

CHILD PARTICIPATION IN RESEARCHING VAC

**ETHICAL CONSIDERATIONS ON
INVOLVEMENT OF CHILDREN IN DATA
COLLECTION AND RESEARCH**

Children in the MENA Region

Countless children suffer from rights violation.

Long-term political instability continue to adversely impact the rights of children, while **recent political developments** have heightened protection risks for children

MENA countries in general **lack a comprehensive approach in addressing child abuse and violence** including, for example, studies, legislative measures, public education campaigns, child-sensitive procedures and mechanisms

Studying VAC

2009/2011 a study on VAC in Iraq was carried out; data was gathered from each of the 18 governorates of Iraq

The **objectives** of the Study in Iraq were to:

- Map formal and informal CP services and the legal framework
- Provide quantitative and qualitative data on the prevalence, types, frequency and perpetrators

The tools identification phase took a long time, UNICEF, Columbia University and other key actors were addressed asking for child friendly tools to research VAC but we could not find

Ethical and protection concerns in regards to Child Participation versus Researching VAC and tools identified:

- Child participation as the right of children to develop their full potentials and participate in the decision making process
- Children disclosing personal experiences
- Safety of children involved in the data collection (Iraq Specific)
- Lack of a child protection mechanism (Iraq Specific)
- Lack of trained researchers and time needed to prepare researchers (Iraq Specific)
- Rigidity of tools and focus on “pre-set” priorities
- Generic recommendations with no focus: where do we start from?

CHILD LED DATA COLLECTION



Methodology

Core young researchers: 26 young researchers (working in pairs) which are geographically and demographically representative of the population.

Associate young researchers: each of the core researchers will recruit 4 friends to help them in the 'quantitative survey stage' reaching 1,000 children

Data Collection Process:

Exploratory: using a prepared questionnaire, stories are collected by young researchers

Quantitative: the stories will be turned into profiles, clustered around key thematic issues (education, protection, etc) and over 1,000 children involved in the survey

Data Analysis: the core 26 youth will be engaged in evaluating the data, particularly regarding the protection mechanisms that are available to the different profiles of children (identified above)

Recommendations and follow up actions: Young researchers will identify recommendations, following the drafting of the report. Young researchers will use Animate It and the child-led advocacy training to decide on an advocacy plan to take the findings forward

Analyzing the findings

1. *NOTICING and NOTING*

(entering information from transcripts into the Analysis Chart)

2. *SORTING and X-RAYING*

(cutting up the Analysis Chart, making and categorizing piles)

3. *FITTING TOGETHER* (entering our labels into the Profile Chart)

4. *STEPPING BACK* (examining what you have done)



Phase 1: Presented to a group of experts:

- **Government buy-in** is critical
- Over-estimating the capacity of local organizations and children
- SCS should not standardize the methodology to much but allow space and flexibility
- Research confidentiality and informed consent,
- Ensure that the researchers represent the demographics of the population, including geographically and socially. NB vulnerable children
- The data collection process needs to be fun and rewarding for the young researchers.
- Must be supported by a network of adults who are ready and able to support the process as well as the outcomes.
- A protection system is put in place, unique to each country.

Phase 2: First pilot testing of the tool

- The young researchers were more than capable of interviewing and came up with useful suggestions to help improve the process.
- The children understood what was asked of them and were confident, giving very comprehensive answers and seemed neither exhausted nor bored.
- The digital recorders worked very well.
- The young researchers had no problems following the guide and recording the interviews.

Phase 3: field testing CLDC in the MENA region

Question 1 TYPICAL WORK OR SCHOOL DAY: General description, from waking up to going to bed:

- a) If you had magical powers: **MORE OF** this or these people, places and activities...
- b) If you had magical powers: **LESS OF** that or those people, places and activities...

Question 2 TYPICAL REST DAY: General description, from waking up to going to bed:

- a) If you had magical powers: **MORE OF** this or these people, places and activities...
- b) If you had magical powers: **LESS OF** that or those people, places and activities...

