

Findings of the Participatory Assessment with Children in Marratane Refugee Camp in Mozambique



April 2006



Acknowledgements

The participatory assessment with children, held in Mozambique from 24 to 28 April 2006 in Marratane 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 Mozambique is the third in a series of workshops, following Malawi and Botswana, 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 Marratane 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 Marratane 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 Marratane Refugee Camp in Mozambique in April 2006. 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-four children in the Marratane 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 staff, partner staff and some refugees 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:

- conflict between refugees from different countries at the water pump and school as this often results in physical violence against children
- rape of girls in the camp and the bushes around the camp, this was one of the biggest fears of girls in the camp
- dangers associated with collecting firewood in the bushes around the camp including rape and snakes in the bush
- exploitation and abuse of unaccompanied and separated children in foster families who are also more vulnerable to sexual violence
- lack of medicine at the hospital
- corporal punishment at home and at school

Protection strategies

Children had a number of personal protection strategies such as:

- walking with friends
- taking an escort when collecting firewood
- avoiding walking at night
- attending and doing well in school
- not responding to insults and abuse
- praying and participating in church activities

Solutions

The solutions proposed by the children include:

- reconciliation programmes that would help refugees from different countries to live together in the camp
- continued education
- the distribution of charcoal to avoid collecting firewood in the bush
- assistance to unaccompanied and separated children

Follow-up action

The report was studied by staff in the UNHCR Mozambique office and Marratane Refugee Camp who have proposed the following follow-up action:

- Convene a meeting of the Multi-Functional Team (MFT) 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.
- Strengthen the social services and SGBV activities, making sure that children's concerns are incorporated into the existing programmes.
- Establish children's groups that will meet regularly and encourage children to be more active participants in the community.
- Conduct parent and community trainings on topics such as children's rights and parenting skills.
- Organise security for the children's trips to fetch fire wood in the bush surrounding the camp.
- Reform food distribution procedures for unaccompanied/separated and other vulnerable children.
- Initiate peer support groups for children with special protection concerns, such as for unaccompanied/separated children.
- Restructure the layout of latrines at the schools. This will include making separate facilities for girls and boys with lockable doors.
- Work more actively with the schools in the camp on the incorporation of children's and human rights into the school curriculum.
- Encourage peace and reconciliation activities within the community.
- Establish child-friendly spaces in each of the four zones in the camp.
- Implement a joint UNHCR/UNICEF programme aimed at strengthening the services at the drop-in centre.
- Begin more active outreach by UNHCR and partner staff in the community to make the organisations, staff and services more visible and accessible.

Part 1: The Findings of the Participatory Assessment

1. Introduction

This report is based on discussions held with children in Marratane Refugee Camp in Mozambique 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 Marratane 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 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-four children in the Marratane Refugee Camp participated in the participatory assessment. Two 2-day workshops were held, each with 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 Mozambique

There are an estimated 6,000 refugees/asylum seekers living in Mozambique, the majority of whom (approximately 4,300) live in the Marratane Refugee Camp in the Northern province of Nampula. Of the refugees/asylum seekers living in the Marratane Refugee Camp, women make up an estimated 45 percent of the population; whereas children aged 0-17 constitute approximately 56 percent of the camp's population.

The overall goal of the programme is to provide an environment for refugees/asylum seekers that is conducive to becoming self-reliant and which empowers refugees to take ownership and helps to effectively manage the services in the camp. The main objective is to facilitate the smooth integration of refugees into Mozambican society once they have attained a sustainable level of self sufficiency. In this regard, UNHCR Mozambique's strategy is to incorporate, as much as possible, the local population living in surrounding villages near Marratane camp in the on-going assistance programme. Already, water points, the health post, the Mozambican school, farmlands and markets are shared with the local Mozambican community.

UNHCR works predominantly with World Vision and the Government of Mozambique's National Institute for Refugee Support (INAR) to provide services to women and children and with Work Relief International (WRI) to provide assistance in the areas of agriculture, micro-credit and vocational training. Children attending primary school can choose to either attend the government-run Mozambican school, in which lessons are taught in Portuguese, or they can attend the refugee initiated and run French school, which lacks accreditation to date. Adolescent refugees who excel in their primary education are selected by UNHCR/GOM/WVI to attend the Mozambican secondary school in Nampula city as there is no secondary school in the camp. The students are provided with required school materials and also residential accommodation. This is also in line with the UNHCR strategy of local integration.

Since September 2005, World Vision has been working closely with UNHCR to respond to the issue of SGBV in the camp. A drop-in centre has recently been opened where refugees/asylum seekers receive advice and counselling on a number of issues, including SGBV. Sixteen refugee motivators have been trained on issues relating to SGBV and serve as focal points for the community. Together with World Vision they work to improve the prevention and response of SGBV within the camp. A joint UNHCR/UNICEF project is envisaged in the near future to strengthen the programme at the drop-in centre. This project will be opened to the local Mozambican women and girls as well.

Other services available to the refugees/asylum seekers living in the Marratane Refugee Camp include a local health clinic and a police station. Fourteen refugee law enforcement officers 'sungu sungu' with equal gender representation, work side by side with the police to ensure security within the camp. UNHCR and World Vision have been working with staff at the health clinic and camp security officers to combat SGBV through recent trainings. A Code of Conduct refresher course was also conducted in May 2006 by the Staff Welfare office to benefit all staff of UNHCR, Implementing Partners (IPs), INAR, Police, 'sungu sungu' and other Government officials in the camp. These refresher courses will continue on a yearly basis as rotation of staff in the camp is quite high.

