

Findings of the Participatory Assessment with Children in Dukwi Refugee Camp in Botswana



December 2005



Acknowledgements

The participatory assessment with children, held in Botswana from 5 to 9 December 2005 in Dukwi Refugee Camp, is part of a larger initiative to assess children's perceptions and experiences of violence in a refugee context in Southern Africa. A study using a similar methodology was undertaken in Angola, South Africa and Zambia in 2005, the findings of which were contributed to the United Nations Secretary General's Study on Violence against Children. The participatory assessment held in Botswana is the second in a series of workshops, following Malawi, for the five remaining countries in Southern Africa with UNHCR operations.

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The artwork in the report was drawn by the children who participated in the workshops. The children gave permission for their work and photos to be used in the report. All drawings were returned to the children.

Explanatory Note

This participatory assessment was initiated to examine how refugee children perceive violence in Dukwi Refugee Camp. The discussions documented in this report portray life in the camp, through the eyes of a small group of children. The reports from the children who participated in the assessments are taken very seriously. In order to assess the claims made by the children, UNHCR and partner staff will work with the community and follow-up activities will be organised with refugee children and adults, camp staff, and local authorities.

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Definitions

Child/children

All persons from birth to 18 as defined in the Convention on the Rights of the Child (1989)

Violence

A means of control and oppression that can include emotional, social or economic force, coercion or pressure, as well as physical harm. It can be overt, in the form of a physical assault or threatening someone with a weapon; it can also be covert, in the form of intimidation, threats, persecution, deception or other forms of psychological or social pressure. (UNHCR Guidelines for Prevention and Response: Sexual and Gender-based Violence against Refugees, Returnees and Internally Displaced Persons, May 2003)

Sexual and Gender-Based Violence (SGBV)

Violations of fundamental human rights that perpetuate sex-stereotyped roles that deny human dignity and the self-determination of the individual and hamper human development. They refer to physical, sexual and psychological harm that reinforces female subordination and perpetuates male power and control. (UNHCR Guidelines for Prevention and Response: Sexual and Gender-based Violence against Refugees, Returnees and Internally Displaced Persons, May 2003)

This report has two parts:

- Part 1: reports on the findings from the participatory assessment with children in Dukwi Refugee Camp on their perceptions and experiences of violence
- Part 2: is a detailed description of the approach and activities used in the participatory assessment

Executive Summary

Background

The findings presented here are based on a UNHCR participatory assessment conducted with children in the Dukwi Refugee Camp in Botswana in December 2005. The report is divided into two parts: Part 1 presents the findings from the participatory assessment, including excerpts from the discussions with refugee children held throughout the workshops, and Part 2 describes in detail the approach used for future replication of similar participatory assessments.

The methods used in these workshops reflect a participatory approach originally developed for a UNHCR research study, the findings of which were submitted to the United Nations Secretary General's Study on Violence against Children.

The focus of this assessment was to gather information from refugee children about their perceptions and experiences of violence. Included in the themes explored were the activities that the children do in the camp, the forms of violence that children witness or experience themselves, the protection strategies they employ, and suggestions they have for making the camp safer for children.

Twenty-five children in the Dukwi Refugee camp participated in the two workshops. Artwork and drawing were used as the medium for the children to begin sharing information about themselves. Specific techniques (described in Part 2 of the report) were employed to help the children illustrate and discuss their daily lives and experiences.

A capacity building component was conducted alongside the participatory assessment, in which UNHCR and partner staff were trained on how to work with children. The goal of this training was to increase the number of facilitators in the region who have the skills to conduct further activities with children.

Key findings from the workshop

The most common problems identified by the children include:

Harassment and rape linked to alcohol abuse: Harassment of girls was one of the most common problems mentioned by all children, including the boy's groups. This harassment was regularly linked to drunkenness. Girls described being chased by drunken men. Rape was most often linked to alcohol abuse too. Girls are afraid to move around the camp because of this problem.

Domestic violence and abuse: There were high levels of domestic violence, also related to alcohol abuse. Often it was men beating women in the house but children also reported being chased and beaten. Children described how powerless they were to do anything about domestic violence.

Transactional sex: Transactional sex between young girls and older men was described by older and younger children as a common occurrence.

Forced marriages: Girls talked about how forced marriages were a commonly accepted part of culture and how many girls gave in to their parents because they felt they had little choice.

Gender discrimination: For the girls, the most common and frustrating form of gender discrimination was related to recreational facilities. Boys dominated the football/netball field and men dominated the use of the one TV in the community hall, sometimes chasing women away. Teenagers were also prevented from using the hall for activities as adult men wanted to watch soccer.

Unaccompanied/separated children: There were children in the groups who lived alone. Girls living alone were perceived to be particularly vulnerable to rape and sexual exploitation. Boys living alone talked about loneliness and lack of material support.

School: Most of the children attended school. The long distance to the secondary school was a problem and seen as unsafe by children. Corporal punishment was also a problem for young children.

Protection strategies

The younger groups expressed powerlessness at being able to protect themselves, believing that all children could do was to run. Older girls and boys did articulate some protection strategies that included walking together with friends and not walking at night, but there was a lack of knowledge around simple ways to keep safe. Children do not hold much faith in the services offered in the camp, particularly the police who they see as not effective.

Solutions

The solutions proposed by the children include:

- security at the clinic and at food distribution
- fair use of the television in the community hall
- a youth centre for children where they can meet and watch TV
- an interpreter at the police station
- control of drinking places
- counselling for young people
- a support programme for unaccompanied and separated children
- alternatives to corporal punishment
- education of adults around children's rights and that it is wrong to have sex with young girls

Follow-up action

The report was studied by UNHCR and partner staff in Botswana who have proposed a number of activities that are detailed in Part 1, Section 4. These activities will consist of collaborative efforts by all stakeholders and will be part of an ongoing initiative around the issue of children's rights. Some of the priority activities include:

- Convene a meeting of the Multi-Functional Team to discuss the reports and actions to be taken.
- Distribute copies of the reports to the children and their parents, UNHCR and partner staff, and all relevant actors working within and outside of the camp.
- Design and implement a programme to respond to the issue of alcohol abuse.
- Work with police to identify and hold accountable the perpetrators of the incidents of sexual abuse and harassment of children in the camp.
- Run a series of education programmes and community meetings around children's rights and the illegality of forced marriages.
- Encourage, support and initiate activities for children and youth.
- Make the community hall responsive to the needs of children.
- Create a safe space for refugee children and youth to meet and hold activities regularly.
- Work with youth to develop information, education and communication (IEC) materials.
- Follow-up on the problem of "sugar mommies" and run more education programmes stressing the illegality of sexual involvement with minors.
- Support vocational training and income-generating activity programmes for youth.
- Provide additional assistance and support to children living alone.

Part 1: The Findings of the Participatory Assessment

1. Introduction

This report is based on discussions held with children in Dukwi Refugee Camp in Botswana as part of the annual UNHCR Participatory Assessment.

The participatory assessment is part of the UNHCR strategy for Age, Gender and Diversity Mainstreaming. The overall aim of age, gender and diversity mainstreaming is to promote gender equality and the rights of all refugees. The specific goals are to:

- Implement a UNHCR system wide approach to refugee participation to strengthen the voice of refugees in operational planning and support age, gender and diversity mainstreaming.
- Strengthen the institutional capacity to ensure that all staff take responsibility for promoting gender equality, the rights of refugee women and refugee children.
- Further operationalise the Agenda for Protection by supporting a rights and community based approach to working with refugees to reinforce the age, gender and diversity mainstreaming strategy. (*UNHCR 2004-2006*)

The participatory assessment is the key tool for gathering information about refugee populations' needs, concerns, protection risks, capacities and solutions. It involves a Multi-Functional Team (MFT) approach in which staff involved in programming, protection and community services from various agencies and institutions work together in conducting focus group discussions, interviews and observations that are then systematically recorded. One of the key populations who are involved in the assessment is children.

In 2005, UNHCR conducted a research study in Zambia, South Africa and Angola with refugee and returnee children. This study was submitted to the United Nations Secretary General's Study on Violence against Children. The methodology developed for the study was found to be an effective way of understanding the situation of children, particularly in the context of Sexual and Gender-Based Violence (SGBV). The decision was taken, therefore, to apply the methodology as part of the participatory assessment in the other countries in the region. This publication is a report on the findings from Dukwi Refugee Camp. A child-friendly version of the report was also produced for the children who took part in the workshops. In addition to these reports the information gathered was reflected in the formal participatory assessment reporting mechanism and integrated into programme planning.

The methodology used is outlined in detail in Part 2 of this report. The focus of the participatory assessment was violence, SGBV in particular.

It is important to note that the definition of violence used in this work was a broad one:

A means of control and oppression that can include emotional, social or economic force, coercion or pressure, as well as physical harm. It can be overt, in the form of a physical assault or threatening someone with a weapon; it can also be covert, in the form of intimidation, threats, persecution, deception or other forms of psychological or social pressure. (*UNHCR May 2003*)

Twenty-five children in the Dukwi Refugee camp participated in the participatory assessment. Two 2-day workshops were held, with approximately 6 boys and 6 girls. During the workshops, the children took part in a number of activities which were mainly based around drawing. The activities are outlined in detail in Part 2 of this report.

