



**QUEEN'S
UNIVERSITY
BELFAST**

**CENTRE FOR
CHILDREN'S
RIGHTS**

Facilitators' Pack

Day of General Discussion 2018:

**Protecting & Empowering
Child Human Rights Defenders**

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&
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Dear Facilitators

This pack contains information about the workshop discussions you will hold with children to inform the DGD 2018: Protecting & Empowering Child Human Rights Defenders (CHRDs).

If you have any questions or queries, please contact your local country level coordinator or Dr Michelle Templeton at Queen's University Belfast who will be very happy to help. (m.templeton@qub.ac.uk).

1. General information about the study

Who is doing the study?

The UN Committee wants children to be at the heart of the DGD and for children's views to be central in all aspects of the preparations, throughout the day itself and what happens afterwards. The Centre for Children's Rights at Queen's University Belfast (QUB) has worked with Child Rights Connect and an international advisory group of children to: advise on and facilitate children's participation in the development of and during the DGD, to produce recommendations on best practices, as well as child-friendly materials related to the event to support children's participation. The Advisory Group members, and other children from around the world during a previous consultation, have provided insight into the key issues surrounding the project and helped us design appropriate and accessible youth-friendly reports and methods of engagement for this consultation.

You will find information on safeguarding and ethical procedures for recruiting participants in the appendices at the end of this document.

2. Consultation Methods

Running the workshop(s)

The format of the workshops will depend on the group you are working with in terms of communication level and style. Regardless of the format, and for consistency, you will be required to cover specific questions and prompts, which you will find below – **the workshop schedule**.

- Take the children through the Information Leaflet and Consent Form and obtain consent before proceeding.
- If possible, use a location where participants will be comfortable to sit and talk to each other and that is free from interruptions and distractions.
- The types of materials you will need to run the workshop include, notepads and pens or pencils, Flip-chart and markers, Cards (or badges, stickers etc) for writing participants' names on, and the workshop questions guide.
- Allow the group to take breaks when the need arises.

Most children enjoy ice-breakers, games and energizers although some do not. These can be used to create a positive atmosphere among a group, particularly if participants do not know each other well, to help relax and motivate them.

Other tips

- Arrive early to prepare the space. Arrange the chairs, set up the audio-recording equipment, have the materials to hand and organize refreshments etc.
- Welcome the participants (and their parents) as they arrive and go through the information and consent procedures outlined.
- Place yourself in the group, at the same level as the participants.
- Give an overview of the project and reiterate the information on the consent form to check that the children understand what they will be doing and what will happen to their data.
- Make sure the group know that what they say will be kept anonymous and confidential unless a safeguarding issue arises.
- Allow the group to introduce themselves and maybe use an appropriate ice-breaker.

An example of an ice-breaker: Go round the group asking everyone to think of their favourite food, sweet, animal that begins with the same letter as their first name as a way to remember each other's names.

- Make sure the group knows that it is OK to have different opinions but that when discussing these they need to respect each other's views.
- Encourage all members of the group to contribute. Encourage them to make sure speakers take turns and don't speak over someone else.
- If one participant dominates or others are quiet ask 'does anyone else have anything to say', or 'I'm interested to hear what other members would like to add'.
- Ask for clarification rather than assume you understand what the participants mean, by asking questions such as 'when you say ... what do you mean by that?'
- End the discussion on a positive note. Thank the participants for their time and contribution. Tell them what will happen next

WORKSHOP SCHEDULE

If you only have a short time for your consultation (**one hour or less**) please concentrate on asking the core questions (in bold text).

If you have longer (**2 hours or more**), you may wish to consider using some of the suggested activities to engage the children and given them space to think about the issues. **These are suggestions only** and you may also use any approaches that you know work well in your context. You may organise the workshop in the way that suits your style and context but please try and obtain information on the specific questions.

There are 5 sections to the consultation:

- **Questions about the Children as Human Rights Defenders**
- **Questions about opportunities, challenges and the supports needed**
- **Questions about the role of businesses**
- **Question about the role of media and social media, and**
- **Any advice they may have for the Committee**

1. Questions about children human rights defenders

This is the definition of a Child Human Rights Defender (CHRD) that we have agreed with the child advisory group.

They are children who work for their OWN RIGHTS OR the RIGHTS OF OTHERS. CHRDs work on MANY ISSUES like bullying at school, protecting the environment or stopping child marriages.

Please share this definition with the group, then ask the following questions.

- ***Is this how you would define a human rights defender?***
- ***How, if at all, would you change this definition?***
- ***Do you see yourself as a human rights defender? Yes/no/why?***
- ***Do others see you as a human rights defender? Yes/no/do you know why?***

Suggested activity: This might work as a warm up activity. Provide a large body shape page or get children to draw an outline of one volunteer on a large sheet of paper. Provide pens and ask the children to identify the characteristics of a human rights defender: what they do, their personal characteristics, what they need etc. You could then ask if these are the same when the human rights defender is a child. They can then compare both 'defenders' and draw out issues particular to CHRDs.

