CONSULTATION WITH EUROCHILD MEMBERS AND OTHER INTERESTED ORGANISATIONS ON PARTICIPATORY METHODS WITH CHILDREN & YOUNG PEOPLE

In 2012 Eurochild's reference group on participatory methods for the inclusion of all children[1] launched a consultation to engage Eurochild members and other interested organisations in a dialogue about child participation & what Eurochild can do to support the development of participatory methods with children & young people.

This summary presents the outcome of the responses received. A tabel compiling all information provided is also available.

The total number of answers was 56: 53 organisations and 2 individual respondents, of which 31 are Eurochild members (see Appendix1).

Geographical spread /replies per country:

1 answer	2 answers	3 answers	4 answers	19 answers	EU/worldwide
Albania	Finland	Italy	The Netherlands	UK	SOS Children's Villages
Bulgaria	Germany				IFM/SEI
Cambodja	Greece				Plan International
Croatia	Ireland				PICUM
Cyprus					
Denmark					
France					
Liberia					
Malta					
Moldova					
Serbia					
Spain					
Sweden					

Responses represent work undertaken nationally in 20 different countries and answers from four organizations that are working transnationally in EU or worldwide.

The over-representation of the United Kingdom can be interpreted in different ways:

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[1] Eurochild's reference group on participatory methods for the inclusion of all children, and in particular those with particular vulnerabilities aims to raise awareness amongst policy makers working at EU and national level on the advantages on children's participation and to provide information on how this can be done; and to provide opportunities for exchanging information and practice between practitioners and support them in spreading their experiences.

The survey was conducted in English making it easier for UK organisations to respond

Participation of children may be more advanced in the UK than in other European countries. Certainly there seem to be more organizations that are working from an advocacy perspective on children's rights in the UK. For example in the Nordic system a lot of work is carried out to increase children's participation in various municipal and government settings but interest groups do not have the same strong position as in the UK

It is important to take this into consideration when interpreting the results of the study.

The following section presents an overview of the answers received.

SURVEY QUESTIONS

1) What methods have you found successful in your work on participation with children & young people?

The respondents described that their work together with young people was performed in many different ways and for different aims. Depending on the objective of the children's participation and the age of the children, different techniques were used. You can work with some methods if it is a more public work within the democracy (like in Croatia), research with children as researchers/research partners (like in SOS Children's Villages), with children as consultants and in a more personal and supportive level.

> *Children participation in our city is managed through Children city councils (since 2001), Children forums (since 1995), messages of children to adults, focus groups with children, meeting with adults who make decisions in the city, county. We also involve children with special needs in workshops and meetings with adults who make decisions. (Society "Our children" Opatija,* Croatia).

> Peer Research: *young people with care experiences were involved as researchers in a project investigating the leaving care conditions for children and young people in alternative care.* (SOS Children´s Villages International).

> *PICUM members described activities centered around learning workshops, including language and computer skills and practical information about services etc, but also on power and communication, and creative workshops for theatre, dance, art etc. Young people were engaged and supported in expressing their experiences and issues through these mediums (and parents invited to watch performances etc, to get their by*

in and support as well, and give opportunities for them to ask for advice as well).
Children could suggest workshops and topics based on their skills and interests. For
older young people, as well as individual casework (legal advice), peer-to-peer support
and possibilities to engage in advocacy around their situation were positive ways of
enabling their active participation in the processes affecting them. (PICUM - Platform
for International Cooperation on Undocumented Migrants)

Art work and creativity seems often to be used to make it easier and more fun for children and young people to participate and to tell significant experiences in everyday life and opinions.

Activities include

- workshops/ seminars/residential week-ends focus groups, shelter's meetings, consultation discussions, baby laboratories
- children groups: students councils; pupil governments, students parliaments, children city councils, children forums, youth advisory panels/councils, local support groups, advisory groups of children, children's parliaments
- trainings (including train the trainers)
- national and European events
- conferences
- peer-learning

Methods include

- group picture stories, maps, story-telling, creative writing
- games , art, dance, role play, craft, music, theatre, photography, film, ludotherapy, recreational and leisure activities
- brainstorming drawings, use of images,
- panel discussions, interviews (individual, semi-structured, structured questions), open-ended questions, observation (direct & indirect), consultations
- new media (use of computers, internet, social networks- eg, for online support)
- young children: persona dolls, the wishcatcher, wishing bottles, mosaic approach, artwork, mark making, drawing, photography

Reference to disadvantaged children groups /children with special needs

Children with disabilities, migrants; asylum seekers/ refugee children unaccompanied children, children experiencing poverty, girls victims of trafficking or sexual abuse, juvenile offenders, children in care, young carers.