The first workshop was organised for a younger age group (10-13); whereas the participants of the second workshop were from an older age group (14-17) to ensure that the approach was age-specific. Although the boys and girls attended the same workshop, they were separated for the discussions to promote a more open environment in which the children would be comfortable to share personal information and observations about life in the camp.

2. Refugees in Botswana

Botswana is a country of refuge for approximately 3,100 refugees and asylum-seekers, the majority of who originate from Namibia, followed by Angola and Somalia. Dukwi Camp is the only camp in Botswana, and it hosts approximately 2,500 refugees and asylum seekers. The estimated breakdown of the population in Dukwi Camp is 45 percent female, with 45 percent of the population under the age of 18.

The camp is run by the Government of Botswana with support from UNHCR and partner organisations. Services provided at Dukwi Camp include: a health clinic, a police station, a pre-school, a primary school, short vocational training and tertiary distance learning. There is no secondary school in the camp. Refugee children attend secondary school outside of the camp either in a local village or in Francistown, or, in a few cases, in other locations in Botswana. Vocational training is provided by Professional Management Venture (PMV) Training College. Botswana Council of Churches (BCC) is responsible for overseeing and provision of support to the primary school, secondary and previous years' tertiary level students. The Botswana Red Cross Society (BRCS) is responsible for community services and facilitates refugees' access to health services, and also runs a home-based care programme and other social welfare services, such as psychosocial counselling and support to orphans and unaccompanied and separated children. Medical care and services are provided to refugees in a Government-run clinic in the camp. Habitat for Humanity is in charge of shelter operations.

A multifunctional team has been established in order to address Sexual and Gender-Based Violence (SGBV) in the camp. The four strategies adopted by the team include: prevention, response, interagency coordination and collaboration, and monitoring and evaluation. Among the four strategies, the team has been most effective in their awareness raising efforts on rights, gender, SGBV and HIV/AIDS. Collaboration among the various organisations with regards to SGBV has proven difficult thus hindering the response and monitoring and evaluation strategies. An action plan has been established in order to coordinate SGBV programmes.

3. Findings

The findings from the Dukwi Camp are presented below. Details of the children who participated in the workshops are given in Appendix 1. The findings have been compiled under the following themes:

- Activities children do in the camp;
- Forms of violence children are experiencing;
- Coping and protection strategies that children employ; and
- Suggestions they have for preventing and responding to violence against children in their community.

Note on the following discussions: The discussions held during the participatory assessment were tape recorded and later transcribed. The following discussions were taken directly from the transcripts. The facilitators' questions are in bold. When more than one child is involved in the discussion, this is indicated by a dash. Explanations are inserted in square brackets. Initials are used to replace a full name for confidentiality purposes. All of the discussions and quotations stem from the drawings done by the children.

Activities that children do in the camp

All children went to school except for two girls who were not attending because they did not have uniforms. Their uniforms were burnt when their tent caught fire.

- *When you leave the stove on it can burn the tent.*
- *Our tent caught fire and we lost everything, clothes, shoes, uniforms, books everything. That is why we are not going to school. (girls 10-13)*

Girls do household chores such as washing, cleaning and collecting water. They go to the shops and market garden (a small community garden where produce is sold), often with friends. They also play netball in the street with friends, go to church and visit friends at their houses.

Older girls do similar things. One favourite activity for the girls was netball, a local clinic nurse had recently started a team and the girls were very enthusiastic about this. They also talked about meeting at a local tailor's shop. He is a friendly man that the teenagers trust and they meet at his shop to listen to music, watch TV and chat there. They also get their hair braided there.

The tailor lets anyone watch TV for nothing. He is another man, a nice man. Girls and boys, all teenagers mostly go to his house. There is TV there and music, R & B and hip hop. He is friendly to people, he chats to us. We talk about anything with him. He has a music system and we play music too. We are also his clients. It is safer at the tailor's than at the main hall. There are people your age (at the tailor's) who you know. At the main hall there are people we don't know. (girls 14-17)

The girls also talked about wanting to watch soap operas on TV at the community hall but being turned away because the men were watching soccer.

Boys go to school, play soccer and watch TV at the community hall. They also go swimming at the dam. The older boys also joined the girls at the tailor's house. Some of the older boys and girls attended boarding school in nearby towns.

Forms of violence children are experiencing

Harassment and rape linked to alcohol abuse

Harassment of girls was one of the most common problems mentioned by all groups, including the boys groups, which is interesting as it is not common for boys to be aware of girls' issues in this way. This suggests that it is a significant problem. The harassment was often linked to drunkenness.

The younger girls group described being chased by drunken men who often asked them for sex. The children found this very frightening as they feared that if the men caught them they would rape them.

- *When you drink beer you start chasing the small ones, beating them.*
- *Grown ups drink beer, when they catch them [girls] they start beating them. They are children my age. It is big men who are living near me.*
- ***Who else does this happen to?***
- *To me.*
- *And me.*
- *The other man when he is drunk he chases me and says I want to fuck you.*
- *He would do it if he caught you. He only chases the small children like us.*
- ***Is it one man or others?***
- *Two men.*
- *Only when they are drunk. They are drunk every day.*
- *I just run away to my grandmother's house.*

- I throw stones at him.
- **How big is the problem of men chasing girls?**
- It is big. It worries us a lot of the time. (girls 10-13)

- They are drinking beer. Sometimes they insult others, beat others and rape others.
- When you go to the shop the drunk ones find you and then chase you. (girls 10-13)

Older girls also describe this.

The men, they call to girls on the road, they even fall down drunk. They start to harass girls on the road even if they have done nothing, especially at night. Some even end up beating the girls. Some ask 'why you walking at night, why?' Some ask for sex. (girls 14-17)

Sometimes some men on the street continue to tell girls to have sex with them, they just say 'Hey four rounds for ten bucks'. (girls 14-17)

It is just in the street the men say, 'Baby I love you' and the girl refuses and some guys end up beating the girl and whenever they meet they will just beat her. (girls 14-17)

A man and a woman they are drinking beer. They are drunk. Anyone they see they just shout at them and they insult them. They are staying in the place where they drink beer. (girls 14-17)

Girls and boys talked about how drunkenness led to rape.

If they are drunk even if you did not call them they come into your house and rape you [a girl living alone with her younger sister]. (girls 14-17)



When going to basketball you may meet a drunk who cannot control himself and he starts abusing you, touching you where you don't want to be touched. (girls 14-17)

In the shebeens [local taverns] when people are drunk, the rape cases usually happen. People force the young girls to sleep with them. (boys 14-17)

The fear of rape from drunken men is present during the day but also at night.

- **Does it happen at night or in the day?**
- Both, but more at night. We go out at night with brothers.
- It is a big problem.
- **Are you safe in your houses?**
- No.
- Some of us, some not. [girl living alone with younger sister].
- Those living alone they are not safe. If people know you are alone they come in. (girls 14-17)

The drunkenness also led to violent fights in the bars. Children describe how the drunkenness is more common in one particular area, Zone 9.

And also at the bar again, these shebeen people kill each other because sometimes they are drunk and then from there they start provoking each other. They fight. Sometimes one can take out the knife and stab another and they can kill. (boys 14-17)

- Girls fight over boys in the camp. They kill each other in Zone 9.
- **Why is Zone 9 different from Zone 5?**
- Beer.
- Every twenty steps there is a bar in Zone 9.
- Yes, there are a lot of shebeens in 9. In Zone 5 there is only one bar.
- The people from Zone 5 go to Zone 9 to drink.
- It is because of alcohol that there is fighting. (girls 14-17)

Children also described how drunkenness led to neglect of children.

There is one thing that is dangerous. You know, those people who drink when they come in to the hall they are just drunk and just talk. They used to sit on the way when they are coming to the hall to watch TV, they used to fight, to beat us. I saw a lot of abuse. You know there are some guys who are staying there in 5. You can just see their kids they are moving around looking for piece job [occasional work]. The parents, they went to shebeens drinking beer and the kids are suffering at home. The only money they get, they go for drinking beers. That kid suffers a lot. (boys 14-17)

Domestic violence and abuse

Domestic violence related to alcohol abuse was also linked to the discussion of harassment caused by drunkenness.

The father of our house if he is drunk he chases us too and beats us. He is not our real father but he lives in our house; he is married to our aunty. He also chases the other children in our house. (girls 10-13)

Some of the children in the younger groups described high levels of violence within the home. The quote below is the list of problems drawn by one girl.

Here the man is beating the wife. They are in the yard. He is beating her because he is drunk. In this picture the mother is beating the child because she refused to be sent to the shops. This happens to the girl once a day. Somebody is beating her because she stole some money. The mother is beating the girl. The teacher is beating the school child. (girls 10-13)

Children talked about how powerless they are to do anything about domestic abuse.

