

## TOOL KIT FOR CONSULTATIONS WITH CHILDREN ON CHILDREN'S RIGHTS

Speak up! Giving a voice to European children in  
vulnerable situations

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May 2011



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The signs displayed in the cover page and used in the focus groups consultations were developed by DCI-Netherlands.

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## SUMMARY

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The Eurochild toolkit is developed in the framework of Speak up!, a 2-year project led by Eurochild on children's rights. It includes 'tools' for running focus group consultations on the rights of children as laid down in the UN Convention on the Rights of the Child. The focus group consultations intend to consult children on their awareness of children's rights and on specific needs they have in implementing these rights in their lives. The Eurochild Speak Up! project involves consultations with children in eight countries across Europe and include in particular groups of vulnerable children, including Roma children, children living in institutions, disabled children, asylum seeking children and children experiencing poverty and social exclusion. Next to the consultations with vulnerable groups of children, similar consultations with 'control' groups of secondary school children take place.

A step by step process is proposed for children's consultations on children's rights, designed for a one and a half day meeting, but which could also be broken into shorter meetings. The step by step process includes:

- an introduction to the Speak Up! project and European Union work in relation to children's rights and child protection measures;
- a description of the children's rights game which will lead into the discussion on children's rights. It enables children to distinguish real and fake children's rights and to choose four 'real' rights closest to their living situation and their own experiences;
- guidelines for discussion of the four selected rights starting from their own daily experiences and relationships, moving to their specific needs and proposals for policies or actions to improve the implementation of children's rights at local, regional, national and European level. Detailed background information on all the 'real' rights included in the game is provided;
- suggestions for the concluding session, possible evaluation formats and the feedback session.

The toolkit includes activities for running and facilitating focus group consultations for children aged 12-15, but most of them can also be used with other age groups of children. Examples of these tools include role plays, PI-interviews to be used with deaf and hard-hearing children, creative activities, films, and a children's rights quiz. Links to a wide range of tools and information on children's rights are provided in a resource section.

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## INTRODUCTION

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**This toolkit was developed in the framework of Speak up!**, a 2-year project led by Eurochild on children's rights run under a grant from the Fundamental Rights & Citizenship Program of the European Commission. It aims to address children's own views of their rights, the protection of those rights and their opinions on necessary national and European policy actions. The children involved are particularly vulnerable due to their situation or characteristics, as these children most frequently experience rights violations and are less likely to be heard.

### 1. WHAT IS THE TOOL KIT FOR?

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Speak up! involves the development of a participatory methodological framework for conducting focus groups with children. The tool kit provides guidance on how to conduct focus groups consultations with children including possible ways for running the consultations and activities and resources to be used during the focus group meetings.

### 2. WHO IS THE TOOL KIT ON INVOLVING CHILDREN IN FOCUS GROUP CONSULTATIONS FOR?

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This package is intended for organisations, who work locally, regionally, nationally or internationally with children and include, local, regional, national and international NGOs, international organisations, INGOs and government partners.

### 3. STRUCTURE: WHAT IS INCLUDED IN THE TOOL KIT?

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The Tool Kit is divided into four parts:

- I. Possible ways of running focus group consultations
- II. Activities facilitating child focus group consultations, including examples of good practices
- III. Step by step process/programme for focus groups meetings
- IV. Resource materials

Background information and questions in relation to the children's rights selected for the project is provided at the end of the tool kit. It intends to provide detailed guidance for the facilitators to be used in the consultations.

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## I. POSSIBLE WAYS OF RUNNING FOCUS GROUP CONSULTATIONS

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The concept of a focus group is that a facilitator interviews several children at once. However, other techniques can be used as well, making it a process which is led by the children themselves instead of the facilitator.

- **The ‘kaleidoscope of experience’<sup>1</sup>**

The ‘kaleidoscope of experience’ asks children to talk about their daily lives, the activities they are involved in, the persons they are in contact with during these activities and whether they are listening seriously to them. In this way also more specific questions in relation to their rights and the protection of their rights can be discussed. Followed by possible solutions for improving the implementation of their rights, which could for example include solutions to be made by national (or local and regional) and European policy makers, but could also be more personal solutions.

- **The “World Café”**

This is an approach whereby participants (3 to 4 children) are sitting around tables (like in a café) having conversations about their rights. This could be set up in such a way that participants change tables and in this way talk with different children. The children do not only have to talk, but can also use play, draw on the tablecloths and doodle. After several rounds, the children take part in a whole group conversation, sharing discoveries and insights. Make it cosy and child-friendly, with drinks and biscuits on the table.

- Children interview each other and record this on video, or write an article about the interview for their own magazine which they could possibly share on Internet, e.g. You Tube.

- **Group discussions or individual interviews**

*Mix group discussions with individual interviews.* In particular children from disadvantaged backgrounds might be more open when not talking in a group with their peers. Other children might feel more comfortable when talking in smaller groups with other children of the same background.

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<sup>1</sup> Developed by Prof. Daniel Stoecklin, Professor in Sociology at the Institut Universitaire Kurt Bösch and Institut International des Droits de l’Enfant, Switzerland.

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## II. ACTIVITIES THAT FACILITATE THE FOCUS GROUP CONSULTATIONS

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### 1. WARMING-UP ACTIVITIES: INTRODUCTORY GAMES FOR CHILDREN TO GET TO KNOW EACH OTHER

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- ➔ Children are asked to say their name and mime a hobby or activity they like to do very much. The other participants have to guess, which hobby this is.
- ➔ Throw a ball at someone, this child has to say his/her name and some information on her/himself. The child then throws the ball at someone else.
- ➔ Introduce each other by birthdays.
- ➔ Ask children to work in pairs and introduce each other to the group

### 2. CHILDREN'S RIGHTS QUIZ (SEE STEP BY STEP SECTION BELOW)

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### 3. ROLE PLAYS

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Ask children to imagine/visualize a situation and ask them to play this situation with each other. Specific situations can also be described by the facilitator and children are then asked to play the different roles.

**Example of a Role Play: Commercials Role Play** (provided by the Dutch partner)

Take with you: dressing up clothes + products+ stopwatch + flipchart to write on.

You tell the group: As you have been told already an important aim of this weekend or meeting is that your ideas are heard with local, national or European policy makers in Brussels. To make sure someone listens to what you have to say is not an easy task. The makers of commercials and advertisements have an ongoing job in finding out in what way they can best sell their products and keep in mind what potential buyers would like, for example they target children or families or animal lovers, etc. Before you start, think about what message you would like to bring across and to whom and in this way make sure that your message impresses them.