Other comments

- need to reach out rather than expecting voluntary opt in
- gender – sometimes more appropriate gender separate
- some methods more specifically for young children
- child-friendly experienced facilitators : listening, open, respectful, build confidence
- environment – child-friendly
- preparation of the children– role of adults in guiding processes
- participation methods tailored to the situation + one size does not fit all: important to have a range/ combining methods

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2) Do they differ according to age?

The majority of respondents replying positively – naturally the question is associated with the developmental stage of the child.

Methods also vary according to ability and level of understanding, maturity and experience of the children involved, gender, and therefore the agenda needs to be adapted accordingly.

For younger children: sometimes activities need parental support/involvement; visual materials/techniques preferred (no reading/writing): gentle bioenergetics; play & pet therapy.

Range of age groups: variety of responses as it is linked to the type of activity

0-2   2-4   4-8   5-8   9-14   9-13   11-16   14-18   10-14   10-18 12-15   16-18   16 -21

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3) Do they differ according to the children's situation or characteristics?

Some confusion in answers in distinguishing between equal treatment/inclusion and tailoring for special needs. Some replies have considered the particular context/ methods on how participation with children is carried out.

Need to tailor according to:

- size of the group,
- child's situation & interests & needs & wishes,
- methods used and aims (eg: community development or personal development),
- target group (where first all needs and specificities of vulnerabilities need to be defined which will determine choice of methods and agenda),
- disability,
- gender,
- context (local/regional /national);
- family environments,

- cultural elements,
- access to technology,
- education system,
- literacy.

<u>Other comments</u>

- Integration is a key principle for inclusion. Children personal capacities do not depend on social structure - no separation of children from different situations and backgrounds in different groups, but mainly adapt the program according to children that will participate.
- When working in a group every child finds its place and group balance is achieved. Also social, cultural, economic and other backgrounds influence upon children's performance and participation so they need to be taught to respect other person's differences.
- More support is needed for those who are less able.

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4) What are the challenges you face in your participatory work and are there any particular ways that these have been overcome?

"Have a strategy rather than *ad hoc* participation"

Participation not understood

Challenge	How to overcome
Making children's voices heard (by policy makers, authorities, etc)	
Individuals, organisations , particularly local authorities don't always value participation	Collecting robust evidence to show the positive impact of participation. Converted individuals can then act as champions for participation within their own organisations
Overcoming prejudice that children are only interested in their surroundings and tangible issues	Give children the space and opportunity to think about issues Education Proving that children have a lot to say (long term process!)

Expected outcomes V results

Challenge	How to overcome
Expectations by donors/clients that children will offer time without limits while children have their own time commitments, or that issues that are deemed important by clients/ donors	

are not perceived as such by the children.	
Balancing the organisation's wishes for an outcome with the needs & wishes of children	Constant reaffirming what the children's wishes are & organisation's willingness to be flexible in relation to timescales, methods of presenting the materials, etc.
Level of understanding and mentality on the part of target groups/clients, coupled with narrow-mindedness of support actors and partners	Remain assertive, patient and persistent in working with the different groups & successfully pushing their common agenda for development.
Need to convince skeptical adult decision makers that what children tells them is valid & authenticated & needs to be paid attention to	Supporting children in producing their own high quality hard-hitting reports

Lack of resources – staff & financial

Challenge	How to overcome
Find time, place and resources to carry on participation activities + accessibility issues when talking about children with disabilities	
Lack of stakeholders and community support (governments companies)	
Limited guidance for participation at national/local events	Support the development of guidance

Staff training & professional support

Challenge	How to overcome
Level of involvement of professionals is unsatisfactory because they are themselves not able to understand the benefit of child participation	Efforts put in explaining professionals the adopted methodology, aim, and benefits of children's participation and benefits themselves they can achieve.
Lack of experience and ability of field staff to work with children	Capacity building, quality trainings provided for staff &professional development for adults working in this field
Lack of understanding of child participation by staff	Training
Notion of child participation remains quite unknown both for decision-makers & specialist in the area of education & social assistance	Capacity building, piloting positive practices that demonstrate benefits and sustainability of participation
Competences of educators	support / coaching the educators
Non-recognition of children as citizens whose needs need to be taken into consideration in the planning & preparation of an activity or event	
Adults (often in formal education settings) find	

it challenging to allow children to have a say in how they do things	

Time & timing

Challenge	How to overcome
Adapting to young's people schedule (week-ends, school holidays)	
Duration of the participatory activity	Clear and good advanced planning, expectations of children's long-term involvement
Flexibility	Adapt to needs of children as the participatory activity develops

