1. Background information / Introduction

Demographic data of the study group of children:

- Number of children who participated: **12 children**
- Ages of children who participated: **12-13 years old**
- Gender breakdown: **5 girls, 7 boys**
- Geographical background: **Poland /Łódź/city**
- Ethnicity breakdown: **Polish people**
- Characteristics of their specific vulnerability: low-socio-economic status of family, **incomplete and broken families, sub-standard living conditions, poor financial situation, alcohol addiction of family members, single-parent families, low academic achievements, health problems.**

Children of the "vulnerable" group and the children of the "control" group are pupils registered in 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 students and it is an incentive for better-off parents to register their children in “integrative” classes.

Children selected to consultation attend the 6th grad that is the last grad in the primary school. In the school 6th is divided into three classes, one of them being ‘integrative”, which have the same study programme and the same teachers. 12 children considered ‘vulnerable” have been selected randomly among 6th grad students provided with free school meal and meeting following criteria: low-socio-economic status of family, **incomplete and broken families, sub-standard living**
conditions, poor financial situation, alcohol addiction of family members, single-parent families, low academic achievements, health problems.

Gender imbalance in this group (5 girls, 7 boys) is due to the fact that boys outnumber girls among free meal recipients at the age 12-14.

**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
- 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
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- 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
  - 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 from the 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 of 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.

When questioned about whether they think that children are entitled to any different rights than adults, children differed in opinions:

*Yes,* [children’s rights are] *different* (boy, 12 years old).

*No,* [children have] *the same* [rights as adults] (boy, 12 years old).

They argued between themselves:

*Children can appeal to court for alimony* (boy, 12 years old).

*No, they can’t* (boy, 12 years old).

*Yes, they can. I did it* (boy, 12 years old).

*They have to go to school and adults have to go to work* (boy, 12 years old).

*Children have the right to free education, but adults have to pay* (boy, 12 years old).
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Adults are allowed to drink alcohol, but children, they are not (boy, 12 years old).
Children under 18 years old aren’t held responsible for themselves. Adults, they are (boy, 12 years).
There are separate courts for youngsters and for adults. If we hurt someone, we are not sentenced by the ”normal” court (boy, 12 years old).
As someone has 17 years, he also can be imprisoned (boy, 12 years old).
[Right] to express their own opinion (girl, 12 years old).
The right to have a secret (boy, 12 years old).
Adults also have [rights mentioned above](boy, 12 years old).
Right to ask question to teacher (boy, 12 years old).
A child has the right to play (boy, 12 years old).
Children were asked whether adults have the right to play as well:
Yes, only if they have no children, because when they have small children, they cannot junket (girl, 12 years old).
Often, during holidays we say that we have the right to go out and return after 20 o’clock, but our parents disagree with us. (girl, 12 years old).
We have the right to go to work from 16 years old (girl, 12 years old).
We have the right to meet up with our friends (boy, 12 years old).
I have the right to go to the doctors (boy, 12 years old).
We have the right to be dressed and satiated (boy, 12 years old).
We have the right to education (boy, 12 years old).
[We have the] right to express our own opinion in front of an adult man. However, when Natalia told what she thinks about the mathematic teacher, she still would have trouble. This right is very weird (girl, 12 years old).
We have the right to respect of our private life (boy, 12 years old).
The right to be present at divorce hearing of our parents (boy, 12 years old).

Knowledge about children’s rights, information sources
When asked about whether they know the Convention on the Rights of the Child, children answered:
[I’ve heard] in TV, but I don’t know what is it (boy, 12 years old).

No, I don’t (girl, 12 years old).

Children were asked, where they have learned about existence of those rights that they had enumerated:

At school in class (boy, 12 years old).
I’ve read [about it] (boy, 12 years old).
At school, we had social therapy classes (boy, 12 years old).