There is also one more thing whereby some of the parents they will go out to have a couple of drinks, come home they find that there is less supper and then they ask why, where is my supper? Why is it that my plate is not full? The wife will tell him 'no the thing is that today there was no food. This is what I manage to afford' and then he will end up beating her and maybe the children will wake up. He will ask them 'why are you waking up because I am beating your mother?' and ask them to keep quiet and beat them too. The next morning they come to school with blue eyes. What will happen the teacher will ask 'who did this to you?' Because the kid knows that if he goes and reports his father, the father will solve the case furthermore [by punishing the child]. So he will rather say 'no we were fighting yesterday' than telling the teacher that my dad did this. (boys 14-17)

Transactional sex

Older girls and boys talked about how many girls exchange sex for money. Often it is parents who encourage this.

Some parents in the camp, they end up forcing matters of having sexual activities for younger girls and then when they refuse, they end up beating them. (boys 14-17)

What I want to say if you look around at the young girls, most of them you find that they are involved in sexual activities, they are having babies, why, because some don't have parents who can take care of them and sometimes they need, for example, to buy clothes, shoes those things, they cannot afford and sometimes they are students. So what they can do is that, they get involved in these sexual activities so that they can get the money to buy what they want. For them it is just to get money. (boys 14-17)

- A lot of girls are pregnant.
- Some girls want babies.
- Some girls sell sex because they are less well off.
- Sometimes men pay girls to have sex from 12 to 14 years.
- It is mostly old men.
- They give them beans.
- Sex for beans.
- [Laughter]
- The girls go and sell them [the beans].
- Some girls buy beer, even young girls.
- **Why do girls do that?**
- Stress and poverty.
- **What kind of stress?**
- For someone who is living alone who doesn't have anything in the house.
- They want company so they go to shebeens.
- Peer pressure.
- **Are the old men married?**
- Some.
- **What happens if the girl falls pregnant.**
- He lies.
- Some won't know who the father is.
- **Do these old men use condoms?**
- Sometimes they do not use.
- **What about young boys?**
- With them it is an agreement. They have a relationship.
- **Do young boys force girls?**
- Depends on what type of girl it is.
- Sometimes boys force girls. (girls 14-17)

Here the man is beating the girl because she took his money and she doesn't want to sleep with him. It is boys and men who give girls money to sleep with them. The men get money from piece jobs. It is just a man who asks for sex, they are not boyfriend and girlfriend. It can happen to girls even my age [12] or 15. Just some girls, it just can happen because the girl needs money, she is poor. They use the money for buying clothes and shoes. The girls decide to do this alone. Some girls when they give them money they try and dodge giving the sex and then they get beaten. Even older ones and young ones [men] do this. Sometimes the men are even married. If the girl gets pregnant, the man will have to pay money to the parents and some even make her marry him. (girls 10-13)

- Here they are doing sex [she points to her picture].
- **Who?**
- It is MA who stays at Zone 9. She did it for money. She drinks beer with the money. She is 15. She doesn't go to school.
- **Are there other girls like MA?**
- No.
- **Are there other girls not like MA but boys still force them to have sex?**
- Yes. They force them for no money.

- **How old are they?**
- Old men. They don't give them money.
- **Can the girls do anything?**
- They don't do anything.
- Some tell.
- **Who do they tell?**
- They tell people in their house. They listen to them. They give advice. They can't find the men.
- **Is that rape?**
- Yes.
- **How many girls experience this?**
- There are some.
- **What happens if the girl gets pregnant?**
- Some they pay money. (girls 10-13)

Rape

In some cases it was common for rape to be associated with transactional sex between older men and girls.

Here is where someone is forcing someone to have sex with them, forcing a girl. It is an old man. There are two old men and one is saying beat her. Others force her to have sex. That's rape. It destroys people emotionally and physically. It is usually the smokers in the camp, even girls and babies. That's why you don't find girls walking even at night. It must be reported. (girls 14-17)

Here a boy and a girl are fighting because the girl refused to sleep with the man. The man is older than the girl. (girls 14-17)

Girls also talked about their fear of rape in the bushes when going to the nearby village, collecting firewood or even walking in the camp at night.

- *When you are in the bush some people can kill you there or they can beat you sometimes they can rape you.*
- *We go through bush to get to the village and to find firewood. (girls 14-17)*

When going to the shops at night one might be beaten by someone you do not know, especially when it is dark. When you are going to ME's place [the local tailor whose home is a meeting place for teenagers] on the main road one might meet a stranger and that stranger will be saying 'I want to ask you something, can you help me?' and when you approach him he will grab you and rape you in the bush, the place is full of trees there. (girls 14-17)

- *Here in the camp girls are killed with a knife. Some propose to you and if you refuse they kill you. I know someone it happened to. That is how men force you.*

- **Is this camp a safe place for girls your age?**

- No.

- **How not safe?**

- A lot. (girls 10-13)

- **Is rape common here?**

- Yes.

- **Where does it happen?**

- In the houses.

- **By outsiders or men who live in the house?**

- Men who live in the houses.

- **Does it happen to orphan girls or girls from the house?**

- Both. (girls 10-13)

Forced marriages

The older girls also talked about forced marriage. The girls in the group knew it happened in the camp but did not seem so concerned about it happening to themselves as they said their parents wanted them to be educated. They did, however, talk about how many girls agree even though they do not want to because of the pressure of cultural mores.

- *There are these girls who want to go to school but the parents refuse as they want to marry them. They want you to grow fast so you can be married, at 13 even. It is Somalians and Angolans and not so much Namibians.*

- *Nowadays it is decreasing among Somalians. It was common some time ago, even when a girl was still young they trained her and never let her play with friends. She become a young adult and men come and say 'she is ripe so how much we pay for her?' and they negotiate and next thing there is a wedding.*

- **Do you worry it will happen to you?**

- *No, because my parents won't allow, they are encouraging me to finish school. (girls 14-17)*

- *There is what you call defilement. It is like these people are doing that. If the girl is not happy with it, they are forced. Also when they force girls to marry old men. Some people will say it is our choice but they [the girls] just don't want trouble and they are scared of their parents.*

- **But they are underage, it is against the law.**

- *But we don't know what age it is the underage.*

- **Under 16.**

- *But it is happening here in the camp so why don't police do anything?*

- **Only if it is reported can the police do anything.**

- *She is scared to report.*

- *It is culture to marry a girl who is young.*

- *Some don't want to marry at that age – what if she is 14 and she gets married and pregnant? So she is small and her bones are not right. They say 'it is my choice' but they just don't want trouble.*

- *If you talk to the girl and she says she is unhappy I would report, but most times she will use the words of her mum and say 'I am happy with it, what is the use of girls going to school?' That is what most ladies say in this camp, 'what is the use of a girl going to school because she is just going to have babies so she may as well get married young.' It is to follow religion, get married and have babies.*

- **So is there anything you can do as young women?**

- *You have to be strong.*

- *Stand up.*

- *Try and get advice from people.*

- **Is education going to help?**

- *I think education is good, for the future. If you go to school and start to work you won't rely on men. Even if a man doesn't support you will be ok.*

- **Can Somali girls be independent from men?**

- *It depends on the individual and her parents. (girls 14-17)*

- *Some parents do arranged marriage.*

- *Yes a lot.*

- *In Somali community.*

- *They force you to marry otherwise your mother says 'I am going to curse you.' Even when you don't know the man.*

- **Do you worry that will happen to you?**

- *It worries us but it depends on the type of family you come from. I would be able to choose but some families are different.*

- *If a girl is pregnant they force her to get married because it is a shame.*
- *Sometimes even they kill the girl.*
- ***What happens if a Somali girl gets raped?***
- *That girl, I don't think she will get married. (girls 14-17)*

Gender discrimination

Older girls talked a lot about how boys dominate the football/netball ground and men the hall TV.

This is in the hall. The ladies are saying we want to watch but the men won't allow this. This is discrimination. Ladies pay but they don't allow them to watch TV. Every day even weekends. Like tonight maybe there is football so the ladies don't have time even to watch. They are told to go home and sit and look after the children. The ladies want to watch the Bold and Passions and they are always quarrelling. Most of the time they watch football because the operator is a football lover. (girls 14-17)

At the hall a lady may be refused to come in and she might shout 'Let me in I want to watch.' Some men even close the door for ladies. There is a lot of discrimination at the hall the men chase the ladies from the hall. (girls 14-17)

- *We have a lot of teens in the camp and there will always be fights because they will always fight for the grounds. Maybe each team will say we want to use the grounds and the other team they also want to use the grounds and they will start quarrelling about it.*
- *When it rains we sweep the water off the ground and after we sweep when it is dry the guys will come and play and then we say we want to play. We have to fight but nowadays we win because we have a coach, she is a nurse who teaches us netball. Sometimes we win to play on the field. (girls 14-17)*

And at the hall most of the teens like having fun like dramas and parties but we have to have somewhere we can do this stuff. For us to use the hall we have to pay for it. So we do and we book it. And when the day arrives for us to do the activity we want to do, the people will start saying they want to watch TV. The operator of the TV is a man and he likes soccer so he decides. (girls 14-17)

The situation of unaccompanied/separated children

In the group of older boys, three boys lived alone. In the group of older girls, one girl lived alone with her sister. In the case of the boys two had come to Botswana alone and one had lost his parents while living in the camp. The girl's parents had gone back to Angola leaving her and her sister alone, she was 14 years old and the sister 9. There was much discussion in all the groups about the needs of these children in the camp.