2. Questions about opportunities, challenges and supports

In this section, we want to find out more about what the children are doing as HRDs and what their opportunities and challenges are. We are very keen to get more information about their suggestions for addressing the challenges and enabling children to act as HRDs.

- **What issues do you work on?**
- **Why did you get involved?**
- **What helps you to act as a human rights defender?**
- **What are the challenges you face as a human rights defender?**
- **What role do adults play in this (positive and negative)?**
- **What can others (i.e. government, schools, families, communities and children) do to make it possible for children to act as a human rights defender? To capture positive and negative aspects as well as solutions, it could be asked like this:**
 - **What should governments/schools etc *stop* doing?**
 - **What should government/schools etc *continue* doing?**
 - **What should governments/schools *start* doing?**

Activity 1: Ask the children to pick a project that they were involved with as a CHRD and **compile a ‘timeline’ of their experience.** This can provide a springboard to reflect and record the successes and challenges experienced and to generate ideas about what is needed to improve conditions for CHRDs.

OR

Activity 2 : Ask the group to write their answers to question 4 above on challenges on post-its–, e.g., “Parents don’t encourage it”, “Adults want to keep us away from violence”.

Ask the children to group their post-its in clusters (e.g. not safe; not allowed; can’t get information). Then draw/write **4 categories of people** - *Government, Family, School and Others*, at the bottom of the page and an arrow in the middle of the page. Ask the children to think about who should or could do what in order to address the challenge identified.

See photograph as an example.



3. Questions about the role of businesses

- *Are there ways in which businesses can support children as human rights defenders? If so, how?*
- *In your activities as a human rights defender, have you ever had your rights not respected by businesses? If yes, what happened and which rights were concerned?*

Activity: Explain that businesses, like shops and factories, play a central role in children's lives and have a powerful and widespread impact on children's rights. This can be positive, e.g., bringing jobs and technologies to communities. Businesses can also breach children's rights, e.g., by polluting their environment and/ or employing children to do dangerous jobs.

Ask the children to think about a business or businesses that affects their work as a CHRD. This could be a local employer or news media (e.g. radio station). They could draw the businesses on paper and then rate them as positive, negative or neutral for CHRDs. They could use emoticons (smiley, sad and neutral faces) or a scoring system (one to five stars). Ask the children to explain why they have rated the businesses in the way that they did.

4. Questions about the role of media (including social media)

- *Do you use newspapers, TV or radio in your work as a human rights defender? If so, what do you use and how?*
- *What are the benefits and challenges of using these?*

(For those using social media (or those that don't could be asked to explain why and how they could like to use it if able to)

- *Do you use social media in your work as a human rights defender? If so, what do you use and how?*
- *What are the benefits and challenges?*
- *Do you use social media to promote children rights and their defenders?*
- *What kind of things do you do to promote your work on social media...e.g., create videos and posters and post them online.*
- *How could social media platforms be improved to help you in your work as a CHRD?*
- *What are the risks when using social media for human rights activity? What would make it safer?*

Activity: Guess the App: Use large colourful print outs of a collection of common icons used for websites and apps. Examples of some common apps you might use are to be found below (Facebook, Whatsapp, Skype, Youtube, Google, Instagram, Twitter). You may wish to add or adapt these to those that are used in your country.

Place all the print-outs in the middle of the table and ask the children to pick out those they know and discuss how they use these. As each app is recognised you could discuss whether they use it all and whether they use it in their work as a CHRD.

Common App Icons



5. Your advice to the Committee

You have a five-minute meeting with the Committee. The Committee would like your advice on the main issues to discuss during the DGD. You only have time to offer 2 key points. What would they be?

Activity: Elevator Pitch – The children could role play in pairs. One child can be the CHRD who explains their 2 key points in a way that their partner (a member of the UN committee on the Rights of the Child) can understand within 2 minutes. They could then swap roles and follow this by discussing and recording all the key points.

Recording and Reporting Back

You may wish to use an audio-recording device to record the workshop to remind yourself how the group discussion progressed, pick out exact quotes, and refresh your memory on who said what. You must include your intention to do so on the Information Sheet and Consent Forms, and all participants, and their parents if appropriate, must agree to this. If one member of the group does not want to be recorded then you cannot record but you may take notes. The second facilitator can draw up a room and seating plan, number each participant and keep a track of conversations, noting who said what.

Please complete the attached Reporting Template providing a summary of the main points and please include illustrative quotations to represent the children's views. A sample of this is included in the appendix to give you an idea of how this might look.

