

Workshop: Research Methodology & Conducted Research on Violence Against Children in Cambodia



16-17 August 2011

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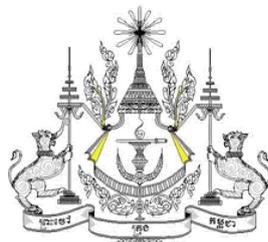


Table of Contents

Concept Note	3
Introduction	4
Workshop Proceedings: Day 1	5
Introductions & Opening Remarks	5
What is Research?	5
Pre-Workshop Survey Results & Discussion	5
Case Study Activity	7
Special Consideration of Children	8
What Makes Research “Good”?	8
Case Study Activity, Revisited	9
Q & A Panel	10
Workshop Proceedings: Day 2	11
Review of Previous Day	11
Research Example: Stop Violence Against Us	11
Research Example: The Middle Way	12
Research Example: I Thought it Could Never Happen to Boys	12
Q & A Panel	13
Strengths & Concerns of Doing Research with Children	15
Post-Workshop Survey	17
Appendices	19

Concept Note^{*}

Background

With frequent research in local newspapers, sexual abuse of children in Cambodia appears to warrant attention. However, while the reports are illustrative, they do not inform on the actual extent of child sexual abuse in Cambodian society. Over the past years, several studies have been conducted to get a more accurate view of child sexual abuse in Cambodia. All studies point to areas of concern. However, while these studies highlight some aspects of abuse of children, reliable data on prevalence of child sexual abuse in Cambodia remains limited. Studies tend to focus on child rape or forced sex, leaving out a range of other sexual abuses. Several presume the victim to be female and/or the perpetrator an adult male, ignoring boy victims and that children and youth can be perpetrators of sexual abuse as well. Furthermore, the information is typically anecdotal, attitudinal, and based on small sample groups, with little external validity. Therefore, additional research providing comprehensive data on prevalence of child abuse in Cambodia remains urgent.

In 2010, MoWA requested UNICEF Cambodia for the support and technical assistance in conducting a national study on prevalence of sexual violence, including patterns of risk factors, against children in Cambodia. At the same time, UNICEF East Asia and Pacific Regional Office initiated a collaborative program aiming to establish national baselines on violence against children in the region. This research aims to provide comprehensive statistics on the prevalence of violence against children in the region with an emphasis on sexual violence. The study is to inform sector-wide government policy on child sexual violence prevention, awareness campaigns and to build capacity among local and national agencies to identify and prevent violence against children. In 2011, the MoWA agreed to take the lead in implementing this study in Cambodia.

Pursuant to this agreement, an inter-sectoral Steering Committee was established with overarching responsibility for the Violence Against Children (VAC) survey in terms of design, management and implementation. Chaired by MoWA, deputy-chaired by MoSVY and supported by the Secretariat, the Steering Committee receives technical support from UNICEF. In order to support the Steering Committee in its tasks, the MoWA proposed a series of workshops for Steering Committee members, including a two day workshop on research design and methodology and an overview of recent research conducted about violence against children within the Cambodian context.

Objective

The two-day workshop had two objectives:

- 1) To familiarize participants with quantitative and qualitative research design and methodology.
- 2) To familiarize participants with research conducted in Cambodia on violence against children.

^{*} Concept note prepared by UNICEF

Introduction

This report reflects highlights from a two day workshop on Research Design & Methodology designed specifically for members of the Steering Committee for the Study on Violence Against Children and Young People. The workshop was organized by MoWA and MoSVY and supported by UNICEF. In total, the workshop had a total of 24 participants from various positions within MoWA, MoSVY, and other ministries of the Royal Cambodian Government.

Workshop presenters were Dr. Glenn Miles (Chab Dai/Love146), Ms. JK Reimer (Independent Researcher), Ms. Samnang Chan (Independent Researcher), and Mr. Tem Sereivuth (Research Consultant), with a special presentation by Mr. Alastair Hilton (First Step Boys Project). Translation was provided by Mr. Sophorn Phoung (Love146) and notes recorded by Ms. Tania DoCarmo (Chab Dai).

Workshop Proceedings: Day 1

TUESDAY, 16 AUGUST

Introductions & Opening Remarks

The Ministry of Women Affairs welcomed participants to the workshop.

Dr. Glenn Miles went over the workshop agenda, introduced the other presenters, and pre-workshop surveys were distributed to participants.

Opening remarks were made by Undersecretary of State for the Ministry of Women's Affairs, Her Excellency Hor Malin.

What is Research?