- *This one is sleeping because of hunger, some small boys here in the camp; they are so many they don't have parents. They don't have mother or father they stay alone. So whatever he or she needs, herself has to look for that kind of things. They say you cannot need more the strength but you need more... so without family, I think life is too hard. Without parents life is too hard. That is the problem that some people face here in the camp.*
- ***Those children, they came here in the camp without parents?***
- *Some they come here without parents and some they come with their parents, so their parents passed away.*
- ***So no one cares about them?***
- *No one. Many are just staying here they are staying alone without parent. And no body take care of them, they are just here alone. For a small kid 14 years staying alone I think it is very bad, even a man of 70 years it is very hard to stay alone. (boys 14-17)*

One of the boys who lived alone described how difficult it was for him.

If I can explain for example, me I was in Namibia my mum passed away. I followed my brother here, he is also young he is 21 years old, because I could not manage to take care of myself there. And now I am staying alone, my brother goes to study in town. I stay alone in my house, I am the parent there, I am the grandfather and the grandmother. And the food I am given that side, three bags of beans, one bag of beans stays for two days and that means six days is gone, a bottle for cooking oil (500ml), it is for a month. In a day I cook two times, two times I think it 64ml I don't know. It is very hard for me and I am a student. I cannot look for money and buy whatever I want while I am going to school. For clothes I think I am better because I used to be given way back and now I think it is five years ago I was given in 2000. So it is very hard for me and it is very hard since we are still young boys. Whatever I want I am just asking. It is better if I could have a big brother who was working so that he could help me but I have a brother I go to school and he study too, how can he take care of me? (boys 14-17)

Girls who lived alone were seen as particularly vulnerable.

You find girls that don't have parents. When you don't have parents, no one will control you and even any one can come and just open your house and enter there rape you. No one will know and no one will help you. (boys 14-17)

One of the girls in the group was staying alone.

- What is it like to stay alone?

- Not good.

- Why?

- You don't have any parent in the camp. They left us here and went back to Angola in July. Mother told us to stay with grandmother, she was at Zone 9. We go to see her. She shouts at us so we live on our own, me with my little sister.

- How is it to stay alone?

- It is not safe. We would worry about thieves some other people would come into your house and rape you because you are alone.

- Oh, you worry about that?

- Yes, sometimes I get worried.

- Is there anything you do to keep yourself safer?

- Nothing.

- Do you have friends?

- They come to my house.

- Who helps you?

- My friends. I have four friends.

- How old is your sister?

- She is 9. (girls 14-17)

- What are the problems orphan girls have if they are living with another family?

- If you are an orphan girl, you are lonely and you don't belong in the family.

- Those orphans work harder. Sometimes they beat them.

- It is not good to stay alone, better to find another family. (girls 10-13)

Discrimination

The children did not experience the level of discrimination from local people that children in many other refugee situations experience, but they did talk about some discrimination. As in other countries, their ability to speak the local language affected the discrimination they experienced.

- At the boarding school do you experience discrimination?

- Not much. The first time you go there most will be friendly but if they find out you are refugee they will say 'look at you, you refugee, you ran away from your country - go back

home, you take things from our country.' They call us makwerekwere [foreigner] even here at the camp the Botswanans call us that. (girls 14-17)

Sometimes when you go to Francistown, some they can tell. I know how to speak Setswana and that is why they accept us – the way you pronounce the word. They can talk about you and if you don't know their language if you go in a combi [taxi] they will talk about you but it is a problem because you don't know what they are saying. If you know the language you can say 'oh I understand you.' I understand enough to know if they are talking about me. At school when we go to sports – they call us Caprivians [Caprivians are Namibians from the region known as the Caprivi Strip. Many of them support political independence from Namibia]. Most of the people who go out are Caprivians so people think all refugees are Caprivians. They won't say 'these Somalians' they will say 'Caprivians.' They will say they are from Dukwi, they are Caprivians. But I know how to speak Tswana so people don't say anything to me. (girls 14-17)

Lack of respect for children

Children talked about how adults push them out of the queue and often beat them at food collection points and when they collect water.

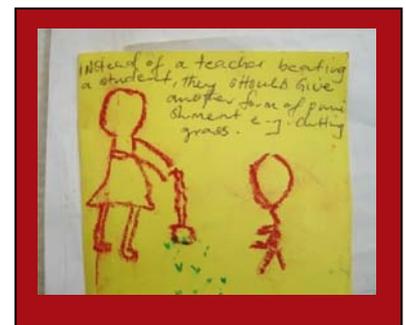
There where we get food at the warehouse, people they used to fight there in the line, which is not good. I don't know why they used to fight because they always fight but every one used to get his or her food. Usually they push children out of the queue too. (boys 10-13)

Also there to the tap when we go and fetch water, you find there is a queue. So many people when they find a child is fetching water, they want to be the first one to fetch water, instead of leaving the kid to fetch water and then you fetch the second; he will beat the child and fetch the water, which is not good, you are abused. (girls 10-13)

Corporal punishment and other school issues

Younger boys and girls reported corporal punishment at school, some saying they were beaten every day.

- The teacher is beating.
- **What did the girl do that makes the teacher beat her?**
- She got the wrong answer.
- **Who else gets beaten by the teacher?**
- All of us.
- She beats with a stick.
- Everyday.
- Everyday.
- If you didn't sweep the class they beat you.
- If you fight in class.
- They beat on the hands.
- And your bottom.
- It is bad because it hurts.
- Sometimes you can get injured. (girls 10-13)



Older boys and girls talked about the problem of walking to the secondary school through the thick bush.

Since we go to school which is outside the camp, some of us cannot manage to get the transport so we decide to walk. So on the way there is a bush. Within that bush last year they were some people who were killed and some of the private part was cut off for some medicine or whatever witch craft things and others were also beaten there in that road. So it is become hard for some of the students. Sometimes we go late to school and now that because this issue

was raised up, our parents decided to try at least to get transport for our kids. So now that our parents are the one who have to pay the money, sometimes they fail to pay the money and others student or your friends, their parents are paying maybe you are the only one and then yourself you have to walk alone to school and maybe the people can come and kill you too. (boys 14-17)

The children also worried about rape when walking to school.

Clinic

Children talked about problems at the clinic.

You know at the clinic they don't give us the right medicine like shortage of medicine, they are few... like you have liver problem, they give you panado [pain killers] what's the use of panado? (boys 10-13)

This is a person with diarrhoea who has been to the clinic and there is no medication. And the harsh and cruel nurses shouting at patients and this patient gets scared and never comes back again. Even if they are sick they just stay in their houses. (girls 14-17)

Nurses at the clinic are not willing to help as if it is not their job to do so. They say they are busy. (girls 14-17)

Coping and protection strategies

The children who participated in the workshops did not readily provide examples of protection strategies. The level of alcohol-related violence and harassment in the camp seemed to have resulted in a sense of powerlessness amongst both the younger and older girls. The younger girls could come up with no protection strategies in spite of repeated probing by the facilitator. It was almost as if they had no sense that they could even employ protection strategies. One of the only protection strategies they articulated was:



- *You can run.*
- *Yes, you can run.*
- *You can run from the men who chase. (girls 10-13)*

When the older girls were asked what girls could do to protect themselves they responded with silence and then said,

- *Nothing.*
- *You can walk with somebody, maybe.*
- *It is not safe for girls in this camp. (girls 14-17)*

They then went on to talk about not walking alone and not walking at night. They also discussed how important recreational activities and work were for adults and for children. They saw these as protection strategies.

- *There is nothing for older people to do, there are no jobs so that is why they drink. There needs to be projects for jobs.*
- *Teenagers need projects to do. We need activities. We like to play netball and we like the hall for dramas, but we cannot often get it.*
- *It would be good to have a youth centre. (girls 14-17)*

Boys discussed reporting problems to the social worker or police.

You can tell how that person raped you to the police or to the social worker at Red Cross. (boys 14-17)

Younger boys seemed to think that the police were not there when they were needed.

This picture talks about rape. Some of our parents, for them to get the money for our transport [to school], they go to the next village and go and sell some things so that they can get some money. So on the way back some of them get raped on the way. I don't think that there will be a policeman standing there in that bush waiting to see who is going to be raped. So you see for them to come from there and report, by then the rapist is gone already. He went away, there is no way of finding that person. (boys 10-13)

When asked who they would go to if raped initially the younger girls said, no one. Then after probing they mentioned police and the clinic, but in a half-hearted way.

