

### Responses to the call for information 2013/2014

#### What do you think works well or is important when engaging young people as participants in efforts to prevent sexual violence?

##### Peer-to-peer support

- *'...and to attract young leader amongst them which maybe will be trained specifically on the topic. They will be encouraged to share their knowledge with their peers using the new technologies and social media'* (2S, Serbia)
- *'The person who is recruiting them should be at a young age (but professional).'* (1L, Latvia)
- *'From [the organisation's] experience in conducting long term social inclusion programmes, peer relations are an important part of engaging young people as participants in efforts to prevent sexual violence.....joint workshops and meetings with peers/friends of beneficiaries with whom the victims have established close contact, shared outings (zoo, cinemas, concerts...) of beneficiaries, their friends and employees, joint birthday parties in NGO*

*[organisation's] premises...'* (3S, Serbia)

- *'...the participation of children and young people is essential to the effort because they reach out to their peers on the issue of child sex trafficking in a specific manner.'* (4M, Moldova)
- *'...to use peer-to-peer education'* (5U, Ukraine)
- *'The example of the programme that showed the results is continuous education and action within the youth office in local communities. They were engaged in every part of the action...they learned about principles such as recognizing diversity, confidentiality and privacy, safety, participation and engagement, access and equity, non-discrimination. They gathered around the issues of sexual violence, they passed specific trainings and through mechanism developed within youth offices they succeeded to engage more people around the issue.'* (3S, Serbia)
- *'...it is very important to motivate those, who we involve in work with peers'* (17U, Ukraine)

##### Accessible language and messaging that fits the age and context

- *'It is better not to use words "sexual violence" when approaching youth, youth organizations or schools but use more general phrases like "youth relationships", "violence" or "bullying".'* (1L, Latvia)
- *'To discuss with them the issue with their own language, slang...'* (2S, Serbia)
- *'Providing YP with information which is accessible and enables them to become more able to critically reflect on their circumstances.'* (6U, UK)
- *'In any event, it is important that the message young people receive about the risks of human trafficking is*

*realistic.....also, the message must not be over terrifying, making them wish not to leave their home ever again' (7S, Serbia)*

- *'It is also very important that programs and materials are designed to respond to local circumstances and local children, i.e. not to copy-paste from other countries. This does not undermine the importance of sharing experiences and good practice, but it should always be borne in mind that every community has its specific characteristics' (7S, Serbia)*
- *'When developing prevention activities that is very important to take into account the age and other characteristics of the target group' (16R, Russia)*
- *'When we're engaging young people in such work, we always take into consideration tastes and emotional needs of youth, according to their age, in order to make our work more effective. (17U, Ukraine)*

### **Using different methods and materials and developing fun and exciting opportunities**

- *'Employing varied materials and methods, helps YP to maintain interest. We are constantly searching for new materials and take feedback from YP to inform the development of our methods, i.e. if they are not engaging, we stop using it.' (6U, UK)*
- *'Make it FUN and dynamic: give them statistical data, show pictures, videos, do energisers and different activities in groups and pairs.' (1L, Latvia)*
- *'There needs to be exciting opportunities, (e.g. trips to different cities, or opportunities to present to professionals.)' (8U, UK)*
- *'Incorporate entertaining, interactive and cultural activities that build upon young people's talents in order to present and share information or express experiences in efforts to prevent sexual violence' (9B, Belgium)*

- *'Active methods, based on a broad aim, rather than detailed prescriptive work is found by us to be most effective. This enables practitioners to feel able to quickly respond to YPs needs and draw on their strengths to facilitate sessions (applies equally to group or individual work) and fosters a collaborative "working with" rather than "doing to" relationship.' (6U, UK)*
- *'Identifying materials and resources which they can access/review outside of sessions i.e. time to reflect and acknowledging the different learning styles of individuals.' (6U, UK)*