PRESENTED BY MS. JK REIMER & MS. SAMNANG CHAN

For this session Ms. Reimer and Ms. Chan focused on giving an overview and introduction to social research, and the primary objectives of the workshop. Main themes of the presentation included: what research is, types of research, why we do research, forms of research, elements of research, research methods, research tools, and research with children. Emphasis was placed on a description of the three research "families" (qualitative, quantitative, mixed methods); steps to research (state a research question, define terms, literature review, etc.) and types of research tools (interviewing, focus groups, questionnaire, etc.). *See Appendix C for full presentation.*

Following the presentation one participant asked the presenters which research method, based on their experience and context in Cambodia, they thought is best to use. In response, Ms. Reimer said that one's research method should depend on the context of the research. Using mixed methods allows a researcher to go both "deep" and "wide" into their research question, and qualitative and quantitative methods can often work well together. For example, a researcher could choose to use focus groups and interviews to design a survey before they use it as a tool for quantitative data. However, it also depends on what kind of research is already out there. If there is already a lot of qualitative research within a particular topic, it could be a good idea to follow that up with a quantitative study.

Pre-Workshop Survey Results & Discussion

PRESENTED BY DR. GLENN MILES

During the workshop's opening remarks, workshop participants were asked to fill out a pre-workshop survey. Dr. Miles explained that the purpose of the survey was to learn about the participants' experience with research and their experience with violence. *See Appendix B for survey.*

PRE-WORKSHOP SURVEY RESULTS (total surveys = 9)

NATIONALITY	GENDER	RESEARCH EXPERIENCE	
Expats - 2	Females - 9	None - 4	DESCRIBE RESEARCH EXPERIENCE: I have helped with government national surveys. (Much) Interview data collection for research on violence (Some) Research on attitudes of youth about peace. (Some) Helped with research on leprosy with WHO. (Some) Health related survey with parents. (Some)
Khmer - 7	Males - 0	Little - 0	
		Some - 4	
		Much - 1	
AGE	EDUCATION		
31-40 yrs - 1	General Ed - 2		
41-50 yrs - 2	Diploma - 2		
51-60 yrs - 4	Bachelors - 1		
61-70 yrs - 2	Masters - 4		

EXPERIENCE WITH VIOLENCE	
<u>VIOLENCE AT SCHOOL</u> Yes - 3 No - 4 No Answer - 2	DESCRIBE VIOLENCE EXPERIENCE: I was hit by my parents I was hit by my school teacher
<u>VIOLENCE AT HOME</u> Yes - 2 No - 5 No Answer - 2	Emotional violence at work without any reason I experienced violence during the Pol Pot regime Emotional and sexual exploitation
<u>VIOLENCE AT WORK</u> Yes - 2 No - 6 No Answer - 1	Emotional abuse from parents Violence from my teacher I was blamed by my parents (emotional violence)

Dr. Miles presented survey results for group discussion:

- NUMBER OF SURVEY RESPONDENTS. *What does it mean that there are more than nine participants, but only nine people participated in the survey?* Some participants came late, but others may have felt they didn't want to participate.
- AGE RANGE. *There are no workshop participants under 30 and none over 70. What does this tell us?* First, it tells us that those participating in the workshop have life experience. Even without the knowing participants' education background we know this is a group that is generally experienced because they have age.
- EDUCATION. Participants have very broad education experiences. It is impressive that so many participants have a college education as it is difficult for many people in Cambodia to get a higher education. However, we cannot assume that people without higher education are not experienced in research.
 - This could be challenging for expatriate researchers who do not know much about Cambodia, as they may not understand the Cambodian context when it comes to education.
- EXPERIENCE WITH RESEARCH. This section gave us both *quantitative* and *qualitative* information about participants' experience with research. We not only know how much experience people have, but we also know exactly what kind of research they worked on.

- **EXPERIENCE WITH VIOLENCE: QUANTITATIVE DATA.** It is important to note that some survey participants didn't answer questions about their experience with violence. When participants *don't* answer a question, especially about violence, this could be indicative that survey participants do not want to share this information.

Based on this data, we could create some very interesting statistics (for example: 30% of participants experienced violence at school). However, you always need to consider the number of participants surveyed, and who the sample truly represents. We cannot say from this data that 30% of Cambodian school children experience violence. People in this workshop do not represent Cambodia as a whole. In addition, because participants are different ages, their experience in school occurred during different time periods.

- **EXPERIENCE WITH VIOLENCE: QUALITATIVE DATA.** Using data from our qualitative questions, we know more about what participants have experienced.
 - Interestingly, those who said they experienced no violence in the previous question went on to say they experienced emotional violence or sexual exploitation. This is an important observation because it tells us participants originally understood the term "violence" as meaning "physical violence".
 - Dr. Miles said if he was to do the survey again he would be sure to define the term "violence"; and as opposed to asking about the "place" of violence he would ask about "types" of violence (sexual violence, physical violence, emotional violence, etc.).