- **Who would you go to if you had been raped?**
- *There is no one where I could go.*
- **No one?**
- *To police or other people.*
- **Which other people?**
- *No one.*
- **What would police say if you went to them?**
- *I don't know.*
- **What about the clinic or the hospital?**
- *I would go.*
- **Have they ever taught you at school or anywhere about what to do if raped?**
- *I used to hear some girls in village say. They would give me advice. (girls 10-13)*

The older girls and boys were more knowledgeable. They agreed they would go to the police or the social worker. They also talked about how the police are not always effective.

- **What would you do if raped?**
- *Go to police.*
- **What do they do there?**
- *Sometimes man pays money, sometimes he gets beaten, sometimes prison. Sometimes parents make the girl marry the man. It is better to marry the man.*
- **Why?**
- *Don't know. (girls 14-17)*

- **Why are you not reporting to UNHCR or Red Cross?**
- *There are many who are here, but they are not doing anything.*
- *Even the police they are useless. You bring the cases, but they do nothing.*
- *Once these people burned a tent down and we reported and the police just said, 'we cannot do anything we were not there to see it.' (boys 14-17)*

The children discussed the fact that the police did not have an interpreter, so they did not always understand the problem.

People can go to the police but they do not understand their language. How can a girl tell about rape when they do not know what she is saying there. (boys 14-17)

Also some people have got problems like reporting to the police because of language. He does not know Setswana, he doesn't know English even. If some thing bad happen, he can go there but how can he tell them? No ways and sometimes people start to fear and not even go there because of language problem. (boys 14-17)

When asked about protecting themselves from HIV and AIDS the younger girls and boys showed little knowledge. Older girls and boys had some knowledge but it was uncertain and they did not seem to know where to access condoms.

We talk at school about HIV and AIDS and with MI [an NGO worker]. She tells us about it. We discuss too with each other. (girls 14-17)

- **What can you do to protect yourselves.**
- *Use a condom.*
- **Where can boys get condoms here?**
- *Silence. (girls 14-17)*

Children's suggestions

The following suggestions for solving the problems they had discussed were given by the children when they were presenting their drawings.

- *Security at the clinic and at food distribution to stop adults pushing children out of the queue.*
- *Fair use of the television in the community centre so girls and women have a chance to watch the programmes they want instead of soccer. Children need their own TV.*
- *When children book and pay for the community centre for an activity this should be respected. Children need their own place to meet like a youth centre. Let me say that we are equal, it doesn't mean that when you are young people you don't have to get a share or you don't have to use the hall. All humans have to use the hall.*
- *And also to the police station that side, some people may get a problem but due to language problem, they may end up not going there because of communication. So maybe the best way they should find a translator.*
- *I think here people are often fighting, when they are drunk they end up fighting. I see that to solve this problem they have to be different activities and stuff to play, so people don't just drink.*
- *Here is teenage pregnancy. I think it is because kids want money, stuff like food, clothes. The only way to stop that is counselling and guidance.*
- *Here is rape. People who are raped are those who drink. To avoid that I think they should be a way of under age not to be drinking. There should be serious security that side where people drink.*
- *Here is smoking marijuana [Chetopa]. You find that most of boys like to smoke this marijuana. I think that it is a way of getting out from stress because they like to think a lot. I think they also be given guidance and counselling.*
- *Here are orphans. Some orphans here are staying alone, there is no body to help them. So I think UNHCR can help them by giving them a lot food to survive for long.*
- *Here instead of the teacher to beat a school child, he or she must find another punishment e.g. cutting the grass or digging a hole.*

- *Elder people proposing girls or asking to sleep with smaller girl, we should at least make some posters and hang them around and maybe we can say they should stop sugar mommies and sugar daddies and leave kids alone. And also say that when the girl says no, she means it and do not force either. Elder, please stop proposing young people like me. We should stand up as children and warn elder to stop abusing us.*
- *This one is about the hall, we should also sit and talk about the problem that we have at the hall and find solution. And then we should make a timetable at sure or regular.*
- *They should build more taps because when you go to the taps you find that they are this small children who are fetching water. When the big guys come there he just chase them and fetch water by force. So they should build more taps.*
- *Here police. Most people use to accuse police that they don't restore peace. So some of the people use to go and report and after reporting they come and withdraw. The best way is to report and make sure that the case is followed. Also people should report. Even when you go and report, you should make sure that you go and follow your case. Don't take the case to police and you come and sit.*

4. Follow-up action

The report was studied by staff in the UNHCR Botswana office and Dukwi Refugee Camp who have proposed the following actions to address the concerns raised by the children. This action plan is the first step in the process to follow-up on the workshops and will be regularly reviewed and monitored. Participatory Assessments will be held systematically as part of the AGDM process and will be used to follow-up on the issues raised by the children.

- Convene a meeting of the Multi-Functional Team to discuss the draft reports and actions to be taken to implement some of the children's recommendations.
- Distribute copies of the report and the 'report-back to children' to the children who participated in the workshops and their parents, UNHCR and partner staff, and all relevant actors working within and outside of the camp.
- Design and implement a programme to respond to the issue of alcohol abuse.
- Work with police to identify and hold accountable the perpetrators of the incidents of sexual abuse and harassment of children in the camp (as mentioned in the report).
- Run a series of education programmes and community meetings around children's rights and the illegality of forced marriages targeting both groups of adults and children separately, involving teachers, government stakeholders, UNHCR and partner staff.
- Encourage, support and initiate activities for children and youth, such as the nurse who teaches netball classes to the girls.
- Make the community hall responsive to the needs of children i.e. greater enforcement of the hours when the TV in the centre is supposed to be used for children's programming only or that only children with their parents or guardians should be in the community hall. Action has already been taken to stop the practice of charging refugees for use of the centre.
- Create a safe space for children and youth where they will have access to books, lectures, video shows/documentaries, and art and music classes with the supervision of a designated adult.

- Work with youth to design and develop posters that convey messages to end violence against children. These posters will be placed around the camp.
- Follow-up on the problem of “sugar mommies” and the extent to which sexual abuse is perpetrated by adult women. Run more education programmes stressing the illegality of sexual involvement with minors, even in cases when the adult is female.
- Support vocational training and income-generating activity programmes targeted at the needs of youth and especially older girls, particularly in the areas of catering/bakery, tailoring, poultry, dairy, agriculture/crops, brick molding/laying, carpentry, welding and electrical.
- Provide additional assistance and support to children living alone, including the repatriation of children with family members living elsewhere.

Part 2: Documentation of the Participatory Assessment Process

This part of the report is a detailed documentation of the participatory assessment. This has been included because the approach used here is seen as one possible way of conducting a participatory assessment with children.

In addition, the approach would be useful for any organisation wanting to find out about the lives of children. This outline looks specifically at violence in the lives of refugee children, but the same activities could be used to find out about general problems children face as the approach touches on many aspects of children's lives.

Included in Part 2 are an outline of the workshop, some suggestions and key considerations for working with children, a detailed elaboration of the workshop progression and activities, comments on how the process took place in Botswana, and variations of the participatory assessment process.

1. Workshop outline

The workshops in Botswana were planned according to the following guidelines (the activities mentioned below are elaborated upon in detail at the end of Part 2):

A note about time frames for activities: The time frames given are general guidelines and must remain flexible. Children must be allowed to guide the use of time. Observe their behaviour and when they are restless allow a break with a game. It is important that everyone gets an opportunity to talk about his or her drawing. Younger children can usually stay involved with the discussion process for about 30 minutes but older children can sit for an hour (and sometimes even two) if they are interested in the discussion.

Day one		Day two	
8.30	Breakfast	8.30	Breakfast
9.00	Introductory games	9.00	Games
9.30	Activity 1: Draw your house and all the people who live in it	9.30	Discussion about violence continues – use Activity 4 if the children have not talked about how being a refugee places them at risk of violence. Use Activity 5 to find out if they know what to do when a case of violence occurs.
10.30	Discussion about house drawing	10.30	Activity 6: Drawing of how flight, reception and journey to a camp or how you came back to your country of origin and violence in these contexts (Adapt it for the situation you are working in)
11.30	Activity 2: Draw all the places you go to in a typical week	11.30	Discussion of drawing
12.30	Lunch	12.30	Lunch
1.30	Discussion about community drawing	1.30	Activity 7: Discussion and drawing of solutions to the problems you drew earlier
2.30	Activity 3: Draw all the examples of violence against children in your area (community – places you go to regularly).	2.30	Presentation of solutions to children's group
		3.00	Information session from local stakeholder on

			where to go for help
		3.30	Presentation of summary of problems and solutions to interested adult stakeholders.
			4.30 Closing ritual and celebration of each child's contribution

2. Key considerations when planning a workshop

Note!

It is important that personnel who are experienced in working with children facilitate this kind of process. It is very important that they understand and are sensitive to the ethical issues involved in this work, particularly the principles of confidentiality and minimising harm.

Workshop venue

A number of issues must be kept in mind when preparing the workshops described here. One important issue is the venue. The most important thing related to the venue is that the children are in a private environment where they are not distracted by other activities and where there are no onlookers. This is important in terms of confidentiality and for building an environment in which children feel safe and free to express themselves.

