



# CHILD PARTICIPATION ASSESSMENT TOOL

” Indicators for measuring progress in promoting the right of children and young people under the age of 18 to participate in matters of concern to them

Council of Europe  
Children's Rights  
Division and  
Youth Department





# CHILD PARTICIPATION ASSESSMENT TOOL

” Indicators  
for measuring progress  
in promoting  
the right of children  
and young people  
under the age of  
18 to participate  
in matters of concern  
to them

**French edition:**

Outil d'évaluation de la participation des enfants

All requests concerning the reproduction or translation  
of all or part of this document should be addressed  
to the Directorate of Communication  
(F-67075 Strasbourg Cedex or [publishing@coe.int](mailto:publishing@coe.int)).

All other correspondence concerning this  
document should be addressed to the  
Directorate General of Democracy.

Cover photo: Shutterstock

Cover and layout: Documents and Publications  
Production Department (SPDP), Council of Europe

© Council of Europe, March 2016  
Printed at the Council of Europe

# Contents

---

<b>PREFACE</b>	<b>4</b>
<b>INTRODUCTION</b>	<b>5</b>
<b>USING THE ASSESSMENT TOOL</b>	<b>6</b>
The indicators	6
Data sources	6
Assessment criteria	6
Disaggregation	6
Country Profiles on child participation	7
Overview of the Tool	7
<b>PROTECTING THE RIGHT TO PARTICIPATE</b>	<b>8</b>
<b>PROMOTING AWARENESS OF THE RIGHT TO PARTICIPATION</b>	<b>18</b>
<b>CREATING SPACES FOR PARTICIPATION</b>	<b>22</b>
<b>APPENDIX ONE</b>	<b>28</b>
Overview of the nine basic requirements for effective and ethical participation and associated benchmarks	28
<b>APPENDIX TWO</b>	<b>32</b>
Country Profile: Template for reporting on the results of the Assessment	32

---

# Preface

---

In recent years, children's participation in decision making in all matters affecting them has gained ground. Today the importance of listening to children and young people is recognised as fundamental to their human dignity and healthy development.

Allowing and encouraging children to participate in Council of Europe activities, and giving them a voice in the preparation of documents concerning them, has been a very rich and rewarding experience for everyone. One important example has been the preparation of the Council of Europe Strategy for the Rights of the Child (2012-2015).

Children were also involved from the very start in the preparation of the recommendation of the Committee of Ministers to member States on participation of children and young people under the age of 18, adopted in 2012. We carefully analysed the views expressed by children, because they gave us a deep insight into the reality – or sometimes the frustrations – a child faces when communicating and interacting in an adult-dominated world. The recommendation now provides the framework and guidance for many sectors within the Council of Europe.

Besides thanking the children for their valuable input, we are grateful to the many partners that have been involved in our work in preparing the Assessment Tool: international organisations, civil society, academia, youth and parent associations.

We all look to the United Nations Convention on the Rights of the Child as a source of inspiration, notably towards its Article 12 regarding respect for the views of the child. The overall objective of the General Comment to Article 12 is to support states parties in its effective implementation. This is where our Assessment Tool comes in: it provides a method, at European level, to facilitate and support the implementation of the child's right to participate.

This Assessment Tool is therefore the next step in a process towards supporting States in putting into place real and active child participation in all settings. The authors have made the tasks of verification, data collection and analysis less onerous for administrative entities. We hope that the Assessment Tool will shed more light on the current state of child participation in the member States of the Council of Europe.

One of the children involved in preparing this Assessment Tool considered that adults “underestimate children's opinion and do not understand the benefits of their participation”. Our task is surely to help adults appreciate and understand how rich the contributions of children can be, and to make sure that children's participation is the rule and not the exception.

**Snežana Samardžić-Marković**  
*Director General of Democracy*

# Introduction

---

**T**his Assessment Tool provides specific and measurable indicators with which States can begin to measure progress in implementing Recommendation CM/Rec(2012)2 of the Committee of Ministers to member States on the participation of children and young people under the age of 18. This Recommendation recognises Article 12 (respect for the views of the child) both as a fundamental right and as a general principle of the UN Convention on the Rights of the Child (UNCRC), a human rights treaty that has been ratified by all member States. It further recognises that as a general principle, Article 12 needs to guide the implementation of all other rights, and is linked not only to the other three general principles of the UNCRC, Article 2 (the right to non-discrimination), Article 3 (primary consideration of the best interests of the child), and Article 6 (the right to life, survival and development), but also to Article 5 (guidance by parents and evolving capacities of the child), Article 13 (the right to freedom of expression), Article 15 (the right to freedom of association) and Article 17 (the right to information). The Council of Europe Recommendation (2012)2 defines participation as “individuals or groups of children having the right, the means, the space, the opportunity and, where necessary, the support to freely express their views, to be heard and to contribute to decision making on matters affecting them, their views being given due weight in accordance with their age and maturity.”

■ Adoption of the Recommendation (2012)2 by the Council of Europe is testimony to the significance attached by member States to the right of children to participate in decision-making. However, despite the centrality of child participation to the values of this Recommendation and the UNCRC, as well as to their effective implementation, it has been challenging for States to identify what measures are needed to achieve that goal. Furthermore, there have been few successful attempts, to date, to develop meaningful indicators against which States can begin to evaluate the extent to which it is implemented. This Assessment Tool provides 10 basic indicators that are cross-cutting, rather than thematic, and reflect the three broad measures addressed in the Recommendation:

- ▶ measures to protect the right to participate;
- ▶ measures to promote the right to participate;
- ▶ measures to create spaces for participation.

■ Accordingly, each one will have implications for many different government departments, and each department will have responsibilities in respect of many of the indicators. For example, departments for education and schools will need to address issues arising in relation to all three types of measure.

■ The Tool will enable States to:

- ▶ raise awareness and understanding of children’s right to participation;
- ▶ undertake a baseline assessment of current implementation;
- ▶ help identify measures needed to achieve further compliance;
- ▶ highlight and share good practice;
- ▶ measure progress over time.

■ The aim of the Tool is to support States in meeting the goals of the Recommendation (2012)2, and in so doing, fulfilling their obligations to children. It will also be of particular value in strengthening reporting on progress on implementing Article 12 to the Committee on the Rights of the Child. It is recognised that the indicators will require the collection of data that may not currently be readily available. They may also require additional analysis of existing data. This is unlikely to be achieved in the short term. It is important, therefore, to understand progress towards meeting the indicators as an incremental process.

■ It is hoped that States will share the Tool across government ministries, throughout local authority administrations, with the courts and judicial systems, with relevant professionals working with children and young people, with academic and civil society partners, and with organisations of and working for children and young people. The greater the transparency and openness in disseminating the Tool, the greater will be its effectiveness in creating a transformation in the right of children to be heard.

# Using the Assessment Tool

---

**T**he Tool provides a common format for understanding each indicator, and provides short guidance on how to approach the task of measuring progress in its realisation.