Phase 3: field testing CLDC in the MENA region

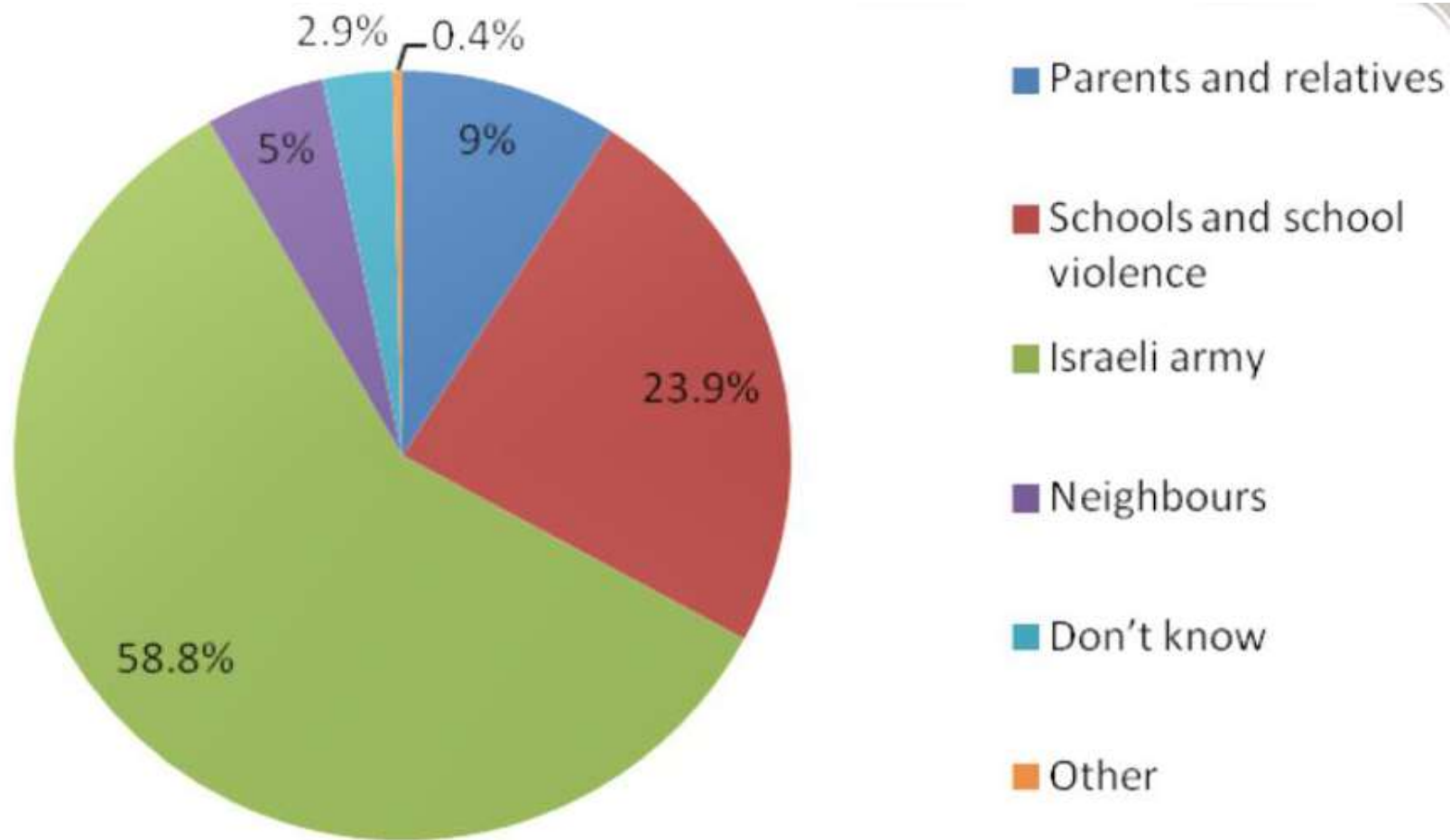
Question 3 THREE WISHES to improve your everyday life...

