children show that the whole discourse on sexuality is often left to "random" experiences: can be discussing with peers (73% of adolescents), on the internet (69%), within families, at school or in educational contexts ...[2] Often the first people children turn to when they have a problem or a doubt are friends, especially in adolescence. Children feel that they are the ones who will understand them best because they won't judge us. That's why it's easier to talk to them about sex. However, peers usually have very little knowledge or experiences about sexuality and the information they have may not be very accurate and lead to false understanding. *"I learned sexuality on my own and in a more mature stage sharing it with my friends, during puberty I could not share with anyone those changes and I felt very bad."*

2 https://thegendertalk.eu/

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7. (10') Show definitions of sexuality and explain that sexuality is much more than sexual feelings or sexual activity. This understanding includes all aspects of who we are – our values and beliefs, bodies, desires, relationships, gender and our thoughts and feelings about all of these.

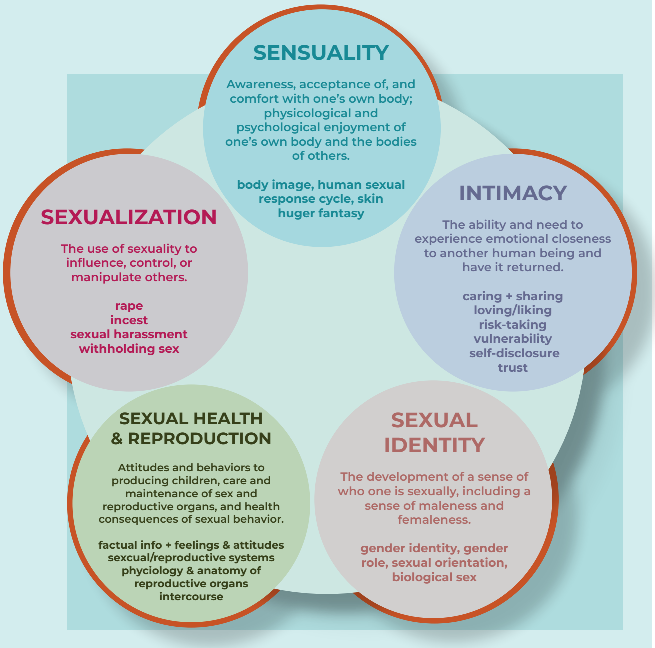
   Explain that sexuality is complex and includes biological, social, psychological, spiritual, religious, legal, historic, ethical and cultural dimensions that evolve over a lifespan.

   The concept of sexuality is not a simple one to define.

   You can share the Circles of Sexuality and read out various aspects of sexuality.

   The word 'sexuality' has different meanings in different languages and in different cultural contexts.

***Sexuality:* how we understand our bodies and our relationships.**



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<td>Debrief</td>
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Draw the following conclusions:

- Sexuality is much more than sexual activity
- People experience sexuality through their physical feelings, emotions, thoughts, identity and relationships, but also their culture, religion etc
- Like all behavior, sexual behavior is learned; we learn what is expected of us, how we are supposed to behave from our families and the society around us
- If we do not know about sexuality, we can assume things and reproduce harmful behaviors

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Resources/ Tip sheet	**You may want to create a handout that includes the definition of sexuality and the Circles of Sexuality for young researchers to refer to throughout:** https://youthtoday.org/wp-content/uploads/sites/13/2015/12/03_HLTH_SRhHr_Resources_The-Circles-of-Human-Sexuality-Lesson.pdf https://serc.mb.ca/sexual-health-info/the-basics/what-is-sexuality/
Elements to consider / to highlight	Note that some versions of the Circle of Sexuality place a 6th circle in the middle labeled either "Values" or "Power and agency". These could refer to » Power within, derived from a sense of self-worth and understanding of one's » preferences and values, which enable a person to realize sexual well-being and health. » Power to influence, consent, and/or decline. » Power with others to negotiate and decide. Power over others; using sex to manipulate, control, or harm other people

Activity name:

String/Yarn Toss – Energizer

Type of exercise	Energizer, review
Objective	After exploring the concept of sexuality, the group may need a break and a refresher before discussing sexual health wellbeing. This activity helps energize them while also reviewing the concepts discussed and applying them to thinking critically about healthy relationships.
Timing	15 minutes
Resources needed	Ball of string or yarn

Instructions	All participants (adults and children) should stand in a circle facing each other. The facilitator will take a loosely wound ball of string or yarn and explain that when s/he tosses it to someone, that person should name an element that is important in a health relationship. It could be something abstract like love, trust, or respect; it could also be something more concrete like care or laughter. It might even be something material like gifts. They then toss it to someone else who will give an answer. Each person holds onto the string while throwing the ball, allowing it to unravel so that a web forms in the middle symbolizing a strong and healthy bond. Continue until everyone has had a chance to answer. It's okay if, in a big group, some repeat what others have said, especially if it indicates what is important to people. After a round, you may continue to build the web (or start over) by asking, "Thinking back to the circles of sexuality, shout out elements of sexual health and wellbeing (i.e. the positive aspects of sexuality). They should try to avoid the word 'no' in their answers, i.e. no violence, to stick to a positive approach.
Debrief	Conclude by stating that sexual health and wellbeing does not only mean the absence of diseases, physical problems or pain, it also means absence of concerns, fears and emotional pain. It means enjoyment, safety and satisfaction in sex and sexuality, physically and mentally. To emphasize the non-physical aspects of sexual health, we use the term 'sexual wellbeing'. Sexual wellbeing is important for people's overall wellbeing and happiness (quality of life) and can be source of great pleasure and meaning in life. This is how sexual wellbeing is typically defined, even by INGOs, e.g. WHO. Comprehensive sexuality education programs are embracing sexual wellbeing frameworks to move away from risk and harm-focused models of sex ed that have proven ineffective and/or damaging for CYP. The point of this section is to foreground healthy sexuality in contrast to CSEA, but toning it down might make it difficult to establish a safe environment to talk about these issues. AFs can always make an informed judgement call about when/whether/how to alter the content.
Resources/ Tip sheet	
Elements to consider / to highlight	

Activity name:

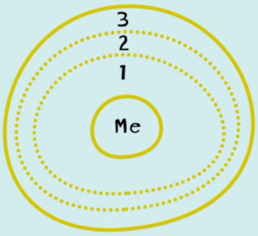
Healthy and Unhealthy Relationships within Communities

Type of exercise	Group discussion
Objective	To allow young researchers to explore what is happening for children in their communities in relation to sexuality. This will help identify key components for the research
Timing	30 min
Resources needed	Flipchart/Virtual whiteboard Markers, sticky notes
Instructions	1. (5') Split children into smaller groups of 5 – separated by gender (groups of girls together and groups of boys together) 2. (10') Ask each group to write on reflect on **what children do** in their community in relation to romance and sexuality. You can give examples such as having a romantic partner. Having sexual relations. Accessing sexual materials online, etc. Clarify that these discussions should be conducted without formulating any judgment. It is not to ask them individually what they do, but what they think children do in their communities. It is not to identify what is good or bad, but rather what is actually happening for children in their communities, at school, with their peers, online. 3. (10') Once participants are done, ask them to read their responses to the group. Ask if there are any comments or questions. Reflect on the differences between what the groups of girls say and what the groups of boys say. 4. (10') Brainstorm and reflect briefly on various positive healthy relationships and other potentially harmful aspects of relationships. This can include 5. (10') Brainstorm and reflect briefly on various positive healthy relationships and other potentially harmful aspects of relationships. This can include a. *Respect within a romantic relationship* b. *Being able to refuse unwanted sex, not to be forced* c. *Being able to protect oneself* d. *Being able to be oneself (orientation)* e. *Not being discriminated, stigmatized, judged or put in jail* f. *Being able to choose the partner you like*

Instructions	g. *Being able to choose whether and when you want to have children* h. *Having information about sexuality, sexual health* i. *Being able to access services* j. *Being able to communicate with partner about what you want, etc.* 6. (5') Conclude by saying that although many adults find it difficult to discuss sexuality with children, this can take various forms, and many children are exploring sexuality in their communities. It is essential to understand what is happening in the communities, the difficulties that children face in regard to their developing sexuality, including in accessing information, protecting themselves, accessing services etc. and how this affects them. **Importance of being able to understand sexuality** An important reason why adults find it difficult to accept young people's sexuality is because they have moral, cultural or religious objections and are afraid to encourage young people to have sexual relations. Therefore, adults do not talk about sexuality with young people, or only talk in terms of the negative consequences of sex (i.e. unwanted pregnancies, diseases, bad reputation). Therefore, many young people do not dare to ask questions, or look for help and they hide their sexuality and relationships from adults. This undermines young people's sexual wellbeing and increases the risks to their sexual reproductive health, because they have not enough accurate information upon which to base their choices. It is therefore important for adults like educators, service providers, or researchers, to have a comprehensive approach to sexuality education and not just warning about the risks. It is important to ensure there is an environment in which young people feel comfortable to discuss about sexuality and their needs related to sexual health and wellbeing. To be able to create such an environment, it is important not to be judgmental, to accept young people as sexual beings, with sexual rights and to encourage them to make positive and independent decisions.
Debrief	
Resources/ Tip sheet	Mitchell, K. R., Lewis, R., O'Sullivan, L. F., & Fortenberry, J. D. (2021). What is sexual wellbeing and why does it matter for public health? *The Lancet Public Health*, 6(8), e608-e613. https://doi.org/10.1016/S2468-2667(21)00099-2
Elements to consider / to highlight	

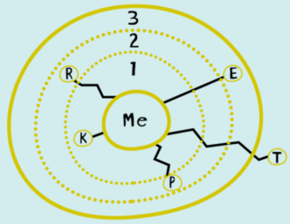
Activity name:

Relationship Mapping

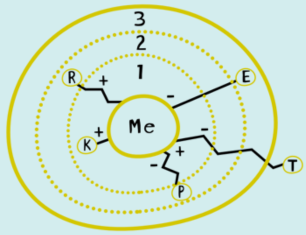
Activity name	Relationship Mapping
Type of exercise	Reflective, interactive
Objective	1. Identify what a healthy relationship feels/looks like. 2. Critically evaluate their relationships in terms of what might promote or hinder connection. 3. Learn how to articulate and negotiate their relationship needs and boundaries.
Timing	30 minutes
Resources needed	Paper and markers/pencils White/chalkboard
	1.  Explain that there are different kinds of relationships; some are healthy, and some are unhealthy. Ask trainees to draw a circle and label it either “Me,” their name, or draw in a caricature of themselves. You can demonstrate an example for them on the board. Add other circles as per figure 1 → Ask trainees to use the whole page. 2. Ask trainees to close their eyes and think about the most important people in their lives. With eyes still closed, ask them to reflect on who these people are and what makes them important. 3. Ask trainees to open their eyes and choose 4-8 people in their lives who they consider to be important. Explain that importance can be related to emotional closeness, their role (e.g., who they are to you), and/ or time spent together. Importance does not always mean the people you feel the strongest connection to or the most supported by. Emphasize that there are different kinds of friendship and love, and it is rare for one person to satisfy all of a person’s relationship needs. That is why it is important to cultivate different kinds of relationships with different kinds of people (i.e., friendships, mentorships, etc.). these people are and what makes them important.

Instructions

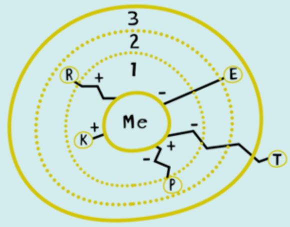
Ask trainees to map each person in the drawing according to how close they are. Use a circle and an initial or a symbol (see figure 2 →). Emphasize that trainees should complete their drawings by thinking about how they are feeling today, recognizing that feelings about people and relationships can change day to day, month to month, etc.



1. Draw lines from "Me" toward each person on the map. The line can be solid (strong connection), dotted (weak connection) or zigzagged (conflicted connection). → See figure 3.



2. Add a "+" and/or a "-" on each line to show whether the relationship is supportive or draining. Supportive relationships where you get care, insight, and feel safe are "+". Relationships where you give and feel depleted are "-". Some relationships are both. See figure 4 →.



3. Remind trainees that this is a snapshot of their relationships and relationship "orbit" today. It is not the past or the future. Note these key ideas:

   - **There are different ways to express affection and love as one matures. Friendship and love can be expressed differently as children become adolescents and then adults.**
   - **Inequality within relationships negatively affects them and can make them unhealthy. Friends can influence one another positively and negatively.**

4. Give trainees some time to finish up their drawings. Then, ask trainees to privately reflect on their drawings/ relationship orbits by turning over their paper and either writing or drawing their answers to the following questions:

   - What do you notice about your orbits today?
   - What do you like and what would you like to change?
   - Do your orbits reflect your values and who you are as a person?

5. Optional: Have trainees use the written or drawn reflections to create a poem about one of the relationships in their lives. The poem can be kept private or presented to the group (as long as there is no identifying information).

Debrief	Debrief as a group using the following prompts: » What can we do to change distances with people in our orbits? How can we invite them closer? How can we make more distance? » Strong connections do not always feel supportive and weaker connections do not always mean there is no trust. What do you think that means? » How would it feel if everyone in your orbit was in Circle 1? What if they were all in Circle 3? » What do you think might happen if you did this activity once every year?
Resources/ Tip sheet	Adapted from https://www.actioncanadashr.org/sites/default/files/2023-10/06_Relationship-Mapping-Activity_Beyond%20the%20Basics.pdf and UNSECO International technical guidance on sexuality education: an evidence-informed approach, section 1.2
Elements to consider / to highlight	

Activity name:

Ad for a Partner

Type of exercise	Creative, interactive small group activity
Objective	Encourages trainees to: 1. think about and discuss the qualities they would like in a partner 2. consider how those qualities reflect our own values 3. discuss how those qualities contribute to the development of healthy relationships
Timing	60 minutes
Resources needed	Flipchart and markers

Instructions	1. (5') Divide the participants into small groups (5-6 participants per group would work well). Groups can be selected in any number of ways. Have each group choose a discussion leader and a recorder/reporter. Explain that the leader's job is to help make sure everyone participates in the discussion and listens respectfully to others. The recorder/reporter takes notes of key points and reports back to the larger group. This role will be different depending on how the group decides to present their ad to the rest of the participants. Provide the leader with a time frame for the discussion. 2. (5') Explain that each group will develop an **advertisement for a life partner** (feel free to use alternate appropriate terminology). Encourage people to think about the qualities they would like a partner to have and discuss in their group how those qualities would contribute to the development of a healthy relationship. Acknowledge that not everyone values the same qualities so groups may have very different ideas. Encourage individuals within a group to come to an agreement about the qualities while noting the qualities there was disagreement about. Groups can be encouraged to be creative in the development of the ad. They might simply write it and read it out to the larger group like a radio ad. Some groups might use a poster or act out a scenario as in a TV commercial. The ad should not be more than 2 minutes long. As the facilitator you might ask each group to choose a different approach to keep things interesting. Explore why some people value different qualities when appropriate in the larger group discussion. You can brainstorm qualities with the whole group (the large group might be more effective with younger groups). This will help provide a list of qualities they can choose from. See Tip Sheet below for suggestions. 3. (20') Discuss your ideas within your small group and come to an agreement on the five most important qualities. If there is disagreement make note of this, but you need agreement to include the quality in the ad. Once you have agreed on the qualities you will include, develop the ad and a creative way to present back to the larger group so that it is entertaining or interesting. Finally think about how those qualities would contribute to the development of a healthy relationship and have someone in the group present that information. Be prepared to give reasons for your decisions about the five most important qualities. As the groups work through the discussion, the facilitator will circulate the room to encourage people to stay on task. Check in with each group when the allotted time is half used. Give a two-minute warning to encourage groups to finish up their discussion in the allotted time. 4. (10') Have the groups take turns presenting their ads to the larger group.

