

# Unlocking Children's Rights

Strengthening the capacity of professionals in the EU to fulfil the rights of vulnerable children

## Training Materials for Facilitators

This project is co-funded by the Fundamental Rights and  
Citizenship Programme of the European Union



Additional funding has been provided by the Allan and Nesta  
Ferguson Charitable Trust



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Kiemelkedően Közhasznú Egyesület  
FAMILY CHILD YOUTH ASSOCIATION



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Children's Legal Centre



**THESE MATERIALS HAVE BEEN DEVELOPED BY:**



Coram Children's Legal Centre, UK

Coram Voice, UK

European Roma Rights Centre, Hungary



*With support from:*



The Child Law Clinic, University College Cork,  
Ireland



Family Child Youth Association, Hungary

**ADDITIONAL PROJECT PARTNERS ARE:**



FICE Bulgaria

Czech Helsinki Committee



Estonian Centre for Human Rights



Social Education Action, Greece



L'Albero della Vita Cooperative Sociale, Italy

Empowering Children Foundation, Poland



Children of Slovakia Foundation



## ACKNOWLEDGEMENTS

The training was authored by Professor Carolyn Hamilton of Coram International at Coram Children's Legal Centre, Dr Lynn Brady and Jo Woolf from Coram Voice, and Judit Geller and Adam Weiss from the European Roma Rights Centre, with support from Dr Ursula Kilkelly from the Child Law Clinic at University College Cork and Dr Maria Herczog from the Family Child Youth Association, Hungary. Special mention is due to Ruth Barnes, Awaz Raoof and Jen Roest from Coram Children's Legal Centre and Ido Weijers from Universiteit Utrecht for their valuable inputs.

Thanks are also given to all those who contributed to the training, including partners on the project: Children of Slovakia Foundation, the Estonian Centre for Human Rights, FICE Bulgaria, L' Albero della Vita Cooperativa Sociale, Empowering Children Foundation, Social Educational Action and Czech Helsinki Committee, and the facilitators and participants of the pilot training sessions, whose valuable feedback has informed the development of these training materials.

In addition, the drafting team wishes to offer our gratitude to Coram Voice's Care Experienced Champions and all the children and young people who participated in the focus group discussions within piloting countries, for providing their voices and invaluable input throughout the drafting of these materials.

A final thank you is given to the Fundamental Rights and Citizenship Programme of the European Union. This publication has been produced with their financial support as part of the project *"Unlocking Children's Rights: Strengthening the capacity of professionals in the EU to fulfil the rights of vulnerable children"*. The authors are also grateful to the Allan and Nesta Ferguson Charitable Trust for their kind donation to the project.

The contents of this publication are the sole responsibility of Coram Children's Legal Centre and project partners and can in no way be taken to reflect the views of the European Commission.

***"Above everything else, the professionals should be at peace with themselves. If you are not at peace with yourself, you cannot help the children".***

***Focus Group Participant, Bulgaria***

## **TERMS AND CONDITIONS OF USE**

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This project is co-funded by the Fundamental Rights and Citizenship Programme of the European Union. Additional funding was provided by the Allan and Nesta Ferguson Charitable Trust.”

## ABOUT THE COURSE

### “What is this course and who is it for?”

These materials provide instructions and information for facilitators to deliver a multi-disciplinary course on children’s rights (introductory), child development in relation to communication with children (introductory), communicating with children and on the Council of Europe’s “Child-friendly justice guidelines”.

In their original format, the training materials were designed to be delivered over three days. However, the course has been designed so that each module can be delivered on its own or as part of a broader training session. For this reason, each module has its own materials and participant’s workbook. The four modules are:

- Module 1: Introduction to child rights
- Module 2: Introduction to child development and communication
- Module 3: Communication skills
- Module 4: The child-friendly justice guidelines

The course is designed to be useful to anyone who works with children, including **all professionals/practitioners supporting children and young people** in residential and detention settings, as well as legal and other professionals and practitioners who interact with children in the context of judicial proceedings (civil, criminal or administrative law). These include:

Social workers; Health workers (nurses, healthcare assistants, doctors); Police officers; Probation officers; Residential home workers; Prison officers; Detention facility officers; Judges; Magistrates; Prosecutors; Defence lawyers/ paralegals; Family and civil lawyers; Intermediaries/ advocates/ guardians; Psychologists and therapists; Teachers; Youth workers and Community workers.

### “What type of course is this?”

In order to have the widest impact for as many professionals as possible, this is a **skills-based** course. This means that the course focuses on providing participants with the tools and skills to protect and promote children’s rights, and to communicate effectively with children **in practice**. This also means that the course does not go into extensive theoretical or technical detail. Suggestions for further reading or additional resources are included in these materials, and in the participants’ materials to support further learning.

### **“What skills are covered in this course?”**

This course covers the following skills:

- Why, when, where and how to **listen** to children in a child-friendly manner, and what to do with this information
- Why, when, where and how to **communicate** with children in a child-friendly manner, and what to do with this information
- How to facilitate child-friendly justice processes

### **“What other information is covered in this course?”**

In addition to the skills listed above, the course materials also cover some knowledge-based learning about:

- What are the basic principles of international child rights?
- What are some key messages in the advocacy for child rights by professionals and children?
- How can a child’s development and behaviour affect communication and how can professionals respond to individual needs most effectively?

### **“How will the course materials be useful to me in my role?”**

The reason for the ‘skills-based’ focus is to ensure the materials are applicable and useful in as many roles and situations as possible. However, the course materials also recognise that learning is enhanced when participants are able to see how these skills would apply to their own roles and circumstances.

*For this reason, facilitators should feel able to adapt case studies and examples accordingly.*










## HOW TO USE THESE MATERIALS

These ‘training materials for facilitators’, contain detailed, step-by-step instructions for how to deliver each part of the training. Although the materials were developed with a full three-day course in mind it is possible to deliver **days**, **modules**, or even **activities** in isolation.

The training uses several PowerPoint presentations (one for each module), which can be delivered using a projector, and/or through hand-outs, depending on available resources. The PowerPoint presentations are designed to include sufficient details for the facilitator to run the workshop without needing to refer to these notes, allowing the facilitator to adapt the training to his or her style.

In order to avoid a lecture-style format, all presentations include opportunities for questions and discussions – and facilitators should feel free to add to these, based on their own personal knowledge and the skills and experience of their participants. In addition, a large proportion of the training is dedicated to exercises and activities that require participation and aim to facilitate active learning. It is not necessary to cover all of the questions set out in these materials, or all of the exercises and activities; instead, these should be viewed as prompts for the facilitators to use if necessary.

These materials use a number of symbols to help guide facilitators through the exercises and the slide presentations.

<b>Present/ Explain</b> 	<b>Narrative</b> 	<b>Additional notes</b> 	<b>Question</b> 	<b>Handout</b> 
<b>Exercise</b> 	<b>Trigger warning</b> 	<b>Debrief</b> 	<b>Training tip</b> 	

Where appropriate and possible within the context of this multi-national training course, the training identifies opportunities for facilitators to adapt the materials to the local context in their Member State. These opportunities are accompanied by the phrase **‘STATE CONTEXT’**.

*If facilitators adapt or add materials to this course, additional materials remain the opinions and sole responsibility of the facilitator and, where relevant, the implementing project partner, and do not necessarily reflect the views or policies of the drafting team.*

### **“What should participants receive?”**

Facilitators can choose whether to provide participants with the PowerPoint slides before, after, or intermittently during the training. When considering which option to use, it may be useful to bear in mind the possibility that participants will read the PowerPoint slide handouts instead of engaging with the session completely, which should be balanced against the fact that having information to hand can also be useful to them.

There is a ‘Participant’s Workbook’ for each module. These workbooks contain space for participants to use when completing exercising and activities, as well as additional information, checklists, factsheets and other resources that participants can use for reference material during and after the course. At the end of each workbook, there is a ‘reader’ section containing resource information for participants.



## ADAPTING THE MATERIALS FOR DIFFERENT PARTICIPANT GROUPS

As noted earlier in this Manual, these materials have been designed so that they are relevant to all professionals and practitioners who support and work with children in residential and detention settings, judicial and justice settings and as many other settings as possible. In addition, the materials have been designed so that they can be used in a modular setting, where the modules, though interconnected, can be delivered as stand-alone materials, or ‘mixed and matched’.

There are therefore many different configurations of participants, availability and duration of training. The following table may help facilitators to decide which Modules may be the priorities for different groups and training contexts. Please note, however, that all materials are considered relevant for all professionals and practitioners and that the below is merely a suggested guide.

Module	Duration	Focus and key themes
Introductory Module	1 hour 15 min	Introducing participants Introducing materials
Module 1 – Introduction to child rights	3 hours	Child rights Underpinning principles Discrimination
Module 2- Introduction to child development and communication	2 hours 15 min	Child development How development affects communication
Module 3 - Communication skills	9 hours 30 min to 10 hours	Communication with children Non-verbal communication Communication challenges
Module 4 – The Child-friendly justice guidelines	2 hours	Child friendly justice Child rights in justice
Closing Module	30 min	Conclusion and certificates

## TRAINING TIPS

- 1) **Preparation:** These materials cover a lot of information in a short period of time. It is essential that facilitators read all the materials in advance but it is also recommended that they consider, in advance, which areas they think will be particularly important to highlight. Facilitators may also wish to 'rehearse' presentations, and to run through activities in order to make the materials 'their own'.
- 2) **Participation:** Facilitators are so-called because they facilitate learning by participants. Ownership for learning lies with the participants and participation is an essential component of effective learning. Facilitators should aim to foster a learning environment in which all participants feel able and empowered to contribute. Barriers to participation/learning can arise for a number of reasons, including, for example: where one or more participant(s) dominate discussions; where discussions diverge from the topic planned; or where views and comments are not equally respected by facilitators or other participants. Facilitators should ensure that all participants are able to express their views equally and freely. One of the main principles of these materials for facilitators is that it is better to draw information from the group than it is to give information to the group in a lecture-style format. For this reason, the materials are heavily focused on exercises, case studies and experiential learning.
- 3) **Flexibility:** Due to the multi-disciplinary nature of the training course, participants will have varying professional backgrounds and specialisms, and therefore may be more familiar with a particular aspect of the course than others. To maximise the efficacy of the training course, facilitators will need to adapt their language when delivering the course materials according to the audience of each training session. For example, participants from non-legal backgrounds may not be as accustomed to legal terminology as participants who work in justice settings. Whilst explanations are provided where relevant, facilitators should be prepared to tailor their language to their audience.
- 4) **Practicalities:** Although the course content is the most important part of the training materials, practicalities can 'make or break' the impact of the content. Some simple steps can help to avoid common pitfalls. Facilitators should arrive at the location early in order to set up the training space in a way that is most conducive to learning. Facilitators should also make sure that all materials are ready, that any technical equipment is set up, and should speak with venue staff about any refreshments, the location of facilities, and access for persons with disabilities (facilitators should find out in advance whether any participants have additional needs).
- 5) **Punctuality and time-keeping:** Facilitators will need to be mindful of suggested timings and be prepared to adjust them however ensuring that all material is covered.

## INTRODUCTIONS AND ENERGISERS

### Ice-breakers and energisers

Even high-level professionals can benefit from ice-breakers and energisers, no matter how lively they may seem! Ice-breakers and energisers are recommended at the start of the day, or after breaks, after which there is often a slump in energy. The following are two examples.

<p><b>1. The Name Game</b></p> <p><b>Materials:</b> None</p> <p><b>Aim:</b> To get people talking and to learn names</p> <p><b>Step-by-step instructions:</b></p> <ol style="list-style-type: none"><li>1. Ask each participant to say their name and something they'd like to share about their name. Give each participant 1 minute only.</li><li>2. Optional: Ask participants to stand up and arrange themselves in an alphabetical line according to their name, without speaking.</li><li>3. Ask participants to say their names in turn and see whether they need to make any changes to the order in which they are standing in order to make line alphabetical.</li><li>4. If any participant is feeling brave – ask him or her to recite all names in order.</li></ol>	<p><b>2. Fruit Salad (Energiser)</b></p> <p><b>Materials:</b> Small pieces of paper with pictures of five different types of fruit, with enough pieces of paper for each participant to have one 'fruit'.</p> <p><b>Aim:</b> To raise energy levels and change where participants are sitting.</p> <p><b>Step-by-step instructions:</b></p> <ol style="list-style-type: none"><li>1. Hand out one piece of paper with a fruit on it to each participant.</li><li>2. Ask participants to look at their piece of paper and remember their 'fruit' allocation.</li><li>3. Explain that when participants hear their fruit called out they must stand up and change seats with someone else who is standing up. They may not sit down in their own chair.</li><li>4. Start by calling out one fruit (e.g. 'strawberries'). Make sure all those with strawberries on their piece of paper stand up and change seats with someone else. Then choose a different fruit. Then start to combine fruits (e.g. 'melons and grapes'). Encourage participants to run, as long as this is safe. Finally, call out 'fruit salad', which means that all participants must move.</li></ol>
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## CHILDREN AND YOUNG PEOPLE'S VOICES

The voices of children and young people were paramount in the development of these materials. Children and young people were consulted at each step during the drafting of these materials, during piloting, and in the finalisation of the training package. It is important that their voices are heard by all those delivering and receiving the course, as their words capture why this course has been developed, why a facilitator would deliver it and why it is so important for participants to develop these skills and knowledge.

*"They simply don't know how to communicate with us. Maybe they have forgotten what it is to be young, so any pointers will be good for them."*

*"I may be young, but that doesn't mean that I am not right for some things and they have to listen to me sometimes."*

*Focus group participants, Bulgaria*

*"Above everything else, the professionals should be at peace with themselves. If you are not at peace with yourself, you cannot help the children".*

*"Children who act out are children who have not been heard and who have not been helped by anyone".*

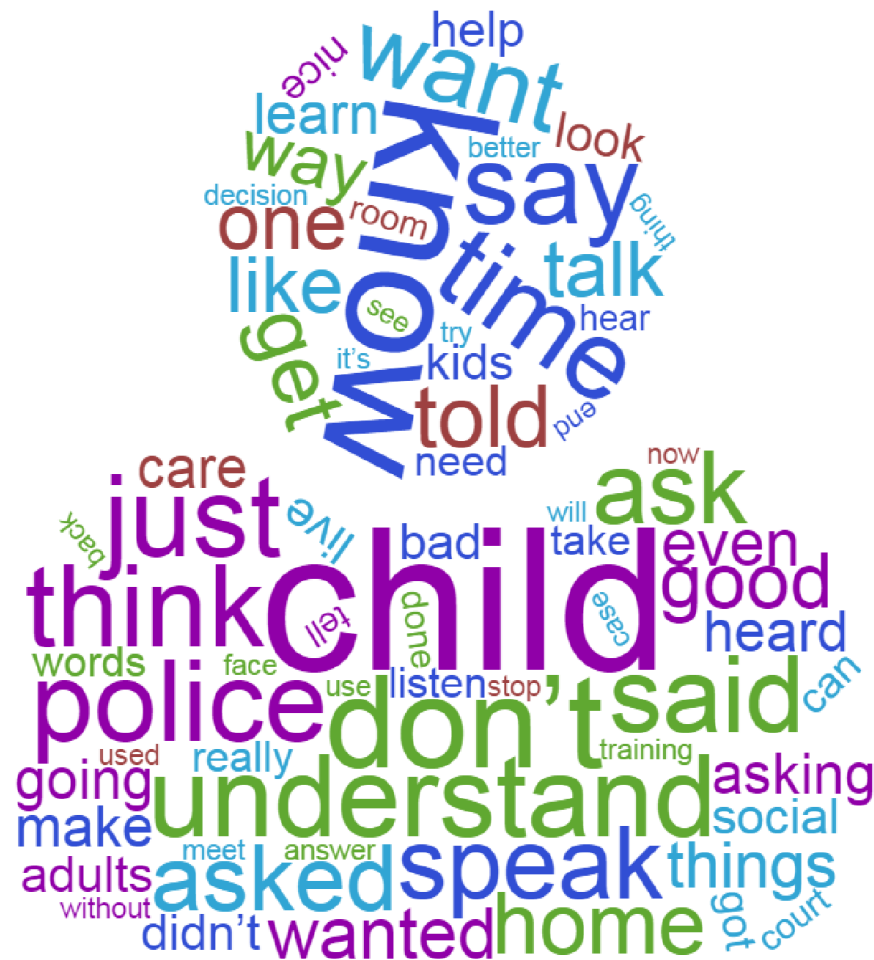
*"A child does not always know what's in his/ her head. The adults should know and understand that".*

*Focus group participants, Greece*

*"Talk to your colleagues and share experiences; feed off their knowledge."*

*Focus group participant, UK*

## WORD CLOUD OF FOCUS GROUP DISCUSSION RESPONSES<sup>1</sup>



<sup>1</sup> Generated through [www.wordscloud.com](http://www.wordscloud.com) who kindly generate word clouds and do not restrict their use.