Question 4 WORD GAME

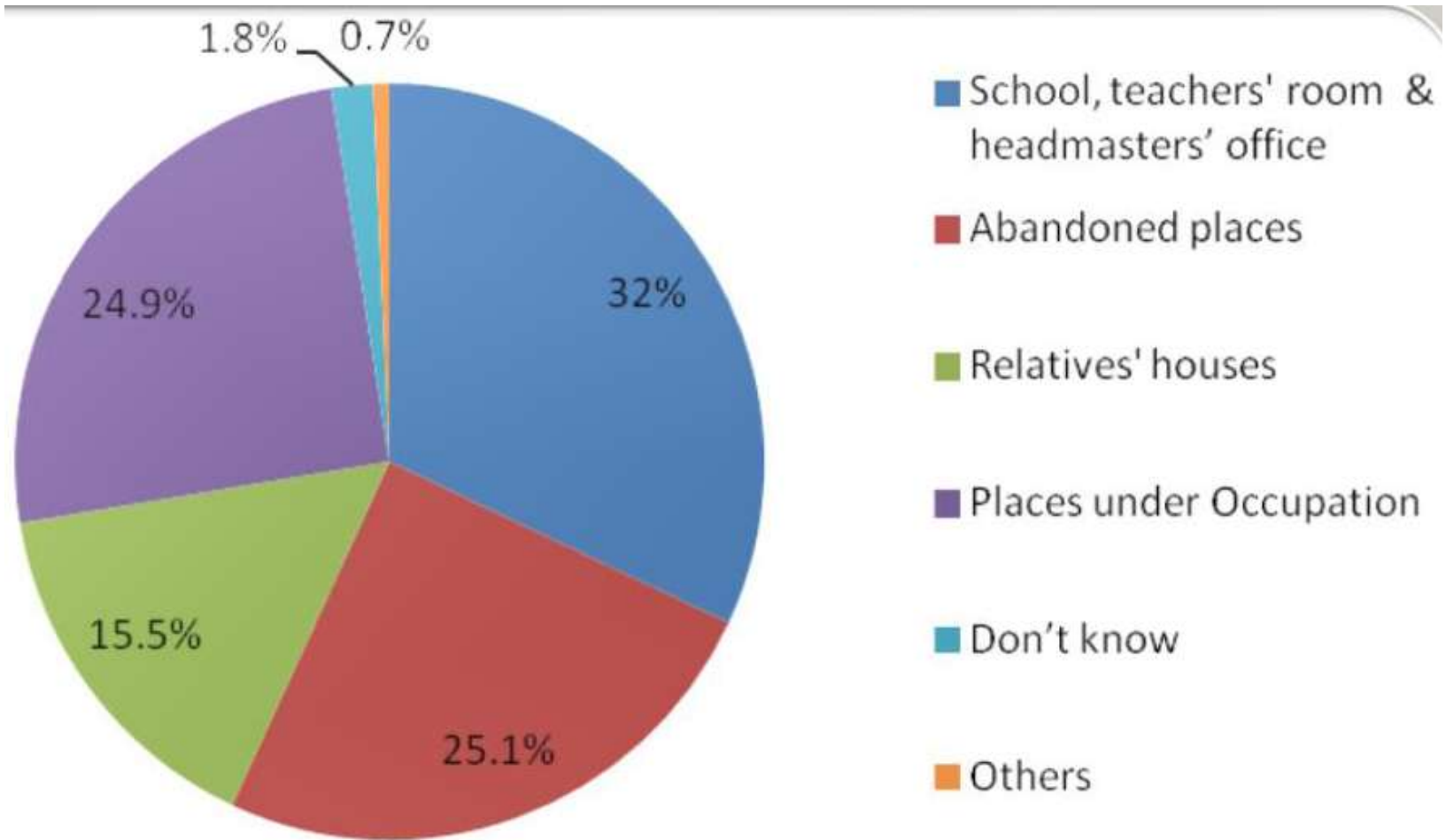
Words:	Phrases:
1. Safe	1. Being listened to by adults
2. Scared	2. Being allowed to choose what you want
3. Hurt	3. Being free (to do whatever you want to do)
4. Happy	4. Powerless (having no control over something important to you)
5. Sick	5. Powerful (being able to change something important to you)
6. Unhappy	6. My favorite place.

Occupied Palestinians territories

Which of the following reminds you of being hurt?