	5. (15') After all groups have presented their ads, ask each group how they made the decision to include those qualities. Note that **values and attitudes imparted to us by families and communities teach us how to view relationships**, sex and sexuality; these values also influence our personal behaviour and decision-making. This might be why they were able to come to some consensus about qualities they want in a partner; do their criteria align with what they've been taught? Where did they depart from what has been modeled for them in families/communities? Explore how participants see these qualities as contributing to un/healthy relationships. Note the similarities and differences in the qualities and the ads. Note that respect for differences of opinions and ideas is part of respect and healthy relationships. Ensure that you provide some positive comment to each group. You may want to comment on the respectful work required by participants in developing the advertisement. 6. (5') Thank participants for the opportunity to work with them. Encourage them to note these positive qualities in their ads and complimenting each other. Close by stating that **it is important to know one's own values, beliefs and attitudes—and be aware of how they are influenced (positively and negatively) by others—in order to adopt relationship practices and sexual behaviours that are consistent with them.**
Debrief	Trainers should take note of the discussion and note where there is disagreement about certain qualities or whether they are un/healthy. This may inform subsequent discussions of (un)healthy relationships and qualities.
Resources/ Tip sheet	*Adapted from Healthy Relationships Resource Kit:* https://westernhealth.nl.ca/uploads/Addictions%20Prevention%20and%20Mental%20Health%20Promotion/Healthy%20Relationships%20Resource%20Kit%20-%20Western.pdf and UNSECO International technical guidance on sexuality education: an evidence-informed approach, section 2.1 ***Ad for a Partner Sample List of Qualities (edit for relevant age group):*** *Honest* *Kind* *Caring* *Fair* *Compassionate* *Assertive* *Easy going* *Respectful*

Resources/ Tip sheet	*Common interests* *Good Listener* *Pleasant or Cheerful* *Fun to be with* *Supportive* *Helpful* *Loyal* *Trustworthy* *Dependable* *Attractive* *Has good boundaries* *Respectable/Respectful* *Intelligent*
Elements to consider / to highlight	If there is time you could explore ideas for building on this activity in future sessions. The participants might come up with some ideas.

2.3 CHILD SEXUAL EXPLOITATION AND ABUSE (CSEA) - 3 HOURS

Now that we have defined healthy sexuality and relationships, it will be easier for young researchers to understand where CSEA sits in relationship (opposition) to positive approaches to sexuality.

Activity name:

Understanding Sexual Violence against Children

Type of exercise	Group discussion
Objective	To increase young researchers' understanding of the different kinds of sexual violence (that are also relevant to boys), including some that may seem less obvious To help young researchers reflect on key components of sexual violence (against boys)
Timing	1 hour
Resources needed	Flipchart/Virtual whiteboard Sexual violence scenario cards (see below) ***Note for facilitators - These should be reviewed with the research teams for appropriateness*** Flipchart/PPT with the diagram on of sexual violence (see below)
Instructions	Provide young researchers with the sexual violence scenario cards (below)- clarify that sexual violence is an umbrella term and child sexual exploitation and abuse are forms of sexual violence. Ask participants whether they think that these represent an act of sexual violence. They can lay out the cards under the following categories: 'yes', 'no' and 'maybe' as a group. Ask them to explain why they believe certain acts represent sexual violence and others don't. Are there any divergent views within the group? Why?

Instructions

Rape	Being made to take part in sexual activities you are not comfortable with
Bullying someone about their sexual reputation or sexual activity	Being forced into sex
Threatening someone, or someone's family member, with rape	Watching or looking at pornography
Having contraception withheld or made to have sex without contraception	Bullying someone based on their sexuality
Using degrading sexual language towards you	Being 'wolf-whistled' at on the street
Touching your bum or breasts without your permission	Sending pictures of friend/partner who is naked or involved in sexual activity
Female genital mutilation	Having sex in exchange for drugs or somewhere to stay
Having sex to get protection from someone	Encouraged to have sex with your partner's friends
Being kept pregnant	Revenge porn

Key Points:
Sexual Violence

- Sexual violence is any unwanted sexual act or activity.
- Sexual violence against children can take many forms
- Sexual violence can happen anywhere: in homes, institutions, schools, workplaces, on the internet or in public places like parks or in public transport. It can happen in all countries and social groups.

(continue next page)

Present the group with some key points to think about when defining sexual violence. Some of these may have already been discussed during the brainstorming exercise, depending on how familiar young researchers are with the topic.

Prompt further discussion by asking the following questions:

- *Why do you think that sexual violence is underreported?*
- *Why do you think there are fewer reports of sexual violence against boys? [Discuss how and why sexual violence may be different for boys.]*
- *Do you think that there are additional barriers for children from particular ethnic minorities that prevent them from reporting sexual violence?*

- Sexual violence can affect all children, although some may be more vulnerable than others. Although girls and women are more frequently identified as victims of sexual violence, it can happen to boys and men, too.
- Both adults and young people can commit sexual violence: Adults can commit sexual violence against other adults or against children. Young people can also commit sexual violence against one another.
- Sexual violence against children is a serious violation of children's human rights
- Sexual violence is underreported

8. Ask the group whether, based on the discussions you just had, they would want to re-categorize any of the sexual violence cards. Encourage discussions about why they may want to make some changes. What is it about the card that now makes them see it as sexual violence, or not?

Explain at the end of the exercise that all the cards represent sexual violence.

Ask young researchers if they can think of examples of other forms of sexual violence that are not listed on the diagrams (that may relate specifically to boys and young men or be more common for boys and young men).

Reflection session
Ask the group why you have asked them to do this exercise. You may suggest that:

Many people might not have a clear understanding of what sexual violence is.

	This exercise has hopefully enhanced our own understanding and thinking on the issue. It is important to think critically about the issue and challenge our own views on what can be a very taboo and sensitive subject where people often feel blamed for their experiences. Relate back to the **Circles of Sexuality** and note that sexual violence falls under the sexualization category, stressing that it jeopardizes all the other, positive aspects of sexual health and well-being.
Debrief	
Resources/ Tip sheet	Know Violence in Childhood, 2017; UNICEF, 2017 Adapted from LEAP and Abianda Practitioner Training by Peace, D. (2018) Part 2 Exploring sexual violence: Toolkit for facilitators delivering the Our Voices Too participatory advocacy programme. Safer Young Lives Research Centre, University of Bedfordshire (Unpublished) Diagram source: http://www.breakthesilencens.ca/what-is-sexual-violence
Elements to consider / to highlight	

Activity name:

Understanding CSEA Harms, Drivers & Manifestations

Type of exercise	Interactive
Objective	To explore different types of sexual exploitation and abuse (SEA) that children—girls and boys—face, as well as people and approaches that can help protect children from SEA.
Timing	1 hour
Resources needed	Space, Chalk or tape, flipchart paper, pens, old newspaper, "Our realities, our ideas" box ***Things to prepare:*** In advance of the game, use tape or chalk to create a big rectangle *on the ground. The rectangle should be big enough for each of the participants to stand around the edge without touching.* *Adapt this game to be inclusive to participants with mobility disabilities. For example, if a participant cannot move easily then all participants could be given a "blue card" to represent the pond and a "green card" to represent the land. Participants can be asked to hold up to show the blue card to show they are in the pond, rather than having to physically move into the pond.*

Resources needed	*When dividing participants into gender-based groups be sensitive to the needs of children and young people who may not identify as a girl or a boy. For example, you could include additional mixed gender groups.*
Instructions	Introduce the exercise. Explain that this session is part of a participatory assessment to explore and learn from children and young people about their daily realities and things that increase their risks to, or protection from different forms of CSEA. Ask the young researchers, **What kind of problems do you think young people in your communities are facing with regard to sexuality?** Write down the answers. Differentiate between physical health problems, mental health problems and social problems (e.g. relating to sexual orientation, violence, harassment, forced marriage, initiation, enjoyment, relationship issues). As mentioned in the last session, child sexual exploitation is a term used to describe where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child under the age of 18 into sexual activity. Child sexual exploitation (CSE) is a type of child abuse. It happens when a young person is encouraged, or forced, to take part in sexual activity in exchange for something. The reward might be presents, money or simply emotional attention. » Sexual violence against children can take many forms: Some forms of sexual violence are listed in the diagram from the previous session. » Sexual violence can happen anywhere: in homes, institutions, schools, workplaces, on the internet or in public places like parks or in public transports. It is a global reality across all countries and all social groups. » Sexual violence can affect all children and young people: although some young people may be more vulnerable than others. Although girls and women are more frequently identified as victims of sexual violence, boys and men also report experience of sexual violence, but to a lesser extent. » Both adults and young people can commit sexual violence: Adults can commit sexual violence against other adults or to children. Young people can also commit sexual violence against one another. » Sexual violence against children is recognised as a serious violation of children's human rights » Sexual violence is underreported **Reinforce safeguarding:** Remind the participants that the child safeguarding focal point is available in case any child feels upset or distressed during the discussions.

Explain the game: Tell the participants that we are going to play a game called "Crocodile and Lion" to explore different types of sexual exploitation and abuse that children and young people may be exposed to in their communities – online and/or offline.

Ask all the participants to come and stand around the edge of the rectangle (outlined with chalk or tap), without touching. Identify randomly 4 participants who will act as 'crocodiles (2)' and 'lions' (2). The inside of the rectangle is the pond, which has crocodiles. Outside of the pond, there are lions. Fortunately, in this first round of the game, the lions and crocodiles never attack at the same time. When the crocodiles are awake, the lions are sleeping, and when the lions are awake, the crocodiles are sleeping. When the participants hear the word "lion", they must move quickly into the pond to avoid being eaten by the lion, and when they hear "crocodile", they have to move quickly out of the pond onto the land to avoid being eaten by a crocodile.

Play the game (3 min): The facilitator calls lion, crocodile, lion, lion, etc. in whatever order they want. If a participant does not move fast enough and get eaten by a crocodile or lion, they are out.

What does the game represent? Explain what the crocodiles and lions symbolise:

The crocodiles symbolise risks of CSEA that children and young people may be exposed to <u>online</u>, such as being exposed to unwanted pornography, or someone sharing an inappropriate sexualised image of them online.

The lions symbolise risks of CSEA that children and young people may be exposed to <u>in person</u> (offline) in their families, schools, communities and wider settings, such as of someone sexually harassing them by whistling or touching them inappropriately, or if someone manipulates or forces them to engage in a sexual activity.

Group work: Divide the participants into 4-5 gender-based groups, for example 2 girls' groups, 2 boys' groups, and if relevant additional mixed gender groups. Give each group 10 minutes, as well as flipchart paper and pens to complete the following task:

Girls' and Boys' groups A): Discuss and identify the "crocodiles": various risks of CSEA that children may be exposed to <u>online</u>.

Girls and Boys' groups B): Discuss and identify the "lions": various risks of CSEA that children may be exposed to <u>in person</u> in their families, schools, communities and wider settings.

Note: *If there are any ideas that participants would prefer to share*

Plenary sharing on risks of CSEA: Bring the groups back together in plenary and ask each group to briefly present (within 2 minutes each) the main types of risks to child sexual exploitation and abuse that children are exposed to. Following the final group presentation in plenary, ask:

- Are there any other forms of sexual exploitation or abuse that children and young people may be exposed to online or offline in their communities? *[Add new suggestions to the flipchart]*
- Are there links between online and in-person (offline) forms of CSEA? *[Note the suggestions on a new flipchart]*
- Are there any key differences in how girls, boys, and/or young people with other gender identities perceive the risks?

Note: If some key forms of CSEA have not been mentioned by participants, then introduce other key types and ask if the participants are aware whether these occur in their communities. For example

- Someone providing them gifts or affection to engage in unwanted sexual activities
- Someone sexually harassing them by whistling or touching them inappropriately
- Someone having unwanted sexual conversations in person or online
- Being exposed to unwanted pornography materials
- Someone sharing an inappropriate sexualised image of them or any other child online
- Someone asking them to share an inappropriate sexualised image of them online
- Someone sending them messages with sexual connotations
- Someone asking them for a video call while they are dressed inappropriately or naked
- Online grooming of children for sexual purposes
- Sexual extortion when a person abuses their power or authority to coerce sexual acts, images, or videos from someone

Prepare for an adapted round of the game: Explain that we are going to play another round of “crocodiles and lions”. However, as it is recognised that children and young people may face both online and in-person risks of CSEA at the same time, in this version of the game the crocodiles and lions may now attack at the same time.

Group work on protectors (people or actions): Acknowledge that adults (parents, caregivers, teachers, government officials, police, etc) have responsibilities to protect children and to prevent them—girls and boys—from being exposed to online and offline forms of CSEA. There are also some actions that children can do to reduce risks.

	Thus, before playing the game, each group has 8 minutes, to design “rocks” in the pond and/or “trees” on the land that children can move to, to protect them from the crocodiles and/or lions. Girls’ and Boys’ groups A) Discuss and identify “rocks” – people or actions that can be taken to protect children and young people from online forms of child sexual exploitation and abuse. They should write each one on a separate sheet of paper. Girls’ and Boys’ groups B) Discuss and identify the “trees” – people or actions that can be taken to protect children and young people from in-person forms of child sexual exploitation and abuse in their families, schools, communities and wider settings. They should write each one on a separate sheet of paper. **Plenary sharing on protectors:** Bring the groups back together in plenary and ask each group to briefly present (within 2 minutes) their “rocks” and “trees” – people and actions that children and others can take to protect them from online and in-person forms of CSEA in their families, schools, communities and wider settings. Then ask: » Which of these “protectors” do you think are most effective? Why? [*Note the suggestions on a new flipchart*] » Are any of the strategies used to protect children different based on children’s age, gender, or other differences? **Play the adapted version of the game:** Ask all the participants to come and stand around the edge of the rectangle (outlined with chalk or tap), without touching. Tape down a newspaper sheet in a few places in the pond to represent the “rocks” where they can move for protection from crocodiles, and tape down a newspaper sheet in a few places on the land to represent the “trees” where they can move to for protection from lions. Re-play the game. The facilitator calls ‘lion’ or ‘crocodile’, and the participants need to run and stand on newspaper. Thank the participants for playing the game and for sharing all their insights.
Debrief	
Resources/ Tip sheet	Know Violence in Childhood, 2017; UNICEF, 2017
Elements to consider / to highlight	

Activity name:

Intersectional Experiences of SEA

Type of exercise	
Objective	To reflect on intersectional differences in risks of SEA.
Timing	45 minutes
Resources needed	Pens, papers, flipchart, markers (red, blue, green), Post-it notes (at least 7 for each participant), “Our realities, Our Ideas” box.
Instructions	**To prepare:** *You will need to prepare a blank risk matrix on a flipchart (see below). You can adjust the scenarios and changing scenarios for the “drama” in the theatre forum to be relevant to your context, for example to explore differences due to age, socio-economic status, school/ work status, disability, sexual orientation (e.g. SOGIESC children), being from a migrant or displaced family etc.* **(20’) Theatre Forum** **1. (5)’ Drama Preparation:** Divide participants in three groups. Ask them to prepare a short drama where a boy or a girl (matching participants’ gender) experiences a risk of SEA but eventually manages to escape it. Tell them that this girl/boy is: 1) 16 years old; 2) coming from a middle-class family; and 3) going to school. Ask them to prepare a very short scenario (around 1 minute) to show the SEA risk they face. **2. (5’) First Drama:** Ask the first group of children to present their scenario. After the presentation of the first drama, tell everyone that now the group will play their drama again. This time, however, we will assume that the girl/boy is 10. At each moment, participants in the audience can shout “STOP.” When a participant shouts stop, they have the opportunity to replace one of the actors and show how the situation would be different if the child were 10. The idea is to explore how the risk of SEA participants identified changes for younger children. Invite children to discuss this issue after the drama. **3. (5’) Second Drama:** Ask the second group of children to present their scenario. After the presentation of the first drama, tell everyone that now the group will play their drama again. This time, however, we will assume that the girl/boy comes from a family that is very poor. At each moment, participants in the audience can shout “STOP.” When a participant shouts stop, they have the opportunity to replace one of the actors and show how the situation would be different if the child was for a poor family. The idea is to explore how the risk of SEA participants identified changes for children from lower SES. Invite children to discuss this issue after the drama.