Case Study Activity

PRESENTED BY DR. GLENN MILES

How do we know when research is "good"? What should we look for? During this session, Dr. Miles asked participants to judge whether a newspaper article and various research summaries could be considered "good." *See Appendix D for article.*

NEWSPAPER ACTIVITY

Research statistics are often quoted in Cambodian newspapers. It is important when researchers look at these statistics to analyze whether what is being said is based on good research. Even if research is done very well, journalists may not always record it properly.

Dr. Miles introduced an article from the *Phnom Penh Post* on 15 Aug 2011 entitled, "Child Malnutrition is Rife in Cambodia According to WHO," and read the following excerpts:

- *Health experts state that malnutrition facing children is one of the biggest issues in present Cambodia, which is among 15 countries in the world facing severely malnourished children.*
- *Nutrition expert of UNICEF remarked that malnutrition is the problem that causes death of over 6,400 children each year. He continued by saying that, "One of three children under five is malnourished."*
- *National Nutrition Program Manager of the Ministry of Health of Cambodia said that "Cambodia is the leading country of breastfeeding mothers, who make up 73% of the entire country in 2010."*

Dr. Miles asked: *Of these statements, which ones are questionable and why?*

- The journalist does not cite any references. (Participant)
- The journalist does not define "severely malnourished children." What does that mean? If you look at UNICEF's *State of the World's Children* every country has some level of malnutrition. So how were these 15 countries chosen for facing "severely" malnourished children?
- The article states malnutrition causes over 6,400 deaths. Where? In Cambodia, within the 15 countries or globally? Where did this statistic come from?

- While it is positive for Cambodia to say that 74% of women breastfeed (if that is indeed what it is saying), it would be helpful to know where this information came from.

CASE STUDY ACTIVITY

For this activity, participant pairs received a summary of research surrounding violence against children in Cambodia. *See Appendix E for full literature review.*

Participants were asked to answer two questions about their assigned research summary:

1. *What can we learn about the situation of violence against children in Cambodia from this research?*
2. *Is this good research? Consider questions you would ask the researcher about their research.*

After working with a partner, participants presented their answers:

- IOM, *TIES THAT BIND*. Group presented the research's main findings, and felt the research gave clear results and clear statistics. The group reported they generally agree with the research's outcomes. They emphasized results could be used for more research in the future.
- CCHR, *HUMAN TRAFFICKING IN CAMBODIA*. Presenter gave an overview of the research's purpose to analyze the effectiveness of the anti-trafficking law. The group reported they felt the reported results could be more extensive. It wasn't clear what the methodology was, the age of the research participants, or how many people participated.
- CWCC, *MARRIAGE OF YOUNG CAMBODIAN WOMEN IN TAIWAN*. Presenter gave an overview of the research findings. The group reported that the research was old (2003-2006), and that the situation is different today. They also felt the data within the summary was not clear enough.
- APLE, *SURVEY OF STREET-BASED CSEC IN CAMBODIA*. The group gave an overview of the research purpose and findings. Overall, they felt it was unclear as to whether perpetrators were foreigners or Khmer; and research results did not fall in line with research objectives.
- UN, *SITUATION ANALYSIS OF YOUTH IN CAMBODIA*. Presenters felt the report did not give enough information about the research results, and that the research questions and data were too broad. They did not think the research presented complete information and found results difficult to believe.

Special Consideration of Children

PRESENTED BY DR. GLENN MILES

For this session, Dr. Miles focused on why researchers should listen to children. Main themes included: why child participation is important, rights-based research with children, types of participation, and preparing children for participation in research. Emphasis was placed on listening to what children have to say about their own experiences, and how the perspective of children can be vital to understanding how they interpret their experience. *See Appendix C for full presentation.*

What Makes Research “Good”?

PRESENTED BY MR. TEM SEREIVUTH

For this session, Mr. Sereivuth presented on steps toward quality research. Main themes included planning and design; developing a hypothesis, validity and reliability; defining research objectives; defining key terms; choosing a methodology; sampling; and data collection tools. Emphasis was placed on ensuring your research goals fit with your research design and methodology. *See Appendix C for full presentation.*

Mr. Vuth and Dr. Miles presented a list of questions to assist participants in evaluating the validity and reliability of quality research:

- *Who is funding and or interpreting the research?*
 - It is important to evaluate whether the research is biased based on who commissioned it or funded it in the first place.
- *Who designed the research? What's their status and do they have experience? What language did they use when communicating with research participants?*
 - When thinking about language, don't only consider *foreign* language, but also consider whether the language fit the participant's level of understanding (i.e. if the research gathered data from children, consider whether they spoke to children using language they would understand and/or relate to).
- *Who is the research population and how were they selected? Are they representative of the population? Is it clear who was included and who was not included in the sample?*
- *Were the research terms clearly defined?*
 - I.e. when working with children, what is a child? How old? Boys, girls or both?
 - Definition of terms such as "abuse" can be very difficult, and it is important to define it specifically. Does "abuse" include emotional abuse? Sexual abuse? Harassment? Rape? How do you define rape?
- *Is the research methodology relevant to the context?*
 - Research methodology may need to be modified based on information found during initial data collection. For example: when doing research on sexual abuse of boys researchers found the participants did not feel comfortable sharing in front of their peers at focus groups. Researchers changed their methodology to focus on personal interviews instead.
- *Is the population's context clearly understood?*
 - Sometimes assumptions and/or urban myths can get in the way of reality and/or truth. It is important to evaluate a researchers' assumptions and test whether they fit into reality.

Case Study Activity, Revisited

Participants worked in groups to revisit their case study (from morning activity). They were asked to use information they had learned so far to determine whether the research in their summary was "good" or not.

- *APPLE, SURVEY OF STREET-BASED CSEC IN CAMBODIA.* This group recognized APPLE as the funder of research. Based on the summary, they were not able to determine whether child participants were male or female. Overall, however, they felt the research was organized well and assumed the researchers had adequate training. There was not information about the language used during research, but they assumed it was Khmer since the target group was children.
- *CWCC, MARRIAGE OF YOUNG CAMBODIAN WOMEN IN TAIWAN.* The presenter recognized CWCC as the research commissioner and sponsor. It was not clear to this group whether the research participants were adults or children, or whether the researcher had adequate experience.
- *CCHR, HUMAN TRAFFICKING IN CAMBODIA.* Presenters did not feel the there were clearly defined terms, but they did feel the research methodology was relevant to the research context.

- LSCW, *GENDER ANALYSIS OF PATTERNS OF HUMAN TRAFFICKING IN KOH KONG*. This group did not feel terms within this research were well-defined. In addition, they did not think the methodology was suitable or that it fit the Cambodian context. They thought the methodology and results were too limited since research was only carried out in Koh Kong.
- IOM, *TIES THAT BIND*. Presenters were unsure about participants' ages. How old were the "children" who participated (defining terms)? It wasn't clear to them what methodology was used, they they assumed researchers clearly understood the context because they seemed experienced.

Q & A Panel

PANEL: DR. GLENN MILES, MS. JK REIMER, MS. SAMNANG CHAN, MR. TEM SEREIVUTH

- QUESTION: *If we want to do research on violence, who can we work with?*
 - ANSWER. Though it hasn't always been the case, today there are several government ministries and agencies who take violence against women and children very seriously. Today we presented a lot of research that has been done specifically on human trafficking, but in fact there is a lot of overlap between organizations concerned with trafficking and those concerned with abuse and sexual violence. For this particular research project that you are working toward, the Committee will be working with the Center for Disease Control.
- QUESTION: *What should we do with our research data? Is there a computer program we can scan our data into?*
 - ANSWER. There are several computer programs to use for social science research. For analysis of qualitative data, common software packages include N Vivo, XSight, Atlas.ti and NUDIST. For quantitative data, you can use SPSS. SPSS is now widely used among NGOs in Cambodia, and there are a number of Khmer proficient in survey design, data entry and analysis using SPSS. All of the data and information has to be entered into the computer by hand. It is not possible to scan in the data.

Closing Remarks

Her Excellency Malin closed the day with a brief summary and thanking everyone for their active participation.

Workshop Proceedings: Day 2

WEDNESDAY, 17 AUGUST

Review of Previous Day

PRESENTED BY MS. JK REIMER & MS. SAMNANG CHAN

Ms. Reimer reviewed activities and lessons from the previous day including definitions of research, types of research methodology, the importance of child participation, and how to evaluate whether research is good or bad. In addition, she reminded participants how to evaluate the quality of research by asking a series of critical questions.

REVIEW ACTIVITY

Topics from the previous day were posted up around the room: *Overview of Research, Quality of Research* and *Child Participation*. Participants were asked to write down what they learned and/or remembered about that topic, and then tape up under the appropriate topic around the room.

Following this activity, Ms. Reimer thanked participants for their energy and interaction, and then went over the remaining workshop agenda. The morning would be spent listening to presentations on three research studies conducted on children in Cambodia. The afternoon would be devoted to participating in a role play (if time allowed); focusing again on principle of ethical conduct for research with/about children and violence; a panel to answer questions from participants; and a time for quiet reflection on application and action workshop participants could do in coming days based on what they've learned in the workshop.

Research Example: *Stop Violence Against Us*

Miles, G. (2006). Stop Violence Against Us! A Preliminary National Research Study into the Prevalence & Perceptions of Cambodian Children to Violence Against Children in Cambodia. Tearfund/World Vision: Cambodia.