Access

Challenge	How to overcome
Physical - to some children (eg. in hospitals)	
Bureaucracy - specific reference to schooling system to be allowed into classrooms - overcoming rigidity in education/schooling systems that prevent children organizing & working on issues that interest them & affect them directly	working in children in non-school settings such as play centers and after school clubs
Geographical – running events for children who cannot provide their own transport	
Language - diversity of languages to work with - policy documents are structured around consultation questions in a format which is unsuitable for young children	use of interpreters but is serious obstacle to effective participation and needs to be further explored find creative ways of engaging with children around core issues relating to the policy, identifying ways that impact on their lives & which are at their level of understanding

Children related

Challenge	How to overcome
Motivation of young people	system of recognition of children's involvement, system of awards main factors explaining this is the educational

Maintain children's attention and commitment	system crisis and the lack of parents competence to educate children in some key soft skills
Maintain their level of engagement	
Commitment, confidence, ability, availability	need for clear expectations & roles; selecting the appropriate children so they are not overwhelmed or feel inadequate
Lack of children's engagement in decision making because they have never been consulted or empowered in the first place	needs to be reinforced, not given up on
Children may have limited experiences and struggle to think beyond these	focusing on feelings rather than on knowledge and core skills. Visits & trips to sites beyond the children's natural environment can also help to broaden horizons
Support children throughout the process	great experience of leaders/ coordinators
Individuals needs	normally overcome on an individual basis
Children's behavior: negative behavior-reaction, emotional ability, anxiety, depression, eating disorders, school drop-out, low self-esteem	prevention is the key, depending on the issue appeal to strategic means of intervention: patience, empathy, mutual trust, counseling, psychotherapy, family intervention, involvement of teachers and social workers
Non-voluntary child participation (i.e. situations where children re obliged to take part	special attention is devoted during the participation process to overcoming children's original resistance
Developing children's critical consciousness – support them to critically reflect on aspects of their lives and don't leaving them at the end of the project without on-going support	importance of working with partner agencies who are able to provide long-term support to participants
Learn children how to lead activities themselves and take an active role	
Meaningful participation	be honest with the children; stop with tokenistic representative boards of youngsters (who in fact don't represent anybody rally) and stop inviting children to conferences where they can say stuff & adults are so impressed and charmed
Recognition of participation	getting children's contributions properly

	recognized either through payment or accreditation

Involve families (especially those from most deprived backgrounds) for whom participation is not seen as a need & added value compare to the most immediate basic needs they need to fulfill.

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5) Please share any tools, protocols, methods, risk assessments, ethics guidelines, child protection measures, safeguards, etc… you have used in your participatory work. Please ensure that these are referenced appropriately, with an added note on author credits. The information collected will be collated in a dedicated Eurochild webpage.

USED AND USEFUL INFORMATION REPORTED BY CONSULTANTS

Different types of handbooks

Andonov, Leena (2007). *The teacher-parent interaction and conversation in the student's consultation discussions*. Helsingki: The University of Helsinki, Department of Behavioral Sciences.

Bath and North East Somerset (2012). Strategy for the Participation of Children and Young People, Refresh.

Brunnberg, Elinor (2013). Focus groups with creative elements, PI-interviews i Brunnberg, Elinor & Cedersund, Elisabet (red.) *New Tools in Welfare Research*. Aarhus: Aarhus University Press/ NSU Press. Peer-reviewed

Chambers, R. (2002). *Participatory Workshops: a sourcebook of 21 sets of ideas and activities*. Oxford: Earthscan Publications

Council of Europe (2004). Children, Participation, Projects – How to make it work.

Compasito – a manual on human rights education for children, COE

Effervescent: A Framework for Quality Development and Delivery of Socially Engaged, Collaborative, and Site-Responsive Arts Projects.