## THE INDICATORS

Each of the 10 indicators is described and supported by a short paragraph defining how it is intended to be understood and what it covers. All are categorised as structural or process indicators:

- ▶ **Structural indicators** provide an indication of commitment to take action. They refer to the existence of institutions and policies aligned with the UNCRC and Council of Europe standards and the realisation of children's right to participate.
- ▶ **Process indicators** refer to efforts made and actions taken, following on from a commitment. They generally focus on specific activities, resources or initiatives in to ensure children's participation rights.

Structural and process indicators represent the building blocks that member States need to have in place to progress implementation of Recommendation (2012)2. It has been agreed that it is important to start with these indicators before expecting member States to assess progress against the third category of indicator, Outcome indicators which refer to a resultant and measurable change in the realisation of children's participation rights. Accordingly, the Assessment Tool does not include outcome indicators. As more of the data member States require to measure actual implementation and the quality of the participation experience for children becomes available, it is hoped that future versions of the Child Participation Assessment Tool will include a number of outcome indicators.

## DATA SOURCES

Under each indicator, some potential sources of data are provided, although the availability of data will obviously vary from country to country. The evidence will also be easier to locate for some of the indicators than others. For example, it should be relatively straightforward to determine whether or not specific legislation or a policy is in place. It is more challenging to assess whether or not training courses of all relevant professionals have adequately incorporated modules on the UNCRC and its application into their work. In addition, for some indicators, it will be necessary to undertake qualitative research in order to gather comprehensive knowledge on whether the indicator is being met. However, through partnerships with key stakeholders, it should be possible over time to gather the relevant information with which to determine the extent to which the indicator is achieved.

## ASSESSMENT CRITERIA

Each indicator is accompanied by four graduated criteria for assessment, from 0-3. It is important to emphasise that the value of States using this Assessment Tool is to help measure their progress in meeting obligations to children. It is not a mechanism for comparing or judging States. Preparedness to be open and rigorous about the findings is essential in achieving that goal.

## DISAGGREGATION

For each indicator, States are asked to consider the situation of children in vulnerable situations. There are many categories of children who are at risk of being excluded from the exercise of this right: for example, younger children, children with disabilities, Roma children and those from ethnic minority communities, poorer children, children from rural communities, and children in institutions. Disaggregated data is important as it will reveal any potential differences in the extent to which different groups of children are able to express their views and have them taken seriously. Member states are encouraged to analyse the data available to examine whether there are any measures which directly or indirectly exclude certain groups of children, as well as assessing whether all children are able to access their rights to participate on an equal basis.



## COUNTRY PROFILES ON CHILD PARTICIPATION

Appendix Two provides a template for a Country Profile that contains a summary of the results of the Assessment for a country that has used the Tool. This template provides a framework for States to record key findings emerging from the Assessment, to highlight any examples they have identified as good practice, and to indicate any measures they plan to undertake in light of the findings. States are strongly encouraged to complete the template for their own use and to send a copy to the Children's Rights Division of the Council of Europe which is interested to see how the Tool is being used and to be able to share some of the positive practices and methods that are being used in member States to support children's participation in decision making.

## OVERVIEW OF THE TOOL

Protecting the right to participate	
1	Legal protection for children and young people's right to participate in decision-making is reflected in the national Constitution and legislation
2	Explicit inclusion of children and young people's right to participate in decision-making in a cross-sectorial national strategy to implement children's rights
3	An independent children's rights institution is in place and protected by law
4	Existence of mechanisms to enable children to exercise their right to participate safely in judicial and administrative proceedings
5	Child friendly complaints procedures are in place
Promoting awareness of the right to participate	
6	Children's right to participate in decision-making is embedded in pre-service training programmes for professionals working with and for children
7	Children are provided with information about their right to participate
Creating spaces for participation	
8	Children are represented in forums, including through their own organisations, at school, local, regional and national governance levels
9	Child-targeted feedback mechanisms on local services are in place
10	Children are supported to participate in the monitoring of the UNCRC (including in CRC shadow reporting) and relevant Council of Europe instruments and conventions

# Protecting the right to participate

1

## Legal protection for children and young people's right to participate in decision-making is reflected in the national Constitution and legislation

<p><b>Definition</b></p>	<p>An unequivocal commitment to children's right to participate in decisions affecting them should be enshrined in national primary legislation. Reference in the Constitution to the child's right to participate offers a particularly strong indicator of the member State's commitment to the right to be heard. Legal reference to the child's right to be participate should be accompanied by a requirement that children's views will be given due weight in accordance with age and capacity, and in the light of the child's best interests. This commitment should also be included in laws directly affecting children, notably in:</p> <ul style="list-style-type: none"> <li>▶ school and education, for example, through mandatory establishment of school councils</li> <li>▶ child protection, care and adoption procedures</li> <li>▶ custody and access in family proceedings</li> <li>▶ family decision-making</li> <li>▶ health care/consent to treatment</li> <li>▶ immigration and asylum proceedings; and</li> <li>▶ criminal justice proceedings</li> </ul>
<p><b>Data sources (indicative only)</b></p>	<p>National constitutions; Key legal and policy instruments in the field of family law, child protection, education, health care, criminal justice and immigration and asylum.</p>
<p><b>Assessment criteria</b></p>	<p>States can measure progress towards the indicator using the following assessment criteria:</p> <p>0 = No known legal provision for children to express views and for those views to be given due weight</p> <p>1 = Legal expression of children's right to be heard in at least two of the settings specified</p> <p>2 = Legal expression of children's right to be heard in at least four of the settings specified</p> <p>3 = A clear legal obligation to hear and give due weight to children's views is enshrined in the Constitution (if one exists) and in at least six of the settings specified</p>



### Issues

#### to consider in respect of vulnerable children:

- ▶ Are there any restrictions in the provision of the right to be heard on grounds of age/disability/vulnerability etc?
- ▶ Attention should also be drawn to the formal right of children to participate in alternatives to judicial proceedings, for example, alternative dispute resolution, such as mediation, in any of the above contexts.