# **TRAINING MATERIALS**

## INTRODUCTORY MODULE

**DURATION:** 1 hour 15 minutes

**OBJECTIVES:**

- To introduce the participants and facilitator(s) to each other
- To introduce the course materials and online resources
- To introduce the course agenda and objectives
- To establish a positive working atmosphere
- To establish ground rules for learning
- To reflect on learning needs
- To introduce and consider the 'circles of influence' diagram

<b>TIMING</b>	<b>ACTIVITY</b>	<b>MATERIALS REQUIRED</b>	<b>FORMAT</b>
1 hour	IM.1: Introductions and ground rules	<ul style="list-style-type: none"><li>▪ Participant's workbook IM</li><li>▪ PowerPoint IM Slides 1-6</li><li>▪ Flip-chart paper and pens</li></ul>	Group discussion and presentation
15 minutes	IM.2: Self-reflection	<ul style="list-style-type: none"><li>▪ Participant's workbook IM</li><li>▪ PowerPoint IM Slides 7-8 and 2</li><li>▪ Flip-chart paper and pens</li></ul>	Individual exercise, group work and discussion

## ACTIVITY IM.1: INTRODUCTIONS AND GROUND RULES

**Purpose:** To introduce participants and facilitators to each other, to introduce the course materials and logistics, and to set ground rules.

**Time:** 1 hour.

**Materials required:** Participant's workbook IM; PowerPoint IM Slides 1-6; and Flip-chart paper and pens.

### Present

Introductions can be time-consuming but are an important part of any training programme for a number of reasons:

- They encourage participants to speak up and participate from the very beginning of the workshop
- They give participants a 'voice' from the start
- They allow people the chance to learn about each other
- It can be empowering for participants to have the opportunity to say something positive about themselves

Ground rules are also important because they set the tone for the training session.

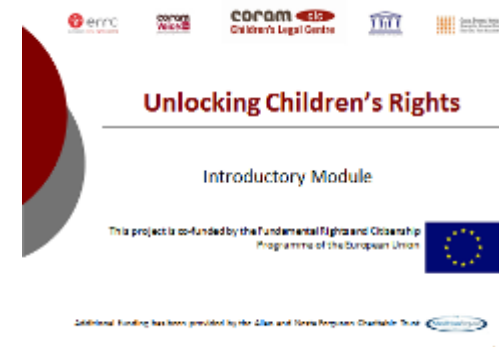
### Exercise

Facilitators should feel free to conduct the introductory section as they see fit, but one simple option is as follows:

Ask participants to take turns to introduce themselves and explain what their role is. Each participant should also say one thing they would like to gain from the training (the facilitator could give the example: "a better understanding of how to interact with children in conflict with the law during hearings").

In the interests of consistency and to build a relationship between the facilitator and participants the facilitator should also introduce themselves.

Facilitators should allow approximately **20-30 minutes** for this activity.





## Slide 2:

### Narrative



After the introductions have been completed, present and explain to participants the overall and specific objectives of the course on slide 2.

Explain to participants that this is a three-day multi-disciplinary, skills-based course that aims to increase their knowledge and capacity to protect the rights of children (or adapt your presentation accordingly for shorter courses). It aims to do this in three key ways:

- Increase their knowledge and capacity on how to communicate with children in an age- and context-appropriate manner, and on child-friendly justice;
- Train them on how to create and implement child-led communication; and
- Provide you with practical tools for eliciting children's views and feelings and to ensure that these are taken into account.

Explain that this course focuses on providing participants with the tools and skills to protect and promote children's rights, and to communicate effectively with children in practice.

It focuses on **why, when, where and how to listen** and **communicate to children** in a child-friendly manner, and **what to do with this information**. To support this learning, it covers knowledge-based learning about:

- The basic principles of international child rights;
- The key messages in the advocacy for child rights with professionals and children;
- The introductory tenets of child development and behaviour and consideration of how these affect communication and how professionals should respond to individual needs most effectively.

As a skills-based course, this training has not been designed to go into extensive theoretical or technical detail, although further reading or additional resources are included in the participants' handbook to support their further learning. **It is important to remind participants of this, in order to set appropriate expectations.**

## Course objectives

### Overall objective

- Increase knowledge and capacity of professionals to protect the rights of children in care, detention and justice systems

### Specific Objectives

- Increase knowledge and capacity on how to communicate with children in an age- and context-appropriate manner, and on child-friendly justice
- Train professionals on how to create and implement child-led communication
- Provide practical tools for eliciting children's views and feelings and to ensure these are taken into account

2

### Slides 3-4:

#### Narrative



Explain to participants that the agenda for the full three-day session will cover the following modules:

- Module 1: Introduction to child rights
- Module 2: Introduction to child development and communication
- Module 3: Communication skills
- Module 4: The Child-Friendly Justice Guidelines

Explain to participants that for each module there will be PowerPoint presentations, discussions, exercises and activities.

#### Summary of agenda

- o Introductory module
- o Module 1: Introduction to Child Rights
- o Module 2: Introduction to Child Development and Communication
- o Module 3: Communication skills (why, when, where, what, how)
- o Module 4: The Child-Friendly Justice Guidelines
- o Close and certificates

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### Training tip



It is a good idea to remind participants that they have access to a range of resources in their workbooks and through the online portal and that these should be used as reference during and after the training.

#### Materials and resources

- o Participant's workbook (one for each module)
- o PowerPoint presentations
- o Online resources
- o Each other!

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### Exercise



Ask participants to contribute ground rules for the course. It may be useful to establish a first ground rule of 'raising hands before speaking' first.

Other ground rules that are useful and should be considered even if participants do not raise them are:

- Respect the view of others
- Be on time and follow instructions
- No distractions or disturbances (i.e. turn off cell phones and don't have side conversations)
- Be able and willing to ask questions (this goes both ways – the facilitators should be prepared to answer questions, and the participants should be encouraged to

#### Ground rules exercise

- o What do you think our 'ground rules' should be?
- o Suggestions and discussion welcome!

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ask questions)

- Give everyone an equal opportunity to participate
- Give honest feedback (from the facilitator's perspective, it is essential to get honest feedback from participants in order to improve the materials and delivery in future).
- Confidentiality (the group may wish to establish that whatever is said within the training room remains confidential and should not be repeated outside of the training room, or something similar to this).

**Exercise instruction**

Write down the ground rules on flipchart paper and keep this displayed throughout the training course. Allow approximately **30-40 minutes** for the exercise.

**Slide 6:**

Narrative



Ask participants to consider the 'circles of influence' diagram in their participants' materials. Participants may not be familiar with this diagram so it is important to explain the concept behind it, and why it is useful for them to consider during the training session (see below).

Explain to participants that the diagram is a useful way to think about:

- o Which areas the participant may have direct control over, and those that he or she may need to discuss with others in order to make changes.
- o Which circle of influence a participant may need to enter into in order to advocate for a change in practice, for example.

**Slide 6:**

Additional notes



Explain to participants that the 'circles of influence' diagram is a way for them to think about how they can affect change. Explain that, throughout the training, we will be discussing and exchanging good practices that participants may wish to adopt in their work. However, this might not be the current standard or practice in their organisation or national context. Therefore, we will be referring to the 'circles of influence' diagram to help them think about what steps they can take to make this change.

It is necessary to consider who has influence and the authority to make the desired change, which is where the diagram comes into play. Demonstrate to participants how to use the diagram using an example that is relevant to their profession/sector or national context. For

Circles of influence



instance, when training a group of justice professionals, you may wish to use a good practice concerning facilitating child participation during court hearings. The participant would think about which circle or circles the change falls in, for example:

- The 'ME' circle (can the participant make this change without consulting anyone? This would apply, for example, if the practice in question requires the participant to make changes in the language or tone they personally use during court proceedings);
- 'Colleagues' (is this something that the participant needs to agree with colleagues?)
- 'Organisation/ supervisors' (is this something that is more cultural within the organisation, or that a supervisor would need to approve?)
- 'Professional body' (is current practice dictated by professional guidance or regulations, and what is the scope to challenge these? This may apply, for example, if court procedural guidelines require the courtroom to be set out in a certain way which is not in line with the good practice)
- Country/ government (is current practice dictated by government, legislative, or other national-level control?).

By identifying who has influence or authority to make this change, participants can identify the steps they can take towards making this change, and who they need to call upon to support them (for example, their colleagues, supervisors, professional body or local MP). This tool is intended to empower participants, rather than leaving them despondent about having identified a best practice that is not being applied in their national context.

Explain to participants that we will return to this diagram at times throughout the training.

Every person is different so everyone communicates differently.

We are all equal, but we are not all the same.

**Children and young person's voices**

It's about encouraging young people to speak up about their feelings and what they want.

What's the point in speaking up if you don't get anything?

**Children and young person's voices**

## ACTIVITY IM.2: SELF-REFLECTION

**Purpose:** To ask participants to reflect on their individual professional needs, and to discuss participants' hopes and expectations from the course.

**Time:** 15 minutes.

**Materials required:** Participant's workbook IM; Pre-assessment form (in Participant's Workbook IM); My Learning Experience form (Participant's Workbook IM); Flipchart paper and pens, tack or tape to put flipchart up and PowerPoint IM Slides 7-8 and 2.

### Exercise



The next exercise requires participants to think about why they are taking the course, and what their individual strengths and weaknesses are in relation to the course materials, and especially in relation to communication with children.

### Slide 7:

Notes



**Slide 7** explains the purpose of the pre-assessment form.

Ask participants to complete this form. This form is a separate handout, which facilitators should collect at the end of this module.

#### Pre-assessment form

- Tells you and the facilitators what your skill and confidence levels are before the training session
- Will be compared to a post-assessment form, which will help you to reflect on your learning outcomes **AND** help facilitators to assess the impact of the training

### Slide 8:

Notes



**Slide 8** explains the purpose of the 'My Learning Experience' form. This can be found at pages 14 and 15 of the participants' workbooks for this module.

Ask participants to complete this form.

It is important that participants understand that this form is for their own personal benefit and that they do not need to share it with the group, or with facilitators

Allow **10 minutes** for the completion of these forms then collect them in.

#### My learning experience

- Complete the 'my learning experience' form in the workbook for the Introductory Module
- Purpose of this form:
  - Reflect upon current skills and confidence levels
  - Consider personal qualities and strengths
  - Set a foundation for the learning journey throughout the course

**Slide 2:** Ask participants to think about their personal objectives for the training session, and encourage a discussion about the overall course objectives. Facilitators may wish to revert to **slide 2** (*'Objectives'*) to facilitate this discussion.

Notes



## Course objectives

### Overall objective

- Increase knowledge and capacity of professionals to protect the rights of children in care, detention and justice systems

### Specific Objectives

- Increase knowledge and capacity on how to communicate with children in an age- and context-appropriate manner, and on child-friendly justice
- Train professionals on how to create and implement child-led communication
- Provide practical tools for eliciting children's views and feelings and to ensure these are taken into account

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## Discussion



Ask participants whether they have any comments or questions and whether there is anything they would want to cover that does not seem to be on the agenda or within the objectives. This discussion section is important for setting expectations, and for ensuring the facilitator is able to shape the course to the participants' needs.

Allow **5 minutes** for this part of the exercise.

***THIS IS THE END OF THE INTRODUCTORY MODULE***

## MODULE 1: INTRODUCTION TO CHILD RIGHTS

**DURATION:** 3 hours

**OBJECTIVES:**

- To introduce awareness and appreciation of child rights
- To strengthen understanding of the basic underpinning principles of child rights, including, specifically, the best interests principle, child participation and non-discrimination
- To empower participants to engage with materials in relation to child rights as duty bearers, with a view to empowering children as rights holders

<b>TIMING</b>	<b>ACTIVITY</b>	<b>MATERIALS REQUIRED</b>	<b>FORMAT</b>
20 minutes	1.1: Child rights – the international and regional context	<ul style="list-style-type: none"><li>▪ Participant's workbook M1</li><li>▪ PowerPoint M1 Slides 1 to 10</li></ul>	Presentation
1 hour 10 minutes	1.2: Underpinning principles (sub-parts A-D)	<ul style="list-style-type: none"><li>▪ Participant's workbook M1</li><li>▪ PowerPoint M1 Slides 11-37</li><li>▪ Flip-chart paper and pens</li></ul>	Presentation, discussion and exercises
1 hour 30 minutes	1.3: Child rights in the national context	<ul style="list-style-type: none"><li>▪ Participant's workbook M1</li><li>▪ PowerPoint M1 Slide 38</li><li>▪ Flip-chart paper and pens</li></ul>	Exercises and group presentation
1 hour	1.4: Optional Exercise: Child rights in the professional context	<ul style="list-style-type: none"><li>▪ Participant's workbook M1</li><li>▪ Flip-chart paper and pens</li></ul>	Exercise

## ACTIVITY 1.1: CHILD RIGHTS – THE INTERNATIONAL AND EUROPEAN CONTEXT

**Purpose:** To provide introductory information about child rights internationally, and within the European Union.

**Time:** 20 minutes

**Materials required:** Participant's workbook M1; PowerPoint Presentation M1 slides 1 to 10.

### Present



**Slides 1-10** go through the basics of the Convention on the Rights of the Child ('CRC'), other human rights instruments, and instruments from the European Union and Council of Europe.

Allow approximately **20 minutes** for this presentation.



### Slide 2:

Narrative



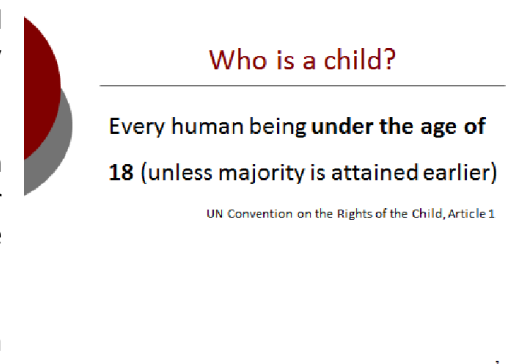
First of all, it is important to understand what we mean by the term 'child' – the international child rights standards define a child as any individual below the age of 18 years, unless majority is attained earlier.

Additional notes



Participants may want to know more about the phrase 'unless majority is attained earlier'. In some States it may be possible for a child to reach legal majority (stop being a minor) earlier than 18 but there would need to be a clear provision in law. Even where this is the case, the child should be protected by the CRC.

It is important to emphasise that issues such as age of consent, or at what age a child can get a tattoo, drink or smoke are not usually related to the age of majority (unless domestic laws explicitly make this connection). Participants may find the ages at which children can engage in different behaviour an interesting topic, but it is important to emphasise that even where a child engages in 'grown up' behaviour, he/she does not attain majority and that all children have all rights under the CRC.





**Slide 3:** This slide defines the term 'rights'. Rights are freedoms or standards that all children are entitled to.

Narrative



**Additional notes** Some participants will already know this concept and be able to articulate it, but presenting this slide sets a foundation for the rest of this module.



In some States, there is a prevailing understanding of the connection between 'rights and responsibilities'. It is important as facilitators to remind participants that this is not correct: children do not 'earn' rights but are entitled to them inherently.

**Slides 4-5:** In child rights, children are the rights holders and the State is the duty bearer (i.e. bears the duty for respecting, protecting and fulfilling the child's rights). Parents, families and primary care givers play a primary role and the State should empower and facilitate them to also help the child enjoy his or her rights.

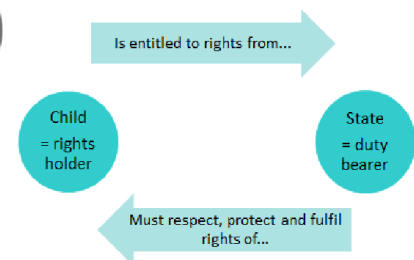
Narrative



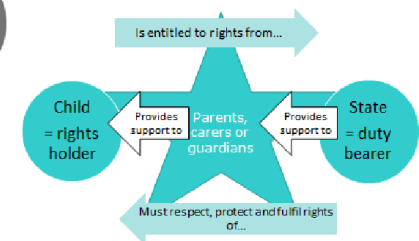
## What are child rights?

- They are freedoms, standards, entitlements that all children are automatically entitled to
- Children are **rights holders**
- States are **duty bearers**

## Children as rights holders



## Where do parents, guardians and carers fit in?



**Slide 6:**

Narrative



International child rights can be found within universal instruments, including, for example, what is known as the international bill of rights (the Universal Declaration of Human Rights (1948), the International Covenant on Economic, Social and Cultural Rights (entered into force 1976), the International Covenant on Civil and Political Rights (entered into force 1976)), as well as several other instruments, including, for example, the Convention Against Torture.

Children are entitled to all rights that adults are (noting that there are some restrictions on exercise of rights, for example, voting, sexual activity and other areas) but also have additional protection from instruments that provide specific rights for children, such as the UN Convention on the Rights of the Child. This instrument is the most widely ratified human rights convention (all EU States are party to it) and covers a range of civil, political, economic, social and cultural rights. The UN Committee on the Rights of the Child is a body of experts that was established under the Convention. Its functions include monitoring implementation of the Convention, as well as providing guidance (for example, via its 'General Comments') on its interpretation and implementation. There are also three 'Optional Protocols' to the Convention, dealing with children and armed conflict; sale of children, child prostitution and child pornography; and a communications procedure.