### **Listening and working together as equals**

- *'Show interest in what they have to say. '(1L, Latvia)*
- *'Take them seriously... '(9B, Belgium)*
- *'Providing YP with an opportunity to be heard, i.e. encouraging them to share their thoughts and feelings without fear of criticism or ridicule.' (6U, UK)*
- *'Listening to young people's voices, and ensuring they are included in all decision-making processes, is vital for the success of any efforts to combat sexual violence. Whether in policy or programme development, involving young people throughout all stages of design, development, implementation, monitoring and evaluation, is crucial for success.' (15P, Pan-Europe)*
- *'That is very important to regard young people as equal partners' (16R, Russia)*

### **Time, timing, bonding, training, developing rapport and preparation**

- *'...do not overwhelm them. Give them time for their preparation if they are supposed to get active themselves.' (9B, Belgium)*
- *'Consider the individual situation of the young people involved in terms of timing, duration and extent of activities*

(e.g. school/university exams, work, holidays, hobbies).’ (9B, Belgium)

- ‘Allowing a lot of time for group to bond, set group agreements and feel that they are all working towards the same goal.’ (8U, UK)
- ‘...the plan of work, the activities within the project have to be very good programmed and prepared...’ (4M, Moldova)
- ‘Continual engagement, gradually building up both peer teams’ knowledge and group atmosphere, crucial attention to emotional component..’ (10S, Serbia)
- ‘In our experience developing rapport and a therapeutic relationship is crucial in our early contact with the YP and affects the YP’s response to the entire intervention programme.’ (6U, UK)
- ‘That is very important to train young people on the issues of violence and commercial sexual exploitation of children prevention before involving them into the development and implementation of awareness raising activities’ (16R, Russia)

### **Be honest about the commitment**

- ‘Be honest about what is expected from them (commitment to what? timeframe etc.) and what they can expect to achieve or get out of it.’ (11A, Austria)

### **Show that young people can make a difference, help other people and that survivors can recover**

- ‘Make them see that by taking action they can change something (even if just a little bit).’ (1L, Latvia)
- ‘...or the opportunity to help other young people’ (8U, UK)
- ‘Sending out a public message that a recovery of sexual assault survivors is possible’ (10S, Serbia)

### **That young people involved in collaboration projects are at low risk of CSE**

- ‘It was extremely important to me that the young people involved in the project were all LOW risk of CSE [child sexual exploitation], so there were not current risks of them associating with other young people experiencing CSE and forming links or networks with potentially risky people.’ (8U, UK)

### **Food!**

- ‘Food is important to the young people!’ (8U, UK)

### **Outreach and access**

- ‘Going to the places where young people are such as in schools, communities and on the street is better than waiting for them to find us.’ (12U, UK)
- ‘As for trafficking in human beings, and from the perspective of a country of origin, it is difficult to reach out to those most vulnerable to exploitation and violence. In the majority of cases, these are people without effective access to education, who live on the margins of society, who are deprived in every sense, who are used to living in violence and who are not always in situation to be careful and to protect themselves. Real prevention of this sort of violence requires much deeper and structural changes that cannot be performed by an NGO.’ (7S, Serbia)

### **Involve young people in decision-making so that they can take ownership of the work**

- ‘Talking about the YP’s agenda, rather than our own is vital and enables YP to take ownership of their involvement with [organisation]’ (6U, UK)

- *'An important part of the participation of children is to involve young people directly in the decision making process: discussion sessions, direct contributions, analyse of their own problems, develop activities on their own design, encourage creative thinking.'* (9B, Belgium)
- *'Young people need to be invested in the project and take ownership of it.'* (8U, UK)
- *'...their activities should involve their creative thinking, leadership skills and showcase their responsible citizenship'.*(4M, Moldova)

## **What are some 'good practice principles' or 'values' that should be maintained when engaging with young people around the issue of sexual violence?**