The game we will play has three objectives:

- to get to know each other better
- reflect on how to bring your message/views across

The game:

- Randomly select groups by giving a number to each child and grouping children with the same number.
- All groups have 10 minutes to think about a short commercial for one of the products lying on the table (you can also think about another product, which is not on the table). There are dressing up clothes which you may use if you like to. You do not have much time to think of something, but this makes it exciting. You can think in 10 minutes of a commercial in your own format, like a short theatre performance, a song, a poem or a rap.
- After 10 minutes all groups come together and each group gives the product they would like to present to the facilitator.
- Followed by each group presentation of their commercial.
- After the presentations of the commercials we will write on a flipchart which ways of presenting impressed most. Next to what we have seen in the presentations we can possibly think of more things that would impress persons that listen to us. We write these on the flip-chart as well. All words that are on paper we can use again during the weekend or the rest of our consultations.

## 4. PI-INTERVIEWS

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PI-interviews<sup>2</sup> are a new type of focus groups, developed together with young people. The PI interview introduces creative elements into the group's work. It has been used with deaf and hard-of-hearing children and is a method of visualisation, involving creative elements. The sessions alternate between individual and collective activities, and between writing and talking.

In PI-interviews the session begins with a creative activity: all of the participants take two different coloured Post-it notes and write something positive (on a pink note) and something negative (on yellow note) about the theme of the session. We call this a Plus & Minus mission. The notes are then placed on the wall with an area of positive notes and an area of negative notes. In this way the children would get an overview of what has been written and form their own view on current perceptions. Facilitators read the notes out loud and the group discussion begins. The post-it notes ensure that all children's voices are heard and all of them take part in the discussion.

The focus groups end with another creative activity concerning the future. The children are asked to think about a wish for the future that is related to the theme and to write it on two sunbeams. The session is ended by making a sun out of all the participants' dreams about the future.

The facilitator leads the focus group and can sometimes intervene to support the interviewees so that all participants' views can come up. The facilitator can also take action to deepen the discussion.

For the reporting process often an observer is present in the room. A tape recorder or video camera can be used as well to record the meeting. If no video recording is made, observers can make a sketch of the participants' positioning in the room to facilitate the subsequent process of analysis. The observer remains passive in the conversation, but takes notes and makes observations about the group interaction, body language, group/peer influence on what is said, etc. The recommended number of participants of such focus group meetings is between six and twelve.

## 5. CREATIVE ACTIVITIES

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Creative activities such as drawing or art work, but also making songs or a rap or a magazine together, can facilitate children to express themselves. It ensures they are not dependent on literacy skills and such tools help to transform power relations between adults and children. Children and young people can set the agenda and describe their own reality, rather than trying to give 'correct' or 'best' answers<sup>3</sup>.

### Examples:

- Children work in pairs and **make a shoe box** which represents on the inside their **inner feelings** and which presents on the **outside what they look like**, to visualize their feelings instead of talking about it. After the creative work, the pairs are presenting their shoeboxes to the rest of the group
- Make a graffiti wall on which children can write/paint spontaneous comments.
- Make cut-out of children's hands and write their wishes in it.
- Make a song, a rap, a poem, mime or a story (for example a fairy tale).
- Give children a camera to make photos and do a collage of them or stick pictures on a poster.
- Drama and theatre performances.
- Balloon game: Put the question into balloons and hide them in different parts of the meeting room/location. Allocate a colour to different teams and at the start of the whistle the children were asked to locate the

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<sup>2</sup> Elinor Brunnberg 'Focus groups with creative elements, PI – interviews', Mälardalen University, Department of Health, Care and Social Welfare, Social Work, 7 February 2011, Sweden.

<sup>3</sup> Claire O'Kane 'Children and Young People as Citizens, Partners for Social Change, Learning from Experience', Save the Children South & Central Asia Region, 2003.

balloons. Once each team had collected their balloons they were asked to burst them to find their team questions<sup>4</sup>.

- A story book with a strange-looking character called ‘Splodge’ was created to engage the children on the issue about smacking in different regions of the UK<sup>5</sup>.

## 6. FILMS

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**Films can be shown** that help children to express themselves.

For example, show a film which involves one or more of the rights chosen by the children, followed by a discussion about this.

### **Give children a video camera to make a film**

A joint initiative in the Netherlands and Belgium led children and young people to **make films/videos against violence and abuse in education and relationships**. The films are published and can be viewed on their website. Several of them are with English subtitles. [Stuktheater.nl](http://Stuktheater.nl) - [jongerentheater en debat kindermishandeling](http://jongerentheater.en.debat.kindermishandeling)

## 7. ENERGIZERS

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Energizers are activities that need to be done in between consultation sessions and are needed to ensure the children gain new energy for the next consultation round. Energizers can be activities in which children do physical activities or a game. Important is that they have fun in doing them.

When children stay for a full day or for a residential weekend, ensure you have activities to offer for their ‘free time’ during the evening, for example, show a film; organise a disco; do an outdoor game if the surroundings permit.

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<sup>4</sup> Children and Family Education Service, Coventry City Council, from “*Young children’s citizenship, Ideas into practice*”, Carolyne Willow e.o. Joseph Rowntree Foundation, UK, 2004.

<sup>5</sup> Children’s Rights Alliance for England, contact person Paola Uccellari.

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### III. STEP BY STEP PROCESS/PROGRAMME FOR FOCUS GROUP MEETINGS

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#### 1. INTRODUCTORY GAME FOR CHILDREN TO GET TO KNOW EACH OTHER

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Including names, family circumstances (for example if they have brothers or sisters), what hobbies they have, etc, but no talk about their own lives or background which could be sensitive for the children to talk about. Take sufficient time for this! - *Advised time: 45 minutes*

#### 2. WELCOME AND BACKGROUND INFORMATION

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*Advised time: 45 minutes*

Explain the consultation process, its purpose and objectives.

- Give information on **what will be done with the children's contributions**: to be used to influence national and European policies. Explain what policies are to the children.
- Explain that the same consultation process is carried out with children in 7 other European countries. **Present partners and the Eurochild office in a short video**, produced by the Eurochild office.
- Give a **gadget with the Speak Up! logo**, for example a badge to stick on your shirt or a key ring with a floating logo attached to it.
- Introduce the **Eurochild website** with information for the partners on the project and a forum for discussion for the partners. Children may decide to make contact by creating for example a facebook group themselves to exchange experiences.
- Provide **child-friendly information on the EU**, including the brochure '*Europe in 12 lessons*' (available in each EU member state EU Info Point in all EU languages).

Or make a timeline on which the sequence of how the EU works is presented and related to this how you can influence the EU or do a quiz on the EU: CRAE has produced a children's guide to EU decision making<sup>6</sup>.

