

Module 4

Services and supports



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Introduction to Module 4

Children and young people involved in the consultations and who completed the project survey, revealed that they seek support from a range of people and had some awareness of other services available to them. They told us how they learned to get help and they indicated what sources of information they used to find out about supports and services. They also told us what source of information they preferred to use to gain information on supports and services.

Aims and purpose of Module 4

The purpose of Module 4 is to improve professionals' awareness of the sources of help that children access if they are experiencing violence, the means by which they prefer to seek information on supports and services and their aware of reporting mechanisms. Using the Lundy participation model (Lundy, 2007), the module will also explore how professionals and the services they work in can be more child-rights centred. A child participation checklist is also included for participants to use to reflect and evaluate their own practice.

INSTRUCTIONS FOR THE TRAINER - MODULE 4, TASK 1

Module 4, Task 1

The purpose of this task is to give participants the opportunity to identify who children and young people are most likely to go to, to seek support and what information services they rely on to get information about supports and services. The aim is that professionals will gain a better working knowledge of children's sources of support and their networks.

Resources required for Module 4, Task 1

Flipchart, pens, link to [SURVEY RESULTS](#) , appendix 4a –children's interpretation of the survey data.

First step for Module 4, Task 1

Ask participants to get into pairs or small groups and draw the figure of a child/young person in the middle of their flipchart page. Then ask them to complete a spider diagram (words and phrases around the outside of the shape) indicating who they think children and young people might go to for support. When complete, ask participants to rank the people they have listed. Ask them to share their ideas with the group with real, anonymised case examples from their own practice if they have them, using the following prompts.

- *Who would children and young people be most likely to go to?*
- *Might this vary depending on the child/young person's age, ethnicity, disability, religion, gender, type of violence, location, legal status and circumstances.*

Invite participants to read the *relevant sections* of the survey summary ([available at: http://www.childandfamilyresearch.ie/cfrc/projects/completedprojects/participationforprotectionp4p/](http://www.childandfamilyresearch.ie/cfrc/projects/completedprojects/participationforprotectionp4p/)) regarding sources of support, and Appendix 3b 'Relationships with those who can help: Key Messages drawn from the P4P consultations with children and young people', and discuss if their ideas matched with that of the children in the study.

It is important to note that the main sources respondents would seek help from if they were experiencing harm was someone in their family, their friends or a teacher.

However, if they were harmed by someone in a public place their second source (next to parent/guardian/other family member) was the police.

- *What does this mean for your profession and your ability to help a child who has experienced violence?*

Next steps for Module 4, Task 1

Repeat the exercise above but this time ask participants to draw the figure of the child/young person and to complete a spider diagram as to **how children learn to get help from services**. Ask participants to think about what are the best ways that children and young people can get information about support and services.

- *Is it through their friends?*
- *Through social media?*
- *Through being given information at school?*

Discuss with the group and then share the findings from the overview survey, the material from the children and young people's consultations, and the country specific data (see below).

Best sources of information on where to learn to get advice and support (overview survey) PLEASE NOTE there is country specific data available that can be used to compare with the overall survey findings.

What are the best ways children can learn how to get information or help if they are experiencing violence or harm?	% strongly agree/agree
Taught in school by teachers	73
Taught in school but not by teachers	60
Website where you can put in your problem and get advice back	56
Website where you can look up information	52
Friends and peer groups	45
Magazines, leaflets, posters	37
Leisure time activity clubs like sports, music, arts, youth club	36
Social media sites like Facebook or Instagram	29

Reflect with participants on the fact that, when asked in this project, eight out of ten children/young people thought the best way to get information was either to talk to someone personally (72%) or through telephone helplines (8%) and this was the case regardless of gender. However, among the older age group, speaking to someone personally was followed by websites (8%).