Completing the Reporting Template

- If you facilitate multiple workshops, please use one reporting form for each.
- This must be translated in to English and then forwarded to us. Please do not worry too much about the grammar here – we can edit this and will check back with you if there is any question about interpretation.
- There is no need to transcribe every single word spoken by the participants; however, it would be useful to have exact words spoken by the children, translated into English, when discussing the substantive issues within the group.
- The audio-recording will help you locate the exact words of the children. Alternatively, you can use the words the children write if you use any written exercises. Please do not summarise the quotes, but provide a direct translation of their actual words. Please also indicate the sex and age of the speaker or writer if you can (e.g. F-12 or M-15).
- Remember to delete the audio file, if you have one, when you have finished your transcription.
- If the children produce work, such as written work or drawings or post-it notes or flip-charts, please photograph these and attach the photographs with your report.

Any questions?

Please contact your coordinator or Dr Michelle Templeton (m.templeton@qub.ac.uk) if you have any questions about running the workshop(s).

REPORTING TEMPLATE

Please complete the reporting template below and provide us with as much information as you can. It may be easier to complete this *after* the workshops rather than using this as a guide *during* the workshops.

Date of workshop	
Facilitators' Names	
Facilitator's Organisation	
City/town Country	
Length of Workshop (hrs and minutes)	
Number(s) of Children	Total: No. of Males: No. of Females:
Age ranges(s) of Children	
Tell us about the group(s) of children: - how you know them - the community/organization they are from and any particular issues they work on. - anything else you think is important Remember – NO NAMES	
Anyone else present during the focus group, e.g., parent, youth leader, teaching assistant, and why they were needed.	

If the children produced work, such as written work or drawings or post-it notes or flip-charts, please photograph these and include with your report. Please list in the box below the additional work you will include.

<p>About your work</p>	<p>Is this how you would define a human rights defender?</p> <p>How would you change it?</p> <p>Do you see yourself as a human rights defender? Yes/no/why</p> <p>Do others see you as a human rights defender? Yes/no/do you know why?</p> <p>What issues do you work on?</p> <p>Why did you get involved?</p>	<p>IN EACH OF THESE BOXES, PLEASE SUMMARISE THE KEY POINTS MADE BY THE CHILDREN, REPORT ANY INTEREST, DIFFERENCES OF OPINION AND PROVIDE ILLUSTRATIVE QUOTATIONS IN THE EXACT WORDS OF THE CHILDREN (WHERE POSSIBLE NOTING THE SEX AND AGE OF THE CHILD).</p>
<p>Opportunities, challenges and supports.</p>	<p>What helps you to act as a human rights defender?</p> <p>What are the challenges you face as a human rights defender?</p> <p>What role do adults play in this (positive and negative)?</p> <p>What can others (i.e. government, schools, families, communities and children) do to</p>	

	<p>make it possible for children to act as a human rights defender (by)?</p>	
<p>The role of business</p>	<p>Are there ways in which businesses can better support children as human rights defenders? If so, how?</p> <p>In your activities as a human rights defender, have you ever had your rights not respected by businesses? If yes, what happened and which rights were concerned?</p>	
<p>The role of media (including social media)</p>	<p>Do you use news, TV or radio in your work as a human rights defender? If so, what do you use and how?</p> <p>What are the benefits and challenges of using these?</p>	
<p>For those using social media</p>	<p>How are you using social media to promote children rights and their defenders?</p> <p>Do you use social media to promote children rights and their defenders?</p> <p>What kind of things do you do to promote your work on social media.</p> <p>How could social media platforms be improved to help you in your work as a</p>	

	<p>CHRD?How could social media platforms be improved to help you in your work as a CHRD?</p> <p>What are the risks when using social media for human rights activity? What would make it safer?</p>	
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3. Appendix 1.

CHILD PROTECTION PROCEDURE

All partners who will hold a round of consultations with children are expected to adhere to Child Rights Connect - Code of Conduct, in relation to safeguarding. For your guidance, we include the Code of Conduct that was specially drafted by Child Rights Connect for this project. Please read over this carefully and adapt as required to your countries context.

INTRODUCTION

Child Rights Connect is supporting the UN Committee on the Rights of the Child (the Committee) to organise a 2018 Day of General Discussion (DGD) on protecting and empowering children human rights defenders. The Committee is seeking to actively engage with children across the world in the DGD, to ensure that their voices are heard and taken into account. Child Rights Connect is organising several activities to ensure that children are involved in all aspects of the DGD: the planning, implementation and follow-up. Such activities will include two rounds of global children's consultations, setting up a Children's Advisory Team, organising a DGD children's workshop in Geneva in March 2018 and the participation of children in the DGD itself on Friday 28th September 2018.

STATEMENT

Child abuse is a global phenomenon which occurs in all countries and in all societies. It involves physical, sexual, emotional abuse and neglect and it almost always preventable. In order to protect children during their involvement in the DGD activities and to ensure their safe, meaningful and inclusive participation, this Child Protection Procedure has been developed. The child protection focal person for the DGD activities is committed to prevention and timely, appropriate response to any situation raising child protection concerns, or any instances of child abuse and incidents that might affect them. In the event of an emergency and there is a conflict between local protocols and the child protection procedure, the child protection procedure will take priority.