- **Child-friendly information on the UN Convention on the Rights of the Child**: Council of Europe brochure '*I have rights, you have rights, he/she has rights ... An introduction to children's rights*'; child-friendly version of the UNCRC (at UNICEF website: <http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf> ) and '*Compasito – Manuel on human rights education for children*'<sup>7</sup>, a Council of Europe guide on human rights education for educators, teachers and trainers to deal with human rights education of children from 7- to 13- years-old. It includes 42 practical activities to engage and motivate children to recognise human rights issues in their own environment. These help children to develop critical thinking, responsibility and a sense of justice, and show them how to help better their school or community. To be ordered at the Council of Europe Publishing office. See also *Compass - A manual on human rights education with young people*.
- **Explain the roles of the different adults present**, such as, facilitator, interpreter, social worker or child carers.
- Explain the **child protection measures**: the process is confidential, introduce the confidential person children can turn to when they have problems and the complaints procedure (see child protection measures in the methodological framework).
- Participation is **completely voluntary** and children can step out of the process at any time; there are **no right or wrong answers** and all views are important.

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<sup>6</sup> Children's Rights Alliance for England: "[How children and young people can have a say in European and international decision-making](#)".

<sup>7</sup> Council of Europe: *Compasito - Manual on human rights education for children* (2nd edition 2009) <http://www.eycb.coe.int/compasito/default.htm>.

### 3. AGREEING GROUND RULES FOR PARTICIPATION

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*Advised time: 30 minutes*

A possible way of setting ground rules for the focus group meeting(s) is to ask children to **agree on rules to be kept throughout the meetings in order to make them feel safe and willing to participate**. Children could make suggestions for these rules, which can be written up or drawn on a poster stuck on the wall. At the end of this session they can all agree on these rules and put their signature on the 'contract'/poster. This enables the children to participate in a pleasant atmosphere.

Examples for ground rules are:

- Everyone listens to each other when someone else is speaking and we do not interrupt each other.
- Everyone has the right not to participate when they do not feel ready for this.
- There are no wrong or right opinions, all views are treated as equal.
- All mobile phones will be kept mute or are switched off during the consultations.
- Do not use bad language and do not bully anyone.
- Ask if you don't understand something.
- Respect the opinions of others, even if you disagree with them.
- Everything you say is confidential.
- We do our best and try to be active during the different programme activities.

### 4. DISCUSSION ON CHILDREN'S RIGHTS - WHAT IS THE CONVENTION ON THE RIGHTS OF THE CHILD?

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*Advised time: 30 minutes*

Give a short introduction/ power point or film on children's rights: what are children's rights? Give examples of children's rights. (see the resources section for useful links).

Explain that everyone has rights. And as a boy or a girl aged under 18 you have certain specific rights. A list of these rights, as well as steps that governments must take to help you exercise them, are set out in the United Nations Convention on the Rights of the Child. The Convention is a treaty, which is a legal agreement or contract between countries. This is why it is not easy to read. Almost all countries in the world, including all countries in Europe, have accepted the Convention. They must therefore lay down rules that must be obeyed and they are also encouraged to take measures that are still more favourable to children. It is therefore a very important treaty for children all around the world.

The Convention deals with all sorts of things having to do with the lives of children and young people. All the rights are connected and are equally important. Sometimes, these rights describe what is best for children in a situation, or what is critical to life and protects children from harm.

Have a dialogue/quiz with the children on children's rights. Make clear that there are no wrong or good answers here.

- Do you as a child have rights?
- Do you know the children's rights convention or did you ever hear about it?
- Can you complain if rights aren't met?
- What is your own experience with children's rights (general question, more specific discussions will take place once the children have chosen which rights they would like to discuss in more depth).

## 4A. CHILDREN'S RIGHTS GAME<sup>8</sup>

*Advised Time: 45 minutes*

In this children's rights game, the most important rights in the Convention have taken on the form of traffic signs. The rights of children written down in the Convention can be compared with traffic signs: how do we go about with children in society?

Fourteen traffic signs are about real rights of children. First of all, there are basic rights, such as the right not to be discriminated against, the right to your name/own identity and registration at birth and the right to practice your own culture. Then there are rights about the protection of children, such as protection against sexual exploitation, abuse and protection of children deprived of their liberty. These are the round traffic signs with red rims. Then there are square traffic signs about things needed by children: school, play and health care. The rights of children in order to participate in society are laid down in yellow traffic signs: the right to information and freedom of expression. Finally, orange traffic signs as for special attention for children in difficult circumstances: orphans, refugee children, children with disabilities and children in conflict with the law.

To make it clear to children who do not know anything about children's rights and what their rights actually are, six fake rights have been made up. They deal with special treats for children, such as breakfast in bed and having a funny neighbour, rather than their basic needs. Others deal with naughty things, such as burping at dinner, which are not decent to do, but are no crimes either. In this way, children can be made more aware of what their rights are.

### The game

The game consists of 25 cards. Each card shows a right of a child in the form of a traffic sign. There are 14 real rights of the child and 11 fake rights. Each card is printed on both sides: one side has a traffic sign with text and the other side shows a traffic sign without text. Below you find the real and the fake rights.

Put the cards on the table or hang them on the wall with the text side showing. Ask the group of children to take turns in saying whether a card shows a real or a fake right. Ask the children to explain why.

REAL CHILDREN'S RIGHTS	FAKE CHILDREN'S RIGHTS
All children are equal (Article 2 UN CRC the right to non-discrimination)	Every child has the right to visit the moon once in his/her life
Disabled children have the right to special care (Article 23 UN CRC the right of disabled children)	
Children have the right to information (Article 17 UNCRC, access to information)	Every child can curse if he or she wants to
All children have the right to health care (Article 24 UN CRC, the right of children to health and health services)	No child should have to do the dishes
All children have the right to education (Articles 28, 29 UN CRC, the right to education)	Every child has the right to choose what time to go to bed at night
Children in conflict with the law have the right to special assistance (Article 40 UN CRC, administration of juvenile justice)	No child should have to clean his or her room
Refugee children have the right to special assistance (Article 22 UN CRC, right to special protection to refugee children)	Every child has the right to belch at dinner
Children have the right to express their own opinion	

<sup>8</sup> Developed by *Defence for Children International*, the world wide movement for children's rights, section the Netherlands.

<i>(Articles 12, the right to participation)</i>	
All children have the right to play <i>(Article 31 UNCRC, right to play)</i>	Every child has the right to breakfast in bed
Children without families have the right to special protection <i>(Article 20 UNCRC, protection of children without families)</i>	Every child has the right to have a funny neighbour
No child should be maltreated (Articles 19, 34, protection from abuse and neglect; protection from sexual exploitation)	Every child has the right to colour his/her hair
Children have the right to an identity, including a name, nationality and family ties <i>(Article 8, right to identity)</i>	Every child has the right to drive a lorry
Children of minorities or indigenous populations have the right to enjoy their own culture <i>(Article 30, right to practice your own culture)</i>	
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)	No child should have to do homework for school

#### 4B. SELECT 4 CHILDREN'S RIGHTS

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*Advised time: 30 minutes*

Out of the 12 real children's rights, children have to select 4 rights around which the focus of the consultations will take place. It has to be made clear to the children they should select rights which are relevant for them and close to their living situations and their own experiences.