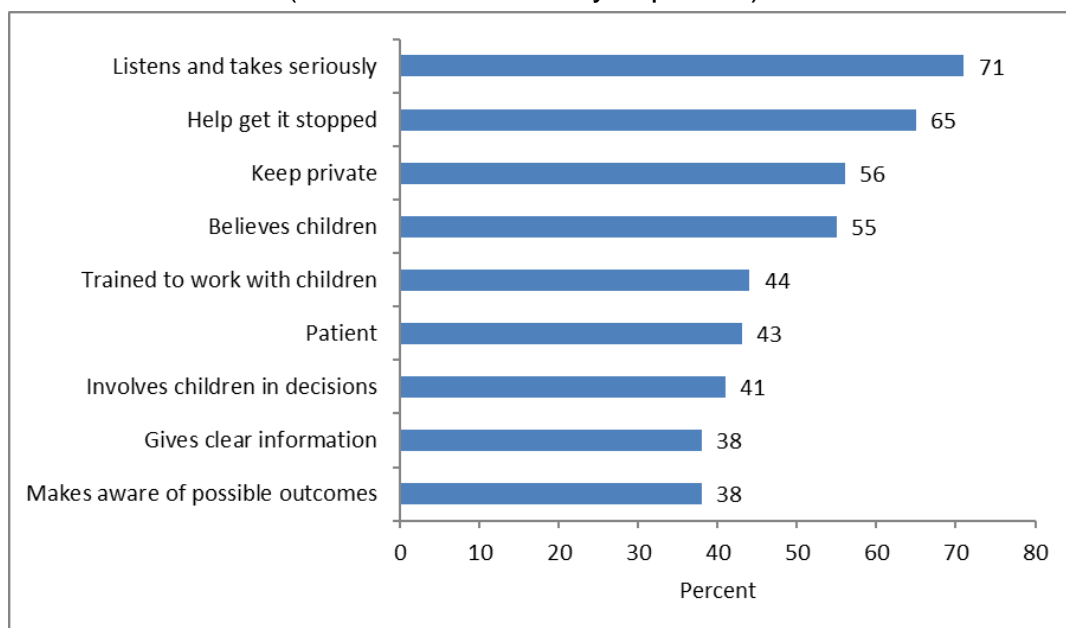
Appendix 4a shows an image of some tips from the UK children’s advisory group on their interpretation of the survey data and their thoughts about how children can access the information they need. PLEASE NOTE there is country specific data available that trainers should use to compare with the children’s advisory group findings. Discuss their thoughts with the group while reflecting on what their profession/organisation could do to make relevant information more accessible to children.

Remind participants that children and young people go to a range of people to seek support and that they may have access to a number of information sources regarding supports and networks. However, children and young people think that the best way to get information is to talk with someone.

A few seek help via a telephone service or websites. Using the material in Appendix 4a, invite participants to make the links between this and findings regarding the qualities and characteristics of people that children and young people view as most helpful (see table below + selection of quotes from Appendix 3c).

The best type of person to help children and young people

(Qualities that are very important)



Particular attention could be paid to the top three qualities that children and young people identified that they think are very important to help them. That is someone who:

- Listens and takes them seriously
- Helps get it stopped
- Keep private

Considering the above information, invite participants to discuss the following:

- *How do these qualities, identified by children and young people as important, fit with your role as a professional?*

Key messages at the end of Task 1

Children and young people identify people as the most likely source of seeking information about supports and services.

People have a responsibility to access reporting mechanisms if they are aware of children/young people experiencing violence.

BREAK FOR 10 MINUTES.

INSTRUCTIONS FOR THE TRAINER - MODULE 4, TASK 2

Module 4, Task 2

In the working groups, most of the children and young people identified family members as an important source of support. The purpose of this task is to give participants the opportunity to identify how they can better support parents to support children and young people, and how they can help children and their families to better access community supports and services.

The aim of the task is to illustrate to participants that parents are both duty-bearers (obligated to uphold children's rights) and rights holders (have parental rights and responsibilities) and that, within this context, it is important that children, young people and their families are better connected with community supports and services.