3. Findings

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

- Activities that children do
- Problems children identify
- Coping and protection strategies
- Suggestions for improving the camp for children

The participatory assessment took place in the community centre at the refugee camp. After some time getting to know the facilitators the younger children warmed up and ended the workshop relaxed and happy. They talked quite openly about the conflicts between groups in the camp and how it affected them. They found it difficult to articulate suggestions for making life better suggesting some powerlessness. It was clear that this powerlessness did not come from deep poverty as the children's everyday needs for food and education seemed to be met, nor from exposure to violence, but probably from the underlying tensions in the camp between different groups.

The older children were very guarded and did not talk openly about the problems they were experiencing. The conflict within the camp was felt in an underlying way through the discussions themselves. For example, when one Rwandan girl began to cry as she talked about how other children called her names, two other girls in the group told her to ignore these taunts with some hostility.

Facilitators probed many of the issues that are known to exist in the camp such as sexual violence but few stories were told. This suggests that children were censoring themselves and not being entirely open with the facilitators. There was also evidence of 'learned passivity', an attitude of dependence and even some parroting of things they had heard from their parents. One child brought a resettlement request written by his parents on the second day and when he presented his problems they were the same issues contained in the letter written by the parents, suggesting that the parents had primed the child to say certain things. When the older children presented their solutions they presented them in the form of asking for assistance rather than as 'ideas for making life better'. This could be because they seemed to have no awareness of children's rights making it difficult for them to frame ideas in a rights-based context.

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

There are two schools in the camp: a Mozambican government-run school that caters to refugees and local Mozambican children and which teaches in the medium of Portuguese, and a French school started and staffed by refugees.

All of the younger boys (apart from two who were recent arrivals in the camp) attend school. Younger boys do some household chores, especially collecting water and going to the market for their parents. Apart from this they spend their time playing football with friends. None of the younger boys are involved in any organised activities such as clubs or choirs at school or outside of school. Half of the group attends the Mozambican government-run school and the others attend the French school run

by the refugee community. The boys go to church over the weekend and sometimes they go into the town of Nampula to shop. The boys also mentioned going to the hospital when they are sick.

All of the younger girls, except for one child who has recently arrived at the camp, go to school (mostly to the Mozambican school). Apart from school they go to church where they enjoy singing and praying and also “learning things that help us.” They spend time doing household chores such as washing and cleaning, collecting water, looking after younger siblings and often going to the market to buy food. They also mentioned going to the hospital when they are sick. Girls talked about playing close to their homes with friends. Younger girls seldom leave the camp. Sometimes, when there is no money to buy charcoal, the girls are sent to fetch firewood in the bush.

Older boys help with household tasks. Some look after younger brothers and sisters, wash dishes and even cook. Some of the families have small household gardens tended by the children. A few of the older boys visit relatives in town, especially over weekends. Some of the older boys are part of a football club at school that is coached and run by refugees. A few are also altar boys at church. Some of the boys also mentioned using the library in the camp. Most of the boys do not work to earn money. The boys mentioned that only a few boys who are not attending school do construction work or draw water to earn money. All of the older boys go to school (mostly to the French school), apart from one boy who had left two years ago because of discrimination against Rwandans.

All of the older girls attend school. They also do household chores at home, work in the family fields, draw water and collect firewood in the bush. They describe the task of collecting firewood as being particularly tiring and difficult. All of the older girls go to church and some sing in the church choir. They play football and basketball at school and they spend time visiting friends and talking or listening to music. Many of the older girls also look after children at home. Being the oldest family member, one girl of 16, was responsible for looking after her four younger brothers. She described her life as hard and the responsibility of being a parent as heavy. She does, however, find time to visit friends and she goes to school regularly. None of the girls are working to earn money.

Forms of violence identified by children

The following is a summary of the problems mentioned by children when asked to identify the places in the camp where ‘bad things’ happen to children or the places they believe to be unsafe.



Fighting and ethnic conflict

Note that a mix of children from Rwanda, Burundi and Democratic Republic of Congo (DRC) participated in the process. The main problem identified by children in all the groups was fighting (boy’s groups ranked it as the biggest problem and girls ranked it, after rape, as the second biggest issue). The younger children drew many pictures of children fighting and described how children often fought at the water pump, at school, at the football field and around the camp. The younger boys described the conflict simply as ‘fighting’ but when the younger girls were asked what people said or did they described verbal abuse related to ethnic differences as the main characteristic of the fighting.