A game could be done to facilitate the selection. Use the cards with the real rights and ask the children to place the signs with the text in the order of importance: what right do they find most important and then second in importance and then third, etc. Ask the children why they have chosen a particular order of importance. There is no 'winning' answer, or in other words the Convention does not say which rights are most important, but considers them all equally important.

After the selection of the four rights, you will go into the next rounds of activities/discussions with the children focussing around these four rights.

#### 4C. DISCUSS SELECTED CHILD RIGHTS.

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*Advised time for each children's right discussed: 2 hours*

Overall guidance for the discussions

These questions are intended for guidance of the focus group meetings:

- ➔ The **starting point is to focus on the children's own living experiences and daily living circumstances**. From there move on to what the specific needs are of the children in their relations with other people, institutions, children, etc. Are their needs met or not? Can they think of reasons for this? How do they feel in situations when their rights are not respected? What solutions can they think of?
- ➔ The purpose of this methodology is to guarantee that we are not "closing" too soon or "mapping beforehand" what children's rights are about, and **start from the children and young people's perspectives on their daily lives**.
- ➔ By talking about daily life experiences children and young people will necessarily highlight **what the four selected rights mean for them and how it "works/looks like" in the different settings** (structural impact of the CRC). They can start doing this by describing or writing down (or another format) in what kind of activities they are involved - this can range from school, leisure, sports, watching TV, play, games, going out, cooking, etc. They could for example do this by writing these

activities on post-its and stick them on the wall. In relation to their daily activity, they can then discuss what their specific needs are in relation to these activities, keeping in mind the four rights that they have selected.

- ➔ **The way children will discuss their daily life experiences is left open to the different partners**, since they are aware what type of consultations best fit with the groups of children they work with (be this plenary discussions, world café discussions, role plays, creative activities, individual interviews, watching films and commenting on this or a mix of these activities). As long as the four key questions are covered in these discussions and activities. The toolkit provides examples of involving children in focus group consultations.

The discussion of the four selected children's rights will focus on four sets of questions:

When discussing the four selected children's rights, use the following four sets of questions. These questions are based on the framework questions above.

You might choose to carry out similar discussions or activities for each of the four children's rights separately or you might choose to discuss them all together. The facilitator does not have to pose the questions as such to the children, but he/she keeps the questions in mind and ensures the children's activities and discussions will provide answers to these questions.

- 1. Children's own awareness and knowledge of children's rights:** Are children aware of their rights and what knowledge do they have about their rights? Answers to this question will also emerge from the previous session, where children do the children's rights game and select four out of the fourteen presented children's rights.
- 2. The specific needs of the children:**
  - What are the specific needs of children in relation to the implementation of the four selected rights? Are there people they are in contact with not considering their points of view on their specific rights? Or are there people who do listen to them and understand the need to implement your rights? (*Relations*)
  - Do they know why these people are not considering their point of view or are not doing anything to ensure their rights are respected? What are the reasons behind this?
  - How do they feel about not being listened to or finding out that their rights are not respected?
- 3. Proposals for policies or actions for children at national, regional or local level:**
  - What solutions do they suggest to ensure that their rights are (better) respected? These can be solutions such as adults have to listen better to what children have to say (attitudes of adults, attitudes of other children). These can also be concrete solutions, such as how improvements in their living circumstances can be made by the local, regional or national government or by the staff at an institution or at a school.
- 4. Proposals for policies or actions for children at EU level:**
  - This is likely to be the most difficult issue for children, since the EU will probably be an institution they do have very little knowledge about and which will seem very far from their personal living circumstances. It is therefore not very likely that the children will come up with proposals for actions at EU level, since one needs to have a basic knowledge of how the EU functions and what its competences are in comparison to national and local authorities. However, the views of the children on possible proposals for policies and actions at national, regional or local level can be transnational and could be important for children across Europe, for example policy improvements for disabled children or children in institutions, which are more general and not only specific for their own situations. The facilitator can ask the children whether they can think about more general solutions. Translating this to an EU level should be supported by the facilitator(s).

The above framework is based on the **Eurobarometer Surveys on the Rights of the Child** in 2008 and 2009 and 2010. The latter included focus group consultations with children aged 15-18. These Surveys included questions on:

- **Knowledge and information about the Rights of the Child**, including awareness on the rights of the child; knowledge about the rights of the child; information channels.

- **Protection of the Rights of the Child**, including perceived level of protection of the rights of the child, the looking for help when the rights of a child are violated and problems likely to be encountered when help is needed to defend the rights of the child.
- **Policy areas of interest regarding the Rights of the Child**, including policy areas thought to be of particular interest regarding the Rights of the Child; problems impacting children that should receive priority at a national level; priority of actions to promote and protect the rights of the child to be taken at a European level.

## 5. CONCLUDING THE FOCUS GROUP CONSULTATION(S)

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*Advised time for conclusions: 45 minutes*

**Ask children a last question:** What would they change for children (in their community or in their country or in the institution they live in or in Europe) if they were the Prime Minister? They can answer the question in writing, drawings, role plays (depending also on the time left).

**Draw conclusions** on what the children have contributed and ask whether the children agree to these conclusions.

**Evaluate** the focus group consultations (see section below on Evaluation).

**What next?** Inform the children what is going to happen with the results of their consultations and when/how they will receive feedback on what happened to it. Inform them on a last session when they will hear from the consultations in the other partner countries.

## 6. EVALUATION

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*Advised time for evaluation: 30 minutes*

Questions for children to evaluate the focus group consultation: these can/should be interactive!

- ➔ How did the children experience the consultation process used?
- ➔ Were they listened to by the other children/young people and adults present?
- ➔ What was the role of the facilitator - was his/her role useful, guiding, creating a good or fun atmosphere, etc?
- ➔ What did they think about the meeting environment, accommodation (if a residential weekend took place)?
- ➔ What did they like most? What did they like least?
- ➔ What did they think about the length of the programme/sessions?
- ➔ What did they think about the size of the group/number of children involved?
- ➔ What did they think about the age group of the children involved in the focus group?
- ➔ Did everyone participate equally? If not, what that felt as a problem for the group?
- ➔ What kind of atmosphere was there in the group?
- ➔ Did the atmosphere contribute to good cooperation and mutual understanding among the participants?

Evaluation formats that can be used:

- Ask children give **marks on a scale of 1-5** to the different evaluation questions. Put the marks in the room and ask children to run to the number on the scale after each question has been raised. Scales need to be used as a 'springboard' for obtaining more qualitative answers.
- Ask children to **stick smileys/faces** to the different questions.

