



## “Rights4Kids”

### Child participation workshop methodology



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For further information, please contact:

Network for Children's Rights  
Alkamenous 11b, Athens, 104 38  
+302108846590  
Greece

diktio@ddp.gr  
a.constantopoulou@ddp.gr

# **Rights4Kids**

## **Child participation workshop methodology**

### **1. Background**

Although the Convention on the Rights of the Child changed the way children are viewed and treated – i.e., as human beings with a distinct set of rights instead of as passive objects of care and assistance, the violations of children's rights still have no boundaries and remain detectable all over the world.

The Convention on the Rights of the Child is the most rapidly and widely ratified international human rights treaty in history. 196 states committed to promote children's rights and to use the Convention as a framework to change their laws, policies and services so that all children are protected.

It is a fact that some important laws have been adopted worldwide but the violation of children rights remains an issue. Every day, even in our modern Western society, the fight against children exploitation is endless. Moreover, the right to education, the rights of children with disabilities, the principle of non-discrimination according to which all children should have the same rights without distinction of race, sex, language and religion are often infringed.

Consequently, it is very important to help children learn and assert their rights while respecting those of others. Teaching children is not only a way to improve their current social life but to prepare responsible future citizens who will respect human rights.

Theatre has an effective role in young people's lives. Through theatre, young people can talk about their problems, life situations, doubts and uncertainties, but also communicate and interact with their peers. Theatre also creates a bridge between the worlds of children and adults.

### **2. Objectives**

The goal of the "Rights4Kids" project is to ensure every child has a human rights-based approach to education that respects and promotes her or his right to dignity and harmonious development through:

- Promoting an understanding and awareness of the value of the arts in the educational process. Theatre in education supports learning about social issues and fundamental rights. The performances about the rights of the children are a real opportunity to engage young people and educators with relevant life issues, through their interaction with the actors;
- Encouraging children to reflect on their rights and share their experiences and stories. At the end of each performance, children will be solicited to reflect and converse with the actors and educators about their impressions and experiences;
- Supporting the transnational circulation of artistic performances regarding the rights of children amongst the partners' countries;
- Raising awareness and advocacy initiatives on children rights by disseminating to educators the material gathered throughout the project.

### 3. Outcomes

The impact of the project for disadvantaged teens is to enhance contact with theatres and art and increase their access to cultural events. With this project, disadvantaged children will participate in the process of the preparation of a theatre performance not only as an audience but as “spect-actors”. Moreover, they will expand their awareness of the Convention on the Rights of the Child and sensitise more people to respect those rights. Children will comprehend, embrace and assert their rights.

During the workshops, the whole process of discussing and preparing the scenario for the theatre performance will improve their skills and socialisation. The project aims to include disadvantaged teens in creative and cultural activities while raising awareness on the Convention on the Rights of the Child, through:

- *A theatre festival:* During the project, the partners will organise a festival where all performances (from the four partner countries) are going to be presented along with other activities focusing on the rights of children.
- *An e-learning course:* Throughout the project, an e-learning course will be developed with the aim to improve the skills of professionals all over Europe.
- *An online portal:* In order to ensure sustainability of the project and a wider dissemination, the performances as well as all guidelines and materials produced by the project will be recorded, subtitled in four languages and uploaded to the portal. The aforementioned portal will focus on issues related to art and the Convention on the Rights of the Child. The portal is not going to be limited to the resources developed by the project but will also gather and promote other relevant resources.

### 4. Implementation

The aim is to organise workshops with teens (aged 13-18) in all partner countries. Through these activities, disadvantaged children will be involved in creative and cultural activities and will become aware of the Convention on the Rights of the Child. During the workshops, the children will be able to express themselves freely on all issues related to their rights. The stories that will come out of these workshops (4) will be used to develop the scenario of the theatrical performances. Each theatrical performance is going to cover at least 2 articles of the Convention. The performances are going to be prepared and staged in 3 different locations in each country:

- in theatres (at least 2 performances in each country)
- in schools (at least 2 performances in each country)
- in centres where there is a high amount of disadvantaged children (e.g. refugee centres, children shelters, NGOs etc.) (at least 2 performances in each country)
- And at the end, the “Rights4Kids Festival” will be organised.

Teens invited to participate in the workshops should do so on a voluntary basis. Workshops should take place in a child-friendly environment and the participation of the teens must be with their informed consent. The facilitator must take the vulnerability of the child into consideration when composing the group.

Each partner should register the type of groups chosen and the time and the date of workshops (Annex 2).

Reporting on the workshops should take place promptly following completion of the workshops based on the reporting form (Annex 3).