Instructions

4. (5') Third drama: Ask the third group of children to present their scenario. After the presentation of the first drama, tell everyone that now the group will play their drama again. This time, however, we will assume that the girl/boy comes has never been to school. At each moment, participants in the audience can shout "STOP." When a participant shouts stop, they can replace one of the actors and show how the situation would be different if the child was not in school. The idea is to explore how the risk of SEA participants identified changes for out-of-school children. Invite children to discuss this issue after the drama.

(25') The Risk Matrix

5. (4') Introduce the risk matrix: Show the participants a flipchart with a risk matrix. Write on each row the specific risks for children of a given gender that children identified in the previous session. Write on each column the four categories that we identified above. The matrix will look something like the following drawing:

	Age	Socio-eco situation/ poverty	School			
Risk 1: Not being able to say no to elders						
Risk 2: Being alone with a teacher						
Risk 3: Being the eldest son and having to work						
Risk 4: xxxxx						
Risk 5: yyyyy						

Ask participants to think of other characteristics that could make a child more or less vulnerable to SEA. Write those in the last columns on the right (e.g. migrant status, religion, physical ability, etc).

(10') Group work: Divide participants in 5 groups. Ask each group to pick one risk and think about the ways in which Age, SES, Sexual Orientation, being in/out of School (and the three extra categories) would affect that risk (would it increase it? Reduce it? Why?). If there are any ideas that participants would prefer to share anonymously they can place ideas on notes in the "Our realities, Our Ideas" box.

(10') Plenary sharing: Bring participants back together and let them each group present their work (2 minutes per group). Complete the table as they speak.

(1') Conclusion: the red thread: Encourage any final reflections on gender and how gender norms or gender relations influence risks or protection from SEA.

Debrief

Resources/ Tip sheet

Elements to consider / to highlight	If you want to dedicate more time (around 20 minutes) to this session, consider adding the following two steps: Once all groups are done, give seven Post-its to each participant. Ask them to write on the first "age"; on the second "SES"; on the third "Sexual Orientation"; on the fourth "School; and on the remaining three the categories they identified (to save time, you can have prepared these Post-its during participants' group work in step 2). Tell them that they can stick those post its to increase risk of any child category. They can only use their Post-it once, so they need to think well. For instance (takin the example above) one participant might think that being poor would specifically increase risk 3 for a non-heterosexual child. In that case they should stick their Post-it there. Once everyone has put their Post-its, identify most common patterns; that is: where most similar Post-its have been put. Then ask children: Why do we think that XXX (for instance being poor) would increase Risk 3 for a non-heterosexual child? Do so for each most important grouping of Post-its that you can notice on the matrix.

Activity name:

Check-in and "Our Reality, Our Ideas" Box

Type of exercise	
Objective	To encourage children and young people to reflect on their feelings, to anonymously share additional insights and ideas, and ensure they know who to contact if they need support
Timing	15 minutes
Resources needed	"Our Reality, Our Ideas" box, lots of small pieces of paper, pens
	(7') Using the "Our Reality, Our Ideas" box: Thank the participants for joining this session, and for sharing their insights and ideas during the session. Show them the "Our Reality, Our Ideas" box and give each participant access to small pieces of paper and pens. Encourage participants to take a minute to think about the activities and discussions that they have had today about being a girl or a boy, the realities of children from different backgrounds, and the different types of risks they face in terms of sexual exploitation and abuse online and offline, as well as things that help protect children.

Instructions	On the small pieces of paper invite them to note down any other experiences or insights on these topics that will help people better understand children's realities. The notes are anonymous, they do not need to add their name. Once they have completed their note, they can fold the paper and place it in the "Our Reality, Our Ideas" box. If they do not want to write down any additional ideas or insights, they can just fold the empty paper and place it in the box. Remind them that the "Our reality, our insights box" will be opened by the facilitators after the session to learn more about children's realities and ideas, and that a summary of key contributions will be anonymously shared with the participants at the start of the next session. **(5') Tuning in to our feelings:** Ask participants to think about feelings they have had during the session or feelings they have at the end of this session. If they were asked to name a type of weather to represent their feelings, what weather would they be and why? Ask if there are any participants who would like to share what weather represents their feelings and why? Acknowledge that individual participants may have very different feelings, and that feelings may have changed at different points during the session. **(1') Reinforce safeguarding:** Remind the participants that the child safeguarding focal point will be available after the session in case of the participants want to stay to chat to them, and check they all have the contact details of the child safeguarding focal point. **(2') Final comments and questions:** Once again thank the participants for their active contributions. Remind them when (and where) the next session will take place and encourage them to re-join the session, while acknowledging that is always their choice to participate or not. Check if anyone has any questions before leaving and respond.
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	

2.4 EXPLORING POWER, CHOICES AND OPPORTUNITIES - 4 HOURS

Activity name:

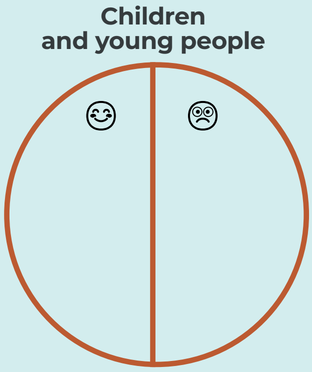
Icebreaker, Recap and Check-in

Type of exercise	
Objective	To re-establish group cohesion, to recap on earlier discussions and to foster a safe space for freedom of expression
Timing	20 minutes
Resources needed	An empty plastic water bottle, "Our Reality, Our Ideas" box
Instructions	1. **(2') Introduce the feedback game:** Welcome participants back to the session and ask everyone to stand together in a circle. Explain that you will spin the bottle and whoever the bottle lid points to is encouraged to share "one thing from the discussions or activities in the last session that they found most interesting and why?" 2. **(5') Play the feedback game:** Spin the bottle and play the game, at least 3-4 times for participants to share their views. 3. **(3') Welcome additional feedback:** Ask if any other participants would like to share anything else about "what they found most interesting in the last session and why?" Ask if any participants recall what type of weather they associated with their feelings in the last sessions and whether they would like to share what their colour was and why? 4. **(7') Sharing highlights from our "Our Reality, Our Ideas" box:** Show the participants the "Our Reality, Our Ideas" box and briefly present a summary of key contributions, of key insights and ideas about children's realities that were added to the box at the end of the last session. 5. **(2') Welcome additional feedback:** Ask if any participants want to share any other reflections or feedback about what has been shared? 6. **(1') Information:** Briefly introduce today's session that will use interactive games and creative activities to sensitively explore power dynamics, power relations and how people influence our choices, risks of and/or protection from different forms of sexual exploitation and abuse.
Debrief	
Resources/ Tip sheet	

Elements to consider / to highlight	

Activity name:
My Power, Our Power

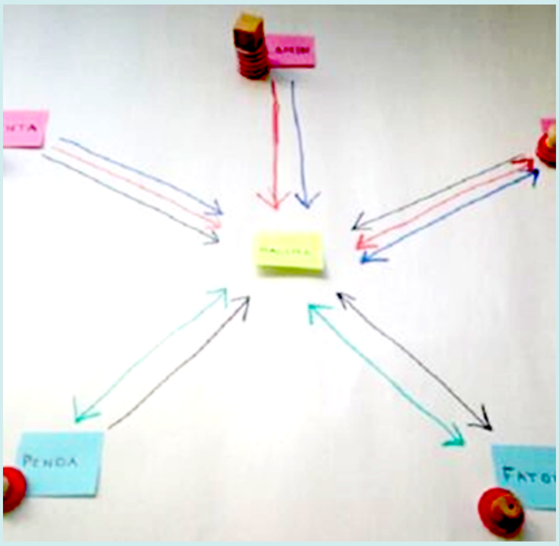
Type of exercise	
Objective	To explore and better understand power dynamics and power relations that influence children's lives and choices.
Timing	40 minutes
Resources needed	Flipchart paper, pens, stickers of three different colours (red, green, yellow), Post-it notes, purple wool.
Instructions	**Things to prepare:** Write the meaning of the colour stickers on a flipchart. Prepare two copies of the visual image of the power ball on flipchart. 1. **(2') Introduce the sticker game:** Introduce this session "my power, our power" to start to explore power dynamics and power relations. Tell the participants that we will play a greeting game. However, they must greet each person differently according to the colour of their sticker placed on their forehead. Ask the participants to close their eyes while the facilitator places a sticker on their forehead. Each participant has one of three different colour stickers placed on their forehead. They are requested not to ask other people what colour sticker they have. Once everyone has a sticker on their head, ask them to open their eyes. Ask them to move around the room and greet other participants. However, they must greet each participant in a certain way according to the colour of the sticker on their forehead. For example: *a) If someone has a **green** sticker – this is a person who is very important to you. They are a person who is very valued in your society. You feel lucky to see them and you want to greet them very warmly.* *b) if someone has a **yellow** sticker – this is someone you pass every day. You want to greet them, but it isn't a big greeting.* *c) if someone has a **red** sticker – this is someone you don't want to see or greet. This person is not really valued in your society.* 2. **(3') Play the game:** Play the game and observe what happens. 3. **(6') Plenary reflection on discrimination and power:** After 3 minutes facilitate a debrief in plenary and note the responses on flipchart. Ask the participants:

Instructions	» What did it feel like to be a person with a green sticker? Why? » What did it feel like to be a person with a yellow sticker? Why?
Instructions	» What did it feel like to be a person with a red sticker? Why? » To what extent does this game reflect realities in your society? Are there people in your society who have more power than others? Who? Why? How? » How do people demonstrate and use their power in positive and/or negative ways? » Are there people in your society who have less power than others? Why? How? » In your community and society, do children and young people have more or less power than adults? Why? How? **4. (1') Introduce the Power Ball:** On flipchart present a large circle with a purple outline to represent children and young people and the power that they have (see image below). On one side of the circle there is a smiley face to show "positive forms of power" and the other side there is a sad face to show "negative forms of power".  **5. (20') Gender based group reflections on power:** Divide the participants into two gender-based groups for 20 minutes. Give each group a flipchart with the power ball. Assign a facilitator to each group. *If possible, assign a female facilitator to be with the girls' group and a male facilitator to be with the boys' group.* The facilitator can facilitate discussions on the following questions and can capture key findings on Post-it notes and place them in the positive and/or negative side of the power ball depending on the participants' views: » What forms of power do children and young people have individually? Are such forms of power positive and/or negative? Why? How? » What forms of power do children and young people have collectively? Are such forms of power positive or negative? Why? How? » Do children of different genders have more or less power? How?
	» Do children of different socio-economic, religious, ethnic, disability or other backgrounds have the same or different forms of power? What is equal and what is different? » How do power relations in families/communities or broader society influence the lives and choices of children, girls and boys?

	6. (7') Plenary sharing of highlights: Bring the groups back together in plenary and ask each group to briefly (within 3 minutes) to present the top 3-4 highlights from their group discussion about power dynamics and power relations that influence their lives and choices.
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	

Activity name:

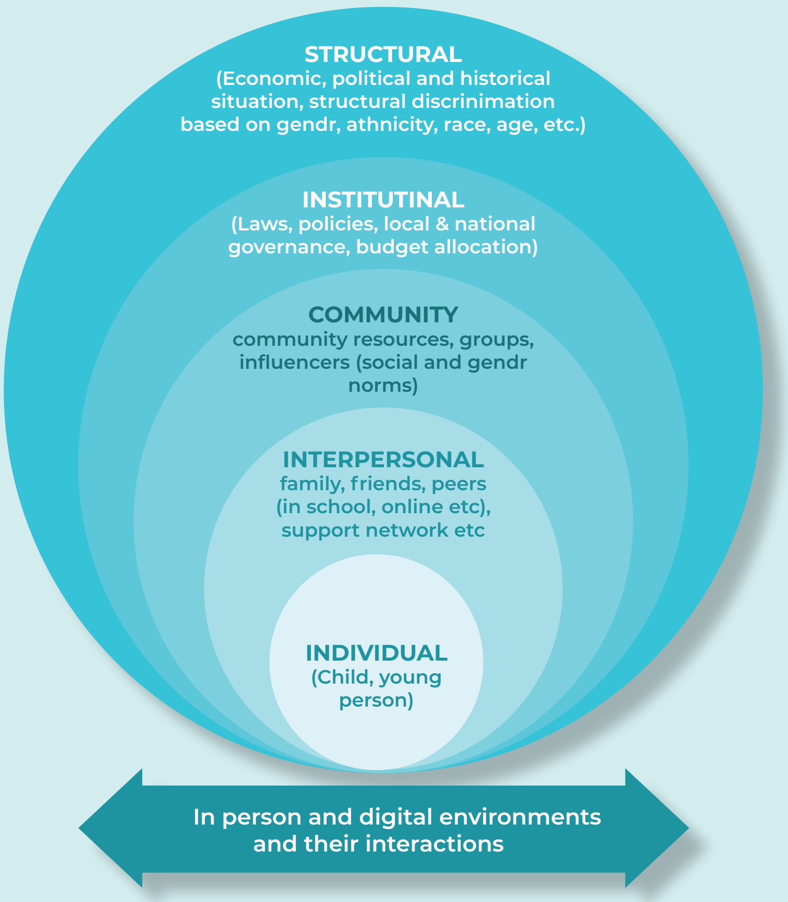
Who do I listen to? Who Influences Me?

Type of exercise	
Objective	To investigate children's social network and its influence on children's choices
Timing	45 minutes
Resources needed	Pens, papers, flipchart, markers (red, blue, green)
Instructions	To prepare: Be accustomed with what a social network map (Figure 1) looks like. **1. (10'). Individual maps:** Invite participants to make a drawing with themselves at the centre. Then ask them to draw 5 people that they think most influence their choices and actions especially in relation to your relationships (who they spend time with and what they do with them). These people can be, for instance, a peer, a father, a mother, a teacher, a sibling etc.  **Figure 1.** An example of a social network mapping. Ignore the different arrows and the towers *(Source: Shakya and Shell-Duncan)*

Instructions	Next, ask participants who they think these people are influenced by when they need to decide what to advise to the child. For instance, their mother could be influenced by her parents, her mother-in-law, a neighbour, her husband etc. Ask participants why they think these particular individuals influence them. Ask participants to trace lines connecting people in their drawing who know each other. For instance, a teacher might know one or both of their parents. Finally, invite participants to share their drawing in the group. **2. (15') A collective map:** Divide participants in two groups and ask them to come up with a unified map that would represent, in their opinion, a child from their community. **3. (20') Four intersectional maps:** Divide participants into four groups. Assign to each group an intersectional category of discrimination that is relevant to your context (e.g. young age, gender, low socio-economic status, non-heterosexual orientation, school). Ask each group to modify the map thinking of a child that experiences intersectional discrimination. Bring children back into the group and have each group present their map. Ask children in the other group whether they agree or not with what each group has done, completing where necessary.
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	

Activity name:

Exploring Safety, Safeguards and Protective Mechanisms

Activity name	Exploring Safety, Safeguards and Protective Mechanisms
Type of exercise	
Objective	To explore protective and risk factors for child sexual exploitation and abuse across the ecological framework
Timing	90 minutes
Resources needed	Flipchart paper, Visual of "Children in Context" diagram, an onion, definition of protective factors and risk factors on a flipchart, flipchart pens, Post-it notes (in two colours) **To prepare:** *The children in context visual on a flipchart, and a flipchart with the definition of protective and risk factors.*
Instructions	1. **Introduce the "children in context" ecological framework:** This session focuses on "children in context" (see visual). It is a bit like peeling an onion, where there are different layers upon layers. We will explore factors at different levels that influence children's risks to, and/or their protection from sexual exploitation and abuse. 

