1. Background information / Introduction

Demographic data of the study group of children:

- Number of children who participated: **12 children**
- Ages of children who participated: **12 years old**
- Gender breakdown: **6 girls, 6 boys**
- Geographical background: **Poland /Łódź/city**
- Ethnicity breakdown: **Polish people**
- Characteristics of their specific vulnerability: **an absence of particular vulnerability, good life conditions, high academic achievements, no recognized problems at home at school.**

Children of the “control” and "vulnerable" groups are registered in classes of the 6th grad at the same school, located in the city center, in area forming "urban poverty pocket". The school has a total of 423 students, more than one in four of whom receives free meal in school because of poverty in their families. The school provides education for children with disabilities in so called “integrative” classes. In such classes the number of students is smaller than in classes composed entirely by healthy pupils and it is an incentive for better-off parents to register their children in “integrative” classes.

The 6th grad being the last grad at the primary education level in the school under scrutiny is divided into three classes, one of them being ‘integrative. All classes have the same study programme and the same teachers. 12 children considered ‘control group” have been selected randomly among students registered in all classes according to following criteria: relatively high socio-economic status of the family, no specific problems in family and good school achievements.
Preparation of the children

- Children were informed of the focus group consultations by the school counselor and received children’s and parents consent forms. Each child qualified for the consultation, agreed to disseminate his/her image, which includes filming and photographing him/her at the meeting and publicize that material by Eurochild and other partner organizations. Children also gave their permission to use quotations from their speeches.
- The school does not offer specially designed courses on human rights. Topics on the children’s rights are included in such subjects as Polish language or history.

Programme/Methodology

Location of the „vulnerable” group meeting: Research Laboratory at the Institute of Sociology, University of Lodz with 2 adults (moderators).

Detailed programme of the focus group meeting:

1) Introductory game for children to get known to each other
2) Welcome and background information. Explaining the consultation process, its purpose and objectives.
   a) Presentation of the partners and of the Eurochild.
   b) Child friendly information on the EU, including the brochure “Europe in 12 lessons” and the gadgets with the Speak up! logo.
   c) Background information on the children’s rights.
3) Agreeing ground rules for participation
4) Discussion on children’s rights
   a) Do you as a child have rights?
   b) Do you know the children’s rights convention or did you ever hear about it?
   c) Can you complain if your rights aren’t met?
   d) What is your own experience with children’s rights?
5) Children’s Rights Game
   a) Select 4 Children’s Rights
   b) Discuss selected child rights

The discussion about the four selected children’s rights was focused on four sets of questions:

- Children’s own awareness and knowledge of children’s rights
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- The specific needs of the children
- Proposals for policies or actions for children at national, regional or local level
- Proposals for policies or actions for children at EU level
  6) Concluding the focus group consultation
  7) Evaluation

Depending on the tasks, children were:
- Sitting around a table
- Sitting in smaller groups
- Sitting on the floor
- Walking around the room and corridors
- Going out outside.

- Overview of the methods used
During the meeting many different ways of activating children were used:
- introductory game for children to get to know each other;
- group discussions;
- „kaleidoscope of experience” (children talk about their daily lives, the activities they are involved in, the persons they are in contact with during these activities);
- group work
- individual tasks
- drawing
- role plays
- energizers (between consultation session).

- Ways of collecting, recording and analyzing information gathered during “vulnerable” group consultations:
- tape records
- photos
- videotape records (parts of the meeting, children’s presentations)
- facilitator’s notes
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- analysis of information (a playback of meeting transcripts, preparation of meeting report and final report according to recommended schema)

2. Key Findings

This section presents the main conclusions based on the focus group consultation. They cover the children's awareness of the children’s rights, their knowledge about children's rights, children’s rights protection, children's needs in relation to the four selected rights and proposals for policy and action in favor of children's rights.

Children’s own awareness and knowledge about children’s rights

Introductory discussion concerned the specificity of children's rights, with particular emphasis put on the difference between adult’s and children’s rights.

In general, children from "control" group believe that: Children have different rights than adults (girl, 12 years old). In their opinion, this conclusion concerns, above all, voting rights: Well, during Parliament election the children cannot vote. In other elections children cannot participate as well (girl, 12 years old).