SCOPE

This Procedure covers all activities associated with the DGD that are being organised by Child Rights Connect, and is applicable to all participants, including:

1. Child Rights Connect staff, interns and volunteers
2. Executive Committee members of Child Rights Connect
3. Members and representatives of Child Rights Connect
4. External partners and consultants collaborating on DGD activities
5. All adults accompanying children to DGD activities

This is not an exclusive list. The principle is that all adults involved in the DGD activities should avoid actions, behaviors, or suspicions that are seen as poor practice or potentially abusive and to support children's active and meaningful participation.

All activities associated with the DGD project are built in accordance to the implementation of Article 12 of the CRC and the nine basic requirements for children's participation as outlined in the Committee of the Rights of the Child General Comment No.12; The Right of the Child to be Heard.

This procedure is aligned with the Child Rights Connect Child Safeguarding Policy, which is followed in all work that the organisation does.

BACKGROUND

A child is defined as anyone under the age of 18 years. Child abuse/harm is defined by Article 19 of the CRC as physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.

- Physical abuse: actual or potential physical harm perpetrated by another person, adult or child, including all forms of corporal punishment.
- Sexual abuse: forcing or enticing a child to take part in sexual activities that he or she does not fully understand and has little choice in consenting to. It may also include involving children in looking at, or producing sexual images, watching sexual activities and encouraging children to behave in sexually inappropriate ways.
- Child sexual exploitation: a form of sexual abuse that involves children being engaged in any sexual activity in exchange for money, gifts, food, accommodation, affection, status, or anything else that they or their family needs.
- Neglect and negligent treatment: allowing for context, resources and circumstances, neglect and negligent treatment refers to a persistent failure to meet a child's basic physical and /or psychological needs, which is likely to result in serious impairment of a child's healthy physical, spiritual, moral and mental development.
- Emotional abuse: persistent emotional maltreatment that impacts on a child's emotional development.
- Commercial exploitation: exploiting a child in work or other activities for the benefit of others and to the detriment of the child's physical or mental health, education, moral or social-emotional development.

STEPS TO ENSURE CHILD AND ADOLESCENT PROTECTION

Awareness and alertness: All children involved in the DGD activities need to be briefed on the forms and nature of abuse, importance of child protection, their respective role in the event and with whom and how to report any concerns. All adults listed in the scope above bear the responsibility to be alert throughout children's involvement, undertake risk assessment and create safe environments (including to identify evacuation points at all venues and provide assistance needed).

Disclosing child abuse or harm: In case of any abusive incidents affecting their physical or mental well-being, children should immediately approach their accompanying adult or the designated child protection focal person. They will organize and provide immediate assistance

in accordance with the nature of the incident, while ensuring confidentiality and security of any sensitive issues disclosed.

Taking Action: The principle of the “best interest of the child” are to be applied throughout the DGD activities. The child protection focal person or other appropriate adult, will take serious consideration of all concerns that are raised. An assessment of the specific kind of support that is needed, and assistance to the child/children affected by the incident is offered without delay. Timely responses are essential. Family should be contacted and informed of the incident and assistance provided. An incident report is compiled to document details of the incident and clinical support persons from appropriate services are contacted and consulted.

Follow-up and debriefing: Relevant services shall be approached in the aftermath of an incident to develop appropriate supports for children, adolescents and others directly affected by or involved in the incident. Depending on the circumstances this may involve:

- Supportive counseling
- Referrals for more in-depth counseling as required
- Support to relevant persons who respond to the incident
- Holding a review meeting for the purpose of reviewing the incident for lessons learned • Medical referrals

CHILD PROTECTION FOCAL PERSON

A Child Protection Focal Person (CPFP) is to be available throughout the DGD activities to protect the safety and well-being of all children involved. The duties of the CPFP are the overall responsibility for the implementation of the Child Protection Procedure and to assure:

- Promotion, awareness and implementation of the Child Protection Procedure throughout the DGD project
- Monitoring of the Procedure and reporting on any developments to Child Rights Connect staff
- The development of child protection training/resources as required
- Maintenance of best practices and statutory requirements
- A source of support and information on safeguarding issues for all adults under the scope of the Procedure.
- The name and contact details of the CPFP will clearly be displayed during all DGD activities.

Accompanying adults will be responsible for the protection of the children from the moment they leave their parents/legal guardians until they return.

CODE OF CONDUCT

All adults under the scope of this Procedure and children involved in the DGD activities are to abide by the following Code of Conduct.