Instructions	**Note:** The facilitator can either peel an onion in front of participants and show them the layers. Alternatively, the facilitator can ask participants if they have peeled an onion and what they saw and felt when they peeled an onion. Acknowledge that peeling an onion can make you cry. Here today, we will listen carefully and support one another. Let's look at the "children in context" diagram in more detail. Explain that seeing children in the wider context is sometimes referred to as the *ecological framework*, as children are both influenced by people and structures at different levels, and through their agency (choices and actions) children also influence people and structures around them. The **child** is at the centre. Children are often part of families and peer groups. They have interpersonal relationships and close interactions with relatives, siblings, friends, and peers in their schools and communities - offline and online. Children are also part of **communities**. There may be religious and traditional leaders or other community influencers (online or offline) who influence social and gender norms that determine choices and opportunities for children, girls and boys. Community groups, resources, and services can also influence children's choices and actions. More broadly, there is a range of institutions (schools, hospitals, local and national governance structures) with laws, policies, and budget allocations that influence the lives of children and their families. *For example, if a government pays for free education, more children will be able to go to school. If they don't, then children, especially those whose families are poor, may not have access to quality education and may face increased risks associated with school dropout or poor education.* In the outer circle there are broader structural factors that exist at the national, regional, and international level – economics, politics, historical factors and structural discrimination based on ethnicity, race, gender, age, etc—that influence the lives and choices of children and their families. *For example, if certain ethnic groups have historically been discriminated against within society and have less land rights, such families may face increased risks of poverty that may in turn increase risks of children facing commercial sexual exploitation.* 2. **Introduce protective and risk factors:** Explain that at each of these levels there are:

Instructions	**Protective factors:** characteristics or actions that reduce the likelihood of children being exposed to CSEA or that increase prevention and protection of children from CSEA (online and/or offline). *For example, at the family level when children have parents or caregivers who are consistently caring and non-judgemental then it is easier for children to communicate with their caregivers, and this helps children make healthy choices.* **Risk factors,** characteristics or actions that increase the likelihood of children being exposed to CSEA or that reduce prevention and protection of children from CSEA (online and/or offline). *For example, if children, boys and girls have unmonitored access to technology and lack of awareness of the dangers of online sexual exploitation they face increased risks of exposure to child sexual exploitation and abuse.* **Note:** *Ensure that the definition of the protective and risk factors is visible on flipchart during the next group work.* 3. **Group work on protective and risk factors:** Divide the participants into five mixed gender groups. Give each group flipchart paper and Post-it notes. Give them 40 minutes to explore CSEA protective and risk factors and risk factors at a specific level: **Group 1: interpersonal level – interactions with your family, close friends, and support network** (e.g. relatives, close family friends, friends etc.) **Group 2: interpersonal level – interactions with peers and teachers in schools** **Group 3: community level** - consider community resources, groups, traditional and religious leaders or other influencers (social and gender norms) **Group 4: institutional level** – laws, policies, local and national governance, budget allocations for children's protection services, quality education, etc. *For example, at the institutional level having strong laws and policies on children's protection, including online safety can be a protective factor. However, when governments have insufficient budget allocations to properly implement laws and policies this can be a risk factor as the laws are not properly implemented.* **Group 5: structural level** - Economic, political and historical context, inequalities based on money, education, *(dis)ability, age, gender, ethnicity. For example, at the structural level, historical inequalities and discrimination facing people from a specific ethnic group may mean they face increased poverty and unemployment that increases risks of* children engaging in harmful work and risks of sexual exploitation and abuse in the workplace.

Instructions	Spend 25-30 minutes to discuss and identify: » Protective factors, characteristics or actions at this level that reduce the likelihood of children being exposed to CSEA or that increase prevention and protection of children from CSEA (online and/or offline). Note each protective factor on a separate yellow Post-it. » Risk factors, characteristics or actions at this level that increase the likelihood of children being exposed to child sexual exploitation and abuse or that reduce prevention and protection of children from SEA (online and/or offline). Note each risk factor on a separate pink Post-it. *For example, at the institutional level if governments do not allocate budget for child protection services then risks facing children will be increased.* Then spend the final 10 minutes preparing a short drama (2-3 minutes) to illustrate one significant risk factor and one significant protective factor. **Note:** Have break here. 4. **Drama presentations and plenary discussion (30 min):** Ask each group to present their short drama to illustrate significant risk and protective factors at their assigned level. After each drama ask the participants who watched the drama to: » Share reflections on what they saw in the drama » Comment on whether they have also observed similar risk and protective factors facing children. Then ask the group who presented the drama to briefly share their Post-it notes of the protective and risk factors for their level. 5. **Drawing on our strengths and support networks:** Thank each group for their presentations and creative dramas that help us “peel the onion” and understand children’s realities. Like peeling an onion, understanding and witnessing some of the risk factors and the types of CSEA may make us want to cry. However, there are protective factors: strengths and positive actions at each level that we can build upon and that give us hope. It is important to draw upon our own support networks and other protective factors to increase prevention and protection from CSEA. 6. **Shake out any tension:** End with a game to relax their bodies. Invite all the participants to come together in a circle. Start by shaking one finger on one hand, then one finger on the other hand, then all fingers on both hands; then shake one leg, then the other leg; then shake your shoulders; then shake your whole body so that your body feels more relaxed.
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	

Activity name:

Making Difficult Choices: Managing Risk while Living a Life that Matters to Me

Type of exercise	
Objective	To explore children's lived realities and how some aspects of their lives may increase their risks to SEA, and to identify how children can use their individual and collective power and agency to prevent risks of SEA and to protect themselves.
Timing	45 minutes
Resources needed	
Instructions	1. **(10') Group work on a story and developing a short drama:** Ask the participants to remain in the same four groups. Ask each group to consider the child they were discussing in the last activity, and to identify a situation where this child may risk being exposed to sexual exploitation or abuse. The child is aware that they are facing difficult conditions, but they hope things won't go bad. In the story, eventually, the situation gets worse, and the child is exposed to sexual exploitation. Invite children to prepare a short (2 minute) drama to illustrate their story. 2. **(12') Drama presentations:** Bring everyone in plenary. Each group has 2 minutes to present their drama. After each "drama", ask children what they think were contextual conditions that contribute to the child having very limited choices. For example, lack of access to information, distant parents, poverty, friends, need to work, etc. 3. **(8') Group work:** How can we use our power to change the conditions that lead to SEA? Now swap stories, so that each group will work on a story that they haven't created. Ask the group members to revise the stories in ways that are realistic so that the child doesn't experience sexual exploitation or abuse. For this activity find ways to change the choices of the child, rather than the context. For instance, if a child experienced sexual exploitation and abuse at school because their parents were distant, the revised story shouldn't just say that the parents were now magically very connected to the child. Rather find ways to change the child's choices and actions (for instance, a child reaching out to others in their network to support them).

Instructions	**4. (15') Drama presentations:** Bring everyone in plenary. Each group has 2 minutes to present their revised drama. After each drama ask participants what is different in the story? What power can a child have to navigate limited opportunities? Who can they reach to? How realistic is it for a child in the original situation to be able to resist the risk? Have you heard of similar situations? What happened? Encourage the discussion: this is a real opportunity to learn from each other how to manage risk and for the facilitators to learn how children are navigating complex social interactions in ways that can be shared with others and inform programmatic action. **5. (1') Concluding comment:** Appreciate the insights shared by participants that help understand how children navigate difficult choices and risks. In forthcoming sessions, we will also explore ways to advocate for changes in structural contextual factors that limit children's choices.
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	

Activity name:
Check-in and “Our Reality, Our Ideas” box

Type of exercise	
Objective	To encourage children and young people to reflect on their feelings, to anonymously share additional insights and ideas, and ensure they know who to contact if they need support
Timing	15 minutes
Resources needed	“Our Reality, Our Ideas” box, lots of small pieces of paper, pens

Instructions	**(7') Using the "Our Reality, Our Ideas" box:** Thank the participants for joining this session, and for sharing their insights and ideas during the session. Show them the "Our Reality, Our Ideas" box and give each participant access to small pieces of paper and pens. Encourage participants to take a minute to think about the activities and discussions that they have had today about being a girl or a boy, the realities of children from different backgrounds, and the different types of risks they face in terms of sexual exploitation and abuse online and offline, as well as things that help protect children. On the small pieces of paper invite them to note down any other experiences or insights on these topics that will help people better understand children's realities. The notes are anonymous, they do not need to add their name. Once they have completed their note, they can fold the paper and place it in the "Our Reality, Our Ideas" box. If they do not want to write down any additional ideas or insights, they can just fold the empty paper and place it in the box. Remind them that the "Our reality, Our Ideas box" will be opened by the facilitators after the session to learn more about children's realities and ideas, and that a summary of key contributions will be anonymously shared with the participants at the start of the next session. **(5') Tuning in to our feelings:** Ask participants to think about feelings they have had during the session or feelings they have at the end of this session. If they were asked to name a type of weather to represent their feelings, what weather would they be and why? Ask if there are any participants who would like to share what weather represents their feelings and why? Acknowledge that individual participants may have very different feelings, and that feelings may have changed at different points during the session. **(1') Reinforce safeguarding:** Remind the participants that the child safeguarding focal point will be available after the session in case of the participants want to stay to chat to them, and check they all have the contact details of the child safeguarding focal point.
	(2') Final comments and questions: Once again thank the participants for their active contributions. Remind them when (and where) the next session will take place and encourage them to re-join the session, while acknowledging that is always their choice to participate or not. Check if anyone has any questions before leaving and respond.

Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	

SECTION 3:

CRITICAL PARTICIPATORY ACTION RESEARCH SKILLS

14 HOURS

3.1 RESEARCH DESIGN
3.5 HOURS

The sessions in this subsection are designed to familiarize young researchers with basic research concepts; assist you to get input from the young researchers on formulating the research focus, main research question and sub questions; and build young researchers research skills by practicing techniques.

Activity name:
Defining Key Research Topics

Type of exercise	Key concept definition
Objective	To conceptualize, define and operationalize your key research topics.
Timing	30 minutes – 1 hour
Resources needed	Flipchart/PPT slide with research objectives Blank flipchart page
Instructions	1. Repeat the **objectives and potential applications of your research, in simple terms.** Explain that it is necessary to define the key concepts relevant to your research. 2. Hold a brainstorm on what the young researchers think are key concepts for the research. If you have others that are not mentioned, but sure to explain what your concepts related to CSEA mean, especially in local context. Guide them towards agreed definitions. 3. Brainstorm with the young researchers about the problems children face in relation to CSEA, versus what enables them to enjoy their sexual health and wellbeing. Record responses on the flipchart.
Debrief	The goal is to first establish common understandings of the concepts as well as a common problem definition for the research. Second, it is to come up with topics that can operationalize the research in preparation for the next session on turning topics into questions.
Resources/ Tip sheet	

Elements to consider / to highlight	Guiding them toward agreed definitions does not mean guiding them toward your definitions of concepts and problems. Children may define what is/not CSEA and what is/not a problem or issue in the community differently from adults. This may pose a challenge for organizations, especially in communities where CSEA may be somewhat normalized. It is important not to impose the 'adult view' but to try to understand how children view the issues and why they have come to see it in a particular way. Even (especially) where it may differ from the organizational view, this information can be invaluable for learning how to respond appropriately. Review the GREATER adult support for CYP model, particularly **Affirming children's expertise** and the activity on *Overcoming the Adult Gaze*, to refresh adult facilitators on how to avoid imposing on children's points of view.

Activity name:

From Topics to Research Questions

Activity name	From Topics to Research Questions
Type of exercise	Skills building
Objective	To review the main research question and revisit the sub-questions. To cultivate young researchers' motivation for and ownership of the research by having them engage in refining the research questions.
Timing	1.5-2 hours
Resources needed	Flipchart/PPT slide with steps for preparing an interview or FGD Flipchart/PPT slide with research purpose Flipchart/PPT slide with topics from the last session
Instructions	1. Explain the purpose of this session: to review formulate the central question of your research and to revisit sub-questions you can ask to find answers to this question. To find answers, you first need a clear and focused **research question**. This is always the first step in every study. The formulation of a research question will help you: » focus the data collection (narrowing it down to the essentials) » avoid collecting information (data) that is not strictly necessary for understanding and solving the problem you have identified » plan and organize the data collection in clearly defined parts or phases

Instructions	2. Show the steps involved (in textbox →) on a flipchart/PPT slide: **Steps for reviewing research questions** 1. Review the main research question 2. Redefine the sub-questions 3. Prepare the order of the questions (for interviews or FGDs) 4. Prepare your introduction 3. Repeat the purpose of your research. Identify or repeat the key topics of your research from the previous sessions. *The overall objective of Children Know Better is to share recommendations and propose improvements to interventions designed to protect children from child sexual exploitation and abuse by engaging directly with children.* *Overall research question: how are the gender, social and online realities of children affecting their exposure to risks of child sexual exploitation in xxx?* 4. Discuss the focus of the research with the young researchers: What topics previously discussed are most relevant in relation to the purpose of your research? Would they like to bring some adjustments to the overall research question so that it is broad enough to encompass the range of topics discussed but still specific enough to address the central research problem. 5. Refine the sub-questions: From your central question, go back to your central topics. Break into smaller groups, one for each topic, and give them 20-30 minutes to brainstorm relevant sub-questions for each topic. Guide them to think about the relevant factors that influence their topic, and the positive (enabling) and negative factors (barriers). ***Research questions addressed to children*** » What are the elements (gender, social, online) influencing the exposure to risks of child sexual exploitation and abuse? » What are some protective factors that could be strengthened? » What are the opportunities and the challenges in engaging children in designing solutions that meet their needs? » What are the recommendations for change from children's perspectives?

Instructions	***Research questions for 'decision makers'*** Decision makers could be interpreted in a very broad sense, ie a person who makes important decisions that can impact positively the protection of children from sexual exploitation and abuse. The young researchers will identify who the key decision makers they want to address are – based on their 'social network analysis' and will then re-view and refine the questions that they find more appropriate. » What do they identify as some key risks and protective factors related to child sexual exploitation and abuse? » What are the opportunities and challenges they see in engaging children in designing solutions that meet their needs? » How can they best engage with children to ensure solutions and interventions reflect? 6. Decide on the order of questions for each topic. Make an inventory of the sub-questions and decide with the group on the most logical order to ask these questions. 7. Come back together in a large group and have each subgroup share their questions. Allow for feedback on the phrasing and order of the questions. This will be the core of your interview guide.
Debrief	
Resources/ Tip sheet	During this exercise, discussions may arise about different questions being appropriate for different kinds of research participants (e.g. children vs. adults, CSEA survivor, parents, community leaders, policymakers...). Ask them to make a note and save it for the next session, when you will discuss sampling.
Elements to consider / to highlight	This session assists you to get input from the young researchers on formulating the research focus, main research question, and sub-questions. You can use this session as a basis for drawing up an interview guideline. You can also use the steps in this session for helping the young researchers to prepare for a (practice) FGD in the field.
Elements to consider / to highlight	It can be useful to split this session into two parts, one for drawing a research framework and general interview guideline and a second for preparing a specific list of interview questions. You can also do it as a refresher in preparation for interviews or FGDs on a specific topic with a specific group of informants. This session is also very useful for later sessions on analysis, as the same topics will be used to label and order the data.