When analyzing the differences between the situation of children and adults, children's statements focused mainly on work and education issues:

[Children] have the right to go to school (boy, 12 years old).
[Children] have the right and duty to go to school (girl, 12 years old).
[Adults] have the duty to go to work (girl, 12 years old).
Children go to school and adults do not (boy, 12 years old).
School for children is like a job for adults (girl, 12 years old).
For instance, a teacher’s job is to teach children, while a child’s job is to learn (girl, 12 years old).
It seems to me that an adult has no obligation to go to work (girl, 12 years old).
He can go, but he does not have to (boy, 12 years old).
Adults can work at night and sleep in the daytime, while children have to go to school during the day, and at night they have the right to sleep (boy, 12 years old).
[Children] are entitled to free education (boy, 12 years old).

When asked about whether this right [free education] applies also to adults, they answered: I don’t know (girl, 12 years old).
No, it doesn’t (girl, 12 years old).

When they have the courses, they have to pay (girl, 12 years old).

Unless these are older people who want to learn (boy, 12 years old).

Nevertheless, opinions about tuition fees for older people were divided as well:

I guess so, [education for older people] is free (boy, 12 years old).

They have to pay (girl, 12 years old).

According to children, the differences between the children’s and adults’ rights are related to offenses and the punishments:

Children cannot be punished in a humiliating way, cannot be condemned to life sentence.

The parents are held responsible [for their children] (boy, 12 years old).

For example, until 18 years of age one is sent to a juvenile detention center, when adults can be condemned to life sentence. (boy, 12 years old).

However, you can stay in a juvenile detention center [up 18], and then, in a separate trial, you can be condemned to prison (girl, 12 years old).

When questioned about how the parents are liable for children, the pupils answered that it was mainly financial responsibility:

For example when the son destroys school property, such as the emblem, then the parent, not the child, has to buy it back or has to fix it somehow (girl, 12 years old).

Because [the child] has no money (boy, 12 years old).

According to children, if parents are not able to deal with bringing up a child, then:

(...) The court can take away their right to custody of the child (girl, 12 years).

This can occur, among other situations, when:

They don’t look after the child (girl, 12 years old).

If parents are alcohol addicted or they are neglecting a child, their parental rights might be revoked (boy, 12 years old).

Children have also the right to:

They are entitled to medical care (girl, 12 years old).

[For] Free! (boy, 12 years old).

In their opinion, adults also have the right to medical care: But It depends on whether they are insured! (girl, 12 years old).

Children mentioned also the children’s right is to know their biological parents:

They have the right to know their biological parents and children cannot be separated from
their parents unless the court decides so (boy, 12 years old).
They have [this] right after their 18th anniversary (boy, 12 years old).
Unless they do not want (girl, 12 years old).
Because this is a right and not an obligation (girl, 12 years old).
They can choose which parent they want to live with (girl, 12 years old).

Children pointed out their another right:
They have the right to play (girl, 12 years old).
Parents also have the right to have fun (boy, 12 years old).

Children were asked about if it happens that a child cannot play and have fun, whether it is a criminal offense committed by adults who didn’t ensure that a child could play. Even though, children principally didn’t consider it as a criminal offense, one girl said that:
Yes, it is! Because when he returns from school, every child has the right to do his homework and has to do this homework. A play must exist, because if children were learning all the time, they would turn into little adults (girl, 12 years old).

When asked about whether they think that children’s rights are discretionary - you can abide them or not, they answered:
It would be a criminal offense if a child worked instead of his parents (boy, 12 years old).
It would be a child abuse (boy, 12 years old).
A child cannot be forced to hard work, which endangers his life or health (boy, 12 years old).

Another subject under discussion was the question whether children’s right to free education means that if public schools had been closed and only private schools (for pay) were maintained in the city, it would be a violation of the law. Children’ opinions were divided on this point:
No, it wouldn’t (girl, 12 years old).
Yes, it would be because some people don’t have money to pay for education (boy, 12 years old).
He doesn’t have to cook dinner. Well, if he wants, he can (girl, 12 years old).
A child has the right to his own choice (boy, 12 years old).