Frost, David & Stenton, Sally (2010). Learning to Lead: The Story So Far. Illuminating the nature, benefits and challenges of the Learning to Lead programme, Published by Learning to Lead CIC / University of Cambridge Faculty of Education,

Horwath, Jan, Dan Hodgkiss, Efrosini Kalyva, & Spyros Spyrou (2011). *Promoting Effective Project Participation by Young People Who Have Experienced Violence: A Guide to Good Practice Through Training and Development*. Daphne III Project Publication.

Kirby, P., Lanyon, C., Cronin, K. and Sinclair, R.(2003) *Building a Culture of Participation: Involving Children and Young People in Policy, Service Planning, Delivery and Evaluation* Handbook. London: DfES.

OMCYA (2005). Guidelines on good practice in participation - Young Voices, guidelines on how to involve children and young people in our work. Ireland

Percy Smith, B and Thomas, N eds. (2009) *A handbook of children and young people's participation. Perspectives from theory and practice*. London, UK: Routledge

Shephard, C. & Treseder, P. (2002) Participation Spice it Up!: Practical Tools for Engaging Children & Young People in Consultation, Cardiff, Achub y Plant/Save The Children Fund.

The Picture Book Project, Action for Children, Seven Stories

Workplan and methodology for consultations/ workshops with children and professionals from institutions (developed under project "Interact - Participation and Awareness Raising for the Safer Use of New Technologies" funded by EC).

Articles

Almqvist, L., Uys, C. J. E., & Sandberg, A. (2007). The concepts of participation, engagement and flow: A matter of creating optimal play experiences. South African Journal of Occupational Therapy, 37(3), 10-15.

Almqvist, A.-L., & Almqvist, L. (2012). Barns empowerment i förskolan. Slutrapport till stiftelsen Majblomman. Eskilstuna: Mälardalens högskola.

Andonov, Leena (2009). Interaction in consultation discussions - building partnerships with culturally diverse families published in Peter Lang (ed) *Dialogs on Diversity and Global Education*. Frankfurt am Main: Verlag der Wissenschaften.

Brunnberg, Elinor (2013). Narratives from children in vulnerable situations. i Brunnberg, Elinor & Cedersund, Elisabet (red.) *New Tools in Welfare Research*. Aarhus: Aarhus University Press/ NSU Press. Peer-reviewed.

Chambers, R. (1997). *Whose Reality Counts? putting the first last.* London: Intermediate Technology Publications.

Driskell, D. (2002) *Creating better cities with children and youth: A manual for participation*. Paris/ London. UNESCO and Earthscan Publishing.

Fajerman, L. and Treseder, P (2004) *Empowering Children and Young People: Promoting involvement in decision making.* London. Save the Children.

Hart, R. (1997) *Children's Participation: the Theory and Practice of Involving Young Citizens in Community Development and Environmental Care.* London: Earthscan Publications.

Hart, Roger A. (1992). Children's Participation: From tokenism to citizenship. UNICEF International Child Development Centre. Retriewed in 26 June 2013 at http://www.unicef-irc.org/publications/pdf/childrens_participation.pdf

Kirby, Perpetua, Lanyon, Claire, Cronin, Kathleen & Sinclair, Ruth *Building a Culture of Participation*, UK: Department for Education and Skills.

Söderbäck, M., Coyne, I. & Harder, M. (2011). Distinguish between a Child perspective and the child's perspective – a conceptual paper. Journal of Child Health Care.

Tinnfält, Agneta, Eriksson, Charli & Brunnberg, Elinor (2011) Adolescent children of alcoholics' perspective on disclosure, identification and support, The Child & Adolescent Social Work Journal DOI 10.1007/s10560-011-0225-1.

Tisdall, K (ed) (2008) International Journal of Children's Rights 16: Special Issue: Theorising Children's Participation: International and Interdisciplinary Perspectives.

Ullenhag, A. , Krumlinde-Sundholm. L., Granlund, M., & Almqvist, L. (submitted). Differences in patterns of participation in leisure activities in children with and without disabilities. Disability and Rehabilitation.

Ullenhag, A., Almqvist, L., Granlund, M., & Krumlinde-Sundholm, L. (submitted). Cultural validity of the Children's Assessment of Participation and Enjoyment/ Preferences for Activities of Children,CAPE/PAC. Scandinavian Journal of Occupational Therapy.