**Slide 6:**

Additional  
notes



This slide is particularly helpful because it positions child rights within the wider global human rights framework. It helps to remind participants that there is a broad international human rights framework, and that children's rights falls within this as part of broad, universal rights, but that children are also entitled to additional protections.

It is important to note that when States agree to follow these 'instruments', they agree to respect, protect and fulfil with the rights within them. This applies to treaties and conventions, though other materials such as guidance, rules or guidelines are considered 'soft law' and only guide implementation of human rights.

**Introduction to international child rights**

- General: International Bill of Rights
- Specific: Convention on the Rights of the Child
  - Broad range of rights
  - Most widely ratified human rights treaty
  - Implementation is monitored and guided by the Committee on the Rights of the Child
  - Note its three Optional Protocols

Some participants may wish to pick up on the meaning of ‘soft law’ – this term can be contrasted to ‘hard law’ which means that instruments or agreements that have binding status, including treaties, customary law and international agreements. ‘Soft law’ instruments do not involve legal obligation in the same way unless they are incorporated into domestic law. However, ‘soft law’ is often developed in order to instruct the implementation of treaties and sometimes, as is the case with the soft law around children in detention for example, this soft law is viewed as providing the guidance for how to meet the legal treaty obligations.

**Slide 7:** In addition to international instruments, there are regional instruments in relation to human rights in general as well as children’s rights. This slide sets these out for participants.

Narrative



**Additional notes** You will be taking a closer look at the Council of Europe’s Guidelines on Child-Friendly Justice in Module 4 of this course.



### Introduction to European child rights

- General:
  - European Convention on Human Rights
  - Charter of Fundamental Rights of the European Union
- Specific:
  - Article 24 of the Charter of Fundamental Rights of the European Union
  - EU Guidelines for the Promotion and Protection of the Rights of the Child (2007)
  - Guidelines of the Committee of Ministers of the Council of Europe on child friendly justice (2010)

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**Slide 8-9:** In the next two slides, the presentation provides two different ways to think about the rights contained within the Convention on the Rights of the Child, which will assist you in understanding and implementing the Convention.

Narrative



The first way is to think about the ‘3 P’s’ (Slide 8 and **page 6** of the participant’s workbook). The 3Ps are protection, provision and participation. Thinking about the rights in this way can help practitioners to understand the obligations that Governments (and government actors) have in meeting the requirements of the CRC. It can help, for example, to understand that States must protect children from harm, must provide, for example, healthcare services, education and an adequate standard of living, and must ensure that children are able to participate meaningfully in all matters that affect them.

The second way is to consider the underpinning principles of the Convention on the Rights of the Child. These have been adopted, formally, by the Committee on the Rights of the Child,

### The Convention on the Rights of the Child – the ‘3 Ps’

- **Protection:** The right to be protected against actions and behaviour.
- **Provision:** The right to access benefits, services, or activities.
- **Participation:** The right to engage in activities.

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which is the United Nations Committee that monitors the implementation of the Convention internationally. (Slide 9 and page 7 of the participant's workbook).

The underpinning principles of the CRC are:

- The right to non-discrimination
- That the best interests of the child shall be a primary consideration in all matters affecting the child
- The right to life, survival and development
- The right to express views and be heard in all matters affecting the child

These are said to lie at the foundation of the realisation of all other rights. The next exercise in this Module focuses on these underpinning principles and, during this, participants will have the opportunity to explore the meaning of these terms in more detail.

### Underpinning principles of the CRC

- The right to non-discrimination (Article 2)
- That the best interests of the child shall be a primary consideration in all matters affecting children (Article 3.1)
- The right to life, survival and development (Article 6)
- The right to be heard and listened to (Article 12)

#### Slide 10:

Narrative



The diagram in Slide 10 shows the range of rights covered by the Convention on the Rights of the Child. This aims to give participants an idea of the broad range of rights covered within the Convention.

### Other rights in the Convention on the Rights of the Child



#### Notes



At the end of this presentation, it may be useful to direct participants to the reader section of their workbooks for further reference and to allow time for comments and questions.

### ACTIVITY 1.2: THE UNDERPINNING PRINCIPLES OF THE CONVENTION ON THE RIGHTS OF THE CHILD

**Purpose:** To introduce the underpinning principles of the Convention on the Rights of the Child.

**Time:** 5 minutes

**Materials required:** Participant's workbook M1; PowerPoint presentation M1 Slide 11.

#### Explain

Explain that this **5 minute** introduction aims to introduce each of the four underpinning

- ▶ principles of the Convention on the Rights of the Child, which were mentioned in the previous Activity. You may wish to revert to **slide 9** to remind participants of these four principles. Explain that these are known as the underpinning principles because they form the (underpinning) foundation for the realisation of all other rights.

**Slide 11:** Slide 11 shows where the underpinning principles are discussed in this training package.

Narrative



- Activity 1.2A includes a presentation and exercises on non-discrimination.
- Activity 1.2B includes an explanation of ‘the best interests of the child’, and examples of how this principle can be put into practice.
- Module 2 focuses on child development and touches on this right. Activity 1.2C uses a factsheet and summary information on this.
- Module 3 contains a range of exercises linked to the rights to be heard and to participate. Module 4 focuses on the Council of Europe’s Child-Friendly Justice Guidelines, which promote and support the child’s right to be heard and to participate. Activity 1.2D provides a factsheet and summary information on this right.

#### Underpinning principles: crossover

- Discrimination ⇒ Activity 1.2A
- The best interests of the child ⇒ Activity 1.2B
- Life, survival and development ⇒ Module 2 and Activity 1.2C
- Right to be heard and participate ⇒ Module 3 and Module 4. Activity 1.2D also provides a factsheet and summary information on this right.

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**Explain**

The next activities (1.2A-D) go into detail in relation to these underpinning principles



#### ACTIVITY 1.2A: NON-DISCRIMINATION

**Purpose:** To emphasise key issues and rights and to establish rights standards in relation to discrimination.

**Time:** 25 minutes

**Materials required:** Participant’s workbook M1; PowerPoint presentation M1 Slides 12-23; Post-it notes; Flip-chart paper and pens.

**Exercise**

With reference to **slide 12**, Explain to participants that the group will start off this part of the



module by considering equality and discrimination through an exercise.<sup>2</sup>

## Slide 12:

Narrative



To get the conversation going, spend 1 or 2 minutes asking participants whether they have ever observed/experienced discrimination. This should bring about discussion of concepts of prejudice and stereotyping. Note these examples on the flip chart, as you may want to refer back to them later in the presentation.

## What is discrimination?

Have you ever observed or experienced discrimination?



## Trigger warning



The next exercise will ask participants to take on roles of children who may face discrimination. This has the potential to upset some participants and should be handled appropriately.

## Exercise instruction



Ask participants to line up in a straight line with their backs to a wall. Explain that each participant will be given a 'role'. Hand out the following roles on post it notes (or other means) to each participant. Facilitators should adapt the roles and situations to the group and should make a role card/post it note for every participant. Allow **10 minutes** for the exercise.

## Exercise examples



1. You are eight. You and your brother live in a nice house with a big garden and a swimming pool. Your father is the mayor of the town where you live. Your mother takes care of the house and family.
2. You were born in this town, but your parents moved here from Africa. They have a grocery shop, and you live in rooms above the shop with your sister. Now your father is in jail so you and she help in the shop after school. You are eleven.
3. You are twelve. You have lived in an orphanage since you were a baby. You don't know who your parents were.
4. You are eight and a girl. You are Roma. You live in the segregated neighbourhood where only Roma live. You are very talented in mathematics but you need to help your mother

<sup>2</sup> The ideas presented in this exercise are adapted from [http://www.eycb.coe.int/compasito/chapter\\_4/pdf/4\\_29.pdf](http://www.eycb.coe.int/compasito/chapter_4/pdf/4_29.pdf)

around the house. You have 6 siblings.

5. You are an eight year old boy with hearing impediment. You live with your mother in a block of flats.
6. You are a seven years old girl, who lives with her mother. Your mother separated your father because he was very violent towards you and her.

**Exercise instruction**



Read out the following situations to participants and ask them to take a step forward after each sentence if they feel the sentence is true for their role, or to stay still if it is not true. You can add examples if you want.

1. You attend a good school.
2. You do not have to be afraid to be stopped by the police for ID checks.
3. You can go to dance classes after school.
4. You live with your parents who love you and wants the best for you.
5. You are not teased because any of your disability.
6. You have never felt discriminated against.
7. You and your family go for holidays each year

**Debrief**



Hold a debriefing and evaluation: what happened in the exercise? How difficult was it for participants to play the role? How did participants feel? Can participants relate this to anyone they know personally, or any experiences they have had? **How did participants feel when able to 'step forward', or when they had to stay still?** Did it feel unfair? Did this reveal anything about equality?

**Training tip**



Facilitators need to be very sensitive in this exercise and to pay particular attention to children who don't manage to drop the role after the game ended. In such a case the facilitator should try to speak the participant individually.

**Present**



**Slides 13-23** give some definitions and examples of discrimination. Allow **10-15 minutes** for the presentation.

**Slide 13:**

Narrative



Non-discrimination is a fundamental principle of international and regional law, and is closely linked to the concept of human dignity. Add that it is an especially important consideration when working with children, not least because children may not have the same opportunities of challenging the discrimination in the same way an adult would.

**Principle of non-discrimination**

- Fundamental principle of international and regional human rights law
- Closely linked to the right to human **dignity**
- Particularly important when working with children
- Discrimination may occur on multiple grounds
- Discrimination can occur in the absence of an intention to discriminate or an awareness by the discriminator

11

Question



Ask the group to provide some examples of children who may be particularly vulnerable to discrimination. **Answers** may include:

- Migrant children
- Children from ethnic minorities or minority nationalities
- Children with disabilities
- Refugee or asylum-seeking children
- Children from minority religions
- Unaccompanied children
- Homeless or street children
- Children from poor families
- LGBTI children
- Institutionalised children

Narrative



It is possible to be a victim of discrimination on multiple, distinct grounds (known as ‘multiple discrimination’) or on a combination of characteristics that comprise a person’s identity (‘intersectional discrimination’). One example of multiple discrimination is where a disabled girl is prohibited from chess class because she is a girl (gender discrimination) and, distinctly, the disabled girl is unable to access her school building because of a lack of wheelchair access (discrimination on the grounds of disability).

One example of intersectional discrimination is where a Romani woman undergoes forced sterilisation because she is a *Romani woman* (i.e. the grounds of ethnicity and gender).



intersect).

One does not need to be a racist/sexist/homophobe to commit acts of discrimination; discrimination may occur in the absence of an intention to discriminate or awareness by the discriminator.

**Slides 14-15:** Explain that the principle of non-discrimination is enshrined in numerous international and regional treaties and declarations, key examples of which are listed on the slides and outlined more fully in the Participants' Handbooks. The aim of this Module is not to discuss each of these provisions in detail (participants are free to read these provisions in more detail during private learning) but rather to explain the fundamental tenets of the principle of non-discrimination so that participants are able to recognise different forms of discrimination and take steps to prevent or respond to such cases in the course of their work with children.

Narrative



#### Legal framework – international instruments

- Universal Declaration of Human Rights (Article 2)
- UN Convention on the Rights of the Child (Article 2)
  - Child is also protected from discrimination based on the status of his/her parents, legal guardians or family members
- International Covenant on Civil and Political Rights (Article 2.1)
- International Covenant on Economic, Social and Cultural Rights (Article 2.2)
- International Convention on the Elimination of All Forms of Racial Discrimination

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#### Legal Framework – European instruments

- European Convention on Human Rights (Article 14, and Protocol 12)
- The EU Charter of Fundamental Rights (Article 21)
- The EU Race Equality Directive (2000/43/EC)
  - Currently only applies to race/ethnicity

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**Slide 16:** Explain that you will look at selected key concepts and types of discrimination in the next few slides.

Narrative



#### Prohibited conduct: direct discrimination

**DIRECT DISCRIMINATION** - occurs when a person is treated less favourably on the basis of a protected characteristic (for example, ethnicity, sex, religion, political opinion, sexual orientation, social origin, or other status)

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**Slide 17:** This slide introduces the concept of direct discrimination. Direct discrimination is when a person or group is treated **less favourably** than someone else because of a 'protected characteristic' (remind participants that this includes characteristics such as age, nationality, ethnicity, religion, sexual orientation etc.). Direct discrimination is prohibited under international human rights law. Briefly refer back to the examples of discrimination they provided at the beginning of the module, and ask them to identify which of those examples involved direct discrimination.

Narrative



#### Prohibited conduct: indirect discrimination

**INDIRECT DISCRIMINATION** – occurs when a law, policy or practice applies to everyone but places an individual or group with (a) protective characteristic(s) at a particular disadvantage

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**Slide 18:** Explain the related concept of harassment, as set out on the slides. Consider asking participants whether they had thought of harassment as a form of discrimination in the past. Ask the participants whether any of the examples that they shared at the beginning of the Module involved harassment.

Narrative



#### Prohibited conduct: harassment

**HARASSMENT** – occurs when unwanted conduct relating to a protected characteristic (e.g. sex) takes place with the **purpose** or **effect** of violating the dignity of a person and of creating an intimidating, hostile, degrading, humiliating or offensive environment

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**Slide 19:** Also explain the related concept of ‘victimisation’ as set out on the slide. Ask the participants whether any of the examples that they shared at the beginning of the Module involved victimisation.

Narrative



### Prohibited conduct: victimisation

Occurs when a person suffers **adverse treatment** for complaining about discrimination or for helping someone who has been the victim of discrimination

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**Slides 20-23:** These slides cover justification, remedies and sanctions and are presented for information purposes. **Facilitators may choose to pass over these slides if they are felt to be overly technical for the purposes of the group.**

Narrative



### Justification

- **Direct discrimination:** There is no justification for racial/ethnic discrimination – it is always wrong
- **Direct (except race, ethnicity)/Indirect discrimination:** may be justified if it can be shown that the difference in treatment pursues a **legitimate aim** and the means of achieving that aim are **proportionate**

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### What is proportionate means of achieving a legitimate aim?

- **Legitimate aim:** criterion or practice must be legal and represent a real objective consideration
- **Proportionate:** means ‘appropriate and necessary’
- For example: religious education; girls or boys only schools

21

### Remedies

- Access to judicial, administrative, and conciliation procedures
- Conciliation procedures: are not substitutes for judicial procedures but additional avenues of redress
- Judicial procedures can be civil and criminal

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### Sanctions

Must be:

- Effective
- Proportionate
- Dissuasive

**May** include payment of compensation to the victim

23

**Optional  
Exercise**



Explain that participants will now be given the opportunity to engage in a brief exercise around the terminology they have just learned. Allow **10-15 minutes** for this exercise.

Explain that participants have a list of facts in their workbooks. Ask participants to divide into pairs or groups to discuss the case study summaries and identify (i) the type of discrimination that best describes the factual scenario; and (ii) the protected grounds/characteristics. If short of time, you may select case study summaries to discuss as a group.

**Case study summaries:**

1. **Facts:** The courthouse is not accessible with a wheelchair.

**Key issues:** indirect discrimination, disability

2. **Facts:** Romani children in state care are often placed in institutional settings due to their alleged “uneducated, bad behaviour” by care workers, while non-Roma children are placed with foster parents

**Key issues:** direct discrimination, ethnicity

3. **Facts:** Girls in an immigration centre are exposed to continuous sexist remarks by one of the guards

**Key issues:** harassment, gender

4. **Facts:** All children, including Jewish children, are served with pork at the residential care centre

**Key issues:** indirect discrimination, religion

5. **Facts:** Children with hearing impediments cannot be heard as witnesses because no sign language interpreter is available at the local court

**Key issues:** indirect discrimination, disability

6. **Facts:** The director of a detention centre issues a call that employees have to refuse the entrance of Muslim parents to the institution for security reasons.

**Key issues:** direct discrimination, instruction to discriminate, religion

7. **Facts:** A victim of alleged sexual abuse is handcuffed and held in a police cell for six hours before being interviewed by police.

**Key issues:** direct discrimination, gender

8. **Facts:** A child in conflict with the law was not eligible for diversion from criminal proceedings because his family could not afford to pay the victim compensation.

**Key issues:** indirect; financial status

## ACTIVITY 1.2B: BEST INTERESTS OF THE CHILD

**Purpose:** To open discussions in relation to the application of the ‘best interests of the child’ and how to apply this principle in practice.

**Time:** 20 minutes

**Materials required:** Participant’s workbook M1; PowerPoint presentation M1 Slides 24-29.

### Present



Show participants **slides 24-28**, which contain information about the best interests of the child, including the international legal framework, what the principle means and some examples of the principle in practice. It is recommended that facilitators pause intermittently to ensure participants are following the materials.