In general, children consider that a child is entitled to the rights, which were mentioned above, but he can renounce them if he wants to do so:
[Adults] are not allowed to force a child to work, which endangers [child’s] life or health (boy, 12 years old).

For example, if parents are ill and the child wants to help them, than he can do it (boy, 12 years).

Knowledge about children’s rights, information sources
When questioned about whether they know the Convention on the Rights of the Child, children answered:

Maybe one day I had this pleasure [to get information on it], but I don’t remember (boy, 12 years old).
I know (girl, 12 years old).
I’ve heard about it (girl, 12 years old).

Generally, it can be concluded that the sources of information about children’s rights are as follows:

Sometimes somebody talks about it in school (girl, 12 years old).
I’ve read about it (boy, 12 years old).
From TV (girl, 12 years old).

When asked about who, in their opinion establishes, the children’s rights, they answered that:

Ombudsman [for children] (boy, 12 years old).
The State (girl, 12 years old).
The child himself (girl, 12 years old).
Police (girl, 12 years old).
Teachers (boy, 12 years old).
Politicians (girl, 12 years old).
Parents (girl, 12 years old).

Protection of the Rights of the Child, looking for help in a case when the rights of child are violated.

Children, asked about whether they know where they or their colleagues could turn for help in case of violation of children’s rights, enumerated following institutions:

You can make a complain at school (girl, 12 years old).
To ombudsman for children (boy, 12 years old).
To police (girl, 12 years old).
To city guard (boy, 12 years old).
To social care (girl, 12 years old).
They also mentioned the individuals, for example in school:
To teacher (girl, 12 years old).
To educator (boy, 12 years old).
To headmaster (girl, 12 years old).
Or outside school:
There is a telephone helpline (girl, 12 years old).
To neighbor (girl, 12 years old).
To an adult so that this person would take further steps (boy, 12 years old).
To his friend (girl, 12 years old).
To someone from the family (girl, 12 years old).
On the website. There are different websites, you have to search (boy, 12 years old).
Looking for help on the Internet, children would research following key words:
Help for children (boy, 12 years old).
Ombudsman for children (boy, 12 years old).
Helpline (boy, 12 years old).
Children in troubles (boy, 12 years old).
Children considered that their rights might be violated not only by adults, but also by other children, their peers:
There is the right to free education, and children, for example, may not want to go to school and go on truancy (boy, 12 years old).
There is a right that you cannot take pictures or film someone without his consent, and another child may do this (girl, 12 years old).
Or [child can] download some essays from the Internet (girl, 12 years old).
Plagiarism (boy, 12 years old).

Children’s Rights Game
The children's rights game ran in the following stages:
- First of all, the children individually filled in the table containing all the rights, in which they indicated whether the law is true or false.
- Recapitulation of results.
- Analysis of the choices made by children (they had to indicate why they consider the right as true or false)
- Out of 12 real children's rights, children selected the four rights, around which the focus of the consultation took place. Children chose the rights which were relevant to them and close to their living situation and their own experience. Children placed the rights in order of importance to them.

The following table presents the results of the first phase of the game, which was a selection of real and fake children's rights:

<table>
<thead>
<tr>
<th>Real children’s rights</th>
<th>T</th>
<th>F</th>
<th>No answer</th>
<th>Fake children’s rights</th>
<th>T</th>
<th>F</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>All children are equal (Article 2 UN CRC the right to non-discrimination)</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>Every child has the right to visit the moon once in his/her life</td>
<td>3</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Disabled children have the right to special care (Article 23 UN CRC the right of disabled children)</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children have the right to information (Article 17 UNCRC, access to information)</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>Every child can curse if he or she wants to</td>
<td>1</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>All children have the right to health care (Article 24 UN CRC, the right of children to health and health services)</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>No child should have to do the dishes</td>
<td>8</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>All children have the right to education (Articles 28, 29 UN CRC, the right to education)</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>Every child has the right to choose what time to go to bed at night</td>
<td>4</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Children in conflict with the law have the right to special assistance (Article 40 UN CRC, administration of juvenile justice)</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>No child should have to clean his or her room</td>
<td>6</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Refugee children have the right to special assistance (Article 22 UN CRC, right to special protection to refugee children)</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>Every child has the right to belch at dinner</td>
<td>2</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>
Children have the right to express their own opinion *(Articles 12, the right to participation)*