It is important to note that some children and young people revealed that the family itself was a source of risk and danger. This task will also help professionals become aware of those situations where children and young people do not feel able to seek support from their families, the reasons why and what they can do to better support these children and young people.

Resources required for Module 4, Task 2

Flipchart, pens, and, if possible, access to the internet.

First step for Module 4, Task 2

In pairs or small groups ask participants to discuss the following regarding parents and parenthood:

- *What are the roles and responsibilities of parents in relation to their children?*
- *What factors might compromise a parent's ability/capacity to parent?*
- *Can parents expect support from the state to meet their obligations?*

Trainers should refer to Appendix 4f to make the point that, within the UNCRC, parents are defined as both duty bearers (they have obligations and responsibilities in respect of their children) and rights holders (they have rights and can expect supports from the State regarding their parenting). Professionals need to hold both in balance in their relationships with parents.

Reflect on structures for support and empowerment for families within your organisation. Discussions could focus on professional body and/or organisational guidelines and codes of conduct, and why these are in place. Also, refer to country specific safeguarding and reporting mechanisms.

- *What policies exist in your organisation that recognise and support the role played by parents?*
- *What supports are available for parents?*
- *What is lacking and what could you do about it?*

Next step for Module 4, Task 2

For the majority of children and young people in the survey and involved in the working groups, families were a support. Discuss the proposition below,

- *It is a good idea to strengthen children, young people and families connectivity in the community.*
- *Why might this be the case?*

Thinking of their own family, invite participants to complete an ecomap that denotes their connections with the wider community and society. Instructions for completing the ecomap can be found at the link below. An example is provided in Appendix 4b.

www.strongbonds.jss.org.au/workers/cultures/ecomaps.html.

(PLEASE NOTE, an ecomap is one example. Country partners may have other tools to help with this exercise including Signs of Safety and other such exercises).

On completion, ask participants to get into pairs and reflect on each other's ecomaps by using the following prompts,

- *What strengths are there in your existing networks?*
- *What weaknesses are there?*
- *How might you go about strengthening a family's connectivity with their community?*

Some children and young people said that they would not go to their family for help if they were experiencing violence. Invite participants to think about why this might be the case and who else in a child/young person's network might be a source of support when violence is experienced.

PLEASE NOTE: The following task can be used for all professionals, or, can be tailored to the group if they have an interest in a particular area/issue. Depending on the group, you may wish to invite an expert guest trainer from a relevant external organisation to guide this task and focus on country specific issues.

To help professionals with this task, partners can pull out data, or create scenarios from the working group data that relates to specific groups. Ask participants to think about their professional catchment area (or a particular group they are interested in). If there is access to the internet, put the address into Google map. Using the 'nearby button' check out what support services (e.g. counselling, day nurseries, play groups, food banks) are available in the locality. Reflect on these and how you could use this resource to help and support parents and children and young people with differing needs (or your groups' issues and specific needs).

The expert Trainer can provide insights and advice on working optimally with specific groups and their particular needs, and refer the group to relevant external agencies and supports.

Ask participants to reflect on different groups of children within their catchment area and any specific needs they may have (or a specific group if that is their interest). Focus discussions on immigrant children and their families, unaccompanied minors, LGBT+, children in care (or another particular group) and discuss the following:

- *What supports would the child (from each group) and their families need if they arrived in your catchment area?*
- *Do girls and boys (from each group) need different/similar services?*
- *What services are available for younger and older children (from each group) in your area?*
- *What would you do if a child/family needed a service that is not provided in your area?*

Key messages at the end of Task 2

Children and young people's experiences of violence do not happen in a vacuum and similarly supports and services are not provided in a vacuum.

Contexts and circumstances and children and young people's lives are complicated and services and supports need to reflect this complexity.

BREAK FOR 10 MINUTES.

INSTRUCTIONS FOR THE TRAINER - MODULE 4, TASK 3

Module 4, Task 3

The purpose of this task is to give participants the opportunity, frameworks and tools to engage with children and young people who have experienced violence in a meaningful way, and to ensure that their views and perspectives are at the centre of the design, delivery and evaluation of supports and services that help them regarding violence in their lives. The aim is that professionals, and the organisations they work in, see the benefits and encourage the participation of children and young people in the design and delivery of the supports and services they offer.