### Slide 24:

Narrative



Highlight that Article 3.1 of the UN Convention on the Rights of the Child sets out the ‘best interests’ principle, and add that General Comment No. 14 of the Committee on the Rights of the Child provides further guidance on the interpretation of this provision. Explain that in the following slides, you will look at the constituent parts of this provision more closely.

### Slides 25-28:

Narrative



After going through the Slides, explain that this Article is extremely important, especially in communication with children, because it helps to protect and promote all other rights enjoyed by children. It also helps to focus the minds and actions of policy-makers and professionals acting in any way that affects a child to consider what is in the best interests of that child, or group of children, and to remind professionals of the impact that all decisions can have on a child/children.

It is also important to note for participants that the ‘best interests of the child’ will sometimes conflict with the child’s ‘wishes and feelings’, and, in these circumstances, it is essential for professionals to know what their professional duty is. For example, in the UK, a guardian or advocate has the sole responsibility of helping a child to share, or relay, his or her wishes or feelings whereas a social worker is driven by the child’s best interests.

#### The Best Interests of the Child

##### ○ Article 3.1 Convention on the Rights of the Child:

- *“In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.”*

##### ○ General Comment No. 14, UN Committee on the Rights of the Child

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#### Best Interests of the Child: constituent parts

##### *“In all actions concerning children...”*

##### ○ Interpreted broadly

##### ○ Refers to all decisions and actions that

**directly** or **indirectly** affect a child, groups of children or children generally

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It is equally important that the child understands the professional's responsibilities and duties so that they know what to expect from any decision-making process, and from whom. (Facilitators may wish to add an example specifically relating to their national context.) Draw the participants' attention to the further examples set out in the Participants' Handbook on the application of the best interests principle.

### Constituent parts: "**A primary consideration....**"

- "Best interests" play a strong role and are given high priority
- Note: child's best interests are "*the paramount consideration*" in adoption issues (Art 21)

### Best interests of the child: example

- The parents of a young boy are separating in an acrimonious divorce.
- There is a dispute over which parent the boy should live with.
- His advocate/ guardian ad litem seeks his views, while the social worker conducts an assessment of his best interests to guide the court to make a decision that takes his best interests as a primary consideration.

### Constituent parts: "**Best interests....**"

- Flexible and adaptable concept
- Defined on a case-by-case basis according to the specific situation of the child/children concerned
- Assessment is necessary, to take into account:
  - The child's views;
  - The child's identity;
  - Preservation of the family environment and preserving relationships;
  - Care, safety and protection of the child;
  - Situation of vulnerability;
  - The child's right to health and education.

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#### Slide 29:

Narrative



The slide shows the key headings from the checklist that participants have been provided with in the Participants' Handbook (replicated below). As a group, lead the participants through the checklist.

### Best interests checklist

- Talking to the child
- Hearing from those who know the child
- What do **you** think?
- Explaining the decision to the child

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## Handout



### ***Step 1: Talking to the child***

- ☐ Can you ask the child directly? What does he/she say?
- ☐ What the child's views, wishes and feelings?
- ☐ Can you ask the child what he/she thinks is in his/her best interests?

### ***Step 2: Hearing from those who know the child***

- ☐ What do the child's parents, guardians or carers say the child wishes/feels (be cautious as to whether this is accurate)?
- ☐ What do the child's parents, guardians or carers think is in the child's best interests?
- ☐ What do his/her guardian ad litem or other representative say the child wishes/feels (be cautious as to whether this is accurate)?
- ☐ What do other professionals think?

### ***Step 3: What do you think about the best interests of the child?***

- ☐ Take into account the needs of the child, considering the age/gender/culture and any other factors including disability or developmental delays.
- ☐ Consider your own professional experience and the experiences of others/ but also the individual needs of the child.
- ☐ What are the short term, medium term and long term known, potential and possible outcomes/consequences of any actions?

### ***Step 4: After making a decision, don't forget to talk to the child about this.***

## Discussion



Ask participants to share practice examples from their work. The following are some useful prompts for this discussion:

- Have any participants had to make difficult determinations about the best interests of children?
- What steps/ processes have participants taken to make these determinations?
- Have any of these gone against the views, wishes and feelings of the children? If so, what happened?
- Are there any tips or useful guidance participants want to share?

## ACTIVITY 1.2C: LIFE, SURVIVAL AND DEVELOPMENT

**Purpose:** To open discussions in relation to the right to life, survival and development and what this means for States.

**Time:** 10 minutes.

**Materials required:** Participant's workbook M1; PowerPoint presentation M1 Slides 30-32.

### Present



Show participants Slides 30-32, which contain information about the right to life, survival and development, including the international legal framework, what the principle means and some examples of the principle in practice.

### Slides 30-32:

#### Narrative



According to Article 6, all children have a right to live in a society, community and environment that protect their right to life, survival and all forms of development. This right can be challenging to understand because, although it is not controversial, it can be hard to understand exactly what the right requires a State to do. This provision is interpreted broadly to include a child's holistic development. In order to comply with this right, States must take action to protect this right, including by creating an enabling environment to actively support the child to live and develop, and to prevent, prohibit and punish violations of this right.

Examples include the prohibition of life sentences without the possibility of parole (also a stand-alone provision under Article 37(a) of the CRC), the use of the deprivation of liberty (institutionalisation) only as a measure of last resort and for the shortest appropriate period of time (also enshrined in Article 37(b) of the CRC), and the implementation of activities and programmes for institutionalised children, for example, sports activities or drama/music, that aim to promote their self-respect and instil a sense of responsibility, contributing to their rehabilitation.

### Right to life, survival and development

"1. States Parties recognize that every child has the inherent right to life.

2. States Parties shall ensure to the maximum extent possible the survival and development of the child."

UN Convention on the Rights of the Child, Article 6

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### Right to life, survival and development

#### What does it mean?

##### ○ Interpreted broadly

- Includes the child's holistic development (physical, mental, spiritual, moral, psychological and social)

##### ○ State obligation to:

- Actively support a child to live and develop (enabling provisions)
- Prevent, prohibit and punish actions detrimental to this right

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Explain that this right can also be read with Article 5 of the CRC, on the evolving capacities of the child. The Committee on the Rights of the Child uses the term ‘evolving capacities’ to describe the processes of maturation and learning whereby children progressively acquire knowledge, competencies and understanding, including about their rights and about how they can best be realised.<sup>3</sup> In line with the Committee’s guidance, respecting a child’s evolving capacities entails continually adjusting the levels of support and guidance offered to a child, taking account of a child’s interests and wishes as well as the child’s capacities for autonomous decision-making and comprehension of his/her best interests.<sup>4</sup>

## Right to life, survival and development

### Examples

- Prohibition of life sentences without the possibility of release
- Deprivation of liberty used only as a measure of last resort and for the shortest appropriate period of time
- Implementation of extra-curricula activities and programmes for institutionalised children

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### Additional notes



For the Facilitator’s information, Article 5 states: *“States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.”*

The concept of ‘evolving capacities’ relates directly to ideas of child development, which are discussed in Module 2 of this full training course.

### Discussion



Next, ask participants to look at the sheet on ‘evolving capacities’ in their handbooks and take any questions/ hold a discussion if necessary (note: not much time is allocated to this task).

<sup>3</sup> UN Committee on the Rights of the Child: General Comment Number 7 “Implementing child rights in early childhood” CRC/C/GC/7/Rev.1 (2006), para 17.

<sup>4</sup> *ibid.*

## ACTIVITY 1.2D: THE RIGHT TO BE HEARD AND TO PARTICIPATE

**Purpose:** To open discussions in relation to the right to be heard and to participate.

**Time:** 10 minutes.

**Materials required:** Participant's workbook M1; PowerPoint presentation M1 Slides 33-37

**Present** Show participants **Slides 33-36**, which contain information about the right to be heard and to participate.

**Slides 33-34:** The crux of Article 12 is that children have a right to express their views freely, be heard and listened to. It applies to all decisions and matters affecting them.



This important right is sometimes overlooked when professionals assume that children are too young to have opinions or coherent views. In 2009, the UN Committee on the Rights of the Child addressed this concern in **General Comment No 12: "The right of the child to be heard."**<sup>5</sup> In this Comment, the Committee explained that Article 12 is now largely associated with the term "participation", which it described as:

"ongoing processes, which include information-sharing and dialogue between children and adults based on mutual respect, and in which children can learn how their views and those of adults are taken into account and shape the outcome of such processes."<sup>6</sup>

In order for participation to be meaningful, children should be provided with the aids, support and opportunities to exercise this right. Note that the qualifying language in Article 12 ("capable of forming his or her own views" and "due weight in accordance with the age and maturity of the child") should not be used to deny the child/children this right.

### Right to participation and to be heard

"1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law."

UN Convention on the Rights of the Child, Article 12

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### Right to participation and to be heard

#### What does it mean?

- o Right to be heard and listened to
- o Applies to all decisions/ matters affecting the child/ children
- o Participatory and inclusionary process
- o Made meaningful through aids, support and opportunities to participate
- o The qualifying language should not be used to deny the child this right

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<sup>5</sup> CRC Committee, General Comment No. 12 "The right of the child to be heard", CRC/C/GC/12.

<sup>6</sup> CRC Committee, General Comment No. 12 "The right of the child to be heard", CRC/C/GC/12 at para 3.

**Slides 35-36:** Go through the examples in Slides 35-36 and explain that these show the positive impact of the realisation of the right to be heard and participate. After going through these examples, note to participants that further examples are provided in the Participants' Handbook, and that Module 3 will focus on how to facilitate child participation in practice through child-friendly communication.

Narrative



### Right to participate and to be heard – Example II

- A child is the victim of a sexual assault.
- A doctor supports the child to explain what happened and makes a child protection referral.
- A social worker and police officer work together to facilitate a police interview; the child is able to explain what happened in terms and ways with which she is comfortable.
- She attends the trial as a witness and testifies via video-link.
- All court officials speak to her in sensitive language.
- A conviction is secured. The girl is 5 years old.

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### Right to participate and to be heard: Example I

- A child is accused of an offence
- He is provided with support to participate meaningfully in a hearing relating to a diversion programme
- He is able to articulate his remorse, but also to explain a little about why he acted in the way that he did
- He completes a community-based diversion programme in which he addresses these root causes, after which he does not reoffend

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**Exercise**



Next, ask participants to brainstorm some 'key words' around the right to participate and be heard.

**Slide 37:**

Discussion



Explain to participants that this will form the focus of Module 3 of the training

### Key words – the right to participate and be heard



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### ACTIVITY 1.3: CHILD RIGHTS IN THE NATIONAL CONTEXT

**Purpose:** To encourage participants to consider how the international child rights standards that have been presented and discussed in this module fit within their national context.

**Time:** 1 hour 30 minutes.

**Materials required:** Participant's workbook M1; PowerPoint presentation M1 Slide 38; Flip-chart paper and pens.

#### STATE CONTEXT

*This exercise allows facilitators the opportunity to introduce information about their local contexts if they choose. The time-frame to do this would be at the start of this exercise, before dividing participants into groups.*

**Exercise** Ask participants to form groups. Ideally, there would be no more than 4 groups.

**Exercise instructions** Each group will be asked to spend 30 minutes developing a 10 minute presentation to deliver to the plenary, followed by discussion. Ask participants to read over the following two briefs and to select one of them for their presentation (see bullet points below). As the situation in each State will be different, and as the understanding and knowledge of participants will vary considerably across groups, in order to run this exercise, facilitators may also want to pre-select briefs that are particularly appropriate for their group and may want to suggest these to participants.

- **Brief A:** "Child Rights Report Card": Prepare a presentation to the group, focusing on an area of practice, or of legislation that you are familiar with in your State/professional experience and how this meets, or fails to meet, international child rights standards discussed before lunch. Provide a 'report card' (i.e. a grade, or score out of 10) on the particular issue you choose to present about.

In the presentation, try to highlight:

- The specific Articles within the Convention on the Rights of the Child that are implicated in your example.
- The current situation in the legal framework.
- The current situation in the practice framework (noting any geographical,

- professional, or other differences).
  - Gaps in the law or practice, why these exist and what would need to change to fill the gaps.
  - Any future actions your group thinks are necessary to implement children's rights in line with the CRC in your State/profession.
  - Where these steps would sit within the circles of influence diagram and what this means for future actions.
- **Brief B: "Rights Changes":** Prepare a presentation to the group on a recent legislative or practice change that has affected the way in which you (or other professionals) work with children, especially in relation to children's rights.

In the presentation, try to highlight:

- The specific Articles within the Convention on the Rights of the Child that have been affected.
- Where the change came from (i.e. which circle on the circles of influence).
- The concrete differences that it has made.
- Any difficulties or challenges in implementation.
- Any future actions your group thinks are necessary, either for better implementation of the change, or additional changes that are needed to implement children's rights in line with the CRC in your State/profession.

**Exercise  
instructions**



Allocate groups approximately **30 minutes** to prepare for this exercise, and then allow each group to present in turn (allowing for comments after each presentation).

**Slide 38:**

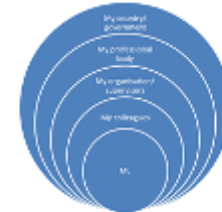
**Debrief**



Debrief by asking participants to think about any changes that have been made, and any changes that could be made, in order to bring practice into line with international standards (where it is not), or how changes have been brought into line with international standards (where they are) and to consider where these changes have happened, or could happen within the circles of influence diagram.

- Which circle or circles does the change fall in:
  - The 'ME' circle (individual change)
  - 'Colleagues' (agreement and consultation with colleagues)
  - 'Organisation/ supervisors' (cultural, organisational, or requiring approval)
  - 'Professional body' (change to professional guidance or regulations)
  - Country/ government (legislative, or other national-level change).

**Circles of influence**




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#### ACTIVITY 1.4: OPTIONAL EXERCISE: CHILD RIGHTS IN THE PROFESSIONAL CONTEXT

**Purpose:** To encourage and empower participants to understand and take ownership of the child rights that apply within their professional context.

**Time:** 1 hour.


**Materials required:** Participant's workbook M1; Flip-chart and materials.

**Exercise instructions**  Ask participants to form groups. Ideally, there would be no more than 4 groups.  
Ask participants to read through their participants workbooks (part M1.3), which contains excerpts from a selection of resources relating to child rights in different settings, and in relation to different professionals.


**Exercise instructions**  The groups should then prepare a presentation based on the following brief:

- *"Imagine you are going to run a 10 minute session for your colleagues who have not attended this training, to make them aware of child rights issues in your work."*
- The groups will be asked to present their session to the rest of the group after the preparation session.
- Ask each group to think about:
  - What will be the overall theme for your session?
  - Which rights will you focus on, and why?

Allow **20-30 minutes** for preparation.

**Exercise instructions**  Ask the groups to deliver their presentations in turn. After all presentations, ask the groups to discuss how they developed their presentations. Probe why they picked the rights they did and how they felt the presentations went.

Allow each group **10 minutes** to deliver its presentation, plus approximately **10 minutes** for discussion and follow up.

**Training tip**  It may be useful to ask about how the groups felt: what kind of response do they expect to receive from their colleagues in light of the fact that the information reflects duties they as professionals have to protect and promote children's rights?

**THIS IS THE END OF MODULE 1**

## MODULE 2: INTRODUCTION TO CHILD DEVELOPMENT AND COMMUNICATION

**DURATION:** 2 hours 15 minutes

**OBJECTIVES:**

- To introduce basic concepts around child development and the impact upon behaviours and communication
- To develop knowledge of the impact of child development on communication and what this means for professionals working with children
- To strengthen participants' abilities to shape their interactions with children accordingly

<b>TIMING</b>	<b>ACTIVITY</b>	<b>MATERIALS REQUIRED</b>	<b>FORMAT</b>
30 minutes	2.1: Child development and communication	<ul style="list-style-type: none"><li>▪ Participant's workbook M2</li><li>▪ PowerPoint presentation M2 Slides 1-10</li></ul>	Presentation and discussion
45 minutes	2.2: Important factors in child development and communication	<ul style="list-style-type: none"><li>▪ Participant's workbook M2</li><li>▪ PowerPoint presentation M2 Slides 11-17</li></ul>	Presentation, discussion and exercises
1 hour	2.3: Developmental, personal and social factors that may affect communication	<ul style="list-style-type: none"><li>▪ Participant's workbook M2</li><li>▪ PowerPoint presentation M2 Slides 18-21</li></ul>	Case study and exercise



## ACTIVITY 2.1: CHILD DEVELOPMENT AND COMMUNICATION

**Purpose:** To provide basic information regarding child development, to ensure that all participants have a foundation of understanding and to share factsheets and resources for reference and further reading.