When questioned about who, in their opinion, established the children’s rights, they responded that:

Adults (girl, 12 years old).
Court (boy, 12 years old).
The whole world (Girl, 12 years old).
Children themselves (boy, 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 above all:

To a psychologist (boy, 12 years old).
In our school to Mrs. Urbanek [mathematics teacher] (boy, 12 years old).
To the army (boy, 12 years old).
I’d cope with such things myself, and if I couldn’t handle it, I’d go there with a friend (boy, 13 years old).
To police (girl, 12 years old).
To an adult (boy, 12 years old).
To family court (girl, 12 years old).
To ombudsman for children (girl, 12 years old).
I would call to the ombudsman (boy, 12 years old).
On the helpline (girl, 12 years old).
To a close adult. A person from the street, neighbor (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>11</td>
<td>1</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>11</td>
<td>1</td>
<td>0</td>
<td>Every child can curse if he or she wants to</td>
<td>6</td>
<td>6</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)</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>No child should have to do the dishes</td>
<td>8</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>services)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All children have the right to education <em>(Articles 28, 29 UN CRC, the right to education)</em></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>7</td>
<td>5</td>
</tr>
<tr>
<td>Children in conflict with the law have the right to special assistance <em>(Article 40 UN CRC, administration of juvenile justice)</em></td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>No child should have to clean his or her room</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Refugee children have the right to special assistance <em>(Article 22 UN CRC, right to special protection to refugee children)</em></td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>Every child has the right to belch at dinner</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Children have the right to express their own opinion <em>(Articles 12, the right to participation)</em></td>
<td>12</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All children have the right to play <em>(Article 31 UNCRC, right to play)</em></td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>Every child has the right to breakfast in bed</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Children without families have the right to special protection <em>(Article 20 UNCRC, protection of children without families)</em></td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>Every child has the right to have a funny neighbour</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>No child should be maltreated <em>(Articles 19, 34, protection from abuse and neglect; protection from sexual exploitation)</em></td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>Every child has the right to colour his/her hair</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Children have the right to an identity, including a name, nationality and</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>Every child has the right to drive a lorry</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Family ties (Article 8, right to identity)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Children of minorities or indigenous populations have the right to enjoy their own culture (Article 30, right to practice your own culture)</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

| 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) | 12    | 0     | 0     | No child should have to do homework for school |
|                                                                                                                   |       |       |       | 9     | 3     | 0     |

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

Children had a serious problem with selecting only 4 real rights. Initially, amongst the most relevant and most important for them they enumerated: the right to play, right to information, right to health care, all children are equal, no child should be abused, children have to be protected from torture and deprivation of liberty, children have the right to preserve their identity, children are entitled to express their own opinion and right to education.

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) Children have to be protected from torture and deprivation of liberty
2) Children have the right to an identity, including a name, nationality and family ties.
3) No child should be maltreated
4) All children have the right to health care

Children in "vulnerable" group selected the rights belonging to different categories:
- Fundamental Rights ("Children have the right to an identity, including a name, nationality and family ties")
- 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) **Children have to be protected from torture and deprivation of liberty**

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

All children participating in the focus group consultations agreed that children mustn’t:

*Be tortured* (boy, 12 years old)

*Nor be molested* (boy, 12 years old)

*Nor be deprived of liberty* (boy, 12 years old)

*Nor be raped* (boy, 12 years old)

Because, in their opinion:

*Because it is perverted* (boy, 12 years old)

*(...) the kids have feelings too!* (boy, 12 years old)

*It affects their minds* (boy, 12 years old)

Children were asked whether adults could be tortured:

*No, they can’t!* (boy, 12 years old).

[this right] would be real regardless of age (girl, 12 years old).

*Adults are responsible for themselves. A child with ADHD, or Down syndrome doesn’t understand what happens to him* (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 already had contact with the law authorities met a family whose child had been sentenced to criminal punishments. In general, children said that: Not yet (boy 12 years old).

In spite of that, they made reference to some cases concerning them directly:

I had. There was a car by the curb. A tram was riding along. Then it start to scratching the car (...), then I had to go to the police station and testify what I saw (girl, 12 years old).

Me and my friend, we were interrogated. I was playing with my friend and near in the same time one man kicked in the stomach of another man. Then police arrived ... (13 years old).

Another issue put forward for debate was the punishing children and adults for the same offense. As an adult goes to prison for some infringements, what legal sanction should get a younger person:

He get a legal guardian, or he goes to young offenders’ home (girl, 12 years old).

He should get a second chance (girl, 12 years old).

Financial penalty (boy, 12 years old).

So, do you think that children should not be deprived of liberty? (facilitator)

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

Because, this all is by the reason of the fact that parents don’t take care of their children (boy, 12 years old).

They should be condemned to community service in school’s interest, for example, cleaning up (boy, 12 years old).

200 hours of community service (boy, 12 years old).