PRESENTED BY DR. GLENN MILES

Dr. Miles explained that *Stop Violence Against Us* is an unusual research project because it is a national baseline study conducted under the sponsorship of an NGO as opposed to a government or UN agency. The research team worked very closely with the Ministry of Education, who helped get access to school children in all Cambodian provinces. The research had two objectives: 1) to provide information from children about violence against children to key national decision makers and NGOs; and 2) To find out children's perceptions and misconceptions so that appropriate education can be provided to children and youth.

This study used both quantitative and qualitative methods, working with small groups of children from various situations (rural, border town, tribal area, urban area, etc.). Main themes of the presentation included: ethical considerations, tools such as role play and surveys, research questions, results and recommendations. *See Appendix C for full presentation.*

PARTICIPANT QUESTION: *Why would you use role plays and drawings for children 12-14 years old?* Dr. Miles explained that just doing questionnaires can be quite boring, even with older youth and adults. If a researcher makes the research process interactive, children and other participants are more likely to enjoy the process. In addition, just doing surveys may miss a lot of information. Researchers should be creative when working with children.

Research Example: *The Middle Way*

Gourley, S. (2009). The Middle Way: Bridging the Gap Between Cambodian Culture and Children's Rights. NGO Committee on the Rights of the Child: Cambodia.

PRESENTED BY MR. TEM SEREIVUTH

Prior to presenting the research objectives, results and recommendations, Mr. Vuth divided workshop participants into two groups, and asked each group to read the research summary and answer the following questions:

- *Who funded and commissioned this research?*
- *What was the purpose of this research project?*
- *Were cultural considerations made by the research team?*
- *Why was the research conducted?*
- *What methodology was used for this research?*
- *What policy recommendations can be made?*

Mr. Vuth thanked participants for sharing their ideas, and then moved into a description of the project. *The Middle Way* assesses the level of awareness, understanding and application of child rights at the household level in Phnom Penh (urban location), Kampong Cham (rural location) and Oddar Meanchey (remote location), using both qualitative and quantitative methods. Qualitative data was collected via focus group discussions and semi-structured interviews; and quantitative data was collected using a questionnaire tool. Participants of this research were both adults and children aged 12 to 17.

PARTICIPANT QUESTION: *Why did the research team ask parents why they beat their children, but did not ask children why they did not obey their parents?* Mr. Vuth replied explaining that there is a saying in Cambodia, "you cannot clap your hands with only one hand." But we really need to consider who is to blame when parents beat their children, and whether children are really at fault.

Research Example: *I Thought it Could Never Happen to Boys*

Hilton, A. (2008). I Thought it Could Never Happen to Boys: Sexual Abuse & Exploitation of Boys in Cambodia, an Exploratory Study. Hagar/World Vision: Cambodia.

PRESENTED MR. ALASTAIR HILTON

After introducing himself and giving information about his research background, Mr. Hilton gave an overview of the research project. *I Thought it Could Never Happen to Boys* was the first research study to focus on the sexual abuse and exploitation of boys and young men in Cambodia. Main themes of the presentation included: the study's focus on qualitative methods, the research process, research results, and recommendations.

Emphasis was placed on building trust with research participants, the researcher as a "research tool", and qualitative methodology. In addition, Mr. Hilton emphasized that although many may think otherwise, there is significant evidence that sexual abuse does not only happen to girls, but also happens to boys. Support received by boys is relatively low compared to the care available to girls. ***See Appendix C for full presentation and add'l resources from First Step.***

Q & A Panel

PANEL: DR. GLENN MILES, MR. TEM SEREIVUTH, MR. ALASTAIR HILTON, MS. JK REIMER

- **QUESTION:** *Mr. Vuth, do you think it was good for the Middle Way research team to not interview as many children as adults?*
 - ANSWER: (Mr. Vuth) Our research objectives focused primarily on understanding adult and parent conceptions of child rights. This is what the research sponsor was primarily after, so that is what our funding allowed us to do.
- **QUESTION:** *What has been found out about abusers of boys? Are they mostly foreigners or local men? The reason I'm asking is because I read the newspaper all the time, but only see articles about boys being abused by foreigners.*
 - ANSWER: (Mr. Hilton) Many of the boys we interviewed were abused by foreigners. This is partly because they were referred to us by NGOs who focus on foreign abusers. The truth is that foreigners are easier to find, and easier to follow than Cambodian abusers; and foreigners are the ones who get the most publicity in the newspapers.

When speaking with our research participants, many of them talked about abuse that happened by Cambodian nationals. Some of them talked about being abused by other young men, often while they were staying at the pagoda. Sometimes abuse happened by pastors, sometimes monks, teachers, or employers. Boys can be abused by anybody. Many people believe boys are only abused by foreigners, but we think that the majority of abused boys and girls in Cambodia have been abused by local people. It's a problem that we only hear about abuse by foreigners, and we are seeking to understand more all the time.