**Time:** 30 minutes.

**Materials required:** Participant's workbook M2; PowerPoint presentation M2 Slides 1-10.

### Training tip



It is important to note that this is a very brief introduction to child development and communication, and that the main purpose of this small section of the module is to encourage participants to think about how communication is something that is shaped by development. Participants have been provided with links to a range of resources in their materials. Participants are also encouraged to share their own resources with colleagues.

### Present



#### Slides 1-10

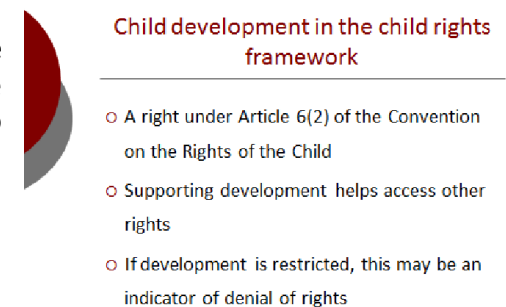
Allow **30 minutes** for this presentation.

### Slide 2:

#### Narrative



Module 1 of this training course focused on the child rights framework. As this training takes a child-rights based approach, it is important to note that child development has a place in the child rights framework. It is protected and promoted by Article 6(2) of the Convention on the Rights of the Child. Further, where development is supported, it helps to develop access to other rights.



**Slide 3:**

Narrative



This slide covers many of the areas that are involved in child development, including linguistic, physical and behavioural development, but also noting that development involves increased abilities in self-care and health, for example. Note that participants have a range of detailed materials available to them in the readers for the workbooks.

### Child development involves...

**Slide 4:**

Narrative



Child development can be set out using six categories:

- Social (learning to make good relationships);
- Physical (growing and maturing; developing coordination and strength);
- Intellectual (thinking and learning to link actions to words);
- Communicative (learning to talk and interact with others);
- Cultural (developing customs and beliefs); and
- Emotional (learning to understand feelings and emotions and name them).

### Child development is.....

- Social
- Physical
- Intellectual
- Communicative
- Cultural
- Emotional

**Slide 5:**

Narrative



This Slide shows how communication is affected or influenced by each of these categories. This is important because the focus of the module is how development can affect communication, rather than focusing on development itself. Ask participants whether they have any additional material they wish to add on this.

### Child development and communication

- **Social** → Communication as part of relationship building
- **Physical** → Physical components of speech and communication
- **Intellectual** → Developing the ability to communicate thoughts
- **Communication** → Developing communication skills of all forms
- **Cultural** → Understanding cultural communication norms
- **Emotional** → Developing the ability to communicate feelings and emotions

**Slide 6:**

Narrative



This slide sets out some developments that children **may** experience as they grow up. Ask participants for their views on this. It is useful for them to know? If so, why? If not, why not? It is important to emphasise that all children are different and their development may be shaped by a variety of factors.

Before showing the next slide, ask participants whether they can think of any factors that may affect development and communication. If you have time, you could do this using a brainstorming format with the word 'child' at the centre. Participants have a sheet for this activity on **page 7** of their workbooks.

**Slide 7:**

Narrative



The aim of this slide is to highlight why it can be useful to understanding child development as a way of improving communication practice.

**Slide 8:**

Narrative



This slide sets out some factors that could affect development and communication. These will not apply to all children in all circumstances but can help participants understand the range of factors that may influence a child's communication (and other development areas). Developmental impacts may include social (for example, regarding friendships and social networks), physical, intellectual, communicative, emotional (for example, regarding confidence, independence and self-esteem), and behavioural delays or difficulties (for example regression).

### Communication and child development

<b>0-5 years</b> -Eye contact -Turn taking and sharing -'babbling' noises (pre-linguistic, i.e. Mama, dada, babab) -Simple words and sentences	<b>5-9 years</b> -Communicating simple facts and feelings -Simple story telling -Communicate through drawing, play and stories -Increased understanding of social aspects of speech
<b>6-12 years</b> -Increased ability to relate to friends and others -More highly developed language and communication skills -Increased cultural communication awareness	<b>13-18 years</b> -Developing stronger sense of self-identity -Interest in emotional independence -Highly developed intellectual skills -Higher risk threshold -Hormonal changes

### Understanding child development and communication: better practice

Helps professionals to.....

- Make individualised assessments
- Identify potential challenges to communication
- Understand communication needs based on individual knowledge, development and skills
- Develop communication plans for individual child
- Identify developmental delays or concerns and obtain help for the child and family, or to prevent harm

### Factors that may affect development and communication

<b>Medical and health factors:</b> <ul style="list-style-type: none"> <li>• Diet</li> <li>• Sleep patterns</li> <li>• Complications at birth</li> <li>• Inherited medical conditions</li> </ul>	<b>Environmental factors:</b> <ul style="list-style-type: none"> <li>• Living in conflict</li> <li>• Changing or unstable environments</li> </ul>
<b>Social factors:</b> <ul style="list-style-type: none"> <li>• Exposure to violence</li> <li>• Gender expectations</li> <li>• (Lack of) stable relationships</li> <li>• (Lack of) attachment</li> </ul>	<b>Others?</b>

**Slide 9:** Lead the participants through examples of poor practice listed on Slide 9:

Narrative



- Adopting a 'one size fits all' approach or treating all children according to a template;
- Making decisions or judgments based on assumptions, stereotypes or arbitrary criteria (for example, whether the child has reached the 'correct' developmental stage, assumptions of what the child 'should be doing,' the child's age, financial or social status or other arbitrary factors) rather than the child's individual situation. Recall the principle of non-discrimination discussed under Module 1;
- Misunderstanding personality traits or behaviour as developmental issues.

#### Misunderstanding child development and communication: poor practice

- Treating all children according to a 'template'
- Making judgments or decisions based on assumptions, stereotypes or arbitrary criteria
- Misunderstanding personality traits or behaviour as developmental issues

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**Slide 10:** Slide 10 aims to show how participants can implement good practices in using their understanding of child development and communication.

Narrative



#### Understanding child development and communication: ensuring good practice

- Don't make assumptions
- Key questions
  - What is best for this individual child in his or her individual circumstances?
  - How might the child's developmental and communication needs affect the way I should communicate with him or her?
  - How might the child's developmental and communication needs affect the decision I make?
  - Can I answer these questions or do I need to turn to another professional for help?

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## ACTIVITY 2.2: IMPORTANT FACTORS IN CHILD DEVELOPMENT AND COMMUNICATION

**Purpose:** To raise awareness of several important factors that **may** affect child development: attachment, self-esteem and resilience, and to discuss risk and protective factors associated with these.

**Time:** 45 minutes.

**Materials required:** Participant's workbook M2; PowerPoint presentation M2 Slides 11-17.

Present

Slides 11-17



### Training tip



Participants may make assumptions, may draw on stereotypes, or may even be openly racist or prejudiced during this session. Try not to shy away from identifying and addressing any such behaviour, by reiterating the importance of non-discrimination and by challenging such assumption, stereotypes and racism.

Slides 11-12:  
Narrative



Ask participants whether they can add to the examples of what helps or hinders secure attachment, asking them to relate this to the children that they work with.

### What may help or hinder secure attachment?

Helps	Hinders
Consistency of at least one primary caregiver in early years	No single caregiver (or inconsistency over time)
Caregiver responds to needs	Caregiver ignores child
Others?	

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### Key factors: attachment theory

- **Definition:**
  - Relationship between a child and their primary caregiver in the first 2-3 years of life shapes future development and outcomes
- **Children with secure attachment in early years:**
  - Increased independence, social and behavioural development; higher self-esteem; more resilience
- **Children without secure attachment in early years:**
  - Lower self-esteem; more reliant on others; isolated and distant from others; higher rate of depression and anxiety

Selfing attached: Parental attachment and child development: <http://www.bps.org.uk/psychology/developmental/attachment/2015/04/15/attachment-theory>  
<http://www.bps.org.uk/psychology/developmental/attachment/2015/04/15/attachment-theory>  
<http://www.bps.org.uk/psychology/developmental/attachment/2015/04/15/attachment-theory>

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**Slides 13-14:** Ask participants whether they can add to the examples of what helps or hinders development of self-esteem, asking them to relate this to the children that they work with.



### What may help or hinder self-esteem?

Helps	Hinders
Feeling loved by family and friends	Being subject to criticism
Receiving encouragement and praise	Not feeling listened to
Others?	

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**Slides 15-17:** Ask participants whether they can add to the examples of what helps or hinders resilience in children, asking them to relate this to the children that they work with. Slide 17 presents a summary of these risk and protective factors in relation to resilience.



### What may help or hinder resilience?

Helps	Hinders
Support from adults outside the family	Isolation from community
Family harmony	Family dysfunction
Close bond (attachment)	Lack of attachment
Others?	

Action for Children: <https://www.actionforchildren.org.uk/resources-and-guidance/what-helps-or-hinders-resilience-in-children/>

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### Summary of risk and protective factors

	Risk Factors	Protective Factors
Attachment	Lack of a consistent, identifiable caregiver in early years	Consistent, caring and responsive primary caregiver in early years
Self-esteem	Negativity, criticism, uncertainty and abuse	Positivity, support and encouragement, being informed, protection from abuse
Resilience	Lack of a supportive, harmonious environment	Support, consistency and a positive, loving environment

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### Key factors: self-esteem

- **Definition:**
  - Confidence in one's self worth and/or abilities
- **Children with high/positive self-esteem:**
  - Are confident; have positive self-worth; respond well to change; believe they deserve love and support; others?
- **Low/negative self-esteem:**
  - Lack confidence; feel ugly, unloved and unlovable; dislike change; feel unworthy of love and support; may find it hard to communicate; are at risk of developing depression and anxiety; others?

Youngminds ([www.youngminds.org.uk](http://www.youngminds.org.uk))

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### Key factors: resilience

- **Definition:**
  - The ability to 'bounce back' from set-backs
- **Children who are resilient (Masten et al 1990):**
  - Have high risk status but do not succumb to adversities
  - Develop coping strategies in situations of chronic stress
  - Suffer extreme trauma, recover and prosper
- **Children who lack resilience:**
  - Succumb to or do not recover from adversities

Action for Children: <https://www.actionforchildren.org.uk/resources-and-guidance/what-helps-or-hinders-resilience-in-children/>

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### ACTIVITY 2.3: DEVELOPMENTAL, PERSONAL AND SOCIAL FACTORS THAT MAY AFFECT COMMUNICATION

**Purpose:** To encourage participants to think about different factors that may affect a child's communication with professionals, and how to handle this.

**Time:** 1 hour.

**Materials required:** Participant's workbook; PowerPoint presentations Slides 18-21; flipchart paper and pens.

**Present**      **Slides 18-19**

**Slides 18-19**      Ask participants to think through what this example tells us about child communication.  
Narrative      Note: the example on Slide 18 is adapted from an anonymous report provided by a young person who had experienced care.



#### Communication Vignettes

- "I stutter and the police thought that I was making fun of him and he began to shout at me."
- "I was always told not to look adults directly in the eye – my grandparents and my parents would tell me off and say it was rude – but some police think I'm being rude if I don't look at them. I can't win!"

#### Communication Experience

- "When I first disclosed the abuse, I told a social worker during a meeting. The word 'abuse' is really scary but I decided I wanted to say what had happened because the abuser was still working in the care home. I'd be in and out of lots of homes at this point."
- "The social worker immediately went and got four other people into the room. They didn't sit down – they all stood over me. Of course I said I was joking about the abuse and that it didn't really happen".

Adapted from anonymous source

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**Exercise**      Ask participants to complete the exercise on **page 12** of their workbooks. This exercise requires them to draw lines between the different boxes under each heading



**Slide 20:** This slide provides an example of how to do this. Allow **5-10 minutes** to complete this exercise, followed by a brief discussion.

Narrative



## Developmental, personal and social factors – communication exercise

- Developmental, personal or social factor
  - Has suffered severe trauma
- Communication behaviour
  - Joking and laughing
- How this could be misinterpreted
  - The child is not traumatised; the child isn't taking the process seriously
- What might be really be happening?
  - The child expects nothing from the process/ the adult has not explained what may happen
  - The child has learned to appear calm, but is highly traumatised/ The adult may be too eager that the child is 'happy', without questioning this

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**Slide 21:** Ask participants to imagine that they are going to present this child's history to the rest of the group with a view to preparing the group for an important communication with the child. The groups should consider:

Narrative



- Name
- Age
- Gender
- Background
  - Who does the child live with? Has this changed? Why is the child in a 'justice setting'? What is happening in this child's life?
- Developmental, personal and social factors that may affect communication
  - Does the child have any developmental concerns that could affect the way he or she communicates? Does the child have any particular behaviours relating to communication that professionals should know about?
- Communication needs
  - Based on the above, does the child need any additional support for communication? Are any communication techniques particularly important?

Give the groups **10-15 minutes** for this.

## Developing a case study

- Name
- Age
- Gender
- Background
- Developmental, personal and social factors that may affect communication
- Communication needs

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**Exercise** Ask each group to present their drawing to the wider group.





**Training tip** As above, try not to shy away from identifying and challenging any discriminatory assumptions, stereotypes or racism.



**Exercise** Remind participants that they are often dealing with the most vulnerable children in society – and often at times of crisis, and it is therefore essential to exercise child-friendly communication skills, which will be discussed in Module 3.



### ***THIS IS THE END OF MODULE 2***

They think that if we do not talk that we do not have an opinion but that is often not the case – they should understand that we have bad days and sad days and we do not want to open up to everyone.

Not all children can communicate easily or in the same way. Some children may need to communicate through pictures or smiley faces.

**Children and young person's voices**

They think that children are okay if they do not cry – they should ask more how we truly feel and not try to guess and speculate so much about our feelings.

## MODULE 3: COMMUNICATION SKILLS

### DURATION:

- **Why communicate?** – 30 minutes
- **When communicate?** – 30 minutes
- **Where to communicate?** – 45 minutes to 1 hour
- **What to do with communications?** – 30 minutes to 45 minutes
- **How to communicate?** – Numerous exercises to total of 7 hours to be distributed over selected time-frame

### OBJECTIVES:

- To introduce communication and listening skills
- To develop and enhance practical communication and listening skills for all practitioners
- To empower practitioners to develop their own communication and listening skills and to plan for the use of these skills in their professional work

TIMING	ACTIVITY	MATERIALS REQUIRED	FORMAT
30 minutes	3.1 Why should professionals communicate with children?	<ul style="list-style-type: none"><li>▪ Participant's workbook M3;</li><li>▪ PowerPoint presentation M3 slides 1-3;</li><li>▪ Flipchart paper and pens</li></ul>	Full group exercise
30 minutes	3.2 When should professionals communicate with children?	<ul style="list-style-type: none"><li>▪ Participant's workbook M3;</li><li>▪ PowerPoint M3 slides 4-5</li></ul>	Discussion session
1 hour	3.3 Where should communication take place?	<ul style="list-style-type: none"><li>▪ Participant's workbook M3;</li><li>▪ PowerPoint presentation M3 slide 6</li><li>▪ Post-it notes</li></ul>	Discussion and exercise
45 minutes	3.4 What should professionals do with the information provided?	<ul style="list-style-type: none"><li>▪ Participant's workbook M3;</li><li>▪ PowerPoint presentation M3 slide 7</li></ul>	Discussion

30 minutes	3.5 How to communicate: non-verbal communication	<ul style="list-style-type: none"> <li>Participant's workbook M3;</li> </ul>	Exercise
30 minutes	3.6 How to communicate: identifying and overcoming obstacles to communication	<ul style="list-style-type: none"> <li>Participant's workbook M3;</li> <li>PowerPoint presentation M3 slides 8-9</li> </ul>	Group exercise
30 minutes	3.7 How to communicate: child-friendly tone, language and approach	<ul style="list-style-type: none"> <li>Participant's workbook M3;</li> <li>PowerPoint presentation M3 slide 10</li> </ul>	Exercise
45 minutes	3.8 How to communicate: communicating with children displaying challenging behaviours	<ul style="list-style-type: none"> <li>Participant's workbook M3;</li> <li>PowerPoint presentation M3 slides 11-15</li> </ul>	Exercise and discussion
30 minutes	3.9 How to communicate: communicating with adolescent children and young people	<ul style="list-style-type: none"> <li>Participant's workbook M3;</li> <li>PowerPoint presentation M3 slide 16</li> <li>Flipchart paper and pens</li> </ul>	Exercise and discussion
45 minutes	3.10 How to communicate: creative communication tool-kits	<ul style="list-style-type: none"> <li>Participant's workbook M3;</li> <li>PowerPoint presentation M3 slides 16-23</li> </ul>	Exercise
1 hour to 1 hour and 30 minutes	3.11 How to communicate: planning for positive communication	<ul style="list-style-type: none"> <li>Participant's workbook M3;</li> <li>PowerPoint presentation M3 slides 24-25</li> <li>Flipchart paper and pens</li> </ul>	Exercise
1 hour to 1 hour and 30 minutes	3.12 How to communicate: communication role plays	<ul style="list-style-type: none"> <li>Participant's workbook M3</li> </ul>	Role plays
1 hour	3.13 How to communicate: working together to solve communication challenges	<ul style="list-style-type: none"> <li>Participant's workbook M3</li> </ul>	Exercise

### ACTIVITY 3.1: WHY SHOULD PROFESSIONALS COMMUNICATE WITH CHILDREN?

**Purpose:** To emphasise the benefits of communication with children.

**Time:** 30 minutes.

**Materials required:** Participant's workbook M3; PowerPoint presentation M3 slides 1-3; flip-chart paper and pens.

#### Exercise



Write the headings 'child' and 'professional' at the top of two pages of flipchart paper. This exercise can either be run as a group exercise or an exercise in pairs. Ask participants to take a few moments make notes next to the diagram in their participant's workbooks (page 5) in relation to the benefits of positive communications for the child and for professionals.