Ullenhag, A., Bult, M., Nyqvist, A., Ketelaar, M., Jahnsen, R., Krumlinde-Sundholm, L., Almqvist, L., & Granlund, M. (accepted). An international comparison of patterns of participation in leisure activities for children with and without disabilities in Sweden, Norway and the Netherlands. Developmental Neurorehabilitation.

UNICEF (2002) The state of the world's children 2003: Participation: www.unicef.org/publications/files/pub_sowc03_en.pdf

Willow C. (2002). *Participation in Practice: Children and Young People as Partners in Change.* Children's Society: London.

Research with children as research partners or researchers or methodological questions of taking part in the research

Boyden, Jo & Ennew, Judith (1997): Children in Focus: A manual for participatory research with children. Stockholm; Save the Children Sweden Retrieved 26 June 2013 at http://resourcecentre.savethechildren.se/library/children-focus-manual-participatory-research-children

Broström, Stig (2012). Children's participation in research, International Journal of Early Years Education, 20:3, 257-269

Children's Research Centre; Original Research by Children and Young People, The Open University, Walton Hall, UK http://childrens-research-centre.open.ac.uk/research.cfm 25

Christensen, P. & James, A. (eds.) (2000) *Research with Children: perspectives & practices* London: Falmer Press.

Christensen, P. (2000) 'Children as researchers: participation rights and research methods' in in Alderson & James (eds) *Research with Children: perspectives and practices.* London: Falmer Press.

Curtis K., Roberts, H., Coerman, J., Downie, A. and Liabo, K.(2004) "'How come I don't get asked no questions?' Researching 'hard to reach' children and teenagers" in *Child and Family Social Work.* Vol 9. 167 – 175.

Ennew et al. (2009). The right to be properly researched; How to do rights-based, scientific research with children Bangkok: Knowing Children, Manual 1-9. http://www.knowingchildren.org/tools.php

Gilbertson, R. & Barber, J. G. (2002). 'Obstacles to involving children and young people in foster care research' in *Child and Family Social Work*, Vol. 7, 253 – 258.

Hill, L., Gallagher, M. & Whiting, C. (2009). 'Toolkit for research and consultation with groups of children & young people in Tisdall,

Kellett, M. (2005). *How to Develop Children as Researchers; A Stepby- Step Guide to Teaching the Research Process.* London: Sage Publication Company, Paul Chapmann Publishing.

Kellett, M. (2005). *Children as active researchers: A new research paradigm for the 21st century?, Centre for Childhood, Development and Learning.* The Open University http://www.ncrm.ac.uk/research/outputs/publications/methodsreview/MethodsReviewPaperNCRM-003.pdf

Lolichen P L (2002). *Children and their Research: A Process Document, The Concerned for Working children*. India, Bangalore. http://www.actionforchildren.org.uk/about-us/what-we-do/our-vision/participation

O'Kane, C. (2000) 'The Development of Participatory Techniques: Facilitating Children's Views about Decisions which Affect Them', in Alderson & James (eds) *Research with Children: perspectives and practices*. Oxon. Routledge. 125- 155.

Save the Children (2005) Children and Participation: Research Monitoring and evaluation with children and young people:
www.crin.org/docs/resources/publications/hrbap/SCUK_participation.pdf

Sheffield University (2010) *You Respond*. Sheffield. University of Sheffield retrieved at:
www.you-respond.eu

SOS Children's Villages International (2013) *When Care Ends: Lessons from Peer Research* Retrieved 26 june 20130627 at http://www.sos-childrensvillages.org/What-we-do/Child-Care/Quality-in-Care/leaving-care-good-practice/Pages/default.aspx

Save the Chidldren (2005) *Children and Participation: Research Monitoring and evaluation with children and young people*: http://www. crin.org/docs/resources/publications/hrbap/ SCUK_participation.pdf (Accessed on 30 January, 2011). *

Tisdall, Kay, Davis, John M & Gallagher, Michael (eds.) (2009). *Researching with Children & Young People: research design, methods & analysis*. London. *SAGE Publications Ltd*

West, A (1996) Young people participatory research experiences of leaving care in *PLA Notes Issue* 25. 73-76. London. IIED.

Åkerström, Jeanette, Bdaoui, Mikaela, Boson, Frida, Brandt Korall, Jansson, Elin, Hanna, Kleber, Elin, Matthiesen, Frida, Pettersson, Frida, Thalayhan, Helin, & Brunnberg, Elinor (2010). Young people's voices on participation in school. Eskilstuna: Mälardalens university/Örebro university, ICU CHILD. Found at http://mdh.diva-portal.org/smash/record.jsf?pid=diva2:408524.