All children have the right to play *(Article 31 UNCRC, right to play)*

Children without families have the right to special protection *(Article 20 UNCRC, protection of children without families)*

No child should be maltreated *(Articles 19, 34, protection from abuse and neglect; protection from sexual exploitation)*

Children have the right to an identity, including a name, nationality and family ties *(Article 8, right to identity)*

Children of minorities or indigenous populations have the right to enjoy their own culture *(Article 30, right to practice your own culture)*

Children have to be protected from torture and deprivation of liberty *(Article 37, right not to be punished in a harmful way and prohibition to be deprived of liberty)*

<table>
<thead>
<tr>
<th>Right</th>
<th>Selection Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>All children have the right to express their own opinion</td>
<td>12 0 0</td>
</tr>
<tr>
<td>All children have the right to play</td>
<td>12 0 0</td>
</tr>
<tr>
<td>Children without families have the right to special protection</td>
<td>11 1 0</td>
</tr>
<tr>
<td>No child should be maltreated</td>
<td>12 0 0</td>
</tr>
<tr>
<td>Children have the right to an identity, including a name, nationality and family ties</td>
<td>12 0 0</td>
</tr>
<tr>
<td>Children of minorities or indigenous populations have the right to enjoy their own culture</td>
<td>11 1 0</td>
</tr>
<tr>
<td>Children have to be protected from torture and deprivation of liberty</td>
<td>12 0 0</td>
</tr>
</tbody>
</table>

Results of Children’s Rights Game *(choice of 4 rights)*

After negotiations and common arrangement, children chose following rights as the most important to them and close to their living situation and their own experience (in order of selection):

1. All children have the right to health care
2. No child should be maltreated
3. All children are equal
Children have to be protected from torture and deprivation of liberty

Children in "control" group selected the rights belonging to different categories:
- Fundamental Rights ("All children are equal")
- Rights on the child protection measures ("No child should be maltreated," and "Children have to be protected from torture and deprivation of liberty")
- Rights relating to children's needs ("All children have the right to health care")

Analysis of selected rights included:

- **Children’s awareness of children’s rights**
- **Children’s needs in relation to the four selected rights**
- **Proposals for policies or actions for children at EU, national, regional or local level**

**1) All children have the right to health care**

- **Children’s awareness of children’s rights**

  Every child has this right, because everyone has the right to be healthy (girl, 12 years old).
  In each case, children should receive help (girl, 12 years old).

  Health care is obligatory for children in order to not spread diseases (boy, 12 years old).

  According to children, their right to health care include:
  Right to free [medical] care (boy, 12 years old).
  *I always get help in case of accident* (boy, 12 years old).
  *Always they take care of us* (girl, 12 years old).
  *Medical advice* (girl, 12 years old).

- **Children’s needs in relation to the selected right**

  Children were talking about their experiences regarding health care, their contacts with medical and health care staff in various medical situations.

  Children were asked to describe their last contact with the doctor.

  During the holidays I twisted my ankle. I twisted my ankle, I told it to my parents, we went to the doctor, where I gave personal details, I went to the doctor, I had X-rays and they put my ankle in plaster (girl, 12 years old).

  The girl said that she had been treated normally and there was nothing painful.
I think that nurses are very attentive. All the time they take care of the patient. I had inflammation of the hip. They were nice and when I needed something they came to me every time. However, recently I was at my aunt’s house and she told me that the nurses didn’t pay attention to her (girl, 12 years old).

I was at dentist a week ago. I like the dentist. I have a very nice dentist. I prefer her than my doctor, but that’s because I don’t like vaccination (girl, 12 years old).

Children underlined that doctors often listened to their wishes, for example, the dentist asks if it hurts and later: When he was cleaning my teeth so that it didn’t hurt (girl, 12 years old).