Do not:

- Hit or otherwise physically assault or physically abuse children
- Develop physical/sexual relationships with children
- Develop relationships with children which could in any way be seen as exploitative or abusive

- Act in ways that may be abusive or may place a child at risk of abuse
- Use language, make suggestions, or offer advice which is inappropriate, offensive, or abusive
- Behave physically in a manner which is inappropriate or sexually provocative
- Sleep in the same room as a child (if this has not been agreed by their parent/guardian)
- Do things for children of a personal nature that they could do on their own
- Permit or participate in behavior of children that is illegal, unsafe, or abusive
- Act in ways meant to shame, humiliate, belittle, or degrade children and/or adolescents, or otherwise commit a form of emotional abuse
- Discriminate against, show differential treatment, or favour particular children to the exclusion of others
- Expose children and adolescents to pornographic materials in electronic or any other form

DO:

- Observe and respect confidentiality of all children and adolescents and their personal information
- Ensure child-friendly language and communicate clearly
- Ensure that all DGD activities are smoke, drug and alcohol-free zones
- Dress appropriately and respectfully

REPORTING AND RESPONDING GUIDELINES

All staff members of Child Rights Connect staff should be alert to signs that may suggest a child is in need of help and it should be clear to all adults within the scope of this Procedure what steps are needed to ensure the safety of children.

In any case during the DGD activities whereby a child's safety is jeopardized, all child protection concerns and/or complaints must be written (using an available report form) or verbally reported to the Child Protection Focal Person (CPF) or an accompanying adult. They will then handle these in the strictest confidence reflecting the child's right to privacy, and ensure that they are properly dealt with and responded to.

Child Protection Focal Person:

Name

Position

Email:

Phone number:

Emergency Contacts: telephone Numbers

Fire Department -

Medical – (adult urgency); (child urgency)

Emergency Medical Care –

Accident and Emergency address - Hospital

Appendix 2.

ETHICAL CONSIDERATIONS INCLUDING OBTAINING CONSENT

Recruiting Participants

- **Voluntary participation** - Participating in the consultation is voluntary. The children you ask to take part must know that their participation is entirely voluntary. If they agree to take part, they do not have to answer any questions they do not want to and can withdraw at any time if they so wish, without giving a reason. See below on the right to withdraw.
- **Inclusion criteria for participants** - For this consultation we want to hear from children about their experiences of being child human rights defenders, aged between 10 to 18 years.
- **Informed consent** - **There are two key elements to 'informed consent'** – being informed and giving consent. Before taking part in the workshop(s), your participants must give their consent to do so. You should make sure that they understand the purpose of the consultation and what is expected of them. **We have provided an example Information Sheet and Consent Forms that explains this (see below), which you may adapt to suit your own context.**

Regardless of adaptation, there is some core information that participants should receive prior to agreeing to take part: participation is voluntary; what is expected of them if they agree to take part; that they are free to withdraw at any time; anything that they say will be kept confidential and anonymous (unless a safeguarding issue comes to light). The Information Leaflet and Consent Form below explains these points. If the children agree to take part, they can sign the form. You may adapt this to suit your context. We would also recommend that the children the opportunity to discuss the opportunity with their parents/guardian, and obtain their consent too by providing them with a separate information sheet and consent form about the consultation. We realise that it is not always possible or appropriate to get the written consent of parents, but where it is possible, it is better to do so.

- **The right to withdraw** - The decision to participate in the consultation is voluntary. A participant can change his or her mind and withdraw from the consultation, even after they have given their consent to participate. If some participants change their mind and wish to withdraw, they can do so without having to explain the reason. They should not feel any pressure to continue. It is your role to make sure the participants know this and make sure those who attend the focus groups are willing to continue. If a participant withdraws after data collection has commenced, it will be difficult to separate his or her views from the group discussion. It is therefore important that you make the participant aware that any data provided by them up until that point at which they withdraw will be maintained and used anonymously as part of the project. You must make this clear on the information sheet and consent form.

- **Protection from harm** - Focus groups should take place in an appropriate and safe space, and in a non-stressful manner. Your participants should feel safe to articulate their views freely. If a participant raises a point or an incident that is understood by you as a child protection/safeguarding issue, the facilitator will have to pass that information on to their line manager, relevant child protection officer or authority. Facilitators will have to explain this to the participants as part of the informed consent process and before the data collection can begin.
- **Anonymity and confidentiality** - The privacy of the participants must be respected in the consultation process. This means that all of their responses must be kept confidential and anonymous (unless a safeguarding issue is raised). Also, it should not be possible to identify a consultation participant from what they have said in the focus group. You should reassure the participants that their contribution will be anonymized, kept confidential, and that their privacy will be protected in subsequent reports and other outputs from the consultation. This means, that nothing they say will be talked/written about in a way that relates to them as individuals. As previously mentioned, limits to confidentiality will apply if a child protection/safeguarding issue arises.