Resources required for Module 4, Task 3

Flipchart, pens, Lundy model (Appendix 4c), the evaluation of practice checklist (Appendix 4d) and the personal reflections sheet (Appendix 4e).

First step for Module 4, Task 3

Using a flipchart, write the word PARTICIPATION in the centre of the page. Discuss with the group what participation means to them and use the following questions as prompts.

- *What is child participation? (Informing? Deciding? Consulting?)*
- *Why is child participation important?*
- *When should child participation start? (think back to children's rights - from the beginning at the front desk reception, online, when a decision has been made?)*

Now hand out the children and young people's quotes (from Appendix 3c) and ask participants to read these again, but this time, to reflect on the following:

- *What are the barriers to child participation when they experience violence?*
- *What do adults need to do to fulfil the principle of child participation for those who have experienced violence?*

Use the pointers below to ensure that key points for each question are covered.

What is child participation?

- *The active involvement of children and young people in the decisions, processes, programmes and policies that affect their lives.*
- *Participation is a fundamental right of children and young people.*
- *It is also a means through which their other rights can be realised.*

Why is child participation important?

- *Provides information on, and insights into children and young people's lives that can inform legislation, policies, budget allocations and leads to better services and protection measures.*
- *Children and young people acquire skills, knowledge, competencies and confidence through participation.*
- *They are empowered and learn to cooperate with adults and their peers .*
- *Empowered children and young people can become active and effective advocates for change and the realisation of their own rights.*
- *Promotes civic engagement and active citizenship.*

What are the barriers to child participation?

- *Cultural barriers – children should be seen and not heard, be trained and disciplined, should show respect for their elders etc*
- *Adult resistance - power dynamics, adults know best*
- *Lack of adult capacities – children are incompetent, indecisive and immature, need guidance*
- *Fear of useless or negative suggestions and outcomes -waste of time to consult with children, they should do what they are told*
- *Explore the specific barriers to participation when working with children who experience violence*

What do adults need to do in their professional practice to fulfil the principle of child participation?

- *Allow the group time to come up with their own ideas on this, which you can compare with the following.*

Next steps in Module 4, Task 3

The Lundy Model

Hand out copies of the Lundy Model (Appendix 4c). Explain to the group that there are a range of models of participation. Lundy's Model of participation is the

most appropriate to use here because it is grounded in the UNCRC and focuses on a rights-based approach to involving children in decision-making.

Explain to the group that the Lundy model of child participation, developed by Laura Lundy, Professor of international children's rights at Queen's University of Belfast, provides a framework for child participation to guide all government, civil society, charitable and other sectors, to promote the meaningful participation of children in their work.

Explain that the four elements in the model – SPACE, VOICE, AUDIENCE and INFLUENCE – have a rational order which provides a way of operationalising a child's right to participation, as detailed in Article 12 of the UN Convention on the Rights of the Child (UNCRC), which states:

“every child who is capable of forming views has the right to express those views freely in all matters affecting them, and that their views must be given due weight in accordance with their age and maturity.”

Inform participants that the model focuses decision-makers on the distinct yet interrelated elements of participation and alerts them to factors that need to be in place for a child or young person to participate in decision making about things that affect their lives.

Evaluating practice

Inform participants that to evaluate their practice, the SPACE, VOICE, AUDIENCE and INFLUENCE (SVAI) checklist can be used (Appendix 4d) along with the personal reflection sheet (appendix 4e). Provide the group a copy of the checklist and reflection sheet and ask them to work in pairs and think of a time when they consulted with a child in their daily work.

They should complete the SVAI checklist first to explore how well they have fulfilled the principle of participation.

SPACE: A safe and inclusive space for the child or young person to express their views

VOICE: Provide age appropriate information and facilitate the expression of children and young people's views

AUDIENCE: Were the child's or young persons views communicated to someone with the responsibility to listen?