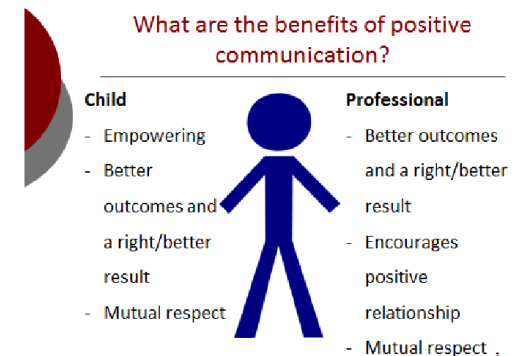


#### Slide 2:

Narrative



Slide 2 presents some possible answers.



#### Exercise



Go around the pairs or groups asking for answers and writing them down on the flipchart paper (or organise this exercise as a straight call-out exercise).

**Slide 2:**

Narrative



**Slide 3** provides a summary of the key reasons that professionals should communicate with children. Facilitators may wish to add to this.

**Why should professionals communicate with children?**

- The right of the child to be heard/ to participate (in international and domestic law)
- Leads to better outcomes (justice/ truth)
- Part of the professional role

**Training tip**



When getting feedback from small groups who are doing the same exercise, take one example from the groups one at a time. The other groups then cross this off their list if they have the same piece of information. Keep going around the groups until you have all of the information. This gives every group the opportunity to take part in the feedback.

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### ACTIVITY 3.2: WHEN SHOULD PROFESSIONALS COMMUNICATE WITH CHILDREN?

**Purpose:** To emphasise the points at which (when) children have a right to speak.

**Time:** 30 minutes.

**Materials required:** Participant's workbook M3; PowerPoint presentation M3 slides 4-5.

**Slide 4:** Show **Slide 4** and lead the participants through a discussion on the questions.



**Narrative**



Ask participants: when do children normally get the opportunity to speak in your professional context? Explore with participants why is the child able to speak at this time (what is the purpose?). What is the flexibility around this? Ask participants to consider: If you were a child, would you want to speak at other times? Could children speak at other times if they wanted to?

Explore: Why/ why not? What opportunities should be provided to enable them to do so? Spaces are provided in the Participants' Handbooks (on [page 6](#)) for participants to write down their responses.

#### When should professionals communicate with children?

- When do children normally get the opportunity to speak in your professional context?
- If you were a child, would you want to speak at other times?
- What opportunities should be provided?

**Present**



Remind participants of Article 12 of the UNCRC (discussed in more detail in Module 1). Then present **Slide 5**.

**Slide 5:**

**Narrative**



Ask participants whether they would be able to add to or change 'when' they engage in communication with children. Explore this through the 'circles of influence' slide.

#### Circles of influence



**Training tip**



It is important to encourage participants to see new points at which children could speak within their professional contexts. Where a participant claims that something is not possible, or not 'the done thing', ask the participant to reflect on whether this has to be the case and whether this could be changed. Remind participants of how important participation and communication is to the child, and to the professional settings in which each participant works.

### ACTIVITY 3.3: WHERE SHOULD COMMUNICATION TAKE PLACE?

**Purpose:** To encourage participants to consider what it means to create a child-friendly environment for listening and communicating with children, including location, environment, setting, who should be present, and other factors that can contribute to a child-friendly environment.

**Time:** 45 minutes to 1 hour

**Materials required:** Participant's workbook M3; PowerPoint presentation M3 slide 6; post-it notes.

#### Exercise



Distribute two different colours of post-it notes or other cards to participants, making sure that each participant has access to both colours of post-it note on which to write their answers. Write 'friendly' on the top of one page of flip-chart paper, and 'unfriendly' on the top of the other page of flip-chart paper.

#### Question



Pick one colour – ask participants to write down 'things that they associate with a child-friendly environment for communication' on one colour of post-it note, and 'things they associate with a child un-friendly environment for communication' on the other colour of post-it note.

#### Slide 6:

Narrative



**Slide 6** gives participants some example answers – also repeated in their workbooks. Participants should write down these words or phrases on different coloured post-it notes and should bring these up to the front of the class to place on the relevant flipcharts.

#### Exercise instructions



After about **15 minutes**, read through some of the answers and begin to group them according to theme. It should be possible to bring together answers under the following headings:



#### Where should communication take place?

- What makes a communication environment friendly to children?
  - Safe
  - Clean
  - Ventilated
- What makes a communication environment unfriendly for children?
  - Drab and dank
  - Dirty
  - Public

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<b>Child-friendly environment</b>	
<b>Physical environment</b> <ul style="list-style-type: none"> <li>- The room is well-ventilated and comfortable</li> <li>- The room has colourful drawings and posters</li> <li>- Seats are the appropriate size</li> <li>- The child is allowed to sit with the person he/she wishes to</li> <li>- The environment is safe</li> <li>- The room is private</li> </ul>	<b>Provisions</b> <ul style="list-style-type: none"> <li>- The child is given information leaflets and given the chance to ask questions</li> <li>- Food and refreshments are provided</li> </ul>
<b>Support and involvement</b> <ul style="list-style-type: none"> <li>- Child is accompanied by helpful parent</li> <li>- Child has a supportive adult helping him/her</li> <li>- Adults are dressed in smart casual clothing</li> <li>- Communication is child-sensitive</li> </ul>	<b>Logistics</b> <ul style="list-style-type: none"> <li>- Child is informed about the meeting, and the location</li> <li>- The child is given transportation to attend the meeting</li> <li>- The meeting takes place during appropriate hours, with plenty of breaks</li> <li>- Waiting is in minimised</li> <li>- The child's contact with hostile others is strictly limited or prevented</li> </ul>



<b>Non child-friendly environment</b>	
<b>Physical environment</b> <ul style="list-style-type: none"> <li>- The room is dank and drab</li> <li>- The seats are too large for a child</li> <li>- The child is forced to stand in a dock/ is not allowed to be with the people he/she wants to be with</li> <li>- The room is open to the public</li> <li>- The environment is not safe</li> </ul>	<b>Provisions</b> <ul style="list-style-type: none"> <li>- The child has no information about the meeting/ event</li> <li>- No food and refreshment is provided</li> </ul>
<b>Support and involvement</b> <ul style="list-style-type: none"> <li>- Child is unaccompanied</li> <li>- Child is accompanied by a hostile parent</li> <li>- Child is accompanied by a hostile and unhelpful representative</li> <li>- All adults wear uniforms</li> <li>- Adults do not communicate with the child in a sensitive manner</li> </ul>	<b>Logistics</b> <ul style="list-style-type: none"> <li>- Child doesn't know about the meeting and can't find the location</li> <li>- The child has no means of getting to the meeting</li> <li>- Meeting takes all day with no breaks</li> <li>- The child is forced to wait for a long time</li> <li>- The child is forced to come into contact with hostile others</li> </ul>

### Question



Finally, ask participants to think about: who should be present alongside the child? Explore whether this is a difficult question and consider how a participant would decide who should be present?

In particular, it may be useful to ask participants what they would do if the child wishes to have someone present (perhaps within a court proceeding) who the professional believes it would not be in the best interests of the child to be present. Remind participants that they should ask children who they want to be there, but that they should be clear with the child what their role is, e.g. a) they are able to disagree and b) the child may not get his/her wish.

You have to lay the groundwork. Praise the child to boost their confidence and validate them. Give them activities to help them bond and to encourage positivity. Believe in them.

I liked that my child protection officer invited me to a coffee shop instead of her office to discuss my case and we had a really relaxing conversation. It took some of the anxiety off my shoulders. I do not like these big grey office buildings

**Children and young person's voices**

Do not take me through the shopping centre, because everyone sees it.

Do it face to face because that way you know they are not doing anything else.

Think about the time and place and let them choose where to meet you. Even if my parents knew me as I know myself, I still want to make the decision.

**Children and young person's voices**

### ACTIVITY 3.4: WHAT SHOULD PROFESSIONALS DO WITH THE INFORMATION PROVIDED?

**Purpose:** To introduce the idea that something must happen with the information collected, and to discuss the difference between best interests and wishes and feelings.

**Time:** 30 to 45 minutes.

**Materials required:** Participant's workbook M3; PowerPoint presentation M3 slide 7.

#### Present



Show **Slide 7**. Ask participants to consider the flowchart on **page 8** of the participant's workbook. This helps participants to consider what professionals should and must do with different types of information that they are provided. Take questions or concerns.

#### What should professionals do with the information provided?

- ☐ Legal obligations/ responsibilities to disclose?
- ☐ Can confidentiality be offered?
- ☐ Is the communication public?
- ☐ Is the age of consent relevant?

#### Additional notes



##### Note the following young people's voices:

- Do not beguile me with promises rather tell me the truth even if it is bad for me.
- I was told in the residential home that I had to be there only for a month but I stayed there for half a year. Every day they were stringing me along, and kept asking me if it was not good for me there. Despite I said to them that this was not the case they have written into the official report that I do not like the placement.
- In the residential home where I live now, they always ask our opinions, but it is not certain that they comply with our requests.

#### Handout



Direct participants to the flow chart handout in their materials.

**Exercise**

Explore with participants the following issues:

- Whether any of them must caution the child regarding disclosure or lack of confidentiality:
  - How do different participants go about this?
  - Are there any tips or hints that participants wish to share?
  - How do they make sure the child understands?
- Whether any laws relating to consent and age of consent are relevant to their work (for example, judges, or doctors). Allow a discussion over this information, focusing on:
  - Whether the laws allow the child sufficient right to participation
  - Whether it would be possible to allow a child to communicate wishes and feelings even if he or she has not yet reached the relevant age.

**Exercise****instructions**

Ask participants to spend **5-10 minutes** working with a partner to draft a 'script' for how they could explain their confidentiality/disclosure guidelines, and how they might use the information they are given to the children they work with.

- Ask for volunteers to share their suggestions.

**Exercise****instructions**

Work with the full group to brainstorm key hints and tips for explaining this to children. Some points are likely to include:

- Be clear;
- Be honest;
- Ask whether the child understands;
- Be prepared to explain in a different way.

*The section on **How to Communicate (Module 3.5-3.12)** includes exercises of varying length. Facilitators may wish to select the most appropriate exercises from these for their group, and are welcome to vary the duration of exercises to fit with scheduling requirements.*

### **ACTIVITY 3.5: HOW TO COMMUNICATE: NON-VERBAL COMMUNICATION**

**Purpose:** To encourage participants to understand the importance of non-verbal communication.

**Time:** 30 minutes.

**Materials required:** Participant's workbook M3.

**Exercise** Ask participants to complete the non-verbal communication exercise, which has the following outcomes:



- To identify elements of communication
- To recognise the barriers to communication when no response is given.
- To identify special communication needs
- To identify communication behaviours, norms and myths.

**Exercise** Split the group into pairs by numbering them a one or a two.

**instructions**



- Separate the ones and the twos into 2 large groups.
- Give separate instructions to both groups without the other group hearing.

**Group 1:** Each person must get two chairs together facing one another. They are to listen to the person who is going to come and sit opposite them. They must **LISTEN ONLY** but not communicate in any other way (no facial expressions, nodding, smiling etc.).

**Group 2:** Each person must think of something nice or interesting they would like to share with a person from group two. They must then choose a partner from group one and sit opposite them and tell them their information.

## Debrief



Ask participants to share their experiences through full group feedback as follows:

**Group 1: What were the** difficulties experienced when not being acknowledged when speaking? What were their feelings, what were their assumptions, what was the impact on continuing the communication?

**Group 2: What were the** difficulties experienced in listening but not communicating their active listening? What were their feelings, what were their assumptions, what was the impact on continuing the communication?

### Whole group

What methods do we usually use to show we are listening?

- Non-verbal: nodding, facial expression, eye contact, overall body language
- Verbal: positive sounds (mm, aha etc.), tone of voice, open and closed questions, paraphrasing, summarising

## Exercise

### instructions



Ask participants to discuss how to understand verbal and non-verbal cues and what some reasons for these may be among children in particular:

- Age/Stage of Development – language differences can be experienced by all children
- Cultural – eye contact can be a real issue as it can indicate bad manners in some cultures or introduce assumptions about lack of honesty in others
- Autism/Asperger's – communication can be affected
- Hand gestures – pointing, touching.

### ACTIVITY 3.6: HOW TO COMMUNICATE: IDENTIFYING AND OVERCOMING OBSTACLES TO COMMUNICATION

**Purpose:** To raise discussion over obstacles to communication.

**Time:** 30 minutes.

**Materials required:** Participant's workbook M3; PowerPoint M3 slides 8-9.

#### Present



Explain that the group will now focus on obstacles to communication with children, with a view to learning techniques to overcome these obstacles in the remainder of this module. Run a brainstorming session to ask participants to think of some obstacles to communication, generally, with children, with children in crisis (add categories as necessary).

#### Slide 8:

Narrative



**Slide 8** has some proposed answers (it is recommended to show this slide after the brainstorming session).

Summarise the discussion using this slide, and add where necessary

#### Obstacles and challenges to communication

- Language barriers
- Fear, anxiety or mistrust by the child
- Lack of confidence by professional and child
- Individual differences in communication
- Environmental factors
- Others?

**Slide 9:** Ask participants how it is possible to overcome communication obstacles, with reference to **slide 9**, which show some examples.

Narrative



**Slide 9** shows some examples – ask participants what they would add. Explain to participants that later you will be conducting an activity focusing specifically on working with children that display challenging behaviours.

#### How to overcome communication obstacles

- Planning
- Preparation
- Alternative communication techniques
- Building confidence
- Practice

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### ACTIVITY 3.7: HOW TO COMMUNICATE: CHILD-FRIENDLY TONE, LANGUAGE AND APPROACH

**Purpose:** To raise discussion over dos and don'ts of communication.

**Time:** 30 minutes.

**Materials required:** Participant's workbook M3; PowerPoint presentation M3 slide 10.

**Present** Explain that the group will now focus on dos and don'ts of communication with children.



**Slide 10:** Ask participants to work as individuals and to read through the tips in the workbooks and to think about:

Exercise



- Which of these tips are most important to the children you work with and why?
- Which of these tips do you use most at the moment? Is it effective? Why?
- Which of these tips do you now use? Why?
- Which tips are best/worst for older children, younger children, children with disabilities, or children with special needs?
- Do you have any additions?

#### Making communication more child-friendly: Dos and Don'ts

1. Which of these tips are most important to the children you work with and why?
2. Which of these tips do you use most at the moment? Is it effective? Why?
3. Which of these tips do you now use? Why?
4. Which tips are best/worst for older children, younger children, children with disabilities, or children with special needs?
5. Do you have any additions?

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**Exercise instructions** Ask for volunteers to present their findings.

In facilitating the discussion, the Facilitator should highlight that it is important to develop a





rapport with the child based on mutual respect, and an appreciation of the child's individuality and particular circumstances and experiences. This is a fundamental aspect of the right to be heard and meaningful participation. It is also intrinsically linked to the right to non-discrimination, and the importance of avoiding stereotypes or making assumptions about the child's situation, views, wishes and feelings based on arbitrary criteria, such as their age, gender, social background, ethnicity, religion, sexual orientation, etc.

### ACTIVITY 3.8: HOW TO COMMUNICATE: COMMUNICATING WITH CHILDREN DISPLAYING CHALLENGING BEHAVIOUR

**Purpose:** To develop participants' skills in communicating with children with challenging behaviours, including self-reflection on their own reactions and the steps they can take to facilitate the communication.

**Time:** 45 minutes.

**Materials required:** Participant's workbook M3; PowerPoint presentation M3 slides 11-15; Flip-chart paper.

#### Training tip



Facilitators should manage participants' expectations of this Activity and explain that it does not address issues relating to self-defence or physical restraint. This Activity also does not provide specialist training on working with children who are a danger to themselves or others.