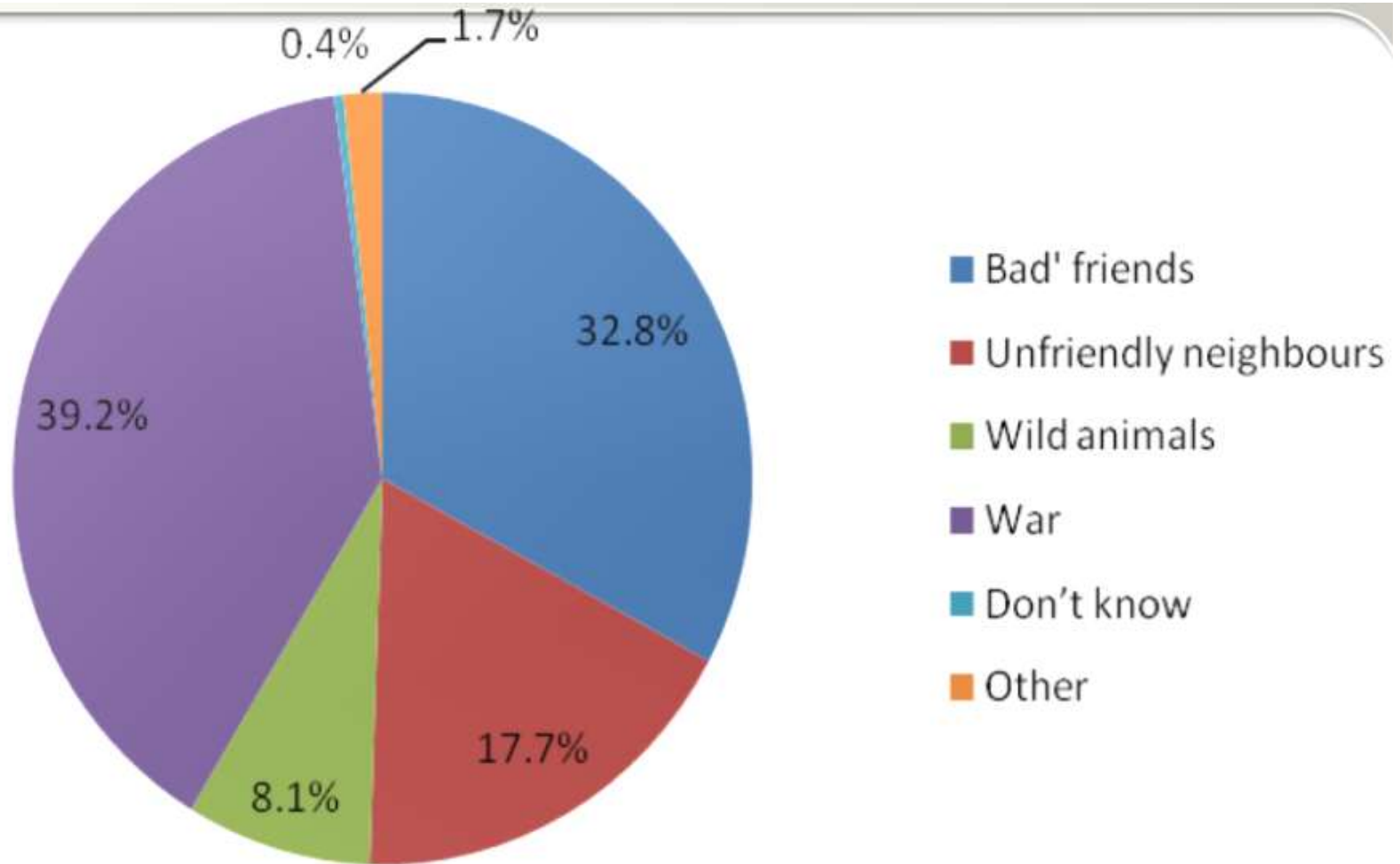


Where would you like to spend less time (on an average work or school day)?