<p><b>Analysis notes</b></p>	<p>You can use this matrix to help you assess how well you meet the indicator</p> <table border="1" data-bbox="454 246 1374 987"> <thead> <tr> <th data-bbox="454 246 810 360">Setting</th> <th colspan="3" data-bbox="810 246 1374 360">Legal protection of child's right to be heard is in place (Please tick all that apply)</th> </tr> <tr> <td data-bbox="454 360 810 412"></td> <th data-bbox="810 360 1000 412">YES</th> <th data-bbox="1000 360 1190 412">NO</th> <th data-bbox="1190 360 1374 412">DON'T KNOW</th> </tr> </thead> <tbody> <tr> <td data-bbox="454 412 810 557">School and education, for example, through mandatory establishment of school councils</td> <td data-bbox="810 412 1000 557"></td> <td data-bbox="1000 412 1190 557"></td> <td data-bbox="1190 412 1374 557"></td> </tr> <tr> <td data-bbox="454 557 810 640">Child protection, care and adoption procedures</td> <td data-bbox="810 557 1000 640"></td> <td data-bbox="1000 557 1190 640"></td> <td data-bbox="1190 557 1374 640"></td> </tr> <tr> <td data-bbox="454 640 810 723">Custody and access in family proceedings</td> <td data-bbox="810 640 1000 723"></td> <td data-bbox="1000 640 1190 723"></td> <td data-bbox="1190 640 1374 723"></td> </tr> <tr> <td data-bbox="454 723 810 775">Family decision-making</td> <td data-bbox="810 723 1000 775"></td> <td data-bbox="1000 723 1190 775"></td> <td data-bbox="1190 723 1374 775"></td> </tr> <tr> <td data-bbox="454 775 810 857">Health care/consent to treatment</td> <td data-bbox="810 775 1000 857"></td> <td data-bbox="1000 775 1190 857"></td> <td data-bbox="1190 775 1374 857"></td> </tr> <tr> <td data-bbox="454 857 810 938">Immigration and asylum proceedings; and</td> <td data-bbox="810 857 1000 938"></td> <td data-bbox="1000 857 1190 938"></td> <td data-bbox="1190 857 1374 938"></td> </tr> <tr> <td data-bbox="454 938 810 987">Criminal justice proceedings</td> <td data-bbox="810 938 1000 987"></td> <td data-bbox="1000 938 1190 987"></td> <td data-bbox="1190 938 1374 987"></td> </tr> </tbody> </table>	Setting	Legal protection of child's right to be heard is in place (Please tick all that apply)				YES	NO	DON'T KNOW	School and education, for example, through mandatory establishment of school councils				Child protection, care and adoption procedures				Custody and access in family proceedings				Family decision-making				Health care/consent to treatment				Immigration and asylum proceedings; and				Criminal justice proceedings			
Setting	Legal protection of child's right to be heard is in place (Please tick all that apply)																																				
	YES	NO	DON'T KNOW																																		
School and education, for example, through mandatory establishment of school councils																																					
Child protection, care and adoption procedures																																					
Custody and access in family proceedings																																					
Family decision-making																																					
Health care/consent to treatment																																					
Immigration and asylum proceedings; and																																					
Criminal justice proceedings																																					
<p><b>Comments</b></p>	<p><b>Good practice:</b> Please use this space to describe any positive examples you have identified of effective quality participation in your country</p> <p><b>Points to address:</b> Please use this space to describe any areas you have identified that require improvement</p>																																				
<p><b>Action Points (follow up)</b></p> <p>Please indicate any action you will take following this Assessment to strengthen progress on this indicator</p>																																					

## 2

### Explicit inclusion of children and young people's right to participate in decision-making in a cross-sectorial national strategy to implement children's rights

<b>Definition</b>	Children's participation should be explicitly included as part of a broader governmental strategy for implementing, monitoring and evaluating the UNCRC, and Council of Europe instruments and conventions. It should include concrete goals, indicators of progress, and a budget for its implementation.
<b>Data source (indicative only)</b>	National and regional policy and programming instruments.
<b>Assessment criteria</b>	<p>States can measure progress towards the indicator using the following assessment criteria:</p> <p><b>0</b> = There is no strategy in place on children's rights</p> <p><b>1</b> = There is limited reference to children's rights within a broader national human rights strategy</p> <p><b>2</b> = There is some reference to child participation as part of a cross sectorial national children's rights strategy</p> <p><b>3</b> = A distinct and coherent focus on children and young people's right to participate in decision-making exists in a cross sectorial strategy on children's rights and includes a dedicated set of goals, an established lead responsibility (such as a child or youth ministry) and specific resources allocated to achieve its implementation.</p>



#### Issues

#### to consider in respect of vulnerable children:

- ▶ Is implementation of children's participation, as part of the national strategy on children's rights, nation-wide or does it vary regionally?
- ▶ Does it refer to all children or is it exclusive to certain groups in certain contexts?
- ▶ Does the strategy include ministries responsible for health, education, social welfare, youth, justice, child protection, play, recreation and culture, environment, transport and finance?

<p><b>Analysis notes</b></p>	
<p><b>Comments</b></p>	<p><b>Good practice:</b> Please use this space to describe any positive examples you have identified of effective quality participation in your country</p> <p><b>Points to address:</b> Please use this space to describe any areas you have identified that require improvement</p>
<p><b>Action Points (follow up)</b> Please indicate any action you will take following this Assessment to strengthen progress on this indicator</p>	

### An independent children's rights institution is in place and protected by law

<b>Definition</b>	An ombudsperson or commissioner for children is established and protected in law with a specific mandate and the necessary resources (office, staff, budget) to pursue campaigns or address concerns on behalf of children. The ombudsperson for children can be a stand-alone institution or part of a broader human rights institution. However, the office should be independent of government and not be constrained or influenced by any specific political agenda but, rather, is able to respond to the key concerns and issues as identified by children.
<b>Data sources (indicative only)</b>	National law Office of National Ombudsman/Commissioner European Network of Ombudspresons for Children (ENOC) Qualitative research
<b>Assessment criteria</b>	States can measure progress towards the indicator using the following assessment criteria:  0 = No ombudsperson or Commissioner for children 1 = Ombudsperson/Commissioner established but not protected by law 2 = Ombudsperson/Commissioner established and protected in law 3 = Ombudsperson/Commissioner established and is fully compliant with Paris Principles <sup>1</sup>



#### Issues

#### to consider in respect of vulnerable children:

- ▶ Are there any conditions or limitations imposed in relation to access to the Commissioner: for example, on grounds of nationality; age; disability; immigration or socio-economic status; victim status?
- ▶ Are there any measures in place to facilitate access for more marginalised or excluded children?
- ▶ Is there any data which disaggregates evidence on which children make use of the Commissioner, for example on grounds of nationality, age, disability etc?

1. The "Paris Principles" are available in the Annex of the UNGA resolution A/RES/48/134, 85th plenary meeting, 20 December 1993: [www.un.org/documents/ga/res/48/a48r134.htm](http://www.un.org/documents/ga/res/48/a48r134.htm)

<p><b>Analysis notes</b></p>	
<p><b>Comments</b></p>	<p><b>Good practice:</b> Please use this space to describe any positive examples you have identified of effective quality participation in your country</p> <p><b>Points to address:</b> Please use this space to describe any areas you have identified that require improvement</p>
<p><b>Action Points (follow up)</b></p> <p>Please indicate any action you will take following this Assessment to strengthen progress on this indicator</p>	

<p><b>Definition</b></p>	<p>The Council of Europe Child Friendly Justice Guidelines provide that children who come into contact with the justice system should:</p> <ul style="list-style-type: none"> <li>▶ be informed of their rights</li> <li>▶ have free access to a lawyer</li> <li>▶ be heard and taken seriously; and</li> <li>▶ have decisions affecting them explained in a way that they can understand</li> </ul> <p>These provisions should be available to children in the following judicial and administrative proceedings:</p> <ul style="list-style-type: none"> <li>▶ criminal justice proceedings regardless of whether they are implicated as perpetrators of criminal activity, victims or witnesses of crime,</li> <li>▶ family law proceedings</li> <li>▶ care and protection proceedings,</li> <li>▶ immigration proceedings</li> </ul>
<p><b>Data sources (indicative only)</b></p>	<p>Key legal and policy instruments in respect of judicial and administrative proceedings</p> <p>UNCRC monitoring reports and concluding observations of the Committee relating to the implementation of Article 12</p> <p>European Commission for the Efficiency of Justice monitoring reports on efficiency and quality of justice</p> <p>Eurobarometer surveys – A specific question/set of questions could be included relating to this issue (for example, under the section "Engaging young in decisions")<sup>2</sup></p> <p>FRA and European Commission data on Child Friendly Justice</p>
<p><b>Assessment criteria</b></p>	<p>States can measure progress towards the indicator using the following assessment criteria:</p> <p><b>0</b> = No direct access to the courts for children</p> <p><b>1</b> = Rules and procedures to ensure access to information on rights, to free access to a lawyer, and to be heard in judicial proceedings and to have decisions explained to them in a way they can understand are being applied in one of the judicial or administrative settings listed</p> <p><b>2</b> = Rules and procedures to ensure access to information on rights, to free access to a lawyer, and to be heard in judicial proceedings are being applied in at least two of the judicial or administrative settings listed</p> <p><b>3</b> = Full implementation of the Council of Europe Child Friendly Justice guidelines has been achieved in all of the specified judicial and administrative settings</p>