INFLUENCE: Were the child's views taken seriously and acted upon where appropriate?

Feedback: were decisions made feedback to the child or young person. If their views/suggestions were not taken has it been explained to them why that was.

- *Ask them to discuss in their pairs if there is any changes they could make now and in the future that would enhance the meaningful participation of children and young people in their daily work.*

The Personal Reflections sheet can be completed after the participation checklist to explore deeper how well they have created an enabling environment, and developed a trusting relationship, by reflecting on the elements described by the children and young people in the study.

The children and young people in the study referred to a trusted adult as someone who can,

- understand and empathise with their situation,
- actively listen to them,
- take appropriate action,
- maintain their privacy
- inform them what would happen to their information, and
- include them in decisions.

Invite participants to complete the Personal Reflections Sheet (Appendix 4e) and inform them that it can be used to record some personal reflections of each encounter with a child and young person to draw attention to the areas listed above that may require further consideration.

Inviting participants to think of themselves, the organisations they work in, and the information they have received from the children and young people in the study who have experienced violence, ask them to use the reflections sheet to think about what could be done better/differently in future?

Remind them of the following points of the evaluation framework whilst thinking about what they know now about the needs of a child or young person who has experienced violence.

SPACE: Was the space safe and inclusive for a child to express their views? - Think about the room, where was it, comfort levels, temperature, amount of time, was

anyone else present, did they help or hinder, did you provide refreshments, breaks etc.

VOICE: Was appropriate information and facilitation provided to the child or young person? - Was information child-friendly, age appropriate, uncomplicated or complex, did the child or young person seem to understand, were they able to articulate what happened to them or not talk if they didn't want to, did you give them time to think about their answers, did you interrupt, listen and feedback their views to them to check your understanding etc.

AUDIENCE: Were the children's views communicated to someone with the responsibility to listen? - Did you compile a report, did the child or young person see this and sign it off, was any paper work passed on with/without the child or young persons permission, did the child or young person know who would have access to their information, did the relevant authorities receive this information and spend some time reviewing this.

INFLUENCE: Were the child or young persons views taken seriously and acted upon where appropriate? Did the authority take their views seriously, did their views cause a particular action, were actions reported back to the child, if not, why not.

Regroup and encourage participants to share some interesting points from their reflections. Remind participants that for children who have experienced violence, and who are seeking supports and services, they value the opportunity to speak to someone face-to-face to seek help.

Invite participants to think of the checklist as something that can be used to evaluate daily practice. Inform participants that, in true participatory style, it might be useful to cross-check this evaluation with the children involved in their service to see if this accords with their understandings of the impact of each of these elements - from their perspective. End with the question below,

- *Do you think it was useful to hear from children and young people about their experiences of violence and the supports and services in place to help them?*
- *Will your new knowledge make you better/more efficient at your job?*

Overall Key Messages from Module 4

Children and young people identify people as the most likely source of seeking information about supports and services.

People have a responsibility to access reporting mechanisms if they are aware of children/young people experiencing violence.

Children and young people's experiences of violence do not happen in a vacuum and similarly supports and services are not provided in a vacuum.

Contexts and circumstances and children and young people's lives are complicated and services and supports need to reflect this complexity.

Professionals and the organisations they work in, need to be attuned to engaging with children and young people and seeking their views and perspectives.

Professionals' practice in this area, can be informed and transformed by the application of the Lundy model and applying the learning they have gained in this programme which has been informed by the children and young people who have experienced violence.

Appendix 4

Instructions for the Trainer

PRINT UP PACK

Appendix 4 Contains 4a, 4b, 4c, 4d, 4e, 4f

These resources are for use with Module 4, Tasks 1, 2 and 3

Appendix 4a

Children and young people's interpretation and views on the qualities and characteristics of a helpful person to go to for help regarding experiences of violence

For Module 4, Task 1

Column 1 (Left):

- Violence = **abuse**
- They think violence as physical.
- Violence is a thing
- Can't talk to a leaflet
- You can't ask a leaflet a question.