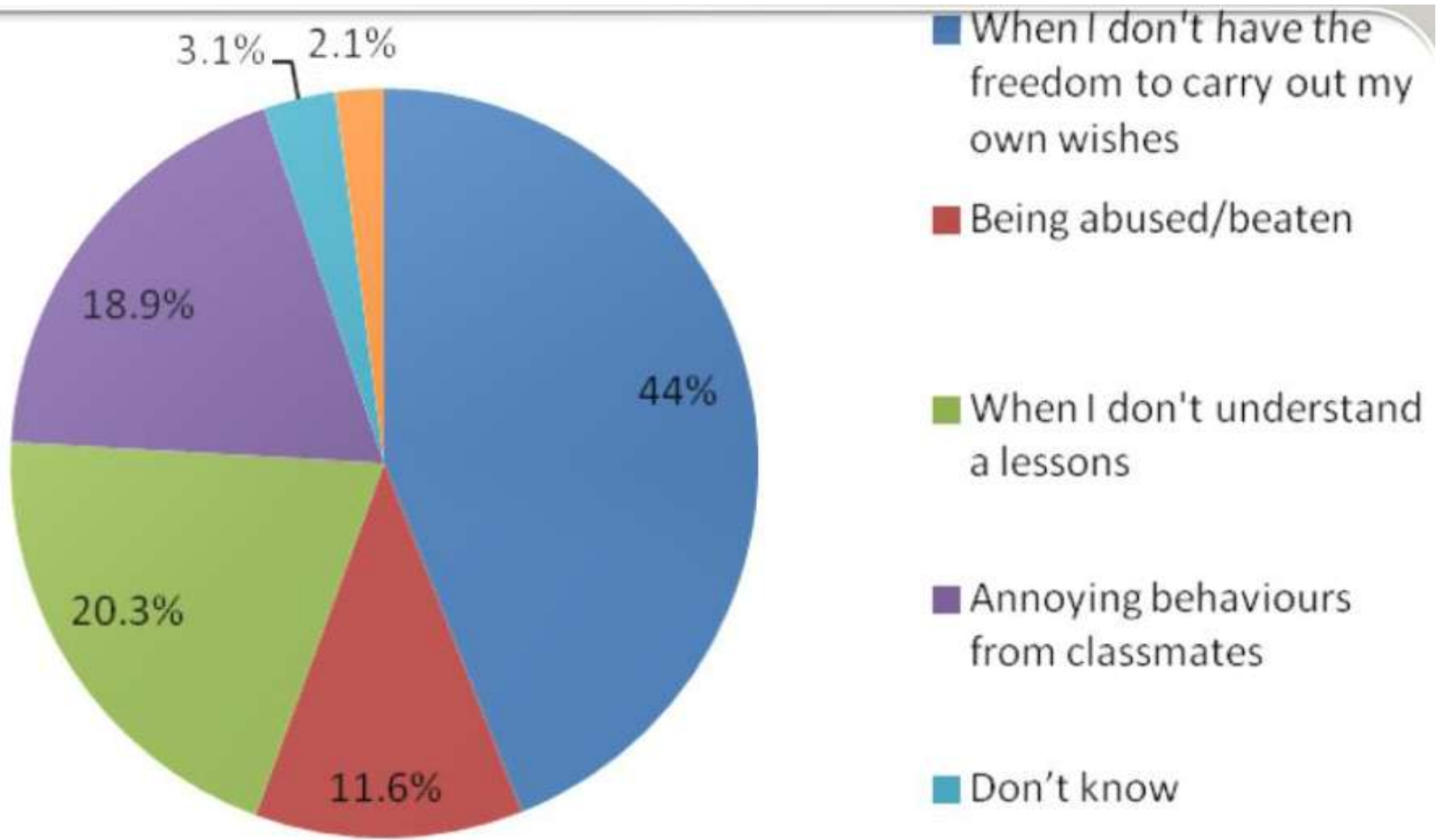


Yemen

Which of the following reminds you of being hurt?