- *Children are fighting, insulting at the pump where they get water.*
- *They fight over the one who is the first to arrive and the other one says he was the first. Because of that discussion they fight with words.*
- ***What kind of words do they say?***
- *They insult. It makes you sad.*
- ***Does it happen to you children here?***
- *Yes. [they all answer together]*
- ***What do the children say to each other?***
- *‘Go away’, ‘Fuck you’, ‘See how is his head’ [he is stupid]*

- After insulting each other they come to fight.
- **Do girls insult too or get insulted?**
- Yes.
- At basketball children fight too. There, children are also insulting one another. One says it is a goal then others say 'no, it is not a goal'. (boys 10-13)

- Children are fighting at the pump it is too bad for children there.
- **What do they say when they fight?**
- For example, when you reach here the other can say I am the first, the first, the first, the first.
- The Congolese, they used to tell us at the pump that we don't have to get water here because we are Burundian.
[They all talk at once now.]
- Sometimes when there is a big person they even beat us.
- Sometimes we even go back without any water.
- **Is it the big people who beat you?**
- Yes [all together].
- **Is it because you are small children or because you are Burundian or Rwandan?**
- They can beat us by saying 'you are Burundian you are bad, go back to your country'.
- 'You, Rwanda, you have to go back to your country'.
- Sometimes you can wait till everybody finished and you go back home until there is no one there. (girls 10-13)

One young girl told a story of how she was chased and beaten on the road.

- **Does this [discrimination] happen anywhere else?**
- Yes, like me someone beat me in the evening. My mother was staying with the neighbour and I was coming back in the evening and someone beat me and so my mother put me with the medicine. Yesterday they beat my neighbour till now she is in hospital in town. She is 14, my neighbour. She was coming from school.
- **Why did they beat you?**
- I was coming from the neighbours, my mother sent me and when I was running, there was five men and they said 'Hey child, you stop, you stop there,' and then I refused. They were running after me and they catch me and they was beating me and they beat me here on my leg and my back. The people who beat me were Bembe. They were saying 'you are Burundian'.
(girls 10-13)

Older children talked about the conflict as directly related to ethnic divisions. Both age groups described how conflict at the pumps was common and often involved not just verbal abuse but also beatings from both adults and children. Most often Rwandan and Burundian children were at the receiving end of the abuse, but not always. The children described how the abuse was often resolved by different groups agreeing to use different pumps.

- They have organised many of the taps that have two places for taking water and they say 'this place is for Burundian and this for Congolese,' and if a Congolese take at a Burundian side the others say 'This is our side' and the Congolese refuse and takes anyway.
- **Who decided to do this?**
- Those who are in charge of water because there was much fighting at the pump.
- Even if a Congolese wants water and Burundians are there it is a problem for her too.
(boys 14-17)

One older girl described how she and her family collect water at night because the abuse from neighbours is so bad.



- We draw water when all the people are finished, me and my father and my family we collect water at night because they chase us away and say 'you are Tsutsi and you are causing the problems in Congo'. [she cries].

- Yes, there are problems maybe they say 'you are a Hutu, you killed my family, this is why I had to flee my country, because of you people'. (girls 14-17)

Note the emotional impact of the abuse on the child above. Younger and older children also described conflict at school. The younger girls described how Rwandan and Burundian children were abused at the French school by some teachers and children. Four of the six children in the girl's group had left the French school because of the abuse and now attended the Mozambican school where there were no abuses reported. The younger children described how they were beaten in the French school because they spoke Swahili and they were told to speak another language.

- Does this insulting happen anywhere else?

- It happens even at school, everywhere.

[They all talk at once again]

- At the French school, many Burundian children don't go there. They prefer to go to the Portuguese school. The parents want them there because if they go to the French school the Congolese beat them.

- Who beats them?

Even at school the teacher beats us and sometimes they won't teach in Swahili. They speak Bembe [Congolese language] and we don't understand. Sometimes when you get an exam and you just miss small things they give you zero.

- The children insult too.

- Has it happened to any of you?

[They all talk at once].

- Yes to me. They had to give books to everyone. And me, because I am Burundian, they did not give me a book. Then when the exam came, he [the teacher] asked where is my book and I said 'you did not give me' and he beat me.

- One day I was going to school and my mother gave me two breads and I was eating the bread in the road. Then the boy wanted my bread and then he took it and he started to beat me. Then a boy took my books and cut them and when I asked why, he said 'No you are a Burundian, you think like a snake, you are not people'. Then my mother came to school to ask why this student do this to my child. The teacher said 'Your child is Burundian she doesn't have to stay at the school, so take her away'. That's all.

- Where did the child come from?

- She was Congolese.

- Who goes to the French school?

[Only the Congolese girl in the group].

- We all went to French school and now we all go to Portuguese.

- I was at French school and my mother took me out.

- I moved to Portuguese school.

[All the Rwandan and Burundian children in the group had moved to the Portuguese school].

- Are there any Rwandan children at the French school now?

- Yes, the older ones who can beat them back. They stay. (girls 10-13)

The older children described similar abuse from children at the French school. Most often this was verbal abuse that focussed on ethnic issues.

In French school, it is the children. They say 'see your nose it is for Tutsi'. I tell the teachers and they punish them. (girls 14-17)

One older unaccompanied boy described how he had left school altogether because of the abuse and that he now spends his time tending his fields.

- I have been at school and then in the classroom we started a discussion. Congolese students said that their country is very rich and mine is very poor and then I responded and said 'so my country is not rich so let me stay like this'. This started a fight and they started beating me in the presence of the teacher and the teacher also beat me after that.

- In the French school?

- Yes.

- What did the teacher do?

- After the children beat me he asked what was happening and then the teacher was also angry and beat me. I left school since 2004. (boys 14-17)

It seems that the conflict is complex and not only related to being Congolese, Rwandan and Burundian but also related to divisions within the communities from the same country.