Our class was cleaning toilets as punishment (girl, 12 years old).

We had some classes with the city guards, and they said that if a child stole something, he would be judged by the family court and would be considered as demoralized person. If an adult stole something, he could just pay for it, as if nothing had happened (boy, 12 years old).

An adult person would be held responsible for [children’s] act (boy, 12 years old).

The parent have to pay or [child will be placed under] guardian supervision (girl, 12 years old).

Some warnings for the younger [child] (boy, 12 years old).

An adult person could stop a child so she should be held responsible for him (boy, 12 years old).
Proposals for policies or actions for children at EU, national, regional or local level

In some countries children are punished in the same way as adults and they are deprived of their liberty or of contact with their parents. Children were asked to think about if they were politicians and could make decisions, what they would do to ensure that the children would not be kept in isolation and away from their parents.

*I would make people aware that children are younger, and in prison, they will learn bad things and will repeat* [their own mistakes] (boy, 12 years old).

*I would order to move out of town all the young people. For some time. I would liquidate all the prisons in the country. Or would I build castles, in which children would be detained and would learn discipline* (boy, 12 years old).

Children were asked whether, even if it occurs that a child, because of degree of his guilt and gravity of his misconduct, has to be detained for a time, it would be possible to forbid him to stay in touch with his family:

*No, it wouldn’t* (boy, 12 years old).

*Because, at the time that he will come out at age of 18 years old, he won’t even know where his parents live* (boy, 12 years old).

*It is important to maintain contact with the parents, because otherwise he will fall into depression* (girl, 12 years old)

They were questioned whether the child can go to prison:

*In my opinion, he could go to jail, but for a short time* (boy, 12 years old).

And how to make certain that every child in the world would have the right to contact parents when he is arrested? (facilitator)

*I would send to that country a negotiator, a psychologist to talk to those people and to explain them that contact with parents is important* (boy, 12 years old).

2) Children have the right to an identity, including a name, nationality and family ties

*Children’s awareness of children’s rights*
Principally, children considered that it was obvious that children should have right to their identity, to practice their religion, to use the language of their group and to lead their own cultural right.

_They have the same rights._ (boy, 12 years old).

_No child is better or worse_ (girl 12 years old).

_They should be treated in the same way_ (girl 12 years old).

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

  Children were asked whether they know any children who come from minority groups:

  _I have a Gypsy friend, my uncle is Jew_ (boy, 12 years old).

  When asked about whether the children from minority families have the right to say where they come from, they answered:

  _Yes, there is no reason why they haven’t_ (boy, 12 years old).

  _Even they should_ (girl, 12 years old).

  Children, questioned whether they know any children who have no name or nationality, responded: _Maybe one day I’ll met someone_ (boy, 12 years old).

  _In the TV, they were_ (boy, 12 years old).

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

  Children were asked what actions they would take in order to better implement the right to preserve the child's identity, including nationality, name and family relation.

  _We must pray to Jesus_ (girl, 12 years old).

  _[ I would] put an end to the wars so that people stop to flee from their country to the other_ (boy, 12 years old).

  _We all need to be better_ (girl, 12 years old).

  According to children, if they had in their class a Roma child who was ashamed of his name:

  _[I would] explain that everyone is different, and this is obvious_ (boy, 12 years old).

  Proposed solutions for the entire world:

  _More information about these people_ (girl, 12 years old).
3) No child should be maltreated
   - Children’s awareness of children’s rights

Generally, children are of the opinion that the child mustn’t be abused mentally or physically. If s/he were:

[The child] may get angry, feel unneeded, perhaps even hurt oneself (boy, 12 years old).

He might commit suicide (boy, 12 years old).

When parents keep beating him all the time, he may hurt oneself. Or for instance, when they keep insulting him all the time (girl, 12 years old).

(...) As a child hears at home, that he in not important, there is a lot of alcohol at home, then a child may want to cease his life (boy, 12 years old).

This right is violated, while the children go with guns (girl, 12 years old).

Or [when they] sell the girls (boy, 12 years old).

   - Children’s needs in relation to the selected right

The children told about their and their peers experiences:

I have a friend from the backyard who is called Bartek. His mother beat him with a cable and he wanted to commit suicide by jumping from the second floor. My mother pulled him and the next day he ran after his brother with a knife (boy, 12 years old).

I saw [the violence] on the playground, at school (boy, 12 years old).