### **To work with experienced staff**

- *'People who work with them should be experts on the issues so that no unintentional harm is done.'* (1L, Latvia)
- *'A professional psychologist should be involved into work with young people (trainings, supporting them in development and implementation of the prevention activities). '* (16R, Russia)
- *'During the training young people could share their life stories and some of them could survive violence and commercial sexual exploitation. That is very important for the trainer to react in the right way and to support the person who shared this, provide him/her psychological consultation if needed or refer to the specialist who could help him/ her'* (16R, Russia)

### **Confidentiality**

- *'Confidentiality.'* (1L, Latvia)
- *'Making sure that the young people can access confidential services.'* (12U, UK)
- *'...to be confidential'* (5U, Ukraine)
- *'Confidentiality'* (13A, Albania)
- *'Confidentiality'* (15P, Pan-Europe)

### **Supervision and support for young people**

- *'Supervision is very important. Build a "security net" around them – they should always know who to turn to in case of problems (overstraining, exhaustion, lost of interest...) and who to refer other youngsters to in cases of abuse. They should be made aware of their limits and it should be clear that it is most important to know and keep your own boundaries.'* (11A, Austria)
- *'The young people can have access to support after the sessions / meetings.'* (8U, UK)
- *'Having trusted adults as a back up along the process..'*(10S, Serbia)
- *'Inform and encourage'* (6U, UK)

### **To show appreciation and provide positive feedback**

- *'Appreciation is also key – e.g. by certificates, letters of recommendation or just by saying thank you for your great help / good job! 😊'* (11A, Austria)
- *'Other good principle is to approve their attempts and attitudes and support them with understanding and positive feedback.'* (2S, Serbia)
- *'Acknowledgement of each individual effort as well as holding promo/recognition sessions when results reached'* (10S, Serbia)
- *'Offer specific praise, rather than general.. Identify positive attributes and qualities'* (6U, UK)

### **To see young people as more than 'victims/survivors'**

- *'Young people should be seen as more than just 'victims' or 'survivors', e.g. they are more than just their experience of sexual violence' (8U, UK)*
- *'Non treating the case within the context of the sexual violence group, but treated in a broad context and a big group of children with or without problems.'* (13A, Albania)

### **To create safe and friendly spaces**

- *'to create safe space for young people facing experience.'* (5U, Ukraine)
- *'to keep friendly and positive atmosphere' (5U, Ukraine)*
- *'...we will meet the young person where they feel safe at a time when suits them' (14U, UK)*

### **To respect diversity and be flexible**

- *'to respect diversity' (5U, Ukraine)*
- *'Avoid a "one size fits all" approach...be flexible (6U, UK)*
- *'Providing each person with the important role and with a possibility "to play the main role and to become a star' (16R, Russia)*
- *'Acknowledge YP needs...Be prepared to respond to individual needs' (6U, UK)*

### **To encourage respect and trusting relationships**

- *'Encourage youth to build positive relationships based on friendship and trust' (9B, Belgium)*
- *'Ongoing learning and developing communication skills that will reflect mutual respect..' (10S, Serbia)*
- *'Value and respect the views and opinions of YP' (6U, UK)*
- *'Respect, privacy, equality and participation.'* (15P, Pan-Europe)

- *'Respect, tolerance, breaking stereotypes' (16R, Russia)*
- *'Victims of sexual violence need special support: Sustainable relationships with supervisor based on trust and respect and confidence' (17U, Ukraine)*

### **To discuss as equals and ensure different perspectives are heard at all levels**

- *'To discuss the issue as equal parties and to involve them not only in implementation of activities but to empower them and to engage in decision making process.'* (2S, Serbia)
- *'Ensure that their perspective is considered at all levels' (9B, Belgium)*
- *'Facilitate rather than teach....Collaboration' (6U, UK)*
- *'Equality' (16R, Russia)*

### **Be honest and transparent**

- *'Be open and transparent' (6U, UK)*