Child selection

It is important to consider the selection process for the children who will be invited to participate in the workshops. The children should be representative of the different groups in the camp. Additionally, a number of vulnerability factors should be considered. Children who are both in and out of school should participate as well as those in foster care and unaccompanied/separated children. It is best to avoid having siblings in the group as this limits the representation in the group, and can cause the siblings to be more guarded with the facilitator.

Once the children have been selected, it is critical to obtain consent from the parent/caregiver of each child prior to the workshop. A sample consent form is attached to this report as Appendix 2.

Group size

These workshops were organised for 12 children, six boys and six girls, who were separated for discussion purposes. Keeping the discussion groups small ensures that each child will be heard. Separating the girls and boys for the discussions means that at least two facilitators are needed. Depending on the children in the group, an interpreter may also be needed. It is important, however, not to include more than one adult per two children as this ratio will disempower children.

The process could be run with more children as long as there are more facilitators present. The discussion groups should not be larger than six or children will grow tired of listening to each child in the group.

Art as a medium for communication

The artwork in this process uses a layering technique, which is an important part of building confidence and simplifying the reflection process for the children. The children begin with a drawing of their homes on a small piece of paper (A5 size). A small piece of paper is not intimidating and it gives children the confidence to try out the crayons. This piece of paper is then pasted on to a larger piece of paper (A2) and children are asked to draw all the places they go to in their lives. The drawing of their home becomes part of the bigger drawing. The third drawing of their journey is drawn on a

third piece of paper and pasted to the large drawing. The children decide where the different drawings should be pasted.

Once these drawings had been done, the activities focus on violence in the children's lives. Children describe examples of violence through drawing experiences on small pieces of paper. These are pasted in the appropriate places on the large drawing of their area. Children's ideas about ways of solving the problems are also drawn on small papers and placed near or over the drawings of violence.



This layering technique allows the children to gain confidence with the medium and build up their reflections about their lives and the solutions to their problems in a simple and systematic way.

Building trust and creating a child-friendly environment

An essential part of the process is the creation of a child-friendly environment and the building of trust. This is largely achieved through the behaviour of adult facilitators who need to be friendly and warm without being patronising.

One way to achieve this is to give everyone a nametag as this makes the relationship personal from the beginning. First names should be used for adults and children and they should be written in large letters so that everyone could read them when playing games. Remember that some children cannot read so use the name games suggested below for learning names.

Another key element of the workshop is playing games in order to complement the difficulties of speaking about the violence that occurs in the lives of refugee children (a manner in which children can step away from these realities and memories). It also allows a forum to build trust and provide psychosocial treatment. It is good to use some local games and songs as this allows children to play something familiar and therefore relieve the worry of not knowing what to do or if they could do what was asked well.

Remember you need to play games that are appropriate for the age group. The games should not be too energetic as this can make children (especially young children) very excitable. Try and find games that are fun but do not involve too much running around. Make sure the games you choose are fun and non-threatening. Do not make them competitive and beware of games that have an element of mockery.

Games!

Here is a small collection of good warm-up games that were used in these workshops. In addition, the children taught us local games.

Name Game

Stand in a circle. Throw a ball or beanbag or ball made from plastic bags to someone else in the circle. As you throw call out the name of the person, to whom you are throwing. They then throw the ball on to someone else while saying their name aloud and so on.

This is a good game for learning names. You can add to it as you go, for example if someone drops the ball they have to do 'shake shake banana' (i.e. put hands on hips and shake their hips - see game below)

Shake shake banana!

This is an adaptation of the game 'Simon Says'. Play in a circle. The leader says. 'When I say the word *Orange* touch your head, When I say *Apple* touch your toes. When I say *Shake shake banana* put both hands on your waist and shake your hips.' The leader then calls out 'Apples' etc. At first put the correct action with what you call out but as you go on call out one word and do the action for another. Children will get confused and there will be much laughter. Keep the atmosphere light and non-competitive. Use fruit that children will know.

Yebo!

Yebo means 'yes' – you can use the word that means 'yes' in your language if you want. This game involves close eye contact so you need to make sure it is culturally appropriate and do not play it first as it can be a little threatening.

Stand in a circle. The leader begins by saying 'Yebo xxx (call out the name of one of the children), look them in the eye and then walk slowly and purposefully to their place and take their place in the circle. They then walk out into the centre of the circle and say 'Yebo xxx (another person in the circle's name) and go to their place and so the game goes on. Encourage the group to play it in a flowing way. This is a lovely game to play if you have been talking about sad things, as it is a positive and group affirming game.

Clicks

Stand in a circle. Set up a simple rhythm with claps and clicks. For example, clap both hands on your lap, clap your hands together and then click each finger in turn. Teach the rhythm to the group slowly at first until they have it. Then, keeping in time with the rhythm call across the group, begin by saying your name (on the first finger click). 'Glynis to Martha', Martha then calls her name and someone else in the group (keeping in time with the finger clicks) 'Martha to Jessie', Jessie then calls 'Jessie to Thami' and so the game goes on.

Groups

The group sits in a circle on chairs though you can also sit in a circle on the ground. The leader stands in the centre and calls 'Everyone with a red piece of clothing' everyone wearing red that day has to swap seats and the leader takes one of the empty seats. The person left without a seat then calls 'Everyone with shoes on' or 'Everyone who has a big brother' and so on. This game does not always work well through translation.

River bank

The group stands in a long line in front of the leader. If the room is small make two lines. If the leader calls 'river' the whole group has to hop with legs together to the right. If he or she calls 'bank' they have to hop to the left. If she calls 'riverbank' then they stay where they are and wave their hips in a circle. As the game speeds up those who go in the wrong direction are out. Don't make the game too competitive, there is no need to play until everyone is out – just have fun with it.

Coconut

This is a great game if everyone is falling asleep or losing concentration. Stand up and spell out the letters of the word Coconut with your bodies. Make sure you stretch up as high as you can and as

low to the ground as you can as you spell out the letters. This is a real stretching game.

I am, I can, I have

This is appropriate when you have been talking about sad things in the group. Stand in a circle and throw the beanbag to each child around the circle. When they catch the bag they have to say, 'I am xxx' and then say one positive thing about themselves. Do the same with 'I have xxx' and 'I can xxx'.

Information sheets

It is important to gather information about children's age, school level and living situation. It is best to do this on the second day or at the end of the process because a level of trust will have been built up, and children will be more willing to give accurate information. This is important in a refugee camp situation as fostered children are often not open about their living situation until they trust the facilitator. (See Appendix 1 for sample information sheet.)

Helping children to express themselves

When working with groups of children, some of the children can be shy while others can be confident to speak out. You need to help the shy children to express themselves too. You can allow them to talk about their pictures alone instead of in the group. If they are prepared to talk in the group sit close to them so they can speak softly and do not hurry them; give them time to gain confidence. You may have to ask gentle leading questions to help them to tell the whole story. (See the facilitators' questions throughout Part 1 of the report for examples of this.)

Dealing with distress

Violence is a difficult topic to discuss with children. What happens if a child becomes distressed in a participatory assessment? Here are some things to keep in mind:

- Start the process with non-threatening activities that do not involve emotional input.
- You may find that children become sad when they tell a story about their lives. You need to acknowledge this sadness. You can do this by using a culturally appropriate way of showing that you care. Sitting close to a child is often the best way of showing you are 'with them' emotionally. If children cry do not be afraid of their tears. Give them a drink of water and a tissue to dry their eyes.
- If a child has shown distress, the other children in the group will feel sad and may even feel afraid. Bring them into the process of supporting the child as this makes them feel less powerless. You can say, 'Thandi is feeling very sad; she was very brave to tell us such a sad story. What could we say to her to make her feel better?' You will find the children are good at supporting each other.
- Do not give advice to the child who is sad. This is not the time to try and help them, just acknowledge their sadness and their bravery in sharing their emotions with you and the group.
- Do not end the group when children are sad. Make sure you lift everyone's spirits. You can do this through a song or a comforting game.
- Try and work with children who have access to an organisation or institution that can provide support services such as counselling for the children if they are distressed. Refer the child if you think they need help.

Your emotional needs as a facilitator

Running workshops with children can make you feel sad or vulnerable emotionally. This is because working with children reminds us of our own childhood and all of us carry sadness from our childhoods. It is also deeply distressing to hear children tell very sad stories. You need to look after your emotional health. Find a friend or colleague who understands the work you are doing and make sure you talk about what you see and hear from children. Share with them your sadness. If you find you are getting depressed you should go and see a professional counsellor and share some of the stories that make you sad.

What to do with the information once you have it

In this participatory assessment, the discussions with children were taped and transcribed. However, you may not have recording equipment and transcribing is very time consuming, so you can take notes of what children say instead. Give one person the job of 'note taker' and another the role of facilitator, as it is difficult to facilitate a discussion and take notes at the same time. Try and capture exactly what children say in your notes. Review them at the end of the day and draw up a list of issues raised by the children while they are still fresh in your minds. Also include general observations such as children's reactions during the discussion process, the children's level of participation and confidence speaking about these issues. Sometimes, these can say much more than the actual words, which is what you will get with a transcription or notes. The best way to record this kind of information is through a short time of reflection at the end of the day after the children have left.