Column 2 (Middle):

Violence = abuse - sexual, physical, different, mental, neglected

Compare people who have been abused

"Children shouldn't fight go get a trusted adult"

Boys think that they're tough

Get the right meaning of violence

when give other countries make the people write it in a way that they would understand

Children need to learn to the different types of abuse

Teachers show the difference between them all.

Can't ask a leaflet a question

Talking someone personally is worse because you don't know who your talking to

abuse
Sexual
Physical
neglect
mental

Boys think that they're tough

Social media, Facebook, Instagram is awful for help they don't know who they are talking to

Confident teacher when teaching abuse.

Table 3:- Curriculum should have ~~teach~~ abuse learning.

Violence makes me worried

Children thought touching private parts was violence maybe because of the touching.

I think of violence as physical abuse but is neglect, emotional and sexual abuse violence.

Get the meaning of violence

Children need to learn about abuse in school.

Not sure if abuse should be in the violence family.

Teachers need to be more open about situations.

Violence should be talked about as how it makes you feel.

Boys have the urge to defend themselves.

If girls tell an adult they might feel they're giving up.

Social media might not help

Children need to know violence and abuse nearly are the same. Call types of abuse)

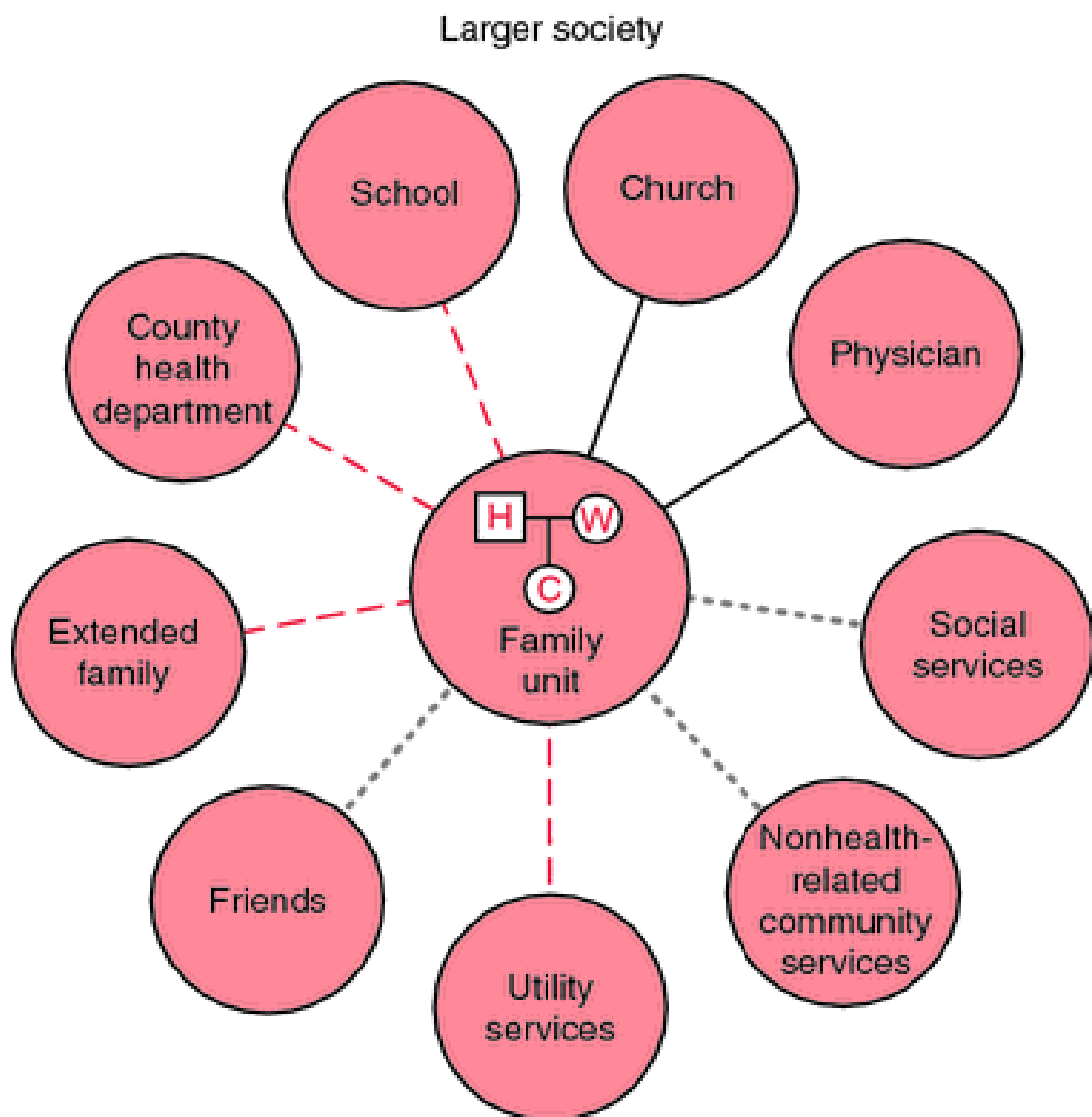
the children may be right and we should take the idea from someone who has went through it