#### Exercise



Draw participants' attention to the table in their workbooks that sets out possible emotional, cognitive, physical, and interpersonal responses to crises (also replicated below):

EMOTIONAL	COGNITIVE	PHYSICAL	INTERPERSONAL BEHAVIOUR
Shock Anger Despair/Depression /Sadness Numbness Terror/Fear Guilt	Impaired concentration Impaired decision making ability Memory impairment Confusion Distortion	Fatigue Insomnia Sleep disturbance Hyper-arousal Headaches Gastro problems Decreased	Aggression Hostility Lack of trust Risk-taking Crying easily Lack of emotions Watchful

Phobias Grief Irritability Hypersensitivity/arousal Hyper-vigilant Helpless/Hopeless Dissociation	Decreased self-esteem Self-blame Intrusive thoughts/memories Worry Nightmares Flashbacks	appetite Startle response	Lack of empathy Tantrums Refusal to go to school/home etc. Refusal to engage with professionals Alienation Social withdrawal/isolation Increased relationship conflict Use of drugs/alcohol
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**Exercise** ⚡ Ask participants what sorts of behaviours they have found challenging to deal with when working with children? Write these behaviours on a flipchart

**Exercise** ⚡ Ask participants to divide themselves up into small groups of 3 or 4 people and assign each group one or two of the behaviours listed on the flip chart. Then present slide 11.

**Slide 11:** Ask participants to discuss in their groups the questions set out on the slide

**Question**



Allow **20 minutes** for the group activity.

Ask participants for their responses to the questions, for discussion with the wider group.



### Children displaying challenging behaviours

1. What happens to us when we are faced with the behaviour?
2. Why do you think we respond or react in this way?
3. What steps can we take to facilitate the communication?

\* Think about what you have learnt in the course so far!



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**Slides 12-15**  
**Debrief**



Following the discussion, recap by going through some common answers with reference to Slides 12-13 and key steps on Slides 14-15.

**Why do we react/respond in this way?**

- We want to help
- They won't respond how we want or need them to
- We have to do the work for our job
- We want to 'get through' to them
- They won't listen
- Felt disrespected or underappreciated
- Felt threatened/ scared

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**What happens to us? How do we feel?**

- Frustrated
- Despairing
- Feel less committed/ care less
- Annoyed
- Under pressure/ anxious
- Incompetent or useless
- Angry
- Scared
- Give up
- Feel uncomfortable

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**Slide 14:** Steps include:

Narrative



- Remaining calm (breathe!);
- Depending on the context, the following immediate steps may help to calm the child:
  - Time out/ break
  - Drink and/or food
  - Calm tone of voice
  - Open body language
  - Say 'take some time to breathe and then tell me everything you want me to know'
  - Say 'let me just check I have got everything right so far....' [and then summarise]
  - Keep good emotional/physical boundaries;
  - Be clear about the facts (e.g. if the child is being irrational);
  - State that you are unhappy or uncomfortable with the comments and language / ask the child to stop using that language (e.g. if the child is being verbally abusive)

**Immediate steps you may take**

- Remaining calm (breathe!)
- Time out/ break
- Drink and/or food
- Calm tone of voice
- Open body language
- Keep good emotional/physical boundaries
- Be clear about the facts
- Other?

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**Slide 15:**

Narrative



Consider whether there are any obstacles to the communication that have been contributing to or exacerbating the situation. Recall the points raised in Activity 3.6. Consider the following factors:

- Environment/ location of the meeting or interview (recall Activity 3.3 on where to communicate with the child);
- Presence of relevant support persons (Recall Activity 3.3 on who should be present);
- Body language, for example, sitting at the same level as the child instead of standing over them/ not invading their personal space (recall Activity 3.4 on non-verbal communication);
- Language, tone and approach (Recall Activity 3.7);
- Use of aids or props to assist with the communication, for example, if the child is withdrawn (discussed in detail in Activity 3.9);
- Provision of further information to the child (for example, if the child had not been prepared/ informed about the process);
- Any known developmental factors specific to the child that may be affecting his/her behaviour or communication (Recall Module 2);
- If relevant, whether to make a child protection referral (recall Activity 3.4);
- **Other?**

Allow **25 minutes** for this discussion.

**Are there any obstacles to the communication?**

**Consider:**

- Environment/ location
- Presence of relevant support persons
- Body language
- Language, tone and approach
- Using aids or props to facilitate communication
- Provision of information
- Developmental factors specific to the child that may be affecting his/her behaviour or communication?
- Whether to make a child protection referral
- Other?


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### ACTIVITY 3.9: HOW TO COMMUNICATE: COMMUNICATING WITH ADOLESCENT CHILDREN AND YOUNG PEOPLE


**Purpose:** To develop participants' skills in communicating with adolescent children and with young adults.

**Time:** 30 minutes.


**Materials required:** Participant's workbook M3; PowerPoint presentation M3 slide 16; Flipchart paper.

**Exercise**  Explain to participants that practitioners and professionals often note that it can be difficult to communicate with adolescent children and young people.

**Training tip**  At this point, some participants may joke about how difficult parents can find it to speak to teenagers, in particular. This type of discussion isn't necessarily a problem, but it is important to direct the participants to understand that adolescent children, teenagers and young people are not 'problems to be solved' and to remember to be cautious about discrimination.

**Exercise**  Ask participants to work in pairs and to 'step into the child's shoes'. The pairs should imagine that they are two teenaged friends having a conversation about the professionals they work with (i.e. their social workers, the judge, the police). Challenge the participants to have the pairs speak about their own profession.

- Participants should try to get into the role: 'my police officer speaks to me...'
- What would the children say about what it's like talking to the professionals?
- What annoys them? What makes them want to talk? What is good, what is bad?

**Exercise**  Ask participants to join together with another pair to try to work out how to be better at communicating with adolescent children and young people, by drawing on all the materials from Module 2 and 3.

**Slide 16:** Host a plenary discussion to discuss this, showing **Slide 16**. Note that child participants who contributed to these training materials repeatedly used the following words to describe communications (both good and bad).



#### Communicating with adolescent children and young people

- Key phrases
  - Be respectful
  - Don't be patronising
  - Don't treat us all the same
  - Listen
  - Get to know me
  - Don't assume you know me

### ACTIVITY 3.10: HOW TO COMMUNICATE: CREATIVE COMMUNICATION TOOLKITS

**Purpose:** To give participants the opportunity to consider how to use creative communication tool-kits in their future professional activities.

**Time:** 45 minutes.

**Materials required:** Participant's workbook M3, PowerPoint presentation M3 slides 17-24.

**Present** Present **Slides 17-23**, which refers to 'alternative' communication methods

**Slide 17:** This slide shows four main categories of alternative communication methods, many of which may be particularly useful for children with disabilities or special educational needs, and may also be useful for 'younger' children.



Narrative

- Interpreters and facilitators can be used for a wide range of purposes, including for interpretation of different languages and sign language, but also for facilitation of conversations where the language being used may technically be 'the same' but where one of the parties communicates in a slightly different way. For example, if the child has a language communication disability, a facilitator may be able to 'interpret' the child's speech in a way that the professional may find easier to understand.
- Signs and symbols: there are also a number of different forms of signs and symbols that can be used to facilitate alternative communication methods. Makaton signing is one particularly important form of signing that is used within the UK. Participants have been provided with a handout from the Makaton charity which explains the use of Makaton signing. Makaton is often used by children who are still developing speech – as they learn more speech, they gradually use fewer Makaton signs. Source: <https://www.makaton.org/>.
- Picture Communication Systems is form of communication that is used extensively with children with autism in the UK. Within the UK, the PECS system is organised by Pyramid Educational Consultants – their website is <http://www.pecs-unitedkingdom.com/>. According to this website, "PECS was developed in 1985 as a unique augmentative/alternative communication intervention package for individuals with autism spectrum disorder and related developmental disabilities. First used at the Delaware

#### Alternative communication methods

- Interpreters/ Facilitators
- Signs and Symbols
  - Makaton signs and symbols (Internationally recognised hand signs) <https://www.makaton.org/>
- Picture Communication Systems
  - <http://www.pecs-unitedkingdom.com/>
- Creative communication tool-kits

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Autistic Program, PECS has received worldwide recognition for focusing on the initiation component of communication. PECS does not require complex or expensive materials. It was created with families, educators, and resident care providers in mind, so is readily used in a range of settings.”

- Creative communication tool-kits allow professionals to choose from a range of approaches to encourage communication that is not simply achieved through speech or traditional means. Several alternative mechanisms will be explored in the next slides.

**Slides 18-23:** These slides give some details about creative communication. Ask participants to think about whether they could use any of these techniques in their communications with children, why and why not. Bring in the circles of influence if necessary.

Narrative



### Creative play

- Communication through play materials to describe things the child cannot or does not want to express verbally
- Children can draw family and school pictures, make models, make feelings masks etc.

### Using a play object

- Can be used to talk to a small child about what they think or feel (e.g. puppet or small toy)
- Can be used to help distract a child and make the child feel at ease

### Using objects to represent people

- Children can be asked to choose toys, buttons or stones to represent themselves, family members, pets, professionals etc.
- The child could be asked to use these objects to:
  - Show who is important to them (using distances between the objects);
  - Re-enact past or current events etc.

### Stories, rhymes and poems

- Children can create their own stories
  - E.g. What do you want your new foster carer to know about you?
- Children can write poems/rhymes about their feelings
- Story books on specific subjects can be useful when explaining difficult concepts (e.g. death; adoption etc.)

### Visual aids and IT

- Visual aids to express feelings
  - E.g. cards with pictures of home, school, special events
  - Images of happy, sad, angry faces etc. to express feelings
- Use of tablets and computers to present own information to professionals about issues affecting them

### Circles of influence



## Exercise



Ask **participants** to work together to think about a 'creative communication tool-kit' for their profession. The plan should include:

- A list of useful tools
- Information about when to use the different tools

Allow participants **10-20 minutes** to develop their plans.

## Exercise instructions



Ask each group to present their plans and receive feedback

## Slides 24:

Narrative



The slide provides some examples for participants of what a tool-kit could include.



### Toolkit materials

- Toys (e.g. dolls and small figures; dolls house furniture; puppets)
- Buttons and stones (various sizes, shapes and colours)
- Paper, drawing books
- Pens, pencils, crayons and other stationary
- Stickers (e.g. gold stars)
- Certificates
- Books on related issues
- Poems and rhymes
- Computer, Laptop, tablet, smart phone

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## Debrief



Refer participants to the Reader Module in the Participant's Workbook which contains some useful communication tools, including the 'communication passport.' Facilitators should accustom themselves to these materials in advance of the training.

Facilitators may wish to refer to the Coram Voice website

(<http://www.coramvoice.org.uk/download-area>) if they would like to access further resources on communicating with children.



### 3.11: HOW TO COMMUNICATE: PLANNING FOR POSITIVE COMMUNICATION

**Purpose:** To allow participants the opportunity to practice communicating with 'children'.

**Time:** 1 hour to 1 hour and 30 minutes.

**Materials required:** Participant's workbook M3, PowerPoint presentation M3 slides 25-26; flipchart paper and pens.

**Slide 25:** Ask participants to work in small groups. Each group should create a case study from the options presented to them in their workbook (**Slide 25**). They should pick one feature from each row in the table.

Exercise



#### Planning for communication case study

Age	10	14	17	12
Background	Lives with mother, father abandoned many years ago	Lives with two fathers	Homeless	Lives in care
Reason for communication	Child is accused of an offence	Child is alleging an offence	Child is unaccompanied migrant	Working out where the child should live
Additional factors	Deaf	Does not speak national/ official language as a first language	Physical disabilities	Behavioural disabilities

**Slide 26:** Ask each group to come up with a plan for positive communication with this child.

Exercise



The plan should include:

- Where the communication will take place;
- When will it take place;
- Any notes on the facilities or provisions required;
- Who will be there;
- Additional support needed;
- The opening sentence of the communication;
- A general plan for the communication;
- How they will follow up after the communication.

#### Planning for communication exercise

- What?
- Where?
- When?
- Who?
- How?

For each part, ask the participants to note any questions they will need to ask, any additional information they will need and any additional steps they must take.

Allow participants **30-45 minutes** to develop their plans.

**Debrief** Ask each group to present their plans and receive feedback



### ACTIVITY 3.12: HOW TO COMMUNICATE: COMMUNICATION ROLE PLAYS

**Purpose:** To allow participants the opportunity to practice communicating with 'children'.

**Time:** 1 hour to 1 hour 30 minutes.

**Materials required:** Participant's workbook M3.

#### Training tip



There are a number of different ways to run a role play exercise. In some groups, all participants will be extremely enthusiastic and willing to engage in role plays while in other groups there will be members who are shy, nervous or otherwise reluctant to get involved.

Facilitators are invited to consider the following options and to decide how best to run this exercise in light of their group's needs.

#### Trigger warning



These role plays require participants to act out communications with young people in different circumstances. This could potentially be distressing to participants. Facilitators should warn participants and be aware of this.

#### Option 1

Divide the group into small groups of 3. Each participant will take turns to be a 'young person', a 'professional' and an 'observer'.

Allow participants to play each role for **5 minutes** each, asking the observer to feed back each time.

#### Option 2

Run as per Option 1, but with groups of 4, allowing for an additional adult to participate. This could be a parent or other professional.

Choose this option where you feel there are participants who may rather play the role of 'supporter' and therefore not have to practice being either the child or professional.

#### Option 3

Ask for volunteers to play children and professionals and to perform a role play for the full group.

Run the role play for **5-10 minutes** and then have a full group discussion.

#### Option 4

If it is clear that no participants are going to engage, a final option is for the facilitator to model interviewing and communication.

Run the role play for **5-10 minutes** and then have a full group discussion.

## Exercise



### Role play briefs:

Facilitators are invited to create their own briefs as suits their group, but the following are some examples:

- This is the first point of contact with a child who is alleging theft
- This is an interview with a child who is accused of theft
- Communication with a child about his or her living arrangements
- Communication with an unaccompanied child migrant who is seeking to live within your country.

## Debrief



After a difficult role play, it is recommended to have a de-role exercise. This can be something as simple as going around the group and asking people to say their name and favourite food – it brings people back from the role play into the room.

### ACTIVITY 3.13 HOW TO COMMUNICATE: WORKING TOGETHER TO SOLVE COMMUNICATION CHALLENGES

**Purpose:** To allow participants the opportunity to practice communicating with 'children'.

**Time:** 1 hour.

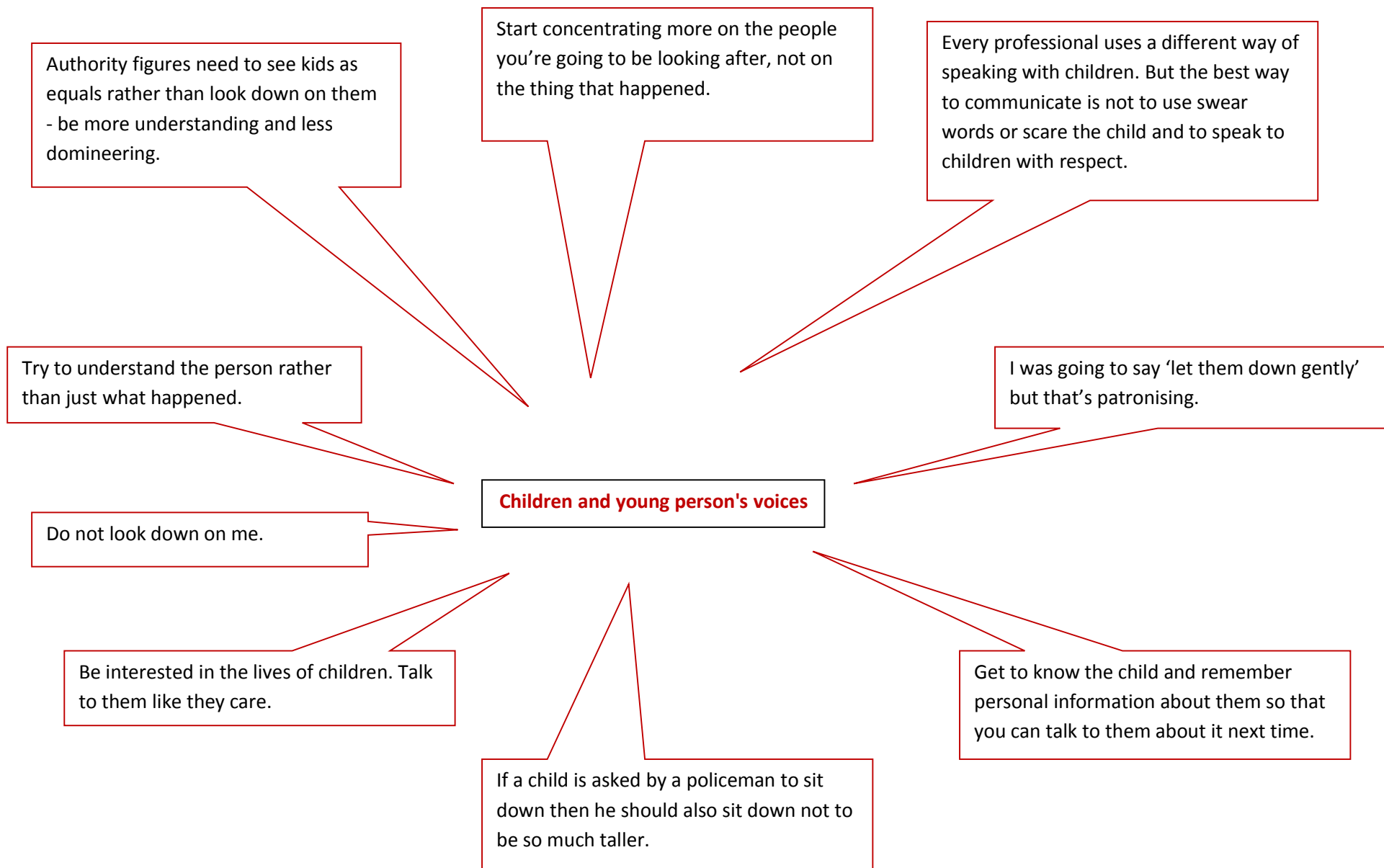
**Materials required:** Participant's workbook M3.