The information learned from children through participatory workshops should ultimately lead to the implementation or improvement of programmes that address the identified needs and concerns of children. Children's recommendations and ideas on how various actors can work to improve their lives are particularly valuable and should be incorporated into a plan of action. It is advised to communicate with the children after the workshops and let them know how the discussions with them have lead to action.

Closing activities

It is very important to end the workshop on a positive note for children. If you have invited adults from the local community to hear what children have to say with the visiting adults present, stand in a large circle, let each child hold up their drawing and thank them one by one, by name for participating. Remind them what will happen to all the information collected. Children should take their drawings home unless you want to use them for local advocacy. If this is the case, you need to get permission from the children and return them before too long.

It is recommended to include parents in the closing activity. This is a useful strategy as it empowers children in their family context and also gives an impetus to what they are saying. It also means that a concerned body of adults attends the meeting and are able to take what the children say into other community fora.

3. Detailed elaboration of the workshop progression and activities

Introduction

1. Games

Rationale:

- To break the ice and get to know each other
- To signal to children that this workshop will be fun and reduce the power imbalance between adults and children

See discussion on creating a child-friendly environment above. Choose some games from the box above.

2. Explain the following:

- who you are – introduce all the adults and explain their role
- purpose of the workshop
- their choice to participate
- confidentiality
- about recording

Make a child-friendly information sheet for children to take home.

Remember: It is not informed consent if children do not understand the purpose of the participatory assessment.

Activity 1: Your house and the people who live in it

Rationale:

- Non-threatening introductory activity
- Provides information about their home situation

1. Give the children a small piece of fabric or paper and crayons

‘On the fabric/paper draw your house and the people you live with. Draw all the people who live in your house.’

Make sure everyone understands and ask if they have any questions. Give the children time to finish their drawings. Do not stand over the children or walk around observing. It is better to come down to their level. Sit and spend a few minutes with some children and engage yourself. You could also look at a drawing and state the obvious such as ‘oh, this family is a little like mine, I also have two sisters’. Try to make your own connections to what they are drawing so they get to know a little bit about you and that there are similarities between you despite the age difference. You can also sit and draw with the children.

Split boys and girls into separate groups

2. Ask the children to describe with whom they live. Ask them to tell you about their relationship with the adults in their house, i.e. siblings, aunts, uncles etc.

3. Ask who does what tasks (work) in the house. Ask about differences between boys and girls work in order to introduce the ideas of gender and a gender analysis approach.

Activity 2: All the places you go

Rationale:

- Also quite non-threatening and builds children's confidence in the group discussion process
- Allows children to place the discussion around violence later into the context of their actual experience
- Provides information about the activities they do and places they go

1. Hand out large pieces of paper or fabric and paste the house drawing on this.

'Now draw all the places you go to in a typical week - everywhere you go.' They should record all the places they go to in a typical week, those close to home and those further away. Do not give examples as this is leading.

Split boys and girls into separate groups at this point

2. Ask the children to tell you about what they have drawn.

Questions to ask:

- *Tell me about all the places you go?*
- *Do you go to different places on the weekends?*
- *Do you go to school?*
- *How do you get to school?*
- *Do you work?*
- *When you are sick where do you go?*
- *Do you go to church?*
- *Do you play sports?*
- *Do you do any other activities like a choir or youth group?*
- *How do you get there?*

Activity 3: Unsafe places

Rationale

- To find out what kinds of violence children are exposed to
- To collect stories of the kind of violence they have experienced
- The map provides a non-threatening way of doing this
- To find out their existing protection strategies

'Now I want you to look at your map of the places you go to and think about all the places that are unsafe. The places where violence happens to children. Places where bad things happen to children, places where it is difficult for children, unsafe for children. Draw pictures on the card I have given you of violence/bad things happening to children you have seen in your place where you live.'

Note: Do not give examples at this point as this may limit children; they may think that violence is just the things you have mentioned. Leave the description quite open ended so you get all sorts of examples from them.

1. Children draw on small cards and then stick it on to the place on their own map where those things happen.

Split girls and boys into separate groups at this point

2. Ask the children to tell you about what they have drawn. Use these questions to find out more information from them – adapt them for girls and boys:

- *Tell me about your drawings?*
- *What happens to girls/boys at these places?*
- *Has this happened to you? Probe: what happens to children – they may tell stories of adults.*
- *What about sexual violence? Are girls raped or abused at any of these places? Are boys raped or abused at any of these places?*

3. Once they have described their pictures and told stories about this, try and find out about other situations in which they may come across violence:

- *What about school? Are children safe at school?*
- *Are girls raped or abused or harassed at school?*
- *What about boys?*
- *On public transport*
- *Walking at night and during the day*
- *Places where they work*
- *Can home be unsafe sometimes?*
- *Are girls raped or abused or harassed at these places? What about boys?*
- *Are there people who may hurt children? Like soldiers, policeman? Home Affairs officials? NGO personnel*
- *Would you ask a police officer/NGO personnel/ soldier for help? Why? Why not?*
- *Who would you go to for help if you needed it?*
- *What do you do to protect yourself/ keep your self safe at these places? Give them time to talk about this. Try and understand the different strategies they use to protect themselves. Do not give examples as this could lead them, allow them to come up with ideas on their own.*
- *What about boys/girls? Are they safer than girls? Why? What do they do to keep themselves safe?*

Ask gently. Do not put children on the spot. Accept a non-response. Do not make children feel they have to talk.

Activity 4: Being a refugee/returnee

Rationale

- To find out if children perceive their status as refugees/returnees as placing them at risk of violence
- To look at the specific refugee/returnee experience of violence

1. Take the cut out boy and girl silhouette figure below and take them to the different places on the children's maps. Probe to find out if they experience more SGBV because they are refugees/returnees. Ask

'These young people are refugees/returnees.

- *Does this make their life more difficult?*
- *Are they going to experience more violence than children from the country of asylum?*
- *Does being a refugee/returnee place them more at risk?' (Ask each question separately)*

2. Make sure you take the figures to – places of work, school, streets, government offices, NGO offices etc.



Activity 5: What do you do if ...

Rationale

- To understand their knowledge of rights, procedures and services available to them
- To collect child-generated suggestions for improving SGBV services

1. Take a girl silhouette figure to a place on someone's map. If you are working with a boy's group use the boy silhouette initially. Then in each group set up a scenario with the other figure.

'This is XX (use a local name). She/he has been raped/beaten here on her/his way home from school.'

2. Ask these questions.

- *What does she/he do? Immediately after it has happened? Who does she go to for help immediately? Does she go to the clinic? Why/why not?*
- *Does she/he report it to the police? Does it go to the court? Why? Why not?*
- *How does she/he feel? Does she talk about these feelings? Who does she/he tell about her feelings/situation?*
- *Can (name a local NGO) help her/him?*
- *Who would you go to if it were you? Why?*

3. Now set up other scenarios

This is (name) she/he has been sexually abused by a teacher/older student at school. What does she/he do immediately after it has happened? Who does she/he go to for help?

This is (name) she/he is being sexually abused in the shelter by a man/woman there.

Does she/he tell anyone? Why/why not?

- *Who does she/he go to for help?*
- *What does she do? Immediately after it has happened? Who does she/he go to for help immediately? Does she/he go to the clinic? Why/why not?*
- *Does she/he report it to the police? Does it go to the court? Why? Why not?*
- *How does she/he feel? Does she/he talk about these feelings? Who does she/he tell about her feelings?*
- *Can (name a local NGO) help her/him?*
- *Who would you go to if it were you? Why?*

Probe: medical help (especially issue of washing and also getting PEP), immediate security, legal action, psychosocial help, community help. Explore knowledge of specific organisations in the local area.

- *Does being a refugee/returnee make any difference to the help she/he gets or can access?*
- *What does she do to help her recover, what helps her/him when he/she remembers and feels*

sad?

- Now think about what can help girls and boys who have been raped or abused. What should happen to help them?

3. Repeat the process for the boy silhouette.

Activity 6: Story of flight or repatriation

Rationale

- To introduce past experiences of SGBV

1. Working on another piece of fabric/paper, have the children draw 3 pictures: the place they lived before they came to their country of asylum, why they left their home and came here, and their journey here. One drawing should be placed in each square. Children who had been born in their country of asylum should be asked to think about solutions to problems and draw these.

2. Stick the new piece of fabric/paper to the top of the drawing they did in the previous activity.

Split boys and girls at this point

3. Ask children to tell you about what they have drawn. Do not probe for details, as the stories may be very painful for children.

'Can you tell me about when violence happened to children in the places you have drawn.'

4. Once everyone has discussed their pictures ask:

-What violence happened to children in the place where you lived before?