## 5. Methodology

### 5.1 Child participation workshops

Participants will have the opportunity during weekly sessions to work in teams, to brainstorm, express themselves, exchange best practices, ideas and stories with their peers, research, interview and finally write their stories inspired by the Children's Rights.

During the *introductory session* the facilitator will present the Convention on the Rights of the Child to the teens. (3 hours)

During the *first workshop*, the teens, with the support of a social worker, psychologist and an educator will choose the rights they will involve in the scenario (2 hours)

During the *second and third workshops*, a screenwriter will briefly inform the teens on the key aspects of writing a play that they should keep in mind when developing their stories. (2 hours and 4 hours)

At the end of the workshops, a committee made up of the professionals involved during the workshop will decide on the final scenario to be developed as a play.

### 5.2 Role of the facilitator

#### **Before the workshop:**

- Obtain the informed consent of the children and/or their parents or guardians, for the child to participate in the workshops. Note that if you will record or photograph the children, their informed consent must be recorded on the consent form provided (Annex 3 Consent form)
- Create a safe environment that will respect the children's rights in line with the "Child Safeguarding Standards and how to implement them"
- Adapt the session materials to the age, gender and culture of the group of teens that will participate in each workshop
- Ensure that they understand why they are being consulted and the extent of the outcomes of the consultation
- Design icebreakers and feedback activities.

#### **During the workshop:**

- Invite the teens to prepare their contributions, this may be done through drawing a picture, writing a story or making a poster

- Keep the workshop focused on the topic and ensure each teen has the opportunity to contribute accordingly
- Ask the children to rank their views in order of importance or summarise the discussion and make recommendations.
- Take notes to ensure thorough feedback.

### **After the workshop**

Prepare a brief report of the workshop including:

- Information on the composition of the group (how many teens, age range, genders and context in which they live – do not include identifiable information about the children);
- A summary of the findings and recommendations made by the children during the workshop (that may have been missed out of the children’s contributions).

## **6. Workshop Aims**

### *Introductory Session*

#### Aims:

- Introduction/Presentation of [The United Nations Convention on the Rights of the Child](#) (UNCRC)
- Make sure teens understand their rights (teens’ recommendations)
- Encourage teens to express themselves about their rights (teens’ recommendations)

### *Workshop 1*

#### Aims:

- Resume the Rights of the Child from the last session
- “Discover your uniqueness”
- Explore the actions teens can take if rights are violated (gather teens’ views and recommendations)

### *Workshop 2*

#### Aims:

- Learn about how theatre can affect our lives
- With the help of a screenwriter, teens will be given the tools to write their own scenario
- Encourage and empower teens to express themselves

### *Workshop 3*

#### Aims:

- Encourage and empower teens to express themselves. They will work in teams to create their own story (scenario).

## 7. Reporting guidelines

The workshops' outcomes should be reported using the Annex 4 form. Please do fill out all parts of the report form, comprehensive reporting will enable us to compare the findings and recommendations made by the children in different member states and ensure the utility of their contributions to the debates.

### Annex 1. Resources

Relevant policy documents

- [UN Convention on Rights of the Child](#)
- [Child Safeguarding Standards and how to implement them](#)

Material for Workshops

- [The illustrated Children's Rights \(Children's Rights flashcards\)](#) (Workshop 2)
- [I have rights, You have rights. He/She has rights....](#) (Introductory Session)

## **Annex 2. Partner form**

Participation of children in the Round-table on Child-friendly information

### **1. Partner information**

Full name of the Organisation	
Address	
Country	
Telephone	
E-mail	
Website or social media	
Legal representative and its function	
Contact person name: E-mail:	

### **2. Description of the organisation**

Please briefly elaborate on the aim of the organisation, the target group, the geographical cover, the main activities and any relevant experience.

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### 3. Project details

Which age group(s) will you work with? (delete as appropriate)	<ul style="list-style-type: none"><li>• Children aged 13-16</li><li>• Children between 16-18</li></ul>
How will you compose the groups and select the teens? Is there a group of teens you are already working with or will you launch an open call?	
Tentative date and place of the workshops:	Introductory Session: Workshop 1: Workshop 2: Workshop 3:

### 4. Facilitator's profile

<b>Please briefly introduce the facilitator(s) who will implement the consultations with the teens.</b>

**Annex 3. Consent form**

**Contact details of consenting party**

Name/Surname & name/surname of parent/guardian if under 18 years of age	
Date of Birth	
Email Address	
Telephone number	

I, the above named, hereby consent to the use, by the **Name of Organisation** (and those acting with their combined or individually granted permission and authority), of any **[photographs/video recordings/audio recordings]** taken of me, or if applicable my child, during my, or if applicable my child’s, participation in the child consultations on age assessment procedures.