**NOTE:** The scales and smileys themselves do not enable a good analysis of their feedback, but need to be accompanied by the children's and young people's comments.

## 6. FEEDBACK TO THE CHILDREN AFTER THE MEETING(S)

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It is important the children receive feedback on the outcomes of their particular focus group and the project in general. This should not necessarily be a written report even if written in child-friendly language, children are quite unlikely to read it. A short film of the project could be made, comprising clips from each of the project partners' focus groups. When the eight films are compiled together, subtitles could be added so that all the children are able to watch the film. The film could be used to promote the Speak Up! project with governmental and EU partners as well, provided the children give their consent to this.

Explain to the children that this consultation has been done to influence policies in their country and in Europe. Explain what policies are and how these are important to the lives of children. *Policies mean* 'what local, national governments and EU institutions want to achieve' and 'why they want to achieve this'.) We want to make sure that the children's views make a difference to the way governments and the EU make plans and decisions.

**Eurochild will create a network for the participating children on its website**, using Facebook and Twitter, so that children can get in touch with each other. Children are free to use this opportunity to get in contact with each other or not. It has to be born in mind that many children involved in the consultations have no access to computers, but they can possibly use computers during the focus group meetings.

Give the children a **gift** for their participation, for example a gift voucher for the film or another activity and a European gift, to be decided by each partner.

To keep in mind for reporting to local, national and European policy makers:

**“Nothing beats personally hearing or seeing children communicating their views and ideas.** If decision makers are not directly involved in the consultations, it is imperative that facilitators arrange direct contact between them and the children who took part”<sup>9</sup>.

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<sup>9</sup> Carolyne Willow e.o., “*Young children's citizenship: Ideas into practice*”, Joseph Rowntree Foundation, UK, 2004.

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## IV. RESOURCE MATERIALS

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Background information and questions in relation to 14 children's rights: for children's facilitators to be used in their consultations with children.

### 1. ALL CHILDREN ARE EQUAL (ARTICLE 2 UNCRC)

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This Article includes one of the four key principles of the UNCRC, that all rights apply to all children without exception, and the States obligation to protect children from any form of discrimination. Explain the article to the children, mention the different grounds on which children can be discriminated: race, colour, sex, language, religion, national, ethnic or social origin, property, disability, birth or other status.

Questions to be discussed:

#### 1. Children's own awareness and knowledge of children's rights

- Exercises/points for discussions to start with that could be used with the children: List examples of similarities and difference.
- When looking at differences between children, what do they look like in reality? And are all adults the same or are there differences between them?
- Do the children know that they have a right to be treated equally and not to be discriminated (explain what this means if children do not understand this term)?

#### 2. The specific needs of the children

- Talk about the children's daily life experiences, the activities they are involved in, the relationships they have.
- Do they find that in any of these experiences they are not treated equally as other children of their age group?
- Ask them to describe, draw, in a creative manner or in a role play to express how children are treated differently. If this happened to them, how did they feel about this? Because this can be a sensitive issue for the children to talk about, it is advised to use forms of dialogue, such as role plays, creative expressions, for the children to express themselves. Discussions are possible, but preferably in smaller groups and the atmosphere has to be safe and secure for the children to feel free to talk about their experiences.

#### 3. Proposals for policies or actions

- What do the children believe are possible solutions for ensuring that all children are treated equally? These solutions or actions can be at local level, for example in your neighbourhood or the municipality, at national level (what can your government do) and at European level.

### 2. DISABLED CHILDREN HAVE THE RIGHT TO SPECIAL CARE (ARTICLE 23 UNCRC)

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This article guarantees disabled children, (or some organisations prefer to use the term, 'children with special needs'), the right to special care, education and training designed to help them to achieve the greatest possible self-reliance and to lead a full and active life in society.

Questions to be discussed:

#### 1. Children's own awareness and knowledge of children's rights

If working with disabled children, ask whether they know that they have the right to special care and education and that they have the right to lead a full and active life in society like other children.

#### 2. The specific needs of the children

- Talk about the children's daily life experiences, the activities they are involved in, the relationships they have. Are they able to lead the lives they would like to live, just like other (non-disabled) children? Do they feel children with disabilities receive sufficient special care and education which is meeting their needs?
- Are disabled children able to lead a full and active life in society: Do those children feel part of society? Or do they feel they are seen as different and separate from other children and young people?

### 3. Proposals for policies or actions

- What do the children think should be changed to ensure that rights of children with disabilities can be fully guaranteed; what solutions and actions would help disabled children? These solutions or actions can be at local level, for example in your neighbourhood or the institution where you live; at national level (what can your government do?) and at European level (what action could be taken for disabled children across borders in Europe?)

## **3. ALL CHILDREN HAVE THE RIGHT TO HEALTH CARE (ARTICLE 24 UNCRC)**

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This article guarantees children the right to enjoy the highest level of health possible and to have access to health and medical services, with special emphasis on primary and preventive health care, public health education and the diminution of infant mortality. The States have the obligation to work towards the abolition of harmful traditional practices.

Questions to be discussed:

### 1. Children's own awareness and knowledge of children's rights

- Do the children know that they have the right to all necessary health and medical services?

### 2. The specific needs of the children

- Talk about the children's daily life experiences in relation to being ill, going to the doctor, going to see a nurse, a dentist, etc.
- Have the children themselves had experiences in health care, in hospitals or have they been in contact with medical and health care staff (doctors, nurses, specialists, dentists, etc.). How did they find these experiences?
- Did medical and health care staff listen to their wishes or did only some listen to them and others not?
- Did medical staff explain in a child-friendly/understandable way their medical conditions and/or treatments?
- Can they tell about positive and/or negative experiences?

### 3. Proposals for policies or actions

- What solutions would ensure that the right to adequate health care for children would be better guaranteed? You can think about solutions in your municipality (village or city), in hospitals or at national level (what can your government do?) and at European level for children across borders.

## **4. ALL CHILDREN HAVE THE RIGHT TO EDUCATION (ARTICLES 28, 29 UNCRC)**

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These two articles (28, 29) guarantee the child's right to education, and the States duty to ensure that primary education is made free and compulsory for all. Education should be directed at developing the child's personality and talents, preparing the child for active life as an adult, fostering respect for basic human rights and developing respect for the child's own cultural and national values and those of others.

Questions to be discussed:

### 1. Children's own awareness and knowledge of children's rights

- Do the children know they have the right to education and to go to school?
- Do they know that primary education should be free and is compulsory for all children?
- Ask whether the children all attend school and if yes, which school they attend? If no, can they explain why did not go to school or why they only go to school irregularly?

### 2. The specific needs of the children

- Talk about the children's daily life experiences at school and school-related activities, they are involved in.
- Are they being listened to at school and are their views taken seriously by school staff and/or teachers? For example, is there a school council at their school? If yes, do they feel the school council represents the children/students at school well?