### Issues

#### to consider in respect of vulnerable children:

- ▶ Are there any conditions or limitations imposed on the availability of this support: for example, on grounds of nationality, age, disability, immigration or socio-economic status, victim status?
- ▶ Are there any measures in place to facilitate access for more marginalised or excluded children?
- ▶ Is there any data which disaggregates evidence of children participating, for example on grounds of nationality, age, disability etc?

2. [http://ec.europa.eu/public\\_opinion/archives/quali/ql\\_right\\_child\\_sum\\_en.pdf](http://ec.europa.eu/public_opinion/archives/quali/ql_right_child_sum_en.pdf)



<p><b>Analysis notes</b></p>	<p>You can use this matrix to help you assess how well you meet the indicator</p> <table border="1" data-bbox="454 264 1369 757"> <thead> <tr> <th data-bbox="454 264 730 344">Proceedings</th> <th colspan="3" data-bbox="730 264 1369 344">Mechanisms in place (Please tick all that apply)</th> </tr> <tr> <td data-bbox="454 344 730 555"></td> <td data-bbox="730 344 946 555">be informed of their rights</td> <td data-bbox="946 344 1161 555">have free access to a lawyer</td> <td data-bbox="1161 344 1369 555">have decisions affecting them explained in a way that they can understand</td> </tr> </thead> <tbody> <tr> <td data-bbox="454 555 730 607">Criminal justice</td> <td data-bbox="730 555 946 607"></td> <td data-bbox="946 555 1161 607"></td> <td data-bbox="1161 555 1369 607"></td> </tr> <tr> <td data-bbox="454 607 730 658">Family law</td> <td data-bbox="730 607 946 658"></td> <td data-bbox="946 607 1161 658"></td> <td data-bbox="1161 607 1369 658"></td> </tr> <tr> <td data-bbox="454 658 730 710">Care and protection</td> <td data-bbox="730 658 946 710"></td> <td data-bbox="946 658 1161 710"></td> <td data-bbox="1161 658 1369 710"></td> </tr> <tr> <td data-bbox="454 710 730 757">Immigration</td> <td data-bbox="730 710 946 757"></td> <td data-bbox="946 710 1161 757"></td> <td data-bbox="1161 710 1369 757"></td> </tr> </tbody> </table>	Proceedings	Mechanisms in place (Please tick all that apply)				be informed of their rights	have free access to a lawyer	have decisions affecting them explained in a way that they can understand	Criminal justice				Family law				Care and protection				Immigration			
Proceedings	Mechanisms in place (Please tick all that apply)																								
	be informed of their rights	have free access to a lawyer	have decisions affecting them explained in a way that they can understand																						
Criminal justice																									
Family law																									
Care and protection																									
Immigration																									
<p><b>Comments</b></p>	<p><b>Good practice:</b> Please use this space to describe any positive examples you have identified of effective quality participation in your country</p> <p><b>Points to address:</b> Please use this space to describe any areas you have identified that require improvement</p>																								
<p><b>Action Points (follow up)</b> Please indicate any action you will take following this Assessment to strengthen progress on this indicator</p>																									

### Child friendly individual complaints procedures are in place<sup>3</sup>

<p><b>Definition</b></p>	<p>Complaints procedures mandated by law are child-friendly and easily accessible to all children in a range of contexts, notably:</p> <ul style="list-style-type: none"> <li>▶ schools and education settings</li> <li>▶ care and protection</li> <li>▶ health</li> <li>▶ criminal proceedings</li> <li>▶ family law proceedings</li> <li>▶ immigration proceedings</li> </ul> <p>To be child-friendly, a complaints procedure must include the following elements:</p> <ul style="list-style-type: none"> <li>▶ It is safe and accessible</li> <li>▶ Children receive information and assistance to enable them to lodge and pursue a complaint</li> <li>▶ Information is made available in age and disability appropriate formats including leaflets, brochures, posters for schools, and dedicated websites and disseminated in locations where children are able to find them</li> <li>▶ Follow up, referral and response mechanisms are well-established and effective and can demonstrate that changes are implemented in response to legitimate complaints</li> <li>▶ Feedback to such complaints is communicated directly to children within a reasonable period in a manner that is adapted to their age and understanding</li> </ul>
<p><b>Data sources (indicative only)</b></p>	<p>National law</p> <p>Key legal and policy instruments in the field of family law, education, health care, juvenile justice, social welfare, housing, immigration</p> <p>Qualitative research in academic/NGO sectors</p>
<p><b>Assessment criteria</b></p>	<p>States can measure progress towards the indicator using the following assessment criteria:</p> <p>0 = No complaints or feedback mechanisms in place in any of the areas specified</p> <p>1 = Child-friendly complaints procedures are in place in two of the areas specified</p> <p>2 = Child friendly complaints procedures are in place in four of the areas specified</p> <p>3 = Child friendly complaints procedures are mandated by law and easily accessible to all children across all of the areas specified. Children are provided with information about their right to complain and receive help and support to pursue a complaint in accordance with their age and capacity</p>



#### Issues

#### to consider in respect of vulnerable children:

- ▶ Are complaints procedures appropriately adapted to children's age, language ability, disabilities?
- ▶ Are they free of charge?

3. For more information on child friendly and quality participation, see Appendix One, *Basic Requirements for Quality Participation*, for an overview of the measures necessary to achieve a child friendly complaints procedure.