**Exercise** Ask participants to split into groups of 3.

**Exercise** Ask the groups to 'Think of a time when you had difficulties communicating with a child or young person'.

- instructions**
- Allocate a timekeeper in each group (or act as timekeeper for the full group)
  - Each presenter gets **5 minutes** maximum to talk about their dilemma
  - Group members have **5 minutes** to ask questions - don't suggest solutions
  - At the end of the allocated time, the presenter can ask for advice and feedback 5 minutes
  - Change presenter and repeat

***THIS IS THE END OF MODULE 3***



## MODULE 4: THE CHILD-FRIENDLY JUSTICE GUIDELINES

**DURATION:** 2 hours

**OBJECTIVES:**

- To provide introductory information on the Council of Europe's Child-Friendly Justice Guidelines, so that participants are aware of them, and how they may be able to use them in their work

<b>TIMING</b>	<b>ACTIVITY</b>	<b>MATERIALS REQUIRED</b>	<b>FORMAT</b>
30 minutes	4.1: Introduction to the Council of Europe Child-Friendly Justice Guidelines	<ul style="list-style-type: none"><li>▪ Participant's workbook M4</li><li>▪ PowerPoint presentation M4 Slides 1-19</li></ul>	Presentation and discussion
1 hour and 30 minutes	4.2: Exercise on the Guidelines	<ul style="list-style-type: none"><li>▪ Participant's workbook M4</li><li>▪ Magazines, scissors, glue, paper, pens.</li></ul>	Exercise

#### ACTIVITY 4.1: INTRODUCTION TO THE COUNCIL OF EUROPE CHILD-FRIENDLY JUSTICE GUIDELINES

**Purpose:** To provide introductory information regarding the Council of Europe's Child-Friendly Justice Guidelines, so that participants are aware of them, and how they may be able to use them in their work.

**Time:** 30 minutes.

**Materials required:** Participant's workbook M4; PowerPoint presentation M4 slides 1-19.

**Slides 1-2:** Ask participants what 'child-friendly' justice means to them

Question



What does 'child-friendly' justice mean?

What do you think of when you hear the words 'child-friendly justice?'



**Present**

Present slides 3-19



**Slides 3-4:** These slides give some answers, from the Council of Europe Child-Friendly Justice Guidelines, about what 'child-friendly' justice means. [Present each point.]

Narrative



### What does 'child-friendly' justice mean?

"...effective implementation of all children's rights....giving due consideration to the child's **level of maturity and understanding** and the **circumstances of the case.**"

- Child-Friendly Justice Guidelines, para 2(c)

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### Child-Friendly Justice is.....

- |   |                                     |
|---|-------------------------------------|
| ○ Accessible  | ○ Respecting:                       |
| ○ Age appropriate   | ● The right to participation        |
| ○ Speedy  | ● The child's integrity and dignity |
| ○ Diligent  | ● Due process rights                |
| ○ Adapted to and focused on the needs and rights of the child | ● Private and family life           |

- Child-Friendly Justice Guidelines, para 2(c)

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**Slide 5:** Ask participants why child-friendly justice matters.

Narrative



### Child-Friendly Justice

Why do you think child-friendly justice is important?



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**Slide 6:**

Narrative



Slide 6 provides some potential answers for why child-friendly justice matters. Better outcomes for the child may be short-term (for example, the experience is more productive and the child's rights are protected during the process) as well as long-term (for example, it reduces trauma and increases empowerment, allowing for more positive long-term outcomes).

**Why does 'child-friendly' justice matter?**

- Better outcomes for the child
- Better (more accurate) evidence for proceedings
- Better (more accurate) decision making
- The Guidelines raise the profile and importance of child-friendly justice

**Slide 7:**

Narrative



Explain that the Guidelines apply to all circumstances in which children are likely, on any ground and in any capacity, to be in contact with the criminal, civil or administrative justice system. For example, they apply to:

- Children in conflict with the law (i.e. who are suspected, accused or convicted of a crime);
- Children whose parents are undergoing divorce proceedings;
- Children undergoing adoption proceedings;
- Child victims and witnesses of crimes who come into contact with the law;
- Children seeking asylum;
- Children who have been involved in care proceedings and are placed in a residential care institution.

[The Facilitator may add their own examples.]

Ask participants to consider which justice systems they work with.

**Child-Friendly Justice Guidelines (2010)**

Apply to children (under 18s) in contact with the justice system, including:

- Criminal justice
- Civil justice
- Administrative justice

**Slide 8:**

Narrative



Explain that the Guidelines apply to individual decision-making (for example, the decision whether to prosecute a child, or a child's custody arrangements), as well as systemic issues, such as the physical arrangement of a courtroom, or how a justice system is designed. Importantly, the Guidelines provide for child-friendly justice **before, during and after** judicial proceedings.

**The Guidelines apply to:**

- Individual decision-making
- Systemic issues
- Before, during and after judicial proceedings

**Slide 9:**

Narrative



**Slide 9** gives some examples of child-friendly justice 'before' proceedings take place. In this case, by 'proceedings', there is an understanding that there will be some sort of event such as a court case, or a key meeting, and these guidelines cover the lead up to this (the lead up to such 'proceedings'). Child-friendly justice before proceedings may include:

- Children being informed in a timely manner and consulted on the progress of the case (remind participants of the right to participation discussed in Module 1);
- Questioning, interviews and other interactions conducted in a child-friendly way (recall the child-friendly communication skills the group developed in Module 3);
- Availability of alternatives to judicial proceedings where these may best serve the child's best interests (for example: diversion from criminal proceedings; mediation; alternative dispute resolution);
- High minimum age of criminal responsibility determined by law;
- Access to legal assistance and advice;
- Safety / special protective measures (for example, protection from intimidation, reprisals or secondary victimisation);

**Examples of Child-Friendly Justice before proceedings**

- Children informed in a timely manner and consulted
- Questioning, interviews and other interactions conducted in a child-friendly way
- Availability of alternatives to judicial proceedings
- High minimum age of criminal responsibility determined by law
- Access to legal assistance and advice
- Safety / special protective measures
- Others?

**Others?** Give participants the opportunity to discuss good and bad practices they may have experienced. For example, do they know of a situation where a child was not well informed and did not have enough information about a case prior to a hearing? Alternatively, is there a police officer in the training who can share good practices in interviewing children?

## Slide 10

Narrative



Slide 10 gives some examples of child-friendly justice ‘during’ proceedings. These include:

- Access to own legal representation and advice in proceedings where there is, or could be, a conflict of interest between the child and the parents or other involved parties;
- Right to be heard and express views (recall right to participation in Module 1 and emphasise that a child should not be precluded from being heard solely on the basis of age)
- Avoidance of undue delay, for example:
  - Preventing adjournments (for example, by holding pre-trial/hearing reviews to ensure that all summons have been served and all witnesses and parties are aware of the need to attend, and have produced and disclosed all necessary documents to the court and opposing party);
  - When necessary, judicial authorities may consider the possibility of making provisional decisions or preliminary judgments to be monitored for a certain period of time in order to be reviewed later;
  - Judicial authorities making decisions which are immediately enforceable in cases where this would be in the best interests of the child
- Appropriate communication techniques (recall Module 3);
- A child-friendly environment, for example:
  - All parties being seated on the same level (without the judge being elevated on a platform);
  - Judges, prosecutors, lawyers and other officials refrain from wearing official robes or uniforms;
  - Children being familiarised with the layout of the courtroom and role of the officials involved, before hearings;
  - Children being seated next to their lawyer/legal counsel so they can communicate with each other easily if needed during proceedings;
  - Children being allowed to be accompanied by their parents or, where appropriate, an adult of their choice, unless a reasoned decision has been made to the contrary in respect of that person);
  - Sessions adapted to the child’s pace and attention span including regular breaks;

## Examples of Child-Friendly Justice During proceedings

- Access to legal representation
- Right to be heard and express views
- Avoidance of undue delay
- Appropriate communication techniques
- A child-friendly environment

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Interviews and evidence-taking in particular should be child-friendly, for example, audiovisual statements and cross-examination from child victims or witnesses should be encouraged.

**Slides 11-12:** **Slides 11 and 12** show an example of a child-friendly interview suite used in Poland, which was able to secure a legislative amendment to allow for children to testify in this room as part of court hearings.

Narrative



Ask participants: What elements of this could be replicated at low cost?

Good practice example: Empowering Children Foundation, Poland



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Good practice example: Empowering Children Foundation, Poland



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**Slide 13:**

Narrative



The purpose of this slide is to allow the participants to share any practice examples they may have. For instance, do any participants know about other interview suites that can be used during proceedings? Do any participants have practice examples about the layout of any courtrooms they have been in and whether these seemed child-friendly?

### Practice examples

Does anyone have good  
(or bad) practice examples  
about child-friendly justice  
during proceedings?



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**Slide 14:**

Narrative



**Slide 14** sets out some child-friendly justice provisions that are relevant after proceedings have been completed. These include:

- The child being informed of on-going procedures and outcomes, for example, the child's lawyer or guardian *ad litem*, should communicate and explain a decision or judgment to the child in a language adapted to the child's level of understanding, who should give the necessary information on possible measures that could be taken, such as appeal or independent complaint mechanisms;
- Relevant national authorities enforcing the decision without delay and monitoring its implementation;
- Children provided with and informed about the availability of counseling or other appropriate rehabilitation services, such as health care, education, social and therapeutic programmes.


Sanctions for children in conflict with the law being complaint with international standards and best practices on juvenile justice. share any practice examples they may have. For example, does anyone have examples of ways to contact children in a child-friendly way once the proceedings are completed?

### Examples of Child-Friendly Justice after proceedings

- Child informed of on-going procedures and outcomes
- Judicial decisions enforced and monitored
- Provision of counselling or other rehabilitation services
- Sanctions for children in conflict with the law must be compliant with international standards and best practices
- *Others?*

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**Slides 15-19** *These slides go through the sections of the child-friendly justice guidelines. no additional narrative is required.*




**The Child-Friendly Justice Guidelines - sections**

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- **IV. Child-friendly justice before, during and after judicial proceedings**
- **A. General elements of child-friendly justice**
  1. Information and advice
  2. Protection of private and family life
  3. Safety (special preventative measures)
  4. Training of professionals
  5. Multi-disciplinary approach
  6. Deprivation of liberty

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**The Child-Friendly Justice Guidelines - sections**

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- **D. Child-friendly justice during judicial proceedings**
  1. Access to the court and to the judicial process
  2. Legal counsel and representation
  3. Right to be heard and to express views
  4. Avoiding undue delay
  5. Organisation of the proceedings, child-friendly environment and child-friendly language
  6. Evidence/ statements by children

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**The Child-Friendly Justice Guidelines - sections**

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- **IV. Child-friendly justice before, during and after judicial proceedings**
- **B. Child-friendly justice before judicial proceedings**
- **C. Children and the police**

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**The Child-Friendly Justice Guidelines - sections**

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- **E. Child-friendly justice after judicial proceedings**
- **V. Promoting other child-friendly actions**
- **VI. Monitoring and assessment**

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**The Child-Friendly Justice Guidelines - sections**

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- **I. Scope and purpose**
- **II. Definitions**
- **III. Fundamental principles**
  - A. Participation
  - B. Best interests of the child
  - C. Dignity
  - D. Protection from discrimination
  - E. Rule of Law


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#### ACTIVITY 4.2: EXERCISES ON THE GUIDELINES

**Purpose:** To support participants to think about and become more familiar with the Child-Friendly Justice Guidelines.

**Time:** 1 hour and 30 minutes.

**Materials required:** Participant's workbook M4; PowerPoint presentation M4 Slide 21; Magazines, scissors, glue, poster paper, pens; flip-chart paper.

**Training tip**  *Please note: there are three options for this exercise. Facilitators have the opportunity to choose which option to present to their participants, or are welcome to let the participants choose themselves what they would like to do.*

**OPTION 1** Ask participants to work in 5 small groups.

Ask participants to spend **30 minutes** planning an interview, cross-examination, or other interaction with a child, using the child-friendly justice guidelines, and what they have learned from the other parts of this training, as a guide. Participants should write their plan on a large piece of flipchart paper.

Allow the groups **30 minutes** to prepare and explain that they will have **10 minutes** for the presentation

Ask participants to present their plan to others.  
Allow a discussion on each plan.

**OPTION 2** Ask participants to work in 5 small groups.  
Assign the following sections of the child-friendly justice guidelines to the groups:

**Group 1:** IV. Child-friendly justice before, during and after judicial proceedings, A. General elements of child-friendly justice, **1. Information and advice**

**Group 2:** IV. Child-friendly justice before, during and after judicial proceedings, **C. Children and the police**

**Group 3:** IV. Child-friendly justice before, during and after judicial proceedings, D. Child-friendly justice during judicial proceedings, **4. Avoiding undue delay**

**Group 4:** IV. Child-friendly justice before, during and after judicial proceedings, D. Child-friendly justice during judicial proceedings, **5. Organisation of the proceedings, child-friendly environment and child-friendly language**

**Group 5:** IV. Child-friendly justice before, during and after judicial proceedings, D. Child-friendly justice during judicial proceedings, **6. Evidence / statements by children**

**Training tip** You may choose to vary these selected sections if other sections would be more useful or appropriate for your participants.



You may choose to assign groups to their sections randomly, or to identify connections (for example, if you have a group of police officers, they could be assigned to group 3).

Ask participants to spend **30 minutes** designing a poster to use as a visual aid to present the key issues in relation to their section to the group, imagining that they are going to present these ideas back to their colleagues on their return to work.

Allow the groups **30 minutes** to prepare and explain that they will have **10 minutes** for the presentation.

**OPTION 3 -  
STATE  
CONTEXT**

Ask participants to work in 5 small groups.

Ask participants to spend **30 minutes** reprising the “Child Rights Report Card” exercise from Module 1: Prepare a presentation to the group, focusing on an area of practice, or of legislation that you are familiar with in your State/professional experience and how this meets, or fails to meet the requirements of the Child-Friendly Justice Guidelines.

Provide a ‘report card’ (i.e. a grade, or score out of 10) on the particular issue you choose to present about. In the presentation, try to highlight:

- The specific Guidelines that are implicated in your example;
- The current situation in the legal framework;
- The current situation in the practice framework (noting any geographical, professional, or other differences);
- Gaps in the law or practice, why these exist and what would need to change to fill the gaps; and
- Any future actions your group thinks are necessary to implement child-friendly justice in line with the Guidelines.

Allow the groups **30 minutes** to prepare and explain that they will have **10 minutes** for the presentation.

**Training tip** You may choose to assign groups to their sections randomly, or to identify connections (for example, if you have a group of police officers, they could be assigned to group 3).



Ask participants to present their plan to others.  
Allow a discussion on each plan.



## CLOSING MODULE

**DURATION:** 30 minutes

**OBJECTIVES:**

- To ask participants to reflect on their learning outcomes
- To present certificates and close the session



TIMING	ACTIVITY	MATERIALS REQUIRED	FORMAT
15 minutes	CM.1: Completion of learning experiences form	<ul style="list-style-type: none"> <li>▪ Learning Experience Form contained in the Participant's Workbook CM</li> <li>▪ Post Assessment Form (Participant's Workbook CM)</li> </ul>	Individual work
15 minutes	CM.2: Presentation of certificates	<ul style="list-style-type: none"> <li>▪ Certificates</li> </ul>	Presentation

**ACTIVITY CM.1:** Completion of learning experiences form

**Purpose:** To encourage participants to reflect on their learning outcomes.

**Time:** 15 minutes.

**Materials required:** Learning experiences form and post-assessment form (Participant's Workbook CM).

<b>Exercise</b> 	Ask participants to complete 'Learning Experience' form, their Post-Assessment Form and their evaluation. Collect the Post-Assessment Form.
<b>Exercise</b> 	After they have completed their Post-Assessment Forms, share the Pre-Assessment Forms with participants for their information. Then collect them all in (apart from the Learning Experience Forms, which remain with the participants).

### CM.2: PRESENTATION OF CERTIFICATES

*[Facilitators should prepare certificates in advance to distribute to each participant]*