-What violence happened to children on the journey here? Which adults or children made that violence? (Do not focus on war-related violence but rather on violence related to those situations related to flight and assistance in refugee situations)

-What did children do to keep themselves safe?

-What did adults do to help keep children safe? Which adults?

Activity 7: Solutions to the problems

Rationale

- To collect child-generated solutions to specific examples of SGBV

1. Introduce the activity like this:

'We have talked a lot about violence that children experience and talked about what can help children when it happens.

Now, we are going to think about what we can do to keep children safer in the place where you live.'

2. Divide large group into small groups mixing boys and girls and let them do the following in groups:

'Draw some of the things that can be done to make sure that violence does not happen.

Think about what can be done at school, at the shelter, at home, on the streets.

Think about what parents can do, what children themselves can do, what teachers can do, what village leaders can do, what government can do.

Just think of ideas that will keep children safer than they are now.

3. When they have done these – give them the second instruction.

*‘What would have helped **in the past** prior to and during flight? Draw some of these things on the card and stick them on the cloth about your old country and your journey.’*

4. Let a representative from each group report back on the main ideas they discussed.

5. Introduce the idea of projects to follow up on the participatory assessment.

Closing Activity: Presentation to local stakeholders

Invite local stakeholders to attend the end of the workshop. Discuss the idea of presenting the findings with the children. Allow them to decide how to display the work, who should talk and what they should say. Two could present a summary of the problems they have discussed and two could present the solutions. Let the children choose what they want to say but allow them to prepare it and practise it with the help of one of the adults.

Begin with an exhibition of the children’s artwork allowing them to tell adults about their drawings. Introduce the meeting by describing briefly the purpose of the workshops and what the children have been doing. Then allow the four children to speak. Let the adults ask questions and allow the children to answer them. You will find that children, even those who are unused to speaking in front of adults, will speak out with a confidence and frankness that will surprise you.

Keep the issue of confidentiality and protection in mind. Do not let children report on anything that could place them in danger! Explain to them that some issues are best not reported on in a public forum. Intervene if a child begins to tell something you think could place him/her in danger. After the presentation allow some time for the children to talk about the experience. Make sure there have been no negative consequences and follow up if there have been.

An action plan should be created for follow-up that would include participatory planning with the children if this is possible. This would also need to have a set timeframe to ensure the different implementing partners take action. If you can do this in the time available it is a good way to hold the adults present accountable.

4. The participatory assessment in Botswana

The following section presents some of the specifics of the participatory assessment process in Botswana. It indicates some of the key considerations discussed above and how they were applied. Also highlighted are the modifications from the activities in the detailed outline, specifically the presentation to the local stakeholders, the additional training and capacity building component that was conducted alongside the workshops, and awareness raising of staff members.

Key considerations in Botswana

The participatory assessment took place in two classrooms at a local school during the school holidays. This setting was chosen due to its safe environment, which allowed for privacy and was free from distractions.

The children were served a simple breakfast before the work began in case they had not eaten. A simple lunch was also served.

The layering artwork in this particular case consisted of drawing with crayons on large pieces of paper. Many of the children who participated in the workshops did not have a lot of experience with using crayons, but after a short period of initial hesitance and with lots of encouragement from facilitators they drew with great confidence.

Presentation to local stakeholders

Following the workshop, the children did a report back in one of the school classrooms to UNHCR staff, camp staff and representatives from the clinic and police. Parents were also invited. Initially children discussed their exhibited drawings with the visitors. Everyone engaged with the children who shared their drawings openly. After this the children did a presentation on their problems and suggestions for change. What characterised the presentation was the extent to which children encouraged parents to take responsibility for making things better rather than blaming authorities. The positive interaction and the way the children took control and expressed themselves was good advocacy for children's participation. Many adults commented on how impressed they were with what the children had done. The experience also gave children confidence in their ability to contribute.

Training and capacity building

A capacity building and training programme was conducted alongside the participatory assessment workshops. In order to build a pool of staff who can carry out work in the region and possibly elsewhere, UNHCR staff and NGO partners were included as facilitators. Discussion sessions were held daily to give the UNHCR staff and NGO partners the opportunity to ask questions and better understand the process. In addition a day's training was conducted in which a comprehensive reflection session was held. Protection risks, their causes, community capacities, solutions and possible follow up actions were identified (see Appendix 3 for systematisation form). These reflection sessions also addressed the following themes:

- Building trust and making children feel at ease
- Using drawing as a way of helping children to express themselves
- Ethics of research with vulnerable children
- Questioning and discussion techniques
- Recording, analysing and reporting on what children have said

Additionally, staff were mentored while they worked with the children through the set of activities, so they could become familiar with them. Following the process of involvement in the participatory assessment, staff gave feedback about the activities. In Botswana most of the feedback related to adjusting the workshop activities so they could take place over a single day or two afternoon sessions as staff felt this would be the more likely time span that they could use for such a process. Staff agreed that the core activities were the drawing of the area in which children live and the identification of problems they face. This could be followed by a second afternoon session looking at solutions. All staff agreed that drawing was key to the process as it gave children time to reflect and it made it easier for them to talk.

5. Variations of the participatory assessment process

It would be possible to run the programme presented here in one day or even in a half day. The activities that are central to the process include:

- All the places I go to in our area – a map
- Problems we face in our area
- Our solutions

If the programme is run in a shorter timeframe, children can be asked to draw a map and then mark on their maps the places where problems occur, rather than drawing them. These places can then be discussed. By the facilitator asking, “So what do you think can be done about this?” Solutions can also be discussed after each problem is mentioned.

The actual drawing of the map is important because the drawing gives children time to think and the local map allows children to place the issues they raise in their own social context rather than deal with them in an abstract way through a discussion alone.

Whereas it is possible to gather useful information from a shorter process, giving children time to draw problems and solutions allows for deeper reflection.

The activities in this process focus on drawing. It is possible to understand the situation of children through other activities such as role play. If you are going to use role play, remember that children will usually depict one situation in a role play. You will need to have a discussion afterwards about other situations of violence. This can be time consuming. Drawing is an effective tool because each child will draw a number of problem situations, and, in this way, a range of issues will be collected in a short amount of time.



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- RAPCAN – Resources Aimed at the Prevention of Child Abuse and Neglect (Undated). *A Trolley Full of Rights*. Cape Town: RAPCAN.
- RAPCAN – Resources Aimed at the Prevention of Child Abuse and Neglect (Undated). *What is Child Abuse?* Cape Town: RAPCAN.
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Appendices

Appendix 1: Information about the children who took part in the participatory assessment in Botswana

Age	Sex	Grade if in school	Family status	Country of origin	Year of arrival in Botswana
7	M	Std1	Nuclear family	Angola	Not known
10	M	Std4	Single parent	Somalia	1999
11	F	Not in school	Single parent	Namibia	2000
12	F	Not in school	Foster family	Namibia	2000
12	M	Std3	Nuclear family	Angola	2001
12	F	Std5	Single parent	Namibia	2001
12	M	Std4	Nuclear family	Namibia	2002
13	M	Std6	Nuclear family	Somalia	1999
13	F	Std4	Foster family	Angola	2001
13	F	Std3	Foster family	Angola	2000
13	F	Std4	Foster family	Angola	2001
13	M	Std6	Foster family	Namibia	2003
14	M	F1	Nuclear family	Somalia	2000
14	F	F3	Nuclear family	Namibia	1999
14	M	Std6	Single parent	Somalia	1999
14	F	Std6	Nuclear family	Angola	2000
15	F	F1	Foster family	Namibia	1999
15	F	F1	Single parent	Somalia	1998
15	F	Std3	Unaccompanied	Angola	2002
16	M	Std6	Unaccompanied	Namibia	2001
16	M	Std6	Unaccompanied	DRC	2002
17	F	F4	Single parent	Angola	1996
17	M	F1	Nuclear family	Burundi	2001
17	F	Not in school	Nuclear family	Angola	2000
18	M	F5	Nuclear family	Angola	2000

25 children in total

Appendix 2: Consent form for parents/caregivers

Dear caregivers,

UNHCR wants to make sure that the programmes for refugee children in Dukwi Refugee Camp are helping them. To do this we need to know what problems children are facing. This means we need to ask the children about their lives.

We will be running a two-day workshop with children in your area. We hope you will allow your child to attend the workshop. At the workshop children will draw pictures and talk about their lives. We will record what they say and then write a report which will be given to UNHCR. We cannot promise that any actions will be taken, but we will make sure that people hear what the children have to say.

Whatever the children tell us will be kept confidential. The report will not mention names.

If you would like your child to participate, please sign the form below.

I(name) give permission for my child

.....(name) to participate in a participatory assessment.

Signed

Date

Appendix 3: Systematisation form for each subgroup discussion

Date: _____

Location: _____ Country: _____

Group: _____ Subgroup: (Sex: _____ Age group: _____) No. of people: _____

Facilitators: _____

Protection risks/ incidents	Causes	Capacities within the community	Solutions proposed by subgroups	Most important issues to address as expressed by people of concern	Urgent Follow-up action