- How do they feel at school: well or not well (for exemplifying feeling excluded or feeling different, etc.) and can they explain why?
- What are positive aspects about school and what could be improved?
- Are they being listened to with regard to the educational curriculum and in class situations?
- Are they respected at school for who they are and not treated differently from other children, for example because they are from an ethnic minority, because they have a disability, or for other reasons?

### **3. Proposals for policies or actions**

- What are possible solutions to ensure the right to education is guaranteed to all children until the age of 18?
- What are possible solutions for problems (if any) which were discussed in relation to question 2?

## **5. CHILDREN IN CONFLICT WITH THE LAW HAVE THE RIGHT TO SPECIAL ASSISTANCE (ARTICLE 40 UNCRC)**

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This article respects the rights of children that come into contact with juvenile justice. Children that are alleged or recognised as having committed an offence have the right to be respected for their human rights. The justice system has to be adapted to children's specific rights and needs. This includes in particular the benefit from all aspects of the due process of law, including legal or other assistance in preparing and presenting their defence. It includes the principle that, wherever possible, recourse to judicial proceedings and institutional placements should be avoided.

### **Questions to be discussed:**

#### **1. Children's own awareness and knowledge of children's rights**

- Do the children know that when children come into contact with the police, judges and lawyers and other legal personnel, they have the right to special assistance?

#### **2. The specific needs of the children**

- Talk about the children's daily life experiences and activities they are involved in. Have they been in contact with the legal system in their village/city or country? Could they describe what happened?
- When they have been in contact with the juvenile justice system, have they been listened to by legal practitioners (for example, judges, lawyers, policy officers, etc.) and have their views been taken seriously?
- Did they understand what they were told by the legal practitioners: was it in an understandable language?
- How did/do they feel being in contact with juvenile justice staff?
- If they have stayed (or still stay) in a juvenile justice institution, are they listened to by staff working in the institution and do they take their views seriously? Can you give examples of this (when you were listened to or when staff did not listen to you)?
- Is there a children's or youth council or another body in which you can make your voice heard in the institution where you live?

#### **3. Proposals for policies or actions**

- What could be improved in contacts with the juvenile justice systems? What are solutions for more child-friendly juvenile justice systems, these could be solutions for the country where you live or for children across Europe.
- What could be improved in a (your) juvenile justice institution? Do you have ideas for actions or solutions on how to achieve this?

## 6. REFUGEE CHILDREN HAVE THE RIGHT TO SPECIAL ASSISTANCE (ARTICLE 22 UNCRC)

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This article guarantees special protection for children with a refugee status or children seeking refugee status, and it obliges States to cooperate with competent organisations providing such protection and assistance.

Questions to be discussed:

### 1. Children's own awareness and knowledge of children's rights

- Do the children know that refugee children or children seeking asylum have a right to special protection? Do the children understand why this would be necessary?

### 2. The specific needs of the children

- Talk about the children's daily life experiences and activities they are involved in. In the case the children are refugee children, you can ask them what has changed in their daily lives and daily activities since they arrived in this country. What is positive and negative about this or possibly funny experiences (for example different food or habits).
- In the relationships they have, for example with their parents, teachers or staff in asylum seeking centre are they being listened to and are their views taken seriously? You could list for each relationship whether this is the case and compare the answers of the different children.
- Ask children who have experience of seeking asylum or refugee status to talk about their experiences upon arrival: how were they treated when they arrived in their host country, did they understand what staff told them about the procedures. Only discuss this if they feel capable of doing so; ensure the facilitator takes care of the sensitivities this might cause for the children to talk about: use different means of communication (role plays, creative activities, etc.) to make children feel safe to bring up their personal experiences. Do the asylum seeking children feel that they receive special protection in the host country?

### 3. Proposals for policies or actions

- What are solutions for ensuring sufficient protection for children with a refugee status or children seeking asylum in your institution, the host country or across Europe?

## 7. CHILDREN HAVE THE RIGHT TO EXPRESS THEIR OPINION (ARTICLE 12 UNCRC)

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This article guarantee the child's right to express an opinion, and to have that opinion taken into account, in any matter or procedure affecting the child: the child has the right to express his/her views freely and to have these taken seriously. Any child which is capable of forming his or her views has the right to express these views freely. The views of the child have to be taken seriously and have to be given taken into account in accordance with the age and maturity of the child. It also means that children have to be heard in judicial and administrative procedures affecting the child.

Questions to be discussed:

### 1. Children's own awareness and knowledge of children's rights

- Do the children know that they have the right to express their views in matters that concern them?
- Have they ever been told by someone that they have this right?

### 2. The specific needs of the children

- Talk about the children's daily life experiences and the activities they are involved in. In these activities they will have relationships with adults and other children and young people.
- Are they being listened to by the different people they come into contact with in their daily lives (for example, parents, relatives, teachers, social workers, sport coaches, etc) and are their views taken seriously by them? You could list those that do listen seriously and those that don't.
- What would be the reasons for not listening to the children's views?
- How do the children feel when they are not listened to or when their views are not taken seriously?

### 3. 3. Proposals for policies or actions

- What possible solutions can they suggest to improve that other people listen better to them? These can be solutions in their neighbourhood, at home, at school, but also at national level (by your government) or at European level.

## **8. CHILDREN HAVE THE RIGHT TO INFORMATION (ARTICLE 17 UNCRC)**

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*This article provides children with the right to have access to appropriate information. The role of the media in disseminating information to children has to be consistent with the moral well-being and knowledge and understanding among peoples, and respects the child's cultural background. The State has to take measures to encourage this and to protect children from harmful materials.*

Questions to be discussed:

### **1. Children's own awareness and knowledge of children's rights**

- Do the children know that they have the right to information which is suitable for them? Example of this could be given: information on school, medical treatment, local/institutional or government decisions that affect them, etc.

### **2. The specific needs of the children**

- Do children believe they have access to information which is relevant for them and is this information provided in a child-friendly way? This can be information from health practitioners; judicial staff; teachers or educational staff; administration services; media, etc.
- What do the children think about the role of the media and the way they present children (positively or negatively).
- Do the media respect the differences between children: their different cultural identities and backgrounds, including the use of different languages, which could also be sign language or Braille.
- How do the children feel when they do not receive the right information and are presented in the 'wrong' way by the media?

### **3. Proposals for policies or actions**

- Can they suggest possible solutions to different institutions/governments for not receiving (child-friendly) information?
- Can they suggest solutions for more child-friendly media (if they believe this is necessary)?

## **9. ALL CHILDREN HAVE THE RIGHT TO PLAY (ARTICLE 31 UNCRC)**

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*This article guarantees the right of children to rest, leisure, play and recreational, artistic and cultural activities in an environment which is age appropriate and respects your rights.*

Questions to be discussed:

### **1. Children's own awareness and knowledge of children's rights**

- Do the children know that they have a right to play and other leisure activities?