Let me give an example from my community. There they say 'There is Burundian from north, and Burundian from south' and they say there is no connection between them. That politics of the countries they bring to school. (boys 14-17)

Rape

Younger and older children (both boys and girls) talked about rape as a problem. Girls in both groups identified it as a big fear for girls and ranked it as the biggest problem for them in the camp.

- Are there bad things that happen just to girls?

- Sex violence to girls.

- Here the men take the ladies and make her have sex by force.

- Even our age.

- Many.

- Maybe they rape also the kids for three years or four. They are children who live in the house with the man.

- Where I live my neighbour has a child of 10 years who was raped by someone who was 16.

- There is something very bad for small kids and girls.

- The rape is too bad for girls.

- Are there girls who you know who have been raped?

- My friend has been raped but till now we do not see the man who raped her.

- Also my friend and we do not see him.

- Two girls of 10 were raped by a boy of 16. [The same children are being referred to]

- When does it happen?

- Even in the daytime.

- Coming from school. Those two girls who were raped they were coming from school and that boy called them and they ran. He ran after them and caught them and put them in his house. When the girls went home, they were crying and the mother took the girls to the hospital to see if they don't have AIDS. The boy ran away and till now he is not found.

- Does this kind of thing happen in children's houses?

- At home I don't have problem because my mother and brother look after me.

- When children tell their mothers do they always listen?

- When it is a big problem the parents go to the police.

- Do you worry about this raping?

- Yes, we keep on thinking of it. We walk to school fearing.

- Which one is a bigger worry - discrimination [referring to ethnic conflict described above] or rape?

- Rape [all together]

- How big is this problem of rape? [children are asked to indicate by holding out hands to show how big]

[One child holds out her hands very wide]
- *More than our hands can reach.*
[The others agree.]
- ***Are there any other problems that are big like this?***
[Silence.] (girls 10-13)

- *We don't go alone [to the bush].*
- ***Why not?***
- *We fear.*
- ***What?***
- *When you go alone, there is no one to help put wood on your head.*
- *Maybe we can meet things bad.*
- ***What things?***
- *We fear to go alone because you can meet a man and he can rape you by force. If there are two, they can call for help.*
- *But by then you have already been raped.*
- *We fear that. (girls 14-17)*

If girls meet with a person in the bush, he can rape them. I heard of this. (boys 14-17)

As the quotes above show rape was seen to be a particular problem for girls in the bush when collecting firewood. But they also identified it as something they feared in the camp too. Older boys also described it as happening in the bushes near the French school and in the toilets at school.

- *This [rape] also happens at school. The French school.*
- ***To someone you know or did you hear a story?***
- *I hear.*
- *The boys do it at school. Boys at school and boys out of school. And even men.*
Many times those who are out of school, after school they wait and the last one out of school, if it is a girl, they sexually violate her.
- ***Do you know someone?***
- *We don't know them but we hear.*
- *Our friends also know about that. (boys 14-17)*

The younger girls discussed the fact that they feared rape because they could contract HIV/AIDS.

It is very big because if someone rapes you, you can get sicknesses like HIV. (girls 10-13)

The older boys had a discussion about the fact that they knew boys could be raped but they had not heard of it happening in the camp.

Collecting firewood

Rape was linked in the girls' discussions to collecting firewood in the bush around the camp. The girls said that their fear of rape was the highest when they collected wood. Some younger girls and all of the older girls collected firewood as a chore. The older girls described how heavy this work was as they had to walk long distances with heavy loads of wood on their heads. When asked what were their alternative fuel sources, they said that if they had any spare money, which was seldom, they bought charcoal for cooking.

- *Me I don't like collecting wood. I stay with my brothers and there is no money for charcoal so I have to collect wood.*
- *I don't like it because it makes me tired but there is nothing to do.*
- ***It is a heavy job?***
- *Yes. When we go you feel very tired and after collecting wood you have to come and cook and everything. (girls 14-17)*

Snakes were mentioned as a problem by all groups. The snakes were found in the camp and when collecting wood in the bush. Two children told how they had been bitten and were treated for snake bites at the camp hospital.

- *I drew a snake. When children go outside the camp to find wood, snakes can bite them.*
- **Who has seen a snake?**
- *Me. [all]*
- *I was bitten twice and I got sick. I put the traditional medicine. My leg swelled up. I felt sick.*
- *I was sleeping outside and that is when the snake bit me.*
- *At home there is a tree with snakes. (girls 10-13)*

Unaccompanied and separated children

The older girl's and older boy's groups spent some time discussing the issue of children who were living in the camp without parents. They identified the fact that children living with foster parents were often mistreated. The boys said these children were often used to do extra work.

- **What about children who do not have parents and live with foster families? What happens to them here in the camp?**
- *It depends on the people, some are well treated some are not.*
- **What happens when they are not well treated?**
- *They are treated like slaves and the children from the family will not do any work.*
- **Does that happen here in the camp?**
- *Yes. (boys 14-17)*

The older girls told a story about girls they were friends with who were forced to work very hard, not given enough food and not able to go to school. They also talked about how hard it was for them to report what was happening for fear of recrimination. Sexual violence against girls in this situation was also mentioned.