Åkerström, Jeanette & Brunnberg, Elinor (2012). Young People as Partners in Research: Experiences from an Interactive Research Circle with Adolescent Girls Qualitative Research DOI: 10.1177/1468794112451035.

Åkerström, Jeanette, Aytar, Osman & Brunnberg, Elinor (2013). Intra- and intergenerational perspectives on youth participation in Sweden: A study with young people as research partners. Children & Society.

Ethical guidance

Code of Conduct for Work with Children

http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html#part_i

Animus Association Foundation Research informed consent form for respondents aged 7-13 adapted from Smith College US Retrieved 26 June 2013 at http://www.smith.edu/irb/forms.htm#consent.

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Morrow, V. (2005) 'Ethical Issues in Collaborative Research with Children' in Farrell, A. (ed.) *Doing Ethical Research with Children*. Open University Press. Maidenhead. Pp..150-165.

Different Web pages with useful information

Creating a Junior Safeguarding Children Board: Eat Carrots be Safe from Elephants (Powys Advocacy for Children and Young People, Tros Gynnal): http://www.powys.gov.uk/index.php?id=5204&L=0

http://ciudadesamigas.org. The project called "CAI- Ciudades Amigas de la Infancia", (Friendly cities with Infancy) from UNICEF has a lot of guidelines to apply.

https://www.eigen-kracht.nl/sites/default/files/state%20of%20affairs%202011-web.pdf
www.harryshier.comxa.com   See for example "Participación de niños, niñas y adolescentes en el mundo real".

https://skydrive.live.com/?cid=185E7995623FF46E&id=185E7995623FF46E%21127)
www.childrensparliament.org.uk
www.childreninwales.org.uk/areasofwork/youngcarers/dvdandleaflet/index.html   +
participation website for professionals www.participationworkerswales.org.uk

http://woodcraft.org.uk Following are two links to resources the Woodcraft Folk have created: Leading for the Future http://woodcraft.org.uk/leadingforthefuture. This is a tool that supports young people to explore leadership skills. Follow the Trail http://woodcraft.org.uk/resources/follow-trail-elfin-pioneer-groups. This is a resource full of activities that enable children and young people to review services, supporting them to make recommendations for change.

http://www.childreninscotland.org.uk/docs/Participantsnotpawnsguidance20100315_000.pdf
(Consulting pupils re school closures and other important educational matters)

http://www.childreninscotland.org.uk/html/par_acc.htm (Inclusion of children with disabilities in mainstream schools)

http://www.crfr.ac.uk/reports/Participation%20briefing.pdf (Meaningful impact on policy)

http://www.sccyp.org.uk/what-were-doing/a-right-blether (Large consultation in which around 75,000 children and young people participated including work with specific groups)

http://www.sccyp.org.uk/what-were-doing/a-right-wee-blether (Children aged 2 to 5)

http://www.syp.org.uk/ (Range of engagement methods with young people)

http://www.childrensparliament.org.uk/ (Range of imaginative approaches with primary age children)

Keeping Warm this Winter (Children in Wales and Consumer Focus Wales) http://www.childreninwales.org.uk/areasofwork/childpoverty/fuelpoverty/index.html

Solution focused methods in Helsinki Brief Therapy Institute (Co-operation: Reteaming, Twin Star, Kids' Skills, Steps of Responsibility) Reference: www.benfurman.com

The Children and Young People's National Participation Standards (Participation Consortium) The Blast off Guides (Participation Consortium) * several versions for children and young people with disabilities have been produced by the Together 4 Rights project in Children in Wales (http://participationworkerswales.org.uk/news/article-202.aspx

Young Carers materials (Children in Wales) http://participationworkerswales.org.uk/news/article-234.aspx

Other information

IFM-SEI educational tool at www.ifm-sei.org/toolbox see rainbow resources on gender and sexuality rights education with children.

Presentation in English which The Young Developers, Socca, City of Helsinki Social Services Department made.http://www.youtube.com/watch?v=-11TxFnhC9E&feature=player_embedded.. Additional information: kati.palsanen@hel.fi

http://www.youtube.com/watch?v=WlFQG0ejt4A&list=PL6E1erLAOOZG7I0jVqHWrwaQxNjI1gms2&index=7&feature=plpp_video.