### **2. The specific needs of the children**

- Talk about the children's daily life experiences and the play and leisure activities they are involved in
- Are they being listened to by the different people they come into contact with during their leisure time and play activities?
- For example, does any of the children have experiences in being consulted about play grounds in their neighbourhood, or by their sports or leisure time clubs. Can they describe how this consultation process went, e.g. were they involved from the start or only at the last stage of a decision process?
- What feelings do the children have in relation to play and recreation opportunities, are there sufficient play and recreation opportunities for them?

### 3. Proposals for policies or actions

- What possible solutions can they suggest to improve play and recreation facilities for children in their neighbourhood, in their country or across Europe?

## 10. CHILDREN WITHOUT A FAMILY HAVE THE RIGHT TO SPECIAL PROTECTION (ARTICLE 20 UNCRC)

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*This article obliges States to provide special protection for children deprived of their family environment and to ensure that appropriate alternative family care or institutional placement is made available to them, taking into account the child's cultural background and the child is entitled to have his/her situation regularly reviewed.*

Questions to be discussed:

### 1. Children's own awareness and knowledge of children's rights

- Do the children know that if children have no families they have a right to special protection by the State?
- If children involved have experience in living in care, do they know that they are entitled to have their situation regularly reviewed?

### 2. The specific needs of the children

- Talk about the children's daily life experiences and the activities they are involved in.
- In case the children are not staying with their families, what are the relationships they have/ with which people are they in contact during their daily lives? Are they being listened to and are their views taken seriously by the people they are in contact with? How do they feel when their views are not taken into account?
- In relation to children who have experienced living in institutions can talk about their experiences of. Are they living in institutions because they have no family who can take care of them? Inform the children about Article 18 UNCRC on the principle of parental responsibility: both parents have joint primary responsibility for bringing up their children, and the State should support them in this task. *This might be a sensitive question to ask, there can be all sorts of reasons why parents are not capable themselves to take care of their children, the facilitator has to see whether this question/information is appropriate to include.* For children who have no experience in care, they can discuss the role of parents in being primarily responsible for bringing up their children.

### 3. Proposals for policies or actions

- What possible solutions would the children suggest to ensure that children without families are better protected in their country and/or across Europe?

## 11. NO CHILD SHALL BE ABUSED (ARTICLES 19, 34 UNCRC)

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*Article 19 obliges States to protect children from all forms of abuse perpetrated by parents or others responsible for their care, and to undertake preventive and treatment programmes in this regard. Article 34 obliges States to protect children from sexual exploitation and abuse, including prostitution and involvement in pornography. (See also the UN Committee on CRC's General Comment no 31 (2011) on the right of the child to freedom from all forms of violence.)*

Questions to be discussed:

### 1. Children's own awareness and knowledge of children's rights

- Do children know that all forms of violence (including physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse) are prohibited?

### 2. The specific needs of the children

- Talk about the children's daily life experiences and the activities they are involved in?
- Do the children find that there is (a lot of) violence and abuse of children in the place where they live? The facilitator can give examples, e.g. bullying of children or corporal punishment by parents/carers.

- Have they ever experienced or been witness of violence or abuse of children?

**NOTE:** It has to be kept in mind that this can be an extremely sensitive issue for the children to talk about. In case children have experienced abuse and maltreatment themselves or if they have been bullied by other children, they might not find it easy to talk about this. It is therefore advised to use role plays, creative forms of expression or discuss a film related to the issue. In this way children can express themselves about the issue, but not necessarily about their personal experiences. In case children express themselves about personal abuse, the facilitator needs to be aware of the child protection policy in his/her country (see section on child protection measures).

- In the relationship and contacts that the children have, are they being listened to and are their views taken seriously, in relation to (witnessing) experience of abuse and violence?

### **3. Proposals for policies or actions**

- Do the children have any suggestions for solutions how their right to be protected from abuse, violence and maltreatment can be better implemented? This can be solutions in their daily lives, but also more general for all children in their country and/or in Europe.

## **12. CHILDREN HAVE THE RIGHT TO AN IDENTITY (ARTICLE 8 UNCRC)**

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*Article 8 obliges States to respect children's right to a name, a nationality and family ties.*

Questions to be discussed

### **1. Children's own awareness and knowledge of children's rights**

- Do the children know that all children have the right to a name?
- Do the children know that if you belong to an ethnic, religious or linguistic minority, you have the right to lead your own cultural life, to practice your religion or to use the language of your group?

### **2. The specific needs of the children**

- Talk about the children's daily life experiences and activities they are involved in.
- Do the children know about other children who do not have a name or a nationality?
- Do the children believe it is important to have a name and nationality, in relation to the daily activities they are involved in? If yes/no, why?

### **3. Proposals for policies or actions**

- Do the children have any suggestions for solutions how all children can have a name and identity in their country and in Europe?

## **13. MINORITY CHILDREN HAVE THE RIGHT TO ENJOY THEIR OWN CULTURE (ARTICLE 30 UNCRC)**

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*Article 30 guarantees children the right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.*

Questions to be discussed

### **1. Children's own awareness and knowledge of children's rights**

- Do the children know that all children are entitled to use their own language (mother tongue) and the customs of their families?

### **2. The specific needs of the children**

- Talk about the children's daily life experiences and activities they are involved in
- Do the children feel they can use their own language and customs in their daily lives? If not, do they have an explanation for this?

- How do or would they feel if they cannot use their own language and customs in their daily lives?

### **3. Proposals for policies or actions**

- Do the children have any suggestions for solutions to ensure that all children can practice their own culture in their daily lives?

## **14. CHILDREN HAVE TO BE PROTECTED FROM DEPRIVATION OF LIBERTY (ARTICLE 37 UNCRC)**

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*Article 37 obliges States to ensure that children who break the law are not treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.*

Questions to be discussed

### **1. Children's own awareness and knowledge of children's rights**

- Do the children know that even if you break the law you have right to be treated in human way?

### **2. The specific needs of the children**

- Talk about the children's daily life experiences and the activities they are involved in.
- Have they been in contact with juvenile justice or are aware of children who have been contact with juvenile justice (e.g. they can also have heard about it in the media).
- What do they think about the right of children not to be put in prison with adults and to be able to keep in contact with their families?
- In case the children have experience with juvenile justice, how have they been treated by the police (after their arrest), staff in the (juvenile) justice institution?
- What do the children think about imprisonment or juvenile justice institutions for children who have committed a crime or offence? Is it ok or would you suggest other punishments/solutions?

### **3. Proposals for policies or actions**

- What solutions would you suggest to ensure children who have committed a crime are not locked up? These can be national solutions or solutions for children across Europe.