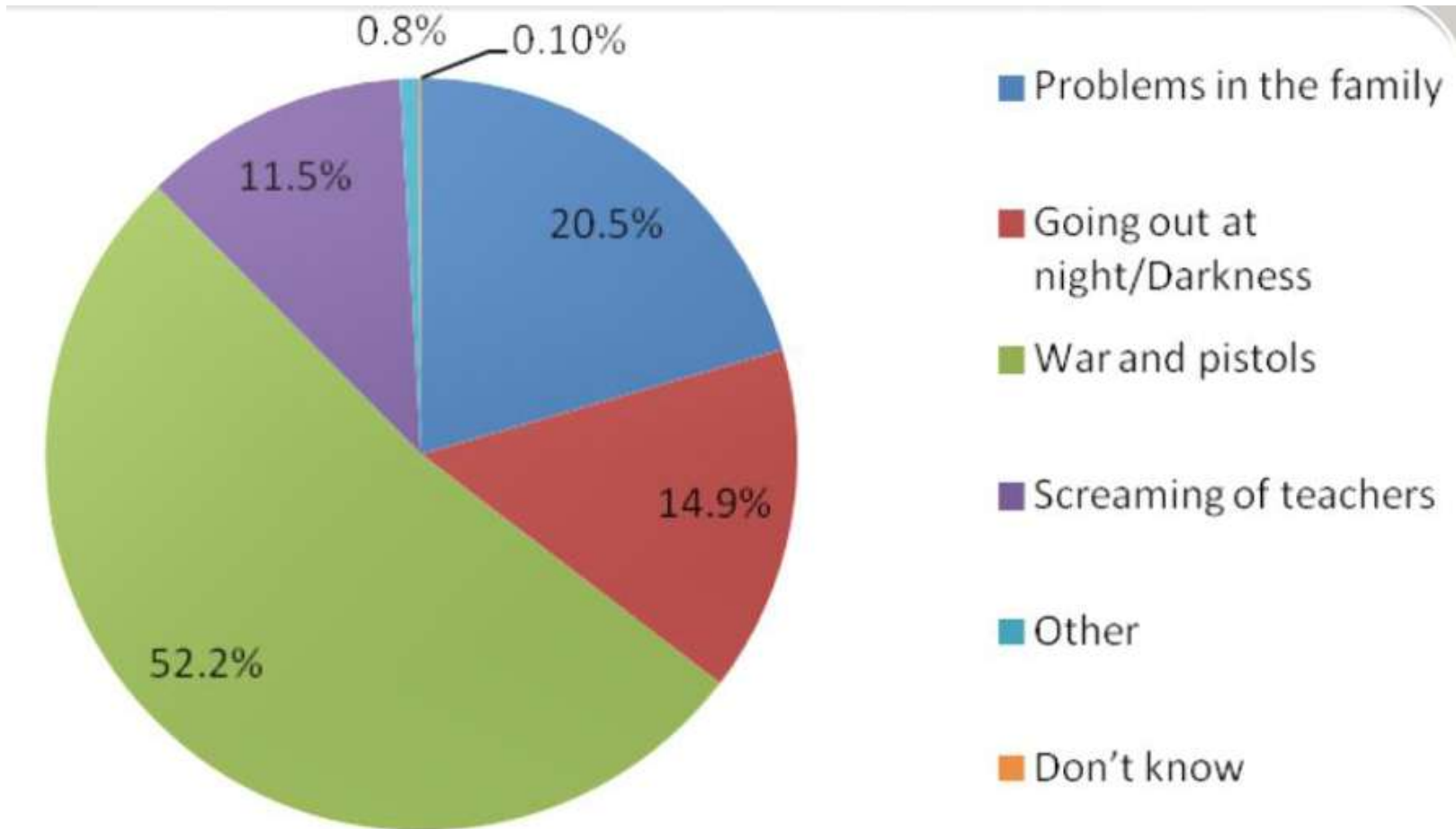


Which of the following reminds you of feeling powerless?