For example, when I go to the dentist, she is very nice. Once, when my mum had no money, she postponed payment date. Once, she gave us toothpaste, or a little mirror to play (girl, 12 years old).

My [dentist] is very nice. He always talks to me (girl, 12 years old).

After treatment my dentist always gave me a teddy bear (girl, 12 years old).

I had inflammation of the eye, no one was there and we had to wait an hour until I was accepted. When they accepted me, they behaved politely (boy, 12 years old).

Children observed that, although medical or health staff in the clinic or hospital, primarily talked with parents, they also explained to child some things and posed him the questions:(...) they asked me if it hurts here, or here (boy, 12 years old).

The children told about some difficult situations which had happened to them and their parents: When they were taking my blood sample, they were very nice. It turned out that I have something wrong in my blood and we had to wait 3-4 hours, and after then it turned out that it had been a printing error. My parents were very scared. [The doctor] apologized, it was his fault, and in this [medical] center everything was fine. (boy, 12 years old).

Children were also talking about vaccinations: I was vaccinated by nurse in school. Normally, I was afraid of vaccination, but lately I like these vaccinations (girl, 12 years old).

I had once the blood collection, and once the vaccination. The blood sampling hurt a little, and the vaccination was done so gently, that I did not know when she gave me the vaccine (girl, 12 years old).

When I was vaccinated, I was terribly screaming. [The nurse] tried to reassure me (girl, 12 years old).
Even though some unpleasant situations happened to children during the treatment:

*My mom went with me to the dentist and he pulled my tooth. I screamed and ran out. After, this man [doctor] was described in newspaper because it wasn’t the first time he pulled a tooth in this way* (girl, 12 years old), in general children talked mostly about the positive experiences with reference to implementation of their right to adequate health care.

- **Proposals for policies or actions for children at EU, national, regional or local level**

When questioned about what kind of solutions at local, national, European and global level would ensure that the right to adequate health care for children could be better implemented, children suggested:

*More hospitals. There is shortage of medical staff. More people who attend to medical school.*
(boy, 12 years old).

*Withdrawing the vaccines and giving the pills* (girl, 12 years old).

*More hospitals for those who walk on the streets and collect rubbish. Such persons should have other hospitals, because they may have other diseases. I mean, when we got a cough, then our parents buy us some medications, while they have no money for it and they might be more ill than we are* (girl, 12 years old).

On the occasion of reflection on the child's right to health care, equality and discrimination issues emerged. Due to the fact that earlier children have been taking about equality for all children, we asked them about solutions for children of less advantaged people such as the waste pickers.

It was disagreement among pupils when it comes to meeting the right to education of these children. Half of participants believed that kids of waste pickers should attend special schools *One big school should be built and one part should be reserved for them, and one for us* (boy, 12 years old)

*Or [they should go] to boarding school* (boy, 12 years old)

Because:

*They might not keep up with the group, they are unable to do anything* (girl, 12 years old).

*Some of them, even don’t want to take a look at school* (girl, 12 years old).

*In this school, they may be tested* (boy, 12 years old).
Another part of participants was of opinion that kids of waste pickers should attend ‘normal’ school.

*In order to integrate these children* (girl, 12 years old).

*Half the class like this, half like that* (girl, 12 years old).

Because:

*In our school, no one scoff at others, no one is superior* (boy, 12 years old).
*Anyone can be ill and it's not his fault* (boy, 12 years old).

What concerns education for Roma children, participants’ opinions differed as well: Some argued that Roma kids shouldn’t attend the same schools with Polish kids:

*No, they shouldn’t* (girl, 12 years old).

*They shouldn’t, because we can accept sick people, but they steal* (girl, 12 years old).

Because:

*They have a different culture* (boy, 12 years old).

Other participants claimed that

*They are just like us* (boy, 12 years old).
*We learn to live with them* (girl, 12 years old).
*It depends on whether they speak Polish* (girl, 12 years old).

*I could [go to the same school with Roma children], because I was in a kindergarten with one Gypsy and he behaved in normal way* (girl, 12 years old).