- *There are two friends who live in our area. They work a lot more than others, they are orphans. They are not going to school. Sometimes they tell me to help them find another family where they can stay. They work very hard they have no time to go to school. They are 14 and 15. The other orphans, when I see them I feel very sad. It is a big problem.*
- **Does this happen to others?**
- *I know someone who is like that.*
- *Me too. Orphan children who are working harder than others in the house.*
- *We have to help them. We need to visit the family not to treat them like they are not people.*
- **Why do families take in orphan children?**
- *Some can take them because they are orphan and they have no where to go. Others take them to be house boys and girls, and others take them to be their child. (girls 14-17)*

Both older boys and older girls also discussed the difficulty of living alone. One boy lived alone and one girl of 16 was the caregiver of her three younger siblings. She described how hard she worked and how difficult the responsibility was.

- *I am staying alone and I am taking care of my sisters so I cannot get married because I must continue to go to school and take care of my sisters. I am everything to my family. I have to collect wood, cook the food and do everything. It is heavy. (girls 14-17)*

This girl described how many girls in the camp fear rape and then told how she slept with her head under the blankets at night because she feared being raped. She linked this fear to her vulnerability because she was alone without parents. Elsewhere in the discussion she also talked about how older

men target girls who are alone. Local facilitators were asked to follow up on her situation as all this suggests that she could be a victim of sexual abuse.

- *I fear to stay at home because when I stay at home someone can come and rape me. I sleep under the blankets because I am so afraid. I have a door but I still don't feel safe. Men come to girls who are alone. Even with a door closed, they can come in.*
- **And you others?**
- *We fear too. But it is worse if you do not have father and mother. (girls 14-17)*

The hospital

A few children in the older groups said that they believed that the hospital did not identify or treat different ailments correctly but gave only quinine and paracetamol (medicine for malaria and painkillers).

In the hospital, my sister was very sick and when they took her to hospital the doctor said 'I am tired, I cannot treat,' so they gave her just one paracetamol and one chloroquine and told her to come back on Monday. (girls 14-17)

Sometimes when you go there they give you just the chloroquin and panado. You can go suffering from headache and you go looking for headache medicine and they give you medicine for stomach. (boys 14-17)

It is free treatment but because free treatment is not sufficient we try to sell flour and buy medicines ourselves. (boys 14-17)



They also talked about the fact that if one had money then treatment in Nampula was also possible. It seems that this quote is describing the use of private doctors in Nampula since the children did say that they were sent to the government hospital if they needed treatment.

Corporal punishment

Corporal punishment at home and at school was identified as a problem by the younger and older boys.

- *We get beaten by a stick.*
- **Where?**
- *At home.*
- **And at school?**
- *Yes.*
- *The teacher hits us.*
- *On the hand like this [he holds up his hand with the fingers up and together].*
- **What with?**
- *A stick and other teachers use a ruler.*
- *It hurts.*
- **Why do the teachers hit you?**
- *If you are laughing at school or shouting.*
- **Do the teachers hit you in front of the class or do they take you away?**
- *In front of the class.*
- **Does it happen at both schools?**
- *In French school and also at Portuguese school.*
- *But often at French school. (boys 10-13)*

The problems in the house. Children can be fighting among them and when the father returns he asks the one who is crying 'who beat you?' and the father then beats that one. The father

asks 'who started the fighting?' Normally the father hears the youngest one instead of the older. (boys 14-17)

Other problems

Children mentioned a number of other issues. Many of the younger children identified charcoal burners and fires in their homes as unsafe because of the danger of burns to young children.

- *I drew the child when he was playing with the fire and he got burned.*
- *When they burn we feel bad.*
- *When they burn you can put Colgate [toothpaste] and they get better. (girls 10-13)*

Note that Colgate is often mentioned as a treatment for burns in the region, but it is not a safe treatment. This suggests the need for education around burn treatments.

Both the younger groups also talked about the danger of fast cars in the camp. They talked about young children getting run over.

Everywhere there are fast cars. In the camp and on way to town. Here in the camp it happened, the child got knocked by the car. (boys 10-13)

There were also a few complaints about food. This was not a general complaint but made by two children in the older boys group and the older girls group.

- *Here in the camp the children are eating too bad and the food is not enough because the food finishes before end of the month.*
- ***Why does it finish?***
- *We sell some to buy things like clothes and charcoal. (girls 14-17)*

Issues probed

The guarded nature of the children meant that the facilitators had to probe certain issues in order to learn more about the situation of violence in the camp. A number of issues that were commonly discussed in previous assessments with children in camps in Southern Africa were probed by the facilitators.

Facilitators probed the issue of forced marriages with the children. Younger girls and boys said that girls did get married at young ages. Older girls said that girls who do not do well at school choose to get married or in some cases are forced to by parents.

- *Some parents do tell the daughters 'go and get married'. But some parents say 'go to school'.*
- ***Do the girls accept if their parents say to get married?***
- *Sometimes the girls accept. Others don't accept it.*
- ***Can you do anything if it happens to you?***
- *If the parents tell us to leave school and get married I would not accept.*
- ***Would your parents listen?***
- *My parents would not tell me to leave school.*
- *Here in the camp there are not people who say 'leave school to get married' but in the Congo I have seen it.*
- ***At what age do girls get married in the camp?***
- *Even 14 can get married. The lady does it voluntarily. Our friend of 14 who was in school with us, she got married.*
- ***Did she choose or her parents forced her?***
- *This one wanted to get married. She refused to go to school and wanted to get married.*
- ***Why would she choose this?***
- *She was not clever at school.*

- Is it only clever girls who stay at school?