Since starting the First Step Boys Project we have been meeting more and more boys who were abused by Cambodian nationals, but many are very scared about sharing this with others. This is because many times when boys report abuse by Cambodian nationals to NGO staff or others, they tell them they must be lying. Many NGO staff think that abuse can only happen by foreigners and when doing outreach to the community they tell children they only have to be careful around foreigners, not Khmer people.
 - ANSWER: (Dr. Miles) I also want to point out that during the research that I did on violence against children, the abuse of boys also came up. Our research was not limited to tourist areas. We did research in every province and in some very rural areas. When children are reporting abuse to boys in non-tourism areas, we know this must happen by Khmer nationals.
- **QUESTION:** *Has there been research on sexual abuse of boys in other countries?*
 - ANSWER: (Mr. Hilton) Yes, in the UK. First Step Boys Project is also involved in a global study and with projects on the sexual abuse of boys in South America in countries like Brazil and Nicaragua; and also in India and Nepal. Internationally, it is estimated that 1 in 6 boys experience abuse in their lives.
- **QUESTION:** *In which of these countries did you find that Buddhist monks have abused children at the pagoda?*
 - ANSWER: (Mr. Hilton) I don't want to focus on monks. What matters is that in every country, children are being abused. Some people abuse children, most do not. Those who do abuse children have many different jobs. It is difficult for people in Cambodia to believe that Buddhist monks would do this, but the truth is that anybody can be an abuser. Some people who abuse use their power to hide what they are doing. Just like in the United States and other Western

countries where we have been discovering that there is abuse happening by priests in the Catholic Church.

- **QUESTION:** *Asking questions about sexual abuse can be very sensitive. How can we make this question less threatening, especially with children?*
 - ANSWER: (Dr. Miles) We need to realize that questions like these really need to be asked. If we don't ask them, we will never know the answers. Of course, we need to think about ethics before we ask any of these questions, keeping the best interest of the child in mind and doing all that we can to not traumatize or re-traumatize our participants.
- **QUESTION:** *I have a very small nephew, and I touch him on his genitals sometimes. But I am doing this out of love. Is this considered abuse?*
 - ANSWER: (Mr. Hilton) We were aware about this happening within Cambodian families, so we made sure to ask about this practice when interviewing our research participants. People tend to have different ideas about what exactly constitutes "abuse." We know that oftentimes this practice is done because adults want to show love and affection. However, every single boy we asked about this said they felt humiliated and ashamed of this practice, but did not feel they could stop it from happening. In the end, we found that what this practice teaches boys is that anyone can touch them. So when an abuser comes along that actually *intends* to abuse them doing something that their loved ones have done to show them love, they have a very difficult time saying no to them. What I suggest doing is to communicate with your nephew to see how he feels about your affection with him.
- **QUESTION:** *What if you are doing research on violence against children and you receive some hostility from the children's parents?*
 - ANSWER: (Dr. Miles) We were doing research in schools, so we were not asking children directly in the community. Since I was in the school, the parents and community were not entirely aware of what was happening. There is certainly a concern when you start talking about sex with children, even in the school because some people are afraid that if you talk to children about sex, you are encouraging them to go out and do it. The reality is that many children are already involved in sexual activity, so we need to be aware and realistic that this is happening and take it into consideration. Sometimes we do need to ask questions, even if some people get upset; as long as it is in the best interest of the child.
- **QUESTION:** *If parents report abuse of a child to the authorities and the child does not want to talk about it (maybe a young child of 5 years old), what should you do?*
 - ANSWER: (Dr. Miles) For this workshop we are talking about research, and not necessarily reporting abuse to the authorities - and these situations can be very different. In research, you are asking a representative sample about violence to find out about general experiences, etc. In your scenario you are talking about reporting specific acts of abuse to the authorities. In this situation who would need social workers and counselors who are trained to know what to do, and not intervene on your own. The younger the child is, the more experienced and skilled the social worker or counselor will need to be to truly understand the situation. When you have a disclosure of abuse, it is very important that researchers have a referral person they can refer their participant to. Researchers are not responsible for social work or counseling, they need to refer to professionals.
 - ANSWER: (Ms. Reimer) From a research perspective, if you find out that children, parents or community members are *not* reporting incidents of abuse, it would be good to find out exactly why they are not reporting. This could be the focus of another study.