Children of other nationalities are allowed to go to the same schools if:

*As they know the[Polish] language* (boy, 12 years old).

In the case of children with AIDS, the response was as follows:

*Probably not* (girl, 12 years old).

*So what, you would kiss her?* (girl, 12 years old).

Children questioned about what we can do in order to improve health care for children in Poland, came up with some solutions in terms of health and care of children:

*Pills instead of injections* (girl, 12 years old).

*Often, children of street people should be taken to orphanage* (girl, 12 years old).

*Sometimes, those children being in step-families are better there* (girl, 12 years old).

In order to improve health care in Europe and in the world, children point out a need to increase the number of institutions that help people, for example: *To build hospitals* (girl, 12 years old).
2) No child should be maltreated

- Children’s awareness of children’s rights
As regards this right that no child shall be abused, either physically or mentally, everyone agreed that no child should be abused.

Because it may affect his mind, and when he grows up, he will also do so (boy, 12 years old).

Or even now (girl, 12 years old).

Children agreed that as a child was badly treated, then he would also badly treat the others:

He learns it (girl, 12 years old).

A child brought up in this way will do so to others, because he thinks it's right (girl, 12 years old).

A child could fall into depression (boy, 12 years old).

In participants’ opinion "abuse" consist on: Beating, forcing into something (girl, 12 years old).

A blackmail (girl, 12 years old).

While the "mentally abuse" means:

To bully (boy, 12 years old).

To not feel safe in their own home (boy, 12 years old).

For example, to lock a child in a small room (boy, 12 years old).

To force a child to work hard (girl, 12 years old).

Prostitution (boy, 12 years old).

Beating (girl, 12 years old).

To offend, to insult (boy, 12 years old).

To do the things against child’s will (boy, 12 years old).

- Children’s needs in relation to the selected right

Children enumerated examples of violence and abuse of children to begin with work in the household (known from their own observations), and to end with the abusing children as soldiers (known from media):

Beating (girl, 12 years old).

I was at my grandmother’s house in the countryside. I had a friend and her parents told her to go peel the potatoes, feed the cows, cook dinner, clean the house. I was sitting down, and she was cleaning up. I think it is child exploitation (girl, 12 years old).
I read that in Africa is a civil war and they abuse children as soldiers in this war (boy, 12 years old)
Some time ago, I saw in "Facts" [television news] the lady who was from Africa. They kidnapped her when she was small [girl]. They forced her into prostitution, then they sold her, she was treated very badly (girl, 12 years old).

- Proposals for policies or actions for children at EU, national, regional or local level

Wishes to the fairy concerning actions to take in order to eliminate violence against children:
I would like to say that I wish that the fairy, seeing that the child is abused, would return common sense to parents (girl, 12 years old).
I would like that you as a fairy go to the teachers at school and ask if there are any closed children. In this case, someone has to go to their house and look at their conditions (girl, 12 years old).
Children also proposed some concrete solutions to the authorities:
In each city [they would have to proceed to] control every week. An building would devolve on some district, dozens of people in it, and once a week they would come suddenly and they would control (boy, 12 years old)
Once a year, because they wouldn’t have enough time (girl, 12 years old).
Whether they beat those children (girl, 12 years old).
They could ask a child if the parents force him into doing something like that. But only if a child doesn’t repeat what his parents told him to say (girl, 12 years old).

3) All children are equal
- Children’s awareness of children’s rights

Children have recognized this right as real and important, especially, because:
If someone is less intelligent, and someone is more, there is no division, but they are equal (boy, 12 years old).
You must treat another person in the same way, [even though] she or he is less intelligent, or sick, they should be treated in the same way (girl, 12 years old).
You must treat another person in the same way that you would like to be treated yourself
It is obvious (boy, 12 years old).

Everyone should be treated in the same way (boy, 12 years old).

It’s not their fault, but their parents’ (girl, 12 years old).

They don’t choose their gender, skin color, but they are born like this. Their persecution would mean a racism, and this is penalized (boy, 12 years old).