Activity name:

Sampling

Type of exercise	Skills building
Objective	To determine sample size, composition, and method for established question sets
Timing	30 minutes
Resources needed	Flipchart/PPT slide with list of questions from Point 2 below. Flipchart/PPT slide with the different types of sampling from Point 3 (you needn't include the entire definition but can explain it verbally).
Instructions	1. Recall that in the previous sessions, the young researchers' team reviewed the research themes and questions. In these discussions, the question of whom to ask about what may have come up. This session will help you agree on which groups the research should engage in order to answer the research questions. This includes the sample size and composition, including the types and total number of respondents to be reached by each trainee. *Based on project proposal, it is anticipated that the 25 children/ young researchers will work in groups of 4 or 5 and each group will reach out to 30 children – with the goal to include 150 children as 'research participants' and 25 'decision-makers' in each country.* 2. Discuss the importance of choosing a good sample: This includes methods for selecting the research participants that will help develop an <u>indicative</u> picture of children's perspectives (and some decision makers). **Convenience sampling** – is a way to identify research participants based on a circle of individuals known and accessible to the researchers (i.e. children from your school or NGOs you are working with). This can be an easier way to approach research participants, but it isn't always the best way to create a sample, as it can create a <u>*bias*</u> where you only get participants who share a particular point of view, e.g. if you only talk to adults, you won't get children's perspectives. However, if you only talk to certain groups of children, e.g. those in school, of a certain age, etc., you may miss out on **the perspectives of some of the most marginalized groups**—who may also be those most affected by your issue. You'll therefore want to consider: » Who is most affected by the issues you are trying to address? » Who is most knowledgeable about the topic? » Who is in a position to effect change in the research topic areas? » How will you find them? » How many will be enough to get an indicative sample?

Instructions	3. **Optional:** Explain the different PAR sampling methods: **Random sampling:** This method is based on the principle that if a sample is selected randomly, with an equal chance of each subject being selected from your population, your sample will be *indicative*, i.e. your sample's responses are likely to mirror the whole population. The more random selections, the closer your sample will represent the characteristics of your population. **Snowball sampling:** Just as snowballs in cold climates accumulate more snow as you push them along the ground, snowball samples are designed to accumulate more research subjects as you proceed. This method involves asking subjects to introduce the researcher to other subjects with similar circumstances, who in turn introduce other subjects, etc. This method is typically used to find subjects who are hard to reach sub-groups. **Opportunity sampling:** Often sub-groups, such as working children, congregate in certain locations at particular times (e.g. water-pump at midday, bus-rank in the evening). Knowledge of when and where these groups congregate will facilitate identifying children. Identified children should be invited to attend PAR sessions with necessary special arrangements made for their attendance, such as gaining informed consent from them and their caregivers. 4. Brainstorm together (or in small groups) about whom to ask what questions based on the discussion of points 2 and 3 above. They should list where/how to approach such participants and how many are necessary to talk to in order to be able to answer your questions.
Debrief	
Resources/ Tip sheet	Keep in mind that you can always adjust your sample sizes later, but reaching a consensus on such issues at the outset helps set realistic expectations for the research, and consulting the young researchers about such questions helps achieve better ownership.
Elements to consider / to highlight	

Activity name:

Introduction to Research Methods

Type of exercise	Knowledge acquisition
Objective	To learn about different research methods and their advantages and disadvantages
Timing	45 minutes
Resources needed	Flipchart/PPT slide with the definition of research (see textbox below) Blank flipchart pages Handouts with explanation of the pros and cons of different research methods
Instructions	1. Repeat the definition of research (textbox →) and explain the following terms: data collection method, data, informant and data analysis. 2. Refresh the participant's knowledge by going through your main research question and sub questions again. 3. Now brainstorm ways to collect data to answer your research questions (see 2nd textbox). Write the question on the flipchart and write down the answers provided by the young researchers. See examples for ones that don't come up in conversation. You may also add some creative PAR methods. **Optional:** *explain the difference between qualitative and quantitative methods and the pros and cons of different methods (see 3rd textbox) in terms of:*

RESEARCH:

- A study is an investigation with the aim of finding new information or reach a new understanding about a certain topic.
- An organized and systematic way of finding answers to questions.

An '**organized and systematic way**' means using data collection methods.

KEY TERMS:

Data: the information that helps you to find an answer to your question

Data source: the source that provides you with the data. If this source is a person, this person is called an *informant* or *participant*.

The process that leads to answering your research question is called *data analysis*.

Instructions	» Type of data (in-depth/ general) » Generalizability » Validity (true experience or norm) » Necessary researcher skills (amount of rapport, level of analysis) » Time and resources

Ways to Collect Data

What methods can you think of that you can use to find answers to our research questions?

Some examples:

- Questionnaires/surveys
- Interviews
- Focus group discussion (FGD)
- Participant observation
- Literature study
- Case study
- Role play (e.g. on treatment by service provider)
- Drawing
- Essay/diary
- Documentary/pictures

Definitions of Pros and Cons of Quantitative and Qualitative Studies:

METHOD	DESCRIPTION	PROS	CONS
QUANTITATIVE DATA	**Information expressed in terms of measurable numeric values.** Examples are data from surveys or information that is expressed through attaching a certain value to something (e.g. on a scale from 0–10) so that it can be counted. Quantitative data is useful if you want to know how general or common something is, or when you want to know about the frequency of a certain phenomenon. i.e. how many.	✔ Does not matter too much who conducts the research as it does not depend on researcher's skills. ✔ Gives you a good overview of things that count for a big group of people.	✘ Not in-depth, no opportunity to ask for explanations and if topic is sensitive (e.g. sexual behaviour) then there is a high chance that respondents write down something different than their actual behaviour or opinions.
QUANTITATIVE RESEARCH	To collect quantitative data, you have to ask **closed-ended questions**, so the answers can be categorized and counted. Questionnaires and services statistics are examples of quantitative research.		
QUALITATIVE DATA	**Information in the form of descriptions that cannot be written in numbers.** Examples are stories about feelings, meanings, experiences, attitudes and beliefs. Qualitative data is gathered with the aim to understand something, like (sexual) behaviour and the reasons why and how something happens.	✔ Detailed information that help you to understand something. ✔ If it is carried out well, the information is more trustworthy compared to quantitative data and therefore these methods are better to use for sensitive themes like sexuality.	✘ More difficult to carry out well, because you need good researcher skills. ✘ The kind of data collected depends on what questions researcher asks and how s/he asks the questions, on the setting and whether s/he has rapport with the informant, etc. ✘ Data is collected with less informants and therefore less representative for the bigger group.
QUALITATIVE RESEARCH	To collect qualitative data, you have to ask **open-ended questions**, like questions that start with why and how. Interviews and FGD's are examples of qualitative research, but also case-studies, essays, diaries, films/ documentaries, etc. Data can also be collected through observations, if that helps the researcher to understand something better.		

Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	If you have predetermined that you will not engage in e.g. quantitative data collection, then you may want to skip the definitions and comparison of quant/qual research.

3.2 ETHICS - 2.5 HOURS

Once you have identified your sample populations and determined how you will find them, you will also need to consider the ethical means of approaching and engaging them in your research. This is especially true of vulnerable groups like children and survivors of CSEA.

Involving children as researchers in studies about CSEA can be sensitive and potentially unethical, especially if these children are not properly trained on research ethics, and if support and referral systems are not in place during the research. This can be harmful for the informant, but also for the young researcher and the organization. In addition, lack of 'rapport' and informed consent will negatively impact on the quality of the data.

Therefore, it is crucial to prepare the young researchers for potential dilemmas they might come to face during the research and discuss ways to deal with them. It is also important to teach them to reflect on their own influence and responsibilities as a researcher, to prevent harm to the informants, yourself and your organization.

You might consider including an ethics 'pledge' that they swear/sign at the end research training and before data collection. It is a powerful way to emphasize to young researchers that their tasks and responsibilities as researchers are serious and that there are consequences if they do not take their conduct seriously. It also serves as an 'initiation ceremony' and makes the young people feel professional and motivated.

The sessions in this subsection help equip young researchers with skills to conduct the research ethically and provide guidelines and protocols that can be followed or adapted in various situations. However, it is not always possible to anticipate when ethical dilemmas may arise while conducting research, so it is important for adult facilitators to create a supportive rapport with child young researchers, so that they will feel comfortable coming to adult facilitators with questions and concerns.

Activity name:
Research Ethics

Type of exercise	Knowledge and reflection
Objective	To gain knowledge about research ethics To be able to critically reflect on ethics and values To adopt a robust ethical code of conduct during the research
Timing	1 hour
Resources needed	Flipchart/PPT slide with key terms (below) Handouts with 'Avoiding harm', ethical principles and protocols (examples below) CIFF Project Safeguarding Framework and Ethical Standards document

Instructions	1. Ask the participants if they know the term 'ethics'. What do they think it means? Write down their answers. 2. Explain that ethics have to do with principles (or bring this up when principles are mentioned by the young researchers); ask them to explain what principles are. Ask them for examples, principles they have themselves and if they can explain why they want to keep to these principles. 3. Explain how principles relate to ideas about good and bad. Ask the participants if they can think of examples of guidelines, rules or statements about what you should do and what you should not do (e.g. from the Bible, Qur'an, human rights principles, laws). 4. Explain that when people are doing jobs in which they can harm other people, they often have ethical guidelines that they have to keep to; e.g., the medical ethical principle of 'first do no harm' and how this protects patients from being subject to medical experiments. Similar ethical principles are used in professions where one can do harm to other people, like in law, but also research. 5. Ask participants if they can think of examples how their research could harm an informant. Write down the answers. Use the points in the textbox below to help this discussion.

Avoiding harm to the informant in research

Examples of how research can harm an informant

Breach of confidentiality and consequences if other people find out: Disclosure of private and intimate information about sexuality, sexual activity, and CSEA can be potentially dangerous for young people some circumstances. Negative consequences of disclosing this information to others include stigmatization, social exclusion, expulsion from school, being ostracized by family or community, violence, etc.

» Informant might feel bad if judged by you
» Recall of trauma but no offer of help (ask if anyone can give an example of trauma)
» If the researcher abuses his/her power (e.g. over younger person, boy over a girl)

Guidelines for not harming an informant

Guarantee confidentiality and anonymity and always ask for informed consent and explain the right to withdraw (even if this means you cannot use the data): Guaranteeing confidentiality and anonymity, informed consent and the right to withdraw allows the informant to calculate his/her chances of getting harmed.

Instructions	
Instructions	**Do not judge and always monitor the wellbeing of your informant and their reaction to your questions:** The attitude of a professional researcher is to never judge! This not only prevents your informants from feeling bad, it will also improve the quality of your data as they will be more open and honest with you. If you notice a person is not feeling comfortable, try asking different questions or less personal questions or ask the person how comfortable they are with the questions. **In the case of trauma or if an informant asks for help, refer the person to professional help:** Ask participants what we could do if an informant recounted a traumatic story and asked for your help? Do not offer to help yourself but refer to a professional who has been trained to deal with such cases! Discuss with adult facilitators. **Never abuse your position as a researcher:** Ask, can you think of ways that a researcher could abuse their power and that can harm another person? (e.g. intimidation, to get money, sexual abuse, blackmail using personal information). A researcher should also always try and reflect the truth and should never make up stories or commit fraud with data. To not abuse your position or power as a researcher is something that a researcher must promise, if he or she wants to become a serious and professional researcher. Such a promise is sometimes called a vow or *pledge* (e.g. a President when they assume office). We too must pledge to conduct ourselves ethically.
	6. Ask the participants to think about guidelines or rules you can follow, as a researcher, to prevent this from happening. Refer them to the key concepts of anonymity, confidentiality, and informed consent. **KEY TERMS** **Anonymity:** ensuring that no one will be able to find out who the person was that provided this particular information. This means not using their names, or other identifying markers (i.e. what school they go to, where they live, or other details that people could use to figure out who they are) when reporting the research results. **Confidentiality:** ensuring that the personal information that the informant provides will not be shared with others if the informant does not want to, or that the information will be shared, but the informant be kept anonymous, so that no one can relate the personal information to this specific informant.

Instructions

Consent: permission that the informant gives to ask him/ her questions and to use this information for the research/M&E, but this permission needs to be based on informed choice. So the informant needs to know what he or she is giving permission to. That is why we call it 'informed consent' and why explaining the research purpose is so important.

7. Ask the participants to think about guidelines or rules you can follow, as a researcher, to prevent this from happening. Refer them to the key concepts of anonymity, confidentiality, and informed consent.

DO	DON'T
Remain calm, accessible and receptive	Allow your shock or distaste to show, or panic
Listen carefully, without interrupting, and take what you hear seriously	Probe for any additional information (inappropriate questioning may influence how the allegation is received by others later).
Give time to allow them to say what they want to say	Do not make assumptions. Do not paraphrase or offer explanations or justifications for actions.
Acknowledge their courage and reassure them that they are right to talk to you.	Make negative comments about the alleged abuser.
Let them know that you will do what you can to help.	Promise that everything will be okay.
Explain that you will need to share what they have told you and explain what may happen as a result.	Agree to keep the information secret or promise that complete confidentiality can be maintained.
Act immediately in accordance with the procedures of the local organisation.	Delay in getting emergency help if needed.

General principles

- First do no harm
- Guarantee confidentiality and anonymity (the right to privacy)
- Complete and correct information about the research purpose, process and potential consequences, on which the potential participant can base a meaningful consent (the right to information, the right to consent)
- The right of all people, including children, to participate in matters that concern them (the right to participate)
- The right to attain the highest standard of sexual and reproductive health, for all people, including children and young people (sexual rights declaration)
- To continuously monitor and reflect on my ethical conduct and the participants' wellbeing

Instructions	8. **Emotional self-regulation:** since this project is about CSEA, we will be dealing with some difficult subjects. It is only normal to sometimes feel sad, angry, or overwhelmed by the things people might disclose to us while doing research. While it is important to follow ethical guidelines to do no harm, we must also be sure to practice self-care, so we don't burn out. Ask young researchers to list the things they would do for—or say to—a friend who has experienced hurt. Go over their responses together and praise good answers, pointing out how they link to good ethical practices. They can say or do the same things if a research participant shows hurt feelings. End by reminding them that they can do and say these same things to yourself when they are feeling hurt: "*You are your own best friend! But there are also people in the project here to help you talk through your emotions*." Refer again to the Circles of Support.
Debrief	
Resources/ Tip sheet	Ethical Research Involving Children (ERIC): https://childethics.com/ Much of learning ethical research practice is situational and learned from experience. Just be sure to cultivate an environment of trust so that child young researchers feel they can come to supporting adults with questions and concerns. If you want to make a pledge for young researchers to sign, you can include the General Principles. For more exercises to help participants (particularly adolescents, p. 113+) deal with trauma and regulate their emotions, see https://www.childandfamily.org/docs/One-Minute%20Interventions%20for%20
Elements to consider / to highlight	

Activity name:

Creating a Safe Environment for CSEA Research: *Me Map & Protection Shield*

Activity name	Creating a Safe Environment for CSEA Research: Me Map & Protection Shield
Type of exercise	Group activity and individual reflection, safeguarding exercise
Objective	To ensure that young researchers have reflected on CSEA triggers and understand their support systems and coping mechanisms
Timing	30-45 minutes (up to 20 min. per activity and debrief)
Resources needed	Me Map: Flip Chart Paper, pens, plain paper Protection Shield: Sample protection shield on flipchart/PPT slide (see below). Empty protection shield forms (2 per youth advocate), colored pens.
Instructions	**Activity: Me Map** Explain that during the project there might be high points and low points, there might be times when people trigger us. This could be within the group, at an event, or during your activities. **It is therefore important for young researchers to reflect on their coping mechanisms. They will therefore be making a 'Me Map'.** Ask children and young people to take a blank piece of paper and draw themselves in the center and think about and map out all the support networks that they have. Examples include: » Me! » My family » My friends » My school/college » Community leaders » Work colleagues » Support services/organizations - counselling etc. » Other institutions – sports club, youth club etc.