Children were asked whether the situation that two children were beating each other means violence:

Yes (boy, 12 years old).

Yes, it does (boy, 12 years old).

In same way (boy, 12 years old).

If you fight, fight someone [at least] as strong as you (boy, 12 years old).

Or of the same size (boy, 13 years old).

I know one person who put the violent video on You Tube (boy, 12 years old).

I wanted to jump out of the window (boy, 12 years old).

During mathematics class (girl, 12 years old).

It would be nice (boy, 12 years old).
I had so, too (girl, 12 years old).

When asked about whether it had any connection with the bad treatment, they admitted:
Yes, it had. At school (...). [Because of] family, friends, my brother (girl, 12 years old).
Because of teachers and classmates, peers (boy, 12 years old).

Children were asked to take the candy and throw to the cup (the one under the table) the candy papers if they ever had had such a day in their life that they thought about committing suicide.
This is a very important cup. There are so many papers, 9 people! (facilitator).

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

Children were asked how to prevent any violence among children.

More cameras, more police, more teachers and city guardians (boy, 12 years old).
I would like to save children from Cambodia (...) they are forced to take part in warfare (girl, 12 years old).

[And they are] abused (boy, 12 years old).
I have no idea what to do (girl, 12 years old).

Take such kids and educate them how to be a normal child (girl, 12 years old).

Selling little girls means mental and physical violence (boy, 12 years old).
Prohibit whorehouses (boy, 12 years old).

Remove children for adoption (boy, 12 years old).

Sent police there (boy, 12 years old).

Once, one man kidnapped a girl and remove her kidney (girl, 12 years old).

I would create such a special division, which catch the bandits all the night (girl, 12 years old).

I would prohibit whores (boy, 12 years old).

But they are all over the world, even here they are (boy, 12 years old).

One country, one political leader (boy, 12 years old).

They give such special pills at parties (boy, 12 years old).

Close all discos (boy, 12 years old).

Destroy the production of these pills (boy, 12 years old).

Prohibit the cultivation of drugs (boy, 12 years old).
4) All children have the right to health care

- Children’s awareness of children’s rights

Generally, all children participating in the meeting know that they have the right to health care:

*I have the right to go to the doctors* (boy, 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.

*I often go to the doctors, they treat me normally, they try to relieve [my pain]* (boy, 12 years old).

*One nurse was unpleasant. She was miffed, because I barfed on her* (boy, 12 years old).

*Once, when I was at hospital, I dropped a big glass lampshade and it was broken. I apologized the nurses and they said that it didn’t matter. I have such a nice hospital* (boy, 12 years old).

*Once, I went to the hospital at night because I had an ear infection. There was one lady who was very unkind* (boy, 12 years old).

*I went to the doctor for blood collection and the nurse pricked me with the needle several times, so I shouted at her* (girl, 12 years old).

*The doctor arrived drunk to my place. [I thought] that someone pass himself off as a doctor* (boy, 12 years old).

*I really do not want to talk about it but it happened in the hospital, (...) it was very nasty* (boy, 12 years old).

*When I was at hospital, there was such a stupid situation, that the doctor gave me an anaesthetic and I felt bad after that, but I could not tell anything, because I fell asleep* (girl, 12 years old).

(...) *the nurse arrived and she couldn’t fit in our door, because she was too fat* [laugh] (girl, 12 years old).

Children were asked about whether the medical and health staff listened to their wishes:

*No, they didn’t. My throat hurt and [doctor] was doing something, I wanted that he leave me alone, but he still kept on doing it* (boy, 12 years old).
I was at hospital because I had an accident on holiday. I asked them to touch my gently because it hurt me and they listened to me (boy, 12 years old).

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

Children were asked about what they would like to do to make children’s health better protected if they had the opportunity to fulfill the wishes:

*Send a message "we rescue you"* (girl, 12 years old).

*They should bring in more ambulances, more doctors and more medicaments. And more helicopters. Nowadays, there is not too much of ambulances, we have to wait for ambulance* (boy, 12 years old).

*More police, (...), so that doctors would be more understanding* (girl, 12 years old).

*In school, more cameras, there are only 4 in our school* (girl, 12 years old).

*Just like in England, police officers should direct traffic, so that there will be no accidents* (boy, 12 years old).

*They shouldn’t produce gasoline cars, because it is harmful to the environment* (boy, 12 years old).