Partnerships for Every Child, Ukraine 1. Child participation concept 2. Child protection policy 3. ABCs regulations 4. Ethic guidelines on participation of children in the meetings of the Child Rights Protection Council and of the Gate-keeping Commission

Young people as partners in Blueprint Project: What did we do? London: http://www.voiceyp.org/docimages/44.pdf

Maci, F. Working with families in the child protection
Boylane, J and Dalrymple, J. What is advocacy in child protection Italian edition by V. Calcaterra, P. Dolan and B. Brady Mentoring with children. All published Erickson.

Appendix 1

List of organizations/respondents:

1. Action for Children, UK
2. Animus Association Foundation, www.animusassociation.org , Bulgaria
3. ALLFIE www.allfie.org.uk
4. Association Samuel Vincent, www.reaap30-gard.fr France
5. BeatBullying, www.beatbullying.org, UK
6. Centre for Children's Rights, Queen's University Belfast www.qub.ac.uk/research-centres/CentreforChildrensRights/
7. Center for the Study of Childhood and Adolescence, Cyprus
8. Central Union For Child Welfare, www.lskl.fi/en/ Finland
9. Child Helpline International, www.childhelplineinternational.org Euro/worldwide
10. Children England, www.childrenengland.org.uk
11. Children in Scotland, www.childreninscotland.org.uk ,UK
12. Children's Parliament, www.childrensparliament.org.uk
13. Children in Wales, www.childreninwales.org.uk
14. Core Assets Ltd, www.coreassets.com , UK
15. Cruse Bereavement Care, www.crusebereavementcare.org.uk
16. DECET / Bureau MUTANT, www.decet.org
17. Defense for Children www.defenceforchildren.nl
18. Devoted grandmother
19. Early Years, www.early-years.org UK
20. ECR-group foundation - Exploited Children Resources, Cambodia
21. Eigen Kracht Centrale NL www.eigen-kracht.nl
22. European Network of Masters in Children's Rights (ENMCR), www.ina-fu.org/enmcr-cd/index.php Germany
23. European Network of Women www.enow.gr Greece
24. Fara Foundation, www.farafoundation.org, UK
25. Foundation for Social Welfare Services, Malta
26. Giovanna D'Arco Onlus, www.giovannadarco.eu , Italy
27. Liberia National Association of the Blind (LNAB), Inc./National Commission on Disabilities(NCD) , Liberia
28. Helsinki City Department of Education, Finland
29. Highland Children's Forum – Scotland, UK
30. "Iliachtida"NGO, "Iliachtida" NGO - A Hospice for Children www.iliachtida.gr/en/association.html Greece
31. Il Grillo Parlante www.ilgrilloparlante.com .Italy
32. Intermedia Consulting NGO, Italy
33. International Child Development Initiatives, www.icdi.nl , NL
34. IFM-SEI / International Falcon Movement – Socialist Educational International EU/worldwide
35. Joint Council for Child Issues in Denmark, Denmark
36. Mälardalen University – ICU CHILD, www.mdh.se

37. National Council for Voluntary Youth Services, www.ncvys.org.uk , UK
38. Participation Network, www.participationnetwork.org , UK
39. Partnerships for Every Child, Moldova
40. PICUM - Platform for International Cooperation on Undocumented Migrants, EU/Worldwide
41. Plan International, www.plan-international.org EU/worldwide
42. Society "Our children" Opatija, www.dnd-opatija.hr , Croatia
43. Suela Kusi (Associate Member), Albania
44. SOS Children´s Villages International, Worldwide
45. SOS Children's Villages International (2) Worldwide
46. Start Strong, www.startstrong.ie , Irland
47. Stoke-on-Trent Citizens Advice Bureau, UK
48. The Association for Development of Children and Youth - Open Club, www.oknis.org.rs , Serbia
49. Trustee - Action for Sick Children www.actionforsickchildren.org , UK
50. Participation Network www.participationnetwork.org , UK
51. The Participation Workers' Network for Wales, UK
52. University of Bedfordshire, Institute of Applied Social Research, UK
53. University of Deusto, Spain
54. Woodcraft Folk, www.woodcraft.org.uk , UK
55. YAP Ireland, www.yapireland.ie , Ireland
56. YEPP International Resource Centre, www.yepp-community.org ,Germany