<p><b>Analysis notes</b></p>	<p>You can use this matrix to help you assess how well you meet the indicator</p> <table border="1" data-bbox="454 264 1369 763"> <thead> <tr> <th data-bbox="454 264 794 376" rowspan="2">Settings</th> <th colspan="3" data-bbox="794 264 1369 376">Child friendly individual complaints procedures are in place (Please tick all that apply)</th> </tr> <tr> <th data-bbox="794 376 986 427">YES</th> <th data-bbox="986 376 1177 427">NO</th> <th data-bbox="1177 376 1369 427">DON'T KNOW</th> </tr> </thead> <tbody> <tr> <td data-bbox="454 427 794 510">Schools and education settings</td> <td data-bbox="794 427 986 510"></td> <td data-bbox="986 427 1177 510"></td> <td data-bbox="1177 427 1369 510"></td> </tr> <tr> <td data-bbox="454 510 794 562">Care and protection</td> <td data-bbox="794 510 986 562"></td> <td data-bbox="986 510 1177 562"></td> <td data-bbox="1177 510 1369 562"></td> </tr> <tr> <td data-bbox="454 562 794 613">Health</td> <td data-bbox="794 562 986 613"></td> <td data-bbox="986 562 1177 613"></td> <td data-bbox="1177 562 1369 613"></td> </tr> <tr> <td data-bbox="454 613 794 665">Criminal justice</td> <td data-bbox="794 613 986 665"></td> <td data-bbox="986 613 1177 665"></td> <td data-bbox="1177 613 1369 665"></td> </tr> <tr> <td data-bbox="454 665 794 716">Family law proceedings</td> <td data-bbox="794 665 986 716"></td> <td data-bbox="986 665 1177 716"></td> <td data-bbox="1177 665 1369 716"></td> </tr> <tr> <td data-bbox="454 716 794 763">Immigration proceedings</td> <td data-bbox="794 716 986 763"></td> <td data-bbox="986 716 1177 763"></td> <td data-bbox="1177 716 1369 763"></td> </tr> </tbody> </table>	Settings	Child friendly individual complaints procedures are in place (Please tick all that apply)			YES	NO	DON'T KNOW	Schools and education settings				Care and protection				Health				Criminal justice				Family law proceedings				Immigration proceedings			
Settings	Child friendly individual complaints procedures are in place (Please tick all that apply)																															
	YES	NO	DON'T KNOW																													
Schools and education settings																																
Care and protection																																
Health																																
Criminal justice																																
Family law proceedings																																
Immigration proceedings																																
<p><b>Comments</b></p>	<p><b>Good practice:</b> Please use this space to describe any positive examples you have identified of effective quality participation in your country</p> <p><b>Points to address:</b> Please use this space to describe any areas you have identified that require improvement</p>																															
<p><b>Action Points (follow up)</b> Please indicate any action you will take following this Assessment to strengthen progress on this indicator</p>																																

# Promoting awareness of the right to participation

6

## Children's right to participate in decision-making is embedded in pre-service training programmes for professionals working with and for children

<p><b>Definition</b></p>	<p>Competency-based training on children's right to participation is embedded in pre-service training programmes for professionals working directly with and for children. Competency-based training focuses on an approach to teaching that emphasizes learning and applying skills, in addition to the acquisition of knowledge.</p> <p>When a person is competent, they can apply what they know to do a specific task or solve a problem and they are able to transfer this ability between different situations</p> <p>Please select and assess any six professionals groups from the following list:</p> <ul style="list-style-type: none"> <li>▶ teachers</li> <li>▶ lawyers</li> <li>▶ judiciary</li> <li>▶ police;</li> <li>▶ social workers</li> <li>▶ health care professionals</li> <li>▶ immigration officials</li> <li>▶ carer-givers and residential workers</li> <li>▶ prison officers</li> <li>▶ children and youth leaders/workers</li> <li>▶ civil servants and public officials</li> </ul>
<p><b>Data sources (indicative only)</b></p>	<p>Nationally accredited professional training programmes for all of the disciplines specified</p> <p>Qualitative research on attainment of competencies in child participation by professionals working with children</p> <p>Government departments, universities and other training institutions</p>
<p><b>Assessment criteria</b></p>	<p>States can measure progress towards the indicator using the following assessment criteria:</p> <p>0 = Very limited or no training available on children's right to participation</p> <p>1 = Competency-based training on children's right to participation is included in the pre-service training curricula of at least one group of professionals specified</p> <p>2 = Competency-based training on children's right to participation is included in the pre-service training curricula of at least three groups of professionals specified</p> <p>3 = Competency-based training on children's right to participation is included in the pre-service training curricula of at least six groups of professionals specified</p>



### Issues

#### to consider in respect of vulnerable children:

- ▶ Does this training and information account for the diversity of children's experiences and needs, for example, is it sensitive to gender, ethnicity, disability, age, religion, nationality and the linguistic capacity of the child?

<p><b>Analysis notes</b></p>	<p>You can use this matrix to help you assess how well you meet the indicator</p> <table border="1" data-bbox="454 264 1369 728"> <thead> <tr> <th data-bbox="454 264 794 376">Professional group</th> <th colspan="3" data-bbox="794 264 1369 376">Training on children’s right to participation is embedded in pre-service training (Please tick all that apply)</th> </tr> <tr> <td data-bbox="454 376 794 427"></td> <th data-bbox="794 376 986 427">YES</th> <th data-bbox="986 376 1177 427">NO</th> <th data-bbox="1177 376 1369 427">DON'T KNOW</th> </tr> </thead> <tbody> <tr> <td data-bbox="454 427 794 479">Profession One</td> <td data-bbox="794 427 986 479"></td> <td data-bbox="986 427 1177 479"></td> <td data-bbox="1177 427 1369 479"></td> </tr> <tr> <td data-bbox="454 479 794 530">Profession Two</td> <td data-bbox="794 479 986 530"></td> <td data-bbox="986 479 1177 530"></td> <td data-bbox="1177 479 1369 530"></td> </tr> <tr> <td data-bbox="454 530 794 582">Profession Three</td> <td data-bbox="794 530 986 582"></td> <td data-bbox="986 530 1177 582"></td> <td data-bbox="1177 530 1369 582"></td> </tr> <tr> <td data-bbox="454 582 794 633">Profession Four</td> <td data-bbox="794 582 986 633"></td> <td data-bbox="986 582 1177 633"></td> <td data-bbox="1177 582 1369 633"></td> </tr> <tr> <td data-bbox="454 633 794 685">Profession Five</td> <td data-bbox="794 633 986 685"></td> <td data-bbox="986 633 1177 685"></td> <td data-bbox="1177 633 1369 685"></td> </tr> <tr> <td data-bbox="454 685 794 728">Profession Six</td> <td data-bbox="794 685 986 728"></td> <td data-bbox="986 685 1177 728"></td> <td data-bbox="1177 685 1369 728"></td> </tr> </tbody> </table>	Professional group	Training on children’s right to participation is embedded in pre-service training (Please tick all that apply)				YES	NO	DON'T KNOW	Profession One				Profession Two				Profession Three				Profession Four				Profession Five				Profession Six			
Professional group	Training on children’s right to participation is embedded in pre-service training (Please tick all that apply)																																
	YES	NO	DON'T KNOW																														
Profession One																																	
Profession Two																																	
Profession Three																																	
Profession Four																																	
Profession Five																																	
Profession Six																																	
<p><b>Comments</b></p>	<p><b>Good practice:</b> Please use this space to describe any positive examples you have identified of effective quality participation in your country</p> <p><b>Points to address:</b> Please use this space to describe any areas you have identified that require improvement</p>																																
<p><b>Action Points (follow up)</b> Please indicate any action you will take following this Assessment to strengthen progress on this indicator</p>																																	