Children expressed their opinion what to do to protect in the better way health of all children in the world:

*To give healthy food* (boy, 12 years old).

*To work out more* (girl, 12 years old).

*More police officers should survey the park (...). Because I saw there that one man accosted children.* (boy, 12 years old).

*To eliminate street food* (boy, 12 years old).

At the end of the meeting children were questioned how to better protect the rights of all children:

*For instance, every child would take at home a book, which would present the children’s rights. What a child is allowed to do and what he isn’t* (girl, 12 years old).

Children were asked how old children are able to must understand to which rights s/he is entitled:

*I would read [to my child] about children’ rights from his birth* (boy, 12 years old).
During the focus group meeting children were invited to participate in a creative task concerning their future. Children were asked to think about a wish for the future and write it down on their handprints. Children's dreams were as follows:

1. TO HAVE A DOG
2. TO HAVE A DOG
3. TO HAVE A CAT AND A HAMSTER
4. TO GO TO MY BROTHER WHO LIVES IN CANADA AND STAY THERE FOREVER
5. I WANT TO BE A DANCER
6. I WANT TO BE A COOK
7. I WANT TO BE A FOOTBALL PLAYER
8. I WANT TO BE A COMPUTER SCIENTIST
9. TO POSSESS SUPERHERO POWERS
10. TO OWN RESTAURANT
11. TO BE ABLE TO STOP THE TIME, TO ACCELERATE THE TIME AND RUN FASTER THAN THE WIND
12. TO BE ABLE TO DO EVERYTHING, TO FLY.

3. Evaluation of the focus group meeting

A rating scale was used for the evaluation of focus group meeting. Initially, children were asked to give marks on a scale of 1 to 5 to each evaluation questions. Then, children proposed to use school assessment scale of 1 to 6 and facilitators agreed to replace the scale. The marks were put in the room and children ran to take respective number defining the position on the scale after each question had been raised. The rating scale was accompanied by the children’s comments gathered 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?
4+, 5, 5, 5, 5, 4+, 5, 6, 4, 4+, 6+, 5
Average mark: 4.95

HOW DO YOU EVALUATE PERSONS HOLDING THE MEETING?
5, 5, 6, 4, 5, 5+, 6, 6, 5, 5, 5
Average mark: 5,2

HOW DO YOU EVALUATE CONCLUSIONS FROM THE MEETING – WERE THEY IMPORTANT OR NOT?
5, 5, 5+, 4, 5-, 6+, 5, 6, 4+, 5, 5, 5
Average mark: 5,1

HOW DO YOU EVALUATE MEETING’S ATMOSPHERE? – WAS IT NICE OR NOT?
5, 5, 5+, 5, 5+, 5+, 5, 5, 5+, 4, 6, 4
Average mark: 5,0

HOW DO YOU EVALUATE OTHER CHILDREN PARTICIPATING IN THE MEETING? WERE THEY ACTIVE OR NOT?
5, 5, 5, 5, 6, 3+, 4, 6, 5, 4-, 5, 5
Average mark: 4,8

Generally, consultations of the "vulnerable" group run in a very nice, friendly and joyful atmosphere. Most children in the group sought to be active during consultations exercises, they were characterized by curiosity and involvement in the tasks. Participants of the meeting (especially boys) were manifesting high physical activity and some hyperactivity problems were observed as well as acts of mutual verbal aggression (tears of one of the participants in response to being insulted by his peers). Their drawings also present a high level of aggression (e.g. drawing entitled “Tom is a dope”). The analogous meeting conditions of both "control" and "vulnerable” groups (the same location where the consultations took place, the
same scheme of the meetings) make it possible to compare the consultation process, both in terms of content and organization. During the "vulnerable" group consultation, it was necessary to provide more fun breaks like "ENERGIZERS" (e.g. running outside during the lunch time). Facilitators had to address to the participants more warnings and reproaches than during "control" group meeting. Children participating in the "vulnerable" group consultation often used the vulgar expressions (without any embarrassment) when describing some situations, for example: *There is one boy at our school who calls teachers “whore” all the time* (boy, 12 years old) and in relation to each other during the meeting. They tried to impress their peers, e.g. *It's fun to have a funny neighbor, you can go with him, talk, order Heineken [beer]* (boy, 13 years old)

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 to them reports and information on the conclusions of the Speak up! project.