All of the data must be kept confidential and stored securely. This includes the signed Consent Forms. To protect the identities of the participants, please do not make a video-recording or take any photographs of the focus group. If you make an audio-recording for your notes, you must have the participants' consent (this is included in the sample Consent Form Pg 13&17). You must delete the audio file when you have completed your summary and transcription. Similarly, if you wish to photograph any of the work produced in the focus group (but not of the participants themselves), such as drawings or flip-charts, make sure that you have their consent, and that of their parents. You may also be able to take photographs where children cannot be identified (e.g from behind the group with no faces showing).

Accompanying adults who may be required to attend the focus groups will be required to sign-up to a 'Confidentiality Agreement'. A sample form is provided on page 29. This is applicable to an additional person like a teacher, sign language interpreter or transcriber, who you would employ to help you conduct or transcribe the focus groups and who will therefore have access to the participants' data.

For your convenience, we have included an example of an Information Leaflet and Consent Form. You would be expected to reiterate the information contained in this at the beginning of the workshop, provide an opportunity for potential participants to ask questions, clarify any issues they may have, and make sure everyone is happy with what they will be doing before you take consent. **You may need to adapt this to match your own plan for the consultation workshops, and what you hope to achieve.** Please also be aware that it is good practice to draw up a confidentiality agreement for any adults who may be in the room too, e.g., classroom assistants, youth leaders etc.

An example of a Confidentiality Agreement is also included in case this is useful. These are intended for:

- 1) Parents and/or Guardians
- 2) An easy-read example for children
- 3) A standard read version for children to read with parents
- 4) An example Confidentiality Agreement for other accompanying adults

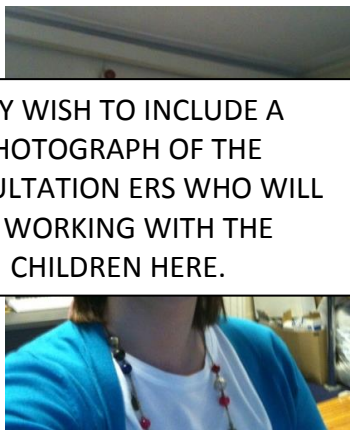
N.B. Children should only complete **ONE** set of forms. That is, EITHER the easy read version (2) **OR** the standard version if you chose to provide both options. They do not need to complete both. Both these examples are provided so you can design consultation documents that may be accessible to as many children as possible.

The lead facilitator in each partner organisation is responsible for storing securely all consent forms and confidentiality agreements.

Information Sheet for Children

Hello! Our names are XXXXX & XXXXXX

MAY WISH TO INCLUDE A PHOTOGRAPH OF THE CONSULTATION ERS WHO WILL BE WORKING WITH THE CHILDREN HERE.



We work at a place called XXXXXXXX.



Photograph & Organisation Name

A university is a place where some people go to learn when they grow up.

We would like to invite you to come and visit us at XXXXX University because we think that you can help us with some work.



We have been asked by Child Rights Connect to help them with their work.

They want to know more about what it is like to be a child human rights defender.

They have asked us to talk to children people who do this to find out why they do this, what it is like, and how adults can help them.

1. We would like to find out what **you** think adults need to know about this.

2. We think you will be able to help us show adults what they need to do to Help children around this important topic.



We would like you to

- join a small group of other children
- meet with us on XXXXXX at XXXXXX to talk about our work.

You don't have to take part but if you do, you can stop talking to us at any time, that is okay.

Do you want to take part?

My Name is _____



Please put an 'X' in the box

Yes I would like to take part



No I don't want to take part



Thank you!

Welcome to our team!

Now we want to know if we can

- **record** the group so we can remember what you have told us. No one else will ever hear this.
- **use any work** you produce to help us when we tell other adults about what you think.

It is okay if you don't want to! You can talk about it with your parent, guardian and the consultation ers. Then put an 'X' in the box below that matches your decision.

My Name is _____

YES you can use my work



NO you can't use my work



YES you can record



No you can't record



Thank you!

May wish to paste your
LOGO
here

Children's Information
Sheet

Day of General Discussion 2018: Protecting & Empowering Child Human Rights Defenders

- We are working with Child Rights Connect & The Centre for Children's Rights at Queen's University Belfast.
- We would like to invite you to work with us on a new project.
- Before you make a decision, it is important for you to know why this project is being done and what it will involve.
- If you are happy to take part, we would like you to read and sign the enclosed consent form and return it the facilitators (XXXXXXX, XXXXX).
- This work has received ethical approval from the ethics committee at the XXXXXXXX.

Why are we doing this study?

- We would like to help governments and other adults to help child human rights defenders and to better understand their experience. .
- To do this we need a group of children to talk to us about their experiences.
- We would like to invite you to join us at XXXXXXXX to talk about these issues.

Who will I be working with?