- **QUESTION:** *For the boys research there was a very small number of research participants. Why?*
 - ANSWER: (Dr. Miles) In qualitative research numbers of participants isn't always an important factor as to whether or not the research is good. If a researcher is finding valuable information, they do not need to ask more and more people simply for the numbers.
- **QUESTION:** *How do you know whether you should do qualitative or quantitative research?*
 - ANSWER: (Ms. Reimer) It depends! Both methodologies have strengths and weaknesses. One is not better than the other, but each has different purposes. In *qualitative* research you can get a large amount of detail from a smaller amount of participants. Your participants can talk for a long time, you can ask lots of questions, and you can get lots of details. In *quantitative* research you are trying to gather information from many people, but not in as much detail. Furthermore, qualitative and quantitative research are complementary and can often be used in conjunction with each other. They are not like sports teams that are competing with each other.
- **QUESTION:** *What other research is out there on violence against children in Cambodia?*
 - ANSWER: (Ms. Reimer) Hopefully CDC will do a literature review when they assist you with your research project. There is definitely more research on this topic than the three reports we've shared. Many of the summaries we talked about yesterday focus primarily on trafficking and not necessarily only violence against children, but there is definitely an overlap. It's very important that everyone involved in this research project know what research is out there already. Good research does not assume that nothing has already been done. Places you can find research is at the Chab Dai library. Don't only look for "violence against children" in the title. If you read reports related to topics such as education you will find information about children, and this can give you perspective on children. The Asia Foundation did a report a couple of years ago that gives an overview of all the research that has been done on trafficking in Cambodia. That is a good resource as well.

Strengths & Concerns of Doing Research with Children

PRESENTED BY DR. GLENN MILES

For this session Dr. Miles focused on ethical considerations with doing research with children. He emphasized the importance of having ethical guidelines written down so you can continue to refer to them throughout the research process. Dr. Miles then reviewed eleven ethical rules¹:

1. **Protect research participants from harm**
 - *Researchers are responsible for protecting children from harm that could result from research.*
 - *You must think things through and judge beforehand whether you think there could be potential harm to your participants.*
 - *If you discover any risk to your participants, you should stop your research immediately*
 - *Harm can occur if the child is remembering traumatic experiences. It is a good idea to consider having counselors or social workers available immediately after the interview.*
 - *Where possible, researchers should work in pairs or full view of other people. When you check references of researchers, make sure they do not have a history of committing abuse.*
2. **Ensure the safety of researchers**
 - *Researchers are responsible for the safety of their research team.*
 - *If doing research on a subject related to crime, do all that you can to avoid your staff being in plain view of traffickers, abusers, etc.*
3. **All research participants must be voluntary, and provide informed consent**

¹Eleven ethical rules taken from Ennew, et al. *The Right to be Properly Researched: How to do rights-based scientific research with children*. Black & White Publications/SCF/WVI/Norwegian Centre for Child Research.

- *It is very important you explain the aim of your research, how the research will be used, possible consequences for participants, etc. and tell participants they can opt out at any time.*
 - *It is not enough to just tell them the aim of the research and nothing else. Participants need to really understand what the research is all about.*
 - *A good way to find out whether your participants understand the research is to explain it to them, and then ask them to explain it back to you. Then you can clarify if there are any misunderstandings.*
4. **Respect cultural traditions, knowledge & customs**
 - *This rule is not only for foreigners, it is also for researchers who come from a different class or background than those they are studying.*
 - *Children themselves may have their own subculture, so it is important researchers work with professionals who know about working with children.*
 5. **Don't be an authoritarian, establish as much equality as possible**
 - *It is important that researchers do not take sides, especially with authority figures.*
 - *Researchers should get down alongside children to build trust.*
 6. **Be honest and avoid raising unrealistic expectations**
 - *Always be honest about research intentions, and how information will be used.*
 - *Keep your promises. Don't promise anything that won't happen.*
 - *Many children will be happy to participate in research if they know it will help others. But it is important to be honest and real about how their participation will help.*
 7. **Be sensible about reciprocity**
 - *It's usually best not to give money to children for their participation as it can cause tensions with children who were not asked to participate.*
 - *On the other hand, if you're taking time away from children who would ordinarily be working, it is important to think of ways you can compensate them for the time you've taken. Perhaps give them a meal, pay for their transport, etc.*
 8. **Respect privacy**
 - *Never violate your participants' privacy. Never probe for information they are not comfortable about giving.*
 - *Information you get from children belongs to them, not to the researcher.*
 9. **Ensure confidentiality**
 - *Protect the identity of your participants by changing their name and/or location.*
 - *If you are quoting them, never use their real name. If necessary, you may need to change the name of their community.*
 - *Sometimes there is information you can give to some people, but you wouldn't want to publish publicly.*
 - *If you're not sure, you can ask the participant themselves. Ask: "Do you think this information could be used negatively against you?"*
 - *Never use information about an individual child or participant unless they have given their permission.*
 10. **Take responsibility for the behavior of visitors**
 - *If visitors, media representatives or donors ever accompany the research team while they are collecting data, you must ensure they understand issues of appropriate behavior and confidentiality.*
 - *Always introduce your visitors to research participants, explain why they are there, and obtain their permission for the visitor to observe.*
 - *There should be no interruptions by the visitor while research tools are being used.*

11. Take responsibility for photos and images

- Researchers should be especially careful when using images of participants and/or children within their research.
- Never use negative images of children (sad children, children experiencing abuse or violence, etc.)