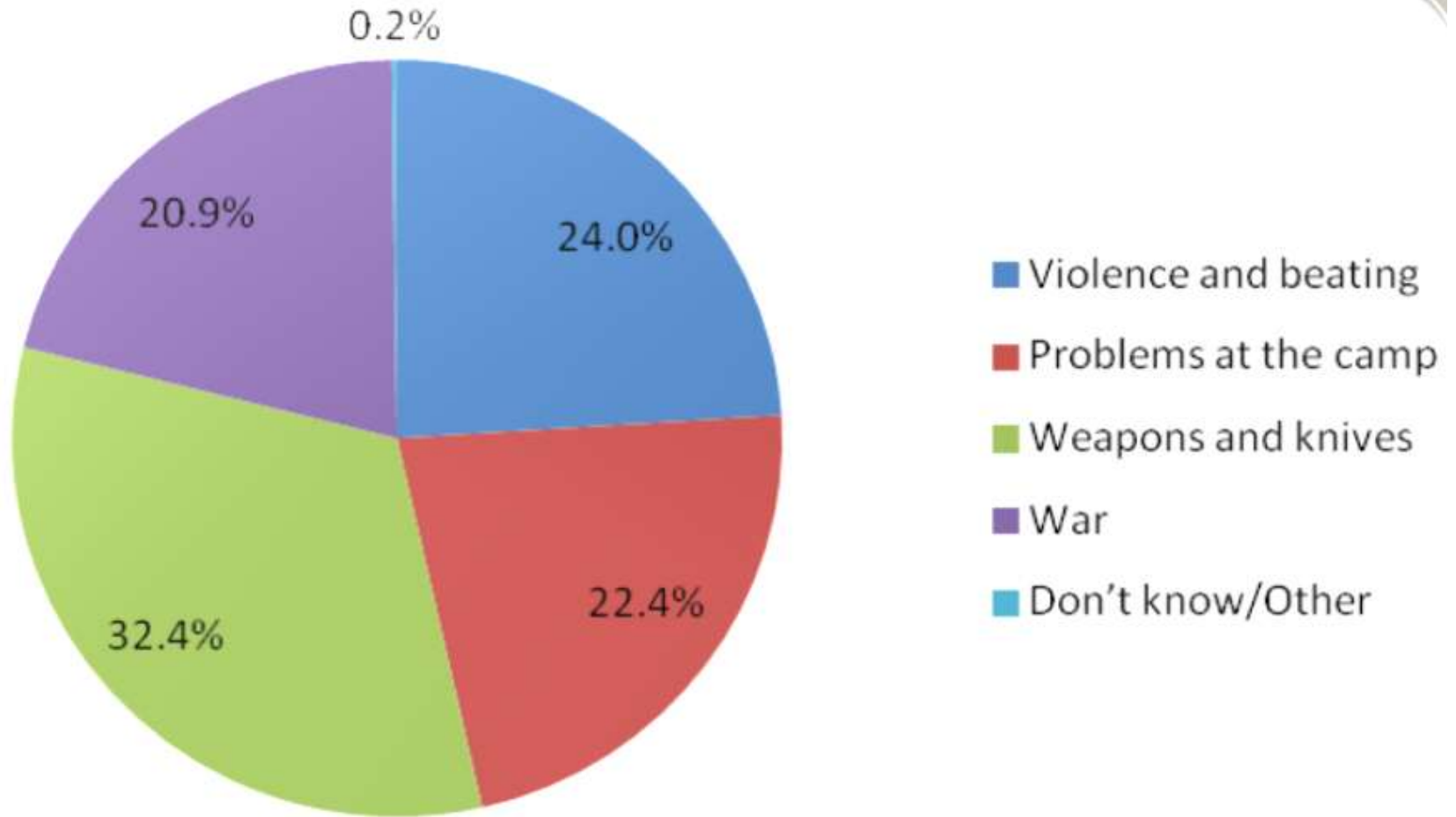


Lebanon

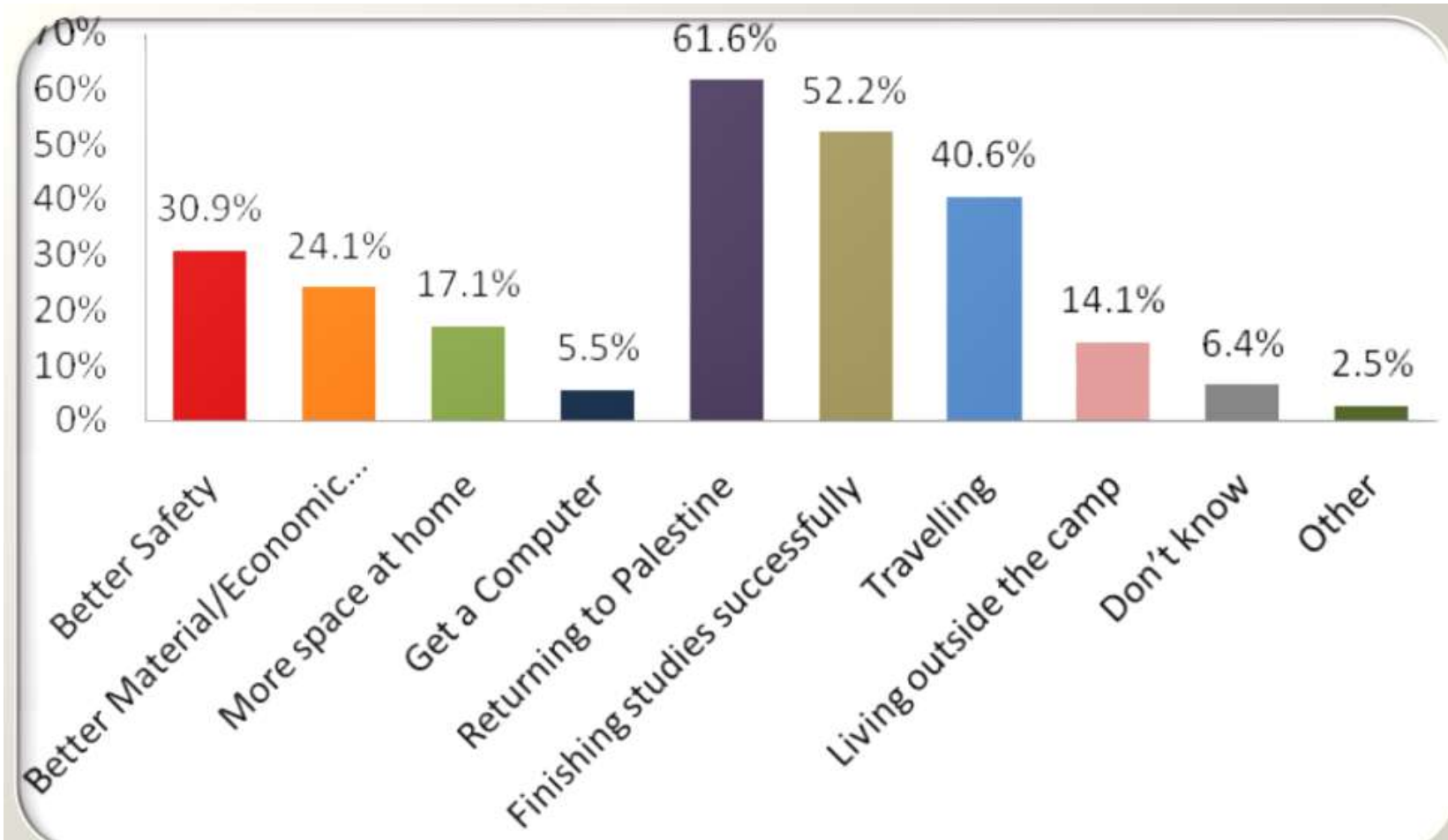
Which of the following reminds you of being scared?



Which of the following reminds you of feeling hurt?



If you could make just three improvements to your everyday life what would they be? Please make just THREE choices.



Ethics concerns

1. Child participation and informed consent
 - Clear information provided at selection and start phase through:
 - Information packages to be provided to applicants as well as other children (and their guardians) involved as storytellers
 - Training of the selected young researchers on every step of the CLDC methodology
 - Consent form for young researchers and interviewee

Ethics concerns (Continuation)

2. Safety and protection of researchers and interviewee

- Confidentiality of identity and information
- 100% voluntary participation (also during the interview)
- Location of the interview
- Emergency numbers
- Adults accompanying the young researchers
- Training young researchers on dealing with unexpected situations – practice rehearsal of scenarios
- Child protection procedures
 - Awareness raising: child protection policy and child abuse
 - How to report, Consequences, Response
 - Focal point

How to use the data

1. Identify forms of violence or geographical areas and specific groups of children where the frequency of VAC is high to further investigate.
2. Children can develop Advocacy messages to raise awareness on the main issues affecting children's lives.
3. CLDC can begin to measure change over time.
4. Yrs will develop recommendations, however is the role of CS (NGO) to disseminate their recommendations and take further action.



Thank you!

If you would like to know more.....

- <http://mena.savethechildren.se/mena>
- <http://www.manaracrc.org/>

The screenshot shows the Manara Network website interface. At the top left is the logo for MANARA NETWORK for child rights. To the right is a search bar with a magnifying glass icon. Below the logo and search bar are navigation links: Home, Site Map, Contact Us, and Sign In. A horizontal menu bar contains the following items: About Us, Our Activities, Our Capacity Building, News & Events, and Resources. The main content area features a large image of a young girl looking over her shoulder. To the left of this image is a section titled 'Manara Network brochure' with a 'more' button. Below the main image is a 'Welcome!' section with a lighthouse icon and a 'YouTube Channel' link. On the far left, there is a vertical strip of cartoon children's faces. At the bottom left, there is a small image of a boy in a red jacket with the text 'Child Rights Advocacy Network coming soon'.