According to girls and boys participating in focus consultations, children may differ in:

- Appearance (girl, 12 years old).
- Skin color (girl, 12 years old).
- Character traits (boy, 12 years old).
- The poor and the rich (boy, 12 years old).
- Gender, name, age (girl, 12 years old).
- Religion. They are followers of other faith groups (girl, 12 years old).

**Children’s needs in relation to the selected right**

In children’s view, some of these features can cause the discrimination of a child. These characteristics include:

- Religion (boy, 12 years old)
- Race (boy, 12 years old).
- Character traits (girl, 12 years old).
- That he is poor (girl, 12 years old).
- Appearance (boy, 12 years old)

Children described their daily life experiences concerning the implementation of this right, its observation or violation

I saw on the street a little boy and a group of children older than him. They were kicking him because he had no hand (girl, 12 years old).

The teacher said to my friend: “shut up”. She wanted to say something to her while our teacher was talking with somebody (girl, 12 years old).

The teacher could be irritated, because she was talking with a parent. And she got angry a bit (boy, 12 years old).

Children mentioned that sometimes their parents forbid them to keep in touch with other peers:
My sister Kinga has a friend whose parents drink all the time, every day I see them at liquor store and Kinga wanted to go to this girl’s place, but our mother didn’t let her go. Her [Kinga’s friend] parents don’t look after her... (girl, 12 years old).

My friend’s parents don’t take care of her at all. When me and my dad see my mom off at the bus station, which is in front of their house, there is always a little boy standing on the balcony. He takes a stool and leans over the balcony (girl, 12 years old).

In my tenement house lives a girl called Martynka. And there is also another one, Paulina. These two girls don’t like each other. One day I talk with Martyna and she says that her father forbade her to talk with Paulina. Because everyone knows that her dad is now in prison (girl, 12 years old).

- Proposals for policies or actions for children at EU, national, regional or local level

In the relation to the right according to which all children are equal, children wondered how we could ensure that all children in the world equal rights, what action must be taken so that the children have the same rights.

To replace the government composed of imbeciles by the government composed of well educated people (boy, 12 years old).

A role play involving the participation of facilitator: I am a sick child of a waste picker. I need medical help. I don’t go to school. As a politician, what would you do to ensure that I would be treated equally? You have the power of making decisions (facilitator)

I would create a school for such children as you (boy, 12 years old).

But, in this case I won’t feel better, and I won’t be treated equally (facilitator)

I would try to support financially poor families so that they can send their children to school (boy, 12 years old).

I would give money to all those children. I would create a school for poor children and their parents so that they could continue their education. Then, as they would learn basic things, I would transfer them to a school that normal children like us are attending (girl, 12 years old).

In hospitals there are many free treatments. Then, they should go to normal school, where they will find friends (girl, 12 years old).
We would befriend them (boy, 12 years old).

At the beginning, I would make a surprise with people I know. I would collect some nice clothes, money. Earlier, I would provide you with a treatment. I would also buy you some books so that you could go to normal school (girl, 12 years old).

As Prime Minister I would raise taxes, and as a fairy godmother I would built hospitals for ill children of waste pickers. Their parents should go at university, and those cured children should go to normal schools (boy, 12 years old).

I would organize a charity fundraising event and I would collect money for poor families (girl, 12 years old).

I would transfer children to orphanage, if the parents didn’t look after them (girl, 12 years old).

The waste pickers would go to work for minimum wage and they would still get social welfare allowance. Then the children would normally go to school. These children would have all surgery free, even thought there are normally paid (boy, 12 years old).

Or free vouchers for food (boy, 12 years old).

Or such special trolleys in shops (girl, 12 years old).

I was at the food-raising event! (girl, 12 years old).

Or [free food products] after their expiration date (girl, 12 years old).

And what would you do specially for me? I am a child of waste picker (facilitator)

We would became friends with you (girl, 12 years old).

We would be affectionate (boy, 12 years old).

[We would organize] a fundraising (girl, 12 years old).

Everyone has some clothes that he doesn’t wear or some of which he grew out. We could bring them to school and give them away (girl, 12 years old).

I would do garbage segregation in my home and give this segregated rubbish [to waste pickers] (boy, 12 years old).