Instructions

State that these are completely unique to each youth advocate, and we will not be sharing them with the wider group.

Ask children and young people what support they can gain from these networks if triggered. For example:

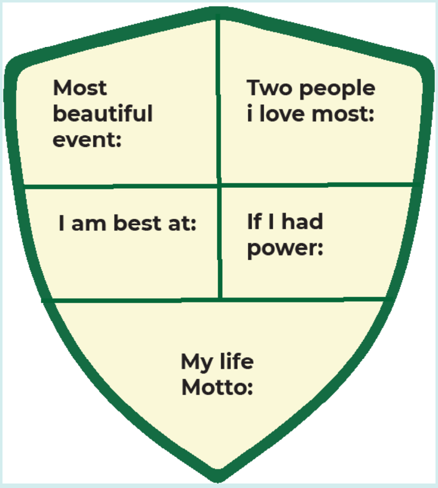
- Me - I listen to music, read, play computer game, go on social media and watch funny videos - these all help me cope when triggered
- Family - I talk to my mother and sister
- Friends - I go and hang out with them or share my experience and they listen and give me advice
- Supporting organization - they can advise me on how to manage difficult people

Once everyone has completed their maps, ask the group if they would like to share some of their individual coping mechanisms with the wider group?

On flipchart paper write these down, if the group is hesitant give a personal example - my coping mechanism is listening to music, doing sport and cooking.

Once this has been completed, remind the group that while there might be highs and lows during this project, but they all have support networks and coping mechanisms. If ever they feel like they need support, facilitators and [add name of facilitating organization] are here to support them as they are here for their success.

Activity: Protection Shield



Distribute two protection shield forms and pens to children and young people

Display/present the sample protection shield (on flipchart) and explain that children and young people should complete their blank protection shield by answering one question for each segment of the shield.

Go through the five questions and point to the relevant section on the sample protection shield:

- Most beautiful event:
- Two people I love most:

Instructions	» I am best at: » If I had power: » My Life Motto: **Note:** If children and young people don't understand what a life motto is, please explain.
Debrief	You can take a few minutes at the end of these activities to debrief and remind people of the support structure (e.g. Circles of Support)
Resources/ Tip sheet	
Elements to consider / to highlight	You can choose to do either or both activities, as time and need allow.

Activity name:

Risk Assessment

Type of exercise	Case Studies/Role Play
Objective	To help children and young people collaboratively anticipate risks and develop a response plan for a specific element of the research/advocacy
Timing	45 minutes
Resources needed	Small index cards
Instructions	1. Present the scenario children and young people are facing and ask the young researchers to write down their key worries or concerns about this scenario. Place all the 'scenario cards' in a pile. 2. Read out each card, and with the group, organize the cards into groups that address the same or similar concerns. For groups of similar concerns, choose one card that represents the group. 3. Sit in a circle and ask trainee to take turns to pick a card. Ask the trainee to read it out and the whole group discuss possible responses or ways of avoiding this happening. Try asking 'What do you do if....and reading out the concern on the card (see below examples) **AFs:** Create example scenario cards: children and young people are conducting research in the local community. » After introducing yourself as a researcher to a potential informant, they refuse to talk to you because 'you're just a child'.

Instructions	» After introducing yourself as a researcher, a potential informant asks for money for participating. (There are contexts in which this is considered acceptable and even expected, and others where it is considered unacceptable and prohibited. Yet others would expect compensation for adults but prohibit it for children. In this project, ECPAT has stated that research participants will NOT receive compensation aside from travel funds. AFs should discuss what how this will influence the research process in their community. » [etc., increasing in seriousness] » An informant discloses ongoing sexual abuse to you.
Debrief	
Resources/ Tip sheet	Ethical Research Involving Children (ERIC): https://childethics.com/ See https://childethics.com/payment-compensation/ for more guidance. *From Core Component Creating a Safe Environment… Tool 8: Scenario planning, originally designed for advocacy.* Make sure one of the facilitators records the group's ideas for responding. Later, this can be written up and turned into a 'planning/risk assessment tool'.
Elements to consider / to highlight	

3.3 DATA COLLECTION
4-5.5 HOURS

The sessions in this subsection are designed to build young researchers' qualitative research skills for the collection of data. This includes learning how to introduce your project to the community; good data recording and management practices; different research terms, methods and their advantages and disadvantages. There are skills building and practice sessions on interviewing and focus groups discussions (FGDs).

You can spread these sessions out over a couple of days and insert sufficient exercise and fieldwork practice sessions in between. They may also be repeated for review and additional practice.

Activity name:
Formulating and Practicing Your Introduction

Type of exercise	Skills building
Objective	To prepare the introduction of the research to study participants, i.e. informants, completing the interview/FGD guide. Learn how to ask for informed consent Learn how to begin an interview Practice the introduction amongst each other **AFs:** Develop an informed consent form (see example Appendix 2) that informants may sign, or a script for researchers to read and then solicit verbal consent via recording).
Timing	1-2 hours
Resources needed	Flipchart/PPT slide with the purpose of the research and central research question 1. Go through the consent form drafted by ECPAT and review. Go through the aspects that need to be included in the introduction (see textbox →). 2. Explain the rights of the informant. Repeat or explain anonymity, informed consent, and confidentiality.

Introducing Your Research

In the introduction you will have to:

» Explain who you are and which organization you are with (show a card or badge if applicable)

» Explain the purpose of the research: what the research is about and why it is being conducted

» Explain why you need this person to help you and how you are going to use the information given by him/her

Instructions	3. If you have prepared introduction and interview guidelines, go through the introduction part with the interviewees. If not, go directly to step 4. 4. Practice introductions through role play: Ask for a volunteer to be the informant (no preparation is necessary). If you have prepared an introduction, invite a trainee to practice the introduction with the volunteer (trying to look as little as possible at the paper). You can also split the group up so that the young researchers can practice amongst themselves. If you do not have a prepared introduction, invite the young researchers to show how they would start an interview and try out in the role play. In plenary, discuss how to best explain about the research and which questions are good to start with. » Explain to the informant about his/her rights: • That you guarantee anonymity and confidentiality • That the informant can withdraw his/her participation in the research at any point during the interview or research process and without having to give an explanation » Ask if the informant has any questions before you start » Ask if he/she wants to participate in the research, i.e. ask for 'informed consent' » If you are using signed informed consent papers, this is the moment to ask the informant to read the consent form and sign it. 5. Formulate the introduction in the textbox and write this down (or adapt an existing introduction if applicable). You can later use these notes to work out an informed consent protocol and add the introduction to your interview guidelines.
Debrief	Discuss any questions, concerns, or anxieties that arise and try to find solutions as a group.
Resources/ Tip sheet	See Appendix 2 for sample introduction and consent form. In some contexts, it may not be appropriate to require signed consent. In some places, people distrust being asked to sign any sort of agreement—in which case, verbal consent may be sought instead. In some instances, children might be asked to provide assent, whereas their guardians should be approached for consent for their child's participation. See What is Consent and Assent for Research for more information. **AFs:** discuss what they feel is most appropriate in the communities where they will be conducting the project. Develop consent forms (see example Appendix 2).

Elements to consider / to highlight	To finish the interview guide and to prepare the young researchers for fieldwork practice, it is important that they can properly introduce themselves and the research purpose. This session helps you to formulate the introduction with the young researchers and to practice the introduction part. Practicing helps the young researchers to become more confident and create the right environment to start the FGD or interview. It also helps them to internalize what the research is about and to maintain focus during the data collection.

Activity name:

Recording and Note-taking (Data Management)

Type of exercise	Skills building
Objective	To learn how to take notes To learn which steps to take after finishing an interview To familiarize young researchers with your data management plan
Timing	30 minutes
Resources needed	Flipchart/PPT slide with brief summary of interview steps (below) Recording equipment that will be used in the project Notepads and pens for each trainee
	1. Explain that if you don't take good notes and recordings when you go out to collect data, then it is like it never happened! Your young researchers therefore need to work on their recording and note-taking skills.

Steps for recording and note-taking

Before the interview:

» Check recording equipment to be sure it is working and is fully charged.

» Check the venue where you will conduct the data collection. Try to choose a quiet, private place where you are sure to get a clear recording. Test it beforehand, if possible.

» Write name(s) (can be coded for anonymity), date, and place, as well as recording file name.

» Review the questions (number them so recorder can just write the numbers and answers).

» Be sure you have enough space to write out answers.

Instructions	It is often difficult to listen and take notes at the same time. So, it is recommended that child researchers work in pairs. That way, one can conduct the interviews/ FGDs and one can oversee recording and note-taking. You will practice this in the interviewing exercises in the next session. 2. Ask young researchers to name some elements of good recording/ notetaking (they can draw on what they've learned in school, previous research, or other environments). Write these on a flipchart and discuss. Explain why it is important to be as precise as possible, especially when not recording. Note that less detailed recording can be interpreted in multiple ways, compared to more detailed note taking. 3. Go over the steps in note taking (← textbox). Discuss how to prepare, how to conduct notetaking, during an interview or FGD, and how to debrief. Reiterate the principles of anonymity, confidentiality, and consent. Discuss how you can enact these while taking notes. 4. Give additional tips on note taking, so that they learn to indicate disruptions in the interview and relevant non-verbal communication (i.e. laughter, hesitation, shyness, etc.), which is sometimes more telling than verbal communication.	**During the interview:** Before the interview: » Explain the procedure to the informant and always ask for permission to record. » Write down as much detail as possible (where recorded, can be briefer by summarizing statements and paying more attention to non-verbal elements, probing, etc. **After each interview:** » Work out your notes immediately or as soon as possible » At the end of your transcript: • summarize the main questions and the main answers • summarize your main impressions (including non-verbal cues) » Write down your own ideas and thoughts (e.g. what struck you, new information, insights and questions that pop up) **Note** how the interview went and your impression of the 'trustworthiness' of the informant, i.e. were they genuinely

	Sometimes, people (children especially) might be hesitant to reveal the full truth for fear of the repercussions. Others might feel under pressure to give a 'correct' answer (i.e. what they think you want to hear) rather than a truthful one. This is why establishing trust and rapport with informants—as well as probing further for authentic answers—is so important. But it is also important to note when you think the data you've collected may be compromised. 5. Go over how/when they will secure and submit their data according to your data management plan.
Debrief	
Resources/ Tip sheet	The project has budgeted in recording devices and needs to make a plan for securely loaning them out to young researchers during data collection. The team should discuss how they will secure the data after it is collected (this is also essential for ensuring anonymity and confidentiality—and should be mentioned in consent forms!). Most smartphones (even inexpensive ones) have built-in recorders, and the files can be sent directly to secure cloud storage for easy data management.
Elements to consider / to highlight	When working with young people who are inexperienced with data collection and interpretation, it is important that they record the data carefully. Young researchers will automatically interpret the data from their own frame of reference. This is good, but often you will also have to interpret the data yourself, from a more professional researcher's and organizational perspective, and to guide and train the young researchers in data analysis/interpretation. If you are not or cannot work with voice recorders (that can later be literally transcribed), it is important that the young researchers learn how to take careful notes. It is good to practice this session during an interview exercise and before data collection begins. **AFs:** create a data management plan prior to the training so that they can share it with young researchers. They can also solicit input from child researchers at any stage.

Activity name:
Interviewing Skills

Type of exercise	Skills building
Objective	To learn how to establish good rapport and a conducive environment To practice interviewing and reflection on conduct and quality of data To learn when and how to use open-ended and closed-ended questions To recognize entry points during qualitative data collection To learn how to formulate probing questions and practice probing techniques
Timing	1.5-2 hours
Resources needed	Handouts for interviewing skills (all info in textboxes below)—or PPT slides/flipchart with just the main points from the textboxes (go over the detailed information verbally)
Instructions	***Building rapport and creating a conducive environment*** 1. Explain to the young researchers that during this research we will mainly make use of qualitative methods, in particular FGD and interviews. In the coming sessions we will learn and practice techniques (or tactics) that they can use for group or individual interviews. 2. Brainstorm what you need in order to collect truthful information from the various informants you plan to engage. 3. Explain about creating a conducive environment, building rapport and about confidentiality, anonymity and informed consent (see textboxes 1 & 2 below). **1. Creating a conducive environment** In addition to your conduct (way of behaving), you can create a conducive environment for open and honest discussions, by: » Creating a comfortable and private setting » Guaranteeing confidentiality and anonymity » Introducing yourself properly and explaining the research purpose clearly » Explaining the informants right to withdraw at any time » Asking permission from the informant to interview him/her (informed consent) If your organization has created a consent form, the interviewer should go over it with the informant and have them sign it before starting the formal interview.

Instructions	**2. Building rapport** The word rapport refers to the degree to which a researcher and an informant relate to each other, experienced by the informant as feeling that the researcher understands him or her, that he or she can trust the researcher and that it feels like talking to a friend. There are several verbal and non-verbal communication skills that can increase the rapport that you can build with your informants. Here are some of the most important tips: **Don't judge! Stay neutral:** Do not volunteer your opinion unless it suits the interview purpose or unless the informant asks you for your opinion. Don't talk about yourself unless there is a good reason. Remember that in this role you are a researcher and not an educator, implementer or service provider! **No power disparity:** Treat the informant as the expert. He/she is the one who knows best about her/his life and experiences, even if he/she is younger, uneducated, etc. Make sure you show this respect, so the informant feels you take her/him seriously. Dress appropriately, not too shabby but also not too 'superior'. **Listen:** A common mistake is to be thinking about the next question while the subject is answering the previous one, to the point that the interviewer misses some important information. This can give the informant the idea that you are not really interested, or it may even lead to embarrassing situations. **Show genuine interest:** Even if this is the 20th interview and you get bored, show attention. Getting bored because you hear the same answers is good! It means saturation, it means the answer counts for many people, and you can generalize it. It also means you should try to ask different questions. **Be ethical:** First do no harm. Do not involve the informant if this can have negative consequences for him/her. Do not lie. If someone asks for your help or advice and you cannot give it yourself, refer to a colleague or specialist. If you feel uncomfortable discussing something, you should indicate your boundaries, explain to the informant and discontinue the interview – or ask a colleague to take over. **Don't interrupt:** This can upset the subject's train of thought and is not very respectful. **Be clear:** Ask questions clearly and use language and words that the informant uses him/herself and can understand. Also, if you are not sure you understand the informant or his/her answer, ask for clarification. **Use a friendly tone of voice:** Ask gently, be friendly. Do not move from one question to the other, it might make the interview feel like an interrogation. It is good to allow for a few seconds of silence, so the informant can add anything if he/she wants.

Instructions

Show empathy: Often you will need to cover sensitive or distressing topics. Show some compassion for the subject without getting too emotional. You can do this by saying something like: "I can imagine this was hard for you". Ask for permission before asking difficult questions, for example: "Is it okay to talk about ...?" or "I can imagine it is difficult to talk about...".