Appendix 4b

For Module 4, Task 2

An example of an ecomap.

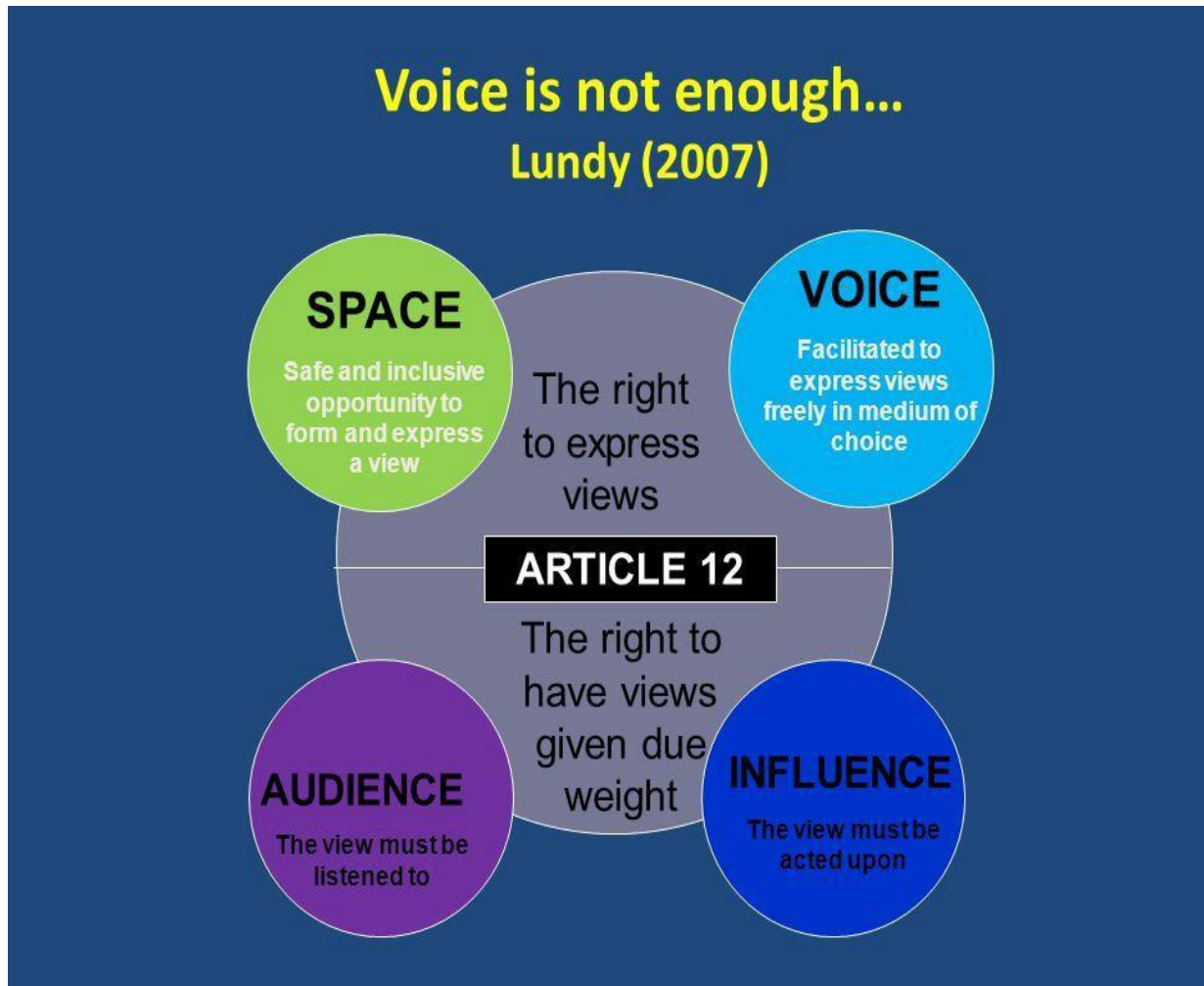
Ecomap - provides a useful tool for assessing family, social and community relationships and highlight the quality of these connections.