- Yes. (girls 14-17)

The girls in the group did not express any fear of this happening to them. They said that they knew school was important as did their parents and that their parents would not force them to marry young. They showed none of the fear of early marriage that children in other countries in the study did.

Facilitators also explored the issue of transactional sex with the older girls. The facilitators especially focused on the issue of older men paying for sex or girls having sex with young men for money or goods. Girls said it was not common. One reason for this could be because the basic needs of girls are met through food distribution, and secondly all of the girls were in school. This is in contrast with camps where transactional sex is more common and girls use sex to get food or items such as soap. Another explanation is the lack of openness in the group. It would perhaps take longer than a two-day workshop for these young people to trust a facilitator enough to talk about such issues. It was difficult to get girls to talk about sexual issues of any kind. This suggests that they do not talk about issues relating to sexuality very often.

Lastly, facilitators probed to find out if ethnic conflict was the cause of SGBV, but the children did not link the two. Generally it was difficult to elicit information on SGBV. It was unclear if this was because SGBV was not part of children's experience or because of the evident guardedness of their response. This guarded response was most likely related to the ethnic conflict in the camp, which created an atmosphere of silence that facilitators found hard to break through.

Coping and protection strategies

All of the groups could identify protection strategies that they employed. The following were commonly identified as strategies for keeping safe from rape.

- Not walking at night. Girls especially do not venture out at night.
- Not going alone to the bush to collect firewood.
- Walking around the camp with friends.

When asked what they could do when they were abused because of their country of origin all the groups talked about not fighting back or responding to the insults. Two of the older girls articulated quite strong protection strategies.

- Is there anything you can do about it [the insults]?

- There is nothing you can do.

- It happens sometimes [abuse and insults]. I had a friend who was my best friend but one day she began to abuse me and say I am an orphan I don't have clothes to wear. Another friend came and said 'don't think about it as you will just get fighting. It could happen to her, she could become an orphan too'.

- All of us are refugees we have to stop doing that thing of abusing each other. We are all refugees.

- When my friend abuses me I don't listen to them. I don't care because we are all refugees. I cannot change who I am. When someone says something to me, I do not think about it because if I do I will start fighting too. I just say we are all refugees. (girls 14-17)

Note in the quote above one girl says that there is nothing that can be done about the abuse. This girl was clearly emotionally vulnerable because of the abuse. The protection strategy described by the other two girls in the quote above was not common to all the girls in the group.

When asked about why girls resisted forced marriages the older girls articulated a strong commitment to education. The younger girls also acknowledged this, with one young girl drawing "an educated girl" when asked to identify solutions to the problems for children. This acknowledgement of

education as a protection strategy is important, but it is clear from the quote below that not all girls can make this a reality.

- *The school is where the future is and our parents cannot refuse us to go to school because we do not pay for school. So we have to go to school to be clever otherwise we will just go to shamba [fields].*

- *We will reach one day when we are not refugees and my parents cannot tell me to stop [school] because one day I will need it [when I am no longer a refugee]. (girls 14-17)*

- *We don't want to get married, we just want to prepare a future life. To get married young is not good because you can get married and you do not have knowledge and you do not know how to write and read and you have babies and you cannot give them anything. You just go to the shamba [fields]. But if you go to school you get a diploma and you get a job and then you get married and you find something to give to your kids. For example there are people now who are rejecting to go to school and then they cannot help the children in the future.*

- ***So are all the girls your age in the camp in school?***

- *Not all.*

- ***Why are some not in school?***

- *It depends. There are some parents who say to girls not to go to school. The girls want to go, but parents say no. If the parents did not go to school they will not accept for kids to go to school.*

- *For example the girl can go to school but because she does not do well then parents say 'you can stay home from school'. (girls 14-17)*

Children talked about the 'sungu sungu' (guards from the refugee community) and the police as people they would report problems to. The younger children seemed to have more faith in the police than the older children.

- *They [the rapists] can run away and maybe for two months they do not see them.*

- *The child can run to the parents and they can go to the police.*

- *They all go to the police and then the police find the men who did it.*

- ***Do the police catch the men?***

- *There are some who you do not see anymore. (girls 10-13)*

- ***Where do the children who have been raped go for help?***

- *First they go to hospital to get treatment and then they go for help.*

- ***Where?***

- *Some go to town and others to the police.*

- ***What do they do at the hospital?***

- *At hospital they go to get confirmation if they have really been violated.*

- *Then the police look for the one who do the act and then if the one who did the act gives money to the police, they let them free.*

- ***Does that happen often?***

- *Yes. (boys 14-17)*

When asked what they would do if raped the younger girls and boys identified parents as the main source of help. After probing they also mentioned the police and the 'sungu sungu'. The younger boys said they would go to the police to report problems.

Older girls indicated that they would go to the clinic to be tested for HIV after rape. Older boys and girls identified the SGBV programme in the schools with older boys also saying they learned about HIV/AIDS from the motivators (community members trained to combat SGBV).

- ***Do you get info at church?***

- No.
- **Does the school give you information?**
- No.
- **Where do you get information on AIDS?**
- That information we get at school.
- Sometimes the motivators come to school and give us info. Then on the international day of HIV, they come to school and give us information and give us the books. (boys 14-17)

When the older girls were asked how girls could protect themselves against HIV/AIDS, the main strategy identified was to wait to get married and then for both partners to be tested. Condoms were only mentioned after much probing and even then it was clear that the girls saw abstinence as the main strategy for protection. Girls said condoms were readily available at the clinic.