After you have finished the interview, put your notebook or recorder away and have an informal chat. As well as being polite and leaving a good impression, you might be surprised at what additional information comes up when the subject thinks the interview is over and is more relaxed.

You will find out that all techniques boil down to the basic rule of having and showing 'respect' and being friendly to the person who is providing you with information.

Tips for interviewing

1. Explain there are a few tactics that researchers can use during an interview to get good information:
   - Make use of what you and the informant(s) have in common
   - Summarize the main points
   - Avoid leading questions, ask open and not closed questions

When explaining about closed-ended and open-ended questions, you can make use of the examples in textboxes 3 & 4 below and let the young researchers formulate 'open questions' for the given examples of 'closed questions'. You could also substitute the questions in the box by examples you heard during the exercise, to make the examples more powerful.

3. Tips for interviewing

Make use of what you have in common
Like you, the informant is young and will share at least part of the same peer culture. Make use of this, by using the same words or language as your informant–greet him/her as you would with a good friend. Use words that make you feel alike, that show you are on the same line, such as: "For us as young people, we ...", "I see with my friends that ... is this the same for you?", "Please don't be shy, I am a young person, just like you". If you feel comfortable you could even use personal examples as a way to invite your informant to also share personal stories, i.e. "My parents would be upset if they saw me with a boyfriend, how about you?"

Summarize the main points
It can help you and the informant to sometimes summarize the main points of what the informant has told you. It helps you to check if you understood correctly, but it is also a way to invite the informant to tell you more. You can say: "So if I understood you correctly ...". Or you can repeat what s/he has just said (not too often). Then just pause and you will notice that the informant will add information automatically.

Leading questions
A leading question is a question that subtly prompts the respondent to answer in a particular way. Leading questions mirror what you want to hear and therefore the answers you get are more prone to be biased (not representing the truth).

> ***Example:*** *In an experiment people were asked a series of questions after watching a car accident film; one group was asked how fast the cars were going when they 'smashed' into each other; another group was asked how fast the cars were going when they 'hit' each other; the last group was asked how fast the cars were going when they 'contacted' each other. The researchers found that the first group estimated 60 km an hour, the second group estimated 50 km an hour and the last group 30 km an hour. So, just changing the language influenced how fast people thought the cars were moving. When they were asked whether they 'saw' the broken headlight; people were three times more likely to respond yes than when they were asked whether there 'was' a broken headlight. In fact, there was no broken headlight! This leading question altered their memory and caused them to recall something that didn't even happen.*

You cannot always avoid leading questions, but it is good to be aware of the effect they may have and to at least think about it when you prepare your questions and write them down. Leading questions are often closed-ended; try to ask open-ended questions (see Box 4).

2. Explain the points in a session, or when they are appropriate during feedback in a practice or exercise session (when someone gives a good example, or when the 'trick' would have been very useful).

4. Closed-ended and open-ended questions

Another important tip for conducting a good interview is to make use of open-ended questions instead of closed-ended questions. A closed-ended question can only be answered with yes or no, or another short or single-word answer. Examples of closed-ended questions are:

"Have you been to a clinic?"

"Did you like it?"

Closed-ended questions are tricky in the sense that they tend to be leading (in the example question above, you suggest they should have liked it). Open-ended questions on the other hand, are designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. They tend to be more objective and less leading than closed-ended questions. Instead of asking, did you like it, you could use an open-ended question like, "How was your visit to the clinic?"

Using open questions

Open questions generally begin with "why", "what", or "how". Open question can get a person to open up. They are good for getting all kinds of free information you did not ask for. Once a person opens up, they you will be able to use that information to your advantage. Open questions are intended to make people talk, but they cannot guarantee that. For example, you could ask someone "What did you do yesterday?" and they could answer "Oh nothing really". This is an important point to make regarding communication and negotiation skills in general. People do not always react the way you want them to, so you should always be prepared to use different communication skills and be quick on your feet (spontaneous and thinking ahead).

Using closed questions

Closed questions are useful for drawing a conversation to a close. You can use closed questions to narrow the focus of a conversation, and eventually steer that person into making a conclusion or definite commitment. Closed questions are also useful to fish for interesting topics, or to find out which topics the respondent is more willing to talk about.

CLOSED-ENDED QUESTION	OPEN-ENDED QUESTION
Did you go to the supermarket yesterday?	What did you do yesterday?
Is the service provider friendly?	Can you tell me about your visit to the clinic/ service?
Should sex before marriage be allowed?	What do you think about sex before marriage?
Was the research training good?	How was the research training? What did you think of the training?

Entry points and probing

1. Explain the definition of entry points and the definition of probing (see textbox 5 below).
2. Discuss examples of good entry points and probing questions.
3. Optional: organize an ad hoc role-play to try out the probing questions.

	5. Entry points and probing questions **Entry points** Answers, remarks or information that the informant is giving you that provide you with an opportunity to ask more 'in-depth' questions, to find out more. The good thing about entry points is that you do not have to introduce a topic or question, but that you make use of something the informant has said. An entry point is inviting you to ask more personal questions. Entry points can be followed by probing questions. **Probing questions** Questions about motivation, opinion, reasons, believes, feelings – often they are 'why' and 'how' questions. Probing questions help you to get in-depth information. Often you can ask more than one probing question after one entry point, or you can ask the same probing question but in different ways. For example: "Why/how?" "Can you explain?" "How does that work?" "Can you give an example?" "How does that make you feel?" "What is your experience with this?" "What do you think of this?" Sometimes you can repeat an informant's sentence in a questioning manner instead of asking a 'why' question. For example: "You said you think he does not like onions?"
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	

Activity name:
Exercise: Interviewing

Type of exercise	Skills Practice
Objective	To gain practice interviewing, note-taking, and experiencing being an interviewee
Timing	1 hour
Resources needed	Question guide
Instructions	1. Explain to the participants that they will be taking turns practicing interviewing each other. Break the young researchers into groups of three (you can do this by counting off, as it might be helpful to have young researchers less familiar with each other work together). In each group, they will decide who will start off as interviewer, note-taker, and interviewee; they will each get a chance to play each role. 2. Explain that the trainee being interviewed is playing a role and is not necessarily talking about his/her own experiences. Emphasize this is a learning exercise and the more mistakes are being made, the better you can explain how to do it well. 3. Pick an appropriate question set from the guide you've prepared and be sure they have it handy. The young researchers will take turns asking questions to the informant, note-taking, and being interviewed for 10 minutes each. One adult facilitator with keep time, tell them when time is up, and give them 5 minutes to debrief, tell them when to switch roles; other adult facilitators should observe one group per round and have the young researchers comment on each other's interviewing techniques, as well as give some of their own feedback in the debrief sessions. This can include: » reflection on verbal and nonverbal behavior of the interviewer and interviewee. » reflection on the kinds of questions the interviewer asked and how relevant they were in getting information that answers the question. Did they ask leading or open-ended questions? Utilize entry points well? Probe when appropriate? » Did the note-taker handle the recording device well? Take detailed notes? 4. After each group member has gone, the adult facilitator in the group can ask to take a look at the young researchers' notes. See who has written down the most and who has most accurately written down what was said. Use this as an example of detailed note taking and give relevant feedback according to the above session on recording and note-taking.

Debrief	Congratulate the group on conducting their first interviews! Point out that practice makes perfect, so if they made mistakes or were uncomfortable, they will get the hang of it the more they practice.
Resources/ Tip sheet	Point out that the researchers are *obtaining and not giving* information. Especially when the young researchers have worked as peer educators, they may make the mistake of telling the informant how they should behave. Point out to the young researchers that this can be experienced as judgmental, and that they are researchers, not educators. You can also use this session to practice a good introduction, note taking, and asking relevant questions and probing. You can conduct this interview exercise on different days and continue from where you stopped last time. You can also repeat it as necessary.
Elements to consider / to highlight	

Activity name:

Focus Group Discussions (FGDs)

Type of exercise	Skills building and practice
Objective	To learn the difference between an interview and an FGD To learn how to prepare, organize, and manage an FGD To formulate the main objective of the FGD To formulate questions informing the main objective To practice conducting an FGD
Timing	1.5 hours
Resources needed	Flipcharts/PPT slides with the roles and responsibilities (see 1st textbox) Handouts on the preparation of an FGD and division of tasks (see 2nd textbox)
Instructions	1. **Explain the similarities and differences between an interview and an FGD:** Many of the tips and suggestions that were offered for conducting a good interview also count for conducting a good focus group discussion. In a way, a focus group discussion is like having an interview, but with more than one informant. However, there are some differences. The main difference between an FGD and an interview is that you work with a group rather than an individual. Consequently:

Instructions	» You can ask fewer and less personal questions. FGDs are often organized to get information on common opinions, norms or attitudes » Logistically, the preparation of an FGD takes more effort than that of an interview. You must arrange a date on which all participants are available and a place that all the participants can reach. The place needs to be free of distractions. Sometimes you have to offer the participants compensation for their time or transportation costs. Therefore, FGDs are frequently more costly than interviews. » Working with a group can lead to chaos if everybody wants to speak at the same time. Or sometimes people are shy to speak up in a group or get upset if they don't get a chance to speak. Therefore, the researcher conducting the FGD (often called the facilitator), must pay attention to group dynamics and manage these. 2. **Explain the specific challenges of an FGD and how to manage these:** Because you are working with a group, you might be conducting the FGD with a colleague or with a team. This team needs to be managed as well, at the same time as the focus group. It helps if: » You have made a clear division of tasks so that everyone has a clear role » There are no conflicting messages between you and others from the team » There are no internal discussions » You have made good preparations and clear objectives **HANDOUT: Preparation for conducting an FGD** **Decide on:** » Major objective of the FGD: what do we want to find out? » Relevant topics » Sub-questions **Who will act as:** » Facilitator? » Data recorder? » Observer?
	Discuss some important aspects of group management, asking young researchers for suggestions as to how to achieve, e.g., the following:

	» Manage both 'the talkers' and 'the silent ones' by creating an inviting and inclusive space for people to open up, e.g. by encouraging those who have been quiet to contribute. » Keep the group focused and provide structure » Time management » Setting (safe, private, quiet and comfortable) Write them on a flipchart. 3. **Explain that you are going to practice an FGD:** The young researchers will work in teams, some of whom will act as informants while others take on the different roles and do the essential tasks of the FGD team (see textbox →). If the teams are big enough, tell them they can appoint two facilitators and more than one observer/evaluator. If the teams are small, those observing/taking notes can also do the evaluation. 4. Instruct the young researchers on how to prepare an FGD. The teams should divide the roles between them and prepare the activities and questions for the FGD according to the handout. They can also discuss useful ground rules for an FGD (similar to those established at the beginning of training), with input from the focus group. 5. Start the practice FGD. Instruct them to use the introduction they created in the previous session before getting into the questions. Give them about 20 minutes to conduct the FGD. One adult facilitator can sit in with each of the teams, without disrupting the process, and take their own notes on content and process so they can share their observations with the group when they are finished. They can also guide the evaluation discussion for about 10 minutes at the end of the practice FGD, starting with asking participants their opinion of the discussion, using the following questions: » What did you think of the FGD? » Did you feel comfortable/free to share your opinion? » Did you understand the reason for this FGD? If there's time, the groups can switch roles and have young researchers who were participants take on one of the other roles. 6. The whole group can come back together at the end to share their observations, insights, and lessons learned.
Debrief	

Resources/ Tip sheet	The FGD practice is a crucial aspect of the training and should always be included. This session can be repeated as a refresher just before going to the field to perform actual FGDs. Many PAR activities can be combined with FGDs. See, e.g., ChildFund's Child- and Youth-Friendly Participatory Action Research Toolkit for ideas you can adapt to your research context and use as a catalyst for FGDs.
Elements to consider / to highlight	This simulation is like the one on interviews. It might be good to do these on different days. As with interviews—and perhaps more so with FGDs—the young researchers will learn by doing and will improve over time. It's okay if they make mistakes at first. Try to encourage them with gentle corrections and suggest ways to improve their performances.

3.4 DATA ANALYSIS
3 HOURS

In order to optimize empowerment and involve children in research in a meaningful way, it is important that they do not 'just' learn how to ask questions (interview techniques). It is also important that they learn how to get quality, reliable, in-depth information and to formulate questions on the spot to help get to 'the bottom' of an issue.

The sessions in this subsection are designed to promote reflection skills: on the quality (validity, reliability) of data, on the young researchers' own role as researchers, on interpretation and bias, and to collect information that reflects what is at stake for children. The sessions help to build basic analytical skills so that young researchers can formulate good questions that probe for details without losing focus on the main research question. It will help them draw conclusions based on their data and build arguments to strengthen those conclusions. The sessions are not intended to equip the young researchers to professionally label and order the data. This should be done by a professional researcher.

The best way of teaching these skills is by using examples. It is therefore strongly recommended that these sessions follow an FGD or interview practice in the field, so that the data from that practice can be used to work with.

These sessions are also good practice for presenting in front of a group and help to build self-confidence so that the young researchers can also disseminate the findings, even in front of an international audience. You can do them during your initial training, and/or toward the end when you actually want to do the overall data analysis.

Activity name:
Ordering and Analyzing Your Data

Type of exercise	Skills building
Objective	To reflect on experiences and results of the FGD process and content To have practical experience of analyzing and interpreting FGD data and reporting (presenting) the main findings
Timing	2 hours
Resources needed	Flipchart/PPT slide with instructions for reporting
Instructions	Once the young researchers have done some (or all) data collection, you can have them present their main findings. This will help them learn to analyze, reflect, and draw conclusions in the process of preparing a presentation of their findings. After they have finished the presentation,

Instructions	you should mention this to them and applaud them for it (even though they most likely made some mistakes). Most people are a bit afraid of this 'difficult and abstract' task of analysis. Once they realize they already have some skills, they feel more motivated to listen to your 'tips and tricks' for doing the analysis more consciously and systematically. **Preparing your presentation** (60 minutes) 1. Ask teams of 2 or 3 young researchers who have worked together to prepare a presentation of the main findings of an FGD they did in the field, or to present on a set of labeled and ordered data prepared by the (adult) research support team. 2. Hand out some flipchart sheets and markers to the groups. Ask the groups to prepare their presentations, focusing on: » Goal of the FGD: what did you want to know/find out? (main research question) » Contents: main findings and results (ordered by topic) » Conclusion: answer to the research question » Observers: what went very well, what was the main weak point? » Evaluators: what are the outcomes of the evaluation? 3. Give suggestions on how they can order their data. You can do this in plenary and/or during their preparation. Give the teams suggestions for topics ('labels') or main questions under which to order their data. The clearer the main and sub questions, the easier it is to order the data (which are the answers to their questions). **Presenting your findings** (10 minutes per team + 10 minutes feedback) 4. Instruct the young researchers that they should take turns presenting the findings. 5. After the first team is finished, ask the others if they have any questions. 6. Give feedback yourself. First start with the positive aspects, the things you find interesting, what they did well, then continue with reflecting on the points they could try to improve the next time. Try to be interactive and ask the participants to reflect on certain points themselves. Use the 'mistakes' they made as entry points to discuss reflection on quality of data and drawing good conclusions. 7. Ask the group to answer the following questions: What were your main impressions? What did you find most remarkable or interesting? (e.g. something that is new to you, something that you did not expect, something that was conflicting with information from others, or confirming what others have said) What are your own ideas and thoughts? (e.g. explanations, hypotheses, ideas, conclusions)

	What is your impression of the 'trustworthiness' of the information you have collected?
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	

Activity name:
Ensuring the Quality of Your Data

Type of exercise	Critical skills
Objective	To learn to critically reflect on statements, arguments and conclusions To learn how to strengthen conclusions by building arguments To learn how to reflect on validity and reliability of data
Timing	1 hour
Resources needed	Handouts or flipcharts/PPT slide with textbox information below
Instructions	It is important to stress that data quality is very important. There are many adults out there who might doubt the validity of research conducted by children, so it helps to teach them to be self-critical and robust in their arguments about what is true based on the data. A frequent mistake that young researchers make is jumping to conclusions. This session helps them to check the strength of their conclusions. **Drawing good conclusions (30 minutes)** 1. Ask the participants to reflect on the strength of their argumentation to support their conclusion: Take one of the weaker conclusions from the presentations in the previous session as an example. Ask the participants: "How do you know this?" "Do you think someone who was not present at the FGD is likely to be convinced with this conclusion?" "What would you say to convince him/her?"