<p><b>Definition</b></p>	<p>Government departments and those delivering key services to children are required to produce information on children and young people's right to participate in decision-making including, for example, information on complaints mechanisms, legal processes, and opportunities to participate in their own organisations, as well as in decision-making or planning processes affecting them. Information made available in child friendly formats, including through social media networks, accessible to children of different ages and abilities, and in appropriate formats for children with different communication needs. It should be made available in arenas that are accessed by children such as specialised websites or helplines.</p> <p>Education on children's rights, including the right to participate, is a mandatory component of school curricula.</p> <p>In addition, public information and education programmes (ideally as part of a national strategy) are in place to raise awareness among the general public, children, young people, parents and professionals, on children's right to participate, including the right to form or be part of children or young people's organisations.</p>
<p><b>Data sources (indicative only)</b></p>	<p>National children's rights strategies  National educational curricula  Government departments including those responsible for children and young people and communications  Public authorities responsible for local service  Children's rights NGOs  Register of children and young people's associations and networks  Qualitative research with children  Data collected by the European Commission on children's involvement in judicial proceedings and the FRA's qualitative research on practices and procedures of child participation in justice proceedings</p>
<p><b>Assessment criteria</b></p>	<p>States can measure progress towards the indicator using the following assessment criteria:</p> <p>0 = No child-friendly information is available about children's right to participate</p> <p>1 = Ad hoc public education/information programmes are in place to raise awareness of children's right to participate and to association</p> <p>2 = Child-friendly information is sometimes made available for children of different ages and in different formats, including Braille, on, for example, children's associations, services, policies, rights, consultations and government guidance</p> <p>3 = Comprehensive and accessible information programmes on children's rights to participation, and a compulsory component in the primary and secondary school curriculum on children's rights is introduced</p>



### Issues

#### to consider in respect of vulnerable children:

- ▶ Is information provided according to age, language and in formats for children with different disabilities?
- ▶ Is information made available to children in, for example, institutions, prisons, hospitals, detention centres for asylum seekers? Is it available to children in more remote regions?
- ▶ Is any research data on access to information disaggregated according to age, gender, disability, ethnicity etc?

<p><b>Analysis notes</b></p>	
<p><b>Comments</b></p>	<p><b>Good practice:</b> Please use this space to describe any positive examples you have identified of effective quality participation in your country</p> <p><b>Points to address:</b> Please use this space to describe any areas you have identified that require improvement</p>
<p><b>Action Points (follow up)</b> Please indicate any action you will take following this Assessment to strengthen progress on this indicator</p>	

# Creating spaces for participation

8

**Children are represented in forums, including through their own organisations, at school, local, regional and national governance levels**

<p><b>Definition</b></p>	<p>Children are enabled to participate in forums where they can address relevant authorities, including government, at school, local, regional and national levels (notably through schools councils, child/youth councils, children/youth parliaments or children/youth forums). These forums serve as spaces where children can identify issues of concern to them and bring them to policy makers at the school, local, regional and national levels. Particular efforts should be made to explain the process by which children are elected to such provisions, which children are involved, how children take part in the decision making processes (where appropriate), the regions in which they exist, and the decision-making powers afforded to such bodies.</p>
<p><b>Data sources (indicative only)</b></p>	<p>DG EAC Eurobarometer CIVED Public authorities responsible for local services NGO and academic research National Youth Councils</p>
<p><b>Assessment criteria</b></p>	<p>States can measure progress towards the indicator using the following assessment criteria:</p> <p>0 = No forums exist through which children can engage with school, local, regional and national government</p> <p>1 = A child/youth council or parliament exists through which children can address government at the national level</p> <p>2 = Child/youth councils exist through which children can address governments at the regional level</p> <p>3 = Legally mandated child/youth councils or parliaments exist through which children can address governments at the school, local, regional and national level</p>



**Issues**

**to consider in respect of vulnerable children:**

- ▶ Is the data on the numbers of children engaged disaggregated according to age, ethnicity, nationality, gender, disability, region?



<p><b>Analysis notes</b></p>	<p>You can use this matrix to help you assess how well you meet the indicator</p> <table border="1" data-bbox="454 248 1375 584"> <thead> <tr> <th data-bbox="454 248 798 331">Governance level</th> <th colspan="3" data-bbox="798 248 1375 331">Children are represented in Forums (Please tick all that apply)</th> </tr> <tr> <td data-bbox="454 331 798 378"></td> <th data-bbox="798 331 989 378">YES</th> <th data-bbox="989 331 1181 378">NO</th> <th data-bbox="1181 331 1375 378">DON'T KNOW</th> </tr> </thead> <tbody> <tr> <td data-bbox="454 378 798 432">National</td> <td data-bbox="798 378 989 432"></td> <td data-bbox="989 378 1181 432"></td> <td data-bbox="1181 378 1375 432"></td> </tr> <tr> <td data-bbox="454 432 798 483">Regional</td> <td data-bbox="798 432 989 483"></td> <td data-bbox="989 432 1181 483"></td> <td data-bbox="1181 432 1375 483"></td> </tr> <tr> <td data-bbox="454 483 798 535">Local</td> <td data-bbox="798 483 989 535"></td> <td data-bbox="989 483 1181 535"></td> <td data-bbox="1181 483 1375 535"></td> </tr> <tr> <td data-bbox="454 535 798 584">School</td> <td data-bbox="798 535 989 584"></td> <td data-bbox="989 535 1181 584"></td> <td data-bbox="1181 535 1375 584"></td> </tr> </tbody> </table>	Governance level	Children are represented in Forums (Please tick all that apply)				YES	NO	DON'T KNOW	National				Regional				Local				School			
Governance level	Children are represented in Forums (Please tick all that apply)																								
	YES	NO	DON'T KNOW																						
National																									
Regional																									
Local																									
School																									
<p><b>Comments</b></p>	<p><b>Good practice:</b> Please use this space to describe any positive examples you have identified of effective quality participation in your country</p> <p><b>Points to address:</b> Please use this space to describe any areas you have identified that require improvement</p>																								
<p><b>Action Points (follow up)</b> Please indicate any action you will take following this Assessment to strengthen progress on this indicator</p>																									

### Child-targeted feedback mechanisms on local authority services are in place

<p><b>Definition</b></p>	<p>All public authorities responsible for local services, have mechanisms in place to consult with and receive feedback from children, including on the following services:</p> <ul style="list-style-type: none"> <li>▶ Education and schools</li> <li>▶ Alternative care (e.g. fostering, children’s homes)</li> <li>▶ Play, recreation, and sports</li> <li>▶ Cultural services (e.g. museums, arts)</li> <li>▶ Child protection services</li> <li>▶ Support for immigration and asylum seekers</li> <li>▶ Family support and pre-school services</li> </ul> <p>Such mechanisms might include evaluation forms or surveys that are easily accessible to and adapted to children of different ages and backgrounds.</p> <p>Particular effort should be made to assess the extent to which such services respond to the feedback they receive from children. For example, do they have a mechanism for informing children of the changes that have been made in response to the feedback they have received?</p> <p>Ideally, efforts should be made to involve children in the design, implementation and evaluation of feedback mechanisms.</p>
<p><b>Data sources (indicative only)</b></p>	<p>Legislation Public authorities responsible for local services Local public child care providers Qualitative academic / NGO research including with children</p>
<p><b>Assessment criteria</b></p>	<p>States can measure progress towards the indicator using the following assessment criteria:</p> <p><b>0</b> = Children do not have opportunities to offer feedback on local public services and such services are not required to offer such opportunities</p> <p><b>1</b> = At least two of the local public services specified have systems in place for children to provide feedback on the services provided</p> <p><b>2</b> = At least four of the local public services specified have systems in place for children to provide feedback on the services provided</p> <p><b>3</b> = All of the local public services listed are required to have feedback arrangements in place and have established effective systems to obtain and respond to feedback from children</p>



#### Issues

#### to consider in respect of vulnerable children:

- ▶ Are such mechanisms available to all children regardless of age, disability, nationality (language limitations) etc.?