Appendix 4c

For Module 4, Task 3

The Lundy model.



Lundy (2007). 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, 33:6, 927-942. <http://dx.doi.org/10.1080/01411920701657033>

Welty & Lundy (2013). 'A children's rights-based approach to involving children in decision making', *JCOM* 12(03): C02. <https://jcom.sissa.it/sites/default/files/documents/JCOM1203%282013%29C02.pdf>

Appendix 4d

For Module 4, Task 3

The Space, Voice, Audience, Influence (SVAI) checklist.

SPACE: A safe and inclusive space for the child to express their views	Y/N
Were the child's views actively sought?	
Was there a safe space in which the child could express themselves freely?	
Were steps taken to include the views of all those involved? (e.g. other family members)	
VOICE: Provide appropriate information and facilitate the expression of children's views	
Was the child given all the information they needed to form a view?	
Did the child know that they did not have to take part?	
Was the child given a range of options to choose how they might express themselves?	
AUDIENCE: Were the child's views were communicated to someone with the responsibility to listen?	
Was there a process for communicating the child's views?	
Did the child know who their views were to be communicated to?	
Does that person/body have the power to make decisions?	
INFLUENCE: Were the child's views taken seriously and acted upon where appropriate?	
Were the child's view considered by those with the power to effect change?	
Were procedures in place to ensure that the child's views were taken seriously?	
Was the child provided with feedback to explain the reasons for decisions taken?	

Appendix 4e
For Module 4, Task 3.

PERSONAL REFLECTIONS

SPACE: Was the space safe and inclusive for a child to express their views?

VOICE: Was appropriate information and facilitation provided to the child?

AUDIENCE: Were the children's views communicated to someone with the responsibility to listen?

INFLUENCE: Were the child's views taken seriously and acted upon where appropriate?

Appendix 4f

The UNCRC, parents and parenting

1. The importance of the family

The UNCRC Preamble states that:

The family, as the fundamental group in society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community”

And goes on to recognise:

That the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding”.

2. Parents as duty bearers

Article 5

“States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community [...] or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.”

Article 27

Parents have the primary responsibility, within their abilities and financial capacities, to ensure the child has the right to a standard of living adequate for the child’s physical, mental, spiritual, moral and social development.

“The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.”

3. Parents as duty bearers and rights holders

Article 18

Article 18 gives parents the primary responsibility for the upbringing and development of their child and that they must consider their best interests at all times. It also makes it clear that governments must recognise parental responsibilities and provide resources and support to help them fulfil their responsibilities.

“States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.”