Instructions	2. Explain the steps for drawing a good conclusion (see textbox). **Steps for drawing a good conclusion** » Gives an answer to the question, and a short explanation of why and how » Is logical (the relationship between cause and effect is clear) » Is complete and reflexive: • it includes a focus on the positive as well as on the negative • it includes information on what is not found or what was not asked » Is based on strong arguments, which in turn are based on sufficient and truthful data » if not, or if weak, the conclusion should include a reflection on the limitations of the research and the validity and reliability of the data, or the conclusion is preceded by such a reflection » Includes recommendations, or is followed by a paragraph that formulates recommendations **Reflecting on the quality of your data** (30 minutes) 1. Explain the importance of collecting sufficient and truthful data. Some questions to ask: » How much consensus is there on a particular topic or explanation? » Which topics did I collect conflicting data on? » Does the answer/conclusion count for boys and girls? (urban/rural, etc. Add categories that are relevant to your research) » Is the data based on the informant's own observations or experiences, or is it hearsay? » What do you think of the overall 'honesty' of the informants (with regard to specific topics) » Are the main findings and conclusions verified by multiple informants? » Would the answers be different if you had been male/female, older/younger, had interviewed the informants in a different setting (e.g. in their homes instead of the clinic)?
	2. Explain bias—something has influenced the outcome (data/results), making it less reliable. The influence of the researcher and setting can impact the truthfulness of the data: As researchers, they are the main instrument for collecting data. The answers that they collect depend on:

The answers that they collect depend on:

- what kind of questions they ask and how they ask them
- their 'rapport' with the informant
- their experience as a researcher (skills)
- their interpretations

Unlike a film documentary, they write down the things that they think are important, or the way they understood it. This can be different from how someone else would have written it down (e.g. somebody from another country, somebody with different skills or a different 'rapport' with the informant). This is not a bad thing, but it is important to think about how they influence or 'color' the data. And it is important to explain this to the people who read their findings.

3. Explain the importance of triangulation and verification, and tips and tricks they can use to improve the quality of the data:

Tips and tricks to make your findings more objective and to check the trustworthiness of your data

Triangulation

- Use different methods to collect data on the same topic or question, and see how the answers that you get differ. For example, see what answer people give you in a personal interview versus what they say in an FGD.
- Compare the data that you have collected on a certain topic or question with that of the other researchers.
- Compare the information that you have received from different people.

Verification

- Check whether the answers count for boys and for girls. It is okay if they differ, as long as you point out what each gender said.
- Check your main findings and conclusions with some 'key informants': people you think are most honest with you and have a lot of knowledge or experience.

Conflicting information

If you find conflicting information, you should investigate the reasons for this conflict until you have an explanation. The more consensus there is on a topic, the more valid the answers.

Debrief	
Resources/ Tip sheet	The terms validity and reliability can be confusing, it is better to talk about/explain in terms of collecting enough or sufficient data and about collecting truthful information.
Elements to consider / to highlight	At the end of your data collection, you can go over the findings together to triangulate and verify the main findings.

SECTION 4:

RESEARCH COMMUNICATION AND ADVOCACY

2 HOURS

Once you have determined what your research findings (i.e. drawn validated conclusions about what the answers to your research questions are), you will want to share those findings with relevant stakeholders. This section helps you think about how you will convey that information and to whom.

This session is to be completed after the data has been ordered and coded, and after it has been validated with the child researchers (see Data Analysis sessions above). At this stage, you may also want to discuss formulating recommendations based on the research findings. This is an essential precursor to an advocacy campaign.

Activity name:

Sharing Your Findings

Type of exercise	Research communications and skills practice
Objective	To communicate research findings
Timing	2 hours
Resources needed	Blank flipcharts (one for each group—see below. You can already write the 3 columns on them), markers Flipchart sheet/PPT slide with definition of research communication written on it Flipchart sheet/PPT slide with major research findings (answers to main research questions and/or subquestions. It is good to number these so each finding has a numerical designation, e.g. answer to RQ 1=1; answer to subquestion 1 underneath RQ 1=1a, etc.)

Instructions	1. **Research Communication (5 min):** Explain to the young researchers that we are going to reflect on the research findings and think about how to share them with various community members. This is called research communication (show definition in textbox à). By now, they have become experts in CSEA research, and they should share what they've learned with others. **Research communication:** interpreting or translating complex research findings into a language, format and context that non-experts can understand 2. **Stakeholder identification (10 min):** Display the findings on the flipchart/PPT slide. Ask young researchers to have a look at them and think about with whom in their community they would like to share some or all of those results. Who has a vested interest in your study? We call these people stakeholders. Write down their answers. Examples may include: » **Study participants** (the people they interviewed and with whom they conducted FGDs): It is always a good idea to return to the participants (adults and children) and the communities in which you gathered data to share the outcomes and get their feedback. This is an additional means of validation (see previous session). » **Service providers:** part of the point of the project is to find out how to improve strategies to prevent CSEA. Since service providers are involved in these strategies, you will want to share your findings with them » **Policymakers:** people in a position to make policies that prevent CSEA should definitely hear what you have to say! » **Media:** media figures (journalists, media influencers, etc.) are in a position to amplify your message, so you want to reach out to them and share your findings Come to a consensus on which stakeholders you want to reach with your findings.
	3. **Research Communication Strategy (45 min):** Break the young researchers up into groups according to the various stakeholder groups you want to reach (i.e. if you agreed on the 4 groups above, form 4 groups). At least one adult facilitator should be in each group. Each group should have a flipchart where they write their stakeholder group at the top and make 3 columns down the page. Explain the purpose of each:

	» In the left column, they can identify specific stakeholders in their group, e.g. if the group is 'Policymakers', they should brainstorm which specific policymakers they want to reach—by position, or even by name, if possible (Local representative XXX). A 'Service providers' group might name local organizations working to prevent CSEA. » In the middle column, they can write Findings. Here, they will write the numbers of particular findings from the prepared flipchart/slide that they think should be shared with the stakeholder identified in the left-hand column. If they think a particular stakeholder should know ALL the findings, they can write ALL next to them. » In the right column, they should write how they intend to reach them. Here, they brainstorm the most effective ways to share their findings with various stakeholders, keeping in mind that different stakeholders may require different strategies. Will they hold a meeting, write a letter, develop an infographic (e.g. a meme) they'll post on social media, etc.?) Let them be as creative as they like with this one! They should discuss whether they need to adjust the language of any particular findings to make it easier for their stakeholders to understand. Again, by now they have learned the complex concepts and technical language that many professionals in the field of CSEA prevention use. But how can we translate that for the local community, in a way that they can understand and engage with? For instance, perhaps young researchers hoping to reach 'Study participants' will decide that it is appropriate to tailor different messages to children than to adult participants. They can discuss how to revise the wording of the findings in order to help ensure that they will be communicated in a way that people will understand to which they will be receptive (they can flip over the sheet if they need more room). Finally, they should consider, given the findings, whether there are any recommendations they would give to your target stakeholders: Research recommendations suggest future actions or subsequent steps supported by your research findings. Recommendations are the 'action plan' you propose based on the outcome. Is there a particular action you would recommend that a specific stakeholder should take? Encourage them to be as specific as possible and provide examples. For instance, is there a specific policy that a policymaker could implement that would solve a problem identified in the findings? *Take a break for 5-10 min.*
	4. Present their strategies (30 min): Come back into plenary and give each group 5 minutes to present their RC strategy. Who would they like to reach, with what findings, and how (using what language)? Allow a few minutes for the rest of the group to give feedback and even add some ideas that may have been overlooked.

	5. Thank them for sharing their ideas and note that these strategy proposals will be used as the basis for planning the subsequent advocacy campaign.
Debrief	
Resources/ Tip sheet	
Elements to consider / to highlight	

CONCLUDING THE PARC PROJECT
2-3 HOURS

This session is a last debrief meant to provide some closure to the project by helping the researchers reflect on their PARC journey. In this way, it also provides the organization with valuable feedback about your project's accomplishments as well as children's experience of doing participatory research and advocacy. The granting of certificates also celebrates their personal accomplishments.

Activity name:
Reflection on your PARC Journey

Activity name	Reflection on your PARC Journey
Type of exercise	Reflection/MEL
Objective	To reflect on the personal and collective experiences of the entire PARC journey
Timing	2-3 hours
Resources needed	Drawing paper and pens Tape or putty to hang pictures on the walls Certificates of participation
Instructions	1. Have child participants draw their PARC journeys. They should chart the main parts of the journey: training, data collection and analysis, and advocacy campaign. However, they can represent that journey however they like; many choose to depict their journey across a terrain or landscape like climbing a mountain or moving up/down a river—but let them be creative! 2. Hang the pictures they've drawn 'gallery style' at eye level around the room. Encourage everyone to walk around and look that the 'gallery' of PARC journeys. Then each participant can give a brief (5 min) presentation of their journey while the group stands in front of the picture they have drawn. Let people ask questions about elements of the pictures and praise participants on their depictions of the journey. 3. Come back together for a brief discussion of the differences and similarities depicted in the gallery. Give some consideration to collective reflections on the overall project experience and ask child participants especially for their feedback. 4. If you wrote expectations on balloons at the beginning of training (see Sharing Expectations, Anxieties & Questions session in Section 1), you can now go around and ask whether the expectations have been met. Let the child (now researchers and advocates) pop the balloons! If any remain, assure them it will be a lesson learned for future CYP projects.

Instructions	5. Close with an official awarding of the certificates of participation, where each participant is individually recognized and honored for their contributions.
Debrief	
Resources/ Tip sheet	Record the gallery presentations for posterity and project evaluation purposes! Sometimes, the testimonies are very moving. Don't skimp on the certificates! These are very important to children participating in such programs, as they not only provide proof of their participation but also the skills they acquired, lending legitimacy to their experience and knowledge for future educational and professional opportunities. So be sure the certificates are printed on card stock and are 'official' looking, with the organization's logo/stamp. If possible, have the Director of the organization sign them (along with the ECPAT project coordinator), and be present to hand out the certificates (or find another appropriate dignitary, such as a local policymaker). This also lends more authority to the certificates and reflects the importance of the participants' achievement. You may also close with individual and group pictures of the project 'graduates' and staff that are shared with everyone afterward.
Elements to consider / to highlight	This journey reflection can be held at end of the research training, or at the very end of the entire project to bring closure to it.

APPENDIX

APPENDIX 1: ETHICAL PROTOCOLS EXAMPLE

IN CASE OF ETHICAL PROBLEMS, ADVERSE EVENTS OR ILLEGAL ACTIVITIES, OR SITUATIONS OR PROBLEMS THAT ARE DIFFICULT, THE RESEARCHER HAS TO STRICTLY FOLLOW THESE STEPS (SEE ALSO CODE OF CONDUCT):

If the informant divulges problems relating to sexuality, sexual activity, sexual relationships, abuse or force, you should always offer the informant a service provider or counsellor from

....

....

(NAME OF ORGANIZATION), to get professional advice or help.

....

....

....

....

(CONTACT DETAILS OF ORGANIZATION)

If the informant asks for your personal advice, do not give advice yourself. You are not a professional and if your advice is wrong, it might cause added problems. Offer the help of a professional.

If the informant refuses to go to the professional, or faces problems because of their participation in this research:

- Always consult with the research coordinator about the nature of the problem and possible solutions; never try and implement your own solutions without consulting the coordinator.
- Tell the respondent you will consult with your research coordinator; if the informant says that they do not want other people to know about it, reassure them that their identity will be kept confidential. If they still do not want you to consult your coordinator, explain that you are unable to help unless you consult with your coordinator.
-

In case of legal issues, abuse or need for further reference, follow the protocols and networks of

....

....

(NAME OF ORGANIZATION).

APPENDIX 2:
EXAMPLE OF INFORMED CONSENT FORM AND RESEARCH INTRODUCTION

The following form will be used and carefully followed by the researchers when they ask for informed consent from potential informants and/or their parents/guardians. The form will be further adapted during the research training and translated into the local language. If the informant is literate, they will be offered the form for reading and signing. When asking consent from the parent(s)/guardian(s), use the words in parentheses.

INTRODUCTION

Hello, my name is .... I am a researcher for [NAME OF ORGANIZATION and PROJECT— either the local organization's name or ECPAT]. I will ask you if you want to (/will allow your child to) help us with our research. But, before you answer, I want to explain to you exactly what the research is about, so you fully understand why we need your (son/daughter's) help. If I say something you don't understand or cannot follow, you can stop me so I can explain better. Is that okay?

[allow potential informant to answer]

Have you heard of [NAME OF ORGANIZATION] before? [NAME OF ORGANIZATION] is an organization that [summarize mission and activities in one sentence].

Do you understand? [If not, explain more simply, in more detail, or with examples.]

Do you have any questions so far?

RESEARCH PURPOSE AND USE OF DATA

We are conducting a study to find out how to improve strategies to prevent child sexual exploitation and abuse (CSEA) through child-led participatory research. We are interviewing children as well as service providers and other stakeholders about their concerns, questions and experiences. We hope this information can help us to make the services better, so that more young people will use them if they want to. If you want to help us with this research, by (allowing your child to participate/) participating, your (his/her/their) information will help us to give recommendations to [NAME OF ORGANIZATION] and other organizations that provide CSEA services, in our communities and in other parts of the world, on how to make their services more responsive.

Do you understand?

Do you have any questions so far?

INFORMANT'S RIGHTS: ANONYMITY, CONFIDENTIALITY, RIGHT TO WITHDRAW, RIGHT TO FULL INFORMATION

If you choose (your child chooses) to help us, we promise that what you say (/he/she says) will stay between us (him/her and us). We write down what you have said (/your child has said), but we do not write down who has said this, so that nobody will find out. If you do not (/your son/daughter does not) want to share particular information for any reason, you do (he/she does) not have to, or you (he/she) can tell us outside the focus group/interview. If you feel (he/she feels) uncomfortable and you want (he/she wants) to leave, you (he/she) can do that at any time during the discussion or interview, without having to explain why. If you have (he/she has) any questions, you are free to ask them and we will answer them. If we do not know the answer, we will ask for help from our coordinator.

If you have any questions concerning this study please contact: (NAME OF PERSON RESPONSIBLE FOR RESEARCH PROJECT)

(TELEPHONE) ....

(EMAIL ADDRESS)..

Do you understand? ....

Do you have any questions so far? ....

INDIVIDUAL CONSENT FOR PARTICIPATION IN THE RESEARCH

Do you want to help us with this research, by participating (/allowing your child to participate) in the focus group discussion and/or individual interview?

If yes, please sign here: ....

Signature of the researcher: ....

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Cheney, K., Kamusiime, A., Sandi, L. 2017. *Adolescents' Perceptions of Healthy Relationships Youth Peer Researcher Training Manual*. Geneva: Oak Foundation.

ChildFund International. 2010. *Child- and Youth-Friendly Participatory Action Research Toolkit*. Richmond: ChildFund International.

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