<p><b>Analysis notes</b></p>	<p>You can use this matrix to help you assess how well you meet the indicator</p> <table border="1" data-bbox="454 257 1364 907"> <thead> <tr> <th data-bbox="454 257 790 336">Local services</th> <th colspan="3" data-bbox="790 257 1364 336">Child-targeted feedback mechanisms in place (Please tick all that apply)</th> </tr> <tr> <td data-bbox="454 336 790 392"></td> <th data-bbox="790 336 981 392">YES</th> <th data-bbox="981 336 1173 392">NO</th> <th data-bbox="1173 336 1364 392">DON'T KNOW</th> </tr> </thead> <tbody> <tr> <td data-bbox="454 392 790 436">Education and schools</td> <td data-bbox="790 392 981 436"></td> <td data-bbox="981 392 1173 436"></td> <td data-bbox="1173 392 1364 436"></td> </tr> <tr> <td data-bbox="454 436 790 548">Alternative care (e.g. fostering, children's homes)</td> <td data-bbox="790 436 981 548"></td> <td data-bbox="981 436 1173 548"></td> <td data-bbox="1173 436 1364 548"></td> </tr> <tr> <td data-bbox="454 548 790 593">Play, recreation, and sports</td> <td data-bbox="790 548 981 593"></td> <td data-bbox="981 548 1173 593"></td> <td data-bbox="1173 548 1364 593"></td> </tr> <tr> <td data-bbox="454 593 790 683">Cultural services (e.g. museums, arts)</td> <td data-bbox="790 593 981 683"></td> <td data-bbox="981 593 1173 683"></td> <td data-bbox="1173 593 1364 683"></td> </tr> <tr> <td data-bbox="454 683 790 728">Child protection services</td> <td data-bbox="790 683 981 728"></td> <td data-bbox="981 683 1173 728"></td> <td data-bbox="1173 683 1364 728"></td> </tr> <tr> <td data-bbox="454 728 790 817">Support for immigration and asylum seekers</td> <td data-bbox="790 728 981 817"></td> <td data-bbox="981 728 1173 817"></td> <td data-bbox="1173 728 1364 817"></td> </tr> <tr> <td data-bbox="454 817 790 907">Family support and pre-school services</td> <td data-bbox="790 817 981 907"></td> <td data-bbox="981 817 1173 907"></td> <td data-bbox="1173 817 1364 907"></td> </tr> </tbody> </table>	Local services	Child-targeted feedback mechanisms in place (Please tick all that apply)				YES	NO	DON'T KNOW	Education and schools				Alternative care (e.g. fostering, children's homes)				Play, recreation, and sports				Cultural services (e.g. museums, arts)				Child protection services				Support for immigration and asylum seekers				Family support and pre-school services			
Local services	Child-targeted feedback mechanisms in place (Please tick all that apply)																																				
	YES	NO	DON'T KNOW																																		
Education and schools																																					
Alternative care (e.g. fostering, children's homes)																																					
Play, recreation, and sports																																					
Cultural services (e.g. museums, arts)																																					
Child protection services																																					
Support for immigration and asylum seekers																																					
Family support and pre-school services																																					
<p><b>Comments</b></p>	<p><b>Good practice:</b> Please use this space to describe any positive examples you have identified of effective quality participation in your country</p> <p><b>Points to address:</b> Please use this space to describe any areas you have identified that require improvement</p>																																				
<p><b>Action Points (follow up)</b> Please indicate any action you will take following this Assessment to strengthen progress on this indicator</p>																																					

<b>Definition</b>	Children and their representative organisations are supported with resources to participate in the monitoring of the implementation of children's rights instruments. This should include opportunities for children to participate in shadow-reporting, or to develop their own report
<b>Data sources (indicative only)</b>	Monitoring reports produced by or with children Concluding observations of the Committee on the Rights of the Child Conclusions of relevant Council of Europe monitoring bodies such as the European Committee of Social Rights, European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment, European Commission against Racism and Intolerance, Group of Experts on Action against Trafficking in Human Beings, Lanzarote Committee, etc.
<b>Assessment criteria</b>	States can measure progress towards the indicator using the following assessment criteria:  0 = No arrangements are in place to support children's participation in monitoring the implementation of children's rights instruments 1 = Selected children are invited and supported to participate in the monitoring of the UNCRC 2 = The views of a wide range of children from different backgrounds and circumstances are gathered on the implementation of the UNCRC 3 = Children's own organisations receive support to systematically monitor the implementation of the UNCRC and any other children's rights instruments that the member State has ratified <sup>4</sup>



### Issues

#### to consider in respect of vulnerable children:

- ▶ Is there adequate representation of children of all ages; from minority ethnic backgrounds; disabled children; both male and female; non-nationals?

4. In respect of the Council of Europe instruments, where mechanisms other than shadow reporting are used for monitoring implementation, these can be included in the assessment of the extent to compliance with this indicator.

<p><b>Analysis notes</b></p>	
<p><b>Comments</b></p>	<p><b>Good practice:</b> Please use this space to describe any positive examples you have identified of effective quality participation in your country</p> <p><b>Points to address:</b> Please use this space to describe any areas you have identified that require improvement</p>
<p><b>Action Points (follow up)</b> Please indicate any action you will take following this Assessment to strengthen progress on this indicator</p>	

# Appendix One

---

## OVERVIEW OF THE NINE BASIC REQUIREMENTS FOR EFFECTIVE AND ETHICAL PARTICIPATION AND ASSOCIATED BENCHMARKS

### 1. Requirement One: Participation is transparent and informative

---

Children must be given information about their right to participate in a child friendly and accessible format. The information should include how they will be able to participate, why they have been given the opportunity to participate, the scope of their participation and the impact that they will be able to have.

This means in practice that:

- ▶ Children's participation has a clear purpose
- ▶ Children understand how much impact they are able to have on decision making
- ▶ The roles and responsibilities of those involved are clear and well understood
- ▶ Children agree with the goals and targets associated with their participation

### 2. Requirement Two: Participation is voluntary

---

Children must be able to choose whether or not they would like to participate and must be informed and able to withdraw from activities at any time. Children must not be coerced into participating or expressing their views.

This means in practice that:

- ▶ Children are given time to consider their involvement and are able to provide informed consent
- ▶ Children are aware and are able to withdraw at any time they wish
- ▶ Children's other commitments are respected and accommodated (e.g. work and school)

### 3. Requirement Three: Participation is respectful

---

Children should be treated with respect and provided with opportunities to express their views freely and to initiate ideas. Staff should also respect and gain an understanding of the family, school and cultural context of children's lives.