- The team from XXXXXXX, consists of experienced facilitators, XXXXX and XXXX
- They are aware that children have a right to be heard on issues like this, and are very keen to hear what you have to say about this.
- They have lots of experience working with children
- If you would like to take part you will join a group of your peers aged 10-17 to assist us learn about the issues, opportunities, challenges and supports you experience.
- You will be supported by the Facilitators every step of the way.
- If you need a parent/guardian/carer/trusted adult to accompany you to help with medical or communication issues that's ok. They are welcome to come along and be near at hand should we need their help.

What will my involvement in this process mean?

- You will be involved in a workshop/focus group with other children where we will talk about the issues you face in this area.
- We will discuss and generate ideas about what information we need to know to let as many people as possible understand and know about the work.
- The Workshop/Focus Group will meet at XXXXXXX on a XXXX.
- Refreshments and lunch will be provided at the meeting.

- We would like to record the sessions, with your permission, and use any materials such as art work, etc,that you may produce in reports and future training activities.

If I decide to join can I change my mind later?

- Taking part is entirely voluntary.
- You do not have to participate in any activity that you don't want to.
- You can change your mind at any time and decide not to take part anymore, without providing a reason.
- If you feel uncomfortable for any reason please tell XXXXXX or your trusted adult friend as soon as possible.
- They will deal with your concerns confidentially and in a sensitive, professional and supportive manner.

Will my participation be kept confidential?

- All information that is collected will be kept **strictly confidential**.
- No comment from you will be connected to your name. Instead we will talk about what the group discussed in general.
- But if we hear information that suggests you or someone else could be harmed, we will pass this information on to your adult friend or another trusted adult who can help keep that child safe.
- All information will hold about you will be stored on a locked password protected computer and paper copies kept in a locked office. This will be destroyed 5 years after the project.

What will happen to the results of the process?

- Our project will be written-up and presented in different formats, e.g., in a report to Chld Rights Connect and academic journal articles etc.
- We may use the materials we produce to develop/improve our work.
- We may also present the work at academic conferences, seminars and training events about children's rights and participation.

How to contact us to find out more about the study

To find out more about the consultation(even if you decide not to take part), please contact;

Lead Name: Phone number

Consultants Name: Phone number

E-mail:

E-mail:

Thank you.

Day of General Discussion 2018: Protecting & Empowering Child Human Rights Defenders

Children's Consent Form

- I have read the attached information letter that explains what it means for me to be part of the Workshop/Focus Group.
- I understand that any data or personal information held about me will only be available to the lead facilitator and held on their password protected computer and will be destroyed five years after the consultation.
- I understand that I am being invited to join with others as part of the Workshop/Focus Group.
- I understand that everything I say in the group will be anonymous and kept strictly confidential (unless information needs to be passed on as a child protection matter).
- While the team will not match any comment to a particular child, we cannot guarantee confidentiality in a group situation. We will of course stress the importance of this to the group but the other participants may not maintain this confidentiality.
- I understand that if I give the team permission to use my picture/art work that images can be used in other contexts associated with the consultation e.g., reports, academic presentations and training materials.
- I understand my name will **not** be connected to any particular comments or views but only used in the context of the group discussions.
- I understand that I can stop my involvement in the group for any reason and at any time. I also understand that I can take away my consent at any time and for any reason.
- I understand that this work will be published in the form of a report and potentially in academic journals and at seminars, training event and conferences etc.

(Please tick accordingly to indicate whether or not you give your consent):

- I **AGREE** to be part of the Workshop/Focus Group at XXXXXXXXX
- I **AGREE** that my work can be used by the team in reports and any other materials that are published from this project.
- I **AGREE** to the workshop/focus group being recorded.
- I **DO NOT AGREE** to the workshop/focus group being recorded.
- I **DO NOT AGREE** to the work I produce being used by the team.

Signature: _____

Date: _____

(Name) _____

Facilitator: _____

Day of General Discussion 2018: Protecting & Empowering Child Human Rights Defenders

Dear Parent/Guardian/Carer,

We are XXXX working with Child Rights Connect and the Centre for Children's Rights at Queen's University Belfast. We would like to invite you to ask your child if they would like to take part in this consultation. Before you make a decision, it is important for you to know why the consultation is being carried out and what it will involve for you and your child. If you are happy for your child to take part, we would like you to sign the enclosed consent form and return it (XXXX)

Who will my child be working with?

The team consists of facilitators who are experienced working with children on these issues. They will initiate discussion with them to explore issues around their participation, opportunities, challenges and solutions in relation to being a child human rights defender. The team are aware that children have a right to be heard on issues like this, and are very keen to hear what they have to say about it.

What will involvement in this process mean for my child?

A workshop/focus group will be arranged that will be made up of aged 10-17 years. As a member of the group, your child would join in discussions about the topics alongside his/her peers as well as the team from XXXXX. Workshops/Focus groups will likely take place at XXXXXXXX on XXXX so as not to disrupt school time activities. Refreshments will be provided on the day.