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## V. OTHER RESOURCE MATERIALS:

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- Information on the EU Children's Rights Strategy [Justice - Rights of the Child](#) and 'An **EU Agenda for the Rights of the Child**' of 15 February 2011:  
[http://ec.europa.eu/justice/policies/children/docs/com\\_2011\\_60\\_en.pdf](http://ec.europa.eu/justice/policies/children/docs/com_2011_60_en.pdf)
- **Eurobarometer Surveys on the Rights of the Child** in 2008  
[http://ec.europa.eu/public\\_opinion/flash/fl\\_273\\_en.pdf](http://ec.europa.eu/public_opinion/flash/fl_273_en.pdf); in 2009  
[http://ec.europa.eu/public\\_opinion/flash/fl\\_235\\_en.pdf](http://ec.europa.eu/public_opinion/flash/fl_235_en.pdf); Qualitative Survey on the Rights of the Child carried out in 2010 [http://ec.europa.eu/public\\_opinion/archives/quali/ql\\_right\\_child\\_sum\\_en.pdf](http://ec.europa.eu/public_opinion/archives/quali/ql_right_child_sum_en.pdf)
- Participation of **Disabled Children and Young People**, Council for Disabled Children (London, UK, Lucia Winters, E: [lwinters@ncb.org.uk](mailto:lwinters@ncb.org.uk)) (list of resources, examples of good practices to involved disabled children and young people).
- **Participation Works** is a partnership of six national UK children and young people's agencies that enables organisations to effectively involve children and young people in the development, delivery and evaluation of services that affect their lives: [Home | Participation Works](#)
- Carolyne Willow, Ruth Marchant, Perpetua Kirby and Bren Neale, 'Young children's citizenship, Ideas into practice', Chapter 3 'Consulting with under 12s: A mapping exercise', includes a range of participatory tools for under 12s, but most of them can also be used with an older age group (12-15 years). [Young children's citizenship: Ideas into practice | Joseph Rowntree Foundation](#)
- Participation of children and young people in poverty – lessons from practice; UNICEF Belgium, King Baudouin Foundation, 2010.
- **Information for facilitators** of the child focus group meeting can be found in the Coaching Guide, published by SALTO-YOUTH, which stands for Support, Advanced Learning and Training Opportunities within the European YOUTH programme <http://www.salto-youth.net/downloads/4-17-1531/coaching%20guide%202008.pdf>
- **YOU RESPOND** – Promoting effective participation by young people who have experienced violence: <http://www.you-respond.eu/files/you-respond-practical-guide-english.pdf>
- "Have Your Say!" Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life', Council of Europe Publishing, February 2008.
- DICE Consortium 2010, 'Making a World of Difference: A DICE (Drama Improves Lisbon Key Competences in Education) resource for practitioners on educational theatre and drama', <http://www.dramanetwork.eu/file/Education%20Resource%20long.pdf>
- Children's Rights Game, Postcard and Poster (DCI/NL , available at Eurochild website) Know your Rights Poster by Save the Children UK, [http://www.savethechildren.org.uk/en/docs/Know\\_Your\\_Rights\\_poster.pdf](http://www.savethechildren.org.uk/en/docs/Know_Your_Rights_poster.pdf)
- Save the Children UK CD Rom Training Kit, United Nations Convention on the Rights of the Child (to be bought at Amozone.com).
- UN Convention on the Rights of the Child (full text), [Convention on the Rights of the Child](#)
- UN Committee on the Rights of the Child General Comment no 13 (2011), 'Article 19: The right of the child to freedom from all forms of violence' [http://s3.amazonaws.com/rcpp/assets/attachments/1228\\_CRCGeneralComment13FreedomViolence11\\_EN\\_original.pdf](http://s3.amazonaws.com/rcpp/assets/attachments/1228_CRCGeneralComment13FreedomViolence11_EN_original.pdf)
- Europe in 12 lessons ( EU Brochure in all EU languages)

- What purpose does the EU serve? Why and how was it set up? How does it work? What has it already achieved for its citizens, and what new challenges does it face today? How can citizens get more involved? In an age of globalisation, can the EU compete successfully with other major economies and maintain its social standards? Can Europe continue to play a leading role on the world stage and help protect against terrorism? These are just some of the questions Pascal Fontaine — EU expert and former university lecturer — explores in the new 2007 edition of his popular booklet 'Europe in 12 lessons'.
- "*Ready Steady Change participation training materials*", this training pack includes two comprehensive **training handbooks for use with adult decision-makers and children** and young people, the Children's Rights Alliance for England, [Children's Rights Alliance for England - Publications](#)

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## VI. PROJECT PARTNERS, INCLUDING LINKS TO THEIR WEBSITES:

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- **Project organiser, Eurochild** [Eurochild aisbl](#)
- Amalipe Center for Interethnic Dialogue and Tolerance (Bulgaria) <http://amalipe.com/en/>
- Roots Research Centre (Greece) <http://www.roots-research-center.gr/200/index.aspx>
- FCYA - Family Child Youth Association (Hungary) <http://www.csagyi.hu/en/association>
- Pavee Point Travellers' Centre (Ireland) <http://www.paveepoint.ie/>
- Yohri - Youth and Human Rights Institute (The Netherlands) <http://www.yohri.com/index-en.php?id=1&lang=EN>
- FISI - Foundation Institute of Social Initiative (Poland) <http://www.fiis.pl/index.php?ln=en>
- Mälardalen University (Sweden) <http://www.mdh.se/>
- CRAE - Children's Rights Alliance England (UK) <http://www.crae.org.uk/>
- UEF - Universal Education Foundation <http://www.uef-eba.org/>



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Avenue des Arts, 1-2 - B-1210 Brussels - Belgium

T +32 (0)2 511 70 83 - F +32 (0)2 511 72 98

[www.eurochild.org](http://www.eurochild.org) - [info@eurochild.org](mailto:info@eurochild.org)

**Contact:** Jana Hainsworth, Secretary General of Eurochild - +32 2 211 05 50 or [jana.hainsworth@eurochild.org](mailto:jana.hainsworth@eurochild.org)

**Eurochild** is a network of organisations and individuals promoting the rights and welfare of children and young people in Europe. The network currently has 90 members in 32 European countries. Our work is underpinned by the United Nations Convention on the Rights of the Child.

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The seven-year Programme targets all stakeholders who can help shape the development of appropriate and effective employment and social legislation and policies, across the EU-27, EFTA-EEA and EU candidate and pre-candidate countries.

PROGRESS mission is to strengthen the EU contribution in support of Member States' commitments and efforts to create more and better jobs and to build a more cohesive society. To that effect, PROGRESS will be instrumental in: providing analysis and policy advice on PROGRESS policy areas; monitoring and reporting on the implementation of EU legislation and policies in PROGRESS policy areas; promoting policy transfer, learning and support among Member States on EU objectives and priorities; and relaying the views of the stakeholders and society at large.