The older boys indicated that they knew about HIV/AIDS but they felt it was the adults in the camp who were ignorant.

Children are afraid of HIV, but adults are not. (boys 14-17)

Many children talked about washing hands before eating and knew how to prevent cholera. This suggests that health education around cholera has been successful in the camp. The process used for health education should be applied to education around HIV/AIDS prevention.

Despite probing, none of the children mentioned any programmes for children run by local NGOs in the camp nor did they mention these organisations as places where they could go if they had problems. The younger boys group felt that adults providing services in the camp were concerned only with helping adults and they saw children as a disturbance.

- *The people in the camp are working with children and adults. They take care of adults, they don't want to take care of children.*
- **Why do you think that?**
- *They usually say that children can shout and can disturb. (boys 10-13)*

Children's suggestions

When asked about solutions for preventing and responding to violence against children in their community, the children proposed a number of suggestions. These suggestions were made through drawing solutions to the problems the children had described earlier. (See Part 2 for a full description of the methodology.)

Generally both groups found it difficult to articulate solutions to the problems they had described. The younger children embedded their solutions in pictures of things they wished for, for example people to stop fighting and make friends.

Some of the older children, on the other hand, presented their solutions as requests to UNHCR, a sign perhaps of influence from their parents, and also of what they have come to expect because of previous adult presentations in the camp. One reason why children may have found it difficult to articulate the idea of solutions is because they seemed to have little understanding of children's rights.

Reconciliation

One of the themes of the children's solution cards was reconciliation. They drew many pictures of children and adults making friends.

When we fight we must ask for forgiveness.

The two boys were playing football and then they fight and now they ask for forgiveness.

These two people were fighting now they became friends and do everything together.

The people were fighting on the pump but now they are friends.

When you are fighting you have to go to church.

The students were at school fighting then after they became friends and now they are walking together to school.

The people were going to collect water and the one said 'I am first I am first' and then after they became friends.

I drew two friends who are going to collect water together

The father was beating the child and then he began to play with him.

Education

Another theme was education as a protection tool.

When you go to school it can keep you safe.

The mother must take the child to school.

You must not play in the bush, you must go to school.

This is a beautiful lady who is educated. Girls must be educated.

This is the school. Children become intelligent at school.

This is the school. The students are outside playing together.

School keeps children safe.

Protection

This is the school and the two friends are going to school together [not alone].

This is the police station and the hospital. They help children.

The police station keeps children safe.

Other comments

Praying can keep you safe from cars.

At school they need to educate us how to live with others.

The man has killed the snake here.

The grown people need to advise the children.

Requests for assistance

Children have to be assisted by those who are in charge in the camp. In the health treatment and the food.

We need good treatment at the hospital and more medicine.

When we had charcoal before we did not need to collect wood in the bush. If charcoal can be given we will not need to go to the bush to collect firewood.

Orphan children need assistance.

4. Follow-up action

The report was studied by staff in the UNHCR Mozambique office and Marratane 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 (MFT) to discuss the draft reports and actions to be taken to implement some of the children's recommendations. The MFT will also incorporate children's issues as part of their regular AGDM follow-up meetings.
- 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.
- Strengthen the social services and SGBV activities, such as staff training on SGBV and the establishment of pyramid structures for SGBV, making sure that children's concerns are incorporated into the existing programmes.
- Establish children's groups that will meet regularly. The themes that will be discussed include life skills, discrimination, empowerment, and confidence building, among others. Extra-curricular activities for children will also be established, including a gymnastics group, dance groups, poetry, string band and painting. One aim of the groups is to encourage children to become more active participants in the community.
- Conduct parent and community trainings on topics such as children's rights and parenting skills.
- Organise security for the children's trips to fetch fire wood in the bush surrounding the camp.
- Reform food distribution procedures for unaccompanied/separated and other vulnerable children, so that these children will no longer have to wait in line with the adults while facing discrimination and harassment.
- Initiate peer support groups for children with special protection concerns, such as for unaccompanied/separated children, if the children are interested.
- Restructure the layout of latrines at the schools. This will include making separate facilities for girls and boys with lockable doors.
- Work more actively with the schools in the camp. This includes school observation visits, teacher trainings on discrimination, and the incorporation of children's and human rights into the school curriculum.

- Encourage peace and reconciliation activities within the community. A new NGO to the camp has begun outreach activities in the churches and communities, including home visits, for the purpose of peace and reconciliation awareness and training.
- Establish child-friendly spaces in each of the four zones in the camp, including children's playgrounds. The establishment of the play grounds will allow children freedom of play without interference from the adults.
- Implement a joint UNHCR/UNICEF programme aimed at strengthening the services at the drop-in centre.
- Begin more active outreach by UNHCR and partner staff in the community to make the organisations, staff and services more visible and accessible. This will entail staff making routine visits to the camp and fields to increase trust of children and identify children who are not in school during school hours.

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 Mozambique, and variations of the participatory assessment process.

1. Workshop outline

The workshops in Mozambique 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 have 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 can 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 helps to relieve the worry of not knowing what to do or not meeting certain expectations.

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. It is important to help the shy children to express themselves. 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.)