The **[photographs/video recordings/audio recordings]** will only be used for educational or information purposes to illustrate or promote the above stated consultations and any Project or Programme related to it. The material in which they will be used may be accessible to the public, or published on a public network (e.g. the Internet).

I grant the **Name of Organisation** permission to communicate and make the **[photographs/video recordings/audio recordings]** available to the public in all media, including but not limited to print, digital media and the Internet.

I understand that should a legend or caption be written on or near the **[photographs/video recordings/audio recordings]** by the **Name of Organisation**, it will preserve my reputation.

I grant the **Name of Organisation** permission to store and use copies of the photographs for the purposes described above, to store my contact details in their databases in case they need to contact or identify me.

Your personal data is being recorded only for the specific purpose of the project Rights4Kids to the **Name of Organisation** and they will be kept in accordance with the General Data Protection Regulation (EU) 2016/679.

.....

Signature of person giving consent  
< 18

Signature of parent/guardian

Date

.....

#### **Annex 4. Reporting form**

Report of the Child Participation in the Round-table on Child-friendly information

##### **1. Partner information**

Full name of the Organisation	
Address	
Country	
Telephone	
E-mail	
Website or social media	
Legal representative and its function	
Contact person name: E-mail:	

##### **2. Preparations of the child consultations**

	<b>Introductory Workshop</b>	<b>Workshop 1</b>	<b>Workshop 2</b>	<b>Workshop 3</b>
<b>Target group</b>				
<b>Place of the Workshop</b>				
<b>Date and duration of the Workshop</b>				
<b>Number of participants</b>				
<b>Age of the participants</b>				

<b>Gender balance M/F</b>				
<b>Language(s) spoken during workshop</b>				
<b>Number and role of adults present</b>				
<b>Name of the facilitator(s)</b>				

- a. Did all of the teen consultations take place as planned? If no why?
  
- b. How did you compose the groups and select the teens?
  
- c. How did you ensure you had the informed consent of the teens to participate in the workshops?
  
- d. Did you encounter any obstacles or challenges during the preparation of the child consultations?
  
- e. Please share information about the professional background of the facilitators.

### 3. Implementation of the teen participations

#### Introductory Session

- a. Please explain the implementation of the Introductory Session, did it achieve its aims?
  
- b. Please summarise the discussions in relation to each aim:

	<b>Points raised by the teens during workshops:</b>
Rights of the child	
Do the teens agree/disagree that the rights listed are important? Were these rights a reality for them?	
Who is responsible to respect those rights (teens' recommendations).	
How to make sure teens are aware of their rights (teens' recommendations).	

- c. What was the overall experience of the teens talking about their rights?
- d. Please share any other relevant observation (e.g. if children spoke about an issue with enthusiasm, anger or sadness or eventually seemed to find very difficult to speak about).

**Workshop 1**

- a. Please explain the implementation of Workshop 1. Did the session achieve its aims?
- b. Please summarise the discussions in relation to each element:

	<b>Points raised by the teens during workshops:</b>
“Discover your uniqueness”	
Recognising a violation of the rights of the child (teens’ views and experiences).	

- c. To what extent did the teens need facilitation (understanding the topics, recommending creative methods to communicate with teens)?
- d. Please share any other relevant observations.

**Workshop 2**

- a. Please explain the implementation of Workshop 1. Did the session achieve its aims?
- b. Please summarise the discussions in relation to each element:

	<b>Points raised by the teens during workshops:</b>
Explore how theatre can have an impact on our lives	
Developing a short story	
Create their own story (main characters, storyline, message)	
Is theatre a way to express oneself? (teens’ views and recommendations).	
Actions teens can take if their rights have been violated (teens’ views and recommendations).	

- c. Please add any other relevant observations

### Workshop 3

- a. Please explain the implementation of Workshop 3. Did the session achieve its aims?
- b. Please summarise the discussions in relation to each element:

	Points raised by the teens during workshops:
Create their own story	
Invite the teens to share the opinion of the workshops (create a poster)	

- c. Please add any other relevant observations

- **Please also provide feedback on the following issues.**

Please evaluate the Implementation Package (delete as appropriate):

poor,                    sufficient,                    good,                    very good

- **Were you provided with all the necessary information to implement the teen consultations?**

Please evaluate the methodology (the session outlines) provided for the teen participations:

poor,                    sufficient,                    good,                    very good

- **Was it feasible to implement the session outlines? Please share also suggestions for content development.**