We would like to record the sessions so the team can focus on the group discussion and have a back-up to record what was being said when the group ends. Materials from the session, such as art work, etc, may be used in reports and future training activities. We have lots of experience of working with children, so we can assure you that all sessions will be carried out in a professional, sensitive and non-stressful manner.

We may need your help during meetings

We are aware your child and other children in the group may have particular needs and require additional help to allow them to participate fully in this activity. If this is the case, we would also like to invite a parent/guardian/carer to accompany the child if they need help to express their views and ensure their views are heard and included in the group. It is important to note that we try to maintain the confidentiality of all people in

our groups and we would ask if you are part of the group to respect the confidentiality of all who share their information.

If I initially agree, can I change my mind later?

Taking part is entirely voluntary. Your child can change their mind at any time and decide not to take part anymore, without providing a reason and with no negative effect. Likewise your child will be told that he/she can withdraw from any activities with no negative effect.

Will our participation in the project be kept confidential?

All information that is collected during this process will be kept **strictly confidential**. We promise that no comment from a child will be connected to them. Instead we will talk about what the group discussed in general. However, it is important for you to know that if information about a child protection issue comes up we will pass this information on to the appropriate contact in the school/organisation. We will keep to data protection guidelines at all times. All information about the project will be stored securely and electronically data will be stored on locked password protected computers. Any non-electronic information from the process will be kept in a locked office at all times. Information will be later destroyed after a period of five years. Their name would NOT appear on any consultation outputs and nothing they say during the process will be connected to them as an individual.

How to contact us to find out more about the study

If you would like to find out more about the consultation (even if you decide not to take part), please contact

Lead Name: Phone number
E-mail:

Facilitator Name: Phone number
Email:

Thank you.

Day of General Discussion 2018: Protecting & Empowering Child Human Rights Defenders

Parent/Guardian/Carer Consent for child

- I have read the attached information sheet which explains what it means for my child to be part of the project.
- I understand that any data or personal information held about my child will only be available to the lead facilitator and held on their password protected computer and will be destroyed five year after the study.
- I understand that I am being asked to allow my child to participate in a workshop/focus group with their peers and may accompany them if they require assistance to express their views.
- I understand that everything said by my child, and other children, in the group will be anonymous and kept strictly confidential (unless information needs to be passed on as a child protection matter). While the team will not match any comment to a particular child, we cannot guarantee confidentiality in a group situation. We will of course stress the importance of this to the group but the other participants may not maintain this confidentiality.
- I understand that the facilitators would like to record the workshop/focus group for ease of transcription afterwards. However, if any group member does not wish the discussion to be recorded the facilitators will respect their wishes and no recording will be taken.
- I understand that my child's name will **not** be connected to any particular comments or views but that information gathered during the focus group will be pooled and reported as the views of the group.
- I understand that my child can stop his/her involvement in the focus group meeting for any reason and at any time. I also understand that I can withdraw my consent at any time and for any reason.
- I understand that this consultation will be published in the form of a report and potentially in academic journals and spoke about at conferences etc.

(Please tick accordingly to indicate whether or not you give your consent):

- I **AGREE** to my child being part of a Workshop/Focus Group at XXXXXXX
- I **AGREE** to the Workshop/Focus Group being audio-recorded for ease of transcription.
- I **AGREE** that any material that my child produces during the workshop/focus group can be used by the team to inform their consultation and in reports, seminars, conferences etc.
- I **DO NOT AGREE** to the Focus Group being audio-recorded.
- I **DO NOT AGREE** to the work my child produces being used by the team.

Signature: _____ **Date:** _____

(Name) _____

Appendix 4. Example Confidentiality Agreement

Confidentiality Agreement for External Partners who will attend the workshop(s)

This confidentiality agreement is used for individuals who will conduct specific tasks during the workshop(s) that meet the objectives of the consultation. They will therefore have access to participants' data, e.g., parent/care, teacher, transcribing, interpreting, translating, entering or destroying data.

Project title – Day of General Discussion 2018: Protecting & Empowering Child Human Rights Defenders

I.....am a (....job description.....) and will have access to the children's data obtained during the workshop because I am required to

.....
.....
.....

I agree to -

1. keep all the information shared with me confidential by not discussing or sharing the information in any form or format (e.g., disks, tapes, transcripts, other materials produced via group work) with anyone other than the Facilitator(s).
2. Keep all information in any form or format (e.g., paper, digital, disks, tapes, transcripts) secure while it is in my possession.
3. Return all information in any form or format (e.g., disks, digital, tapes, transcripts) to the Facilitator(s) when I have completed the tasks.
4. After consulting with the Facilitator(s), erase or destroy all information in any form or format regarding this project that is not returnable to the facilitators(s) (e.g., information stored on computer hard drive).
5. Respect the views of all participants in the workshop and if I have any concerns about information that was shared I will speak to the Facilitator immediately.

(Print Name)

(Signature)

(Date)

Facilitator

(Print Name)

(Signature)

(Date)