Remember: Do not become defensive when children are describing problems – your aim is to find out about life in the camp from their point of view. Be careful not to advise children or tell them about the programmes that are being run in that camp that they do not know about. The aim of these discussions is to get information from children. You can give advice at the end of a discussion session if you feel children should have additional information.

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 your sadness with them. 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 taking notes of what the children say may be the best option. Give one person the job of 'note taker' and another person 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 the children's reactions during the discussion process, their level of participation and their confidence when speaking about these issues. Sometimes, these observations can provide much more input than the actual words from the 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 best to involve a number of actors from different organisations and the community to plan the follow up activities. It is advised to communicate with the children after the workshops and let them know how the discussions with them have led 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, it is best to stand in a large circle, let each child hold up their drawing and thank them for participating one by one and by name. 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 will attend the meeting and will be 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 Note: This activity was not used in Mozambique.

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.

F5:



F6:



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.

When bringing the final presentation to a close, it is good to approach the subject of future steps that will be taken as a result of the workshops. The idea of putting together an action plan should be mentioned. Individuals who are interested in participating in the sessions to plan future actions should be encouraged to do so.

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 Mozambique

The following section presents some of the specifics of the participatory assessment process in Mozambique. 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 Mozambique

The participatory assessment took place in the community centre. The discussions with the children were held under a tree and on the veranda of the World Vision drop-in centre. The children were served a simple breakfast before the work began in case they had not eaten. A simple lunch was also served.

The 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 a lot of encouragement from facilitators they drew with great confidence.

Creating opportunities for children in this camp to talk together and learn about children's rights is particularly important if children are to be empowered to take control of their own lives rather than accepting the passive approach that characterises some adults in the camp.

Presentation to local stakeholders

Following the workshop, the children completed a report back to UNHCR and camp staff as well as parents. The drawings were all exhibited in the community centre. The children enjoyed being given the opportunity to talk to individuals about their drawings. Local partner staff commented on the fact that they had learned useful information from the children. The event confirmed the fact that if given the opportunity, children can provide relevant insight into local policy issues. Despite a lack of confidence due to the children not being used to this kind of interaction, a group of children presented the findings of the last four days. The experience gave children confidence in their ability to contribute and participate. During the presentation, references were made to some of the activities that the organisations are planning as an outcome of the workshops.

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 similar activities in the camp and possibly elsewhere, UNHCR staff and NGO partners were included as observers of the process. Reflection sessions were held at the end of each day, during which protection risks, their causes, community capacities, solutions and possible follow up actions were identified. The systemisation form in Appendix 3 is one tool that can be used to organise and highlight the findings of the workshops.

In addition a half day training course was held with local UNHCR and NGO staff, refugee community groups, a few teachers, representatives from the police and 'sungu sungu'. The training was experiential thus allowing adults to experience some of the approaches used with children such as drawing. It covered the following issues:

- Why children should participate
- Participation should be suited to age and stage of development
- 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

At the end of the workshop participants were given a summary of the findings from the participatory assessment and an action plan was discussed. This action plan is presented in the Part 1 of the report.

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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- Woodhead, M. (1998). *Children's Perspectives on their Working Lives. A Participatory Study in Bangladesh, Ethiopia, The Philippines, Guatemala, El Salvador and Nicaragua*. Stockholm: Save the Children.
- The following information booklets and materials about children's rights and sexual and gender-based violence were given to the children at the end of the workshops:**
- 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.
- Save the Children (Sweden), UNHCR, UNICEF (2002). *My Rights: A Guide on Children's Rights (in the African Charter on the Rights and Welfare of the Child)*. Nairobi: Save the Children, UNHCR, UNICEF.

Appendices

Appendix 1: Information about the children who participated in the participatory assessment in Mozambique

Age	Sex	Grade if in school	Family status	Country of origin	Year of arrival in Mozambique
10	F	-	Father	Burundi	2006
10	F	2 Prim	Parents	DRC	2005
10	M	3 Prim	Foster parents	DRC	2006
10	M	4 Prim	Foster parents	Rwanda	2005
10	M	4 Prim	Parents	DRC	2003
10	F	4 Prim	Parents	Rwanda	2003
11	F	3 Prim	Mother	Burundi	2001
11	M	4 Prim	Mother	Burundi	2002
12	M	3 Prim	Parents	Burundi	2005
12	F	5 Prim	Mother	Burundi	2006
13	M	-	Older brother	Burundi	2006
13	F	3 Prim	Parents	Rwanda	2001
13	F	4 Prim	Parents	Burundi	2001
14	M	5 Prim	Parents	Rwanda	2001
14	F	5 Prim	Parents	Rwanda	2003
14	M	6 Prim	Parents	Burundi	2006
15	M	5 Prim	Foster parents	DRC	2001
15	F	5 Prim	Parents	Burundi	2005
15	F	7 Prim	Aunt	Burundi	2006
15	M	2 Sec	Parents	Burundi	2003
16	M	-	Lives alone	Rwanda	2003
16	F	5 Prim	Child head of household	DRC	2003
16	F	6 Prim	Parents	DRC	2001
17	M	2 Sec	Parents	DRC	2001

N=24 children

Appendix 2: Consent form for parents/caregivers

Dear caregivers,

UNHCR wants to make sure that the programmes for refugee children in Marratane 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: _____ Group: _____

Country: _____ Location: _____

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

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