I would make another surprise. I would go to the headmistress and I would tell her that in our class it is a girl whose family is not “cool” and that she needs help. For instance we could organize a fundraising. A second group of children would gather clothes or other things. I would give her all this during school assembly (girl, 12 years old).
4) Children have to be protected from torture and deprivation of liberty

- Children’s awareness of children’s rights
Children are of the opinion that this right is very important and real, because children shall not be tortured (girl, 12 years old).

- Children’s needs in relation to the selected right
The next discussion focused on the fact that children shall be protected from the deprivation of liberty. There is a commitment that children who break the law shall not be badly treated. They should not be in the same prison with adults and should be able to maintain contact with their parents. Children were asked whether any of them had met a family whose child had been sentenced to criminal punishments. In the main, children said that they know this problem from the television (boy, 12 years old). However, they also referred to some cases in their own family:

My cousin was condemned. Now he is seventeen years old. Well, I think [he was condemned] one year ago, but I don’t know really (boy, 12 years old).
I heard on television that in Africa children are punished just like adults (boy, 12 years old).
It's not fair (boy, 12 years old).

- Proposals for policies or actions for children at EU, national, regional or local level
Children were thinking about solutions - policies or activities – which would ensure better realization of the children’s right to protection from torture and deprivation of liberty at the local level, regional level, at national or at European level.

I have this idea that, when [children] commit something, they shouldn’t go to the reformatory, but they should be, for example, under the protection of a guardian. And for instance, during one month every pleasure would be banned. No movies, etc. (girl, 12 years old).

House arrest (boy, 12 years old).
I would explain to the child, that he can not behave like this (girl, 12 years old).
First of all, a child should get a legal guardian, and only if it doesn’t work, he should go to the juvenile detention center (girl, 12 years old).
Death penalty should be abolished (boy, 12 years old).
3. Evaluation of the focus group meeting

A rating scale was used for the evaluation of focus group meeting. Children were asked to give marks on a scale of 1 to 5 to each evaluation question. The marks were put in the room and children ran to number of the scale after each question had been raised. The rating scale was accompanied by the children’s comments during and after the meeting in order to in-depth evaluation. These were mainly very positive statements, such as: Great, we can come here every week (boy, 12 years old).

Children wrote down their assessments at the end of the meeting in the following categories:

- Evaluation of the meeting - whether the child was interested in, exciting or not?
- Evaluation of persons holding the meeting
- Evaluation of conclusions from the meeting - whether they are important or not?
- Evaluation of the atmosphere of the meeting - whether it was nice or not?
- Evaluation of other children participating in the meeting - whether they were active or not?

Detailed evaluation of the meeting by the participating children:

HOW DO YOU EVALUATE RUN OF THE MEETING – WAS IT INTERESTING FOR YOU OR NOT?
5, 5, 5, 5, 5, 5, 5, 4, 4, 4
Average mark: 4.75

HOW DO YOU EVALUATE PERSONS HOLDING THE MEETING?
5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5
Average mark: 4.91

HOW DO YOU EVALUATE CONCLUSIONS FROM THE MEETING – WERE THEY IMPORTANT OR NOT?
5, 5, 5, 5, 4, 5, 5, 4, 5, 5, 5, 5
Average mark: 4.83

HOW DO YOU EVALUATE MEETING’S ATMOSPHERE? – WAS IT NICE OR NOT?
4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5
Average mark: 4.91

HOW DO YOU EVALUATE OTHER CHILDREN PARTICIPATING IN THE MEETING? WERE THEY ACTIVE OR NOT?
4, 3, 4, 4, 4, 5, 5, 5, 5, 5, 3
Average mark: 4.33
Generally, consultations of the "control" group run in a very nice, friendly and joyful atmosphere. All children in the group sought to be active during consultation exercises, they were characterized by curiosity and involvement in the tasks. Participants’ behavior was calm, and their reactions adequate to the instructions of the facilitators. All children taking part in the meeting expressed their willingness to participate in similar projects. Children were informed that the feedback session would take place in April 2012. Follow-up meetings with children will be held in April 2012 in order to relay them reports and information on the conclusions of the Speak up! Project.