Post-Workshop Survey

FACILITATED BY MS. JK REIMER & MS. SAMNANG CHAN

The purpose of the post-research training survey was to understand what workshop participants learned, how they plan to apply their lessons learned, and assess future training needs. Survey questions were:

- *What part of the workshop did you find most helpful?*
- *How will you apply what you learned at this workshop?*
- *What do you need to learn more about?*

See Appendix F for survey.

Ms. Reimer shared some ideas with participants as to how they might want to apply lessons learned:

- *Talk to your own children about violence*
- *Visit the First Step Boys Project to learn more about the sexual abuse of boys and young men in Cambodia.*
- *Put together a list of research and documents on violence against children.*
- *Read the research reports presented at this workshop.*
- *Look at websites of NGOs working with children to see if they have any valuable information.*
- *Define "violence" for yourself. How do you see violence?*

Ms. Chan passed out the survey and allowed participants to fill it out on their own for about 15 minutes. Participants then had the opportunity to share what they had written with the group.

POST-WORKSHOP SURVEY RESULTS

WHAT PART OF THE WORKSHOP WAS MOST HELPFUL? (VARIED RESPONSES)

Learning about the definition of research, types of research, and why we should do research.
Hearing examples of research of violence against children. Together we can stop violence.
Learning about different types of research tools, and when to use them.
I learned how to critique research, and how to decide if research is good.
Learning about the experiences of NGOs working with children.
I have a better understanding of the difference between qualitative and quantitative research.
Learning about sampling and ways to collect data.
I learned about research tools to specifically do research with children.
I learned a lot about ethics in research, and listening to what children say.
Learning more about the challenges of research, and how to choose methodology.
I liked how everyone in the workshop collaborated and worked well together.
All topics were important, but I especially liked learning about creating questionnaires.

POST-WORKSHOP SURVEY RESULTS, CONT.

HOW WILL YOU APPLY WHAT YOU'VE LEARNED? (VARIED RESPONSES)

I will take what I have learned in theory, and put it into practice.

I will create a list of documents about violence against children.

I will advocate for children and work to implement a child protection program into school curriculum, and into our policies. Our laws should not allow discrimination against children, and should put the best interest of children first.

I will know which methodologies to use when I am involved in future research. I think mixed methods is best.

I will prepare research questions based on the 10 ethical considerations presented.

I will assist making surveys related to violence against children.

I will share what I have learned about violence against children with neighbors and friends.

I will work hard to use good practice when doing research, preparing surveys, and respecting child rights.

I will encourage children to participate in research, and listen to what they say.

As a minister of the committee, I will use this knowledge to achieve good results in our research.

WHAT DO YOU NEED TO LEARN MORE ABOUT? (VARIED RESPONSES)

There was not enough practice doing research or planning research, and there was not enough time.

We need more workshops and lessons with participatory approaches.

It would have helped to have more visual aids or video clips to help with learning.

I want to know more about the challenges of research and training a research team.

I want to learn more about data analysis.

Information about writing a research report, monitoring and evaluation.

I want to learn about designing questionnaires and interviewing children, especially on topics about abuse and violence.

A lot of ground was covered in a very short time. I think the workshop should have been 3 days.

We will want more input on research in the future.

I would have liked more information on experiences of other countries researching violence against children, so we can learn from them.

I want more workshops, and longer workshops.

I would have liked more discussion time.

I want to know more about connecting theory to practice.

There were many workshop participants with research experience. It would have been good if they could answer our questions too.

I want to learn about research with very small children. The research in this workshop was about youth over 12 years old.

Closing Remarks

Closing remarks were made by Undersecretary of State for the Ministry of Women's Affairs, Mrs. Hor Malin. Her Excellency Malin thanked the workshop participants, UNICEF, and training facilitators for their time and efforts to make the workshop a success. She encouraged workshop participants to take what they had learned in theory, and apply it into practice; and requested additional training opportunities from UNICEF and facilitators. In closing, she urged all those at the workshop to press on toward ending violence in Cambodia and across the world.

Appendices

Appendix A: Workshop Agenda

Appendix B: Pre-Workshop Survey

Appendix C: Presentation Notes

Appendix D: Newspaper Activity

Appendix E: Research Summaries

Appendix F: Post-Workshop Survey

Appendix G: Workshop Photos

Appendix H: Participant List