This means in practice that:

- ▶ Children are able to freely express their views and are treated with respect
- ▶ Where children are selected as representatives, the process will be based on principles of democracy and will avoid discrimination
- ▶ Ways of working build self-esteem and confidence which enables children to feel that they have valid experience and views to contribute
- ▶ Support from staff should be utilised to gain respect for children by other key duty bearers

### 4. Requirement Four: Participation is relevant

---

Participation should build on children's own knowledge and should be focused on issues which are relevant to their lives and the local context.

This means in practice that:

- ▶ Activities that children are involved in are of real relevance to their experiences, knowledge and abilities
- ▶ Participation approaches and methods build on local knowledge and practices
- ▶ Children are involved in setting the criteria for selection and representation for participation
- ▶ Children are involved in ways, at levels and at a pace appropriate to their capacities and interests

## 5. Requirement Five: Participation is child-friendly

---

■ Child friendly approaches should be used to ensure children are well prepared for their participation and are able to contribute meaningfully to activities. Participation approaches and methods should be designed or adapted based on children's ages and abilities.

■ This means in practice that:

- ▶ Time and resources are made available for quality participation and children are properly supported to prepare for participation
- ▶ Methods of involvement are developed in partnership or in consultation with children
- ▶ Adults have the capacity to support and ensure child-friendly approaches and ways of working
- ▶ Meeting places and activity locations are child-friendly and accessible to children with disabilities and other minority groups
- ▶ Children are given accessible information in child-friendly formats

## 6. Requirement Six: Participation is inclusive

---

■ Children's participation must provide opportunities for vulnerable children to be involved and should challenge existing patterns of discrimination. Staff must be sensitive to the cultures of all children participating.

■ This means in practice that:

- ▶ Children are not discriminated against because of age, race, colour, gender, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status
- ▶ Children's involvement aims to include children from all backgrounds, which could mean reaching out to children in their local community
- ▶ Participation is flexible enough to respond to the needs, expectations and situations of different groups of children
- ▶ The age range, gender and abilities of children are taken into account
- ▶ Participation challenges and responds to existing patterns of discrimination

## 7. Requirement Seven: Participation is supported by training for adults

---

■ Staff must have the knowledge and capacity to facilitate meaningful child participation. This may involve training and preparation prior to engaging children in activities, as well as ongoing support as required.

■ This means in practice that:

- ▶ All staff and managers are sensitised to children's participation, understand its importance and understand the need for commitment to child participation
- ▶ Staff are provided with appropriate training, tools and other opportunities in participatory practice.
- ▶ Staff are effectively supported and supervised and participatory practice is evaluated
- ▶ Staff are able to express any views or anxieties about involving children, in the expectation that these will be addressed in a constructive way
- ▶ Specific technical skills or expertise is built up through a combination of recruitment, selection, staff development and practice exchange
- ▶ Relations between individual staff, and between staff and management, model appropriate behaviour, treating each other with respect and honesty

## 8. Requirement Eight: Safe and sensitive to risk

---

■ Adults working with children have a duty of care. Staff must take every precaution to minimise the risks to children of abuse and exploitation and any other negative consequences of participation.

■ This means in practice that:

- ▶ The protection rights of children are paramount in the way children's participation is planned and organised
- ▶ Children involved in participation work are aware of their right to be safe from abuse and know where to go for help if needed

- ▶ Skilled, knowledgeable staff is delegated to address and coordinate child protection issues during participatory processes.
- ▶ Safeguards are in place to minimise risks and prevent abuse.
- ▶ Staff organising a participatory process have a child protection strategy that is specific to each process. The strategy must be well communicated and understood by staff.
- ▶ Safeguards are in place to minimise and prevent abuse.
- ▶ Staff recognise their legal and ethical responsibilities in line with our Code of Conduct and Child Safeguarding policy.
- ▶ Child protection procedures recognise the particular risks faced by some children and extra barriers they face in obtaining help.
- ▶ Consent is obtained for the use of all information provided by children and information identified as confidential is safeguarded at all times.
- ▶ A formal complaints procedure is set up to allow children involved in participatory activities to make complaints in confidence. Information about the procedure is available in relevant languages and formats.
- ▶ No photographs, videos or digital images of a child can be taken or published without that child's explicit consent for a specific use.
- ▶ Responsibilities relating to liability, safety, travel and medical insurance are clearly delegated and effectively planned for.

## 9. Requirement Nine: Participation is accountable

---

■ Following their participation, children must be provided with feedback and/or follow up regarding: how their views have been interpreted and used; how they have influenced any outcomes; and where appropriate the opportunity for them to be involved in follow up processes and activities.

■ This means in practice that:

- ▶ Children are involved in our work at the earliest possible stage.
- ▶ Staff and partners are accountable to children for their commitments.
- ▶ Children are supported to participate in follow-up and evaluation processes.
- ▶ Children are supported to share their experiences of participation with peer groups, their local communities and other organisations.
- ▶ Children are given rapid and clear feedback on their involvement, impact, outcomes and next steps.
- ▶ Feedback reaches all children involved.
- ▶ Children are asked about their satisfaction with participatory processes and their views on how they could be improved.
- ▶ Mistakes identified through evaluations are acknowledged and commitments given about how lessons learnt will be used to improve participatory processes in the future.





# Appendix Two

## COUNTRY PROFILE: TEMPLATE FOR REPORTING ON THE RESULTS OF THE ASSESSMENT

This template provides a framework for States to record the key findings emerging from the Assessment, to highlight any examples they have identified of good practice, and to indicate any measures they plan to undertake in light of the findings. States are strongly encouraged to complete the template for their own use. Please send a copy to the Children's Rights Division ([children@coe.int](mailto:children@coe.int)) of the Council of Europe which is interested to see how the Tool is being used and the outcomes of any Assessment processes.

<b>Name of State:</b>				
<b>Date of Assessment:</b>				
<b>Key stakeholders involved in Assessment:</b>				
<b>Indicator</b>	<b>Assessment rating</b>	<b>Comments/observations</b>	<b>Examples of good practice (please provide examples and links that can be shared)</b>	<b>Follow up proposals/plans of action</b>
<b>Protecting the right to participate</b>				
1. Legal protection for children and young people's right to participate in decision-making is reflected in the national Constitution and legislation				
2. Explicit inclusion of children and young people's right to participate in decision-making in a cross-sectorial national strategy to implement children's rights				
3. An independent children's rights institution is in place and protected by law				

4. Existence of mechanisms to enable children to exercise their right to participate safely in judicial and administrative proceedings					
5. Child friendly complaints procedures are in place					
<b>Promoting awareness of the right to participate</b>					
6. Children's right to participate in decision-making is embedded in pre-service training programmes for professionals working with and for children					
7. Children are provided with information about their right to participate in decision making					
<b>Creating spaces for participation</b>					
8. Children are represented in forums, including through their own organisations, at school, local, regional and national governance levels.					
9. Child-targeted feedback mechanisms on local services are in place					
10. Children are supported to participate in the monitoring of the UNCRC (including in CRC shadow reporting) and relevant Council of Europe instruments and conventions					

[www.coe.int](http://www.coe.int)

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.